

BELGOROD STATE NATIONAL RESEARCH UNIVERSITY
MOZYR STATE PEDAGOGICAL UNIVERSITY
NAMED AFTER I. SHAMYAKIN
PAVLODAR STATE PEDAGOGICAL INSTITUTE
KARSHI STATE UNIVERSITY

EXPERIENTIA EST OPTIMA MAGISTRA

Volume XV

International collection of scientific papers

January 2025



Belgorod 2025

UDC 378.147
BBK 74.48
E 97

Reviewers

L.V. Babina – Doctor of Philology
O.Yu. Romashina – Candidate of Philology

Editorial Board:

G.S. Sujunova, PhD, professor, Pavlodar State Pedagogical Institute, Kazakhstan;
S.B. Kurash, Doctor of Philology, professor, Mozyr State Pedagogical University named after I. Shamyakin, Belarus;
N.B. Azizova, PhD, Head of International Relations Department, Karshi State University, Uzbekistan;
M.K. Omonova, PhD, Head of Department of Linguistics, Karshi State University, Uzbekistan;
T.V. Khvesko, Doctor of Philology, professor, Tyumen State University;
R.E. Bogachev, Candidate of Philology, associate professor, Belgorod State National Research University, Russia;
I.A. Danilenko, Candidate of Philology, associate professor, Belgorod State National Research University, Russia;
N.V. Zimovets, Candidate of Philology, associate professor, Belgorod State National Research University, Russia;
E.N. Musaelian, Candidate of Pedagogy, associate professor, Belgorod State National Research University, Russia;
Yu.A. Prokopenko, Candidate of Sociology, associate professor, Belgorod State National Research University, Russia;
E.V. Shemaeva, Candidate of Philology, associate professor, Belgorod State National Research University, Russia;
E.A. Shaposhnikova, secretary.

E 97 EXPERIENTIA EST OPTIMA MAGISTRA : international collection of scientific papers / Editor-in-Chief: E.A. Ogneva, L.N. Miroshnichenko, D.E. Smirnova. Vol. XV. – Belgorod : «Epicentre», 2025. –188 p.

ISBN 978-5-6053538-0-5

This book is a collection of scientific papers. These papers are written to present the most interesting scientific ideas.

UDC 378.147
BBK 74.48

ISBN 978-5-6053538-0-5

© Editorial Board, 2025

БЕЛГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ НАЦИОНАЛЬНЫЙ
ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ
МОЗЫРЬСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ
ИМ. А.П. ШАМЯКИНА
ПАВЛОДАРСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ
КАРШИНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ОПЫТ – ЛУЧШИЙ УЧИТЕЛЬ

Выпуск XV

Международный сборник научных статей

Январь 2025 г.



Белгород 2025

УДК 378.147
ББК 74.48
Е 97

Рецензенты:

Бабина Л.В. – доктор филологических наук, профессор, профессор Тамбовского государственного университета им. Г.Р. Державина;

Ромашина О.Ю. – кандидат филологических наук, доцент кафедры английского языка и межкультурной коммуникации Белгородского государственного национального исследовательского университета

Редакционная коллегия:

Суянова Г.С., доктор филологических наук, профессор Павлодарского государственного педагогического института, Казахстан;

Кураш С.Б., доктор филологических наук, заведующий кафедрой русского языка УВО «Мозырский государственный педагогический университет имени И.П. Шамякина» (республика Беларусь);

Азизова Н.Б., PhD, заведующая отделом международных отношений Каршинского государственного университета, Узбекистан;

Омонова М.К., PhD, заведующая кафедрой лингвистики Каршинского государственного университета, Узбекистан;

Хвесько Т.В., доктор филологических наук, профессор, Тюменский государственный университет, Россия;

Богачев Р.Е., кандидат филологических наук, доцент кафедры иностранных языков педагогического института НИУ «БелГУ», Россия;

Даниленко И.А., кандидат филологических наук, доцент кафедры иностранных языков педагогического института НИУ «БелГУ», Россия;

Зимовец Н.В., кандидат филологических наук, доцент кафедры иностранных языков педагогического института НИУ «БелГУ», Россия;

Мусаелян Е.Н., кандидат педагогических наук, доцент кафедры иностранных языков педагогического института НИУ «БелГУ», Россия;

Прокопенко Ю.А., кандидат социологических наук, доцент кафедры иностранных языков педагогического института НИУ «БелГУ», Россия;

Шемаева Е.В., кандидат филологических наук, доцент кафедры иностранных языков педагогического института НИУ «БелГУ», Россия;

Шапошникова Э.А., делопроизводитель кафедры иностранных языков НИУ «БелГУ»; секретарь

Е 97 Experientia est optima magistra (опыт – лучший учитель):

международный сборник научных статей / Под ред. Е. А. Огневой, Л. Н. Мирошниченко, Д.Е. Смирновой. Вып. XV. – Белгород : ООО «Эпицентр», 2025. – 188 с.

ISBN 978-5-6053538-0-5

Сборник научных статей на иностранных языках охватывает широкий спектр актуальных проблем современной науки, отражает результаты теоретических и научно-практических исследований аспирантов, магистрантов, студентов и их руководителей.

УДК 378.147
ББК 74.48

ISBN 978-5-6053538-0-5

© Редколлегия, 2025
© НИУ «БелГУ», 2025

CONTENTS

Section 1. Education

<i>Afanasyeva Irina Ivanovna, Kudryavtseva Zhanna Sergeevna</i> THE ROLE OF ARTIFICIAL INTELLIGENCE AND NEURAL NETWORKS IN LANGUAGE TEACHING	9
<i>Akhmetzyanova Erika Andreevna</i> THE BENEFITS OF USING SONGS TO DEVELOP LISTENING SKILLS IN TEACHING THE ENGLISH LANGUAGE	12
<i>Berezhnaya Irina Vladimirovna</i> THE FEATURES OF MODERN INTERACTIVE PLATFORMS USED IN EDUCATION	16
<i>Chalenko Olga Sergeevna</i> MODERN METHODS OF TEACHING ENGLISH	19
<i>Glukhikh Irina Olegovna</i> ALLTAG DER STAATLICHEN UND SELBSTSTÄNDIGEN STUDENTEN IM RUSSISCHEN REICH IN DER ERSTEN HÄLFTE DES XIX. JAHRHUNDERTS	23
<i>Karpova Marina Sergeevna, Prokopenko Yulia Alexandrovna</i> SOCIAL NETWORKS AS A SOURCE OF NEW LEXICAL UNITS IN THE ENGLISH LANGUAGE	26
<i>Klimenko Sofia Vitalievna</i> EVALUATION OF THE EFFECTIVENESS OF EDUCATIONAL PROGRAMS ON PHYSICAL CULTURE IN PEDAGOGICAL UNIVERSITIES	30
<i>Klyuev Maksim Andreevich</i> INTEGRATING ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: A SOLUTION FOR STUDENT AND TEACHERS NEEDS	33
<i>Korotova Sofiya Olegovna, Prokopenko Yulia Alexandrovna</i> THE ROLE OF THE EDUCATOR IN ARTIFICIAL INTELLIGENCE AGE: NEW CHALLENGES AND OPPORTUNITIES	37
<i>Kovaleva Julia Nikolaevna</i> STUDENTS' COGNITIVE ACTIVITY DEVELOPING WITH INTERACTIVE TECHNOLOGIES	40
<i>Krylova Yuliya Sergeevna</i> DEVELOPMENT OF CREATIVE ABILITIES OF SCHOOLCHILDREN THROUGH THREE-DIMENSIONAL MODELING	44
<i>Layko Alexander Vladimirovich</i> OPPORTUNITIES FOR THE USE OF ARTIFICIAL INTELLIGENCE AND ETHICAL CHALLENGES OF ITS APPLICATION IN EDUCATION	47

<i>Makarenko Alexey Alekseevich, Lukyanenko Alla Nikolaevna, Prokopenko Yulia Alexandrovna</i> METHODOLOGICAL ASPECTS OF MATHEMATICAL LOGIC STUDY IN SECONDARY SCHOOL COMPUTER SCIENCE COURSE	51
<i>Ozerova Alina Vitalievna</i> UTILIZING DIGITAL TECHNOLOGIES AND AUTHENTIC MATERIALS IN ENGLISH LANGUAGE CLASSES	55
<i>Paliy Danil Viktorovich</i> ADAPTATION OF INTERNATIONAL STUDENTS TO A NEW EDUCATIONAL ENVIRONMENT (CASE IN THE UNIVERSITY OF TYUMEN)	59
<i>Pereverzeva Uljana Jurjewna</i> DIE AUSBILDUNG DER RÄUMLICHEN PRAXIS BEI VORSCHULKINDERN MIT ALLGEMEINER SPRACHENTWICKLUNGSSTÖRUNG IN LOGOPÄDISCHEN KLASSEN	63
<i>Plotnikova Valentina Nikolaevna, Bessarabova Elena Ivanovna</i> INTERAKTIVE ENTWICKLUNGSSPIELE IN DER AUSBILDUNG VON GRUNDKOMPETENZEN IN DEN BEREICHEN WIRTSCHAFT UND FINANZEN BEI ÄLTEREN VORSCHULKINDERN	68
<i>Podyanova Natalia Alexandrovna</i> ON THE IMPORTANCE OF DEVELOPING COMMUNICATIVE COMPETENCE IN SCHOOLSCHILDREN IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE	73
<i>Rzaeva Kenul Abdullaevna</i> TONGUE TWISTERS AS A MEANS OF INCREASING MOTIVATION AND EFFECTIVENESS OF TEACHING THE ENGLISH LANGUAGE	76
<i>Shenshina Marina Alekseevna, Prokopenko Yulia Alexandrovna</i> THE CONCEPT OF DIGITAL GAMIFICATION IN EDUCATION	80
<i>Shkileva Natalia Vladimirovna</i> FEATURES OF TEACHING ORAL SPEECH COMMUNICATION THROUGH DIALOGUES	84
<i>Sycheva Elina Alexeevna, Prokopenko Yulia Alexandrovna</i> SOCIAL FACTORS' INFLUENCE ON THE LANGUAGE LEXICAL COMPOSITION	87
<i>Yurova Natalya Viktorovna</i> ENTWICKLUNG DER SPRACHKENNTNISSE DER SCHÜLER IM RUSSISCHUNTERRICHT	90

Section 2. Sport

<i>Kaliberda Daria Vladimirovna</i> NEGATIVE INFLUENCE OF THE LOWER POSITION OF WEIGHT FIXATION ON THE ATHLETE'S POSTURE DURING THE EXERCISE "CLASSIC PUSH THROUGH A LONG CYCLE"	94
<i>Kramskoy Nikita Maximovich</i> ORIGIN OF FOOTBALL AND ITS INTERNATIONAL VARIATIONS	98
<i>Maltsev Sergey Yurievich</i> TOPICAL ISSUES OF THE DEVELOPMENT OF PHYSICAL ABILITIES OF ADOLESCENTS FOR WRESTLING PANKRATION	103

Section 3. Linguistics

<i>Mirshod Abdurakhmonov Olimjon o'g'li</i> COMMERCIAL NAMES IN A LINGUISTIC LANDSCAPE OF BATON ROUGH, LA BASED ON CULTURAL AND SOCIAL ASPECTS	107
<i>Agopova Elena Tarasovna, Miroschnitschenko Larissa Nikolayevna</i> BILDUNG VON NEOLOGISMEN IN DEN SOZIALEN NETZWERKEN DER ENGLISCHEN SPRACHE	110
<i>Artyushina Ksenia Igorevna</i> LES BANDES DESSINÉES COMME MOYEN D'APPRENTISSAGE DU FRANÇAIS	115
<i>Babkov Ivan Igorevich</i> CARACTÉRISTIQUES LEXICALES DU FRANÇAIS AU CANADA	118
<i>Balabaeva Julia Jewgenjevna, Profatilova Svetlana Michailovna</i> DIE GLIEDERUNG VON DEUTSCHEN PHRASEOLOGISCHEN EINHEITEN MIT DEM KOMPONENTEN TIERNAMEN	122
<i>Bovtik Veronika Evgenievna</i> BENEFITS OF ENGLISH-LANGUAGE BORROWINGS IN THE RUSSIAN EDUCATION	129
<i>Danilenko Ilya Aleksandrovich, Markov Aleksandr Vladimirovich</i> DYNAMICS OF THE INFORMATIVE POTENTIAL OF THE LITERARY COGNITIVE DOMINANT VETERAN (BASED ON AMERICAN TELEDISOURSE)	133
<i>Jurakobilova Hamida</i> MODERN APPROACHES TO THE STUDY OF METAPHOR	137
<i>Khomenko Tatiana Maksimovna</i> THE ANTHROPONYMIC NOMINATION OF VICTORIAN CULTURE IN THE NOVELS OF CHARLES DICKENS	141

<i>Klimova Tatiana Vladimirovna</i> LINGUOCOGNITIVE CONNECTORS AS A MEANS AND A PRECONDITION FOR ACHIEVING THE SEMANTIC COHERENCE AND CONCEPT DEVELOPMENT IN A DISCOURSE	144
<i>Kuschtschewa Darina Alexandrovna</i> ANTHITese IN DEN KAPITELTITELN VON MICHAEL ENDES WERK «MOMO»	148
<i>Tretiakova Marina Fyedorovna</i> TRANSLATION OF FILM TITLES WITH COLOR TERMS	151
<i>Zayats Anna Aleksandrovna</i> LINGUISTIC FEATURES OF THE REPRESENTED SPEECH IN THE NOVELS BY DAN BROWN	156
Section 4. Psychology	
<i>Gerasimova Oksana Pavlovna</i> AGE PSYCHOLOGY AS A BRANCH OF SCIENCE	160
<i>Kudrina Diana Dmitrijevna</i> PSYCHOLOGISCHE ASPEKTE DER ELTERN-KIND-BEZIEHUNGEN UND DER PERSÖNLICHEN INDIVIDUATION IN DEUTSCHEN MÄRCHEN	163
<i>Maslennikova Evgeniya Nikolaevna, Shcherbakova Tatyana Vasilyevna</i> LITIGIOUSNESS, QUERCULARITY, BARIATRY – ARE THREE NAMES FOR ONE STATE OF MIND	168
<i>Yakovov Daniil Valentinovich</i> THE SYNDROME OF EMOTIONAL BURNOUT: CAUSES AND WAYS OF PREVENTION	174
Section 5. Sociology	
<i>Batashov Sergey Olegovich</i> FORECASTING AND MODELING OF YOUTH'S ECONOMIC AND CAREER STRATEGIES	179
<i>Frolowa Elizaweta Igorewna</i> ENTWICKLUNG DES SOZIOLOGENBERUFS IN EINER SICH WANDELNDEN GESELLSCHAFT	183

SECTION 1. EDUCATION

UDK 372.881.111.1

THE ROLE OF ARTIFICIAL INTELLIGENCE AND NEURAL NETWORKS IN LANGUAGE TEACHING

Afanasyeva Irina Ivanovna

English language teacher of the highest category,

Gymnasium №2, Belgorod, Russia

E-mail: gloria750897yandex.ru

Kudryavtseva Zhanna Sergeevna

English language teacher of the 1-st category,

Gymnasium №2, Belgorod, Russia

E-mail: gym2jeannyk78@yandex.ru

This article examines the advantages and disadvantages of neural networks in daily life from the point of view of every day usage in different spheres. In what way they are used in language learning applications. Also, there is a comparison of pros and cons for education in whole.

Key words: artificial intelligence (AI), neural network, chatbots, recognition, prediction.

Initially, artificial intelligence (AI) was considered as a fantastic dream, a technology of the future. But nowadays AI can be found in a variety of places, including our workplace, school, library, hospital and even your smart phone. Artificial intelligence (AI) is becoming commonplace in modern life. Over the past few years, AI has become a major player in a wide range of IT technologies. The boom of the computer game industry gave a hefty boost to research in the field of neural networks. A neural network's structure and working principles are similar to those of modern game graphics processors, which combine thousands of cores onto a single chip. The architecture of simple calculations transmitting data to each other, forming an AI, is the principle of the neural network.

Speaking about the exact moment the "first" neural network appeared is difficult because the concept evolved gradually. However, there are some key milestones. The McCulloch-Pitts Neuron: Warren McCulloch and Walter Pitts created a computational model of a neuron, laying the theoretical foundation for artificial neural networks in 1943 showing how it could perform logical operations. Later in 1958, Frank Rosenblatt developed the Perceptron, the first artificial neural network capable of learning. It was a single-layer network that could learn to classify linearly separable data.

The development of the first neural networks was driven by several factors:

- Computer advances: The rapid promotion of electronic computers provided the necessity of computational power to create these models.
- Understanding the Brain: The idea of modeling the brain's neural structure to create intelligent machines was a major driving force.

- Cybernetic systems: It is focused on the study of communication and control systems in both animals and machines.
- Recognition of patterns: There is an increasing need for models capable of pattern recognition and image creation etc.

Neural networks are now firmly embedded in many areas of everyday life, influencing many branches of medicine, banking, etc. Here are some of them:

1. Image search and recognition

- Face search and recognition: for unlocking smart phones, and in other more complex areas such as security, law enforcement, etc.

- Decoding and analysis of medical images: it is very important for making diagnoses such as cancer, using the analysis of computed tomography and magnetic resonance imaging, X-rays.

- Adding tags to found images: search and automatically add tags to photos based on their content.

- Bots and translation services: Google Translate and other translation systems rely on neural networks.

2. Working with language signs of speech:

- Virtual assistants and chats: Alice and Yandex Assistant understand user requests and can respond to them.

- Emotional state analysis: the text is analyzed to determine the emotional coloring (positive, negative, neutral). Often in business and marketing research.

- Generalizing component: automatic shortening of short summaries.

- Spam filter filters out unwanted emails and emails.

3. Commercial platforms:

Social networks: platforms such as “Odnoklassniki” and “VK” use them to recommend friends, posts and advertisements; online cinemas use neural networks to recommend movies, products, and music.

4. Financial sector:

Credit rating: assessment of the creditworthiness of legal entities and individuals.

5. The healthcare system:

- Predictive modeling: predicting the pros and cons of treating patients and identifying potential risks.

- Individual selection of treatment methods for patients, taking into account their genetic characteristics and other factors.

6. Other areas of application:

- Game Platforms: Create realistic game environments and non-player characters.

- Robotics: creating and controlling the movement of robots.

- Weather forecasting: Improve the accuracy of weather forecasts.

Obviously, neural networks have significant advantages that make modern life much easier, but they also have inaccuracies and limitations. The positive aspects of using neural networks include the learning ability of neural networks because they can adapt to new information and learn from their mistakes. Pattern recognition and forecasting are equally useful. Artificial intelligence (AI) is excellent at recognizing

complex patterns and relationships in data. This allows you to obtain accurate forecasts and classifications in various fields. Automation and continuous improvement reduce the need for human intervention, while productivity does not become lower, but on the contrary can improve over time.

The disadvantages of working with artificial intelligence include dependence on input data, since neural networks largely depend on large amounts of accurate data for training. Data distortion or insufficiency can lead to unreliable results.

Computational costs should also be mentioned, since training complex neural networks is expensive and time-consuming, requiring significant computing power and energy. There is also a shortage of specialists with special knowledge to create and deploy effective neural networks in the field of machine learning, data processing and software development.

Speaking about the use of neural networks in education, it should be noted that artificial intelligence is a good tool for translating knowledge. In this regard, teachers have new roles, such as: tutor, coordinator, mentor, etc. [Bialik et al. 2022: 78]. Moreover, networks offer a number of advantages over traditional methods, especially when it comes to learning foreign languages.

Adaptive exercises are most often used to learn a language. With their help, neural networks analyze students' performance of exercises in order to adjust the difficulty and focus on those areas where they have difficulties. If the student constantly makes mistakes in the conjugation of the verb to be, for example, the application will help him practice this particular grammatical aspect. Moreover, by using individual feedback, neural networks can provide more specific and useful corrections, explaining why the answer is incorrect and offering targeted recommendations. It should also be noted that artificial intelligence is capable of dynamic content selection. Based on the student's progress and preferences, artificial intelligence can select appropriate vocabulary, grammar exercises, and reading materials. This avoids overloading the student with irrelevant information.

For the development of writing skills, the service seems to be quite interesting and accessible to us www.quillbot.com. This service analyzes the texts available on the web, determines the features of their vocabulary and grammar. Students can upload the actual written texts to the system, and highlight errors and make recommendations on how to make the text clearer for understanding [Miroshnichenko et al. 2023: 44-47].

For oral language practice chat bots are often used that involve students in realistic conversations, authentic situations and dialogues, providing immediate feedback and correction. Speech recognition and synthesis play an important role here: neural networks support speech recognition systems that evaluate pronunciation accuracy and provide feedback. Text-to-speech systems can help students improve their listening comprehension by providing a clear and natural sounding sound. There are also chat bots that help with translation, although they are not exclusively focused on language learning, but can help students understand the meaning of unfamiliar words and phrases, making it easier to understand speech in general.

We consider it necessary to note that neural networks can create a dynamic learning experience by adjusting the complexity of tasks and evaluating results, which undoubtedly increases the involvement and motivation of students.

An undoubted advantage is the ability of neural networks to evaluate multiple choice tests, gap-filling exercises and other objective assessments, freeing up teachers' time.

In summary, neural networks significantly enhance language learning by personalizing the experience and providing efficient feedback and practice opportunities. However, they are most effective when used in conjunction with human interaction and a well-structured curriculum that emphasizes active engagement with the target language. The technology should support, not replace, the role of human educators.

References

Bialik, M., Kholms, U., Feidel, Ch. (2022). *Iskusstvennyj intellekt v obrazovanii*. M.: Al'pina PRO, 304 s. (In Russian).

Miroshnichenko, L.N., Prokopenko, Yu.A., Shemaeva, E.V., Yanutik S.Ya. (2023). Vozmozhnosti primeneniya iskusstvennogo intellekta v praktike obucheniya inostrannomu yazyku v vuze, *Kazanskaya nauka*, 12, 44-47. (In Russian).

Neal, R. (1992). Connectionist learning of belief networks. *Artificial Intelligence*, 56, 71-113.

UDK 372.881.111.1

THE BENEFITS OF USING SONGS TO DEVELOP LISTENING SKILLS IN TEACHING THE ENGLISH LANGUAGE

Akhmetzyanova Erika Andreevna

*Student of the Teacher's Training College,
Vladivostok State University, Vladivostok, Russia*

E-mail: ahmetzianovaerika@yandex.ru

Scientific advisor:

Zayats Anna Alexandrovna

*PhD in Philological Sciences, Associate Professor of the Teacher's
Training College,*

Vladivostok State University, Vladivostok, Russia

E-mail: ann-zayats@yandex.ru

This article discusses the advantages of using songs as an effective tool for developing listening skills in English language teaching. Songs help to memorise words and phrases through rhythm and melody, creating a positive atmosphere and increasing students' motivation.

Key words: *songs, listening, education, benefits*

Today, the process of ‘erasing’ the borders between countries and regions and the formation of a single global space has become a real reality. In the process of globalisation and, as a consequence, the establishment of English as a language of international communication, the demand for educational services in the field of English language learning is constantly growing [Safonova 2021: 175].

Listening is one of the key components of learning a foreign language, and its successful development directly affects the general language competence of students. Foreign languages are taught both in institutes with humanitarian and technical bias. However, with all the understanding of the necessity of learning a foreign language, most students do not show proper interest and responsibility. At the middle stage of English language teaching, when students already possess basic knowledge and skills, the emergence of new methods and approaches to teaching becomes especially important. One such method that is gaining popularity in educational practice is the use of music. By learning a new language, one is introduced to a new culture, one manifestation of which is music [Klikushina 2022: 27]. We will consider the main advantages of using songs to develop listening skills and offer practical recommendations for integrating music into the educational process.

One of the differences between songs and exercises is that songs can accompany students throughout their lives and become part of their culture, as music can be used to explore cultural aspects including traditions, issues, moods and lifestyles of native speakers. This makes the material more meaningful and relevant, whereas exercises are only effective during instruction. Students prefer to listen to a variety of music: heavy rock, pop, classical music, or rap, but lines from an unfamiliar song that students have heard recently enter their short-term memory and are effectively transferred to long-term memory. The practical use of songs in foreign language lessons is not a new technique. But for most teachers the presence of music in the classroom seems to be something frivolous, distracting from learning. However, according to I.Y. Pashkeeva, it is not so [Pashkeeva 2014: 362].

If a person who decides to learn a foreign language likes its sound, the chances of learning this language, of speaking it himself are very high. ‘I like the way it sounds’; ‘it’s beautiful’; ‘it’s nice to listen to’ - all these are verbally expressed emotional preconditions (often unconscious) that prepare the ground for the conscious process of language learning [Pashkeeva 2014: 362]. Songs often evoke strong emotions, which helps you remember information better. Musical associations promote deeper learning and active reproduction of material in the future. In addition, musical texts are full of lively language, colour and cultural biases, allowing learners to immerse themselves in the language in an environment that approximates real-life communication. Jeremy Harmer, a renowned expert in the field of English language teaching methodology, claims that people who are interested in music or have a musical background learn a foreign language better because music enhances listening comprehension. Listening to songs performed by native speakers helps to develop correct pronunciation and practice listening comprehension and listening skills [Pashkeeva 2014: 362]. Students learn to identify

sounds, intonation, rhythm and accent, which are critical to understanding a foreign language in live communication.

The use of various songs and rhymes is often resorted to in primary school lessons, because children memorise new material more quickly due to the easy form of presentation and melody [Klikushina 2022: 27].

According to E. M. Safonova, the peculiarity of listening (in contrast to other types of speech activity) is that the teacher and students do not depend on the speed and form of presentation of information from speakers (native speakers) when using authentic sources or in direct face-to-face communication, as well as the fact that in most situations the listener has no opportunity to return to an unclear fragment of language material and ‘rewind’ it (unless it is a recorded video clip or podcast): for example, in a situation of face-to-face communication it is possible only to interrogate the other person [Safonova 2021: 176]. Consequently, the use of songs in the learning process opens up opportunities for collaborative work: students can discuss the themes of the songs, understand the texts in groups, which develops listening, communication and co-operation skills.

In the learning process, it is also important to take into account that not all pieces of music contribute to the harmonious and correct development of students' auditory skills the songs contain rich lexical and grammatical material. Learners encounter new words, phrases and structures, which helps to expand their vocabulary and improve their understanding of grammar in context.

However, despite a number of advantages, we provide an analysis and identified a list of disadvantages of this method that should not be ignored:

1. Incomplete comprehension of the text: Musical texts often contain metaphors, idioms and informal language, which can make comprehension difficult for language learners. Some phrases may be unclear or unusual, leading to misunderstanding.

2. Potential difficulty in selection: Not all songs are suitable for the educational process. Materials need to be carefully selected to match the level of the students and the lesson objectives, which can be time-consuming.

3. Censorship Notes: Many songs may contain profanity or themes that are inappropriate for certain age audiences. This may require additional adjustments to the content and discussions with students.

When choosing a song, one should adhere to the criteria presented by V. I. Savvinova, on the basis of which the material will be taught. This requires a list of attributes that a song should have in the lessons:

1. Lexical neutrality.
2. Correct grammatical construction.
3. Comfortable pace appropriate to students' language proficiency level.
4. Melody [Savvinova 2014].

If the above criteria are met, the selected song will have a positive impact on the development of auditory skills of the participants in the educational process. Let's take the chorus of the song ‘Count on Me’ by Bruno Mars as an example. ‘Count on Me’ is an optimistic and friendly song that sings about friendship, support and reliability.

The chorus:

If you ever locate yourself within the center of the sea,

I'll sail the sector to discover you.

If you ever discover yourself lost in the dark and you can't see,

I'll be the one to guide you.

Let's consider the method of using the song in the lesson.

1. Introduce the topic: Begin the lesson by discussing friendship and support. Ask students to share examples of times when they have helped or been helped by friends.

2. Preliminary introduction to the song: introduce students to the title of the song and its artist. Explain that the song talks about friendship and helping.

3. Listening: play the song and invite students to just enjoy the music. After the first listen, ask if they caught any key words or phrases.

4. Analyse the lyrics: hand out printed pieces of the lyrics (with spaces for key words) to the students. Have them listen to the song again and fill in the blanks.

5. Afterwards, discuss the text: ask students what they understood from the song, what emotions it evokes.

6. Discussion of meanings: ask students to share what friendship means to them. Discuss their opinions in small groups or as a class.

7. Creative assignment: ask students to write a short dialogue or short story about friendship using key phrases from the song. Students can present their creations to the class.

8. Final listening: play the song a third time and invite students to sing along if they wish. This helps to reinforce the material.

9. Reflection: at the end of the lesson, ask questions about what students have learnt about friendship and what new words or phrases they have remembered.

In this way, the use of the song 'Count on Me' in the classroom not only develops listening skills, but also contributes to the formation of a positive atmosphere in the classroom. Music creates motivation and activates students' interest in language learning, opening new horizons for communication and understanding. The use of songs in foreign language lessons can significantly improve the quality of learning and contribute to the development of students' listening skills. Songs in the classroom help to harmonise, align the group and make learning more interesting, creative, joyful and fruitful [Pashkeeva 2014: 365]. Songs have a manifold impact on various aspects of our lives. They serve not only as a means of pleasure and relaxation, but also as an important tool for communicating emotions, identity and communication. Music continues to be an integral part of our cultural environment, enriching our existence and helping us to understand the world around us. As a result, the integration of songs into the teaching process not only makes language learning more dynamic and motivating, but also creates a solid foundation for further development of listening skills. As a result, students become more confident in their language abilities and better prepared for real-life communication situations, which is certainly one of the main goals of foreign language teaching.

References

Klikushina, T.G., Gadzhikurbanovna, K.M. (2022). Obuchenie grammatike i leksike na materiale angloyazychnogo pesennogo diskursa na starshem etape v srednej obshcheobrazovatel'noj shkole. *Vestnik Taganrogskego instituta imeni A.P. Chekhova*, 1, 26-34. (In Russian).

Pashkeeva, I.Yu. (2014). Ispol'zovanie pesen v obuchenii inostrannomu yazyku. *Vestnik Kazanskogo tekhnologicheskogo universiteta*, 17, 5, 361-365. (In Russian).

Safonova, E.M., (2021). Ispol'zovanie cifrovyyh tekhnologiy dlya razvitiya navyka audirovaniya na anglijskom yazyke. *Vestnik Moskovskoj mezhdunarodnoj akademii*, 1, 174-183. (In Russian).

Savvinova, V.I. (2014). Vyrabotka navykov audirovaniya posredstvom pesen. *Novoe slovo v nauke i praktike: gipotezy i aprobatsiya rezul'tatov issledovaniy*, 10, 40-43. (In Russian).

UDK 372.881.111.1

THE FEATURES OF MODERN INTERACTIVE PLATFORMS USED IN EDUCATION

Berezhnaya Irina Vladimirovna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1473780@bsuedu.ru

Scientific advisor:

Shemaeva Elena Viktorovna

*PhD in Philological sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: shemaeva@bsuedu.ru

In this article we're going to explain the characteristics of modern interactive platforms in the education sphere and why they are important for the learning process. The different types of platforms, how they work, and the advantages they offer both students and teachers will be explored. Accessibility, interactivity and personalization of the educational process are the major ones.

Key words: *interactive platforms, online learning, educational technology, accessibility, personalization, student engagement.*

The advancement of technology has also had a great effect on the process of education: The delivery of educational programmes has been shifted to interactive platforms and especially in the distance learning mode where conventional classroom settings may not be adequate for learning. These platforms present numerous prospects for the teachers, students and learners to ensure that the learning and information search processes are more effective and engaging. It also allows the

teachers to come up with lesson plans that are tailored to suit the specific needs of each learner through the use of multimedia materials, assessments and projects that involve group work, and the students can learn at their own pace as well as at their own convenience. This has been seen to enhance the quality of education delivery as well as promoting the idea of inclusivity where all the learners' needs and learning styles are well addressed.

According to V.A. Chernobrovkin, "educational platforms, also known as online learning systems, are digital spaces created for the organization and implementation of the educational process in a remote format. These platforms serve as multifunctional tools that combine various elements of traditional education, from learning resources and assignments to interaction between teachers and students. Their appearance and development became possible due to the rapid progress of information technology and the widespread use of the Internet" [Chernobrovkin, Karlova 2023: 34].

There are many educational platforms that can be classified according to various criteria. V.I. Toktarova believes that "modern educational platforms can be divided into several categories depending on various criteria. One of the key criteria is the type of content and how it is presented. There are several types of educational platforms: e-learning platforms that offer courses in the format of recorded video lessons, which allows you to study at any convenient time; online tutoring platforms that provide the opportunity to interact with a teacher in real time via videoconferences.; and learning management systems (LMS), which focus on the organization and automation of the educational process in educational institutions" [Toktarova, Semenova 2023: 267]. Examples include Moodle and Blackboard, which provide tools for creating courses, tracking student progress, and managing learning materials. Interactive platforms: Platforms that enable active interaction between students and teachers, such as Kahoot! With Quizizz, you can create quizzes and knowledge testing games.

It is important to recognise that the diversity of educational platforms is dictated by the multifaceted needs of their users, ensuring that the requirements of learners and teachers are met. A critical aspect of these platforms is their technological foundation, which includes software that provides functionality, server resources for storing and processing information, and user interfaces. Software development must be carefully considered to meet the diverse needs of all categories of users, including students, teachers and administrators.

This implies the presence of various components and tools, such as course development and management, organization of interaction and feedback, tracking student progress and analyzing their success. The server infrastructure must ensure the reliability and security of data storage, as well as ensure their fast processing and access.

V.A. Alekseenko emphasizes that "user interfaces, in turn, should be user-friendly and intuitive, which allows you to reduce the time spent learning how to work with the platform and focus on the educational process itself. Modern educational platforms also actively use advanced technologies such as artificial intelligence and machine learning, which contributes to the creation of personalized

educational routes and increase the effectiveness of learning" [Alekseenko, SHut'kov 2012: 122].

In the context of educational technologies, a number of notable virtual learning platforms have emerged, in particular, designed for teachers and students. Among the popular and effective platforms used in the educational process, we can identify several of the most notable:

Miro is a virtual whiteboard for teachers that allows you to conduct lessons with students in different locations, workshops with different numbers of participants, presentations and webinars. It allows you to take notes on the whiteboard, upload files and share comments with students, making it suitable for students of all ages.

Vznanie is an international education platform designed specifically for teachers and schools, offering both online and offline learning. It combines features from many leading learning services including videos, tests, lesson creation tool, automated testing, analytics and more. Key features include 24/7 access without the use of a Virtual Private Network (VPN) and a lesson creation tool with over 50 lesson creation engines.

Baamboozle is an online learning platform that uses games for learning. The platform features more than one million games developed by teachers from around the world. They utilise the concept of fiches, where the teacher asks a question and students give the correct answer. It is suitable for all types of learning - online, offline, classroom and face to face.

Google Jamboard is an interactive virtual whiteboard that facilitates lessons, webinars, educational conferences and lectures. It allows you to find learning content, examples, ideas and solutions quickly and easily. It promotes collaboration and learner engagement.

Wordwall is a resource-rich site for making interactive print materials accessible from any Internet-enabled device. It also comes with a library of pre-made exercises and a selection of interactive exercise templates.

Edvibe is a Russian language platform for creating and organising interactive lessons, online courses and language marathons. They have the latest virtual learning environment that combines a complete set of interactive lessons, virtual classroom and video communication all on the same platform.

Last but not least, Progressm is an interactive lesson, course developers and online learning platform for teachers, schools and course developers. Features interactive lessons, course creation, and automatic assignment management.

Modern learning platforms provide access to the power and potential of modern learning provisions (including interactivity, accessibility, personalised learning, collaboration and communication and assessment analysis), that add to the effectiveness of the learning process itself. Learn how to quickly master a new identity and how to have video tutorials, animations, and simulations with which learners can interact, resulting in a deeper understanding of the material. Access to 24-hour learning materials over the internet lets students manage their study time.

AI helps to create customized learning paths for each student based on their individual needs and interests, delivering better academic results. They also have

systems in place for students to communicate with one another and their instructors, thus allowing students to share and gain information and insight from one another. New-age platforms come with built-in advanced tools that look to track the learning progress and assess learning outcomes for teachers to customize the learning experience.

The role these platforms play in modern education – particularly, of course, with distance learning and flexible forms of delivery – cannot be overstated. These are online resource materials that students can use to learn from whenever and wherever they get an Internet connection, which leaves the student more control over the learning programme of the elements that they find harder. Consequently, educational platforms serve as vital instruments to provide equitable access to educational resources and information. By offering high-quality courses and materials tailored to the needs of both urban and rural students, these platforms contribute to ensuring equal opportunities for all in educational endeavours.

References

Alekseenko, V.A., SHut'kov, S.A. (2012). *Aktivnoe i interaktivnoe obuchenie*. M.: NOU VPO "Nac. in-t biznesa", 134 p. (In Russian).

CHernobrovkin, V.A., Karlova, YU.V. (2023). *Professional'nye onlajn-soobshchestva uchitelej-defektologov v inklyuzivnom obrazovanii*. Magnitogorsk: Magnitogorskij gos. tekhnicheskij un-t im. G. I. Nosova, 51 p. (In Russian).

Toktarova, V.I., Semenova, A.E. (2023). *Pedagogicheskij dizajn onlajn-kursov: unikal'nye resheniya dlya kreativnyh pedagogov*. Joshkar-Ola: Marijskij gosudarstvennyj universitet, 318 p. (In Russian).

UDK 372.881.111.1

MODERN METHODS OF TEACHING ENGLISH

Chalenko Olga Sergeevna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: os.chalenko@yandex.ru

Scientific advisor:

Zimovets Natalia Viktorovna

*PhD in Philological sciences of Foreign Languages Department,
Belgorod State National Research University, Belgorod, Russia*

E-mail: zimovets@bsuedu.ru

With the increasing demand for English proficiency in a globalized world, educators are continually seeking innovative approaches to enhance language acquisition. This article explores various methods of teaching English, highlighting their effectiveness and adaptability in different educational contexts. Each method is analyzed in terms of its theoretical foundations, practical applications, and impact on student engagement and learning outcomes. By comparing these diverse

approaches, the article aims to provide educators with valuable insights into selecting and implementing the most suitable techniques for their learners. Finally, the goal is to foster a more effective and dynamic English language teaching environment that meets the varying needs of students in today's diverse classrooms.

Key words: *collaboration, student engagement, communicative skills, group discussions, problem-solving skills, categorization of information, memory retention.*

In today's globalized society, proficiency in English is more than just a desirable skill; it's often a necessity for success in academic, professional, and social arenas. This article highlights three methods for those who learn English, the use of which gives amazing results to students. These methods are a communicative method, a group method and a method of game.

Each educator chooses for himself which method to use in his work. Let's briefly consider advantages each of them and examples of practices which are provided for each of these methods.

1. A communicative method:

- helps students to develop their skills that they can use in everyday life, making education more relevant and useful;
- builds students' confidence in communicating in a foreign language, as students actively participate in discussions;
- provides an opportunity for students to concentrate on understanding the meaning, rather than on mechanically memorizing rules;

It is important that in the process of communication students learn how to perceive information by ear.

The communicative method. It includes some techniques:

1. Storytelling. This technique:

- can be easily adapted to different learning levels, interests and contexts;
- encourages students' creativity as they can make scenarios and their own stories;
- allows students to learn new words in context, and are exposed to a variety of vocabulary in stories, making it easier to remember and use in their own speaking and writing.

2. Gap-based storytelling. This method improves language learning by allowing students to fill in missing information in a story. The creative approach to filling in the gaps encourages students to think critically and creatively. Students can work in pairs or groups, which encourages communication and improves their speaking skills. The emotional and narrative elements of storytelling contribute to the long-term retention of language concepts.

3. The Idea Break Method. This method relies on pauses during discussions or lessons to encourage students to think critically, formulate their ideas, and express them in language. By taking breaks to reflect on ideas, students can analyze information, make connections, and develop their points of view. With time to think, students can feel more confident in their statements, reflect on what they have

discussed, and develop a deeper understanding. The idea break also encourages students to think outside the box and come up with innovative answers or solutions, leading to more dynamic discussions.

4. The Opposites Method. This method encourages students to work with new words by focusing on antonyms, creating stronger mental connections that make it easier for students to recall the meaning of words later. Learning opposites allows students to understand how words function in different contexts. This method also helps English learners understand broader concepts and ideas, making it easier to understand more complex language structures.

5. The Word List Method. This is an effective language learning method that involves creating lists of words based on a specific topic or topic. By focusing on a specific topic, students can systematically expand their vocabulary on the topic, making it easier to remember and use relevant words in context. This method encourages students to think about how words relate to each other in a given context. It helps students organize their thoughts and knowledge on a topic, improving their ability to categorize information and see connections between different words. By creating lists of relevant vocabulary, students can better prepare for oral or written assignments by improving their ability to express their thoughts coherently [Larsen-Freeman, Anderson 2011: 152].

2. Group Method: Group learning:

- encourages interaction between students, which helps develop speaking skills;
- creates a sense of community, allowing students to help each other, i.e., promotes teamwork.
- provides an opportunity for students to share learning materials and give each other advice, thereby gaining educational experience.

The group method includes:

1. The Note Checking Method. This method involves reviewing and revising notes taken during class, reading or practice exercises. Regularly reviewing notes helps to reinforce the material learned, making it easier to understand and remember words. This method is based on independent learning, as students create their own notes, forming a responsible attitude towards learning. It helps students to formulate topics for discussion with classmates or teachers. The more familiar students are with their notes, the more confident they can feel in using the language in speech or writing.

2. Word Cloud Guessing Method. This method involves creating word clouds, which are visual representations of words where the size of each word indicates its frequency or importance. Making word clouds helps students to understand and remember words based on their relevance to the topic. Students are more likely to remember visually appealing information. By discussing and guessing the meaning of words, students also have an opportunity to practice pronunciation of the words and improve their speaking skills. This method encourages students to explore and become familiar with a wider range of vocabulary [Nunan 2003: 277].

3. A game-based method that:

- makes the learning process more enjoyable by inspiring students to participate and appreciate the learning experience.
- requires students to collaborate and interact with their peers, which helps develop social skills.
- accommodates different learning styles, such as visual, auditory, and kinesthetic, allowing all students to learn more easily.

The play method includes:

1. The task transfer method. This is a collaborative approach in which learners work together to solve language-related problems or specific tasks. It allows learners to learn from each other, builds a sense of community, and encourages interaction with peers. As learners explain their thoughts and reasoning to each other, they practice their speaking and listening skills in real-life interactions. Learners work together to overcome difficulties, learning to approach language issues systematically and creatively [Wright et al. 1984: 98].

2. Pedagogical Provocation Method. This method typically involves students reflecting on and responding to the activities or materials presented in the lesson. It encourages students to actively engage with the information they are learning rather than passively absorbing it. Reflecting on the topic at hand helps students form emotional connections with the material, making it more meaningful and memorable. Students develop metacognitive skills by reflecting on their own learning actions, which can lead to greater self-awareness and a better understanding of how they learn [Vorob'eva et al 2019: 57].

The different ways of teaching English show the variety of approaches teachers can use to help students learn the language. Methods such as communicative, group, and playful have their own advantages that are suitable for different learning styles and situations. It is clear that flexibility and adaptability in teaching can greatly enhance student engagement and success; Teachers can create a more welcoming and effective learning environment by helping students speak a foreign language confidently and fluently.

References

- Larsen-Freeman, D., Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford; New York: Oxford University Press, 252 p.
- Nunan, D. (2003). *Practical English Language Teaching*. London: McGraw-Hill, 342 p.
- Vorob'eva, E.I., Makkoveeva, YU.A., Ushakova, N.L., Shchukina, O.A. (2019). *Sovremennye metody obucheniya inostrannym yazykam*. Uchebnoe posobie. Arhangel'sk: Severnyj (Arkticheskij) federal'nyj universitet im. M. V. Lomonosova, 110 s. (In Russian).
- Wright, A., Betteridge, D., Buckby, M. (1984). *Games for Language Learning*. New York: Cambridge University Press, 212 p.

ALLTAG DER STAATLICHEN UND SELBSTSTÄNDIGEN STUDENTEN IM RUSSISCHEN REICH IN DER ERSTEN HÄLFTE DES XIX. JAHRHUNDERTS

Glukhikh Irina Olegovna

*Masterstudentin des Pädagogischen Instituts,
Belgoroder Staatliche Nationale Forschungsuniversität, Belgorod, Russland*

E-mail: glukhih.ir@yandex.ru

Wissenschaftliche Betreuerin:

Miroschnitschenko Larissa Nikolajevna

*Dozentin des Lehrstuhls für die Fremdsprachen,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-mail: Mirosnichenko_l @ bsuedu.ru.

Der Artikel analysiert die wichtigsten Unterschiede zwischen dem täglichen Leben der staatlichen und selbstständigen Studenten im russischen Reich in der ersten Hälfte des XIX Jahrhunderts. Der Artikel zeigt die Lebensweise der staatlichen und selbstständigen Studenten, die Hauptschwierigkeiten, mit denen die Studenten konfrontiert waren. Die Rolle des Inspektors in der vorrevolutionären Universität, die strenge Kontrolle über das Leben und die Aktivitäten der einzelnen Studenten wird aufgezeigt.

Schlagwörter: Staatliche Koshte, staatlicher Student («kazennokoshtnyy Student»), selbstständiger Student («swoekoshtny Student»), Universität, Inspektor.

Bereits in der ersten Hälfte des 19. Jahrhunderts erfolgte eine Klassifizierung der Studenten der russischen Universität in zwei Gruppen: 1) staatliche Studenten, die vom Staat bezahlt wurden; 2) selbstständige Studenten, die sich während des Studiums auf eigene Kosten ernährten, keine staatlichen Koshta verwendeten. Der Begriff «Koshte» bedeutet Geld, Mittel für den Lebensunterhalt. Im Russischen Reich wurden die Studenten, die auf Kosten des Staates studierten, als «kazennokoshtny» bezeichnet. Die Studenten, die auf eigene Kosten studierten, wurden als «swoekoshtny» bezeichnet [YUrkina 2016: 58].

Im Jahr 1805 waren 57 Studierende an der Universität Charkiw immatrikuliert, von denen 33 staatlich finanziert und 24 selbst finanziert waren. Die staatlichen Studierenden erhielten ein Stipendium in Höhe von 200 Rubel pro Person, wodurch insgesamt 40 Personen für den Unterhalt der Universität aufkommen sollten. Die Immatrikulation erfolgte vor Beginn der Vorlesungen, wobei armen Studierenden der Vorzug gegeben wurde.

Die Studenten wurden in der Regel vom Staat voll versorgt. Sie erhielten eine Unterkunft und ein Taschengeld in Höhe von 200 Rubel pro Jahr. Ab 1826 wurde das Gehalt auf 350 Rubel pro Jahr erhöht. Mit diesem Betrag mussten die Studierenden ihre Lebenshaltungskosten selbst tragen, einschließlich Essen und

Heizung. Darüber hinaus war es erforderlich, alle erforderlichen Materialien und Bücher für das Studium zu erwerben [Frommet 1912: 150].

Die Anschaffungen der jungen Leute umfassten Lehrbücher, Tische, Literatur, Kleidung und Kerzen. Die Zimmerkapazität belief sich in der Regel auf 10 bis 12 Personen, was zu einer hohen Krankheitslast unter den Studierenden führte. Es ist darauf hinzuweisen, dass den Studenten eine strenge Disziplin auferlegt wurde, da im Falle eines Verstoßes das Stipendium aberkannt oder eine Strafzelle angedroht wurde. Letzteres war die schwerwiegendste Strafe, die insbesondere für Soldatenstudenten in der Epoche von Nikolaus I. vorgesehen war.

Nach Abschluss des Studiums mussten die Studenten sechs Jahre lang in ihrem Fachgebiet arbeiten, um die Kosten für ihren Unterhalt zu decken. Von diesen Studenten gab es nicht viele [CHinennyj 1999: 144]. Staatliche Studenten wohnten im Wohnheim, wo ihnen Räumlichkeiten zugewiesen wurden, die als Schatzamtzimmer bezeichnet wurden. Diese Räumlichkeiten standen ihnen bis 23 Uhr zur Verfügung, anschließend begaben sie sich in die Schlafsäle, auch als Dortoirs bezeichnet.

In den sogenannten "Staatsschlafsälen" wurde jedem Studierenden ein Bett und eine Decke zugewiesen. Ab dem Jahr 1858 erfolgte die Unterbringung einkommensschwacher Studierender in Privatwohnungen, wobei ihnen ein bestimmter Geldbetrag als Beihilfe zuteilwurde. Zudem waren zu dieser Zeit sowohl private als auch staatliche Stipendien weit verbreitet.

Die selbstständigen Studenten («swoekoshtny» Studenten) finanzierten ihr Studium aus eigenen Mitteln und waren folglich für die Beschaffung einer Unterkunft selbst verantwortlich. In Anbetracht ihrer prekären finanziellen Situation tendierten sie dazu, kostengünstige Wohnungen zu bevorzugen. Studierende, die aus der Provinz stammten, sahen sich mit besonderen Herausforderungen konfrontiert. Die Zimmer wurden in der Regel von mehreren Personen gleichzeitig gemietet. Es lässt sich konstatieren, dass Studierende, die über ein eigenes Taschengeld verfügten, im Vergleich zu denjenigen, die staatliche Unterstützung erhielten, über ein höheres Maß an finanziellen Spielräumen verfügten [Bagalej 1893: 376].

Die finanzielle Situation der Studierenden mit geringem Einkommen war durch zwei zentrale Herausforderungen gekennzeichnet: die Zahlung der Studiengebühren und die Suche nach einer adäquaten Unterkunft. Dies führte zu einer Notwendigkeit, finanzielle Ressourcen zu sparen. Die Studierenden waren häufig gezwungen, Nebentätigkeiten aufzunehmen, wobei sie jedoch oft Schwierigkeiten hatten, ihre akademischen Verpflichtungen und die Arbeit zu vereinbaren. Die Studierenden gingen verschiedenen Formen von Nebentätigkeiten nach, beispielsweise als Zeitungsredakteure, Büroassistenten, Theaterstatisten oder Sekretärinnen. Die Vergütung dieser Tätigkeiten war jedoch unregelmäßig. Die Arbeitskraft von Studierenden wurde in der Regel geringer geschätzt, sodass ein Student, der täglich fünf Stunden arbeitete, in der Regel 30 Rubel pro Monat erhielt. Die Studenten sahen sich daher gezwungen, nach einem geeigneten Einkommen zu suchen, was zu einer verstärkten Konkurrenzsituation unter den jungen Menschen führte. Es existierten keine schriftlichen Verträge zwischen den Studenten, die

Nachhilfedienste anboten, und den Personen, die diese Dienste in Anspruch nahmen, was zu Missbräuchen seitens der Arbeitgeber führte.

Die selbstständigen Studenten konnten die Universität verlassen, während die staatlichen Studenten dazu nicht berechtigt waren und im Falle eines Verstoßes die vollen Kosten für ihre Ausbildung zurückzahlen mussten [Chinenyi 1999: 147]. Studenten konnten bei Versagen und Krankheit von der Hochschule verwiesen werden. Oft mussten erfolglose Studenten das Studium wiederholen, eine Praxis, die damals in allen höheren Bildungseinrichtungen üblich war. Nach Abschluss des Studiums mussten die staatlichen Studenten 6 Jahre lang als Lehrer an Gymnasien, Bezirks- und öffentlichen Schulen arbeiten.

Eine Besonderheit in der Zeit vor der Reform war die Überwachung der Aktivitäten und des Lebens der Studenten, insbesondere derjenigen, die vom Staat bezahlt wurden. Der Inspektor begleitete die Studenten mit staatlichen Pensionen, in der Regel wurde er vom Rat der ansässigen Lehrer ernannt, seine Hauptaufgabe war es, die Ordnung zu überwachen [Bagalej 1893: 5]. Zur Unterstützung des Inspektors wurden zwei Assistenten ernannt, die auf Beschluss des Rates Kandidaten oder Meister sein konnten und ebenfalls mit den Schülern zusammenleben mussten. Die Assistenten beobachteten das Verhalten der Schüler, überwachten ihre Fortschritte und erstellten einen monatlichen Bericht über ihre Schüler. Im Falle eines Verstoßes gegen die Disziplin wurde dies sofort dem Inspektor gemeldet, der weitere Maßnahmen ergriff.

Der Inspektor musste jeden Schüler kennen, sein Verhalten überwachen und insbesondere diejenigen, die sich schlecht benahmen. Es ist anzumerken, dass die Aufsicht des Inspektors auch für Schüler mit Pfenniggeld galt [YUrkina 2016: 56]. Die Hauptaufgaben des Inspektors bestanden darin, herauszufinden, mit wem die ausländischen Studenten zusammenlebten, wo sie wohnten und was sie in ihrer vorlesungsfreien Zeit machten. Der Inspektor interessierte sich weniger für die Studenten, die bei ihren Eltern wohnten, als für diejenigen, die sich selbst eine Wohnung mieteten. Der Inspektor hatte das Recht, die Unterkunft der alleinlebenden Studenten zu unerwarteten Zeiten zu besuchen.

Im Allgemeinen gab es in der ersten Hälfte des 19. Jahrhunderts im Russischen Reich gewisse Unterschiede im Alltagsleben zwischen den staatlichen Studenten und den selbstständigen Studenten. Die selbstständigen Studenten hatten mehr Freiheiten als die staatlichen Studenten und waren in ihrer Bewegungsfreiheit nicht eingeschränkt. Die selbstständigen Studenten mit freiem Wohngeld konnten in Wohnungen leben, während Studenten mit staatlichem Wohngeld ausschließlich in Wohnheimen lebten, wo sie streng kontrolliert wurden.

Literaturverzeichnis

Bagalej, D.I. (1893). *Opyt istorii Har'kovskogo universiteta*. Har'kov: Izdatel'stvo Litejnyh, 1014 s. (Auf Russisch).

CHinenyj, A. (1999). *Studenchestvo rossijskich universitetov (XIX v.). Vysshee obrazovanie v Rossii*. Nauchno-pedagogicheskij zhurnal Ministerstva obshchego i professional'nogo obrazovaniya RF, 5, 141-148. (Auf Russisch).

Frommet, B.R. (1912). *Ocherki po istorii studenchestva v Rossii*. Sankt-Peterburg: Zvezda, 275 s. (Auf Russisch).

YUrkina, N.N. (2016). Material'noe polozhenie uchashchejsya molodezhi Rossijskoj imperii XIX – nachala HKH veka. *Prepodavatel' XXI veka*, 3, 53-61. (Auf Russisch).

UDK 372.881.111.1

SOCIAL NETWORKS AS A SOURCE OF NEW LEXICAL UNITS IN THE ENGLISH LANGUAGE

Karpova Marina Sergeevna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1557640@bsuedu.ru

Prokopenko Yulia Alexandrovna

*PhD in Sociological sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: prokopenko_yu@bsuedu.ru

This article examines the influence of social media to the development of English language and its lexicological structure. The definition and role of neologisms were revealed. Also, word-formation mechanisms were considered by the examples of new social media lexical units.

Key words: *neologisms, word-formation mechanisms, social media platforms, lexical units.*

To start with, we all know that social media platforms are become an essential component of everyday communication, impacting not only the way we interact but also the evolution of language. The rapid sharing of ideas and information through different platforms and websites that have given rise to the creation of new vocabulary items – words, phrases, and expressions that represent contemporary culture, technology, and societal dynamics.

Thus, social networks' swift development as the main means of communication in today's digital world makes the study relevant. With billions of users on platforms like Facebook, Twitter, Instagram, and TikTok, these networks serve as crucial sites for the creation and spread of new lexical units - words and phrases shaped by shared cultural contexts and user interactions. The swift language evolution prompted by social media necessitates a closer examination of how these platforms influence the English language, presenting challenges for traditional linguistic frameworks.

The aim of the article is to analyze how social networks contribute to the emergence of new lexical units in the English language. By identifying trends and common themes in language usage on these platforms, the article represents specific

examples of innovations and their sociolinguistic implications. Moreover, it seeks to provide insights for educators and linguists on adapting to this changing linguistic landscape, thereby enhancing language teaching and research approaches in a digital age.

To start with, it is important to mention that there are various methods for expanding the vocabulary of a language, which can be achieved either through its own resources or by incorporating lexical elements from other languages. Two basic processes, such as the addition of new words and their meanings and the elimination of words or some of their meanings, are used in the first way. If discussing the foundation of new lexical units, it's important to remember that language is dynamic by nature and constantly changes to suit the demands of its users, a function that neologisms provide. Neologisms are often terms or phrases that first originated in a certain era of a language and were later used in a speech or writing. There are several ways to form neologisms. I.V. Gorbunova said: "Currently, such word-formation mechanisms as word composition, compression and word production are the most productive in the English language".

Most often, neologisms are formed by the way of word composition [Gorbunova 2010: 3]. Other methods such as conversion and lexico-semantic method are less productive, but despite this, they can help to create widely used words. According to V.G. Gak, the emergence of new words is driven by the necessity to give names to new concepts, entities, and occurrences in both the physical and non-physical world [Gak 1978: 38].

It is crucial to note that neologisms are newly coined words or their newly acquired meanings that have not yet been incorporated into modern dictionaries. For a neologism to be considered a valid part of the dictionary, it must be used consistently in public discourse for a significant period of time. To add, The renowned American geologist Alan Metcalf outlines five criteria for a lexical unit to become part of a language's lexicon: its frequency of use, its unobtrusiveness, its versatility across various contexts and its widespread adoption by a large number of individuals, its ability to generate new forms and meanings, and its resilience [Vahramova, Kuznetsova 2009: 1].

Coinage is the act of creating entirely new words. It often happens to capture particular cultural trends or phenomena that may not have an existing word to describe them.

One well-known example of coinage is the word «selfie». It refers to photographs that a person takes of themselves, typically using a smartphone or a digital camera. Selfies have become a popular way for individuals to document and share their lives, capturing moments and expressing their identity.

Another example of coinage is the term «glamping». It is a blend of the words «glamorous» and «camping». Glamping describes a type of camping that offers a luxurious experience, often with amenities such as comfortable beds, indoor bathrooms, and even electricity. This term has become popular to describe this type of camping experience, which combines the outdoors with comfort and glamour.

To add, blending is a technique that involves combining components from multiple words into a new term. This method, quite simply, cleverly combines

elements from two or more words to create a truly novel term. The method of combining words such as "breakfast" along with "lunch" to create "brunch" is quite often employed on social media. This importantly effective technique also produces catchy as well as memorable terms like "smog" from "smoke" in addition to "fog".

People often create abbreviations, along with acronyms, by using the first letters of a phrase, pronouncing them together as a single, easily-spoken word. Contemporary social concerns are, for example, quite clearly reflected in such common acronyms as "FOMO" (Fear Of Missing Out) along with "YOLO" (You Only Live Once). Social media usage fuels FOMO, an important modern psychological phenomenon. Efficient communication of a truly complicated emotional state is eased by its concise form, further showing how abbreviation powerfully encapsulates quite large cultural anxieties, thereby importantly improving the lexicon related to social experiences. Flexibility in word formation, along with the acceptance of non-customary structures, results from this trend. New words enter everyday language. They then appear in informal, and formal contexts changing vocabulary standards.

It is also worth mentioning the term "meme", which in our time has come to denote a special way of transmitting culture through the Internet. Its shifting structure (often humorous and easily changed) shows how new forms of communication can transform language, creating a rich layer of meanings and cultural commentary.

"Binge-watching" represents a cultural shift in viewing habits, reflecting the impact of streaming services on media consumption. The term reflects the trend of creating compound words in the English language to describe new behaviors, thus evolving the lexicon to reflect contemporary lifestyles.

Emoji represents a linguistic innovation that integrates visual and written communication. It exemplifies the convergence of language and visual arts, broadening the traditional definition of vocabulary to include pictorial representations that express complex emotions and ideas, crossing linguistic barriers.

To create a new word, we use prefixes or suffixes to an existing word. This process is called word formation. For instance, the suffix "er" is added to the word "influence", thus we have the word "influencer". This term shows the creation of a new noun that reflects the rise of social media marketing. It presents not only the authority but also a new social role created by digital platforms. The term includes both the individual's function and the dynamics of the relationship between the influencer and their audience. In the same way, the prefix "un-" is added to the word "friend" to create the phrase "unfriend," which denotes removing someone from a social media friend list. Innovative syntactical formulations can arise from the use of such neologisms. The act of condensing longer words or sentences for convenience is known as shortening. "Gym" is a contraction of "gymnasium," while "ad" is a contraction of "advertisement." This tendency towards brevity is common in social media terminology.

When words take on new meanings due to cultural settings or usage patterns, this is known as a semantic shift. Originally meaning "illuminated," the term "lit"

has evolved to refer to something exciting or remarkable, especially among younger audiences on platforms such as TikTok. Likewise, the word "sick," which originally meant "ill," has come to indicate something cool or amazing.

Furthermore, we must consider the impact of neologisms from social media on grammar and syntax, as it is a complex and multifaceted phenomenon. Firstly, when forming new words by affixation, it is possible to move from one part of speech to another, which changes the grammatical function of a lexical unit in a sentence. There are also other mechanisms of word formation, such as conversion.

The grammatical form of a word may vary depending on its particles. For example, the base "inform" can form the noun "information", the adjective "informative" and the verb "to inform". The variety of word forms helps in creating sentences.

Word formation affects the syntactic structure of sentences, where nouns can be subjects and complements. The formation of new words changes the structure of a sentence and gives it a new meaning.

The rules of agreement are less strict than in Russian, but the members of the proposal must agree on the number and article. It is important to consider the context when using impersonal constructions.

Word formation is associated with generative rules that describe the emergence of new lexical units, and syntactic rules that affect the order of words.

Abbreviations such as acronyms and acronyms simplify syntax, allowing you to build sentences more succinctly and easily.

In conclusion, social networks serve as a fertile ground for the creation and propagation of new lexical units in the English language. Through user-generated content, viral trends, global connectivity, and influencer culture, these platforms not only reflect but also shape contemporary linguistic practices. Also, neologisms are very important in the English. They actually help to keep the language fresh and alive, that's why we need to study them to understand how the language changes.

References

- Gak, V.G. (1978). O sovremennoj franuzskoj neologii. *Novye slova i slovari novyh slov*. L.: Nauka, 37-52. (In Russian).
- Gorbunova, I.V. (2010). Anglijskie leksicheskie novoobrazovaniya v russkoyazychnom segmente seti Internet. *Vestnik IGLU*, 4(12), 13-18. (In Russian).
- Vahramova, E.N., Kuznecova, N.V. (2009). K voprosu o lingvisticheskikh perspektivah neologizmov komp'yuternoj sredy. *Vestnik Nizhegorodskogo universiteta im. N.I. Lobachevskogo*, 6, 270-275. (In Russian).

EVALUATION OF THE EFFECTIVENESS OF EDUCATIONAL PROGRAMS ON PHYSICAL CULTURE IN PEDAGOGICAL UNIVERSITIES

Klimenko Sofia Vitalievna

*Student of Faculty of Physical Education of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: klimenko.02.00@bk.ru

Scientific advisor:

Nikulin Igor Nikolaevich

*PhD, Associate Professor, the Department of Theory and Methodology of
Physical Education of the Pedagogical Institute, Belgorod State National Research
University, Belgorod, Russia*

E-mail: nikulin@bsuedu.ru

Zimovets Natalia Viktorovna

*PhD in Philological sciences of Foreign Languages Department,
Belgorod State National Research University, Belgorod, Russia*

E-mail: zimovets@bsuedu.ru

The modern education system in Russia in the field of physical culture and sports is faced with the need to improve the quality of training specialists. The effectiveness of educational programs in pedagogical universities directly affects the training of future physical education teachers, their ability to develop sports culture among students and schoolchildren. The article discusses methods and criteria for evaluating the effectiveness of educational programs on physical culture in pedagogical universities, as well as analyzes examples of successful practices and problems faced by educational institutions in this field.

Key words: *educational programs, physical culture, pedagogical universities, efficiency, quality of education, training of specialists.*

In recent years, pedagogical universities have been paying special attention to the training of students in the field of physical culture. This is due to the growing demands on the health of the nation and the development of physical activity among young people. In the context of dynamic changes in the educational system, an important aspect is the assessment of the effectiveness of educational programs in physical culture.

This article discusses the main criteria and assessment methods, as well as examples of successful practices in pedagogical universities, which will allow us to form a clearer understanding of the key components of training future specialists in this field.

Evaluation of the effectiveness of physical education educational programs in pedagogical universities may include a number of problems, among which there is a lack of standardized criteria. The lack of unified and objective criteria for evaluating the effectiveness of programs is one of the main problems. This can make

it difficult to compare programs with each other and determine the optimal quality of education. This includes the assessment of teaching activities. The effectiveness of the program is closely related to the professionalism of teachers and teaching methods, their competence and approaches to learning. It is very necessary to take into account the individual needs and characteristics of students in the evaluation process of the program.

Evaluating the effectiveness of physical education educational programs in pedagogical universities is a multifaceted process that includes various aspects: from the quality of the course content to teacher training and the level of the material and technical base. It is important to note that physical education in universities is not just a set of sports lessons, but a holistic educational discipline aimed at developing physical activity and culture among future specialists.

The quality of physical education programs can be assessed by several main parameters: compliance of the curriculum with current requirements, provision of necessary resources, competence of teachers, effectiveness of pedagogical methods and tools. Programs should focus not only on the acquisition of knowledge, but also on the development of practical skills, which is especially important for the training of future teachers [Rozina, Pyatiletova 2017: 4].

One of the methods of evaluating the effectiveness of educational programs is the analysis of the educational results achieved by students, as well as their success in further professional activities. For example, graduates of pedagogical universities, passing certification, must demonstrate not only theoretical knowledge in the field of physical culture, but also practical skills, including the ability to develop training, organize sports events and work with various groups of students.

Another important evaluation tool is the use of feedback techniques. Questionnaires, interviews and surveys of students, teachers and employers can provide valuable data on the degree of student satisfaction with the program, as well as on their professional skills and ability to apply knowledge in real educational practice. An example of successful practice is the use in some universities of a system of constant monitoring of student satisfaction, which allows you to adjust the educational process and make it more adapted to modern requirements [Karpov et al. 2015: 123].

Another important component is the evaluation of practical exercises, laboratory work and sports activities carried out as part of the educational process. The high level of the material and technical base, the availability of modern equipment and sports facilities significantly affect the effectiveness of the educational process. Programs that include a variety of physical activities (from traditional sports to innovative forms such as yoga or fitness) enable students to develop a wide range of physical and pedagogical skills.

Teaching physical education requires teachers not only to have deep knowledge in their field, but also the ability to communicate effectively with students, passing on knowledge and motivating them to a healthy lifestyle. In this regard, an important component of the evaluation of educational programs is the quality of teaching. Teachers should be highly qualified specialists with both theoretical and practical skills. It is important that they constantly improve their

knowledge, take into account the latest achievements of science and technology in the field of physical culture and sports, as well as use innovative pedagogical technologies.

An example of a successful approach is the introduction of courses in the educational programs of pedagogical universities aimed at developing pedagogical skills, using multimedia and interactive learning tools. The use of such technologies makes classes more dynamic and interesting, as well as helps students develop analytical and critical thinking.

The effectiveness of educational programs can also be assessed by their compliance with modern labor market requirements. In the context of globalization and digitalization, the profession of a physical education teacher requires constant updating of knowledge and skills. In this regard, pedagogical universities should conduct courses aimed at training specialists capable of working in various educational institutions, ranging from schools to sports clubs and fitness centers.

An important aspect is the integration of educational programs with the requirements of professional standards developed for the field of physical culture and sports. Some universities are already successfully implementing projects to introduce practice-oriented courses and programs that allow students not only to study theory in depth, but also to develop real professional skills.

In order to increase the effectiveness of educational programs in the field of physical culture, pedagogical universities should pay attention to several important aspects.

First, interdisciplinary approaches must be actively implemented, combining physical education with other fields of education, such as psychology, pedagogy, and medicine. This will allow future specialists to more fully understand the complex nature of the problems they may encounter in their professional activities.

Secondly, it is worth developing partnerships between universities and sports organizations, which will help create more opportunities for students not only to acquire knowledge, but also to apply it in practice.

Thirdly, it is necessary to use digital technologies more actively in education, creating online platforms for distance learning, training and sports programs. It is important to understand the basic concepts underlying the program, such as constructivism, sociocultural approach, didactic principles, and other learning theories. We must not forget about the principles of pedagogy. Taking into account these principles, such as individualization of learning, activation of students' learning activities, a constructive approach to learning, and the like, will help evaluate the effectiveness of the educational program.

First of all, when solving the tasks of evaluating educational programs, a systematic approach is required, the development of universal assessment criteria, the use of modern methods and tools for evaluating learning outcomes, as well as the provision of the necessary resources and support for the successful implementation of programs.

Evaluating the effectiveness of physical education educational programs in pedagogical universities is a multifaceted and multitasking process. It is important to take into account both theoretical and practical aspects, as well as actively work

to improve the quality of teaching and the compliance of programs with the requirements of the labor market. Modern educational technologies and innovative approaches can significantly improve the quality of specialist training, which, in turn, will contribute to strengthening the health of the nation and the development of physical culture in the country.

References

Karpov, V.Yu., Lapina, N.M., Bakulina, E.D. (2015). Formirovanie kompetentnosti specialista na osnove innovacionnyh podhodov k prepodavaniyu uchebnoj discipliny «Teoriya i metodika fizicheskoy kul'tury». *Uchenye zapiski universiteta im. P. F. Lesgafta*, 11 (129), 121-126. (In Russian).

Rozina, N. P., Pyatiletova, O.V. (2017). Sovremennye metodiki prepodavaniya fizicheskoy kul'tury: zavisimost' effektivnosti zanyatij ot koncepta telesnogo. *Sovremennaya pedagogika*, 8. [Elektronnyj resurs]. URL: <https://pedagogika.snauka.ru/2017/08/7323>_(acceded 16.09.2024). (In Russian).

UDK 372.881.111.1

INTEGRATING ARTIFICIAL INTELLIGENCE IN LANGUAGE EDUCATION: A SOLUTION FOR STUDENT AND TEACHERS NEEDS

Klyuev Maksim Andreevich

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: supermaxlive.338@gmail.com

Scientific advisor:

Musaelian Elena Nikolaevna

*Candidate of Pedagogical Sciences, Associate Professor of Department of
Foreign Languages*

Belgorod State National Research University, Belgorod, Russia

E-mail: musaelian@bsuedu.ru

The object of the article is to study the integration of artificial intelligence (AI) into language education. It is emphasized that variety of problems in modern education can be solved with the help of artificial intelligence technologies, while increasing the personalizing of the educational process, improving learning outcomes and supporting teachers' efforts through various tools.

Key words: *artificial intelligence, language education, personalized learning, AI tools.*

In recent years artificial Intelligence (AI) is having an increasingly significant impact on human activity and education is no exclusion. The transformative potential of AI in language learning has attracted considerable interest, as it holds the ability to provide tailored, adaptive learning opportunities. For example, machine learning algorithms, NLP, and speech recognition are among the AI technologies

that help learners to practice and learn language skills more efficiently through instant feedback, targeted exercises, and immersive experiences.

However, language education faces a number of ongoing difficulties. Challenging to manage: The differential levels of student abilities are one of the main challenges faced by educators as it becomes a challenge to cater to every learner. Moreover, students also often lack motivation which is a barrier in their engagement and progress. The time restriction that teachers have in order to help students at an individual level only makes these issues more of a problem, as teachers attempt to tackle the idiosyncrasies of each individual student in a structural classroom environment. Given these challenges, AI technologies offer a promising response. AI can address these challenges and greatly improve the effectiveness of language learning through personalized learning experiences, real-time feedback, and personalized resource availability based on progress.

But there are still questions to be asked about how language learning can best leverage AI while ensuring access and equity, and how we can overcome resistance to these kinds of new technologies being integrated into teach and learning. Hence the new opportunities offered through the integration of AI into language education will enable us to resolve existing issues which have never been properly addressed.

These technologies refer to a wide array of tools and systems that are created to imitate human reasoning processes. This list consists of computer vision, natural language processing, speech recognition and synthesis, decision support systems and other advanced methodologies of AI [Federal'nyj zakon]. These technologies are advancing rapidly in both adminis Applications like ChatGPT, Grammarly or Duolingo are the differentiators in transforming the process of learning a new language but for this atmosphere to be fruitful, instructors will have to rely on their professional expertise together with deployment of these technologies. Once trained properly, trative operations and pedagogical approaches in the education domain.

The one area of AI having one of the most beneficial uses of all in education is lesson preparation, course creation, and planning. These tasks, which traditionally take considerable time for educators, can now be further optimized by AI-driven systems that produce material based on the stage, interests and needs of students [Edmett et al. 2023: 15-18]. AI can even generate vocabulary and grammar exercises tailored to a specific student or lesson goal. Teachers can ask for AI-generated exercises for specific parts of a lesson, or get customized vocabulary lists on chosen topics. Educators can use these creative capabilities to generate and build interactive lessons, games, and exercises that enable greater engagement and accessibility to learning.

AI is also central to the selection and adaptation of the actual educational materials. Working as an aid for teachers and curriculum designers, AI can suggest appropriate texts, break them down or adapt them for specific learners' abilities, or create completely new ones. It correlates with the idea of differentiated instruction, and therefore is also contributing to the realization of third generation educational standards that stimulate flexibility and digital technologies [Federal'nyj gosudarstvennyj obrazovatel'nyj standart 2024]. By generating personalized learning materials for the individual, AI-based content generation not only optimizes

learning outcomes but also provides learners with resources tailored to their goals and language level.

One of the top advantages of AI applications for language learning is personalization. For example, in the traditional classroom of 30 students, students learn at varying rates and understand the material well. Generally, the class looks like this: 50% slowly understand the content and begin to do the exercises, 25% quickly understand the content and do the exercises, and 25% do not understand the lesson and fall behind. AI has the potential to bridge these discrepancies by dissecting individual performance data to reveal each student's specific needs. For high achievers, AI can deliver advanced exercises and challenges for sustained interest. For the struggling student, A.I. can provide simpler explanations, more examples and customized practice sessions that will help fill in gaps in understanding. Which gives them the opportunity to maintain their progress at an appropriate rate for their abilities, fostering a more inclusive and effective learning environment.

Some of the best examples of how these technologies may assist learning come in the form of AI-powered tools in the field of language education. Examples include ChatGPT, from OpenAI, which serves as a virtual conversation partner, practicing speaking and writing in interactive dialogues. Grammarly provides in-depth feedback on written assignments, helping students to improve grammar, style and clarity. Duolingo uses gamification and adaptive algorithms injecting its learning modules with a sense of both fun and progress, making learning a new language an engaging and personalized experience. Other have other focuses, for instance, Elsa Speak is focused on pronunciation, and it will analyze your speech in real time, Mondly VR creates immersive scenarios to practice conversation in context. These resources show the efficacy and depth of AI use to strengthen language learning.

However, it is important to recognize that AI in education has its limits. While it can accomplish a high level of operation, AI does not have the nuanced understanding or context of a real teacher. For example, AI-generated material can sometimes be inaccurate or not completely match up with certain curricular standards. This emphasizes the importance of critically assessing and adjusting AI-generated products by teachers. With their understanding of pedagogy and subject, and their role in defining content, teachers are essential in orchestrating the educational process. They use AI as a complementary tool and make sure the content is accurate, relevant, and pedagogically sound.

It is worth mentioning that the importance of educators having an understanding of AI technologies in order to be able to use AI effectively. This combination of expertise puts teachers in a unique position to exploit the benefits of AI while minimizing the disadvantages. AI systems and experts working together creates a fantastic opportunity where students can take advantage of both the human mind and technology as a whole. However, despite its limitations, AI creates new possibilities for effective and engaging language education. AI helps students develop essential skills such as communication, independence, and critical thinking that are necessary for success in the modern world. The advancement of these technologies along with their

integration in the classrooms will reshape the teaching or learning landscape, creating more efficient and inclusive language learning environments.

Even for teachers AI can be a great help (in addition to learning), AI can help in analyzing the students' academic performance, comprehensive assessment of students' work, and giving feedback to them. These can help automate the grading of assignments and essays, a massive time-saving measure for teachers, with tools like ChatGPT. Through identifying significant errors in logical coherence, proper grammar, style and structure, AI is capable of analyzing text and providing refinement suggestions. In addition, through its analysis of student work, AI can identify areas of weakness across a class, such as challenges with certain grammatical topics or improper word usage. ChatGPT serves as a virtual assistant for teachers not just to grade but to also make conclusions about the performance of individual students. For example, for students who continue making the same mistakes, AI can recommend extra tasks or material to fill those gaps. This will also help students to learn more process-oriented and teachers can take better decisions about what to do next to improve student learning outcomes. On a group level, AI can monitor the general progress, flagging high achievers and those who may need extra help. Therefore, artificial intelligence has a great impact on the evaluation of academic performance, enabling teachers to more easily track learning progress and customize learning on a student-to-student basis.

It is crucial for teachers to be trained not just on the technical elements of these technologies, but also their ethical implications in AI, as this will ensure that the use of these technologies in education will be determined by education itself and its objectives, not by this new technology. Although well worth investing time and energy in learning how to incorporate artificial intelligence tools into the teaching and learning experience, teachers still need to develop the critical eye to make sound pedagogical decisions implementing these technologies. Educators will also need to be prepared to address data privacy issues, possible bias in AI algorithms, and the effects of technology on student well-being, among others. Furthermore, they must learn how AI can augment traditional teaching methods, so that it truly augments, rather than replaces the human element of education. For addressing and minimizing any potential harm, educational workers can apply AI tools in a more responsible and equitable manner when, on the one hand, professional development programs for them are created that incorporate both technical training and moral components.

In conclusion, using artificial intelligence in language learning offers a great potential to solve old issues such as discrepancy of the learners' levels, lack of interest, and insufficient time for one-to-one tutoring. AI tools, including voice recognition machines, facilitate personalized learning and provide immediate feedback, customized drills and captivating environments for a mass of learners. Applications like ChatGPT, Grammarly or Duolingo are the differentiators in transforming the process of learning a new language but for this atmosphere to be fruitful, instructors will have to rely on their professional expertise together with deployment of these technologies. Once trained properly, AI can make a powerful impact on language learning and education by providing personalized settings which enhance students' learning progression and makes teachers' work more effective.

References

Edmett, A., Ichaporia, N., Crompton, H., Crichton, R. (2023). *Artificial intelligence and English language teaching: Preparing for the future*. British Council : [sajt] 2024. URL: <https://www.teachingenglish.org.uk/publications/case-studies-insights-and-research/artificial-intelligence-and-english-language> (accessed 23.12.2024).

Federal'nyj gosudarstvennyj obrazovatel'nyj standart [Elektronnyj resurs]. URL: <http://w.fgos.ru/> (data obrasheniya: 23.11.2024) (In Russian).

Federal'nyj zakon "O provedenii eksperimenta po ustanovleniju special'nogo regulirovaniya v celyah sozdaniya neobhodimyh uslovij dlya razrabotki i vnedreniya texnologij iskusstvennogo intellekta v sub"ekte Rossijskoj Federacii - gorode federal'nogo znachenija Moskve i vnesenii izmenenij v stat'i 6 i 10 Federal'nogo zakona "O personal'nyh dannyh" ot 24.04.2020 N 123-FZ (poslednjaja redakcija). URL: https://www.consultant.ru/document/cons_doc_LAW_351127 (accessed 23.11.2024). (In Russian).

UDK 37.013

THE ROLE OF THE EDUCATOR IN ARTIFICIAL INTELLIGENCE AGE: NEW CHALLENGES AND OPPORTUNITIES

Korotova Sofiya Olegovna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University,
Belgorod, Russia*

E-mail: s.velira@yandex.ru

Prokopenko Yulia Alexandrovna

*Associate Professor of Foreign Languages Department,
Belgorod State National Research University,
Belgorod, Russia*

E-mail: prokopenko_yu@bsuedu.ru

This article focuses on the transformation of the teacher's role through the widespread use of Artificial Intelligence (AI) and its impact on the educational process. Special attention is given to the changes in the interaction between students and teachers, with AI becoming not only a tool for automating routine tasks but also an important element in creating a personalized learning approach. The article also discusses new challenges, such as the need for educators to develop digital competencies, as well as the opportunities to enhance the quality of education and teaching effectiveness in the face of technological advancements.

Key words: *artificial intelligence, progress, technologies, AI-platforms, personalized, educational process, critical thinking*

The world of education is undergoing significant transformations due to the rise of technology, particularly Artificial Intelligence (AI). AI is a rapidly

developing scientific field with many components, including data analysis, knowledge representation, knowledge acquisition, reasoning modeling, machine learning, and more [Sadykova 2020: 202]. The impact of AI on education is profound, influencing everything from teaching methodologies to the dynamics between teachers and students. As technology advances at a rapid pace, teachers are adapting traditional teaching methods to incorporate the new tools and possibilities offered by AI. These changes not only reshape how learning is organized but also present educators with fresh challenges, necessitating the acquisition of new skills and teaching approaches.

The problem of the research is relevant due to the rapid technologies progress, which actively penetrates into the educational field. It is widely known that Artificial Intelligence is rapidly integrating into education around the world. In this regard, it is essential for each teacher to correctly and competently implement innovative technologies into the educational process. Particular attention should be paid to the interaction between the teacher and the student, since AI can both facilitate the implementation of various educational tasks and use an individual approach to learning for each young person. These cardinal changes must be carefully analyzed. Moreover, today there is a need to develop a new approach to teaching the younger generation.

The article focuses on how the role of teachers is changing in the era of AI integration into the educational process. It also examines the challenges and new opportunities that arise due to the development of new technologies and how they affect the relationship between teacher and student.

Today, when artificial intelligence is actively being introduced into education, teachers are faced with the difficult task of rethinking their approach to teaching. Traditionally, teachers were the main source of knowledge, they led the learning process. However, with the development of AI, many aspects of education are becoming automated. This leads to fundamental changes in the interaction between the teacher and the student. Artificial Intelligence provides new opportunities for obtaining new knowledge, since it can adapt learning to each student individually, which significantly increases the effectiveness of education. It is worth adding that with the advent of new technologies, there is a need to develop new digital skills in teachers for better teaching methods. The formation of the content of training in the basics of artificial intelligence should be carried out through the idea of the transition from human intellectual activity to its automation with the help of artificial intelligence [Sadykova 2020: 205].

AI-powered tools can tailor educational tasks to the individual needs of each student. This means that teachers are now not only sources of knowledge, but also mentors who help students navigate self-paced learning technologies. Platforms such as Coursera and Khan Academy are able to track students' performance and provide customized tasks to support their learning journey.

Coursera is a well-known online platform that offers courses from prestigious universities. Using Artificial Intelligence, it suggests suitable courses and resources based on a student's previous achievements and interests. AI also simplifies the grading process and provides instant feedback.

Khan Academy uses AI to create personalized learning plans, allowing young people to study at their own pace. If a student encounters difficulty with a particular subject, the platform provides additional materials for assistance. Teachers receive updates on student progress to intervene when necessary, focusing on developing students' critical thinking and analytical skills.

In general, AI should be viewed as a helpful tool rather than an issue because it makes learning faster. For instance, when students look for scientific articles, they can ask AI for short summaries of the sources they find. This helps them quickly figure out if it's worth reading the entire text or not [Subbotina 2024: 181].

At the same time, teachers focus on developing students' critical thinking and analytical skills. They help young people learn to use modern tools like machine translation and big data analysis. This approach requires teachers to understand these technologies and to teach students about the ethical and social issues related to AI, such as privacy and biases in algorithms. In the age of AI, educators play an important role in helping students become skilled with new technologies. For example, the Computer Science Department at MIT has been offering a machine learning course for many years, where students learn programming basics and work with AI algorithms.

According to expert opinions, schools in the UK face the issue of low-level teaching in computer science, and students often lack knowledge of the basic principles of interacting with artificial intelligence. According to representatives of the Parliamentary Committee on Science and Technology, the UK educational system needs to quickly restructure and prepare for realities of the modern world. They believe that the focus should be on mastering the skills that are in demand not only in modern science and production, but also in the future [Sadykova 2020: 203]. Thus, if students have difficulties in completing tasks, then knowing the basics of working with AI will help prepare young people to solve these problems.

In the modern world, there is a key need to adapt various educational programs to modern requirements. There are many Artificial Intelligence tools that are becoming valuable assistants in the educational process. For example, Perplexity.ai allows people to quickly and effectively develop methodological and didactic tasks to prepare for classes. Thanks to the capabilities of this neural network, teachers can quickly and efficiently create materials that are useful for classes with students. Moreover, this significantly reduces the time and effort for preparation and can improve the quality of education.

In addition, this neural network is perfectly integrated into the educational process for developing speaking skills. With its help, you can conduct listening and practice vocabulary in conversations with specialists of different professions or heroes of famous literary works, films and cartoons. At the same time, they will communicate with the student in their own manner and using the vocabulary from the work or film [Miroshnichenko et al. 2023: 4].

Artificial Intelligence can help personalize the learning process for each student. With the help of a neural network, it is possible to adapt tasks to the student's level of knowledge, recommend various additional materials that will be useful for studying. Such flexibility allows learners to study at their own pace, without chasing

the success of other students. This ensures that young people do not fall behind in the program and also improves the overall quality of education.

It should be noted that by introducing AI into non-core subjects of student training, young people will be able to delve deeper into the research topic and understand various complex processes of a particular subject. This will help students acquire new skills that can help them in the future.

Thus, we researched the influence of Artificial Intelligence on education and the responsibilities of educators in this transformation. AI presents fresh possibilities for tailoring learning experiences, enhancing the effectiveness of educational methods, and cultivating essential abilities in students. Such online platforms as Coursera, Khan Academy, and Perplexity.ai showcase how technology can customize education to suit individual requirements, enhancing the availability of information and speeding up the learning journey. It is crucial for educational institutions to embrace AI proactively, equipping students with skills that will be valuable in the future, all the while encouraging a discerning approach towards technology.

References

Miroshnichenko, L.N., Prokopenko, Yu.A , Shemaeva, E.V., Yanutik, S.Ya. (2023). Vozmozhnosti primeneniya iskusstvennogo intellekta v praktike obucheniya inostrannomu yazyku v vuze. *Kazanskaya nauka*, 12, 44-46. (In Russian).

Sadykova, A.R., Levchenko, I.V. (2020). Iskusstvennyj intellekt kak komponent innovacionnogo soderzhaniya obshchego obrazovaniya: analiz mirovogo opyta i otechestvennye perspektivy. *Vestnik Rossijskogo universiteta druzhby narodov. Seriya: Informatizaciya obrazovaniya*, 17, 3, 201-209. (In Russian).

Subbotina, M.V. (2024). Iskusstvennyj intellekt i vysshee obrazovanie - vragi ili soyuzniki. *Vestnik Rossijskogo universiteta druzhby narodov. Seriya: Sociologiya*, 24, 1, 176-183. (In Russian).

UDK 371.322.2

STUDENTS' COGNITIVE ACTIVITY DEVELOPING WITH INTERACTIVE TECHNOLOGIES

Kovaleva Julia Nikolaevna

*Graduate student of the Faculty of Mathematics and Natural Science
Education, Belgorod State National Research University, Belgorod, Russia*

E-mail: KovaleevaJull@yandex.ru

Scientific advisor:

Prokopenko Yulia Alexandrovna

PhD in Sociological Sciences, Associate Professor of Foreign Languages

Department,

Belgorod State National Research University, Belgorod, Russia

E-mail: prokopenko_yu@bsuedu.ru

Trikula Lyudmila Nikolaevna

Belgorod State National Research University Belgorod, Russia, Associate

E-mail: trikula@bsuedu.ru

Modern schoolchildren are students of interactive technologies. By applying traditional schooling, it is possible to harm the education system as a whole. Current education keeps pace with the times, therefore, only modern teaching methods should be used in the classroom to stimulate the cognitive activity of schoolchildren. The Hot Potatoes service is relevant for creating and developing interactive assignments for any subject taught at school, and for any topic being studied.

Key words: *interactive technologies, cognitive activity, developing interactive assignments, hot potatoes, modern education.*

The subjects that children are taught must correspond to their age, otherwise there is a danger that they will develop cleverness, fashionism, vanity

(I. Kant)

The problem of modern education is the development of cognitive activity of students. The current education system is built in accordance with the updated Federal State Educational Standard, which requires careful preparation of teachers for the educational process. Interactive technologies in a modern school occupy an important place in the process of conducting a lesson on various topics. The current school prepares a modern person for an ever-changing world. Innovative technologies in the learning process contribute to the development of independent orientation during the performance of tasks of various levels of complexity, creative thinking.

The modern school has united several generations of teachers within its walls – some of whom grew up and began their journey with traditional education, others are children of gadgets. Teachers who studied at the university according to a modern program and have all the skills to develop modern lessons.

But the question arises, how to teach all teachers to master the skill in modern educational technologies? To solve this issue, many interesting and easy-to-compile programs have been developed to date, which will become an indispensable teacher's assistant.

The relevance of the article is explained by the fact that the current education system requires the use of artificial intelligence in the development and implementation of tasks to repeat and consolidate the studied material. This article examines an interactive platform for designing interactive tasks for students.

The purpose of the article is to study an educational platform designed to develop interactive tasks in order to introduce them into the educational process for various categories of students.

The main task of a teacher at school is to promote the development of cognitive activity of schoolchildren in the learning process. When developing a lesson, the interests of students should be taken into account. As a rule, many

children have their own hobbies, but they are all united into one whole – gadgets, for example, games, music, etc. Thus, using various interactive technologies to create a modern lesson, it is possible to promote the involvement of all students in the educational process [Bazaeva 2022: 48].

Today there are many interesting platforms – LearningApps, Joyteka, MyTest and others. But special attention is paid to the interactive HotPotatoes "Hot Potato" platform, which is a tool for developing five types of tasks:

- 1) JQuiz Quiz - multiple choice questions (4 types of tasks).
- 2) JCloze – Filling in the gaps.
- 3) JMatch – Matching (3 types of tasks).
- 4) JCross is a Crossword puzzle.
- 5) JMix – Sequence recovery.

Paying attention to such a variety of tasks that this tool allows you to develop, you can judge that it is an indispensable assistant for a teacher. Using this platform, you can develop various tasks that can be used by the teacher not only to test the knowledge of students, but also as a tool for learning new material in a playful way [Zenkina 2017: 84].

To complete tasks in this educational platform, students do not need to have an application on their desktop, as they need to click on the link provided by the teacher. But in order to design interactive exercises, the teacher must download the Hot Potatoes software shell on any website on the Internet.

You can work in the installed program without Internet access. A teacher or developer will be able to master this platform effortlessly, since from the first stage an algorithm of actions is described both for general work in the constructor and for working with each of the proposed servers.

There is a program interface, but it is the same for all of the above blocks. To create a design for each individual block, you need to know the program settings. Each block has a main menu and a toolbar with which you can create interactive tasks.

Of course, when creating a design assignment, you cannot immediately visually see the final work. This stage is possible only after clicking on the created link.

JMatch allows you to develop 3 types of matching tasks. There is a fairly light constructor in operation, which makes it possible not only to develop a task based on the installed interface, but also to customize the design to your taste.

Creating a task does not take much time and labor, since there is an algorithm, all shells are described. To save time, you need to have pre-prepared material that needs to be entered into the appropriate cells. Assignments are saved using a web link, which is sent to students.

There is a lesson in a game format, based on the search activity of students. To improve the integrated lesson, you can use the JQuiz constructor. By developing a quiz, you can improve the lesson in accordance with the Federal State Educational Standard, which will be aimed at independent work of students.

By introducing tasks developed in any of the tools provided by Hot Potatoes into the learning process, it is possible to promote the spread of interest in learning among students, logical thinking, and creative activity.

The program provides an additional block, The Masher (Tools), designed to combine all created tasks in the Hot Potatoes educational platform. As a result of the association, a hyperlink is formed in which various tasks are programmed.

Hot Potatoes is an easy-to-use and innovatively improved program with which you can develop various tasks that will be aimed not only at testing knowledge, but also studying new material. It is especially important to use it in the distance learning format, but it is currently relevant.

For example, using the JMatch block in the development of computer science assignments, you can create a quiz at the end of the section study. This option is suitable for any school age. Similarly, all the blocks provided are suitable for testing students' knowledge in each section.

You can take into account that there are several types of tasks: open, closed, semi-open. Closed-type tasks are characterized by choosing the correct answer from the suggested options. There is a variety of them: multiple and alternative choice tasks, tasks to establish correspondences and correct sequence.

Tasks of a semi-open type are characterized by an independent formulation of the answer within the designated context.

Open assignments provide an opportunity for students to formulate answers on their own, i.e. it is a productive activity. This type of assignment corresponds to a high level of mastering various types of educational activities.

Thus, the Hot Potatoes shell tool program is a unique assistant for developing a modern lesson. The developed tasks can be of various levels of complexity, and the chosen development format will be interesting for students to complete.

References

Bazaeva, F.U. (2022). Innovacionnaya obrazovatel'naya sreda kak faktor samorealizacii lichnosti. *Vestnik GGNTU. Gumanitarnye i social'no-ekonomicheskie nauki*, 18, 1(27), 46-51. (In Russian).

Zenkina, O.N. (2017). Sozdanie interaktivnyh uprazhnenij v programme Hot Potatoes pri izuchenii kursa informatiki v nachal'noj shkole. *Aktual'nye problemy doskol'nogo i nachal'nogo matematicheskogo i estestvennonauchnogo obrazovaniya*. Materialy nauchno-prakticheskoy konferencii prepodavatelej, aspirantov, magistrantov, studentov, Moskva, 13-20 aprelya 2017 goda. Sostaviteli i otvetstvennye redaktory N.P. Hodakova, A.V. Kalinchenko. M.: OOO "Izdatel'stvo "Sputnik+", 80-87. (In Russian).

DEVELOPMENT OF CREATIVE ABILITIES OF SCHOOLCHILDREN THROUGH THREE-DIMENSIONAL MODELING

Krylova Yuliya Sergeevna

*Student of the Faculty of Mathematics and Natural Science Education of
Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia
E-mail: uliyakrylova_sch11@mail.ru*

Scientific advisor:

Prokopenko Yuliya Aleksandrovna

*Candidate of Sociological Sciences, Associate Professor of the Department
of Foreign Languages,
Belgorod State National Research University, Belgorod, Russia
E-mail: prokopenko_yu@bsuedu.ru*

Gal'ceva Oksana Aleksandrovna

*Candidate of Physical and Mathematical Sciences, Associate Professor of
the Department of Computer Science, Natural Sciences and Teaching Methods,
Belgorod State National Research University, Belgorod, Russia
E-mail: galtseva@bsuedu.ru*

The article defines the concept of "3D modeling". The possibility of developing students' creative abilities through the use of 3D modeling is being considered. The authors of the article conclude that 3D modeling provides a wide range of opportunities for developing the creative potential of a student's personality.

Key words: *creativity, creativity, information technology, 3D modeling.*

In Federal Law No. 273-FZ dated 29.12.2012 "On Education in the Russian Federation", creative personal development is one of the targets of modern education. In the standard of secondary general education, the portrait of a school graduate is characterized by the following qualities: critical thinking, creativity, activity and focus on learning the world [Federal'nyj gosudarstvennyj ... 2012: 4]. These qualities can be acquired through the implementation of scientific and technical creativity, the organization of intellectual and creative competitions, educational research and project activities of students.

A person with creative thinking has more opportunities to realize himself in life, as he is able to easily adapt to various situations, make productive decisions, carry out certain activities in a non-standard way, etc. Also, there is currently a rapid process of informatization of society, in this regard, the importance of computer science has increased significantly as a fundamental science, since it forms ideas about the information itself, the means and methods of its processing, and information processes.

The current trend in the development of informatization of society has led to the fact that almost all spheres of human life, including education, have undergone

universal computerization. Therefore, today it is impossible to imagine the educational process without the use of information technology and a computer. Along with this, one of the priorities of school education is the development of the creative potential of the child's personality, since now society needs people who are ready to be active, independent and creative. Creative abilities help students to further self-realization, contribute to the development of their own "I", teach them to express their thoughts correctly, competently defend their point of view and feel harmoniously in society. This process should be carried out using modern achievements of science and technology. Consequently, ICT technologies have great opportunities for the formation of creative personality qualities.

Three-dimensional modeling is an effective means of developing a person's creative potential, creative and logical thinking.

3D modeling is a design process in which a three-dimensional model of a real or imaginary object is created. The task of 3D modeling is to create a visual three-dimensional image of the desired object. Successful modeling begins with thinking over the image of the object being created, with the presentation of the future model [Apol'skih, Lobancova 2014: 118].

The 3D modeling process is one of the most interesting and popular areas of ICT application, which is used not only by professionals, but also by novice users. No modern multimedia program is complete without computer graphics. The tasks associated with three-dimensional modeling are not easy and, as a result, interesting, which increases educational motivation, develops imagination and thinking, computer science abilities and creative abilities. 3D modeling is characterized by a special algorithm of creative actions. Thanks to three-dimensional modeling, the creative potential of the individual is actively manifested (productivity of thinking), the ability to deviate from the usual pattern of action (originality of thinking) develops, technical skills and abilities are improved, the ability to use various means of expression in their work (flexibility of thinking) develops, the emotional sphere develops, self-expression improves, the ability to implement a creative product from an idea develops (developing ideas). In the process of 3D modeling, students can bring any idea to life, having the necessary skills for this.

3D modeling in education contributes to the creation of additional motivation for creative activity, serves as a tool for self-expression, which meets the characteristics of senior schoolchildren. In addition to creative thinking, technical and logical thinking is developing.

The process of building models requires the ability to identify the essential properties of an object, establish connections and patterns of processes, move from abstract to concrete knowledge and, conversely, interpret the results, choose adequate means for modeling. The use of models provides great opportunities for research and creative activities. It should be noted that in high school, the role of computer models increases precisely as an object of research [Solopanova 2008: 14].

Thanks to 3D modeling, it is possible to increase the success of mastering most disciplines, since 3D graphics tasks can be interdisciplinary in nature. The teacher can offer children to create visual objects from other school subjects: chemistry (creation of molecular compounds, DNA chains), geography (model of

the solar system, visualization of the landscape), history (modeling of archaeological finds, household items), biology (design of animals, insects), etc. Such an organization of work will contribute to a deeper understanding of previously acquired knowledge. But these areas are only a small part of where 3D modeling can be applied. The possibilities of using this technology are endless [Andrejkina, Goncharova 2017: 79].

By creating various real or imaginary objects, human thinking undergoes many processes: thinking about a problem, building images, thinking through actions, searching for necessary information and analyzing it, experimenting, evaluating one's work, adding one's own innovations, interesting additions, etc. All this suggests that 3D modeling is undoubtedly interconnected with the creative process and with the development of appropriate abilities.

Through 3D modeling, you can design a model of any object, room, phenomenon, etc. In three-dimensional space, you can design not only the appearance of an object, but also work out its internal content. This allows you to study the object in great detail, evaluate the correctness of the object's design, correct mistakes, work out characteristic features, etc. This work is directly related to the development of creative abilities of the individual. Another important area of application of 3D modeling is conducting complex and dangerous chemical and physical experiments, which can now be implemented not only in laboratories, but also in school lessons [Apol'skih, Lobancova 2014: 119].

Another advantage of 3D modeling is that such classes can open up students' cravings for construction, alternative energy, design, animation, robotics, engineering graphics. Thus, the school is able to provide graduates with career guidance, provide society with more creative future students who are able to realize interesting things and keep up with the times. In modern life, specialists in the field of 3D modeling and design are in great demand in the labor market, which in turn increases the importance of such activities [Gric et al. 2015: 926].

Summarizing all of the above, we can conclude that 3D modeling is inextricably linked with the development of students' creative abilities, as it implies the creation of a completely new product through mental activity. The main advantage of 3D modeling is that there is an immediate practical application of the acquired knowledge. By modeling, students gain the ability to see the volume of the projected figure, design the appearance of the model, select a color scheme, modify the proposed objects, which makes it possible to develop creative abilities.

References

Andrejkina, E.K., Goncharova, N.N. (2017). Tekhnologiya 3d-modelirovaniya i problema razvitiya prostranstvennyh predstavlenij obuchayushchihsya. *Vestnik Moskovskogo Gorodskogo Pedagogicheskogo Universiteta*, 41, 78-81. (In Russian).

Apol'skih, E.A., Lobancova, E.V. (2014). 3D-modelirovanie v obrazovanii. *Pedagogicheskoe obrazovanie na Altae*, 1, 117–119. (In Russian).

Federal'nyj gosudarstvennyj obrazovatel'nyj standart srednego obshchego obrazovaniya (10-11 klass). Prikaz Minobrnauki Rossii ot 17.05.2012 № 413 «Ob

utverzhdenii i vvedenii v dejstvie federal'nogo gosudarstvennogo obrazovatel'nogo standarta srednego obshchego obrazovaniya» : [Elektronnyj resurs]. URL: https://fgos.ru/LMS/wm/wm_fgos.php?id=sred, str. 4 (data obrashcheniya: 21.03.2024). (In Russian).

Gric, M.A., Degtyareva, A.V., Chebotareva, D.A. (2015). Vozможnosti 3D-tekhnologij v obrazovanii. *Aktual'nye problemy aviatsii i kosmonavтики*, 11, 925–927. (In Russian).

Solopanova, I.YU. (2008). *Razvitie tvorcheskih sposobnostej starsheklassnikov sredstvami informatiki*: dis. ... kand. ped. Nauk. Tomsk. gos. un-t im. G.R. Derzhavina. Tambov, 278 s.

UDK 37.02

OPPORTUNITIES FOR THE USE OF ARTIFICIAL INTELLIGENCE AND ETHICAL CHALLENGES OF ITS APPLICATION IN EDUCATION

Layko Alexander Vladimirovich

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: sasha.lajko@yandex.ru

Scientific advisor:

Makotrova Galina Vasilevna

*Doctor of Education, Associate Professor of Pedagogy Department,
Belgorod State National Research University, Belgorod, Russia*

E-mail: makotrova@bsuedu.ru

Inclusion of AI in different aspects of our life brings different challenges that we need to overcome. This article examines different methods of usage of Artificial Intelligence in education, particularly in schools. Ethical problems of using systems with Artificial Intelligence in education are considered.

Key words: AI, pedagogy, ethics, education, school.

Artificial intelligence (AI) is "a set of technological solutions that allows imitating human cognitive functions (including the search for solutions without a predetermined algorithm) and obtaining results comparable or superior to the results of human intellectual activity when performing specific tasks" [Polekhova 2021: 23]. Due to the peculiarities of artificial intelligence, its application can be revolutionary for the whole mankind, so it is not by chance that the use of this technology has attracted such a strong interest of the state, including in education. To date, there are both active theoretical studies of the possibilities of application of artificial intelligence in education and practical testing of its capabilities.

The first actively discussed possibility is the prospect of using artificial intelligence to personalise the learning process for each student. The future of education likely involves a significant increase in AI's role, particularly through sophisticated tutoring systems [Davis 2019: 7]. This will accelerate student learning

via quicker feedback and individualized support, simultaneously freeing up educators to focus on personalized instruction. Integrating personalized learning platforms will empower teachers to create customized learning pathways for each student, ensuring everyone receives the necessary guidance to thrive academically at their optimal speed [Primery ispolzovaniya metodov ... 2023: 5].

The second actively discussed possibility of applying AI in education is the use of artificial intelligence to automate the most routine tasks in teacher's activities. A study conducted by Jake Bryant, "How Artificial Intelligence Will Impact K-12 Teachers," states that "the area with the greatest potential for automation is the one that teachers encounter before they even enter the classroom: preparation. In the four countries we studied, teachers spend an average of 11 hours per week on preparation. We estimate that effective use of artificial intelligence technologies could reduce this time to just six hours" [Yazekij 2021: 11]. Traditionally, teachers spend a lot of time preparing lesson plans, grading assignments and assessments, and providing individualised feedback to students. However, with the introduction of artificial intelligence technology into education, teachers can become more efficient and 7 productive in their role. Areas where the use of artificial intelligence can significantly save teacher time are:

- Automated grading and instant feedback. With the use of artificial intelligence based automated grading systems, teachers can reduce the amount of time spent on grading. Artificial intelligence can also be used to provide instant feedback to the student by responding and helping with assignments even when the teacher is not available [Daggen 2020: 33];

- Automatic generation of lesson plans and materials. Teachers can use artificial intelligence to generate initial ideas for lesson plans as well as generate various materials for use in the classroom. This will not only help save time but also allow them to focus on personalising lesson plans [Artificial Intelligence ... 2023: 7];

- Advanced data analysis. With the help of artificial intelligence, it is possible to process huge amounts of data in real time. With this capability, teachers can analyse data on the performance of each individual student in real time. This will enable faster identification of the learning dynamics of each individual student, and find emerging gaps in understanding the curriculum.

Based on these ways of probable usage of AI, we can see that it's integration into education will fundamentally alter lesson planning and student assessment methods. Automating routine work frees teachers to prioritize direct student engagement, thereby boosting learning outcomes.

A third way to use artificial intelligence is to use it as a way to improve student motivation at home and at school. AI can give teachers ideas on how to do so for the entire class by being able to asses information about student's performance level, personality and preferences [Murphy 2019: 12]. Ability of Artificial Intelligence to provide 24/7 feedback is also a great thing to have. At any time, a student can ask such an assistant for help in completing a task or searching for necessary information. This approach makes learning much more interactive and interesting for students, as they always get the level of attention they need in class, which is a

great way to increase student motivation, leading to better overall performance in the classroom [Yazeckij 2021: 11].

Of course, the use of artificial intelligence carries many benefits for both the student and the teacher. Unfortunately, this benefit comes with lots of ethical problems, that arise from that practice. Among the ethical problems of its use in teaching we can highlight:

- Bias of algorithms: if not properly trained, artificial intelligence algorithms may start treating students differently, support anti-scientific views and so on. If the data used for training is not carefully checked for content, artificial intelligence will learn to discriminate, leading to inequality in education. Without proper supervision, artificial intelligence systems can broadcast incorrect biases and stereotypes. It is extremely important to reduce chances of this happening to zero, especially in education, where students from different cultures are likely to be in contact with each other. There is a need to establish rules for the development and application of AI systems in education so that the chances of this happening are nil.

- Privacy problem: to train itself and work at full capacity artificial intelligence will need training data, which it will get from people that use it. In case of education, they will be students and teachers with whom AI contacts. Academic performance, personal preferences, abilities and interests of different students are likely to be collected. It is important that this data is collected and stored in a way that ensures student and teacher privacy. The use of artificial intelligence without the creation of sophisticated systems to protect the collected data is simply a bad idea, as it is guaranteed to lead to a huge number of problems.

- Unequal opportunities for students: despite the high potential of using artificial intelligence in the education of students, many teachers may resist the inclusion of technology in the educational process, which can lead to splits in the teaching staff of the school. This may well lead to a situation where one school is actively using AI to teach students, while a neighbouring school is struggling to implement it, reinforcing the difference in the level of student learning.

Implementation of artificial intelligence in education open question about transforming role of teachers and the extent to which human interaction can be replaced by AI. Right now artificial intelligence is able to have interesting conversations on a broad amount of topics, but this ability doesn't mean that the teacher can be easily disregarded in favour of automatic systems. Especially if we are talking about emotional support [Holmes 2019: 21]. That is why the inclusion of artificial intelligence in the education of schoolchildren should be done with caution. It is important not to allow artificial intelligence to replace human participation in learning. We should not forget about other ethical problems that arise when incorporating artificial intelligence into education. It is known that, in general, the use of AI involves such ethical problems as the problem of bias, privacy and security, transparency, reliability, etc. In this case, turning to artificial intelligence within the framework of education provides not only many advantages in comparison with traditional methods of education, but also leads to the projection of problems from the field of general ethics of using artificial intelligence in education, which is understood as a unified system of recommended principles and rules designed to

create an environment of trusted development of AI technologies [Holmes 2019: 21].

In conclusion, usage of artificial intelligence systems in the practice of teaching schoolchildren can lead to significant progress or even revolutionize education. It can reduce the time spent on routine tasks, help in creating personalised curricula and so on. However, when implementing artificial intelligence in education, it is important to take into account ethical considerations regarding its usage. Without proper precautions we can expect many different problems, these include: problem of bias and discrimination; the problem of confidentiality; the problem of the transforming role of teachers; and the extent to which human interaction can be replaced by artificial interaction. It is necessary to ensure that innovations are implemented in a way that respects the interests of students, teachers, parents and society as a whole.

References

- Artificial Intelligence (AI) in K-12*. (2023). Spring 2023. Version 1.1. CoSN, 14 p.
- Daggen, S. (2020). *Iskusstvennyj intellekt v obrazovanii: Izmenenie tempov obucheniya*. Analiticheskaya zapiska IITO YUNESKO, 44 p. (In Russian).
- Davis, M. (2019). *The Promise and Pitfalls of Artificial Intelligence and Personalized Learning*. Education Week : [sajt] 2024. URL: <https://www.edweek.org/technology/q-a-the-promise-and-pitfalls-of-artificial-intelligence-and-personalized-learning/2019/11> (acceded 12.12.2024).
- Holmes, W., Bialik, M. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Boston, MA: Center for Curriculum Redesign, 38 p.
- Murphy, Robert F. (2019). *Artificial Intelligence Applications to Support K–12 Teachers and Teaching: A Review of Promising Applications, Challenges, and Risks*. CA: RAND Corporation, 20 p.
- Polekhova, E.V. (2021). *Informacionnye tekhnologii v sisteme obrazovaniya v usloviyah cifrovoj transformacii*. SPb: GBU DPO «SPbCOKOiIT», 162 p. (In Russian).
- Primery ispolzovaniya metodov iskusstvennogo intellekta v obuchenii*. Diantec.ru : [sajt] 2023. URL: <https://diantec.ru/learning/primery-ispolzovaniya-metodov-iskusstvennogo-intellekta-v-obuchenii> (acceded 12.12.2024). (In Russian).
- Yazeckij, E.Y (2021). Chat-bot kak sredstvo soprovozhdeniya obrazovatel'nogo processa. *Molodoj uchenyj*, 17 (359), 17-20. (In Russian).

METHODOLOGICAL ASPECTS OF MATHEMATICAL LOGIC STUDY IN SECONDARY SCHOOL COMPUTER SCIENCE COURSE

Makarenko Alexey Alekseevich

*Student of Faculty of Mathematics and Natural Science Education
of Pedagogy Institute,
Belgorod State National Research University, Belgorod, Russia
E-mail: makar23092003@yandex.ru*

Lukyanenko Alla Nikolaevna

*PhD in Physics and Mathematics, Mathematics Teacher,
Blizhneigumenskaya Secondary School, Belgorod Region, Russia
E-mail: lukyanenko_alla@mail.ru*

Prokopenko Yulia Alexandrovna

*PhD of Science in Sociology, Associate Professor of Foreign Languages
Department,
Belgorod State National Research University, Belgorod, Russia
E-mail: prokopenko_yu@bsuedu.ru*

The article highlights the role of mathematical logic as a core element of informatics education. The study emphasizes the importance of logical reasoning skills, focusing on concepts like logical statements, operations, and truth tables. It outlines a step-by-step approach to teaching these topics and stresses the interdisciplinary nature of logic. The use of problem-solving, debates, and interactive exercises helps students develop both theoretical knowledge and practical skills. The author advocates for a combination of pedagogical strategies to foster logical thinking, which enhances students' analytical and reasoning abilities.

Key words: *Mathematical logic, Informatics education, Logical operations, Truth table, Problem-solving, Interdisciplinary approach, Logical reasoning.*

Mathematical logic is one of the main branches of mathematics, which completely builds the axiomatic apparatus of this science. Its provisions find their practical application in a number of subject areas, one of them is computer science. It would seem that the main aspects of mathematical logic should be considered during the study of a school mathematics course, but it receives the greatest formalization within the framework of a school computer science course. On the one hand, this is justified, but on the other, the question arises as to how well the interdisciplinarity of this science is shown.

Topics related to mathematical logic are considered within the framework of a methodological line devoted to the study of the theoretical foundations of computer science. Special attention is paid to the study of the logic of statements. Thus, the federal work program of basic general education for the study of computer science at the basic level reflects the following content of education in

this section: "Logical statements. Logical meanings of statements. Elementary and compound statements. Logical operations: "and" (conjunction, logical multiplication), "or" (disjunction, logical addition), "not" (logical negation). Priority of logical operations. Determining the truth of a composite statement, if the truth values of the elementary statements included in it are known. Logical expressions. Rules for writing logical expressions. Building tables of the truth of logical expressions. Logical elements. Familiarity with the logical foundations of a computer" [Federal'naya rabochaya programma ... Informatika 7-9 klassy (bazovyy uroven') 2024: 9]. When studying computer science at an advanced level: "Logical statements. Logical meanings of statements. Elementary and compound statements. Logical operations: "and" (conjunction, logical multiplication), "or" (disjunction, logical addition), "not" (logical negation), "exclusive or" (addition modulo 2), "implication" (following), "equivalence" (logical equivalence). Priority of logical operations. Determining the truth of a composite statement with known truth values of the elementary statements included in it. Logical expressions. Rules for writing logical expressions. Building tables of the truth of logical expressions. Simplification of logical expressions. The laws of the algebra of logic. Construction of logical expressions according to the truth table. Logical elements. Introduction to the logical foundations of a computer. The adder" [Federal'naya rabochaya programma ... Informatika 7-9 klassy (prodvinutyj uroven') 2024: 9].

In the logic of the course, this block of topics precedes the section "Algorithms and programming", being a propaedeutics for studying branching algorithms and loops with a condition, since working with them involves constructing conditions that represent logical statements and expressions in the programming language being studied. An analysis of the place of topics related to the study of mathematical logic and their content makes it clear that propaedeutics for studying this topic are problematic situations and tasks in which it is necessary to analyze statements (task conditions) for truth, to identify contradictions. Of course, the teacher will have to make a joint solution and analysis of problems without involving mathematical apparatus, but ultimately this will allow us to proceed to the formalization of the elements of reasoning, comprehension of their essence. This approach will allow students to form a request and create motivation in order to study the semantic meaning of their own speech.

It is especially important at this stage to propose well-known problems about liars for solving, so that students, through analysis and reasoning, can learn to sort out options regarding combinations of the truth of each of the statements offered in the conditions. The teacher needs to focus on the patterns that will be reflected in the study of logical operations. Another step that in the future will lead to understanding the applicability of the logic of statements in practice will be holding debates among students, when each side needs to find contradictions, analyze the opponent's speech. After students have sufficiently looked at statements as a part of speech that carries a certain meaning, that is, they work with their interpretation, they can proceed to formalization and abstraction.

Acquaintance with mathematical logic begins with the introduction of the concept of logical statements, at this stage it is especially important to emphasize that this is any of the sentences about which it can be said whether it is true or false, and in general its semantic component is unimportant. The teacher must show that the following statements can stand behind some A, which is true: "The Earth is round", "a computer is a universal electronic software-controlled device for processing, storing and transmitting information", etc., that all this is an interpretation for this logical statement. In fact, the teacher needs to illustrate the advantages of such formalization, which, as E.V. Avdeeva writes, consist in "1) conducting research without directly referring to the object; 2) brevity and clarity of recording" [Avdeeva 2019: 2]. This allows students to understand that the process of cognition of the world is associated with the mapping of objects and phenomena of the surrounding reality into their own consciousness in the form of symbolic and symbolic forms, which are then used by us for mental operations.

Along with a fairly high level of abstraction, this section of the course has a number of applications, it is necessary to constantly focus the student's attention on them, refer to those tasks that were considered before diving into the topic. It is important to understand that teaching mathematical logic requires a systematic approach based on a combination of theory and practice. To fulfill this principle, the teacher must skillfully combine several methodological approaches: inductive and deductive, problem-dialogic and practice-oriented learning. In turn, they will allow you to form a fairly solid theoretical base, presented in the form of a student's knowledge system, as well as master the skills and abilities necessary for their application in practice.

The main tasks that a student must learn to solve are related to building truth tables of logical expressions, working with their interpretation and search queries, which also include logical connectives.

The construction of truth tables should be clearly algorithmized by the teacher. The first step is to count the number of logical variables included in a given logical expression. The main errors at this stage are: counting occurrences of the same variable in a logical expression and perceiving negation not as a logical operation, but as a separate logical variable.

The second step is to count the number of rows in the table, not counting the row with column headers, using the formula: 2^n , where n is the number of logical variables. It is necessary to show that, in essence, we are considering counting all possible combinations of 0 and 1 by n pieces, each of which corresponds to the truth value of a logical variable. In high school, it may be recalled that such arrangements within the framework of combinatorics are called repetitive arrangements. It will be effective to show a search of all possible options manually to demonstrate the correctness of the formula.

The third step is to set the order of actions, each of which is a separate column. At this step, it is necessary to focus on the fact that the number of rows is strictly formalized, and the number of columns may vary, since several actions can be combined into one. The teacher should clearly indicate the priority of performing operations in algebra logic: 1) parentheses, 2) negation, 3) conjunction,

4) disjunction, 5) implication, 6) equivalence. You can draw an analogy with arithmetic operations, this will avoid mistakes and increase the level of understanding on the part of students.

The fourth step is directly related to filling in the truth table. An important point is to fill in columns with the values of logical variables. The teacher also needs to formalize this process, moving away from manual sorting. The method of filling in powers of two is convenient. Each column containing a logical variable should be numbered from 0 to $n - 1$, where n is the number of variables that are counted in the first step, then, filling in the first column, calculate $2^0 = 1$, the second $2^1 = 2$, etc., this number shows how many times 1 or 0 is repeated before than change to 0 or 1. Then logical operations are performed in order and each column is filled in line by line, in accordance with the set of values of logical variables in this row.

At the third and fourth steps, it is important to pay special attention to reading each operation, its symbolic designation and name, this will allow students to build a chain: symbol – name – meaning, allowing them to avoid confusion between conjunction and disjunction, which is one of the most common mistakes. When students have worked enough with each operation, it is necessary to propose tasks for building tables of the truth of logical expressions recorded by ear, which will also affect the assimilation of the meaning of a particular operation and its symbolic designation.

The algorithmic approach will allow you to form a clear understanding of the solution of this type of problem.

The following tasks are related to the interpretation of a logical expression, when it is necessary to negate individual statements or operations. They are often associated with numerical sets, properties of numbers, and comparison operations. When solving problems, the teacher needs to focus on the fact that several options can be opposite in meaning when negating, as in the case of $\text{NOT } > \text{ is } \leq$, that is, two cases are less than or equal. This moment causes the greatest difficulties. These tasks assume that the student is already quite fluent in basic logical operations and their properties, so they must be considered after constructing the truth tables.

Tasks related to search queries will reflect the connection between the algebra of logic and set theory. Drawing analogies between logical connectives and operations set on sets will make it possible to integrate the basics of utterance logic most effectively into the students' knowledge system, illustrating one of its areas of application and interdisciplinary nature. To facilitate the perception of the solution, it is recommended to use Euler-Venn diagrams. This will allow the teacher to draw a connection between abstract sets and a logical operation, showing its visual representation. Due to the psychological and pedagogical characteristics of the age of students, there is a need to move away from abstraction, which sometimes makes it difficult to study a topic and serves as an obstacle to its assimilation.

Studying this section will allow students to think clearly and accurately, to build their reasoning and argumentation effectively. As noted by A.Ya. Hinchin: "... The main point of the educational function of mathematical education – a moment that largely determines everything else – is to teach students to the usefulness of argumentation" [Hinchin 1963: 131]. This gives the student the opportunity to defend his point of view in communication with others or himself, to find

inaccuracies in his position, to track the sequence of reasoning, their correspondence in fact, that generally increases the level of his logical culture.

Studying mathematical logic in a high school computer science course is not only the development of abstract concepts, but also the development of applied skills that will be useful in life and career. The ability to analyze logical connections and build algorithms plays an important role in programming and in any intellectual activity.

The use of modern methodological approaches – from visualization to project – based learning – makes the process of learning logic interesting and accessible to students. Teachers using a variety of methods and approaches contribute to a deeper assimilation of the material and the formation of students' sustained interest in computer science.

References

Avdeeva, E.V. (2019). Metodologicheskie osobennosti izucheniya matematicheskoy logiki. *Abyss (Voprosy filosofii, politologii i social'noj antropologii)*, (4)10, s. 64-69. (In Russian).

Hinchin, A.Yu. (1963). O vospitatel'nom effekte urokov matematiki. *Pedagogicheskie stat'i*, 128-160. (In Russian).

Federal'naya rabochaya programma osnovnogo obshchego obrazovaniya. Informatika 7-9 klassy (bazovyy uroven') ot 11.12.2024. Federal'noe gosudarstvennoe byudzhethoe nauchnoe uchrezhdenie «Institut soderzhaniya i metodov obucheniya» : [sajt]. – Rezhim dostupa: https://edsoo.ru/wp-content/uploads/2023/08/15_FRP-Informatika-7-9-klassy_baza.pdf.

Federal'naya rabochaya programma osnovnogo obshchego obrazovaniya. Informatika 7-9 klassy (prodvinutyj uroven') ot 11.12.2024 Federal'noe gosudarstvennoe byudzhethoe nauchnoe uchrezhdenie «Institut soderzhaniya i metodovob ucheniya»: [sajt]. – Rezhim dostupa: https://edsoo.ru/wp-content/uploads/2023/08/16_FRP_Informatika_7-9-klassy_ugl.pdf.

UDK 372.881.111.1

UTILIZING DIGITAL TECHNOLOGIES AND AUTHENTIC MATERIALS IN ENGLISH LANGUAGE CLASSES

Ozerova Alina Vitalievna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1473797@bsuedu.ru

Scientific advisor:

Shemaeva Elena Viktorovna

PhD in Philological sciences, Associate Professor of Foreign Languages

Department,

Belgorod State National Research University, Belgorod, Russia

E-mail: shemaeva@bsuedu.ru

This article examines the elements and benefits of using digital technologies and authentic materials in modern-day English language teaching. Utilization of such resources in the right way increases the level of interactive engagement and helps in better learning. Moreover, the paper discusses the implications of these technologies for asynchronous and distance learning settings and the parameters to choose appropriate authentic materials.

Key words: *English language learning, digital technologies, authentic materials, asynchronous learning, distance learning.*

Society and technology are ever changing, and language changes with them. Recognizing these dynamic processes, many contemporary educators have sought to fold them into classroom practices in recent decades. The integration of digital technologies and authentic materials has listed prominence in past years. The implementation of digital technologies is easily available for each teacher and gives advantages on how to organize the learning process: the teacher can choose the linguistic material in the student-oriented way, the teacher can use the flow of native speakers independently of the geographical position, and the teacher can attract students in a game sequence and native speaker social net (authentic materials have become widely accessible; for instance, adolescents can readily find enriching content used and shared by their peers in English-speaking countries).

The utilization of digital technologies also offers a range of benefits related to diversifying the learning process, rendering educational content more visually appealing and readily comprehensible. The incorporation of audio recordings (contemporary music, podcasts), video materials (films, series, vlogs), and texts from English-language social media platforms enhances student engagement and enriches the learning experience.

Simultaneously, the use of authentic materials introduces new subtopics that broaden students' horizons. For example, on the English-language social media platform Pinterest, students can not only find inspiration and ideas for their hobbies, developing their creative abilities, but also encounter contemporary linguistic features, such as abbreviations and acronyms.

Unfortunately, textbooks cannot promptly incorporate newly emerging vocabulary; therefore, utilizing the internet effectively addresses this shortcoming. This became particularly evident during the COVID-19 pandemic, which necessitated a reevaluation of existing and emerging realities. For example, English-speaking populations began using several newly coined compound words, subsequently borrowed into Russian, such as *doomscrolling* (the deliberate seeking of depressing coronavirus-related news to self-intimidate) and *infodemic* (the proliferation of an unusually large volume of often inaccurate news and information online). Such words became integral to the lexicon describing contemporary realities, yet remain absent from many educational materials. However, some learners have already encountered them through independent study or technology-integrated instruction.

It is also noteworthy that in recent years, technology-enhanced education (distance learning) has become integrated into the educational process within the

Belgorod region. Under these circumstances, educators must carefully select pedagogical approaches to maintain lesson effectiveness and ensure engagement, dynamism, and substance, notwithstanding the geographical dispersion of students. This is particularly crucial in large English language classes and situations with unreliable internet access. Asynchronous learning formats are frequently employed by instructors to achieve these objectives.

Asynchronous learning is a method of teaching where the teacher and student interact at different times. The teacher prepares the materials for learning in advance and the students study them independently and submit them to the teacher for review. New forms of asynchronous learning were created with the development of digital technologies to include video watching, preparation and correction of presentations, writing the exam and carrying out the assignment electronically (even through third-party software and applications). Digital technologies are also associated with the moment of correction of assignments through special online platforms (such as Sferum and Yandex.Telemost).

Thus, it can be concluded that digital technologies play an important role in modern education and their importance should be recognised. However, the responsibility for the selection of original materials and their use lies with the teacher. Let us analyse this process in more detail. Authentic material is simply source material that is real language switches prepared for real experiences used in real communication. The Internet is making the gap between countries invisible. This makes it possible for Russian students and teachers to use English resources in the classroom. But, as is the case with all information on the Internet, authentic material needs to be approached with caution: It can be inaccurate and lead to stereotypes or misconceptions. The publication date should be of special note as social and societal agendas are constantly evolving making materials older than a year possibly irrelevant.

When selecting authentic materials, the following parameters are crucial:

- Accuracy and Reliability of Information: Information must be objective and verifiable, based on facts or reflecting an opinion (with proper attribution to the author). The linguistic material should accurately reflect the realities of the target country and be free of orthographical and grammatical errors. Particular attention should be paid to the publication date; societal and social agendas are constantly evolving, rendering materials older than a year potentially outdated.

- Author: the person who published the material or the person who published it on his/her behalf. It is important for teachers to make sure that the author is competent in the area of the material being posted (especially in the case of podcasts, social media and video blogs).

- The target audience for English language teaching material should be appropriate to the age and skill level of the learners and the material chosen should be appropriate to the target audience and match the interests of the learners. In the case of natural resources, the style and complexity of information should be adapted to the level of English of the students who will be using the material in class. It is also important to consider the type of material (educational, recreational or scientific). The specific type of material largely determines the language used. For

example, entertainment materials often use more "lively" language, such as abbreviated words and phrases. The main requirement for conservation material is that it meets the educational standards set by the country.

– User convenience: a more important variable for English-language websites is the usability of the original material. Navigation on the site must be intuitive [Hromov, Kameneva 2015: 5].

Nowadays, every student can find an original book or publication that is suitable for their language level. It should be noted that the adaptation of materials can be both quantitative (reducing secondary information, compressing material) and qualitative (simplified word substitution, using known synonyms, changing non-standard grammatical structures) - all this helps to make the material more accessible and understandable. Now there are many online libraries on the Internet, so everyone can find the original text for their level and other needs.

Another benefit is the development of socio-cultural competence: in class, students can identify their own perspective on a phenomenon or event, listen to the opinions of their peers in a similar environment and read the comments of their English-speaking peers. For example, when exploring the UK's famous monuments, primary school pupils can take excellent virtual tours with native-speaking guides and read comments from their English-speaking classmates on social media. This will broaden their horizons and give them an insight into how their peers in other countries live.

Previously, we noted that authentic materials make lessons more engaging. This effect is further amplified by the global reach of popular culture. Tracking current trends and incorporating them into lessons can effectively maintain students' attention. For example, foreign language classes can utilize excerpts from globally popular TV series and films instead of solely relying on textbook materials. Significantly, some online learning platforms have adopted this approach. Puzzle English, for instance, allows learners to explore vocabulary within the context of popular shows like «Sherlock» and «Friends», and provides access to a personalized online cinema offering content tailored to language proficiency and individual interests. Most materials are adapted, and learners can utilize dual subtitles or an online dictionary to overcome comprehension difficulties. Furthermore, the combination of digital technologies and authentic materials facilitates vocabulary expansion beyond the curriculum, particularly beneficial for self-directed learning. For example, when studying the topic «My house» students can analyze lifestyle vlogs created by peers from English-speaking countries.

Therefore, the advantages of using authentic textual materials include lexical adaptation (reinforcing and expanding vocabulary through readily understandable synonyms), grammatical adaptation (simplifying complex or unconventional grammatical structures for improved comprehension), and the introduction of foreign cultural realities (fostering sociocultural competence). The synergy of digital technologies and authentic materials creates engaging and effective learning experiences, stimulating motivation for language acquisition and cross-cultural understanding.

References

Hromov, S.S., Kameneva, N.A. (2015). Metodika ispol'zovaniya autentichnyh internet-resursov dlya obucheniya anglijskomu yazyku. *Internet-zhurnal «Naukovedenie»*, 4, 1-12. (In Russian).

UDK 378.14

ADAPTATION OF INTERNATIONAL STUDENTS TO A NEW EDUCATIONAL ENVIRONMENT (CASE IN THE UNIVERSITY OF TYUMEN)

Paliy Danil Viktorovich

*Student of Institute of State and Law,
University of Tyumen, Tyumen, Russia*

E-mail: stud0000319623@utmn.ru

Scientific advisor:

Basueva Nadezhda Yurevna

*PhD in Social sciences, Associate Professor of Foreign Languages and
Communicative Technologies Centre,
University of Tyumen, Tyumen, Russia*

E-mail: n.y.basueva@utmn.ru

The article discusses the problems of adaptation of foreign students studying at Russian universities. The author describes personal experience related to the problem, identifies weaknesses and challenges in the ways the international students adapt to the educational environment and offers possible solutions.

Key words: *international students, social adaptation, educational environment, motivation, higher education.*

Adaptation of international students to their new educational environment in a Russian university is an important aspect in the process of internationalization of higher education. In recent years, a lot of Russian universities have sought to improve their competitiveness at the global level, which leads to a significant increase in the number of foreign students arriving to study at the universities. The number of international students entering the University of Tyumen is steadily growing, which makes the problem of their adaptation increasingly urgent. The aim of this paper is to study and analyse the features of adaptation of foreign students in the University of Tyumen and to develop possible recommendations to improve the conditions of their study and stay. The author of this article, being a foreign student and a citizen of Kazakhstan, shares his personal observations and also takes into account the opinions of other foreign students in the University of Tyumen.

The analysis and consideration of the problem under discussion allows us to distinguish several directions in the process of adaptation of foreign students: socio-cultural adaptation, educational adaptation, psychological adaptation.

Socio-cultural adaptation in the field of education is one of the main aspects in the adaptation of international students. During the course of their studies, international students encounter cultural differences, unusual social norms and behavior, and language barriers. These factors often cause stress and make it difficult to integrate into the community. International students experience new forms of communication, which may be more formal or, conversely, informal compared to their native culture. For example, according to the students from Asian countries studying in the University of Tyumen, they might experience culture shock due to less hierarchical relationships between teachers and students in Russia compared to their native culture and norms of behavior. Moreover, language and mental barriers the students encounter in their everyday communication can also be added to the list of the main problems in this direction. It must be noted, that even the students who speak Russian well might not understand some cultural contexts and idiomatic expressions, in particular. For example, the phrases “*na avos'!*” or “*cherez pen'-kolodu*” may be completely incomprehensible for international students. Many researchers studying the adaptation problems state that the language barrier is one of the most important issues preventing smooth and easy adaptation. ‘All students in our group named the language barrier as the main factor that complicates the adaptation process’ [Avakova 2021: 57].

Due to their insufficient knowledge of the Russian language, international students feel insecure and extremely shy in their communication with their Russian lecturers and group mates; they feel embarrassed to speak, are afraid of making mistakes. The lecturers in the University of Tyumen also note this fact, ‘My long teaching experience has shown that the most difficult thing for foreigners is Russian grammar and vocabulary. In the latter, the greatest difficulties are caused by the compatibility of words. At the initial level, conjugation, declension, endings in various forms of words are difficult. At advanced levels these are set expressions, phraseological units. At all levels, there is a problem with stress, since it is mobile, multi-place’ [Russkij yazyk glazami prepodavatelya]. Some international students admit that they have difficulties with terminology. For students in technical and medical fields, it is especially complicated to master special vocabulary and terms. Another great difficulty and barrier is the problem with listening comprehension at lectures which can be also considered relevant. International students often find the pace the lectures and seminars are held as too fast, which complicates understanding and makes the situation still worse. Summing up, socio-cultural differences really complicate the process of adaptation of foreign students in their new educational environment.

We would also like to draw attention to the following aspect, that is educational adaptation in general. Differences between educational systems of different countries can create difficulties and barriers in perceiving the educational process, its requirements, the essence of independent work and examination procedures. According to foreign students, Russian universities place a strong emphasis on independent work. The Russian educational system as they understand it assumes that students are to work independently for a significant part of the academic time. They admit that in other countries, on the contrary, teachers give much more detailed instructions. Foreign students might not be prepared for the fact

that successful passing exams require not only knowledge of the study material, but also the ability to answer within the framework of certain regulations and rules. Moreover, there are obvious differences in the schedule and organization of the academic year. In Russia, the academic year is often divided into semesters with winter and summer examination sessions, which differs from the trimester system or the module-based system used in other countries. We consider that all the aspects mentioned above can be a cause of academic stress. The large number of new tasks, the need to constantly learn the language and meet the high standards of the university can lead to fatigue.

Another important direction in the adaptation process is psychological adaptation to further education. Problems with loneliness and difficulties in establishing interpersonal contacts can negatively affect the emotional state of students. The feeling of loneliness is associated with separation from family, friends, and familiar environment. The first months can be especially difficult. If we talk about difficulties in establishing interpersonal contacts, it must be noted that many international students limit their communication and communicate within their ethnic group. Other researchers also note the fact, 'For example, the majority of foreign students spend time with their compatriots' [Kappusheva 2023: 110]. According to the author's opinion, participation in the cultural life of the university or the city might help the integration, but international students do not always know how to get involved in it, are not always aware about all the opportunities available to them. Students feel a lack of contacts with peers, in particular with local students in the case of Tyumen State University. The main reasons for this problem as we can see it, are that local students are not always ready to communicate with foreigners, as they believe that the language or cultural barriers are an obstacle. And foreign students, in turn, do not always take the initiative, and sometimes limit their contacts due to the fear of being misunderstood.

From personal experience, I can share some observations concerning the adaptation of students from Kazakhstan entering Russian universities. Although many Kazakhstani students have a high level of Russian, their educational system has significant differences from the Russian one. First of all, I would like to note that Kazakhstani students do not take the Unified National Exam as their peers in Russia do, which makes the format and requirements of Russian entrance examinations less familiar to them. The author's personal experience shows that this can become an additional stress both at the admission stage and in further education. In addition, the school curriculum in Kazakhstan does not have a separate course on 'History of Russia', which creates difficulties in studying disciplines related to Russian history. Despite the closeness of cultures, students from Kazakhstan may encounter differences in educational approaches and standards, which complicates adaptation. Kazakhstan uses a point-rating system, while Russian universities predominantly use grades and five-point scale. This also requires time to adapt to the new assessment system.

Tyumen State University, one of the popular universities among foreign students, makes a significant contribution to solving problems related to student adaptation. Many adaptation problems are solved due to the attention of Tyumen State University to the adaptation of foreign students. The University of Tyumen

website has a large section to help foreign students adapt to a new educational environment. In the section, they can find a lot of useful information [Mezhdunarodnaya deyatel'nost']. In case the international students study and understand the information, it can solve most of the problems of such students and bring a lot of benefits for their better adaptation. From the website, foreign students can learn in detail about migration support, registration in the Russian Federation, visa extension, obtaining an application for an apartment, work during studies, etc. Tyumen State University has released special videos explaining the solution to many problems related to staying in the Russian Federation. Even academic mobility is taken into account; the student exchange programs, scholarships for studying abroad, and application for studying abroad are described in detail. Joint educational programs, summer schools, and associations of foreign students are also indicated. Students receive information about foreign partners, international projects, documents and the structure of international activities, which is also very important information, in our opinion. To help study Russian, there is a program 'Russian as a Foreign Language', you can study at the preparatory department for foreign students, and then get help from the Center of adaptation practices and testing.

Based on the analysis of the described experiences and the identified difficulties, in addition to the existing measures, to optimise adaptation, some new measures can be proposed. We find it useful if more cultural and educational centers could be created where foreign students could receive support not only in learning Russian, but also in getting to know Russian culture. It seems that Russian language courses are necessary and useful for all foreign students, regardless of their level of Russian. According to the author's opinion, mentoring programs could also help. Introducing the system of 'buddy programs' could also help the adaptation. Within such programs, local students could help foreign students adapt, solve everyday issues and join social life. It is important to organize intercultural events, such as festivals, master classes and theme parties. They could contribute to the development of intercultural communication and mutual understanding.

Adaptation of foreign students at Tyumen State University is an important aspect of improving the quality of the educational process and strengthening the international status of the university. The proposed measures can not only improve their adaptation, but also create a more favorable environment for interaction between students of different cultures. The development and implementation of such programs will be an important step towards internationalization and increasing the attractiveness of Russian education in the world arena.

References

- Avakova, O.V. (2021). K voprosu ob adaptacii inostrannyh studentov. *Pedagogika i prosveshchenie*, 4, 54-61. (In Russian).
- Kappusheva, M.SH., Bajramukova, A.S., Bashkaeva, O.P. (2023). Pedagogicheskie uslovia adaptacii inostrannyh studentov, obuchayushchihsya v rossijskih vuzah. *Problemy sovremennogo pedagogicheskogo obrazovaniya*, 79 (2), 110-112. (In Russian).

Mezhdunarodnaya deyatel'nost'. TyumGU : [sajt] 2024. URL: <https://www.utmn.ru/international/> (accessed 11.12.2024). (In Russian).

Russkij yazyk glazami prepodavatelya. Novosti TyumGU : [sajt] 2022. URL: <https://www.utmn.ru/news/stories/mezhdunarodnaya-deyatelnost/1115434/?ysclid=m4if6oh8nh808354849> (accessed 10.12.2024). (In Russian).

UDK 373.24

DIE AUSBILDUNG DER RÄUMLICHEN PRAXIS BEI VORSCHULKINDERN MIT ALLGEMEINER SPRACHENTWICKLUNGSSTÖRUNG IN LOGOPÄDISCHEN KLASSEN

Pereverzeva Uljana Jurjewna

*Studentin der Fakultät für Vorschul-, Grundschul- und Sonderpädagogik
des Pädagogischen Instituts,*

Belgoroder Staatliche Nationale Forschungsuniversität,

Belgorod, Russland

E-mail: 1596267@bsuedu.ru

Wissenschaftliche Betreuerin:

Miroschnitschenko Larissa Nikolajevna

Kandidatin der philologischen Wissenschaften,

Dozentin des Lehrstuhls für die Fremdsprachen,

Belgoroder Staatliche Nationale Forschungsuniversität, Belgorod, Russland

E-mail: Miroshnichenko_l@bsuedu.ru

Der vorliegende Text widmet sich der Bildung räumlicher Repräsentationen sowie der Praxis bei Kindern im Vorschulalter, insbesondere bei Kindern mit allgemeiner Sprachentwicklungsstörung (ODS). Es wird die Bedeutung der räumlichen Praxis für die Gesamtentwicklung von Kindern erörtert, einschließlich ihres Erfolgs bei Lernaktivitäten. Es werden verschiedene Techniken und Übungen erwähnt, die auf die Entwicklung räumlicher Darstellungen und Praktiken abzielen. Es wird hervorgehoben, dass die erfolgreiche Entwicklung räumlicher Darstellungen für die Schulreife und das Lernen von Kindern von entscheidender Bedeutung ist.

Schlagwörter: *räumliche Repräsentationen, Praxis, Vorschulkinder, allgemeine Sprachentwicklungsstörung (ODS).*

Die zeitgerechte Förderung der räumlichen Praxis eines Kindes stellt eine signifikante Prämisse für dessen vollwertige sprachliche und kognitive Entwicklung dar. Sprache und Sprechen nehmen eine Schlüsselrolle bei der Entwicklung des Denkens, der Organisation von Aktivitäten und der Bildung sozialer Bindungen ein. Eine harmonische Entwicklung ist ohne die Fähigkeit zur räumlichen Orientierung nicht möglich.

Untersuchungen belegen, dass das Fehlen räumlicher Orientierungsfähigkeit im Vorschulalter die Beherrschung schulischer Fertigkeiten erschwert. Aus diesem Grund ist es von entscheidender Bedeutung, die räumliche Orientierungsfähigkeit

von Vorschulkindern zu fördern. Die Relevanz der Ausbildung der räumlichen Praxis bei Kindern mit allgemeiner Sprachentwicklungsstörung (ODS) ist darauf zurückzuführen, dass der Mangel an Sprache ihre kommunikativen und kognitiven Fähigkeiten einschränkt und die Aufnahme von Wissen erschwert.

Die Hypothese, dass räumliche Repräsentationen bei Kindern mit SLD langsam gebildet werden, wird durch die Ziele der Studie bestätigt. Diese zielt darauf ab, den Prozess zu untersuchen und Methoden der Korrektur- und Entwicklungsarbeit zu entwickeln. Zu den Zielen der Studie gehören die Analyse der theoretischen Grundlagen der Bildung räumlicher Repräsentationen, die Untersuchung der Besonderheiten der Sprachentwicklung von Kindern mit SEND und die Identifizierung der Korrelation zwischen dem Verständnis räumlicher Präpositionen und dem Entwicklungsniveau der opto-räumlichen Gnosis.

Probleme mit räumlichen Repräsentationen können sich negativ auf die Sprachentwicklung und die Lernaktivitäten von Kindern mit SEND auswirken. Gemäß A.R. Luria sind räumliche Repräsentationen mit der Bestimmung der Form, Größe und Lage von Objekten verbunden, was ein notwendiges Element der Kognition ist. Die Entwicklung der räumlichen Orientierung ist eng mit der Entwicklung des Denkens und der Sprache verbunden, wobei die aktive Bewegung die wichtigste Voraussetzung für die räumliche Orientierung darstellt.

Die Entwicklung räumlicher Konzepte setzt die Wahrnehmung des eigenen Körpers sowie die Interaktion mit der Umgebung voraus [Borovskaya, Kovalec 2003: 28]. Die ersten Richtungswahrnehmungen werden durch taktile Empfindungen gebildet. Mit dem Auftauchen von Wörtern wie "links" und "rechts" im aktiven Wortschatz erreicht die Raumwahrnehmung eine neue Ebene.

Die Beherrschung räumlicher Repräsentationen kann in zwei Blöcke unterteilt werden. Der erste Block umfasst Darstellungen der Beziehungen zwischen äußeren Objekten und dem Körper, wohingegen der zweite Block die Verbalisierung von räumlichen Darstellungen im Zusammenhang mit den Gesetzen der Bewegungsentwicklung beinhaltet. Die zweite Ebene ist komplex und bildet sich erst spät. Sie hat ihre Wurzeln in räumlichen Repräsentationen "niedriger" Ordnung und wird als Sprechaktivität gebildet, die eine wichtige Rolle in der kognitiven Entwicklung spielt [Tolstova 2011: 305-308].

Das Verständnis räumlicher Beziehungen spielt eine entscheidende Rolle für die allgemeine Entwicklung eines Vorschulkindes und seine Schulreife, da räumliche Darstellungen den Erfolg beim Lesen, Schreiben und Zeichnen beeinflussen.

Räumliche Repräsentationen sind folglich von signifikanter Relevanz für die Sprachentwicklung und die allgemeine Lernentwicklung von Kindern. Die Ausbildung dieser Fähigkeiten beeinflusst wiederum ihren Erfolg bei spezifischen Lernaktivitäten.

Probleme mit beeinträchtigter Praxis wirken sich negativ auf die Ausführung freiwilliger Handlungen und sequenzieller Bewegungen von Kindern aus. Der Terminus «Praxis» bezeichnet die Fähigkeit, sequentielle Komplexe von bewussten Bewegungen und zielgerichteten Handlungen nach einem entwickelten Plan

auszuführen. Diese reichen von einfachen Tätigkeiten, wie dem Essen oder Anziehen, bis hin zu komplexen Fertigkeiten, die im beruflichen Kontext anwendbar sind.

Apraxie manifestiert sich im Rahmen von Störungen willkürlicher, zielgerichteter Bewegungen, bei denen ein Kind nicht in der Lage ist, eine komplexe motorische Handlung nach einer entsprechenden Anweisung auszuführen. Als Beispiel kann die Anweisung dienen, die Augen zu schließen und aufzuschauen. Apraxie erschwert Kindern die Beherrschung alltäglicher, sprachlicher und motorischer Fertigkeiten und führt bei Erwachsenen zum Verlust bereits erworbener Fertigkeiten, ohne dass Anzeichen einer gestörten Bewegungskoordination vorliegen.

Die Lehre von Praxis und Apraxie wurde von dem deutschen Neurologen C. Lipmann entwickelt, der feststellte, dass die Praxis sowohl objektive als auch willkürliche Handlungen umfasst. Apraxie ist demnach eine Beeinträchtigung der Fähigkeit, willkürliche Handlungen zu reproduzieren, obwohl es möglich ist, sie ohne Zwang auszuführen. Die Ausführung einer motorischen Handlung erfordert eine Reihe von Einzelbewegungen, die einer allgemeinen Idee entsprechen, die Lipmann als «ideatorische Skizze» bezeichnet hat.

In Abhängigkeit von der Lokalisation der Läsion existieren unterschiedliche Formen der Apraxie. kinästhetische Apraxie, die sich durch eine Störung der Reproduktion von Handhaltungen und Bewegungen mit geschlossenen Augen bei Läsionen des Gyrus postcentralis äußert; kinetische Apraxie, die sich durch eine Störung der Bewegungsabfolge bei Läsionen der prämotorischen Abschnitte des Frontallappens manifestiert; ideatorische Apraxie, die sich durch eine Störung des Bewegungsprogramms mit korrekten Elementen, aber falscher Abfolge bei Läsionen des präfrontalen Kortex kennzeichnet. Räumliche Apraxie beschreibt eine Störung der Synthese visueller, vestibulärer und haptischer Informationen bei parieto-okzipitalen Läsionen. Diese Form der Apraxie manifestiert sich in Schwierigkeiten bei der Konstruktion und Koordination von Handbewegungen und wird als konstruktive Apraxie bezeichnet.

Die Fähigkeit zur räumlichen Orientierung ist eine grundlegende Voraussetzung für eine erfolgreiche Wahrnehmung und Umsetzung der Realität. Im Falle einer generalisierten Unterentwicklung der Sprache manifestieren sich bei Kindern mit Sprachpathologie spezifische Schwierigkeiten in der Bildung räumlicher Konzepte. Für den erfolgreichen Erwerb schulischer Bildung ist die Fähigkeit zur räumlichen Orientierung sowie die Beherrschung grundlegender räumlicher Konzepte von entscheidender Bedeutung. Eine unzureichende Entwicklung dieser Konzepte kann zu Schwierigkeiten in der räumlichen Praxis führen.

Die Entwicklung räumlicher Repräsentationen ist dabei abhängig vom Entwicklungsstand der Analysesysteme sowie der Sprach- und Hörfunktionen, da Wörter eine Schlüsselrolle bei der Wiedergabe räumlicher Merkmale spielen. Um die Probleme bei der Entwicklung räumlicher Repräsentationen bei Kindern mit Sprachstörungen zu verstehen, müssen die allgemeinen Merkmale ihrer geistigen Entwicklung berücksichtigt werden.

Die allgemeine Sprachentwicklungsstörung (ODS) ist eine komplexe Sprachstörung, die bei Kindern mit normalem Hörvermögen und erhaltener Intelligenz auftritt. Typischerweise manifestiert sich diese Störung durch einen verzögerten Beginn

der Sprachentwicklung, einen eingeschränkten Wortschatz, Agrammatismus und Aussprachestörungen. Diese Symptome weisen auf eine systemische Störung aller Komponenten der Sprachaktivität hin [Rumyanceva 2019: 36].

Auf der ersten Stufe der Sprachentwicklung verwenden Kinder kaum verbale Kommunikationsmittel und ihr aktiver Wortschatz besteht aus wenigen, vagen ausgesprochenen Worten und Lautimitationen. Paralinguistische Mittel, wie Gestik und Mimik, spielen eine wichtige Rolle. Der Sprache mangelt es an morphologischen Elementen, und sie ist nur in spezifischen Situationen verständlich.

Vorschulkinder mit SEND zeigen eine beeinträchtigte Wahrnehmung ihres Körperschemas, was die Bildung von Vorstellungen über Körperteile und räumliche Konzepte wie «vorne» und «hinten» verlangsamt. Auf der zweiten Stufe der Sprachentwicklung zeigen die Kinder keine Kenntnis der Namen von Körperteilen, in der Grammatik bestehen grobe Fehler und das Verständnis der angesprochenen Sprache ist unvollständig. Auf der dritten Stufe zeigen sie Schwierigkeiten bei der Unterscheidung von Formen und zeigen ebenfalls Inkonsistenzen in der Verwendung von Präpositionen.

Kinder mit Sprachstörungen zeigen eine verzögerte visuelle Wahrnehmung und Schwierigkeiten, sich an Objekten mit unausgesprochenen räumlichen Merkmalen zu orientieren. Zudem zeigen sie eine instabile Aufmerksamkeit, ein vermindertes verbales Gedächtnis und ein verzögertes verbales und logisches Denken, was es ihnen erschwert, an Lern- und Spielaktivitäten teilzunehmen.

Untersuchungen belegen, dass Störungen der visuellen Wahrnehmung und der Objektvorstellung bei Kindern mit Sprachstörungen mit ihrer Sprachentwicklung korrelieren. Räumliche und opto-agnostische Störungen können sich im Schulalter negativ auf die Entwicklung von Dysgraphie und Dyslexie auswirken [Mastyukova 2001: 13-17].

Darüber hinaus zeigen Kinder mit Sprachentwicklungsstörungen Schwierigkeiten in der Motorik des Artikulationsapparates sowie der Feinmotorik der Hände. Ferner zeigen sie Schwierigkeiten bei der räumlichen Orientierung, insbesondere bei der Unterscheidung der Begriffe «rechts» und «links», und es mangelt ihnen oft an geeigneten sprachlichen Mitteln, um räumliche Beziehungen auszudrücken [Demidova et al. 2022: 80]. Diese Abweichungen beeinträchtigen die Entwicklung des kognitiven Bereichs und die Bildung räumlicher Repräsentationen bei Kindern mit Sprachanomalien.

In ihrer Untersuchung befasste sich N.P. Rudakova mit der Anwendung des Satzstruktur-Semantik-Schemas durch Kinder mit allgemeiner Sprachentwicklungsstörung (ODS). Die Ergebnisse der Untersuchung ergaben ein niedriges Niveau der semantischen Programmierung und grammatikalischen Strukturierung von Sätzen sowie Schwierigkeiten bei Aufgaben, die opto-räumliche Darstellungen erfordern. Es wurde eine signifikante Korrelation zwischen dem Verständnis räumlicher Präpositionen und der Entwicklung der opto-räumlichen Gnosis und Praxis festgestellt. Die hohe Anzahl an Fehlern in der Verwendung von Kasus und Präpositionen bei Kindern mit SEND weist auf ein unzureichendes Niveau der grammatikalischen Mittel hin [zitiert nach Konovalova 2018: 146].

Bei Vorschulkindern mit Sprachstörungen wurden signifikante Abweichungen in der opto-räumlichen Wahrnehmung beobachtet, was die räumliche Orientierung und die Körperwahrnehmung erheblich erschwert. Eine frühzeitige logopädische Diagnose und Korrektur von Schwierigkeiten bei der räumlichen Orientierung sind daher von entscheidender Bedeutung. Untersuchungen betonen, dass spezifische Merkmale der Sprachentwicklung die kognitive Sphäre beeinflussen und der Prozess der Bildung räumlicher Repräsentationen bei Kindern mit SEND verzögert ist.

Die räumliche Wahrnehmung umfasst die Wahrnehmung von Entfernungen, Richtungen und Formen von Objekten, und die Praxis bezeichnet die Fähigkeit, sequenzielle Bewegungen auszuführen [Fateeva 2017: 73-75]. Bei Vorschulkindern mit SEND hängt die Entwicklung der räumlichen Praxis von der Beherrschung der räumlichen Orientierung ab. Empfindungen des Bewegungsapparats und das Gleichgewicht spielen eine signifikante Rolle bei der Ausbildung der räumlichen Wahrnehmung, weshalb Bewegungsspiele integraler Bestandteil des Korrekturunterrichts sein sollten.

In Vorschulen werden verschiedene Methoden zur Bildung räumlicher Vorstellungen eingesetzt, darunter Übungen mit Handbewegungen, Spiele mit Objekten und handlungsorientierte mobile Spiele [Burachevskaya 2015: 127]. Zur Festigung von Körperschemata werden dynamische Übungen, multimediale Präsentationen und interaktive Spiele eingesetzt. E.N. Akhaltseva entwickelte eine Reihe von kinesiologischen Übungen, die auf die Entwicklung des kommunikativen und kognitiven Bereichs abzielen [zitiert nach Nasibullina 2020: 1-4].

Zur Optimierung der räumlichen Orientierung empfiehlt es sich, in den Anweisungen Adverbien und Präpositionen zu verwenden sowie die linke und rechte Seite mittels Gesten und visuellen Hinweisen zu betonen. Kinder mit SEND zeigen oft Defizite bei der Reproduktion motorischer Aufgaben, und musikalische Begleitung kann dabei helfen, die Bewegungen zu organisieren. Darüber hinaus wird die Bildung räumlicher Darstellungen bei Kindern mit Behinderungen durch grafische Lernmittel positiv beeinflusst.

Eine wesentliche Voraussetzung für die Korrektur- und Entwicklungsarbeit ist die komplexe Konstruktion von Klassen unter Verwendung verschiedener Zeichensysteme. Diese ermöglichen es den Kindern, räumliche Beziehungen in Gesten, Modellen und Sprache wahrzunehmen und zu reproduzieren. Zu den wichtigsten Arbeitsmethoden zählen demnach die Visualisierung, motorische und rhythmische Übungen, didaktische Spiele sowie die Schaffung von Spielsituationen, um das Interesse des Kindes zu steigern.

Literaturverzeichnis

Borovskaya, I.K., Kovalec, I.V. (2003). *Razvivaem prostranstvennyye predstavleniya u detej s osobennostyami psihofizicheskogo razvitiya*. Posobie dlya raboty s det'mi. V 2 ch. M.: VLADOS, 285 S. (Auf Russisch).

Burachevskaya, O.V. (2015). Razvitie prostranstvennogo gnozisa i praksisa u doshkol'nikov s obshchim nedorazvitiem rechi. *Teoriya i praktika obrazovaniya v*

sovremennom mire. *Materialy VII Mezhdunar. nauch. konf.* (g. Sankt-Peterburg, iyul' 2015 g.). Sankt-Peterburg: Svoe izdatel'stvo, 126-129. (Auf Russisch).

Demidova, A.P., Zinov'eva, V.N., Ovcharenko, V.V. (2022). Razvitie verbalizacii prostranstvennyh predstavlenij u starshih doshkol'nikov s ONR 3 urovnya. *Problemy sovremennogo pedagogicheskogo obrazovaniya*, 74-2, 79-83. (Auf Russisch).

Fateeva, G.I. (2017). Psihologo-pedagogicheskij podhod k razvitiyu prostranstvennyh predstavlenij u detej doshkol'nogo vozrasta. Aktual'nye zadachi pedagogiki. *Materialy VIII Mezhdunar. nauch. konf.* (g. Moskva, noyabr' 2017 g.). Moskva: Buki-Vedi, 73-75. (Auf Russisch).

Konovalova, E.G. (2018). Formirovanie predlozhno-padezhnyh konstrukcij u detej s obshchim nedorazvitiem rechi. *Innovacionnaya nauka*, 11, 145-147. (Auf Russisch).

Mastyukova, E.M. (1976). O narushenii gnosticheskikh funkcij u uchashchihsya s tyazhelymi rasstrojstvami rechi. *Defektologiya: Nauchno-metodicheskij zhurnal Akademii pedagogicheskikh nauk*, 1, 13-17. (Auf Russisch).

Nasibullina, S. V. (2020). *Razvitie zritel'nogo gnozisa i praksisa u detej s ONR*. Obrazovatel'naya social'naya set' nsportal.ru : [sajt]. URL: <https://nsportal.ru/detskiy-sad/logopediya/2020/04/15/razvitie-zritel'nogo-gnozisa-i-praksisa-u-detey-s-onr> (data obrashcheniya: 08.01.2025). (Auf Russisch).

Rumyanцева, YU.N. (2019). Harakteristika detej s ONR i ih psihologicheskie osobennosti. *Globus*, 12 (45), 36-39. (Auf Russisch).

Tolstova, V.B. (2011). Formirovanie prostranstvennyh predstavlenij ih verbalizaciya - nekotorye osobennosti funkcionirovaniya grammaticheskoy sistemy u detej doshkol'nogo vozrasta - teoreticheskij vzglyad. *Psihologiya i pedagogika: metodika i problemy prakticheskogo primeneniya*, 22, 305-308. (Auf Russisch).

UDK 373.24

INTERAKTIVE ENTWICKLUNGSSPIELE IN DER AUSBILDUNG VON GRUNDKOMPETENZEN IN DEN BEREICHEN WIRTSCHAFT UND FINANZEN BEI ÄLTEREN VORSCHULKINDERN

Plotnikova Valentina Nikolaevna

*Studentin des Pädagogischen Instituts,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-Mail: valuaplotnikova@yandex.ru

Bessarabova Elena Ivanovna

*Studentin des Pädagogischen Instituts,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-Mail: elenabessarabova6@gmail.com

Wissenschaftliche Betreuerin:

Miroschnitschenko Larissa Nikolaevna

Kandidatin der philologischen Wissenschaften,
Dozentin des Lehrstuhls für die Fremdsprachen,

Belgoroder Staatliche Nationale Forschungsuniversität, Belgorod, Russland

E-mail: Miroshnichenko_l@bsuedu.ru

Im Artikel wird die praktische Erfahrung von Pädagogen der Vorschulerziehung bei der Einbeziehung der elektronischen interaktiven Spiele des Autors in die Ausbildung von Fähigkeiten zu bewusstem Lese- und Schreibverhalten auf der Grundlage grundlegender Vorstellungen über Wirtschaft und Finanzen bei älteren Vorschulkindern erörtert. Es wird eine Schlussfolgerung über die positiven Ergebnisse der Verwendung elektronischer Lernspiele im System der Bildungsaktivitäten im Kindergarten gezogen.

Schlagerwörter: die elektronischen Bildungsressourcen, die interaktiven Lernspiele, die funktionale Kompetenz, die Multimediatechnologien.

Im Zeitalter der aktiven Entwicklung der Informationstechnologien ist die Verwendung der interaktiven Kommunikationsmittel zu einer der vielversprechendsten Richtungen in vielen Bereichen der sozialen Interaktion geworden. Das stetig wachsende Interesse an solchen Technologien, das ausnahmslos alle Altersgruppen betrifft, wird von dem Wunsch diktiert, heller, interessanter, sicherer und zeitgemäßer zu leben.

Die Kinder sind keine Ausnahme. Die farbenfrohe, sich ständig verändernde Welt der animierten Bilder und die Möglichkeit, am Geschehen auf dem Bildschirm teilzunehmen, führen die junge Generation immer mehr von der Live-Kommunikation in den virtuellen Raum. Es wäre sehr nützlich, Medientechnologien als wirksames Instrument zur Entwicklung der intellektuellen Fähigkeiten von Vorschulkindern und zur Verbesserung der Qualität des Lernens auf allen Ebenen der pädagogischen Arbeit in Vorschuleinrichtungen einzusetzen.

Die unbestreitbare Notwendigkeit der Anwendung spielpädagogischer Technologien in der Kindergartenpraxis besteht darin, dass ein Kind, das noch nicht über eine ausgebildete Psyche und ausreichende Lebenserfahrung verfügt, neue Erfahrungen vor allem durch das Spiel wahrnehmen kann. Das Spiel für ein Vorschulkind ist ein „kleines Leben“, mit dem es lernt, in der Realität zu leben.

Das interaktive Spiel ist eine besondere Lernmethode, die in den letzten Jahren im Bildungsbereich immer beliebter geworden ist, da das Kind im Spielprozess immer ein aktiver Teilnehmer ist, der bewusst bestimmte Kenntnisse erwirbt und bestimmte Fähigkeiten und Fertigkeiten trainiert. Darüber hinaus ermöglichen interaktive Spiele einen differenzierten Lernansatz, der auf das Niveau der einzelnen jungen Spieler abgestimmt ist [Nesterova 2024: 347].

Moderne Spieltechnologien sind an das moderne Vorschulkind angepasste Methoden und Techniken für eine möglichst effektive Sozialisierung der jungen Persönlichkeit. „Computertechnologien sind im Moment dazu aufgerufen, nicht ein zusätzliches „Add-on“ im Unterricht und in der Bildung zu werden, sondern

ein integraler Bestandteil des ganzheitlichen Bildungsprozesses, der dessen Qualität erheblich verbessert“ [Balandin et al. 2016: 29].

Wir Lehrer verfügen heute über eine recht breite materielle und technische Basis für die Einbeziehung interaktiver Technologien in unser methodisches System – insbesondere in Form elektronischer Bildungsressourcen. Man kann die Erfahrungen anderer nutzen oder selbständig einfache Multimedia-Produkte entwickeln, die das Interesse der Vorschulkinder wecken und ihre Lernmotivation deutlich steigern.

Eine der interessantesten und vielversprechendsten Formen der modernen Kinderspieltätigkeit sind derzeit die elektronischen interaktiven Spiele, deren Stärken die Sichtbarkeit und die Möglichkeit der aktiven Beteiligung des Kindes am Prozess des Wissenserwerbs sind [Hapaeva, Filat'eva 2015: 40].

In der modernen materiellen Welt ist die Frage der Organisation von Bildungsaktivitäten für Vorschulkinder zur Beherrschung der Grundlagen der Finanzkompetenz und der Erziehung der Kinder zu einer respektvollen Einstellung zur Arbeit sehr akut geworden. Vor diesem Hintergrund wurde die Hypothese aufgestellt, dass interaktive Technologien ein adäquates Mittel zur Bewältigung dieser Herausforderungen darstellen.

Im September 2023 haben wir begonnen, die elektronischen interaktiven Spiele zur finanziellen Allgemeinbildung zu entwickeln und in den Bildungsprozess einzuführen. Derzeit wird eine umfangreiche Serie von animierten Spielpräsentationen entwickelt, deren Ziel es ist, bei Vorschulkindern im Alter von 5-7 Jahren eine funktionale Kompetenz im Bereich der grundlegenden wirtschaftlichen Kenntnisse und Fähigkeiten zu erreichen, die für ein erfolgreiches Leben in der modernen Gesellschaft erforderlich sind.

Alle von uns verwendeten elektronischen interaktiven Spiele enthalten Spielaufgaben, die den Fähigkeiten von Kindern im Alter von 5-7 Jahren entsprechen. Die Dauer der interaktiven Aufgaben beträgt nicht mehr als 5-10 Minuten (1-3 Spiele) in Übereinstimmung mit den Empfehlungen des föderalen Bildungsprogramms, den Altersmerkmalen der Schüler und dem Kalender und Themenplan für den Einsatz von elektronischen Lernspielen.

In der Praxis waren die unbestreitbaren Vorteile des Einsatzes der entwickelten elektronischen interaktiven Spiele:

- die Möglichkeit, mehrere Bildungsbereiche gleichzeitig zu integrieren, indem Aufgaben in den Spielprozess integriert werden, die die kognitive Aktivität älterer Vorschulkinder anregen, die Sprach- und Denkfunktionen entwickeln und das Interesse an der lokalen Geschichte sowie an heute gefragten Berufen wecken;

- die Möglichkeit, einzelne Elemente jedes Blocks in organisierten pädagogischen Aktivitäten auf jeder Stufe in verschiedenen Bildungsbereichen zu verwenden: Üben des Lesens nach Buchstaben und Silben, Verfassen von beschreibenden Geschichten auf der Grundlage eines Bildes, Entwicklung elementarer mathematischer Konzepte;

- die Möglichkeit der Verwendung von Elementen der lokalen Geschichte in einer Reihe von interaktiven Spielen: Spezifika von Berufen und Unternehmen der Siedlung Razumnoye und der Stadt Belgorod, Bilder von Objekten und Orten, die

den Kindern vertraut sind, was zur Aktivierung des kognitiven Interesses an der Erforschung der Heimat beiträgt und eine respektvolle Haltung gegenüber den Bewohnern der Heimatsiedlung fördert (Richtung „patriotische Erziehung“);

- Erhöhung der Effektivität des pädagogischen Prozesses durch die Einführung von Animationen in interaktive Spiele, die die Aufmerksamkeit der Vorschulkinder auf das diskutierte Problem lenken, und jedes Spiel des Blocks endet mit einer animierten „Ermutigung“ der Spieler in Form von „verdienten“ Münzen, freudigem Schütteln der Heldenfiguren als Zeichen der Anerkennung, was die Entwicklung des normalen Selbstwertgefühls und der Willensäußerungen der Kinder gewährleistet;

- mit Hilfe der interaktiven Spiele des Autors wird eine propädeutische Vorbereitung auf die Schule durchgeführt (Aufgaben, bei denen man zwei Bilder vergleichen, eines von mehreren auswählen und seine Wahl begründen muss);

- unter den Bedingungen des Fernunterrichts für Kinder sind elektronische interaktive Spiele zu einer wirksamen Form der pädagogischen Arbeit im Fernunterricht geworden.

Auch im Prozess des interaktiven Spiels entwickeln sich Vorschulkinder:

- reflexive Fähigkeiten (insbesondere die Fähigkeit, die Frage zu beantworten: Was ist zu tun, um die anstehende Aufgabe zu lösen?)

- explorative (Forschungs-)Fähigkeiten: die Fähigkeit, eigenständig eine Handlungsmethode zu entwickeln; die Fähigkeit, Hypothesen aufzustellen; die Fähigkeit, Ursache-Wirkungs-Beziehungen herzustellen;

- kommunikative: Fähigkeit, den eigenen Standpunkt zu verteidigen; Redegewandtheit.

Als Ergebnis des Einsatzes der elektronischen interaktiven Spiele, die wir zum Thema Finanzkompetenz in unserer Vorschule entwickelt haben, können wir auf der Grundlage der Ergebnisse der Frühjahrsroutinediagnose und der Elternbefragung Folgendes feststellen:

- die Kinder im Alter von 5-7 Jahren haben die meisten grundlegenden wirtschaftlichen Konzepte und Regeln der modernen Gesellschaft auf einem qualitativ neuen, effizienteren und leichter zugänglichen Niveau beherrscht;

- die Vorschüler haben sich an einer Reihe von Berufen und Fachrichtungen versucht, die in unserer Region gefragt sind, was zu einer frühzeitigen Berufsorientierung beigetragen hat;

- die Kinder sind aktiver geworden, wenn es darum geht, der Familie wirtschaftliche Fragen zu stellen und sich an Diskussionen über das Familienbudget zu beteiligen;

- die Eltern sind aufmerksamer gegenüber den Aspekten der finanziellen Bildung ihrer Kinder geworden, unter anderem durch den Einsatz der elektronischen interaktiven Spiele zur finanziellen Bildung.

Es sei darauf hingewiesen, dass die Verwendung der elektronischen interaktiven Spiele nicht als Selbstzweck betrachtet werden sollte und dass Bildungsaktivitäten nicht nur auf der Grundlage ihrer Nutzung aufgebaut werden sollten. Diese Art von Lehrmitteln ist nur eines der wirksamen Mittel, die während

der pädagogischen Aktivitäten mit Kindern eingesetzt werden, die Grundlage für die Organisation einiger Aufgaben bilden oder in gemeinsamen und unabhängigen Aktivitäten von Lehrern und Kindern in jeder Phase der pädagogischen Aktivitäten verwendet werden [Vorobyova, Gutina 2019: 23].

Ein elektronisches interaktives Spiel ist ein Prozess, der die Lernmotivation bei Kindern auslöst. Es handelt sich um ein komplexes Spielprogrammsystem, das die Entwicklung sozialer Kompetenzen bei Kindern im Alter von 5-7 Jahren fördert, die für ein erfülltes Leben in der Gesellschaft unerlässlich sind. Die Ergebnisse der praktischen Anwendung der elektronischen didaktischen Spiele zum Thema Finanzkompetenz im Bildungsprozess bereichern nicht nur das fachliche Umfeld des Kindergartens, sondern erhöhen auch deutlich die Effizienz des Lernens der Vorschulkinder und motivieren sie nachhaltig zum weiteren Erwerb von neuem Wissen. Das heißt, sie setzt das Hauptziel um, das den Lehrern durch das Konzept der Modernisierung des russischen Bildungswesens gesetzt wurde - die Vorbereitung einer vielfältig entwickelten Persönlichkeit auf das weitere Leben in der Gesellschaft.

Der Einsatz elektronischer interaktiver Spiele ist sowohl in vorschulischen Bildungseinrichtungen als auch in Grundschulen und Einrichtungen der Zusatzausbildung als möglich zu erachten. Diese Erfahrung deckt alle Teilnehmer des Bildungsprozesses ab und kann in andere interaktive Formen der Interaktion integriert werden.

Literaturverzeichnis

Balandin, D.L., Komarova, I.I., Komarova, T.S. (2016). *Informacionno-kommunikacionnye tekhnologii v doskol'nom obrazovanii*. Moskva: MOO VPP YUNESKO «Informaciya dlya vsekh», 174 s. (Auf Russisch).

Hapaeva, S.S., Filat'eva, M.S. (2015). Ispol'zovanie EOR pri organizacii razvivayushchej deyatel'nosti doskol'nikov. *Informatika i obrazovanie*, 3, 39-43. (Auf Russisch).

Nesterova, YU. N. (2024). Primenenie interaktivnyh igrovyyh tekhnologiy dlya detej srednego i starshego vozrasta v usloviyah doskol'nogo obrazovatel'nogo uchrezhdeniya. *Molodoj uchenyj*, 2 (501), 346-350. (Auf Russisch).

Vorob'eva, E. YU., Gutina, M.V. (2019). Ispol'zovanie IKT v obrazovatel'nom processe DOU. *Sovremennye tendencii razvitiya sistemy obrazovaniya*. Sbornik statej. CHEboksary: ID «Sreda», 21-24. (Auf Russisch).

ON THE IMPORTANCE OF DEVELOPING COMMUNICATIVE COMPETENCE IN SCHOOLCHILDREN IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

Podyanova Natalia Alexandrovna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1849974@bsuedu.ru

Scientific advisor:

Zimovets Natalia Viktorovna

*PhD in Philological sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: zimovets@bsuedu.ru

This article is devoted to the problem of developing communicative competence in schoolchildren in the process of learning a foreign language. The importance of social mobility, tolerance and communicative competence in modern society as the main characteristics of the personality of a growing person changes approaches in the education system. Nowadays the tasks of communicative teaching of a foreign language acquire special significance, since communicative competence acts as an integrative one, focused on achieving a practical result in mastering a foreign language.

Key words: *communicative competence, teaching a foreign language, psychological and pedagogical conditions, learning process, personality-oriented approach.*

In the process of life, people constantly interact with each other. The development of a person's communicative competence directly affects successful communication. Soviet and Russian linguist V.V. Safonova believes that "the presence of a person's communicative competence allows him to interact with other people in everyday, educational, industrial, cultural and other spheres of life, using various sign systems (among which language, of course, occupies a dominant position)" [Safonova 2004: 6].

The term "communicative competence" was first introduced by foreign researcher D. Hymes. The sociolinguist states: "Communicative competence is an internal knowledge of the situational appropriateness of language; the ability to participate in speech activity" [Hymes 1972: 5].

In modern methodic communicative competence is given much attention to.

Communicative competence is understood as "possession of complex communicative skills and abilities, formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, customs, traditions, etiquette, observance of decency, good manners, orientation in communicative means inherent in the national, class mentality and expressed within the framework of a given profession" [Kunicyna, Kazarinova, Pogol'sha 2001: 148].

F.N. Umarova indicates in her article: “Communicative competence means having ‘a competence to communicate’. This competence can be oral, written or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs” [Umarova 2021: 444].

Despite the extensive study of the topic of developing communicative language competence of students, the problem of using effective technologies, techniques and methods aimed at developing foreign speech of schoolchildren remains insufficiently developed. Communicative competence includes not only theoretical knowledge, but also practical skills. It also includes motivation to study a foreign language, listening comprehension, the ability to correctly construct sentences and the willingness to communicate.

Learning any new language broadens your horizons, promotes personal development, allows you to find previously unknown ways of self-expression and gives you a lot of knowledge about the culture of other countries. It is at school that a child can develop a sincere love for English, so it is important for a teacher to interest children and direct their potential in the right direction.

The problem of developing communicative language competence in English lessons in secondary school remains relevant, despite the fairly wide study of the topic. Each researcher has his own opinion regarding the essence of this concept, but they all agree on one thing – communicative competence is considered as the ability of people to establish the necessary connections with each other, taking into account cultural norms in communication and the presence of certain knowledge.

N.I. Gez identified three components of communicative competence: the linguistic component, the pragmatic component, and the sociolinguistic component [Gez, Gal'skova 2006: 19].

Nowadays the study of a foreign language is aimed, first of all, at developing language communicative competence, which includes speech (speaking, listening, reading, writing), language (mastering phonetic, spelling, lexical and grammatical skills), socio-cultural (studying the culture and traditions of foreign countries), compensatory (developing the ability to overcome the deficit of language resources) and educational and cognitive (further development of general and special educational skills).

V.P. Belogradova and M.A. Mosina note: “The promotion of communicative competence as the main practical goal of teaching a foreign language has led to the fact that speech skills have become the main object of final control, while proficiency in language material is considered primarily as one of the objects of current and intermediate control” [Belogradova, Mosina 2011: 71].

It is important that educational materials must be selected and organized in such a way that children have something interesting to talk about, with whom and why.

The formation of communicative language competence directly depends on psychological and pedagogical conditions, i.e. the qualitative characteristics of the main factors of the educational environment, which reflect the requirements for the organization of educational activities. Such factors include:

- 1) a friendly and supportive atmosphere in the classroom, where students feel comfortable and can freely express their thoughts and feelings;
- 2) the individual characteristics of an individual student;
- 3) a method of teaching English.

Taking into account the leading principle of teaching a foreign language – the principle of communicativeness, it is necessary to build the learning process as a process of real communication, to set the task of solving the problem of creating naturally motivated communicative exercises on cultural material in two ways:

- 1) the speech and speech material of the exercises should be organized and presented in such a way that it evokes a speech reaction of students, the process of the emergence of which would have for them a task of a certain degree of complexity in terms of content, and the choice of the content of the utterance would completely depend on the initiatives of the speakers;

- 2) it is necessary to find such formulations of the tasks themselves for the exercises that would more accurately imitate the process of natural communication.

In today's world, knowledge of foreign languages is not only a valuable asset, but also a prerequisite for full participation in cultural, social and professional exchange. Particular attention is paid to teaching English from the earliest stages of education, due to its status as a global lingua franca. In this context, teachers are constantly looking for effective methods and approaches that would facilitate not only the acquisition of vocabulary, but also the development of communication skills in students.

The following techniques can help to successfully develop students' communicative language competence:

1. *The "idea basket" technique.* This is a technique for organizing individual and group work of students at the initial stage of the lesson, when their existing experience and knowledge are being actualized. A basket icon is drawn on the board, in which the students' knowledge on a certain topic is collected.

2. *The "cluster" technique.* A cluster is a graphic organization of material showing the semantic fields of a particular concept. It can be used to stimulate thinking, structure educational material, and summarize.

3. *The "brainstorming" technique.* Educational brainstorming is usually divided into stages: creating a bank of ideas (suggestions are written on the board); collective discussion; choosing the most successful solutions. This technique is aimed at developing creative thinking.

4. *The "essay writing" technique.* This type of work will allow students to express their thoughts on paper or on the computer. The idea is that students will not only develop their intellectual abilities by providing arguments, but also their creativity, because they have the opportunity to formulate their ideas beautifully.

5. *The "marginal notes" technique.* This technique allows students to track their understanding of the text they have read. Everything is quite simple here: teenagers write certain signs in the margins of the printed text (for example, a check mark if the information is familiar, etc.).

Various forms of organizing the learning process are used: frontal, group, individual, in pairs, collective.

Understanding the psychological characteristics of students when learning foreign languages helps teachers adapt teaching methods, create appropriate learning environments, and support students as effectively as possible in the process of acquiring a new language.

Thus, when working on the formation of communicative competence in students, it is necessary to be guided by a personality-oriented approach. This presupposes differentiation and individualization of the learning process, the use of new learning technologies, as well as the use of the capabilities of the national-regional and school components of the core curriculum.

References

Belogradova, V.P., Mosina, M.A. (2011). Tekhnologiya formirovaniya inoyazychnoj kommunikativnoj kompetencii. *Permskij pedagogicheskij zhurnal*, 2, 71-76. (In Russian).

Gez, N.I., Gal'skova, N.D. (2006). *Teoriya obucheniya inostrannym yazykam. Lingvodidaktika i metodika*. Moskva: Izdatel'skij centr «Akademiya», 336 s. (In Russian).

Hymes, D.H. (1972). On Communicative Competence. *J.B. Pride and J. Holmes (eds) Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, 269-293.

Kunicyna, V.N., Kazarinova, N.V., Pogol'sha, V.M. (2001). *Mezhlichnostnoe obshchenie*. Sankt-Peterburg: Piter, 544 s. (In Russian).

Safonova, V.V. (2004). *Kommunikativnaya kompetenciya: sovremennye podhody k mnogourovnevnomu opisaniyu v metodicheskikh celyah*. Moskva: Evroshkola, 233 s. (In Russian).

Umarova, F.N. (2021). Communicative competence and its components. *Ekonomika i socium*, 4(83), 1, 443-445.

UDK 372.881.111.1

TONGUE TWISTERS AS A MEANS OF INCREASING MOTIVATION AND EFFECTIVENESS OF TEACHING THE ENGLISH LANGUAGE

Rzaeva Kenul Abdullaevna

*Student of the Teacher's Training College,
Vladivostok State University, Vladivostok, Russia
E-mail: kenul2051.zu@gmail.com*

Scientific advisor:

Zayats Anna Alexandrovna

*PhD in Philological Sciences, Associate Professor of the Teacher's Training
College,*

*Vladivostok State University, Vladivostok, Russia
E-mail: ann-zayats@yandex.ru*

This article concerns the usage of tongue twisters as an effective and fascinating tool in teaching English. The work demonstrates the versatility of using

tongue twisters at different stages of learning, from the elementary development of phonetics to the high. The methodological aspects of working with tongue twisters are considered, including the criteria of their selection and comparison of the features of Russian and English phonetics. It is stated that tongue twisters contribute not only to improve pronunciation but also increases the motivation of students through game and creative tasks.

Key words: *tongue twisters, English, phonetics, pronunciation, methodological aspects.*

The research topic is quite relevant because traditional methods of teaching English phonetics are often perceived by students as ineffective. The development of new, more interesting and effective techniques, such as the use of tongue twisters, is a relevant task in teaching English.

Tongue twisters allow to overcome the problem of motivation of students and effectively solve the problem of mastering the phonetic features of the English language, taking into consideration the significant differences from Russian phonetics. The purpose of this study is to ground and describe the effectiveness of using tongue twisters to improve phonetic skills and increase students' motivation to learn English. Based on this goal, the following research objectives are defined:

1. To consider the multifaceted possibilities of using tongue twisters at different stages of English language learning.
2. To determine the criteria for the selection of tongue twisters, taking into consideration the phonetic characteristics of the English language and the level of training of students.
3. To estimate the effectiveness of using tongue twisters in the practice of teaching English.

Tongue twister is a phrase or short poem specially composed in such a way that it combines sounds that cause difficulty in pronunciation [Krylova, Fedchenko 2023: 857]. The purpose of tongue twisters is to train diction, purity of speech and articulation. And also:

1. To develop the mobility of the articulatory apparatus: the tongue and lips learn to work faster and more exactly.
2. To improve pronunciation: tongue twisters help to get rid of lisp, burr and other speech defects.
3. To increase the speed of speech: with regular usage, tongue twisters contribute to faster and smoother pronunciation.
4. To develop clarity of speech.
5. Increase confidence in your speech abilities.

The usage of tongue twisters in English language teaching is a multifaceted approach, the effectiveness of which is manifested at various stages of learning and in various aspects of language training. Traditionally, learning phonetics is considered a necessary, but rather boring aspect for students [Krylova, Fedchenko 2023: 857]. Using tongue twisters will help to diversify classes, make them more attractive to students and expand the didactic material for teachers. In the initial

stages of learning English, tongue twisters serve as an excellent tool for mastering phonetics. Students, carefully analyzing the tongue twister text, highlight key letters and letter combinations, apply the learned reading rules and make the first attempts to read them aloud.

Besides, tongue twisters are effectively used as part of phonetic charging. The regular pronunciation of tongue twisters aimed at practicing specific sounds turns into a kind of gymnastics for the articulatory apparatus. This helps to develop the mobility of the speech apparatus, improve the exactness and clarity of pronunciation, and also corrects existing speech defects. The regular repetition of difficult sound combinations helps to improve speech skills. However, the role of tongue twisters is not limited only to phonetic preparation. They are widely used in the development of public speaking skills. Pronouncing tongue twisters trains the ability to speak quickly and clearly, which is necessary for effective public speaking. In addition, tongue twisters help to improve the intonation and rhythm of English sentences, which is a key aspect of understanding and perceiving speech.

In addition to developing speech skills, tongue twisters make a significant contribution to vocabulary. They are examples of the usage of various lexical units and grammatical constructions in a natural speech. The repetition of tongue twisters helps to fix the studied material. Moreover, tongue twisters are valuable material for extra classes. They can become the basis for exciting activities, competitions and games. Students can illustrate tongue twisters with drawings or compete in the speed and accuracy of their pronunciation. This approach makes the learning process more interesting and motivating.

Finally, tongue twisters are an essential part of English folklore. By studying and using them, students get closer to the culture of English-speaking countries. They deeper understand the features of the language and its traditions. This contributes to the development of cultural competence and immersion in the language environment.

At the elementary stage of teaching a foreign language, the teacher must carefully consider the difference in articulation between English and Russian, because identical sounds are pronounced in accordance with the techniques characteristic of the English language. Russian and English phonetics have significant differences that can cause difficulties in learning each of the languages [Kinzyabaeva 2018: 37]. These differences relate to:

1. Sound composition:

- Number of sounds: English has more sounds than Russian, especially vowels. Many English sounds have no direct analogues in the Russian language.
- Presence/absence of sounds: English contains sounds that are absent in Russian (for example, [θ], [ð], [ʒ], [ʃ], affricates, etc.), and vice versa.

2. Different articulation of the same sounds:

- Sounds present in both languages may be pronounced differently. For example, English /l/ can be light or dark. It depends on the position in the word, which is not present in Russian. English vowels are often pronounced with a higher degree of tension than Russian vowels.

3. Articulation:

- Speech organs: Many English sounds require more hard work of the tongue, lips and other speech organs than for Russian sounds.

The necessary condition for the formulation and improvement of pronunciation in a foreign language is the mandatory pronunciation of sounds aloud. Repeated pronunciation of tongue twisters in the lesson helps students quickly memorize new words [Kolesova 2020: 209].

Working with tongue twisters can be organized in steps, with a gradual increase in complexity. Here is one possible order [Krylova, Fedchenko 2023: 858]:

1. Preparation and introduction:

- Tongue twister selection: You should start with simple tongue twisters, gradually moving on to more hard ones. It is important to take into consideration the level of training of students. The choice should be based on the sound or sound combination that needs to be worked out.

- Listening: Students listen to a tongue twister spoken by a native speaker. It helps to learn the correct pronunciation and intonation. You can use audio recordings or videos.

- Parsing the text: Highlighting complex sounds and combinations, determining accents, marking up syllables.

- Understanding the meaning: It is necessary to make sure that students understand the meaning of the tongue twister.

2. Pronunciation:

- Gradual pronunciation: First, students repeat the tongue twister in parts (phrases, words, individual syllables), focusing on the correct pronunciation of each sound.

- Slow pronunciation: It is important to start with a slow tempo, focusing on clarity of articulation.

- Gradual acceleration: Gradually the tempo increases, but only after students learn to pronounce the tongue twister slowly and correctly.

3. Consolidation and improvement:

- Repetition of the tongue twister helps to master pronunciation.

- Mutual verification: Students can check each other, help in correcting mistakes.

- With tongue twisters based on a combination of consonant sounds, a competition for pronunciation speed is possible [Krylova, Fedchenko 2023: 861]. Conducting competitions on speed and purity of pronunciation motivates students and makes the learning process more exciting. It can be a competition in pairs, groups or individually.

- Using tongue twisters in context: Including tongue twisters in dialogues, stories, or other speech activities. It is important to control the correct pronunciation at each stage, correct mistakes and encourage students. The learning process should be enjoyable and motivating.

The criteria for the selection of tongue twisters:

1. Working out a certain sound or sound combination: The tongue twister must contain the sound or a combination of sounds that need to be worked out. For

example, tongue twisters with words containing this sound (think, this, that, etc.) are suitable for practicing the sound.

2. Accessibility of the meaning of the tongue twister: If the meaning is unclear, then the effectiveness of the exercise will be low.

3. The level of training of students: You should start with simple tongue twisters, gradually increasing the complexity.

4. Tongue twister length: Short tongue twisters are easier to remember and master than long ones. At the initial stage, it is better to use short tongue twisters.

5. Rhyme and rhythm: The presence of rhyme and rhythm makes tongue twisters more memorable and pleasant to pronounce [Krylova, Fedchenko 2023: 858].

Thus, tongue twisters are an essential part of the learning process, contributing not only to phonetic preparation, but also to the general motivation of students, as well as the development of their speech skills. This makes language learning more dynamic, interesting, which ultimately leads to better assimilation of the material.

References

Kinzyabaeva, G.R. (2018). Ispol'zovanie foneticheskikh igr dlya formirovaniya sluhoproiznositel'nykh navykov na urokakh anglijskogo yazyka. *Mezhdunarodnyj nauchnyj zhurnal «VESTNIK NAUKI»*, 9 (9), 37-38. (In Russian).

Kolesova, E.V. (2020). Ispol'zovanie organov rechi pri korrektsii/formirovanii navykov anglijskogo proiznosheniya. *Inostrannye yazyki v kontekste mezhkul'turnoj kommunikatsii*, XII, 209-213. (In Russian).

Krylova, I.A., Fedchenko, M.S. (2023). Skorogovorka kak sredstvo sovershenstvovaniya inoyazychnykh foneticheskikh navykov na urokakh inostrannogo yazyka v nachal'noj shkole. *Pedagogika. Voprosy teorii i praktiki*, 8, 8, 855-862. (In Russian).

UDK 372.881.111.11

THE CONCEPT OF DIGITAL GAMIFICATION IN EDUCATION

Shenshina Marina Alekseevna

Student of Department of Foreign Languages

Belgorod National Research University, Belgorod, Russia

E-mail: 1469066@bsuedu.ru

Prokopenko Yulia Alexandrovna

PhD of Science in Sociology, Associate Professor of Foreign Languages

Department,

Belgorod State National Research University, Belgorod, Russia

E-mail: prokopenko_yu@bsuedu.ru

The article deals with the problem of «digital gamification» concept in the modern world. Various approaches and interpretations of researchers to define it

are being studied. The detailed study of the concept allows us to understand its meaning and significance.

Key words: *gamification, digital gamification, game element, concept, game.*

The introduction of digital technologies in various spheres of society increases motivation, work efficiency and learning. One of these innovations is digital gamification. Currently, it is actively used in all areas of human life: education, business, sports, etc. With rational use, they lead to improved results and achievement of goals.

The relevance of this research is due to the rapid development of scientific and technological progress, the automation of society, the creation of specialized applications, artificial intelligence, all kinds of educational platforms, games that make life easier for modern people.

There are various approaches to defining the concept of «gamification». The term was first used by Richard Bartley in 1980, who was a game developer. His development of MUD1 has become a model for online games such as MUD1, World of Warcraft and Second Life. This was the first platform to provide a collective opportunity to use the virtual world. This contributed to a variety of routine work thanks to the game elements. This concept wasn't used in the sense in which it is perceived and used now [Bartle 2004: 7-8].

Thus, the aim of the article is to analyze various approaches in understanding the concept of «digital gamification» and to consider its features in teaching a foreign language.

The current concept of the term «gamification», in which it is perceived now, was first applied by Nick Peling, when in 2003 it was allowed to use elements of the game in various spheres of society. The company «Bunch Ball» in 2007, created a gamification platform that used the mechanisms of the game, namely, by scoring points during the workflow of business companies [Verbach, Hunter 2015: 35-36].

So, the head of the international research network «The Gamification Research Network» Sebastian Deterding defines this term as follows: «Gamification is the application of game design elements in non-gaming contexts» [Verbach, Hunter 2015: 158].

Consider the concept of gamification proposed by Professor Kevin Verbach. He considers three components of this concept: the non-game context, the technology of game design and the game element. Let's take a closer look at each of them. A non-gaming context is any sphere of human activity, for example: work, education, etc., where the elements of the game or the game itself are used to achieve a specific goal, unrelated directly to the game itself. A game element is a selection of those game tools that are used in work or in the educational process to create a game atmosphere. Such tools are, for example: accumulation of a certain number of points, passing levels of varying complexity, quests, achievements, etc. Design technology is certain algorithms that organize game elements to create a final whole product. [Verbach, Hunter 2015: 224]. Thus, digital gamification, according to Verbach's theory: «is the use of game elements and their design technologies in a non-game context».

American businessman Douglas Macmillan considers gamification as follows: «it is the use of game dynamics, mechanics and systems to activate desired behavior and results in various spheres of life: education, politics, marketing, fitness, health and so on» [MacMillan 2011: 6].

An interesting formulation of the concept of digital gamification was presented by economist Karl Kap. He presents it as the use of game thinking, aesthetics, mechanics to involve people in the process, improve their performance, learn, motivate and solve problems [Kapp 2012: 335].

Various definitions of digital gamification can be found in explanatory dictionaries. In the Oxford Dictionary, gamification is presented as: «the use of game elements in another type of human activity, usually in order to make this process more interesting» [English Oxford Living Dictionaries].

The Cambridge Dictionary defines digital gamification as: «turning any activity into a game to make it more interesting and enjoyable» [Gamification].

Russian scientists were also engaged in the study and development of «gamification». Thus, L. S. Vygotsky studied the game and its constituent elements in the process of educating and educating children. According to Pavel Viktorovich Khramkin, in the learning process, gamification is carried out through the use of game elements and rules, and directly online games, to achieve certain educational results and increase motivation among students [Hramkin 2017].

V. P. Chilyugin, studying and analyzing the gamification process, considers it as the use of game elements, has a beneficial effect on the learning process of children, increases their work efficiency, develops children's ability to reason and comprehend a certain lesson topic [Chilugin 2014].

Based on the works of domestic and foreign colleagues, A.E. Goncharuk identifies a number of factors contributing to the formation of language skills of students such as: a sense of ability to complete a task, equality of all students, friendly and enthusiastic, as well as through gamification, psychological adaptation is carried out, which further leads to the absence of psychological fears in the learning process [Goncharuk 2020].

During the digitalization of education, gamification began to develop even more and be introduced into the educational process. Digital gamification in the educational process is the integration of game mechanics and elements that increase the motivation and performance of students. It helps to increase the activity of students, their motivation, as well as the assimilation of educational material. Thus, the following number of features of the use of digital mechanics in the course of training can be distinguished:

- Gamification, through the use of elements such as levels, competition, rewards and rewards, increases children's motivation and participation in lessons.
- Educates and develops tolerance towards each other, the ability to work in a team.
- Develops critical thinking.
- Through interactivity and various scenarios with game elements, it increases the interest and quality of learning.

Thus, the use of digital games in English lessons helps students to learn difficult material faster and more exciting. These games can be divided into: phonetic, lexical, spelling, grammatical creative. Each of them can be used to study certain topics and consolidate the knowledge gained. You can also independently use gaming platforms and games in your free time to improve your language skills. For example, the game «Life is strange» helps to develop lexical skills, consolidate the pronunciation of words and avoid phonetic errors in speech.

So, having studied and considered the various options for the approach of the concept of «digital gamification», we can highlight the general: the use of gaming mechanisms for the user in a non-gaming context and in various spheres of human life: business, fitness, work, in order to increase work efficiency and motivation, and in the learning process increases the interest and effectiveness of learning.

References

Chilyugin, V.R. (2014). *Metodika obucheniya inostrannomu yazyku*. SPb.: Aspekt-press, 186 p. (In Russian).

English Oxford Living Dictionaries. OxfordLanguages : [sajt] 2024. URL: <https://en.oxforddictionaries.com/definition/gamification> (accessed 15.12.2024).

Gamification. Cambridge Dictionary: [sajt] 2024. URL: <https://dictionary.cambridge.org/dictionary/english/gamification?q=Gamification%2B> (accessed 15.12.2024).

Goncharuk, A. E. (2020). Igrovye tekhnologii na urokah anglijskogo yazyka po FGOS. *Pedagogika i psihologiya: voprosy teorii i praktiki*. Mezhdunarodnyj elektronnyj nauchnyj zhurnal. URL: <http://epej.ru/article/02-01-2020> (accessed 15.12.2024).

Hramkin, P.V. *Gejmificiruj eto: kak urok prevratit' v igru*. Onlajn-obuchenie iSpring : [sajt] 2001-2024. URL: <https://www.ispring.ru/elearning-insights/gameschool> (accessed 15.12.2024). (In Russian).

Kapp, K.M. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. The USA: John Wiley & Sons, 125 p.

MacMillan, D. (2011). «*Gamification*»: *A Growing Business to Revitalize Stale Websites*. Bloomberg : [sajt] 2024. URL: <https://www.bloomberg.com/news/articles/2011-01-19/gamification-agrowing-business-to-invigorate-stalewebsites> (accessed 18.12.2024).

Verbach, K. *Gamification Course*. Coursera Online Education Server : [sajt] 2024. URL: <https://www.coursera.org/learn/gamification> (accessed 15.12.2024).

Verbach, K., Hunter, D. (2015). *Engage and dominate. Game thinking in the service of business*. M.: MYTH, 88 p.

FEATURES OF TEACHING ORAL SPEECH COMMUNICATION THROUGH DIALOGUES

Shkileva Natalia Vladimirovna

*Postgraduate student of the Department of Russian Language, Professional
Speech and Intercultural Communication,
Belgorod State National Research University, Belgorod, Russia
E-mail: shkileva@bsuedu.ru*

The article deals with the features of dialogic speech as the main method of communication in society. The advantages are considered and the difficulties in teaching dialogic speech that students may encounter in the educational process are highlighted. Some recommendations on teaching dialogic speech are given.

Key words: *dialogic speech, features of dialogue, oral communication, learning, foreign language.*

During the process of developing students' oral skills is significantly challenged by the acquirement of dialogic speech. First of all, this is due to the “psychological situation, possible problems of understanding the interlocutor's speech (accent, pronunciation), ignorance of words and misunderstanding of the context, or, for example, the use of slang or terms characteristic of a certain profession in speech. However, the generality of the situation, facial expressions and intonation of the interlocutor contribute to understanding and an adequate reaction to the words of the speaker” [Tulupova 2021: 15].

Dialogic speech is defined by I.L. Kolesnikova and O.A. Dolgina as “a process of direct verbal communication characterized by alternating replicas of two or more persons” [Kolesnikova, Dolgina 2008]. In other words, it constitutes an oral mode of communication aimed at facilitating verbal interaction among two or more participants. The communicants sequentially assume the roles of speaker and listener.

Communication participants' primary objective is to “maintain speech interaction, during which the interlocutors consistently generate speech acts that are diverse in their functional and communicative purpose” [Odintsova 2014: 16].

Dialogue, which is the primary form of communication in society, is distinguished by its spontaneous nature and lack of preparation, with rapid exchanges of turns in live dialogic discourse. Therefore, it is vital for students to improve their speaking abilities to the point of automaticity and to be well-prepared for the continuous flow of language material. The use of speech clichés, interjections, intonational patterns, elliptical constructions, modal expressions, and an overall conversational style differentiate dialogical speech from other forms of speech. Dialogic speech's use of incomplete sentences and spontaneous utterances is another significant characteristic.

In the teaching methodology, there are two types of dialogues: free and standard. The concept of free dialogue is to interact verbally without a predetermined

conversational structure that is imposed by societal speech roles. Interviews, casual conversations, and discussions can all be instances of free dialogue. Standard dialogue is characterized by regular communication settings in which the roles of the participants are distinctly defined and formulaic language is frequently used. In a retail setting, a buyer and a seller can be seen as interlocutors in a typical example of standard dialogue.

As observed by the researcher N.B. Odintsova, “the boundary between free and standard dialogues in real communication is very mobile, these types of dialogues can easily be transformed during speech communication depending on changes in the speech situation” [Odintsova 2014: 16].

It is challenging to acquire dialogic speech because of its spontaneity, emotionality, and expressiveness as a mode of communication. Among the most significant obstacles encountered in mastering dialogic discourse are the frequent shifts in subject matter. It is crucial to use diverse sentence structures during conversation is important, time for preparation is scarce, and it is important to not only respond to conversational cues but also actively progress the conversation.

To effectively accomplish educational goals, the educator must organize instructional activities holistically, incorporating a range of exercises designed to address any challenges encountered during the learning process. The primary focus should be on tasks that improve students’ listening skills, since oral comprehension is essentially dependent on this skill. Developing phonetic and intonation awareness and cultivating phonetic, lexical and grammatical listening competencies is a requirement for any exercise regimen.

Tasks designed to enhance students’ listening skills should be the initial focus, as this skill is essential in the oral reception process. Phonetic and intonation hearing can be developed through the exercise system by including tasks designed to develop phonetic, lexical, and grammatical listening skills.

Students can practice verbal and auditory skills in foreign languages in situations that closely resemble real-life scenarios by using dialogues as educational exercises to improve listening and speaking skills. Grammar structures and new vocabulary acquired can be applied through this type of training, which also enhance pronunciation and intonation patterns while speaking.

Students’ errors during dialogue-based oral language training should receive particular attention. In this context, educators are tasked with assisting learners in rectifying these mistakes and offering visual exemplars, thereby aiding students in internalizing correct pronunciation and appropriate language usage.

According to S.N. Vorobyeva, at the initial stage of teaching dialogic speech, it is necessary to take into account “the close interaction of listening with speaking as two forms of oral speech and listening with reading as two types of receptive activity” [Vorobyeva 2018: 13].

In the context of teaching dialogic speech, particular emphasis should be placed on the formulation of questions. During such lessons the instructor provides students with frameworks that consist of a set of pertinent lexicon and phrases upon which situational dialogues are constructed. Subsequently, students engage in role-playing these dialogues. The primary objective of such instructional sessions is to

cultivate students' speech automatism and equip them for spontaneous verbal expression.

Implementing a variety of communicative exercises that cultivate students' ability to engage in autonomous dialogic interaction is essential for facilitating a classroom speech environment that closely resembles natural communication contexts. Effective exercises can be accomplished by using genuine communication scenarios depicted in films and videos, which are likely encountered by students in their daily lives. Students can practice their communication skills in dialogues that are highly resembling real-life situations, and can also use acquired vocabulary and linguistic structure.

The interaction between participants in the communication process is a crucial aspect of teaching oral communication through dialogues. The active participation of two or more students is necessary for oral dialogic communication, as they must have the capacity to listen attentively and comprehend the speech of their interlocutors, as well as respond appropriately to their remarks. The development of auditory skills, responsiveness, and adaptability to various speech styles and patterns can be facilitated by engaging in oral dialogue practice. The sophistication of communication tasks can be enhanced by increasing the complexity and length of dialogues as proficiency in dialogic speech develops.

The use of role-playing games, in which students must portray the specific communicative roles, is regarded as an effective educational exercise that fosters appropriate responsive behavior. This technique improves the self-assurance of students in communicative settings, encourages cognitive growth, and sharpens non-verbal communication abilities, including facial expressions, gestures, and intonation, which are essential parts of verbal interaction.

Therefore, instructing oral discourse through dialogues not only does help develop communication competencies, but also boosts students' confidence and helps them overcome communicative barriers commonly encountered in authentic interaction scenarios.

References

Kolesnikova, I.L., Dolgina, O.A. (2008). *Anglo-russkij terminologicheskij spravochnik po metodike prepodavaniya inostrannyh yazykov*. Moskva: Drofa, 431 p. (In Russian).

Odintsova, N.B. (2014). Obuchenie dialogicheskoy rechi na urokah francuzskogo yazyka. *Sovremennaya pedagogika*, 4(17). [online]. URL: <https://pedagogika.snauka.ru/2014/04/2265> (accessed 23.11.2024). (In Russian).

Tulupova, A.S. (2021). Osobennosti dialogicheskoy rechi kak vida rechevoj deyatel'nosti. *Vestnik nauki*, 3, 5-1 (38), 13-18. (In Russian).

Vorobyeva, S.N. (2018). Obuchenie dialogicheskoy rechi na zanyatiyax po discipline «Russkij yazyk kak inostrannyj». *Mir nauki. Sociologiya, filologiya, kul'turologiya*, 1(9). [online]. URL: <https://sfk-mn.ru/PDF/13FISK118.pdf> (accessed 9.11.2024). (In Russian).

SOCIAL FACTORS' INFLUENCE ON THE LANGUAGE LEXICAL COMPOSITION

Sycheva Elina Alexeevna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: elina-sycheva@mail.ru

Prokopenko Yulia Alexandrovna

*PhD in Sociological Sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: prokopenko_yu@bsuedu.ru

This article highlights such social factors as socioeconomic status, age, gender, ethnicity and their influence on specific language lexical units' formation. The analysis of dialects, slang, and jargon emphasizes the relationship between language and identity, demonstrating that vocabulary serves as a marker of social belonging and cultural ties. The findings show the need to recognize these linguistic differences in order to improve communication and strengthen social cohesion in diverse societies.

Key words: *social factor, language lexical composition, social groups, cultural affiliation, linguistic diversity.*

Sociolinguistics is one of the most rapidly developing areas of linguistics that studies the interaction of language and society. It emerged at the intersection of linguistics and sociology in the mid-20th century and focuses on how social factors influence language use, structure, and development. According to Soviet and Russian linguist L.P. Krysin, “sociolinguistics focuses on how people use linguistic signs — whether they do it the same way or differently, depending on their age, gender, social status, level and nature of education, cultural background, and other factors” [Krysin 2021: 127-128].

In the 2013 study, conducted by the BBC, the modern British society was analyzed and divided into various classes. Nevertheless, for the more nuances of studying class dialects in the UK, it is more practical to accept a trading classification that understands the three main groups: aristocracy (high echelon of society), middle class (additionally divided into the upper, middle and middle lower categories) and working class).

In his 1954 essay, “Aristocracy of England”, the English writer Nancy Mitford made up the terms AF, often raised by members of the upper class. Although some of these terms are outdated, many continue to reflect the social status of the speaker. Fifty years later, the anthropologist Kate Fox defined seven terms that mean class.

In the upper part of the Fox list is the word “forgiveness”, usually associated with the lower middle or working class. On the contrary, people from working and higher classes are likely to answer “what?”. While the upper middle class can say:

“It is interesting that children from the upper and upper middle classes teach to avoid the term “forgiveness” of the altogether” [Yarunin 2017: 144].

The second term in the Fox list causes knowledge of smiles in elite circles and is a marker of lower social layers. Instead of a word, members of the aristocracy and the upper middle class prefer such terms as “loo”, adding, using “Serviette” instead of “napkin” or “couch” instead of “sofa”, then indicates an association with the medium or lower middle class.

Moreover, the term “dinner” illustrates an interesting divergence in the meaning in different classes: for the working class it belongs to dinner, while richer segments reserve reserved food. Examples that show specific lexical features that give an idea of a person’s social affiliation.

Speech of the highest class is disconnected, characterized by slurred articulation, which allows you to talk with a motionless upper lip. On the contrary, middle-class speakers can incorrectly pronounce certain foreign words, such as the pronouns of Barcelona, “Bar [θ] Elon”, which are status of the average average level. It is worth noting that speakers of a lower class often make similar pronunciation errors, such as “Infective Man”, “Nuclear”. “These linguistic nuances serve as indicators of the level of education and, therefore, social status [Vasilina 2014: 65-67].

The first type is pronunciation (RP), which is associated with educated persons with higher social status. The Oxford Dictionary of English defines RP as “the standard form of the British pronunciation based on the speech of education in the south of England and serves as a pronunciation model. “In the field of RP, there are subtypes, and experts did not reach a consensus about how to classify them.

For example, A. Jimson identifies three main categories: RP conservation, which is planting, generation of an accent, which devotes a significant emphasis on classes that differ in ions; A common RP, a more neutral option that can vary slightly depending on age or profession; And the advanced RP, reflecting the pronunciation of a younger, more unreasonable generation.

John Wells classifies the varieties of the pronunciation (RP) to various types. These include: the upper RP, which reflects the speech models of the rich elite; Basic RP, representing the language of the highest middle and middle class; Adaptive RP acquired in adulthood as a response to changes in a social context; And almost RP, which retains thin regional accents, is nevertheless recognized as a speech of an educated middle class [Zajnullin 2015: 41-46].

On the contrary, the Kokni dialect, which comes from the eastern end of London, stands out as one of the most recognizable forms of conversational English [Zhirova 2014: 88-92]. At the beginning of the 20th century, Kokni’s speakers were known for their unique traditions and customs, often dressed in black costumes and used the style of speech, which was difficult for outsiders. The dialect is distinguishable for its specific intonations and the use of rhymed slang, which makes it a favorite among British actors for comedic roles. The key features of the pronunciation of Kokni include:

- dropping the sound [h], which leads to phrases, such as “not“ alpha ”instead of “ not half ”;
- the use of non -standard grammatical forms, such as “Aint”, “not“ or “no”;

- pronounce the sound [θ] as [f] (e. G., “faas'nd” instead of “thousand”) and [ð] as [v] (e. G., “wuper” instead of “anxiety”);
- the use of rhymed slang, such as “meat plates” for “legs” and “loaf of bread” for “head”;
- replacing the sound [r] with labiodental [v], similar to [W] (e.g. “Woad” for “Road”);
- skip the sound [t] at the end of the words (for example, the “list” becomes [lis]) [Vasilina 2014: 52].

Another significant socio-territorial dialect is the mouth (EE), which occupies the space between RP and COCKNEY. Invented by David Raw in 1984, this term suggests that EE can represent the future of RP. An increase in EE may be associated with various factors, including the influence of the media that speak of regional dialects and the growing presence of politicians from lower social strata, the pronunciation of which help to popularize this dialect.

In conclusion, the study of sociolinguistics gives valuable information about how the differences in the English dictionary correspond to various social groups. Studying such aspects as socio-economic status, age, gender and ethnicity, we get a deeper understanding of how the language reflects and forms social identity. Distinctive lexical choice made in communities emphasizes the complex relationship between language and identity, strengthening the vocabulary as a critical indicator of social affiliation. Ultimately, this study emphasizes the role of sociolinguistics in the promotion of inclusiveness and understanding in our interconnected world.

References

- Krysin, L.P. (2021). *Ocherki po sociolingvistike*. Moskva: FLINTA, 360 p. (In Russian).
- Vasilina, V.N. (2014). *Teoreticheskaya fonetika anglijskogo yazyka*. Elektr. ucheb.-metod. kompleks dlya studentov spec. «Sovremennye inostrannye yazyki». Elektronnaya biblioteka BGU. Minsk, 73 p. (In Russian).
- Yarunin, A. (2017). Social'nyj status i ego vliyanie na yazyk: problemy i perspektivy issledovaniya. *Vestnik Moskovskogo universiteta. Seriya Filologiya*, 10, 4, 132-145. (In Russian).
- Zajnullin, M.V. (2015). YAzykovaya lichnost' i nacional'nyj mentalitet. *Problemy Vostokovedeniya*, 3, 37-39. (In Russian).
- Zhirova, I.G. (2014). YAzykovye innovacii kak sposoby obnovleniya slovarnogo sostava sovremennogo anglijskogo yazyka. *Vestnik Moskovskogo gosudarstvennogo oblastnogo universiteta. Seriya «Lingvistika»*, 4, 87-95. (In Russian).

ENTWICKLUNG DER SPRACHKENNTNISSE DER SCHÜLER IM RUSSISCHUNTERRICHT

Yurova Natalya Viktorovna

*Studentin der Fakultät für russische Sprache und Literatur,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-Mail: 1567137@bsuedu.ru

Wissenschaftliche Betreuerin:

Miroschnitschenko Larissa Nikolajevna

*Kandidatin der philologischen Wissenschaften,
Dozentin des Lehrstuhls für die Fremdsprachen,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-Mail: Miroschnichenko_l@bsuedu.ru

Der vorliegende Artikel behandelt das Thema der Bildung der sprachlichen Persönlichkeit von Schülern. Der Fokus liegt dabei auf der Entwicklung der mündlichen und schriftlichen Sprachfertigkeit, welche die Grundlage für die Ausbildung der sprachlichen Kompetenz der Schüler bildet. Die Vermittlung von Sprachkompetenz wird als eine zentrale Aufgabe des Fachs «Russische (Mutter-) Sprache» erachtet, in dessen Rahmen die Schüler Sprech-, Lese- und Schreibfertigkeiten erlernen sollen. Es wird die Notwendigkeit eines systematischen Ansatzes für den Unterricht betont, der eine kontinuierliche Entwicklung von Sprachkenntnissen auf allen Bildungsstufen gewährleistet.

Schlüsselwörter: Russische Sprache, kommunikative Kompetenz, Sprechaktivität, mündliche Rede, schriftliche Rede.

Die Sprache eines Menschen stellt einen wesentlichen Indikator für seinen kulturellen Hintergrund sowie sein Bildungsniveau dar. Die Vermittlung einer korrekten und genauen Sprache sowie die Förderung der Sprachkompetenz gehören daher zu den wichtigsten Aufgaben einer modernen Schule. Aus den vorangegangenen Ausführungen lässt sich ableiten, dass die Sprachentwicklung von Schulkindern in der modernen Welt von besonderer Bedeutung ist.

Eine Vielzahl von Forschungsarbeiten im In- und Ausland widmet sich den Begriffen «Sprache» und «Sprachentwicklung», die unter verschiedenen Gesichtspunkten betrachtet wurden. In diesem Kontext wurde Sprache als Kommunikationsmittel, als eine Form der menschlichen Kommunikation durch Sprache, als eigenständige Tätigkeit sowie als psychologischer Prozess des Ausdrucks und der Übertragung von Gedanken durch Sprache definiert.

Die Linguistik beschäftigt sich mit der Klassifikation der verschiedenen Formen und Arten von Sprache. Innerhalb der Linguistik erfolgt eine Differenzierung zwischen der äußeren gesprochenen Sprache, welche auch den Dialog und monologische Formen umfasst, sowie der äußeren geschriebenen

Sprache. Des Weiteren wird auch die innere Sprache in die Betrachtung mit einbezogen. Eine Vielzahl von Studien von D.B. El'konin, V.V. Davydov, T. A. Nezhnova u.a. sind diesem Problem nachgewiesen. Die mündliche Sprache eines Kindes entwickelt sich im Prozess der Kommunikation und weist eine dialogische Struktur auf. Die Besonderheit der mündlichen Sprache manifestiert sich in ihrem Klang, ihrer zurückhaltenden Intonation, ihren Akzenten sowie der Möglichkeit, Gesten zu verwenden. Die psychologische Motivation wird auf diese Weise durch Intonation und Betonung ausgedrückt, wodurch die Aufmerksamkeit des Zuhörers auf die wichtigste semantische Ladung der Äußerung des Sprechers gelenkt wird.

Die Besonderheit des Schreibens besteht in seiner Willkürlichkeit. Das bedeutet, dass der Schreiber zunächst eine Analyse des zu verfassenden Textes vornimmt und den Gedanken anschließend von anderen Gedanken trennt. In der Folge werden die Verbindungen zwischen den Gedanken konstruiert und formalisiert. Der Unterschied zur mündlichen Sprache manifestiert sich folglich in der Syntax. Die Syntax der geschriebenen Sprache unterscheidet sich von der der gesprochenen Sprache. Die Schriftsprache ist durch eine besonders ausgeprägte Syntax gekennzeichnet. Die Satzstruktur ist detailliert und jedes einzelne Wort sowie die Verbindungen zwischen den Wörtern sind von großer Bedeutung.

Es sei darauf verwiesen, dass das Erlernen einer Schriftsprache ein gewisses Maß an Vorbildung im Sprechen voraussetzt. Dazu gehört die Beherrschung der Grundlagen der Grammatik sowie ein gewisser Wortschatz. Die korrekte Rechtschreibung kann nur erlernt werden, wenn zunächst die mündliche Sprache ausreichend beherrscht wird. Der umgekehrte Prozess ist ebenfalls zu beobachten: Das Erlernen der Schriftsprache führt zu einer Verbesserung der mündlichen Sprache. Folglich stellt das Erlernen der Schriftsprache einen wesentlichen Faktor für die weitere Entwicklung der mündlichen Sprache dar. Des Weiteren wird in der Wissenschaft angenommen, dass sich die spezifischen Merkmale der mündlichen und schriftlichen Sprache in ihrer Beziehung zur inneren Sprache des Individuums widerspiegeln. Gedanken werden durch Denken ausgedrückt, während der Prozess ihrer Konzeption weiterläuft [El'konin 1998: 76].

In der pädagogischen Praxis wird die Förderung der kommunikativen Kompetenz der Schüler als Selbstzweck der modernen Bildung betrachtet. Kommunikative Kompetenz kann als ein System definiert werden, das aus Sprache und der Art und Weise ihrer Verwirklichung, d. h. dem Sprechen, besteht. Ihre Erscheinungsform ist die Aktivität, wobei das Sprechen als ein notwendiges Bindeglied betrachtet werden sollte. Der Erfolg einer Kommunikation ist in erster Linie von der Beherrschung der Sprache sowie der Fähigkeit abhängig, diese in unterschiedlichen Situationen adäquat anzuwenden. Soziale Interaktion und Kommunikationsfähigkeit stehen in engem Zusammenhang mit Sprachkompetenz. Die Förderung der Sprachkompetenz stellt einen Prozess dar, der durch gezielte Maßnahmen unterstützt werden kann und sollte. Die Sprachentwicklung kann als ein progressiver Prozess definiert werden, bei dem der Besitz von Sprachkenntnissen von einer Stufe zu einer anderen, zu einer fortgeschritteneren Stufe übergeht [Ajnalieva 2016: 29].

Moderne Konzepte der sprachlichen und literarischen Bildung zielen auf die Ausbildung einer sprachlichen Persönlichkeit ab, wobei der Begriff der sprachlichen Persönlichkeit als ein Konzept zu verstehen ist, das die Beherrschung der mündlichen und schriftlichen Sprache sowie die Fähigkeit zur kritischen Reflexion und zum selbstständigen Denken umfasst. Das Konzept der sprachlichen Persönlichkeit umfasst die perfekte Beherrschung der mündlichen und schriftlichen Sprache. Die Bezeichnung «virtuose Sprachverwendung» impliziert die Berücksichtigung verschiedener Kommunikationssituationen, die sich durch unterschiedliche Bereiche, Stile, Formen und Gattungen auszeichnen. Dies resultiert in einer umfassenden Sprachkompetenz.

Aus psychologischer und psycholinguistischer Perspektive wird das Sprechen als eine menschliche Aktivität betrachtet, die Kommunikation ermöglicht. Dies umfasst sowohl den Prozess der Erzeugung als auch der Wahrnehmung von Äußerungen. A.A. Leontiev vertrat die Ansicht, dass der Prozess der Äußerung mit einer Idee beginnt und mit ihrer Verkörperung in mündlicher oder schriftlicher Form endet. Die Sprache kann entwickelt und erlernt werden, sofern der Lernende über die Fähigkeit verfügt, die lexikalischen und grammatikalischen Bedeutungen der Sprache zu erfassen [Leont'ev 1975: 8].

Die Vermittlung von Sprachkompetenz stellt eines der Hauptziele des Fachs «Russisch (Muttersprache)» dar. Im Lernprozess werden den Kindern Sprechfertigkeiten vermittelt, die auf sprachlichen Kenntnissen basieren. In jeder Unterrichtsstunde beteiligen sich die Schüler an der verbalen Interaktion, indem sie gleichzeitig sprechen und zuhören. Des Weiteren werden die Schüler im Lesen und Schreiben unterrichtet. Der Sprachförderunterricht bildet eine Grundlage, auf der die Fachlehrer die sprachliche Entwicklung der Schüler auf fächerübergreifender Ebene erfolgreich fördern können. Die Methodik des Unterrichts zum richtigen Sprechen zielt auf die Fähigkeit ab, Gedanken unter Berücksichtigung der sprachlichen Normen der russischen Sprache auszudrücken. In diesem Kontext erscheint es methodisch sinnvoll, sprachliche Einheiten (Laut, Wort, Wortform, Phrase, Satz) bei gleichzeitiger Vermittlung bestimmter kommunikativer Fähigkeiten zu untersuchen [Baranov et al. 2001: 278]. Der methodische Teil der Sprachförderung umfasst zudem die Erweiterung des Wortschatzes der Schüler, die Vermittlung der Regeln des ausdrucksvollen Lesens sowie die Vermittlung verschiedener Arten von Sprechaktivitäten (Hören, Lesen, Sprechen, Schreiben).

Die Sprechaktivität stellt einen der drei Aspekte der Sprache dar, zusammen mit der psychologischen «Sprechorganisation» und dem «Sprachsystem». Daher ist es erforderlich, der Sprechaktivität beim Erlernen von Sprachkenntnissen die notwendige Aufmerksamkeit zu widmen, um ihre eigenständige Struktur zu erfassen. Zunächst ist es von entscheidender Bedeutung, sich mit dem Sprachsystem und den Sprachregeln vertraut zu machen. Auf Basis dieser Kenntnisse erfolgt die Vermittlung lexikalischer, grammatikalischer sowie aussprachetechnischer Fähigkeiten. Die Basis der menschlichen Sprechaktivität bildet letztendlich das Vokabular, die Grammatik und die Aussprachefähigkeit. Die Methodik des Sprechertrainings umfasst jedoch auch die Vorbereitung des Sprachmaterials sowie die kommunikative Tätigkeit. Die Sprechaktivität lässt sich in mehrere Phasen

unterteilen, wobei zunächst die Wahrnehmung und das Verständnis, sodann das Einprägen und die Wiedergabe sowie schließlich die Produktion der eigenen Sprache zu nennen sind. Es ist von entscheidender Bedeutung, zu erkennen, dass die kommunikative Kompetenz einer Person und ihre Fähigkeit, Sprachmittel in Übereinstimmung mit dem Inhalt einer Äußerung und den Kommunikationsbedingungen zu wählen, untrennbar mit der Kenntnis der Regeln des Sprachverhaltens verbunden sind [Rahimova 2016: 749].

Der Unterricht zur Sprachentwicklung basiert methodisch auf einer bestimmten Gesetzmäßigkeit, deren wichtigster Kern darin besteht, dass das mündliche Sprechen zur Beherrschung der schriftlichen Sprachfertigkeit beiträgt, und das schriftliche Sprechen wiederum zur Entwicklung einer phantasievollen, ausdrucksstarken und logisch korrekten mündlichen Sprache führt. Diese enge Beziehung spiegelt sich in der Methodik der Sprachentwicklung von Schulkindern wider. Ein kreativ arbeitender Lehrer erkennt die Notwendigkeit eines systematischen Ansatzes bei der Arbeit an der Sprachentwicklung. Dies setzt eine kontinuierliche Arbeit in jeder Unterrichtsstunde voraus.

Die moderne Methodik berücksichtigt sowohl die mündliche als auch die schriftliche Sprachentwicklung der Schüler. Es ist sehr wichtig, dass die Arbeit an der Sprachentwicklung nicht nur in den einzelnen Lektionen, sondern auch in den Lektionen über Morphologie, Wortschatz und Interpunktion durchgeführt wird. Das Ziel jeder Unterrichtsstunde in russischer Sprache und Literatur ist es, den Schülern die Fähigkeit zu vermitteln, zu sprechen und kreativ zu denken. Daher ist eine kontinuierliche Arbeit an der Entwicklung der Sprachkompetenz erforderlich, die auch zum Erfolg in anderen Schulfächern beiträgt. Der Unterricht fördert die Sprechaktivität der Schüler in all ihren Formen, um das kommunikative Ziel des Lernens zu erreichen. Ein wichtiger Aspekt der Sprachentwicklungstheorie ist das Zuhören. Erfahrene Lehrerinnen und Lehrer nutzen daher jede Gelegenheit, den Schülerinnen und Schülern kompetent artikuliert Literatursprache zu präsentieren. Darüber hinaus bemühen sich die Lehrkräfte selbst, ein Vorbild für klingende Sprache zu sein, und arbeiten ständig an der Qualität ihres sprachlichen Ausdrucks. Das klingende Wort des Lehrers ist für die Schüler ein Referenzmodell für Literatursprache.

Literaturverzeichnis

Ajnalieva, A.R. (2016). K voprosu o ponyatiyah rechi, razvitiya rechi, rechevoj subkompetentnosti. *Science Time*, 11 (35), 27-31. (Auf Russisch).

Baranov, M.T., Ippolitova, N.A., Ladyzhenskaya, T.A., L'vov, M.R. (2001). *Metodika prepodavaniya russkogo yazyka v shkole*. Uchebnik dlya stud. vyssh. ped. ucheb. zavedenij. Pod red. M. T. Baranova. M.: Izdatel'skij centr «Akademiya», 368 s. (Auf Russisch).

El'konin, D.B. (1998). *Razvitie ustnoj i pis'mennoj rechi obuchayushchihся*. Pod red. V.V. Davydova, T.A. Nezhnovoj. M.: INTOR, 112 s. (Auf Russisch).

Leont'ev, A.A. (2008). *Psihologicheskie edinicy i porozhdenie rechevogo vyskazyvaniya*. M.: Smysl, 120 s. (Auf Russisch).

Rahimova, N.H. (2016). Znanie teorii rechevoj deyatel'nosti. *Molodoj urok*, 1(105), 748-750. (Auf Russisch).

SECTION 2. SPORT

UDK 796.081

NEGATIVE INFLUENCE OF THE LOWER POSITION OF WEIGHT FIXATION ON THE ATHLETE'S POSTURE DURING THE EXERCISE “CLASSIC PUSH THROUGH A LONG CYCLE”

Kaliberda Daria Vladimirovna

*Student of Faculty of Physical Education of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: darya.kaliberda.01@mail.ru

Scientific advisors:

Voronkov Alexander Vladimirovich

*PhD, Associate Professor, Head of the Department of Sports Disciplines,
Belgorod State National Research University, Belgorod, Russia*

E-mail: voronkov@bsuedu.ru

Zimovets Natalia Viktorovna

*PhD in Philological sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: zimovets@bsuedu.ru

This article points out the importance of developing correct posture, which affects not only a person's appearance, but also their overall well-being. The main means of developing correct posture and correcting its disorders are physical exercise and sports. Despite the fact that sports in general contribute to muscle development and health, some sports, such as kettlebell lifting, can have a negative impact on posture and the spine. The article analyzes in detail the factors that can lead to poor posture in kettlebell lifters. It is noted that the main reason is that a person is in an unnatural position for him, which leads to a large load on the back.

Key words: *kettlebell lifters, correct posture, musculoskeletal system, training, physical activity, poor posture.*

Posture is the habitual position of the body in space, a pose determined by constitutional and hereditary factors, dependent on muscle tone, the state of the ligamentous apparatus, and the severity of the physiological curves of the spine. Posture is determined by hereditary factors, but at the same time, numerous external factors influence its formation. Correct posture helps to maintain muscle and joint tone, and distribute the load correctly throughout the body. Thus, it helps prevent diseases of the musculoskeletal system. With good posture, the internal organs are positioned and in a more correct condition, the lungs straighten out better, it is easier to breathe, and more oxygen is supplied to the tissues and organs.

It is worth noting that posture is not only formed in childhood, but is subject to changes throughout life depending on various circumstances. One of the most common posture disorders is postural kyphosis, also known as slouching. Postural kyphosis is an abnormal curvature of the upper spine that is often caused by being

in the wrong position for long periods of time. It is commonly referred to as “round back” because of the characteristic visual deformity of the spine.

Slouching can cause a variety of serious problems such as back pain, balance problems, restricted breathing volume, which in turn affects the oxygen supply to the body tissues and decreases the performance of the training process. In addition, poor posture can lead to chronic fatigue and reduced performance.

One of the main causes of slouching in athletes is poor exercise technique. Beginning athletes, as a rule, do not always adhere to the correct movements, which leads to overstraining of certain muscle groups. In addition, lack of flexibility, which manifests itself in limited mobility of joints and muscles, can also contribute to incorrect body positioning. Improper emphasis on working only some muscle groups, without proper attention to the rest, creates muscle imbalance. Slouching has a negative impact on athletes. It can affect overall performance, as poor posture reduces movement efficiency and slows reactions. Moreover, there is a high risk of injury because improper posture increases the load on the spine and joints, which can lead to various injuries. It is also worth noting that the athlete’s general well-being can deteriorate significantly; constant back and neck pain distracts from training and competition.

It is believed that physical activity promotes correct posture from an early age. In many ways, this is why many parents send their children to do sports, seeking to improve their physical condition and improve their health. However, it should be taken into account that some sports activities can negatively affect the formation of habitual posture. For example, kettlebell lifting is among such types of physical activity [Kollmitzer et al. 2000: 1770].

In recent years, training with kettlebells has gained wide popularity among both professional athletes and fitness enthusiasts. Strength sports experts and coaches often highlight kettlebell training as an effective way to develop explosive strength and endurance. In contrast, weightlifting emphasizes a constant increase in workload, which increases the risk of injury. However, kettlebell training also has its drawbacks. One of them is the throwing technique, which requires special attention and caution [Hodges, Richardson 1996: 2650].

One of these aspects is the moment of throwing the kettlebells and the position in the lower lockout during exercises such as the push or long cycle. These phases of competitive exercises can force the athlete to adopt unnatural postures, which, if insufficient attention is paid by the coach, can lead to posture disorders. Prolonged exposure to a fixed bottom position can have a negative effect on posture, as the athlete spends a significant amount of time in this position during training and competition [Hodges, Richardson 1998: 46].

At the moment of the back swing throw, the athlete’s shoulders are down. There is a slight rounding of the thoracic region as the kettlebell pulls the shoulders and shoulder blades down behind it. This is followed by the moment of squatting and cushioning the weight of the projectiles, landing them on the athlete stands up from a squat while leaning on the forearms. During this movement, there is a gradual increase in the severity of thoracic kyphosis in the back. This position is characterized by the fact that the legs, straightened and located at shoulder level,

stand parallel to each other. The shoulders are lowered and tightly pressed against the torso, the elbows are in contact with the crests of the iliac bones. Kettlebells are placed on the outside of the forearms and shoulders, the pelvis is forward and the body is tilted backward. The main objective is to achieve a state in which all of the lifter's muscles are as relaxed as possible. By tilting the pelvis forward and changing the center of gravity, the lumbar region becomes flexed, causing the weights to press against the curved spine in an unfavorable position. Prolonged standing in this posture can adversely affect the vertebral arch degenerative and dystrophic changes in the intervertebral discs lead to changes in their height and disruption of the mechanics of the entire spine. This, in turn, causes back pain and negatively affects the musculoskeletal system. In such a situation, the muscles of the upper shoulder girdle are stretched due to the weight of the equipment and incorrect posture, which can provoke slouching in everyday life, where there are already many predisposing factors [Manning, Shannon 1981: 70].

Kettlebell athletes often have asymmetry in the level of the shoulder joints. This occurs because to simplify the fixation of the kettlebell in the lower position, the athlete shifts one barbell to the other in order to reduce the distance between the hands and provide a secure grip with the fingers. This approach helps reduce stress on the forearm and shoulder muscles, but it can result in hypertrophy of one side of the muscles and contracts, tightening the shoulder and deviating it from a symmetrical position.

Kettlebell lifting is the repeated lifting of weights in a limited period of time. Three exercises are performed in this sport: the snatch, the classic jerk and the long cycle jerk. The exercises with two kettlebells are relatively symmetrical. However, the position of fixing the kettlebells on the chest during these exercises can lead to a rounded back and the development of slouching in athletes. In addition, differences in the height level of the position of the projectiles used in this sport can further lead to different shoulder heights.

That is why it is necessary to monitor the state of the athlete's posture and perform special corrective exercises. The main task of such gymnastic practices is to create correct posture and eliminate problems associated with slouching in athletes engaged in kettlebell lifting. The key objectives of these exercises are: activation of metabolic processes in the body, strengthening of the muscular framework, development of flexibility and extensibility of muscles, removal of hypertonus, as well as bringing the upper shoulder girdle in the correct symmetrical position and consolidation of the achieved results.

To achieve correct posture, it is extremely important to harmoniously develop the musculature of the whole body. Work on the abdominal muscles, shoulder girdle and flexibility of the spine. Gymnastic exercises are actively used in this process. Athletes seeking to restore symmetrical muscle tone should learn methods of relaxation and control of muscle tension, which is especially important in the presence of asymmetrical posture.

There are two main groups of exercises that contribute to the formation of correct posture: general development and special. General developmental exercises have a complex effect on the body, helping to strengthen the muscles and ligaments

of the musculoskeletal system. They also increase the tone of the muscles of the legs, back, abdomen and neck, and help to increase the mobility of the shoulder girdle and spine. and regular performance of general exercises helps to strengthen the muscle corset. To maintain general fitness, you can use both exercises without special equipment and with various objects such as gymnastic sticks, stuffed balls, jump ropes and dumbbells. Specialized exercises, in turn, are aimed at developing correct posture. To achieve effective results in posture correction, most exercises should be performed in an environment that promotes spinal unloading. The correction process should be carried out systematically and over a period of time. As part of the corrective exercises, it is important to include a variety of general exercises aimed at balance and equilibrium, as well as exercises with weights on the head, formation and order exercises, breathing exercises and active games.

Flexibility also plays a key role in developing good posture, but it must be balanced with muscle strength. Research shows that greater flexibility of the spine requires significant muscle effort to maintain it in an upright position. Thus, developing muscle strength is a prerequisite for achieving and maintaining correct posture. Regular performance of these exercises helps to correct shoulder height, restore symmetry of the shoulder blades, as well as improve the position of the head and adjust the curvature of the spine.

Systematic physical activity occupies a key position in the formation of correct posture and physique. Correct posture creates optimal conditions for the functioning of internal organs, which, in turn, contributes to good health. In addition, it has a positive effect on appearance, because a harmoniously built body looks more attractive. It is important to remember that regular mistakes when working with kettlebells and other fitness equipment can lead to posture disorders, often manifested in the most pronounced forms. Therefore, it is extremely important to regularly perform therapeutic and recreational complexes and strictly adhere to the recommendations when performing corrective exercises.

References

Hodges, P.W., Richardson K.A. (1996). Inefficient muscular stabilization of the lumbar spine associated with low back pain: a motor control evaluation of transversus abdominis. *Spine (Phila Pa 1976)*, 21 (22), 2640-2650.

Hodges, P.W., Richardson, K.A. (1998). Delayed postural contraction of transversus abdominis in low back pain associated with movement of the lower limb. *Clinical Spine Surgery*, 11 (1), 46-56.

Kollmitzer, J., Ebenbichler, G.R., Sabo, A., Kersch, K., Bochsansky, T. (2000). Effects of back extensor strength training versus balance training on postural control. *Medicine & Science in Sports & Exercise*, 32(10), 1770-1776.

Manning, D.P., Shannon, H.S. (1981). Slipping accidents causing low-back pain in a gearbox factory. *Spine (Phila Pa 1976)*, 6 (1), 70-72.

ORIGIN OF FOOTBALL AND ITS INTERNATIONAL VARIATIONS

Kramskoy Nikita Maximovich

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia
E-mail: osiksun18@gmail.com*

Scientific advisors:

Zhdanov Vladimir Nikolayevich

*Senior lecturer of the Physical Training Chair,
Belgorod State National Research University, Belgorod, Russia
E-mail: zhdanov@bsuedu.ru*

Repina Natalya Vladimirovna

*Senior lecturer of the Physical Training Chair,
Belgorod State National Research University, Belgorod, Russia
E-mail: repina@bsuedu.ru*

The article covers the concept of football and its origin. We examine different variations of football throughout the world: China, Japan, ancient Greece, etc. Finally, we build our way to the modern variations of football like soccer and rugby. The development of football in Russia is also under study.

Key words: *football, soccer, rugby, origin, variation.*

The present article is devoted to the consideration of the history of the football origin and its variations in different countries. The purpose of this study is to trace the origin of this game in different nations, as well as to compare the structural and dynamic characteristics of its variations. The relevance of this analysis is due to the popularity and widespread use of football in the world, the possibilities of this game in the development of personal qualities, as well as its positive impact on health.

In order to begin to analyze such a phenomenon as football, let us first turn to the origin of the term, namely, let us analyze the internal form of the word. The word 'football' consists of two English words - 'foot' and 'ball'. Football thus involves kicking the ball with the feet, although there are varieties of football in which it is allowed to use hands, such as rugby football. In order to distinguish football from rugby, the term *association football* was introduced in 1863 by the English Football Association, which later shortened to *assoc. football*. In the future, the name of soccer will be formed from this abbreviation.

If we continue to analyze the lexeme 'football', we will see that in many languages the word 'football' came by borrowing it in its unchanged form, *футбол* in Russian, *futebol* in Portuguese. In other languages there was a borrowing of the composition of the word ("foot" + "ball"), but they were translated into their native language: Fußball in German, ποδόσφαιρο in Greek, jalkapallo in Finnish, כדורגל in Hebrew, jalgamiäččcy in Karelian, лъэпэеу in Adyghean. In a number of languages the internal form of the word has also undergone changes, turning from 'foot

“+”ball’ into ‘ball “+”kick’: calcio (‘kick’) in Italian, nogomet in Croatian, piłka nożna (foot ball) in Polish, labdarúgá (kicking the ball) in Hungarian.

Let's define football. Football is a team game in which the goal of each team is to get the ball into the opponent's goal in the absence of offences. Let us note the fact that football is one of the most popular and mass sports in the world.

Now let us turn to the question of the genesis of football. It is traditionally accepted to consider football an English game, but its roots go deep into the past. During the Han Dynasty (206 B.C. - 220 A.D.) there was a well-known ball game called ‘Zhu-ke’ (‘tsutszyu’, ‘tsyutszyu’), for which bamboo sticks with a net stretched on them were hammered (it was necessary to hit not just in the net, but in a special round hole in it). Balls were made of leather and stuffed with feathers. It was allowed to touch the ball with hands, but not with palms. In addition, there were at least ten offences and a system of fines for them. The rules were enforced by the referee. On the emperor's birthday, the match was played in the palace square, the winners were awarded with flowers and fruit, and the losing team was beaten in public with bamboo sticks. In 2004, FIFA recognized the Chinese game of zhu-ke as the oldest version of football. Zhu-ke is believed to be the prototype not only of football, but also of other ball games [Drevnij Kitaj 2010].

One of the varieties of football is its Japanese version. Japanese football is known as ‘kemari’, this game originated in the 6-8th century AD. It consisted in the fact that several people stood in a circle on a ground of 6-7 square metres and passed each other the ball, trying not to let it fall to the ground. The ball (‘mari’) was made of reindeer skin (fur inside) and was stuffed with barley grain. The person who hit the ball was called ‘mariyasi’. He would stamp the ball until he was tired, and then pass it to another player with a shout of ‘Ari!’ meaning ‘here’. When the ball dropped, it passed to the opposing team. No score was kept, the game was the entertainment of aristocrats, but then common people started playing as well. Players were dressed in the costume ‘kariginu’, which included a hat in the shape of a crow's head. The use of feet, head, knees, back and shoulders was allowed. This variation of football disappeared for a while, but was revived again in the 19th century. In modern Japan, the game is extremely popular, but the costumes have faded into history [Kak poyavilsya futbol].

Nevertheless, ball games resembling football had existed before. About 2000 years ago, a game called episkyros or fayininda was popular in ancient Greece. One of the stone reliefs in Athens shows a man holding a ball on his knee and a boy watching him. Episkyros was played by two teams of 12-14 players. One team threw the ball, the task of the second team was to catch it. Not only men but also women played, and the balls were made from linen or wool, and later from the bladder of a pig and wrapped in leather or suede.

The Romans adopted the Greek game and called it Harpastum. The game was played by two teams of 5-12 people, at first the aim of the game was to throw the ball outside the field, but then the rules changed, and the task of opponents was to get the ball to the other half of the field. It is notable that Gaius Julius Caesar used the game of football as a team-building means to rally small groups of people, who were supposed to form the troops later.

In the XIV century the descendants of the Romans in Italy invented the game ‘calcio’ (calcio - kick). The ball was made of leather and stuffed with wool, the game was played on a sandy field of 50x100 metres. The game was played in light trousers and with a bare torso. Each team had 27 players, including 15 forwards (‘innatsi’), 5 midfielders (‘skonkastore’), 4 assistant defenders (‘datori’) and 3 defenders (‘datori adierte’). It was allowed to use wrestling and fist fighting techniques. On the field, as in modern football, there were referees, but there were also ‘higher referees’ who spoke out in disputed cases. Medics were also invited to the game in case of injuries. In the 14th century, Antonio Sciano published a ‘Treatise on the Game of Ball’, where he analyzed the controversial aspects of calcio. Interestingly, calcio was played not only in summer, but also in winter and frozen rivers were used as a ground. Football was not considered a game for common people, it was played by the nobility, it is known that Pope Leo XI bested in it. According to one of the versions it was the Italians who brought this game to the British Isles, where it was widely spread, and later was brought back to Greece in its modern form at the end of the XIX century. The name ‘Calcio’, however, has not disappeared, there is still a variation of this game called ‘Florentine Calcio’, and it retains the elements of struggle on the field, so Florentine Calcio is considered one of the most violent sports in the world [Samojlov 2018].

Studying the literature on this topic, we come to the conclusion that football is not a game exclusively of the Eurasian continent, it has long been known in America. The Mayan Indians played a game they called ‘tlachtli’, and it was also similar to football, but the ball was rubber and weighed about 5 kilograms, so if it hit a person it could cause serious injury. The ball was allowed to be kicked with special bats, as well as hips and shoulders, but it was not allowed to take in the hands and kick with the feet, because the ball symbolized the divine Sun, and the hands and feet are used for domestic needs. The players' task was to guide the ball through the vertical rings, which symbolized the Sun passing across the sky. The games were held on religious holidays, and the penalty for losing was death, as it was considered an insult to the gods.

Let us compare the variations of football described above in the following table:

	Number of players	Playground	Goal	Ball	Touching	Players
China Zhu-ke Ju Ju	12 players per team	square	highly stretched net with a hole	made of leather, stuffed with feathers	hands, but not palms	soldiers
Japan Kamari	several players	ground 6-8 m2	none	made of deerskin, stuffed with grain	feet, head, knees, back, shoulders	aristocrats then common people
Ancient Greece	12-14 per team	ground with white	none	made of linen and wool, later	allowed to touch with hands	athletes, both men

Episkyros fayininda		line markings		a pig's bladder wrapped in suede		and women.
Ancient Rome Harpastum	5-12 people per team	this game	was an	analogue	of the Greek	episkyros
America Tlachтли	starting with 2 people	stadium with perimeter walls	vertical rings	rubber rings, 5kg	special bats, hips and shoulders, cannot be picked up or kicked	men, women, children
Italy Calcio	27 per team, 4 teams	sand field 50x100 metres	four goals	leather, padded with wool	allowed touching with hands, elements of wrestling and fist- fighting	common people, nobility

After tracing the origin of football, we can see that football came to England thanks to the Romans, and its purpose was not only entertainment or sporting competition. Caesar used the competition between his soldiers and the local Celts to select the strongest and toughest men for his army. However, as an everyday pastime, the game was not very successful, as it was extremely violent and resulted in injuries and death of players, hence it was banned by King Richard II at the legislative level under penalty of death. In 1846, football reappeared in England, being restricted by a number of strict rules regarding behaviour on the pitch. In England, football was generally played in colleges, and rules varied, such as sometimes allowing the ball to be kicked with the hands. In 1891, a penalty kick rule was adopted, the kick was taken from a line 11 metres from the goal. Until 1885 there was a rule prohibiting the payment of a player's salary or remuneration if it exceeded the player's expenses for his participation in the match [Muhammetgulyev, Yagmyrova 2023: 284].

Attention should be drawn to the fact that, although the participation of women in football competitions was common from the time of Ancient Greece, such practice was banned in England, and in the XX century it was first officially allowed in France, while England lifted the bans only in 1971.

Given the historical variety of types of football, it is interesting to trace the emergence of the modern version of the ball. The modern image of the ball appeared in 1838 after the invention of rubber, and in 1855 a rubber ball was made, which was characterized by high durability as well as its ability to bounce. The first inflatable rubber chamber appeared in 1862. The rules of 1872 established the standard dimensions of the ball (from 68.6 to 71.7 cm) and its weight (from 367 to 425 grams) [Zarubin, Habibullin 2023: 184].

Despite the fact that football is not historically a national game in Russia, a few words should be said about its development in our country. In Russia, the first football teams appeared in the 1870s, and were created by foreigners. On 24 October 1897, the first official match was held in St. Petersburg. Football was rapidly gaining popularity, fields and lawns were used as grounds, and the gates were marked with sticks or hats. In the Soviet Union, football became the synonym of a healthy lifestyle and team spirit, so during the siege of Leningrad it was decided to hold a symbolic football match to show the unbroken spirit of the city's inhabitants [Lobuncov 2023: 223].

Thus, having studied the various transformations of football, we can realize that the existence of its modern variations was inherited from their ancient prototypes. Thus, we know the so-called American football and more familiar to our country European variety of the game called 'football'. American football is a variation of rugby and belongs to the most massive team games (sometimes there are up to 50 players on the field, although the game is played by teams consisting of 11 players per team). If we compare this variation of football to Italian Calcio or ancient Greek Episkyros, we will immediately notice similarities.

The differences between football (soccer) and football in America are so significant that they can hardly be classified as one sport. In England, American football appears under the name of rugby. The term 'soccer' was also used in England for some time (until the 1960s), but then it was finally supplanted by the word 'football'. Thus, European football is a variation of the Chinese version of Juju [Chem amerikanskij ... 2021].

Football in all its varieties has always been and still remains an important game for many peoples, as it requires agility, speed and strength, as well as team spirit. In addition, football, like any sport, involves supporting the team of your own country (or at least your educational institution), and thus becomes a great means of developing patriotic feelings.

References

Chem amerikanskij futbol otlichaetsya ot evropejskogo? Firstandgoal.ru : [sajt] 2015–2025. URL: <https://firstandgoal.ru/2021/10/differences-between-af-and-soccer> (accessed: 23.12.2024). (In Russian).

Drevnij Kitaj. Istoriya sporta : [sajt] 2010. URL: https://sport.arhiv-history.ru/news/drevnij_kitaj (accessed: 22.12.2024). (In Russian).

Kak poyavilsya futbol. Art for Introvert : [sajt]. URL: <https://artforintrovert.ru/magazine/tpost/gxz0presn1-kak-poyavilsya-futbol> (accessed: 23.12.2024). (In Russian).

Lobuncov, V.A. (2023). K voprosu ob istorii zarozhdeniya i razvitiya futbola. *Vestnik studencheskogo nauchnogo obshchestva GOU VPO "Doneckij nacional'nyj universitet"*, 15-1, 220-224. (In Russian).

Muhammetgulyev, I., Yagmyrova, G. (2023). Istoriya vzniknoveniya futbola i poyavlenie professional'nogo futbola. *Vestnik nauki*, 10-67, 283-286. (In Russian).

Samojlov, V. *Florentijskij kal'cho – samyj brutal'nyj i krovavyyj sport v mire*. Disgusting men : [sajt] 2018. URL: <http://disgustingmen.com/sport/calico-storico-fiorentino> (acceded: 23.12.2024). (In Russian).

Zarubin, D.A., Habibullin, I.M. (2023). *Istoriya vozniknoveniya i razvitiya futbola. Tendencii razvitiya nauki i obrazovaniya*, 97-3, 182-185. (In Russian).

UDK 796.8

TOPICAL ISSUES OF THE DEVELOPMENT OF PHYSICAL ABILITIES OF ADOLESCENTS FOR WRESTLING PANKRATION

Maltsev Sergey Yurievich

*Student of Faculty of Physical Education of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: sergei.ma01@mail.ru

Scientific advisors:

Voronkov Alexander Vladimirovich

*PhD, Associate Professor, Head of the Department of Sports Disciplines of
the Pedagogical Institute, Belgorod State National Research University,
Belgorod, Russia*

E-mail: voronkov@bsuedu.ru

Zimovets Natalia Viktorovna

*PhD in Philological sciences, Associate Professor of Foreign Languages
Department,
Belgorod State National Research University, Belgorod, Russia*

E-mail: zimovets@bsuedu.ru

The article discusses topical issues related to the formation and development of physical abilities for pankration classes. The article highlights the types of necessary physical abilities for pankration and exercises suitable for studying teenagers. The article also highlights topical issues related to the education of adolescents in physical culture and sports.

Key words: *pankration, physical culture, teenagers, physical abilities, martial arts.*

One of the topical research issues in modern children's and youth sports can be considered the issue of developing the physical abilities of students of general education and sports institutions. Educational programs of general and specialized content include activities, techniques and technologies for the development of physical abilities, which ultimately determines the success of students in sports activities.

Against the background of the active media development of various types of martial arts, the development of pankration is relevant for Russian educational and sports practice. It is worth briefly noting several main characteristics of this type of martial arts.

Pankration is a type of martial art that can be considered the first martial art that is well known to us, as well as the fact that the martial arts of many European nations (and not only them, the same applies to India and Iran) directly go back to it and borrowed a lot from its technical arsenal.

The open, free style of pankration, the preference for pushes and throws rather than holds, the often unpredictable options for transitioning to ground combat, to which the athlete could only respond with dexterous and quick body movements – these are the factors that made the appearance of the pankratiast much more graceful than the body of a classical wrestler, who seemed to embody weight and power.

One of the peculiarities of pankration is that the fight on the ground is added to the standing fight after both wrestlers have fallen. The fight on the ground ended not due to some predetermined condition, as, for example, after a threefold fall in ancient wrestling, but as a result of one of the opponents refusing to continue the fight. The purpose of the fight was to achieve a situation in which it would be impossible for the opponent to continue it.

The official website of the Russian Union of Martial Arts says that in the program of the ancient Olympic Games, this type of martial arts appeared later than wrestling and fist fighting (in 648 BC). This gives reason to some researchers to believe that the reason for its appearance was frequent violations of the rules in wrestling and fist fighting, which brought to life martial arts with almost no rules [Vidy boevykh iskusstv].

Ancient pankration is a martial art with minimal restrictions. The period of decline of pankration began with the victory of the Roman army over the Greeks in 146 BC. Pankration fights were replaced by fights of armed gladiators.

Researchers believe that the reason for the emergence of pankration was the frequent violation of rules in wrestling and fist fighting, which gave rise to a martial art with virtually no rules. Indeed, the peculiarity of pankration was that it had almost no restrictions. It was only forbidden to bite, scratch and hit with fingers in the eyes. There were no weight categories (only division into age groups), no time limit for the fight. The judge, however, was present at the duels. His task was to prevent a fatal outcome of the duel or serious injury. For greater persuasiveness, he was armed with a stick.

The revived form of wrestling is safer than its ancient predecessor. Fights are held in it by weight and age categories with temporary regulations, the use of lightweight, comfortable and reliable protective devices that significantly reduce injuries and allow children from the age of 6 to participate, not only boys, men, but also women and girls [Informacionno-istoricheskaya spravka].

Modern pankration is a duel in which it is allowed to use almost the entire arsenal of technical actions of freestyle wrestling, Greco-Roman, sambo, judo, boxing, Thai boxing and other types of martial arts (various punches and kicks to full contact).

This type of martial arts is one of the most developing in modern educational and sports activities. Against this background, the relevance of studying the physical training of students for pankration classes is increasing.

Like any kind of martial arts, pankration requires the development of all five physical qualities. However, if we are talking about speed, dexterity and flexibility, then these are qualities associated with certain methodological guidelines, sports schools or coaching methods for developing students' abilities. The following remain fundamental for athletes:

- strength;
- endurance.

It is true that the development of strength abilities and endurance among pankration students in this context is a key issue. At the same time, it is important to note that this issue is relevant both for students as a whole and for individual target groups, such as teenagers.

Strength abilities function in the human body by exerting effort through the muscular system and the human heart. Physical abilities in general, and strength in particular, are realized through the influence of the human muscular system. At the same time, strength abilities are closely related to the muscular system and the cardiovascular system as part of the development of physical abilities of high school students.

Today, traditionally, the development of strength abilities is represented by only two or three types of exercises in the vast majority of educational organizations:

- lifting the torso from the prone position;
- lifting the torso on the crossbar;
- long jump from a place.

The reason for the extremely small amount of exercises for the development of strength abilities is due to the fact that most teaching staff are afraid to put students under stress, since many strength exercises are traumatic. In addition, many physical education teachers do not have sufficient competencies to successfully organize classes for the development of strength abilities.

It can also be noted that in many educational organizations there is not enough sports equipment, and therefore there is no possibility of effective organization of classes.

A considerable amount of special literature and periodicals is devoted to the development of strength abilities, but the way of organizing classes and effective exercises used in practice remains with teachers and coaches.

Considering the issue of endurance development, some features can also be noted. For example, as part of an educational program for the development of endurance in adolescents, various groups of exercises are used, both for the development of general endurance and for the development of strength endurance.

Traditionally, techniques and methods related to long-distance running exercises are used, they are included in the educational program. Push-ups and throwing the legs back are also used for young men. In practice, jump ropes are often used if students have the skills to do this – teachers and coaches often ignore the need to use a jump rope in the classroom.

An important part of the endurance development program is team games – football, tennis, basketball and other types of effective interaction. In this regard, it can be noted that for the development of endurance, a necessary element is the

application of methods and techniques of team sports in coaching practice with students.

The issue of physical fitness of students for pankration is a key component, without which it is impossible to talk about the possibility of training in adolescence. Adolescence is a period of active development of physical abilities in students, it is a stage of formation and development of key physical abilities, but it is also a period of risk of negative effects of sports on the health of students. Adolescence is a period of active muscle and bone development of the body, which significantly increases the risk of injury to students.

All this allows us to note that as part of the preparations for classes and competitions in pankration, it is necessary to focus on several key factors of the organization of classes:

Firstly, it is an alternation of exercises for the development of strength and endurance.

Secondly, the introduction of a variety of exercises and complexes for the development of physical abilities to form and maintain the motivation of students.

Thirdly, it is important to form an effective system for monitoring the health of students in order to reduce the risks of injury and the development of pathological conditions.

References

Informacionno-istoricheskaya spravka. Akademiya bor'by : [sajt]. <https://akwrest.ru/vidy-borby/sportivnaya-borba/pankration/informacionno-istoricheskaya-spravka/> (accessed 09.12.2024). (In Russian).

Vidy boevyh iskusstv. Pankration. Rossijskij Soyuz boevyh iskusstv : [sajt]. URL: <https://rsbi.ru/sports/26> (accessed 09.12.2024). (In Russian).

SECTION 3. LINGUISTICS

UDK 811.111.659.911

COMMERCIAL NAMES IN A LINGUISTIC LANDSCAPE OF BATON ROUGE, LA BASED ON CULTURAL AND SOCIAL ASPECTS

Mirshod Abdurakhmonov Olimjon o'g'li

Shakhrisabz state pedagogical institute

Shakhrisabz, Kashkadarya province, Uzbekistan

E-mail: brave3190307@gmail.com

This study analyzes the multilingual commercial features of Baton Rouge, Louisiana where is located a substantial English-speaking population, in order to check its linguistic condition. As can be seen different languages are applied to show some signs, different companies are related with base on language factor and the patterns of word formation and structure displayed in the numerous angels are the main topics of the study. Baton Rouge, Louisiana, provides an exciting atmosphere for the study of ergonymy in detail (the examination of proper names used by organizations, businesses, and institutions) and onomastics (the more general study of naming systems and practices). Language of the city and naming rules clearly represent the cultural values that have been impacted by French, Spanish, African, and American practices.

Key words: *BatonRouge, ergonyms, commercials, identity, culture.*

Introduction

Shohamy and Gorter [2009] stated that both language and cultures are defined as main communication tools, which function the characteristics of the modern period. In addition, the effects and outcomes of social and humanity science have become an essential point for scientists. This paper aims to provide a linguistic landscape of brand naming in Baton Rouge, Louisiana, stressing both original English brand names and foreign brand names adapted to English. Landry and Bourhis [1997] argued that the environment of modern cities like Baton Rouge can be not only visible but also influential in terms of linguistic landscape. In order to gain a deep understanding of linguistic landscape, scientists applied a wide range of linguistic dynamics over the past few decades. Broadly, different social groups encompass linguistic attributes within city settings whereas the existence and the use of visible linguistic aspects in urban settings.

Spolsky and Cooper [1991] noted that it is important to focus on the linguistic landscape dominated by English, and as a global language, English plays an influential role in the names of organizations. These names serve as indicators of linguistic indexes, social values, and cultural influences are served as sign in specific region. Brand names have its own potential impact on the increase of marketing and business strategies which bring about the success or failure of the products produced. The writings that impact the linguistic landscape in this text could be categorized as monolingual, bilingual, or multilingual, showing linguistic varieties and

representing the range of language groups in a specific region. Cenoz & Gorter [2006] stated that by providing insights into how language illustrates social combination, character, and inclusivity, the distinction between these categories enhances conversations about urban linguistic variety. A fuller conception of these categories' effects on regional cultural image and shared cohesiveness would be possible with more research. Moreover, different cultural origins of the target city are frequently shown in Baton Rouge's ergonyms. Smith [2021] argued that several businesses and institutions applied to French-stimulated names such as "Chez Pierre" or "**Le Foret**" showing Louisiana's majestic past and connection among French linguistic culture. Region's unique local culture and identity shows names like "Raising Cane's" or "Southern University" highlight simultaneously. Johnson [2020] noted that this link between traditional and modern naming practices effectively attracts the elaborate relationship between language, culture, and societal dynamics, bringing about a practical perspective for analyzing these collaborations through branding. This study examines not only the importance of understanding the role of language in shaping but cultural and economic settings, which provides respected insights into the broader suggestions of linguistic landscapes in urban places.

Method

The tourism spheres such as hospitality, dining service and guiding agencies shows that business and organization names based on cultural identity are widely used in the urban site. Regarding brand names in Baton Rouge, LA, modern and traditional elements of proper names of businesses and organizations are highly integrated, with showcasing the uniqueness of the city. It is fact that a wider audience such as start-ups and innovative business settings are mostly adopted in English dominant modes to emphasize both local identity and alien culture.

From this perspective, it can be seen that this dual approach to naming strikes an effective stability between honoring traditional heritage and embracing contemporary trends. It allows businesses to connect with both local and global viewers, fostering a sense of pride while remaining competitive in a modern market. This thoughtful blending enriches Baton Rouge's uniqueness and strengthens its reputation as a dynamic and cutting-edge city. Onomastics in Baton Rouge encompasses not only organizational names but also personal names, place names, and street names, all of which shape the city's linguistic identity. In addition, take the place names "Louisiana Lagniappe" and "Fleur de Lis Pizza" as an example, the interplay between local and French influences in shaping the linguistic and cultural identity of Baton Rouge and its surrounding regions. These names not only display the heritage of early French settlers but also serve as a way of communication and coexistence between French colonial and local communities.

From a linguistic standpoint, such ergonyms highlight the lasting influence of the French language in Louisiana. Even though French vocabulary and phonetic traditions are highly served, English has become the dominant language of the region. Moreover, these names contribute to the cultural richness of the area by perpetuating historical narratives and fostering a sense of place deeply rooted in its multicultural heritage. The impact of these names on the French language is

bidirectional. They maintain the relevance of French linguistic elements in a contemporary context while illustrating the language's adaptability through its integration with indigenous lexicon. This fusion has given rise to a distinctive regional dialect and ergonymic tradition, reflecting the dynamic evolution of linguistic and cultural landscapes in the region.

Result

Studying business names (ergonyms) in Baton Rouge reveals much about the city's culture, economy, and society. Businesses using names reflecting local and French traditions, like "Louisiana Lagniappe" and "Fleur de Lis Pizza," help preserve the city's rich heritage. These names act as cultural reminders, linking the past to the present. According to latest research, the history and landscape of the urban place are linked with business and commercial names. In business, these names attract tourists and boost Baton Rouge's image as a cultural hub. Experts say that smart naming choices in branding build stronger customer relationships. Finally, how businesses are named can either unite a community by celebrating shared history or, conversely, emphasize cultural differences. Smith [2021] emphasizes that French-derived names in Louisiana contribute to a shared remembrance of the region's history. When it comes to commercial brands, ergonyms play a vital role in economic positioning. Businesses that incorporate culturally significant names, such as "Cafe'du Monde," not only draw in tourists but also strengthen Baton Rouge's reputation as a cultural center. Johnson [2020] notes that linguistic choices in branding significantly influence consumer perceptions, with culturally meaningful names creating deeper emotional connections and enhancing customer loyalty. Regarding social impact, naming practices have the potential to foster community cohesion by celebrating shared heritage or, alternatively, to highlight cultural divisions.

Conclusion

Based on research results on the theory of the linguistic landscape of Baton Rouge, Louisiana, it offers a valuable system for exploring the diversity of language, culture, and identity through the study of business names. This analysis illustrates how the city's naming practices, shaped by its rich and diverse cultural heritage, help preserve historical narratives while also evolving to meet contemporary needs. Ergonyms influenced by French and local traditions showcase the city's cultural diversity, highlighting both its historical significance and modern character. From a cultural standpoint, the findings emphasize the importance of names as symbols of heritage, promoting a sense of continuity and identity within local communities. Based on low-budget, it is significant important to enhance the city's attractiveness, reinforcing Baton Rouge's image as a center of cultural richness and innovation. When it comes to social aspect of the city, the study of naming practices sheds light on issues of inclusivity and identity, reflecting both shared traditions and the complexities of historical legacies. It is mention that this study shows the pivotal role of linguistic elements in shaping cultural, social, and economic dynamics. By focusing on business and commercial proper names in Baton Rouge, the research emphasizes the city's linguistic diversity and offers broader insights into how names serve as instruments of cultural representation, economic strategy, and social

cohesion. Business names can be expected to build confidence and quality of product by customers on this work by examining naming practices in other multilingual and multicultural cities, providing a deeper understanding of the relationship between language and urban environments.

Reference

- Cenoz, J., Gorter, D. (2006). Linguistic Landscape and Minority Languages. *International Journal of Multilingualism*, 3(1), 67–80.
- Johnson, A. (2020). The Impact of Cultural Resonance on Brand Recognition and Tourism Appeal. *Journal of Branding and Tourism*, 12(3), 45-58.
- Johnson, R. (2020). Linguistic Branding: The Role of Names in Shaping Consumer Perceptions. *Journal of Marketing Linguistics*, 15(2), 45-62.
- Klink, R. R. (2000). Creating Meaningful Brand Names: A Study of Semantics and Sound Symbolism. *Marketing Letters*, 11(1), 5–20.
- Kohli, C., & Labahn, D. W. (1997). Creating Effective Brand Names: A Study of the Naming Process. *Journal of Advertising Research*, 37(1), 67–75.
- Landry, R., & Bourhis, R. Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study. *Journal of Language and Social Psychology*, 16(1), 23–49.
- Lee, T. (2019). Onomastic Practices and Social Hierarchies: A Study of Urban Naming Conventions. *Urban Studies Journal*, 27(4), 234-252.
- Shohamy, E., & Gorter, D. (2009). *Linguistic Landscape: Expanding the Scenery*. Routledge.
- Smith, A. (2021). Colonial Legacies in Place Names: The French Influence in Louisiana Toponyms. *Cultural Geography Review*, 18(1), 112-130.
- Smith, R. (2021). Preserving French Linguistic Heritage in Louisiana's Place Names. *Linguistic Heritage Review*, 15(2), 89-103.

UDK 81-23

BILDUNG VON NEOLOGISMEN IN DEN SOZIALEN NETZWERKEN DER ENGLISCHEN SPRACHE

Agopova Elena Tarasovna

*Studentin der Fakultät für Fremdsprachen des pädagogischen Instituts,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-mail: 1557633@bsuedu.ru

Miroschnitschenko Larissa Nikolayevna

*Kandidatin der philologischen Wissenschaften,
Dozentin des Lehrstuhls für die Fremdsprachen,
Belgoroder Staatliche Nationale Forschungsuniversität, Belgorod, Russland*

E-mail: Miroshnichenko_l@bsuedu.ru

Der vorliegende Artikel widmet sich der Untersuchung zeitgenössischer englischer Neologismen, die im ersten Jahrzehnt des 21. Jahrhunderts als Resultat der rapiden technologischen Entwicklung, des sozialen Wandels und der kulturellen Transformationen im Englischen entstanden sind. Der Einfluss sozialer Netzwerke auf das Lexikon der englischen Sprache wird analysiert. Der Fokus liegt hierbei auf der Wortbildung und den semantischen Aspekten der Lexik der sozialen Netzwerke.

Schlagwörter: Neologismus, Neologisierung, Wortbildung, englische Sprache.

Die Sprache spiegelt die Zeit wider, in der ein Mensch lebt. Die Lexik ist der aktivste und sich am schnellsten verändernden Teil der menschlichen Sprachtätigkeit. Infolge des wissenschaftlichen und technischen Fortschritts entstehen täglich neue Begriffe und Wörter, sogenannte Neologismen, die ein besonderes Interesse bei Sprachwissenschaftlern hervorrufen.

Das Auftreten neuer Wörter in einer Sprache ist ein kontinuierlicher Prozess und eine unvermeidliche Folge der Sprachentwicklung. Als Gründe für dieses Phänomen nennt die Linguistik sowohl extralinguistische als auch intralinguistische Faktoren. M.V. Izbickaya stellt fest, dass «Linguisten die Gründe für das Auftreten neuer Wörter gewöhnlich nicht nur mit neuen Entdeckungen in Verbindung bringen, sondern auch mit der Vertiefung von Vorstellungen über bereits bekannte Phänomene und Tatsachen der Realität» [Izbickaya 2020: 26].

Die Entwicklung der Massenmedien im XXI. Jahrhundert führt zur Entstehung neuer Bereiche der Namensgebung. Dieser Prozess geht nicht nur mit der Ausweitung und Erneuerung der begrifflichen Sphäre einher, zu der die Namen gehören, sondern auch mit Veränderungen in der Art und Weise der Benennung. In den verschiedenen historischen Epochen dominieren unterschiedliche Arten der Bildung neuer Wörter.

In der modernen Linguistik gibt es kein eindeutiges Verständnis des Begriffs «Neologismus». Das Linguistische Enzyklopädische Wörterbuch definiert Neologismen als «Wörter, Wortbedeutungen oder Wortkombinationen, die in einem bestimmten Zeitraum in einer beliebigen Sprache auftauchten oder einmalig („Gelegenheits-, -Wörter) in einem Text oder Sprechakt verwendet wurden». [Lingvisticheskij enciklopedicheskij slovar'1990: 331].

D.E. Rosenthal und M.A. Telenkova stellen fest, dass ein Neologismus «ein Wort oder eine Redewendung ist, die geschaffen wurde, um ein neues Thema zu bezeichnen oder ein neues Konzept auszudrücken. < ... > Sobald ein Wort in den allgemeinen Sprachgebrauch eintritt, hört es auf, ein Neologismus zu sein» [Rosental', Telenkova 1985: 160].

N.Z. Kotelova differenziert in ihrer Analyse der Neologismen drei Kategorien neuer Formen: 1) neue Wörter im engeren Sinne, die zum ersten Mal gebildet oder aus anderen Sprachen entlehnt wurden; 2) Wörter, die bereits früher in der Sprache bekannt waren, aber nur in begrenztem Umfang außerhalb der Literatursprache verwendet wurden oder für einige Zeit aus dem aktiven Gebrauch genommen wurden und dann wieder in Gebrauch kamen; 3) abgeleitete Wörter, die potenziell in der Sprache existierten und erst in den letzten Jahren aus lang gebildeten Wörtern

nach bekannten Modellen gebildet wurden (sie sind nur in den Jahren, die von den Quellen des Wörterbuchs abgedeckt werden, in schriftlichen Quellen verzeichnet) [Kotelova 2015: 171].

Das Hauptmerkmal eines Neologismus ist demnach die «Neuheit» seiner Funktion in einer Sprache, die für eine bestimmte Zeit charakteristisch ist.

Gemäß der Argumentation von V. Teubert lassen sich die wichtigsten Kriterien, die es erlauben, eine lexikalische Einheit als Neologismus zu betrachten, wie folgt zusammenfassen:

1) Eigennamen, Formen eines Wortes, die bereits in Wörterbüchern eingetragen sind, sowie unbeabsichtigte Irrtümer und Druckfehler in Texten sind keine Neologismen.

2) Das Fehlen eines Wortes in einem Wörterbuch bedeutet nicht, dass es notwendigerweise ein Neologismus ist.

3) Ein neues Wort ist nur dann ein Neologismus, wenn es seit einiger Zeit häufig in verschiedenen Texten verwendet wird [Teubert 1998: 132-133].

In der Linguistik existieren diverse Klassifikationen von Neologismen. Die Unterschiede zwischen diesen Klassifikationen beruhen auf diversen Kriterien, die als Grundlage der Klassifizierung dienen. Zu diesen Kriterien zählen die Art der sprachlichen Einheit, der Grad der Neuheit, die Art der bezeichneten Realität sowie die Art der Wortbildung u.a. [Raciburskaya et al. 2022: 38].

Im weiteren Verlauf wird eine Untersuchung der Bildung englischer Neologismen in den englischen sozialen Medien der ersten zwei Jahrzehnten des 21. Jahrhunderts vorgenommen.

Die folgenden Gruppen von Neologismen wurden mit Hilfe der morphologischen Mittel der Wortbildung gebildet:

1) Neologismen, die durch Affixe gebildet werden:

«hellacious» (erstaunlich, bemerkenswert oder sehr schwierig) – Die Bildung des Adjektivs erfolgt durch Anhängen des Suffixes -cious an das Substantiv «hell» (die Hölle). Das Suffix -cious ist im Englischen produktiv für Adjektive und zeigt das Vorhandensein einer Eigenschaft an, z. B. delicious, precious.

2) Neologismen, die durch Umwandlung entstanden sind:

to ghost – ein Verb, das aus dem Substantiv «ghost» gebildet wird. In der modernen Sprache wird es verwendet, um eine Situation zu bezeichnen, in der eine Person plötzlich aufhört zu kommunizieren: «I haven't heard from her in more than a week. She totally ghosted me».

Die folgenden Neologismen werden mit morphologisch-syntaktischen Methoden gebildet:

1) Neologismen, die durch Wortbildung gebildet werden:

to chillax (sich zu entspannen, sich zu beruhigen oder etwas zu ignorieren) ist ein Verb, das aus den beiden Verben chillen und relaxen gebildet wird. Die Bedeutung des zweiten Verbs führt eine ironische Ausdruckskomponente in die Struktur der Bedeutung des ersten Bestandteils ein. Vgl: «Wow, calm down, this isn't so serious, you're overreacting. Just chillax»;

to facepalm (in einer schwierigen oder unangenehmen Situation das Gesicht mit der Hand zu decken) – Ein Verb, das aus den Substantivbasen «face» (Gesicht)

und «palm» (Handfläche) zusammengesetzt ist: «He had to facepalm when his boss pointed out typos in his report after he'd checked it three times»;

to mansplain (etwas in einem herablassenden (überlegenen) Ton erklären, was impliziert, dass der männliche Sprecher über eine größere Kompetenz oder ein umfangreicheres Wissen als die weibliche Person verfügt) – Verb, das sich aus den Substantiven «man» (Mann) und dem Verb «explain» (erklären) zusammensetzt. Die erste Komponente unterstreicht kognitiv die geschlechtsspezifische Ausrichtung der Situation in der Bedeutungsstruktur des Neologismus: «Whenever he starts mansplaining, all the women in the room roll their eyes and stop paying attention».

2) durch Abkürzungen gebildete Neologismen:

whatevs (irgendetwas) – eine informelle Abkürzung für das Wort «whatever» (egal). Wird umgangssprachlich verwendet, um Gleichgültigkeit auszudrücken
неформальное сокращение слова «whatever»: «She didn't give me the lipstick back, but whatevs»;

B-day (Geburtstag) – eine informelle Abkürzung für das Wort «birthday» (Geburtstag). Es findet Verwendung in der Form von Grüßen.: «Happy b-day, John! Hope you have an awesome one!»;

SJW (Social justice warrior) – ein Akronym für Menschen, die in Blogs oder sozialen Netzwerken ständig für Freiheit, Gerechtigkeit und Gleichheit streiten. Meistens sind die Argumente aggressiv, um auf sich aufmerksam zu machen, so dass der Ausdruck eine sarkastische Bedeutung bekommen hat: «Oh, come on, don't be such a SJW! What have you done to help?».

Die folgenden Wortverbindungen werden mittels syntaktischer Mittel gebildet:

to binge watch – ein Verb, das aus den Substantiven «binge» (Saufgelage, exzessives Trinken) und dem Verb «to watch» gebildet wird. Es bezeichnet das Anschauen einer Fernsehserie oder eines Films mit mehreren Episoden ohne Unterbrechung: «I spent the whole weekend binge watching the TV series "Billions" with my roommate».

Weak sauce – der Ausdruck bezeichnet eine schlechte Qualität eines Gegenstandes oder Lebensmittels, auch eine schlecht ausgeführte Aufgabe oder Leistung: «– So, how was your date yesterday, man? – Weak sauce, my man, weak sauce...».

Die folgenden Neologismen werden mit semantischen Methoden gebildet:

1) Neologismen, die durch Metonymie gebildet werden:

Sriracha – Die thailändische Marke «Sriracha» ist für die Herstellung scharfer Soßen bekannt. Der Name Sriracha wird heute für jede scharfe Sauce verwendet, die Peperoni, Knoblauch und Gewürze enthält.: «Sriracha really adds a kick to your hamburger, but be sure you have a glass of water nearby!»;

to stan – Der Name «Stan» wurde von Eminem in einem Lied über einen Fan verwendet. Der Neologismus «to stan» wird als Verb verwendet, um die Handlungen eines Fans zu bezeichnen, der aktiv folgt und versucht, über die Ereignisse mit seinem Lieblingskünstler auf dem Laufenden zu bleiben.: «I stan those clothes, Jenni!»

2) Neologismen, die durch Lexikalisierung (systemübergreifende Entlehnungen) entstanden sind:

to cringe (sich unwohl fühlen) – Ein Wort, das eine gewisse Popularität erlangt hat, um zu beschreiben, dass man sich für das, was eine Person tut oder sagt, schämt. Im Englisch existiert sogar ein Ausdruck «cringe worthy» (ekelhaft, unangenehm, peinlich). Eine exakte Etymologie des Wortes ist nicht überliefert. Es wird angenommen, dass das Substantiv «cringe» von Computerspielern als Reaktion auf die falschen Handlungen der Teammitglieder des Spiels entstanden ist: «That movie was so bad, it made me cringe».

3) Neologismen, die durch Entlehnung aus einer Fremdsprache entstanden sind:

Crema – Ein aus dem Italienischen entlehntes Substantiv bedeutet «der braune Milchschaum, der sich auf der Oberfläche von frischem Kaffee bildet»: «One espresso with crema on top, please!».

Die Entwicklung des modernen Englischs ist einem stetigen Wandel unterworfen, der sich in den Veränderungen von Gesellschaft, Technologie und Kultur manifestiert. Neologismen erlangen in diesem Zusammenhang eine signifikante Funktion, um neue Konzepte und Ideen zu artikulieren und eine Adaption an eine sich rapide wandelnde Umwelt zu gewährleisten. Diese Neuschöpfungen tragen nicht nur zur Bereicherung der Sprache bei, sondern fungieren auch als Indikatoren für gesellschaftliche Trends und Innovationen.

Literaturverzeichnis

Izbickaya, M.V. (2020). *Sovremennyye tendencii v neologii: tipologiya obrazovaniya neologizmov i leksikograficheskaya praktika (na materiale novoj anglijskoj leksiki iz sfery «Kul'tura» v elektronnyh volonterskih slovaryah)*. Dissertaciya ... kandidata filologicheskikh nauk: 10.02.19. [Mesto zashchity: FGBOU VO «Tverskoj gosudarstvennyj universitet»], 214 S. (Auf Russisch).

Kotelova, N.Z. (2015). *Izbrannyye raboty*. Rossijskaya akademiya nauk; Institut lingvisticheskikh issledovanij. SPb.: Nestor-Istoriya, 276 s. (Auf Russisch).

Lingvisticheskij enciklopedicheskij slovar'. (1990). Gl. red. V. N. YArceva. M.: Sovetskaya enciklopediya, 685 S. (Auf Russisch).

Raciburskaya, L.V., Popova, T.V., Gugunava, D.V. (2022). *Neologiya i neografiya sovremennogo russkogo yazyka*. Uchebnoe posobie. 4-e izd., ster. M.: FLINTA, 167 S. (Auf Russisch).

Rozenal', D.E., Telenkova M.A. (1985). *Slovar'-spravochnik lingvisticheskikh terminov*. Posobie dlya uchitelya. 3-e izd., ispr. i dop. M: Prosveshchenie, 599 S. (Auf Russisch).

Teubert, W. (1998). *Neologie und Korpus*. Studien zur deutschen Sprache. Bd. 11. Tübingen: Günter Narr Verlag, 170 S.

LES BANDES DESSINÉES COMME MOYEN D'APPRENTISSAGE DU FRANÇAIS

Artyushina Ksenia Igorevna

*Etudiante de la faculté des langues étrangères de l'Institut pédagogique,
Université nationale de recherche de Belgorod, Russie
E-mail: ksuysha.artuyshina@gmail.com*

Directeur scientifique:

Krivchikova Nel Leonidovna

*Docteur ès lettres, professeur du département de français et d'allemand,
Université nationale de recherche de Belgorod, Russie
E-mail: krivchikova@bsuedu.ru*

Cet article analyse l'utilisation des bandes dessinées comme outil méthodologique pour l'apprentissage du français. L'association des éléments visuels et textuels dans les bandes dessinées facilite non seulement l'assimilation du vocabulaire et de la grammaire, mais contribue également au développement de la conscience culturelle. On y présente des exemples de bandes dessinées françaises adaptées à divers niveaux de langue, ainsi que des recommandations méthodologiques pour leur intégration dans le processus éducatif. Une attention particulière est accordée aux aspects psychologiques de la perception du texte et de l'image.

Mots-clés: *bandes dessinées, langue française, contexte culturel, perception visuelle, méthodologie d'enseignement.*

L'apprentissage traditionnel des langues étrangères repose souvent sur des dialogues et des textes extraits de manuels scolaires. Cependant, les méthodologies modernes intègrent de plus en plus des matériaux alternatifs, qui représentent la langue sous une forme plus naturelle et attrayante. Les bandes dessinées, en tant qu'outil éducatif, sont particulièrement efficaces pour les adolescents et les adultes, car elles associent des éléments textuels et visuels, facilitant ainsi la compréhension et la mémorisation. Les bandes dessinées permettent non seulement d'acquérir des bases grammaticales et lexicales, mais aussi de développer la compréhension de la langue parlée et de se familiariser avec les aspects culturels et sociaux de la langue [Multilingua blog 2019].

Aspects psychologiques de la perception du texte et de l'image

La méthodologie d'apprentissage par les bandes dessinées repose sur la théorie cognitive de la perception. Des recherches montrent que l'information visuelle est traitée plus rapidement que le texte. Les bandes dessinées accélèrent donc l'assimilation des contenus, car le texte est soutenu par des éléments visuels qui en facilitent la compréhension [Club Français 2024].

De plus, les bandes dessinées stimulent les zones du cerveau responsables de la gestion d'événements émotionnellement significatifs. Des images visuelles dynamiques et des dialogues vivants provoquent des réactions émotionnelles,

favorisant ainsi la mémorisation du vocabulaire et des constructions grammaticales. Cela est particulièrement pertinent pour les apprenants débutants, car l'implication émotionnelle améliore l'efficacité de l'apprentissage et renforce la motivation.

Soutien visuel du texte et perception cognitive

Les bandes dessinées combinent des éléments visuels et textuels, ce qui est particulièrement important pour les débutants. Grâce aux illustrations, les apprenants obtiennent une compréhension contextuelle de la signification des mots et expressions, même lorsque certains d'entre eux leur sont inconnus. Le soutien visuel permet d'alléger la charge cognitive des apprenants, ce qui accélère la mémorisation des nouveaux éléments lexicaux [BDteka 2024]. Cela facilite également l'assimilation des structures grammaticales, car les apprenants peuvent voir des exemples de leur utilisation en contexte, ce qui est crucial pour des aspects comme l'accord des temps et des pronoms.

Contexte culturel et authenticité de la langue

Les bandes dessinées sont une source de langage authentique incluant des expressions idiomatiques, des dialectes et des références culturelles. Par exemple, *Astérix* n'est pas seulement une représentation humoristique de l'histoire de la Gaule ancienne, mais contient de nombreuses allusions à la culture et aux événements historiques de la France, permettant ainsi d'élargir les horizons culturels des apprenants. De même, la bande dessinée *Tintin*, créée par l'artiste belge Hergé, permet d'étudier les spécificités du français courant. Cela est particulièrement bénéfique pour les apprenants avancés, qui cherchent à se familiariser avec les expressions idiomatiques et les aspects culturels.

Pour favoriser une immersion linguistique et culturelle, les enseignants peuvent inclure des discussions sur les aspects culturels abordés dans les bandes dessinées, permettant aux élèves de mieux comprendre le mental français, les normes sociales et les caractéristiques culturelles, tout en développant leurs compétences de réflexion critique et d'interprétation du texte.

Augmentation de la motivation et de l'intérêt pour l'apprentissage de la langue

L'utilisation des bandes dessinées est particulièrement pertinente pour les adolescents et les jeunes, car ce format augmente leur intérêt et leur motivation pour l'apprentissage du français. Les intrigues captivantes, les personnages intéressants et la possibilité de plonger dans un univers d'aventures stimulent l'envie de lire en français. Les enseignants peuvent utiliser les bandes dessinées comme base d'activités ludiques, y compris l'analyse des personnages, le résumé de l'intrigue et la discussion des dialogues. Les bandes dessinées peuvent également être utilisées pour créer des jeux de rôles, permettant aux apprenants de pratiquer la langue dans des situations réelles [CIA-France 2024].

Aspect lexical et grammatical

Les bandes dessinées offrent une richesse lexicale qui se distingue des textes éducatifs traditionnels. Ici, les élèves peuvent rencontrer des expressions familières et courantes qui sont rarement incluses dans les manuels scolaires. Par exemple, *Titeuf* utilise un langage propre aux adolescents et aux jeunes, ce qui le rend pertinent pour ceux qui souhaitent apprendre des expressions modernes et familières.

Quant aux structures grammaticales, les phrases courtes et simples des bandes dessinées facilitent l'assimilation, ce qui est particulièrement utile aux niveaux débutants. Grâce aux dialogues, les apprenants peuvent observer l'utilisation des constructions grammaticales dans des contextes réels, facilitant ainsi leur mémorisation.

Exemples de bandes dessinées françaises pour l'apprentissage du français

- *Astérix*

Cette bande dessinée est utile pour les apprenants de niveau intermédiaire, car elle contient des idiomes, des dialectes et des références culturelles. Elle initie les élèves à l'humour français et aux aspects historiques de la culture.

- *Tintin*

La série *Tintin* est un classique pour les débutants, car elle possède une langue simple et une intrigue captivante. Les textes sont accessibles, ce qui les rend adaptés aux apprenants de niveau débutant.

- *Persepolis*

Cet ouvrage est destiné aux apprenants avancés, car il contient des structures lexicales et grammaticales complexes. Le roman graphique raconte l'histoire d'une jeune Iranienne durant des troubles politiques, le rendant précieux pour l'étude du contexte culturel et historique [Institut français 2024].

Recommandations méthodologiques pour l'utilisation des bandes dessinées

1. Choix du matériel

Les bandes dessinées doivent correspondre au niveau de langue et à l'âge des apprenants. Pour les jeunes élèves, il est préférable d'utiliser des bandes dessinées avec des illustrations simples et peu de texte, comme *Boule et Bill*, tandis que les étudiants avancés peuvent aborder des œuvres plus complexes, telles que *Persepolis*.

2. Lecture active et analyse

Les enseignants peuvent encourager la lecture active en incitant les élèves à noter les nouveaux mots, expressions et constructions. L'analyse des dialogues et de l'intrigue favorise une compréhension approfondie, tout en développant les compétences d'analyse du texte et de réflexion critique.

3. Intégration dans le processus éducatif

Les bandes dessinées peuvent être utilisées comme complément aux manuels principaux. Par exemple, en étudiant certains aspects grammaticaux, tels que le subjonctif, les enseignants peuvent rechercher des exemples dans les bandes dessinées, ce qui rend l'apprentissage plus stimulant.

4. Discussion du contexte culturel

La discussion des aspects culturels représentés dans les bandes dessinées aide les élèves à mieux comprendre la culture française et ses caractéristiques. Les bandes dessinées sont une riche source d'informations sur la vie sociale et culturelle, favorisant ainsi le développement de la conscience interculturelle chez les apprenants [Multilingua blog 2019].

Les bandes dessinées constituent un outil unique et précieux pour l'apprentissage du français. Grâce à la combinaison du texte et de l'image, elles permettent aux apprenants de développer non seulement des compétences lexicales et grammaticales, mais aussi de se familiariser avec les aspects culturels et sociaux

de la langue. L'intégration méthodique des bandes dessinées dans le processus éducatif permet aux enseignants de diversifier leurs stratégies pédagogiques et d'aider les élèves à atteindre un niveau élevé de maîtrise de la langue.

Bibliography

BDteka. *Francuzskie komiksy i evropejskie graficheskie romany*. Bande Dessinée: [sajt] 2016-2024. URL: <https://bdteka.ru/> (acceded 13.11.2024). (In Russian).

CIA-France. *Komiksy dlya izucheniya francuzskogo yazyka*. CIA-France : [sajt] 2024. URL: <https://www.cia-france.ru/blog/tips-to-learn-french/learn-french-foreign-learners-learning-french> (acceded 13.11.2024). (In Russian).

Club Français. *Francuzskie komiksy*. Club Français : [sajt] 2024. URL: <https://francaisclub.ru/komiksy-vo-francii-raznoobrazie-zhan/> (acceded 13.11.2024). (In Russian).

Institut français. *Kul'turteka: luchshie komiksy onlajn*. Institut français : [sajt] 2024. URL: <https://institutfrancais.ru/ru/events/kulturteka-luchshie-komiksy-onlajn/> (acceded 13.11.2024). (In Russian).

Multilingua blog. *Francuzskie komiksy i graficheskie romany*. Multilingua blog : [sajt] 2019. URL: <https://multilinguablog.com/2019/07/08/francuzskie-komiksy-i-graficheskie-ro/> (acceded 13.11.2024). (In Russian).

UDK 81-26

CARACTÉRISTIQUES LEXICALES DU FRANÇAIS AU CANADA

Babkov Ivan Igorevich

*Etudiant de la faculté des langues étrangères de l'Institut pédagogique,
Université nationale de recherche de Belgorod, Russie*

E-mail: vanyababkov@yandex.ru

Directeur scientifique:

Krivtchikova Nelya Leonidovna

*Docteur ès lettres, professeur du département de français et d'allemand,
Université nationale de recherche de Belgorod, Russie*

E-mail: krivchikova@bsuedu.ru

Cet article traite des caractéristiques lexicales du français au Canada. L'histoire du développement de la langue française y est retracée. Quelques exemples de mots canadiens sont donnés.

Mots clés: *langue française au Canada, contrôle français sur le Canada, conflits avec les Indiens et les Anglais, sources d'origine des mots.*

L'évolution d'une langue est inextricablement liée à ses locuteurs. Les chercheurs attirent l'attention sur le lien entre les processus linguistiques et le développement intellectuel et culturel des personnes parlant une langue donnée.

Au cours de son évolution, une langue peut se développer dans différentes directions, formant des dialectes et des variantes. Les variations linguistiques sont liées à divers aspects tels que l'appartenance historique et territoriale, les facteurs sociaux et les caractéristiques culturelles des locuteurs.

Les linguistes étudient ces variations pour retracer l'histoire d'une langue, déterminer les limites géographiques de sa diffusion et comprendre l'influence des contacts culturels sur son développement.

Le français, en tant que langue polyethnique, se caractérise par la présence de différentes formes:

Métropole: La forme centrale de la langue parlée en France.

Formes territoriales: Dialectes et expressions familières propres à certaines régions de France.

Créolisation: Formation de nouvelles formes linguistiques résultant de l'interaction du français avec les langues locales.

Dialectes: différentes formes de langue caractéristiques de certaines zones géographiques.

La langue française s'est largement répandue non seulement en France, mais aussi au-delà de ses frontières. C'est une langue officielle dans de nombreux pays, mais chaque pays a sa propre forme et ses propres dialectes.

Le développement de la langue française dans différents pays du monde a été influencé par:

- *l'évolution historique;*
- *les langues des pays voisins;*
- *langues indigènes.*

Une particularité du français est son utilisation active dans les anciennes colonies, où il interagit avec les langues locales. Cette interaction influence le vocabulaire et se manifeste aussi bien à l'écrit qu'à l'oral.

Afin de mettre en évidence les caractéristiques lexicales du français utilisé au Canada, il est nécessaire de comprendre les racines historiques de la présence de la langue dans ce pays. Nous allons donc nous pencher sur l'histoire de cette langue.

Le français au Canada n'est pas seulement une langue, c'est aussi une identité nationale ancrée dans l'histoire. Son destin a été mêlé à la colonisation, aux bouleversements politiques et à la volonté de préserver le patrimoine culturel.

En 1534, Jacques Cartier arrive sur les côtes du Canada, où il rencontre des peuples autochtones parlant des langues différentes. Cette rencontre sera le début d'une longue interaction entre les cultures française et indigène. Au début du XVII^e siècle, la France étend rapidement ses possessions en Amérique du Nord. En 1604, la colonie française d'Acadie, aujourd'hui province de Nouvelle-Écosse, est établie. Quatre ans plus tard, en 1608, l'éminent explorateur Samuel de Champlain pose les fondations de Québec, qui deviendra plus tard le centre et la principale place forte de la colonisation française dans la région. Le français est officiellement établi comme langue de la colonie.

Au XVII^e siècle, la colonisation française s'étend et le français devient la langue dominante dans l'est du Canada. Cependant, au XVIII^e siècle, la Grande-Bretagne prend le contrôle des colonies françaises (1759-1763), ce qui entraîne une

persécution de la langue et de la culture françaises. Les Français ne disparaissent pas pour autant et continuent à vivre au cœur de la société canadienne. Après l'accession du Canada à l'autonomie en 1867, la langue et la culture françaises des Canadiens français continuent de subir des pressions.

Le XXe siècle est marqué par un mouvement national au Québec qui promeut la revitalisation de la langue française. Elle est reconnue et soutenue dans la société et, en 1969, le français et l'anglais sont officiellement déclarés les deux langues officielles du Canada.

Aujourd'hui, la plupart des Canadiens français vivent au Québec, mais d'importantes communautés vivent dans d'autres provinces, notamment en Ontario et au Nouveau-Brunswick. Le Canada s'est doté d'une politique des langues officielles pour protéger les droits des Canadiens français [Vedenina 1988].

La langue française a influencé la culture, la littérature, l'art et la musique du Canada. Le Canada est l'un des pays les plus bilingues au monde, où deux riches cultures coexistent.

Le français au Canada subit la concurrence de l'anglais, ce qui crée des barrières linguistiques et peut entraîner des conflits et des malentendus. Malgré ces défis, le français continue d'évoluer et de s'adapter à un monde en mutation. Il fait partie intégrante du patrimoine culturel canadien et jouera sans aucun doute un rôle important dans l'avenir du pays.

L'histoire de la langue française au Canada est donc une saga passionnante de résilience, d'adaptabilité et de détermination inébranlable à protéger le patrimoine culturel. Malgré de nombreuses épreuves et de nombreux obstacles, les Canadiens français ont conservé leur identité unique, et leur langue et leur culture continuent de jouer un rôle essentiel dans la société canadienne. Le vocabulaire canadien-français reflète un riche ensemble d'influences qui seront explorées en détail dans cet article, révélant un paysage linguistique et historique fascinant.

Le lexique du français canadien a été façonné par un amalgame d'influences diverses:

Indianismes: les mots empruntés aux langues autochtones canadiennes ont enrichi la langue d'une terminologie unique liée aux sites géographiques, à la flore et à la faune.

Archaïsmes: des mots conservés dans le français canadien qui sont obsolètes dans la version européenne donnent de la couleur et du charme historique.

Néologismes: mots nouveaux apparus dans le contexte canadien pour désigner des concepts et des réalités modernes, reflétant la nature dynamique de la langue.

Anglicismes: les mots empruntés à l'anglais jouent un rôle important dans l'enrichissement du lexique du français canadien, notamment dans les domaines de la technologie et de la vie quotidienne.

Calques de l'anglais: traductions mot à mot de mots anglais, donnant lieu à des expressions uniques qui reflètent l'identité canadienne.

Les indianismes sont nés de l'interaction entre les colons français et la population indigène d'Amérique du Nord – les Indiens. En l'absence d'équivalents français pour de nombreux phénomènes et concepts de la langue indienne, ils sont devenus une source d'emprunts lexicaux, enrichissant la langue française de

nouveaux mots et expressions. Par exemple, les noms d'animaux et de plantes locaux (caribou – cerf canadien, carcajou – blaireau nord-américain; tamarack – mélèze; mashkwi – bouleau). Mais il y a aussi des indianismes qui ont été apportés par des colonisateurs d'autres nationalités, par exemple le mot petun – tabac brésilien et le verbe pétuner – fumer, que les premiers Canadiens francophones ont adopté des colonisateurs portugais de l'Amérique du Sud, et qu'ils ont adopté dans leur langue des Indiens locaux [Goloubeva-Monatkina 2015].

Le français canadien a conservé un certain nombre de mots qui sont obsolètes en français moderne. Ces archaïsmes datent d'avant la Révolution française et ont été apportés au Canada par les premiers colons français. Par exemple, les Canadiens français aiment utiliser des mots avec les suffixes -ure, -age, -able, -ance, etc. Par exemple, doutance au lieu de doute; demeurance au lieu de demeure; coûtance, coûtage et coûtément au lieu de coût; tissure au lieu de tissu; froidure au lieu de froid; épaisseur au lieu d'épaisseur; marinage au lieu de marinade; benissage au lieu d'action de benir; doutable au lieu de douteux; meublerie au lieu de meublement; franchitude au lieu de franchise; regardable au lieu de regardant; vivable au lieu de vivant; disable au lieu de disant; mauvais – mal; raidement – inflexible; presque au lieu de presque; mitan au lieu de milieu.

En français canadien, il existe des innovations (néologismes) qui reflètent les particularités du contexte et de la culture locale. Par exemple, galerie – véranda; croisée – fenêtre; poudrerie – tourbillons de neige (le Canada est un pays enneigé, ce mot est donc apparu); jeunesse – jeune fille ; aqualique – personne qui boit beaucoup d'eau; attachant(-e) – personne séduisante au caractère complexe; bravitude – débordant de bravoure; confusant(-e) – confus, ambigu; kébabier – une personne qui cuisine et vend des kebabs (historiquement, le Canada est un pays d'immigrants avec ses propres traditions et préférences gustatives); défriender qn – retirer une personne de sa liste d'amis dans les réseaux sociaux (ce mot est apparu avec le développement des réseaux sociaux); fan zone – zone de fans; feeler qn, qch – sentir; se sentir [Referovskaia 2012].

Le dialecte français du Canada a subi d'importantes modifications au cours de son histoire, incorporant de nombreux anglicismes et calques de l'anglais. Cette influence, qui remonte à plusieurs siècles, est le résultat de l'interaction constante des Canadiens français avec les communautés anglophones dominantes dans les domaines commercial, militaire et autres.

De ce point de vue, l'emprunt d'anglicismes dans le dialecte français du Canada est un processus ancien et continu, qui reflète le contact linguistique et l'interaction culturelle entre les deux groupes linguistiques. Par exemple, sur mes vacances au lieu d'en mes vacances, pendant les vacances; sur le tableau au lieu d'au tableau; sur le marché au lieu d'au marché; darnier – reprendre (to darn); acter – agir (to act); job – travail; stock – action; antifrise – liquide non congelé; Votre Honneur au lieu de Monsieur (Madame) le Juge s'adressant au juge; joueur de musique au lieu de baladeur (music player); melon d'eau au lieu de pastèque, (watermelon); bill au lieu de addition; tomber en amour au lieu de tomber amoureux (to fall in love); ouvrir la ligne au lieu de décrocher (to open the line); demander une question au lieu de

poser une question (to ask a question); back – retour; so – c'est pourquoi, donc; but – mais [Referovskaia 2012].

Ainsi, le français au Canada a une histoire de formation longue et compliquée, et il a aussi un vocabulaire unique, dont les sources ont été discutées dans l'article.

Bibliography

Goloubeva-Monatkina, N.I. (2015). *Frantsouzskii iazyk v Kanade i SchA. Sotsiolingvisticheskie otcherki*. Izd. 3-e. M.: Lenand, 192 p. (En russe).

Referovskaia, E.A. (2012). *Frantsouzskii iazyk v Kanade. Iz lingvisticheskogo nasledia Referovskoi E.A.* Izd. 3-e. M.: Librokom, 216 p. (En russe).

Vedenina, L.G. (1988). *Osobennosti frantsouzskogo iazyka. Posobie dlia outchitelia*. M.: Prosvechtchenie, 240 p. (En russe).

UDK 81.112

DIE GLIEDERUNG VON DEUTSCHEN PHRASEOLOGISCHEN EINHEITEN MIT DEM KOMPONENTEN TIERNAMEN

Balabaeva Julia Jewgenjevna

*Lehrerin des Lehrstuhls für Deutsch und Französisch
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-mail: balabaeva@bsuedu.ru

Profatilova Svetlana Michailovna

*Kandidatin der philologischen Wissenschaften,
Dozentin des Lehrstuhls für die 2. Fremdsprache,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-mail: profatilova@bsuedu.ru

Dieser Artikel behandelt die Klassifikationen von Phraseologischen Einheiten mit dem Komponenten Tiernamen im Deutschen, es werden die Besonderheiten der Bedeutung von phraseologischen Einheiten mit dem Komponenten Tiernamen, ihre Vielfalt, bedeutende Gruppen von phraseologischen Einheiten hervorgehoben.

Schlagwörter: *phraseologische Einheiten mit dem Komponenten Tiernamen, phraseologische Gruppen, Deutsch.*

Der Themenkreis «Tierwelt» in der modernen phraseologischen Wissenschaft ist wohl ein am häufigsten auftauchendes Thema. Diese phraseologischen Einheiten treten oft als Widerspiegelung der Gesamtheit von Beobachtungen des Menschen über das Verhalten und Aussehen von Tieren auf, vermitteln das Verhältnis von Menschen zu den Tieren und sind somit eine der wichtigsten Quellen nationaler und kultureller Information und Identität. Der Mensch versucht oft, seine Gefühle, Emotionen, das Verhalten, den Zustand und das Aussehen zu charakterisieren,

indem er vergleicht alles, was ihn umgibt. Als Ergebnis dieses Denkprozesses des Vergleichs entstehen oft verschiedene phraseologische Einheiten, die mit verschiedenen Lebensbedingungen, Lebensformen usw. eng verflochten sind. Da sich der Mensch oft mit den Tieren identifiziert, so entstehen oft diese phraseologischen Übertragungen mit Tiernamen. In jeder Sprache sind die phraseologischen Einheiten mit dem Komponenten Tiernamen am häufigsten zu finden.

Laut den linguistischen Beobachtungen der modernen Phraseologie sind solche Tiernamen in der deutschen Sprache wie der Hund, die Katze/Kater, das Pferd, das Schwein am häufigsten zu vertreten.

Nennen wir ein paar Beispiele davon: «wie Hund und Katze leben» – nicht im Frieden leben, immer streiten, einander nicht verstehen und keine Kompromisse im Zusammenleben haben, kein Verständnis haben; «jemandem gehen die Pferde durch» – die Kontrolle über der Situation verlieren; «Schweine zusammenhüten» – etwas gemeinsam machen, gemeinsame Tätigkeit ausüben; «wie die Katze um den heißen Brei herumgehen» – die unbequemen Themen vermeiden, oberflächlich sprechen, nicht konkret; «da stehen wie die Kuh, wenn es donnert» – völlig ratlos in einer Situation sein. Es gibt noch eine große Menge von solchen Phraseologismen. Dies ist nur eine sehr zu kleine Liste oft gebrauchter deutscher Phraseologismen mit dem Komponenten Tiernamen.

Nach der Analyse von diesem Thema lassen sich folgende Gruppen von Phraseologismen unterscheiden:

*I. phraseologischen Einheiten, die das **Haustier** als Bestandteil aufweisen.*

Das häufig gebräuchlichste Haustier in solcher Gruppe ist natürlich die Katze. Viele Deutschen glauben an die Volksanzeichen, in denen gesagt wird, wenn der Mann Katzen gerne hat, der kriegt in der Zukunft eine schöne, graziöse, gutherzige, liebende und ruhige Frau. Und umgekehrt, wenn er die Katzen hasst, wird er eine böse, unschöne, sogar kinderlose Ehefrau haben. Der häufig gebräuchlichste Phraseologismus mit diesem Namen ist «die Katze im Sack kaufen» – belogen sein, besonders beim Kaufen. Diese phraseologische Einheit hat die alten Wurzeln. Die Händler auf den alten Märkten stopften eine wertlose Katze statt des ausgemachten Ferkels, Kaninchens oder Hasen in einen Sack, um einen unaufmerksamen Kunden zu betrügen [Die Katze ...].

Folgend sind nur einige, häufig gebrauchte Phraseologismen mit dem Tierkomponenten Katze genannt und erklärt worden: «die Katze im Sack verkaufen» – etwas Unnötiges verkaufen, mit Betrug oft; «Blutwenig, soviel die Katze auf dem Schwanz wegträgt» – sehr wenig, mangelhaft, ganz winzig, wenn man die Rede von dem Umfang von etwas ist; «Das ist für die Katze» – es ist umsonst, es ist verschwendet, vergebens oder nutzlos, erfolglos usw.; «Katze und Maus spielen» – jemanden verstellen, täuschen, betrügen oft mit bösen Absichten; «zäh wie eine Katze sein» – ausdauernd, lebenskräftig, sein; «wie Hund und Katze leben» – in ewigem Streit leben, keine Kompromisse mit dem Lebenspartner haben; «die Katzenmusik hören» – unangenehme Getöse, Geräusch, schlechte Musik hören; «Die Katze weiß, wo sie genascht hat» – wird die Person gemeint, die beschuldigt ist, will aber das nicht gestehen, weil sie Angst vor der Strafe hat;

«Nachts sind alle Katzen grau» - wenn man in schweren Situationen ist schwer zu verstehen, wer Recht hat; «einen Kater haben» - an Kopfschmerzen morgen leiden nach dem viel gebrauchten Alkohol am Abend; «Vögel, die morgens singen, holt abends die Katze» – man soll nicht vorausfreuen, wenn die Sache nicht beendet ist. Es kann alles schnell geändert werden; «Gebrühte Katze scheut das Feuer» oder «Gebrühte Katze scheut kaltes Wasser» – überflüssige Bedächtigkeit, besonders bei früherer schlechter Erfahrung in einer bestimmten Situation; «Hüter dich vor Katzen, die vorne lecken und hinten kratzen» – vorsichtig sein, den guten Versprechungen nicht glauben; «Es ist gleich, ob man von der Katze gebissen wird oder von dem Kater» – die Vertauschen der sowieso schlechten Variante der Lösung des Problems; «Die Katze lässt das Mäusen nicht» - die Natur, Charakter des Menschen nicht zu ändern, trotz aller Versuche; «Je älter der Kater, desto steifer der Schwanz» - wenn die alten Männer den jungen Damen den Hof machen, und ihre alten Ehefrauen, mit denen sie das ganze Leben lang zusammengelebt haben, verlassen sogar deswegen.

Es gibt auch andere Haustiere, die in Phraseologismen dargestellt sind. Nennen wir einige anderen davon. Das zweite Haustier, dessen Name ziemlich oft gebrauch wird, ist der Hund, z.B. «Ein krummer Hund» – eine zweifelnde verdächtige Person, der Betrüger; «Hundewetter» – unangenehmes, schlechtes Wetter, Sauwetter, Schmuddel Wetter; «Auf den Hund kommen» – in eine schlechte oft finanzielle schlimme Situation geraten; «Da liegt der Hund begraben» – die Suche des Grundes irgendwelches Problems; «Das ist ein dicker Hund» – höchste Stufe der Überraschung. Diese Redewendung geht auf das Mittelalter zurück. Um diese Zeit hatten die Hunde schweres Leben, oft auf eine schwere Kette gesetzt, sollten sie das Eigentum ihrer Wirte hüten, sie hatten sie eine mangelhafte Ernährung und waren oft dürr und magersüchtig, deshalb einen dicken Hund um diese Zeit zu sehen, war als etwas Ungewöhnliches und überraschend; «Da wird ja der Hund in der Pfanne verrückt» – ist mit dem oben genannten Phraseologismus ähnlich, bedeutet auch eine riesengroße Überraschung, etwas Unwahrscheinliche. Geht auf den sogenannten deutschen schwarzen Humor zurück. Laut der mittelalterlichen Legende diese Redewendung hat eine interessante Geschichte. Der Mogler Til Eulenspiegel arbeitete einmal beim Bierbrauer, der einen Hund namens Hopfen (ein unbedingter Mischteil für die Bierzubereitung) hatte. Der Bierbrauer befahle einmal seinem Gehilfe Til Eulenspiegel den Bier zu brauen und den Hopfen dabei sehr gründlich zu braten. Und der lustige Gehilfe schmiss auf die Pfanne den armen Hund namens Hopfen. Als der Wirt nach Hause kam, sah er sterbliche Überreste seines Hundes namens Hopfen, er war sprachlos und schockiert. So entstand laut der Legende diese interessante Redewendung [Kuhtenkov 2024]. «Vor die Hunde gehen» – sterben in absoluter Armut, Zugrunde gehen, Pleite gehen; «Damit lockt man keinen Hund hinter dem Ofen hervor» – etwas sehr Langweiliges oder veraltet; «Viele Hunde sind des Hasen Tod» – alleine wird es schwer, die Situation zu überleben; «Müde wie ein Hund, Hundemüde sein» – sehr erschöpft und müde sein.

Selbstverständlich gibt es noch mehrere phraseologische Einheiten mit dem Tarnnamen Hund, hier sind nur die häufigsten Einheiten dargestellt und erklärt worden.

Bock kann auch zu den Haustieren, die der Mensch zu eigenem Gebrauch züchtet, gezählt werden. Mit diesem Tiernamen gibt es auch viele Phraseologismen, nennen wir einige davon. «Den Bock zum Gärtner machen» – die wichtigen Aufgaben den unqualifizierten Personen delegieren; «Keinen Bock auf etwas haben» – keine Lust etwas zu machen; «Total Bock auf etwas haben» – große Wünsche auf etwas haben; «den Bock melken» – keine nützliche Arbeit machen; «Einen Bock schissen» – einen Fehler machen; «Jemanden ins Bockhorn jagen oder kriechen» – eine große Angst bekommen; «Die Böcke von den Schafen scheiden» – die Wahrheit von der Lüge unterscheiden; «immer das Karnickel, Sündenbock sein» – jemanden ständig beschuldigen, oft mit Absicht; «Bocksprünge oder Zicken machen» – eine merkwürdige oft unerwartete Tat machen [Mytkovskaja].

Das Tier Lamm ist auch als einer der Komponente der phraseologischen Einheit vertreten, z.B. «unschuldig wie ein neugeborenes Lamm» – naiv, offen sein.

Mit dem Haustier Pferd gibt es zahlreiche Redewendungen. Nennen wir die interessantesten davon. «Auf hohem Pferd sitzen» – prahlen, nach Außen treten; «die Pferde scheu machen» – Panik auslösen, Menschen erschrecken; «auf einem fahlen Pferde reiten» – die Tat entlarven; «auf das falsche Pferd setzen» – etwas verlieren, worauf man lange gewartet hat; die Erwartungen stimmen mit dem Ergebnis nicht zusammen; «auf das richtige Pferd setzen» – die Erwartungen sind erfüllt; «Das Pferd beim Schwanz aufzäumen» – nicht richtig handeln, alles umgekehrt machen, unlogisch handeln; «vom Pferde auf den Esel herunterkommen» – arm werden, in die Armut versetzt werden; «arbeiten wie ein Pferd» – sehr schwere Arbeit ausüben; «das Pferd wittert den Stall» – etwas richtig verstehen; «Es hängt ein Pferd in der Luft» – es kommen Unannehmlichkeiten vor; «Mit ihm kann man Pferde stehlen» – man kann auf ihn verlassen; «Pferdarbeit und Spatzenfutter» – wenig Geld für sehr schwere und umfangsreife Arbeit bezahlen; «Der Trojanische Pferd» – eine geheime böse Absicht als Bescherung getarnt; «Pferdchen im Stall haben» – Geld haben, reich sein; «Den Pferdefuß wittern» – eine heimtückische Absicht verstehen; «Das Kleid macht nicht den Mann, der Sattel macht kein Pferd» – man soll die Leute nach dem Kleid nicht schätzen [Mytkovskaja].

*II. phraseologischen Einheiten, die das **wilde Tier** als Bestandteil aufweisen.*

Die wilden Tiere sind an der zweiten Stelle in den Phraseologismen. Die häufigsten wilden Tiere in den Phraseologismen sind der Wolf, der Bär, der Fuchs. Sehr oft werden solche phraseologischen Einheiten gebracht, wie «hungrig sein wie ein Wolf /wie ein Bär sein» – im direkten Sinne sehr großen Hunger haben; «den Wolf zum Hirten machen» – die Aufgabe der Person geben, die überhaupt nicht passt und die Sache verdirbt; «ein Wolf im Schlafpelz» – ein Mensch mit üblen Absichten, der sich äußerlich sanft und friedlich vergibt [Das Deutsch-Russische Wörterbuch Zeitgenössischer Idiome]. «Den Wolf rufen» – um die Hilfe bitten, wenn es sogar keine Gefahr in der Nähe gibt; «Jemandem einen Bären aufbinden» – eine Lüge aufhängen; «alter Hase» – erfahren in einigen Sachen sein; «Wie eine Ratte schlafen» – sehr fest schlafen; «die Arbeit ist kein Hase, läuft nicht in den Wald» – die Arbeit wird es immer geben, man muss die Zeit genießen; «wie vom wilden Affen gebissen sein» – aggressiv auf etwas reagieren; «sich einen Affen kaufen» – sehr betrunken sein; «einen Affen an jemandem gefressen haben» – in jemanden sehr

verliebt sein; «wie ein Affe auf dem Schleifstein sitzen» – innere Unsicherheit, Ruhelosigkeit; «wie ein Hase hin - und her laufen» – sehr beschäftigt sein, viel zu tun haben; «in Heuriger Hase» - das kleine Kind, unerfahrener Mensch; «listig wie ein Fuchs sein» – schlau handeln; «ein alter Fuchs» – ein kluger ausgebildeter erfahrener Mensch, der sich sehr gut in seinem Fach zurechtfindet; «dem Fuchs beichten» – das Geheimnis dem Feind verraten; «da kommt der Fuchs zum Loch heraus» – diese Sache muss aufgeklärt werden, man muss die Ursache finden, oder die Sache ist klar [Maltceva 2001: 55-56]. «Sich benehmen wie ein Elefant im Porzellanladen» – eckig, ungelenkig sein und Schaden dabei bringen. Der Elefant ist ein Symbol der Ungeschicklichkeit; «gesund wie ein Bär» – kräftig sein, eine gute Gesundheit haben; «auf der Bärenhaut liegen» – faulenzten; «einen Bären loslassen» – sich unbedacht handeln; «plump wie ein Bär» – massiv und eckig sein nicht aufmerksam handeln.

*III. phraseologischen Einheiten, die der **Vögel** als Bestandteil aufweisen.*

«Vögel unter dem Hut haben» – die Person, die bei der Begrüßung den Hut nicht absetzt; «Der frühe Vogel fängt den Wurm» – je früher die Arbeit beginnt, desto mehr kann geschafft werden; «Friss, Vogel, oder stirb» – das muss unbedingt gemacht werden, ungeachtet allen Schwierigkeiten; «Jeder Vogel hat seinen Gesang» – alle sind verschieden und eigenartig; «Man kennt den Vogel an den Federn» – man schätzt den Menschen an seiner Arbeit und seine Tat; «weiß der Kuckuck» – niemand weiß das; «ein weißer Rabe» – auffallen mit Kleidung, Manieren, Mimik, Gesten usw.; «gefräßig wie ein Rabe» – zu viel essen und nicht satt sein; «den roten Hahn aufs Dach setzen» – anzünden, Feuer auslösen; «schwätzt wie eine Elster» – sehr viel schnell und oft zwecklos sprechen; «stehlen wie ein Elster» – stehlen alles, was ohne Aufsicht liegt; «Als gebratene Tauben in den Mund fliegen» - alles fertig ohne Bemühungen bekommen; «essen wie ein Spatz» - sehr wenig essen; «jemandem ein Kuckucksei ins Nest legen» – sich übel handeln, jemanden verladen, hereingehen; «Eine Schwalbe macht noch keinen Sommer» – nach einem Merkmal kann man keine Schlussfolgerung ziehen; «blauer Vogel» – ein Glückssymbol; «die Eule unter Krähen, jemanden zu Eule machen» – jemanden auslachen, verspotten; «schwarz wie ein Rabe» – schlechtes Symbol, oft den Tod symbolisiert; «das hat mir ein Vögelchen gesungen» – oft eine unangenehme Information bekommen; «lieber den Spatz in der Hand als die Taube auf dem Dach» - muss man dankbar sein, und sich freuen, was man im Moment hat und nicht nach etwas unnahbarem streben; «auf Adlers Flügeln zu jemandem eilen» (dichter. veraltet) – eilen sehr; «Wie ein geblähter Pfau einherstolzieren» – stolz vor dem Publikum auftreten. Begriffe wie «Vertrauen», «Selbstzufriedenheit» werden mit dem Pfau verbunden; «wie ein Pfau ein Rad schlagen, sich wie ein Pfau spreizen» – wichtig tun, blähen, aufspielen [Povalyaeva 2024].

*IV. phraseologischen Einheiten, die **den Fisch** als Bestandteil aufweisen:*

«glatt wie ein Aal» – schlau, listig sein, oft negativ gemeint; «dürerer Hering» – sehr dünn sein, magersüchtig; «sich wie ein Fisch im Wasser fühlen» – sich in einer Sache gut zurechtfinden; «wie ein Fisch gegen das Eis schlagen» – viel Mühe geben aber erfolglos; «wie der Fisch auf dem Trocken» – sich nicht wohl unsicher fühlen, in aussichtsloser Situation sein; «Fisch im trüben Wasser fangen» – Profit aus den

Schwierigkeiten ziehen; «stumm wie ein Fisch» – nicht sprechen, die nützliche Information nicht verraten.

*V. phraseologischen Einheiten, die **den Insekten** als Bestandteil aufweisen:*

«emsig wie eine Ameise» – sehr arbeitsam sein; «Die Ameise hat also nichts davon» – es spielt keine Rolle; «zwei Fliegen mit einer Klappe schlagen» – zwei Sachen auf einmal erledigen; «keiner Fliege ein Bein ausreißen» – harmlos, unschuldig sein.

Menschen behandelten Tiere nicht nur als Nahrungsquelle und der zukünftige Kleidungsstoff. Ihre charakteristischen Eigenschaften, körperliche und moralische, werden auch auf den Menschen übertragen. Daher ist der Ursprung der meisten phraseologischen Einheiten, in der Regel mit den Besonderheiten von den Haustieren und wilden Tieren, Fisch, Vögeln und Insekten verbunden. In der deutschen Literatur ist sehr beliebt der Hase. Dieses Tier ist schlau, es ist schwer ihn zu fangen, da die Hasen versuchen, die Spuren zu verwechseln, indem sie in allen Seiten hin und her springen. Auf dieser Grundlage basieren solche Phraseologismen wie «wissen wie der Hase läuft», «merken wo der Hase liegt» - etwas Bescheid wissen. Wenn man es mit der russischen Sprache vergleicht, wo sich ein Hase mit einem feigen Menschen identifiziert wird, so wird in der deutschen Kultur die Erfahrung dieses Tieres hervorgehoben und in dem Phraseologismus «ein alter Hase» vertreten, was absoluter Fachmann auf seinem Gebiet sein, bedeutet [Maltceva 2001: 54].

Das Schwein ist für die Deutschen ein Symbol für Glück und Reichtum. Dies geht auf die Tradition von Turnieren, Bogenschützen-Wettbewerben zurück. Das Schwein wurde dem schlechtesten Schützen geschenkt. Ein solches Geschenk sollte man schämen. Im Laufe der Zeit wurde die negative Bedeutung eingebüßt und sogar verschönert und jetzt hat diese Redewendung eine positive Bedeutung gewonnen. z.B. «Schwein haben» – großes Glück haben. Aber in der Zusammensetzung mit dem Adjektiv «arm» gibt der Phraseologismus die Bedeutung Unglück wieder, bzw. «armes Schwein» – ein unglücklicher armer Kerl. Oder es gibt die Redewendung, die den negativen Eindruck wiedergibt, z.B. «das Schwein fühlt sich im Dreck am Wohlsten. Das Schwein findet sich im Dreck am Wohlsten» – sich schweinisch schlecht unerzogen benehmen [Maltceva 2001: 57-58].

Aufgrund der metaphorischen Übertragung von Tiermerkmalen auf den Menschen sind folgende Faktoren hervorzuheben:

körperliche Eigenschaften: «wie ein Pferd arbeiten» - sehr schwere physische Arbeit ausüben; «wie ein Fisch schwimmen» – sehr gut schwimmen; «wie Schildkröte kriechen» – sich sehr langsam bewegen, alles langsam machen; «Wie ein Fisch schweigen» - nicht sprechen, aus den bestimmten Gründen auch.

das Äußere: ein weißer/schwarzer Rabe» – nicht wie die anderen sein, mit dem Aussehen auffallen; «krebsrot» - rot wie ein Krebs sein; «Fett wie ein Dachs sein» – übergewichtig sein; «Backen wie ein Hamster haben» - dick sein, ein dickes Gesicht haben.

Charaktereigenschaften: «störrisch wie ein Esel» – stur, stutzig sein; «listig wie ein Fuchs sein» - schlau sein; «böse wie ein Wolf» – sehr böse, ärgerlich sein;

«sanft wie ein Lamm» – ruhig, still sein; «den Hund hinken lassen» - faul sein, heimtückisch sein (ungläubig, unzuverlässig).

Intelligenzniveau: «da stehen wie die Kuh vor neuen Tor» – etwas nicht wissen und erstaunt deswegen sein; «wissen, wie der Hase läuft» – etwas Bescheid wissen, sich in der Frage gut zurechtfinden.

Fähigkeiten, Fertigkeiten und Gewohnheiten: «schwätzt wie eine Elster» – sehr schnell sprechen; «aufpassen wie ein Luchs» – sehr aufmerksam sein, ganz genau aufpassen; «Dem fleißigen Hamster schadet der Winter nicht» – arbeitsfreudig, arbeitsam sein [Maltceva 2001:56].

Wie Sie sehen können, ist der phraseologische Wörterbestand mit Tiernamen in der deutschen Sprache sehr außerordentlich vielfältig und interessant. Trotz der Vielfalt der Bedeutungen aller oben genannten phraseologischen Einheiten werden sie aufgrund der Gemeinsamkeit des Komponenten Tierwelt zusammengeschlossen. Die phraseologischen Einheiten mit dem Komponenten Tiernamen überliefern die notwendigen Informationen vom Tierleben, sein Verhalten, seine Lebensweise usw., die demnächst für die Herausbildung der phraseologischen Bedeutung sehr wichtig sind. Dieses Thema gibt umfangreiche Perspektiven auf dem Gebiet der weiteren Recherchen der modernen Linguolandeskunde, die an der Grenze der Linguistik, der Geschichte, der Übersetzungslehre, der Kultur und der Politik liegt.

Die Phraseologismen rieseln die Sprachen und Kulturen durch, sie weisen sowohl Gemeinsamkeiten als auch die unterschiedlichen Aspekte in den Sprachkulturen auf. Die Sprache lernenden Personen können mit Hilfe von der Phraseologie Wissenschaft die Geschichte, Traditionen, Kultur der Sprache kennenlernen. Die Phraseologismen schmücken die Redeweise, helfen den Kernpunkt der Redewendung zu begreifen und die Kulturen, Traditionen und Sprachwirkungen zu analysieren. Besonders wichtig sind die sogenannten phraseologischen Kenntnisse für die interkulturelle Kommunikation und Übersetzungslehre.

Literaturverzeichnis

Das Deutsch-Russische Wörterbuch Zeitgenössischer Idiome. Akademik : [sajt]. URL: https://idioms_de_ru.academic.ru/551/ein_Wolf_im_Schafspelz (acceded 06.12.2024).

Die Katze im Sack kaufen. Wiktionary das freie Wörterbuch : [sajt]. URL: https://de.wiktionary.org/wiki/die_Katze_im_Sack_kaufen (acceded 06.12.2024).

Kuhtenkov, A. (2024). *Zverskaya-frazeologija*. Moskauer deutsche Zeitung : [sajt]. URL: <https://ru.mdz-moskau.eu/zverskaja-frazeologija/> (acceded 06.12.2024). (Auf Russisch).

Maltceva D.G. (2001) *Germania: strana i jazik*. Landeskunde durch die Sprache. Lingostranovedcheskij slovar. Moskva, Russkie slovari, Astrel, Ast. – 416 s). (Auf Russisch).

Mytkovskaja, S.G. *Mini-slovar' frazeologizmov nemeckogo yazyka s zoomorfizmami - nazvaniyami domashnih zhivotnyh*. Kopilkaurokov : [sajt]. URL: https://kopilkaurokov.ru/nemeckiy/presentacii/mini_slovar_frazeologizmov_nemet

skogo_jazyka_s_zoomorfizmami_nazvaniiami_domashn (accessed 06.12.2024). (Auf Russisch).

Povalyaeva, E.A. (2024). *Obraz ptic v mental'nosti nemcev*. Start v nauke : [sajt]. URL: <https://school-science.ru/11/3/46869> (accessed 06.12.2024). (Auf Russisch).

UDK 81`26

BENEFITS OF ENGLISH-LANGUAGE BORROWINGS IN THE RUSSIAN EDUCATION

Bovtik Veronika Evgenievna

*Student of the Teacher's Training College,
Vladivostok State University, Vladivostok, Russia*

E-mail: Veronika.Bovtik@vvsu.ru

Scientific advisor:

Zayats Anna Alexandrovna

*PhD in Philological Sciences, Associate Professor of the Teacher's Training
College,*

Vladivostok State University, Vladivostok, Russia

E-mail: ann-zayats@yandex.ru

In the modern world, where clear borders between countries are becoming increasingly blurred and globalization is entering all spheres of the society, the importance of foreign languages in education is growing. English is most relevant as a language of international communication and science. In this article we will consider the advantages of English-language borrowings in the Russian educational environment and science, their influence on the expansion of terminology vocabulary and the prospects they open.

Key words: borrowings, English, English-language borrowing, Russian, education.

In the current trend of international communication, it is difficult to imagine a language free from borrowed words. Due to the constant cultural development and interaction, their appearance is inevitable. There is no language that does not contain foreign words, because nations cannot live in absolute isolation [Zhumaboyeva, Kataeva 2022: 270]. Modern Russian is no exception and contains a large number of borrowings. According to the doctor of philological sciences Y.V. Dorofeyeva, their number is about 20% of the total lexical part of the language [Makoba 2023].

The term «borrowing» itself implies an element of foreign speech that has moved from one language to another through international contacts, as well as the process of transition of linguistic elements into other languages [Dobrodomov 2004-2017].

Borrowings are an integral part of speech. They give names to concepts that had no name before their appearance or shorten the definition of a term, define

objects coming from another culture and enrich the educational environment [Ermachkova 2020: 55-56]. Some scientists support this view, agreeing with the usefulness of borrowing. However, a good number of researchers are not well-disposed towards them. They raise their fears of language clutter and possible loss of identity or even disappearance.

The first borrowings from non-Slavic languages appeared in VIII-XII century. At that time, the language was introduced with words related to sea fishing, names of fish, proper names, etc. The language continued its development, actively borrowing terms of Greek and Latin origin. Since the 16th century, French and German have had a noticeable influence [Yorova 2017: 155]. This time, coinciding with the period of rapprochement between Russia and England, is considered to be the beginning of the penetration of English-language borrowings into Russian [Dubs 2017]. Some of the first Anglicisms became the means of measures, weights, monetary units, and also such words as «sir», «lord», etc. [Tulenкова, Muhamed'yanova 2022: 504].

Each sphere of the Russian language contains a certain number of English-language borrowings, which is hard to live without. For example, in the political sphere, foreign terms such as «bojkot», «isteblishment», «impichment», «politicheskij imidzh» [Zhumaboyeva, Kataeva 2022: 271]; the country's economy uses such borrowing such as «import», «eksport», «lejbl» [Sigidov, Kochkina 2019: 145], to cultural sphere belong «feshn», «lajk», «selfi» etc. [Lyu Thi Nam Ha 2022: 46]. In the social sphere, namely the field of education, English-language borrowings are also widely used.

English is at the centre of the educational environment due to its global impact. In most countries, due to the universality, this language is used in the education of foreign students or exchange students. Understanding the significance of English borrowing in the educational field gives students access to valuable educational resources published in English and facilitates participation in international conferences and seminars.

In the field of knowledge transfer, borrowings from English mostly refer to terminology. The main reason for using Anglicanism is the wide spread of English as a language of international communication. As many concepts, techniques and technologies first appeared in Western science, they were later adopted into other languages to facilitate communication and learning. For example, the following terms are used:

1. «Gejmifikaciya» (gamification) – the technique of introducing game mechanics into the learning process, in order to diversify routine tasks and increase motivation;
2. «Kejs-stadi» (case study) – the situational learning methodology based on real problems and requiring students to find possible ways of solving them;
3. «Kouching» (coach) – it is a training method in which the specialist (coach) helps the person to form and achieve personal or professional development goals;
4. «Longrid» (longread) – the format of educational information, when the large written text is divided by multimedia;

5. «Mentoring» (mentoring) – the effective transfer of knowledge, experience and skills from the leader (mentor) to the less experienced person (menti);

6. «Networking» (networking) – the process of finding, creating and developing useful contacts and connections;

7. «Prilozhenie k diplomu» (diploma supplement) – it is the official document used to recognize higher education in one country by another;

8. «Trendvotching» (trendwatching) – monitoring new trends and trends in the field of education;

9. «T'yutor» (tutor) – educational mentor who adapts the curriculum to the student's abilities and interests;

10. «H'yutagogika» (heutagogy) – The modern concept of self-education of adults and many other borrowings [Mekhnin 2022].

Using the context of the above term «case-study», consider the significance of borrowing in the Russian education sector. «In case-study context there is no separation between important and non-important facts. Any event can be interpreted as a case and can be subjected to analytical discussion» [Tihonova, Shlenskaya 2022: 14]. In this passage, one can highlight the convenience of using borrowings in reducing the definition of a term. Thus, if the English language did not include «case-study», the author of the work would have to use a broader description of this concept, namely «In the context of the use of situational learning method...» or «In the context of using active problem-situational analysis...».

The borrowed terms are used in all fields of education, namely in the following components:

1. in conferences and seminars;
2. in training aids and materials;
3. in official documents and reports;
4. in scientific research;
5. in the daily communication of teachers and students, etc.

The key aspect of the presence of borrowings in these directions is a common terminology. It facilitates the exchange of knowledge between countries that speak different languages, allowing a better understanding of what is said. Sometimes foreign terminology helps to maintain the style and prestige of the statement, which in some areas of activity can be a sign of education, or to maintain accuracy and compliance with international standards of the scientific field.

Despite this, it is important to be able to use borrowing correctly so as not to complicate or distort the understanding of information. You should also watch the number of English-language borrowings in your speech so that it is not overcrowded with foreign words and remains understandable to the audience. To preserve the language culture, it is possible to use foreign terms and Russian-origin terms in parallel.

Thus, English-language borrowings in the field of education have a number of advantages. They enrich the scientific field of Russian language, giving students the opportunity to study at an international level. The introduction of English borrowing facilitates communication between professionals from different countries, contributing to global development of education and science. Their use

has advantages in making international education more flexible, accessible and progressive. However, it is not necessary to be diligent in using borrowings in the native language to preserve its identity and also to be understood by people who are not involved with the educational environment.

References

Dobrodomov, I.G. Zaimstvovanie. *Bol'shaya rossijskaya enciklopediya* : [sajt] 2004-2017. URL: <https://old.bigenc.ru/linguistics/text/1985739> (data obrashcheniya: 03.12.2024). (In Russian).

Dubs, A.A. (2017). Istoriya i prichina poyavlenij anglijskih zaimstvovaniy v sovremennom russkom yazyke. *Sovremennye nauchnye issledovaniya i innovacii*, 2 [Elektronnyj resurs]. URL: <https://web.snauka.ru/issues/2017/02/78658> (data obrashcheniya: 02.12.2024). (In Russian).

Ermachkova, S.O. (2020). Issledovanie prichin i roli zaimstvovaniya v sovremennom russkom yazyke. *StudNet*, 3, 4, 53-59. (In Russian).

Lyu Thi Nam Ha. (2022). Anglicizmy v leksike russkoj sovremennoj popkul'tury. *Vostochno-evropejskij nauchnyj zhurnal*, 4, 4(56), 45-48. (In Russian).

Makoba, L. (2023). *V zashchite ne nuzhdaetsya, no nuzhno utochnit': uchenyj opredelil dolyu zaimstvovaniy v russkom yazyke*. Novyj Den' : [sajt] 20.02.2023. URL: <https://newdaynews.ru/crimea/787399.html> (data obrashcheniya: 01.12.2024). (In Russian).

Mekhnin, A. (2023). Moj slovar' sovremennogo obrazovaniya za 2022 god. Dzen : [sajt] 28.12.2022. URL: <https://dzen.ru/a/Y6vh-bm-ejzhD1-i> (data obrashcheniya: 02.12.2024). (In Russian).

Sigidov, Yu. I., Kochkina, V.P. (2019). Angloyazychnoe zaimstvovanie v russkoj ekonomicheskoy terminologii. *Vestnik Akademii znaniy*, 1, 30, 144-147. (In Russian).

Tihonova, E.V., Shlenskaya, N.M. (2022). Analiz kejsov iz praktiki: arhitektura zhanra i ego umestnost' v predmetnom pole zhurnala. *Hranenie i pererabotka sel'hozsyr'ya*, 4, 8-21. (In Russian).

Tulenкова, P.P., Muhamed'yanova, G.N. (2022). Anglicizmy v russkom yazyke. *Molodoj uchenyj*, 16 (411), 503-506. (In Russian).

Yorova, S.N. (2017). Istoriya zaimstvovaniy slov v russkom yazyke. *Uchenye zapiski Hudzhandskogo gosudarstvennogo universiteta im. akademika B. Gafurova. Gumanitarnye nauki*, 2(51), 155-160. (In Russian).

Zhumaboeva, Z.D., Kataeva, Sh.A. (2022). Ob obogashchenii sostava obshchestvenno-politicheskoy leksiki za schet inoyazychnyh zaimstvovaniy. *Molodoj uchenyj*, 26 (421), 270-272. (In Russian).

DYNAMICS OF THE INFORMATIVE POTENTIAL OF THE LITERARY COGNITIVE DOMINANT VETERAN (BASED ON AMERICAN TELEDISCOURSE)

Danilenko Ilya Aleksandrovich

*Candidate of Philological Sciences, Associate Professor of the Department
of Foreign Languages, Pedagogical Institute,
Belgorod State National Research University, Belgorod, Russia
E-mail: danilenko_ia@bsuedu.ru*

Markov Aleksandr Vladimirovich

*Senior Lecturer of the Department of Foreign Languages, Pedagogical
Institute,
Belgorod State National Research University, Belgorod, Russia
E-mail: markov@bsuedu.ru*

The article examines the phenomenon of the informative potential of the literary cognitive dominant VETERAN using the example of American television discourse of the 20th century. The informative potential of the literary cognitive dominant VETERAN reflects the understanding of this phenomenon in American society: pieces of art reflect the changes that occur within the nominative field of the cognitive dominant VETERAN. The evolution of the informative potential of the considered cognitive dominant affects such aspects as physical and emotional health, social well-being, and positive influence on a soldier.

Key words: *informative potential, cognitive dominant, television discourse.*

Introduction

Works of art reflect the cultural tendencies of society. Works of art cognitive dominants are the most relevant ideas that occupy the minds of contemporaries. Art depicts the cognitive dominants of language and culture turning them into cognitive dominants of art. The art of cinema is no exception.

From a linguistic point of view cinema is a text that exists in a communicative situation. Unlike literature, where the situation of text perception is created by the readers themselves, the situation of perception in cinema is already created and the text is inextricably linked with the communicative environment: all elements of discourse are created by the author himself. Since discourse is “a variety of texts on a certain topic in conjunction with extralinguistic, pragmatic, sociocultural and sociolinguistic factors” [Kolosova, Korobova, Uxanova 2018: 41], and “cinema is a type of text associated with extralinguistic methods of transmitting information” [Danilenko, Markov 2022: 36], in our study we will consider cinema as a text. Cinema text is “a coherent, integral and complete message expressed using verbal and non-verbal signs” [Slyshkin, Efremova 2004].

The fate of a soldier returning from war is one of the most pressing topics for American society in the 20th century. Over the course of the century, the informative potential of the literary cognitive dominant VETERAN has undergone significant

changes. By informative potential we mean the entire set of vocabulary that accumulates and stores information within the cognitive dominant.

Results and Discussion

The historical basis of the cognitive dominant VETERAN in American society is that veterans of one war are not more important than veterans of another: the United States has never waged war on their territory, with the exception of the War of Independence. The only veterans in American history who have been forgotten are the soldiers of the Confederate army. Nowadays, in American society it is not accepted even to mention one's kinship with those who fought on the side of the slave owners. The cognitive dominant VETERAN does not contain lexical units related to veterans of the Confederacy. But this has not always been this way. The example of this is the literary cognitive dominant VETERAN realized in the feature film of the early 20th century "The Birth of a Nation" (1915) directed by David Griffith, which tells about veterans of the Civil War who fought on the side of the Confederates and considered to be the heroes of the war. After the war the representatives of two sides get married and start a new life together.

Since the early 20th century the American army has participated in a great number of military actions and veterans of each conflict are accepted differently in society. This is reflected in works of fiction. The film "They Gave Him a Gun" (1937) by W. S. Van Dyke tells the story of a veteran who, as the characters of E.M. Remarque, has no place in society and leads a life of crime, although he had not been wounded physically or mentally at war.

"The Roaring Twenties" (1939) by Raoul Walsh tells the story of three comrades, veterans of World War I. Returning from the front, they, like other representatives of the "lost generation", could not find their place in civil life and became gangsters. The tragedy of these men is caused by society rather than by their mental trauma. They are healthy both physically and emotionally and the war only hardened their character and strengthened their male friendship.

The theme of the "lost generation" quickly fades away from the American consciousness and already in 1941 the film about a hero of the First World War, "Sergeant York" by Howard Hawks is released. The film tells the story of a true American for whom the military experience was not only positive in terms of tempering character but also gave serious social advantages as for a war veteran. Military experience considered as strongly positive.

With the end of World War II the American society formed the opinion that military service necessarily has a positive impact on the development of a man's character. In the feature film "The Best Years of Our Lives" (1946) by William Wyler veterans of World War II no longer experience any difficulties with socialization. The war has tempered their character and society is ready to accept them back. The problem of physical injury of one of the main characters comes to the fore. The cognitive literary dominant VETERAN now includes such concepts as physical injury and the difficulties of resocialization recede into the background.

Let us note another peculiar feature of the cognitive literary dominant VETERAN, typical for the American society of that time: it lacks the concept of pacifism. No one who returned from the war asks the question about the necessity

of war. More than that, American art, following the official position of the state, cultivates militarism. In the film "The Best Years of Our Lives" there is a character who takes an anti-war position but everyone around him does not approve his position. As an exception, we can mention the cognitive literary dominant VETERAN in the film "Forrest Gump" (1994) by Robert Zemeckis. The main character does not promote the idea of militarism but it is only because he does not fully understand what is happening. The second main character experiences difficulties in socialization due to a physical injury – the loss of both legs.

The same idea is reflected in the film "The Men" (1950) by Fred Zinnemann. The main character of the film is a veteran of the Second World War who was wounded and lost the ability to walk. Having no hope of recovery, he loses the will to live, however, with the joint efforts of a doctor and his fiancée, he manages to overcome depression and return to normal life. In this film, the veteran is injured only physically but emotionally he only becomes stronger after the war.

The cognitive dominant VETERAN in the fifties has an exclusively positive connotation. For a man being a veteran of military operations means to be a solid, perfect person. Even the president of the country is a war hero – general Dwight Eisenhower and Elvis Presley himself is doing military service. If the informative potential of the cognitive literary dominant VETERAN at this time contains nominees associated with difficulties, then all of them nominate only physical injuries. But with the beginning of the 60s the public understanding of the cognitive dominant VETERAN undergoes significant changes.

The first film to raise the issue of psychological trauma was John Huston's documentary "Let There Be Light" (1946). It tells the story of war veterans psychological rehabilitation. But society was not yet ready for such a view and the film was released only in 1980.

With the beginning of the Vietnam War, the issue of psychological trauma suffered by soldiers in the war became increasingly acute in American society. At that time, the cognitive dominant VETERAN included such a concept as "Vietnam syndrome" which would later be renamed as "mental trauma" which "originates in traumatic events not associated with physical trauma, but accompanied by strong emotional experiences" [Fedunina, Burmistrova 2005: 165].

The film "The Deer Hunter" (1978) by Michael Cimino tells the story of Vietnam veterans who are not physically injured but still completely crippled emotionally. They can no longer return to normal life and some of them do not even want to. If the film "The Best Years of Our Lives" (1946) ends with a wedding, stating that the story of the main character ends well, the film "The Deer Hunter" (1978) begins with a wedding. The director shows that in the life of the main character all the good comes to an end. The war will not make its veterans better, as it believed previously; it will definitely make them cripples.

However, art not only reflects the current cognitive dominants of society, it is capable of influencing them. Thus, through the film "The Green Berets" (1968) directed by John Wayne, released at the height of the Vietnam War, the official position of the US authorities regarding the war in Vietnam is broadcasted. Being an exclusively militaristic work of art, it not only justifies the war, but also forms the

image of a veteran as a person who has fulfilled his duty. But there were not many of such works of art and a single film is not capable of exerting a significant influence on changing the information potential of a cognitive dominant.

By the end of the sixties, the concept of a veteran as a psychologically crippled person had already fully formed in American society. In the film "Targets" (1968) by Peter Bogdanovich, a war veteran having gone crazy, starts shooting in the streets of a city. A similar plot is in the film "Taxi Driver" (1976) by Martin Scorsese: a Vietnam War veteran is morally crippled, he is unable to live in society and he unable to understand it. The only feeling he is capable of is aggression.

The informative potential of the cognitive dominant VETERAN in the sixties includes a significant number of nominees representing mental disorders. This is immediately reflected in the informative potential of the cognitive literary dominant VETERAN. Films such as "Rolling Thunder" (1977) by John Flynn, "Heroes" (1977) by Jeremy Kagan, "Coming Home" (1978) by Hal Ashby, created in the following decade, reproduce the images of Vietnam veterans who experience constant depression, become alcoholics and drug addicts, commit suicides.

Since that time the understanding of veterans in American society has not changed to present days and feature films about combat veterans invariably portray combat experience as traumatic. The feature film "The Hurt Locker" (2008) by Kathryn Bigelow tells the story of an Iraq war veteran, who is not traumatized literally, voluntarily does not want to stay at home and enlists again. The feature works of Clint Eastwood should be considered separately. Being a model of masculinity himself and perceiving war, as it was common in the 40s-50s as "a real man's business", C. Eastwood recreates in his works the cognitive dominant VETERAN, the information code of which simultaneously contains both positive and negative connotations.

In the film "Gran Torino" (2008), C. Eastwood plays a Korean War veteran who, although having been able to return to normal life, could not get rid of racist prejudices. Being a strong and honest hero, the way the veterans were understood in the first half of the century, he finds the strength to overcome prejudices.

In a later film by C. Eastwood, "American Sniper" (2014), the main character, an Iraq veteran, does not experience any problems at all: neither physical nor emotional. He is completely healthy. But this view is rather the author's and does not fully reflect the informative potential of the cognitive dominant VETERAN.

Conclusion

The cognitive literary dominant VETERAN has undergone significant changes over the past hundred years. These changes are clearly visible in the information potential of the literary cognitive dominant with the same name. If at the beginning of the century the cognitive literary dominant VETERAN necessarily included such concepts as masculinity, positive experience, then by the end of the century they had practically disappeared from its nominative field. Gradually they were supplanted by such concepts as trauma, cripple, inability to lead a normal life. Nevertheless, throughout the century works with an author's view of the cognitive dominant VETERAN, different from the public one, were created within the framework of cinema.

References

Danilenko, I.A., Markov, A.V. (2022). Xudozhestvenny`j koncept poteryannoe pokolenie kak lakuna v russkoyazy`chnom xudozhestvennom diskurse. *Lingvisticheskie gorizonty*. Mezhdunarodnyj sbornik nauchnyh trudov. Otv. red.: E.A. Ogneva, L.N. Miroshnichenko, D.E. Smirnova, VII. Belgorod: OOO «Epicentr», 34-40. (In Russian).

Fedunina, N. Yu., Burmistrova, E. V. (2005). Psixicheskaya travma. K istorii voprosa. *Moskovskij psixoterapevticheskij zhurnal*, 2, 164-190. (In Russian).

Kolosova, T.Yu., Korobova, N.V., Uxanova, O.A. (2018). Kinotekst kak sredstvo realizacii (kino) diskursa. *Vestnik Nizhegorodskogo gosudarstvennogo lingvisticheskogo universiteta im. N. A. Dobrolyubova*, 41, 39-47. (In Russian).

Slyshkin, G.G., Efremova, M.A. (2004). Kinotekst (opy`t lingvokul`turologicheskogo analiza). M.: Vodoley Publishers, 152 p. (In Russian).

UDK 81-114.2

MODERN APPROACHES TO THE STUDY OF METAPHOR

Jurakobilova Hamida

PhD in Political Science, Associate Professor, Department of Western Languages, Turon University, Karshi, Uzbekistan

E-mail: xamidajuraqobilova@gmail.com

The article discusses the research and analyzes the opinions on the study of cognitive metaphor as a linguistic phenomenon that unites linguists of the twentieth century. Metaphor is defined as one of the main ways of understanding the world from the point of view of new directions of linguistics.

Key words: *metaphor, transfer of meaning, cognitive metaphor, cognitive linguistics, conceptual metaphor, concept, linguistic phenomenon, speech style.*

Metaphor, one of the most common and widely used ways of transferring meaning in speech, has been of interest to many thinkers, philosophers and researchers since ancient times. The ancient Greek philosopher, Aristotle saw the talent and skill of creative potential that gives great expressive power to language by using metaphor. He defined that “metaphor is the transfer of the meaning of a word from genus to species, from species to genus or from species to species or on the basis of alternation” and focused his attention on the metaphors created on the basis of “alternation” [Aristotel 1927]. Quintilian defines a metaphor as “an abbreviated simile”, while Cicero defines it as “a simile reduced to a single word” [Antichnye teorii... 1936].

Metaphor, as one of the most studied «traditional» objects of research in the field of humanities today, has become a linguistic phenomenon that unites linguists of the 20th century, and its study is considered as the foundation for the development of cognitive science. According to many scientists who have studied cognitive

science, it is very difficult to study and describe human thinking and its cognitive processes within the framework of philosophy, psychology, logic, medicine or any other science. As the Russian linguist E.S. Kubryakova noted: “Cognitive science emerged as an interdisciplinary science as a result of combining the efforts of specialists from various fields of knowledge – psychologists and linguists, philosophers and logicians, artificial intelligence and information theory, mathematical modeling experts” [Kybpyakova 2004: 42].

American linguist, J. Lakoff and famous philosopher M. Johnson's work “Metaphors We Live By” made a revolutionary turn in the development of cognitive linguistics and cognitive science in general. These researchers founded the theory of cognitive metaphors. J. Lakoff initially considered metaphor as a conceptual construction and clarified its main place in the developing process of human thinking. The term conceptual metaphor was first mentioned in 1980 by J. Lakoff in the work “Metaphors We Live By”. It says that conceptual metaphor is not just a method of stylistics, but a way of thinking and cognition. According to them, for most people, metaphor is not a daily life speech, but a poetic and rhetorical means of expression that belongs to unusual language. Such people believe that humanity can live without using metaphors. Lakoff and Johnson proved that the language we use in daily speech is always full of metaphors that we do not notice, and the human thinking process itself is often metaphorical in their work “Metaphors We Live By” [Lakoff, Dzhonson 2004].

This made the study of the interaction of language and mental phenomena, especially metaphor, one of the most relevant studies of linguistics today. In the words of Russian linguists, it gave a “second breath” to metaphor as a linguistic phenomenon [Osokina, Karpuhina, Savochkina 2021: 423].

Russian linguist in the preface to the Russian translation of “Metaphors We Live By” gives the following definition of conceptual metaphor: “Conceptual metaphors are stable correspondences between the source sphere and the target sphere, established in the language and cultural traditions of a given society”.

In recent years, Uzbek linguists have also been expanding the scope of studies dedicated to studying the linguocultural, linguistic, semantic and linguocognitive features of metaphor in comparative aspects. According to the linguist B. Mengliev, the study of metaphors in Uzbek linguistics can be one of the promising directions of Uzbek linguistics [Mengliev 2018].

In Uzbek linguistics, many researches have been conducted to the study the figurative meanings of words. At this point, it is necessary to highlight the researches of the famous linguist M. Mirtojiev on the multiple meanings of the words, related phenomena and the reasons for their occurrence [Mirtojiev 1984].

The Uzbek linguist, N. Mahmudov considers metaphors to be a phenomenon close to similes and emphasizes that they are also distinguished between constant and free types. Their constants are stabilized in the language, characteristic of the universal language, and free ones are characteristic of speech and are newly created in each speech process [Mahmudov, Khudoyberganova 2013]. The Uzbek linguist, B. Mengliev, while analyzing the semantic scope of lexemes, connects the fact that the need of expressing similar and interrelated concepts in the language requires the

use of existing lexemes without “discovering” a new lexeme to express each new thing or concept. It is called derivative semema in relation to the main semema. The scientist focuses on four ways of formation of derivative sememe, such as metaphor, metonymy, synecdoche and task association [Mengliev 2018].

Metaphors are a multifunctional linguistic phenomenon that reflects the national-cultural characteristics, traditions, customs, worldview of each nation. That's why nowadays there is an increasing interest in studying metaphor within the framework of linguo-cognitive, linguo-cultural, specific language, or comparing and contrasting of different languages. This contributes to the development of socio-cultural relations between peoples who speak the compared languages and to the identification of similar and different aspects in the associative thinking of both nations.

Today, in the world linguistics, the anthropocentric research of metaphors and their linguo-cognitive, linguo-cultural, psycholinguistic features focused on language and thinking is being conducted, which made it necessary to research the anthropocentric nature of metaphors on the example of the Uzbek language material. In this regard, it is necessary to highlight the scientific research conducted by the linguist, D. Khudaiberganova, who introduced anthropocentric ideas to Uzbek linguistics [Khudayberganova 2015]. J. Lakoff and M. Johnson explained how metaphorical expressions in ordinary language can shed light on the metaphorical nature of the concepts that make up a person's daily activities through the metaphorical concept of “Time is money” in modern English as follows:

You're wasting my time. This gadget will save you hours.

I don't have the time to give you. How do you spend your time these days?

I've invested a lot of time in her.

In the European culture, «time is a precious property», «time is a limited resource that can be used to achieve a goal», and in the modern Western culture, the concept of work is usually measured by the time spent on it.

These subcategorical relations produce the following relations in metaphors: from the metaphor “time – money” the metaphor “time – a limited resource” is formed, from which the metaphors “time” – “is valuable thing” [Lakoff, Dzhonson 2004].

Researcher Z. Hakimova shows the difference of conceptual metaphors from simple metaphors in that they reveal the meaning of the concept in linguistic and non-linguistic interpretations, as well as the structure of that concept in some texts [Hakimova 2022]. Metaphorization is based on two knowledge structures which are mutual effects of cognitive structures: “source domain” and “target domain”. In the process of metaphorization, some areas of the aim are structured according to the source module [Lakoff, Dzhonson 2004]. In the fact, a conceptual metaphor interacts through two conceptual domains, i.e. target and source (target and domain), and a conceptual meaning includes several knowledge structures in a given concept.

The source domain is concrete knowledge acquired by a person in the process of direct interaction with reality, “knowledge based on familiarity” in B. Russell's terminology. And the target domain is a little bit unclear, less concrete and less clear knowledge than the source domain, and that is “knowledge based on detection”.

If we see these examples of the cognitive metaphor “Life is a book”, the target domain is described with the word of “life”, and the source domain of the metaphor is expressed by “book”, which reveals the core meaning of the target domain.

LIFE IS A BOOK

Life is a book, everyone should read it.

He opened another page of his life.

This was a new page in his life.

Everyone's life book is different.

I wrote his name in capital letters.

His book was closed unread.

He closed the last page of his book.

As it can be seen from the examples, none of these statements are simply figurative, but based on the conceptual metaphor “Life is a book”, and here J. Lakoff and M. Johnson's fundamental statement that “metaphor is a mechanism of transition from everyday life experiences to a completely different sphere” It is worth remembering [Lakoff, Dzhonson 2004].

In conclusion, it should be noted that despite the fact that there is enough knowledge and skills in the study of the phenomenon of metaphor in today's world linguistics, interests in studying metaphor are increasing, especially its features related to thinking and the human factor are being put in the center of research. This is a priority factor in the formation of new ideas related to cognitive processes in the human mind. It is known that these issues are particularly evident in the linguocognitive and linguocultural aspects of languages. As experts say, “language is closely related to culture: it grows in it, develops and expresses it” [Maslova 2001: 9].

References

Antichnye teorii yazyka i stilya. (1936). Pod redakciej O.M. Frejdenberg. L., 219 p. (In Russian).

Aristotel. (1927). *Poetika. Ritorika.* Per. s dr.-grech. V. Appel'rota, N. Platonovoj. SPb.: Izd. Dom «Azbuka klassika», 21-80. (In Russian)

Hakimova Z. Tohirjon kizi. (2022). The term metaphor in cognitive linguistics and different approaches to it. *Science and Education, Scientific Journal*, 3, 5, 1976-1981.

Khudayberganova, D.S. (2015). *Anthropocentric study of artistic texts in the Uzbek language: Philol. science. doctor. diss. abstract.* Tashkent, 36 p.

Kybpyakova, E.C. (2004). *Yazyk i znanie: Na puti polucheniya znanij o yazyke: Chasti rechi s kognitivnoj točki zreniya. Rol' yazyka v poznanii mira.* M.: Ros. akademiya nauk. In-t yazykoznanija, 58-64. (In Russian).

Lakoff, Dzh., Dzhonson, M. (2004). *Metaforý, kotorymi my zhivem.* Per. s angl. Pod red. i s predisl. A. N. Baranova. M.: Editorial URSS, 256 p. (In Russian).

Mahmudov, N., Khudoyberganova, D. (2013). *Explanatory dictionary of Uzbek language similes.* Tashkent: Ma'naviyat, 320 p.

Maslova, V.A. (2001). *Lingvokul'turologiya.* Ucheb. posobie. M.: Akademiya, 208 p. (In Russian).

Mengliev, B. (2018). *Current Uzbek language*. Tashkent, «Tafakkur Bo'stoni», 155-157.

Mirtojiyev, M. M. (1984). *Polysemy in the Uzbek language*. T.:Fan, 140 p.

Osokina, S.A., Karpuhina, V.N., Savochkina, E.A. (2021). *Lingvisticheskie issledovaniya metafor: kratkij obzor*. Mir nauki, kul'tury, obrazovaniya, 4 (89), 423-427. (In Russian).

UDK 81-26

THE ANTHROPONYMIC NOMINATION OF VICTORIAN CULTURE IN THE NOVELS OF CHARLES DICKENS

Khomenko Tatiana Maksimovna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1473810@bsuedu.ru

Scientific advisor:

Shemaeva Elena Viktorovna

*PhD in Philological sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: shemaeva@bsuedu.ru

The article examines the functions of proper names and their significance. It explores the theoretical aspects of anthroponyms in the context of Victorian culture through the lens of Charles Dickens' novels. The anthropological nomination is considered a tool for conveying complex social commentary and character traits.

Key words: *anthroponym, literary anthroponym, anthroponymic units, proper names, cultural context.*

According to Yu. A. Rylov, "anthroponymics is a linguistic science and, like no other branch of linguistics, has an interdisciplinary nature, as it addresses facts not only from linguistics but also from anthropology, ethnography, history, psychology, sociology, communication theory, theology, jurisprudence, cultural studies, and literary studies" [Rylov 2006: 3].

In literary usage, a system of characters almost inevitably entails a system of anthroponyms. In a literary work, anthroponyms perform various functions, including a socially marking function that can be considered a subtype of a culturally characterizing function and play an important role in creating local and historical color [Shustova 2019: 147].

Anthroponyms actively participate as indispensable components of the artistic space of the work. Literary anthroponyms assume the role of important informative and meaning-generating elements within the artistic text. The text-forming function of proper names refers to their ability to serve as a connecting and constructive

element that shapes both the content-meaning space and the formal organization of the text.

It can be asserted that anthroponyms are significant text-forming elements. The primary textual categories – such as coherence, cohesion, and completeness – are established through the multifaceted interaction of anthroponyms with other elements of the artistic work.

Many authors distinguish a category of proper names known as literary anthroponyms, which include significant anthroponyms. These significant anthroponyms can be viewed as a separate type of proper names. In his article on names in Shakespeare's plays, William Green refers to such anthroponyms as "charactonyms" or "attributive names," while Yvonne Bertie, the author of a book on proper names in literature, employs the terms "literary names," "semantically loaded names," and "modified conventional names" [Domozhilkina 2016: 18].

O.V. Chumachenko said: «Language is an important component of national culture, and its characteristics are closely linked to history, religion, and social structure. The concepts embedded in anthroponyms reflect the characteristics of objects and properties of the surrounding reality». Proper names are formed within specific social, cultural, and ideological contexts. When analyzing anthroponyms from a linguistic and cultural perspective, special attention should be paid to cultural connotation, which represents "the interpretation of denotative or image-motivated aspects of meaning within cultural categories" [Chumachenko 2016: 55].

In the context of the Victorian era, anthroponymic units such as the names and surnames of characters play an important role in reflecting the social, cultural, and historical realities of the time.

The Victorian era is characterized by significant social changes associated with industrialization, the rise of the middle class, and changes in family structures. During this period, there was a strengthening of Protestant movements that influenced the moral norms of society. Key themes in Victorian literature included social justice, class struggle, and moral dilemmas.

The main historical and cultural milestones of the Victorian period can be identified as follows:

The end of war that paved the way for moral and economic revival in society.

The Industrial Revolution that provided society with new communicative and industrial technologies.

The moral and religious revival of society. This process forms the basis for this study since letters reflect cultural trends that shape human worldview.

One of the most notable figures of that time, Walter Scott, believed that higher moral standards became predominant in society, where each member was guided by nobler motives compared to their predecessors from the previous century. Scott attributed this to widespread education and improved tastes. However, he could not assert with certainty that improved manners meant an enhancement of moral character: "We are not now, perhaps, more moral in our conduct than we were fifty years ago; but modern vice pays a tax to appearances and is contented to wear a mask of decorum" [Ivushkina 2005: 18].

The novels of Charles Dickens, one of the most significant writers of the Victorian era, serve as vivid examples of using anthroponyms to convey complex social commentary and character traits. The Victorian era was marked by strict class distinctions; thus, character names in Dickens' novels often indicate their social status and characteristics. For example:

Oliver Twist: The name of the main character symbolizes his innocence and vulnerability in a harsh world. The surname "Twist" signifies "a sudden unexpected change in a situation" and may be associated with the unexpected turns in his fate—highlighting the complex circumstances of his life [English dictionary 2024].

Oliver represents an ideal of virtue opposing the cruelty surrounding him, reflecting Victorian moral values.

Pip from "Great Expectations": The name Pip can mean "(Old Slang) a person or thing much admired" or "to break through (the shell)" [Cambridge dictionary 2024].

Thus, Pip symbolizes the aspiration for self-improvement and social advancement. His journey from poverty to wealth mirrors Victorian ideals regarding personal responsibility and success.

Scrooge from "A Christmas Carol": He embodies selfishness and greed. The surname Scrooge means "someone who spends as little money as possible and is not generous" [English World dictionary 2024].

Scrooge represents Victorian societal ideals where material values often took precedence over spiritual ones. His first name Ebenezer has biblical roots connected to the concept of "stone of help," emphasizing the potential for spiritual transformation—a crucial theme in Christian teaching. Scrooge's transition from greed to generosity aligns with ideals of repentance and salvation.

Jacob Marley: The name Jacob (or James) is associated with a patriarchal figure in Jewish history. In the Bible, Jacob is significant; his name symbolizes struggle and overcoming adversity. In "A Christmas Carol," Jacob Marley's ghost serves as a reminder to Scrooge about the consequences of his selfishness and greed while highlighting his need for change in life. Thus, Dickens also employs anthroponyms to create religious allusions that underscore Christianity's influence on Victorian culture.

Anthroponyms in Charles Dickens' novels serves as an essential tool for understanding Victorian culture. Character names not only identify them but also reflect social realities of their time—emphasizing class distinctions and moral dilemmas prevalent during that era. Analyzing anthropological nomination allows for deeper insight into the cultural context within Dickens' works and his contributions to Victorian literature.

References

Cambridge dictionary. Cambridge University Press & Assessment : [sajt] 2024. URL: <https://dictionary.cambridge.org/us/dictionary/english/scrooge?q=Scrooge> (accessed: 06.12.2024). (In Russian).

CHumachenko, O.V. (2016). K voprosu o kul'turnoj konnotacii. *Vestnik KASU*, 2, 54-57. (In Russian).

Domozhilkina, E.I. (2016). *Znachimye antroponimy v literature dlya detej v lingvokul'turologicheskom i perevodcheskom aspekte (na materiale skazok Beatriks Potter)*: VKR. Sankt-Peterburg, 104 s. (In Russian).

English dictionary. Academic : [sajt] 2000-2024. URL: https://english_dictionary.en-academic.com/51208/twist (accessed: 06.12.2024). (In Russian).

English World dictionary. Academic : [sajt] 2000-2024. URL: https://world_en.en-academic.com/56257/pip (accessed: 06.12.2024). (In Russian).

Ivushkina, T.A., Kryukov, D.V. (2005). *Pis'ma anglijskoj aristokratii Viktorianskoj epohi: sociolingvisticheskie harakteristiki*. Uchebnoe posobie. Volgograd, 171 s. (In Russian).

Rylov, YU.A. (2006). *Imena sobstvennye v evropejskih yazykah. Romanskaya i russkaya antroponimika*. Kurs lekcij po mezhkul'turnoj kommunikacii. Moskva: ACT, 311 s. (In Russian).

SHustova, A.P. (2019). Antroponimicheskie funkicii v yazykovom i hudozhestvennom uzuse. *Filologicheskij fakul'tet MGU imeni M.V. Lomonosova*, 1 (33), 146-152. (In Russian).

UDK 808.51

LINGUOCOGNITIVE CONNECTORS AS A MEANS AND A PRECONDITION FOR ACHIEVING THE SEMANTIC COHERENCE AND CONCEPT DEVELOPMENT IN A DISCOURSE

Klimova Tatiana Vladimirovna

*A postgraduate student at the Department of Oriental and European
Languages, Translation and Language Teaching,
Yelets Bunin State University, Yelets, Russia
E-mail: tanyusik-19@yandex.ru*

The article offers a brief overview of the current understanding of the concept of the discourse and its features and shows that a monarch's Christmas address may be viewed as a genre of a discourse. The author also gives reasons why cognitive modeling of the discourse seems relevant and describes one of the existing cognitive discourse models. On the example of 2014 Christmas speech, the article then explores the central term inherent in the described model, i.e. the concept of the linguocognitive connectors and the types of their linguistic nominees and draws a conclusion about their role in achieving the semantic coherence and the development of concepts in a discourse.

Key words: *discourse, a Christmas address, a cognitive model, linguocognitive connectors.*

In the decades preceding the 1980s the research focused mainly on the study of the text, then it shifted from the text to discourse, which was viewed as a process of communicative and cognitive activity, including, but not limited to the text alone.

Researchers agreed that without an addressee and the person who addresses the reader/listener the text is a mere sequence of graphemes [Zalevskaya 2001: 25]. V.Z. Demyankov argued that studying a text without taking into account the personality of the author and the listener does not make sense, and from the standpoint of cognitive science, the study of the processes of text perception is even of a greater interest than the study of text generation [Demyankov 1994: 21]. One of the most significant features of a text is its coherence, that is, its semantic integrity, coherence, which is not only and not necessarily expressed at the linguistic level through certain lexical and grammatical means, but largely depends on how the listener perceives this text. Semantic integrity contributes to the fact that the text becomes "a mechanism that triggers the cognitive processes of its perception", being a set of linguistic means united by a single communicative goal realized by the addressee, "laying various kinds of communicative signals into the textual fabric" [Chernyavskaya 2005: 81].

The research conducted by E.S. Kubryakova made it possible to identify such mandatory components in the structure of discourse as: 1) the use of language in real time; 2) involvement in a certain type of human social activity; 3) the construction of a special world (or its image) during discourse; 4) taking into account the characteristics of communication participants and the conditions for its implementation [Kubryakova 2004: 525].

The idea of discourse as a text "immersed in life", about a communicative event that takes into account the personality of the speaker and the extralinguistic factors of its generation, the understanding that discourse is always culturally and historically conditioned, gives grounds as one of the types of discourse to interpret the Christmas addresses of the monarch to the nation, which have all the signs of the phenomenon under study, and namely: the traditional character, achieved by yearly reference to the events of the passing or coming year through the prism or in connection with the biblical Christmas story, the similarity of the environment in which the message is performed, but most importantly, the construction of a special world (image of the world) for the recipients. Since the discourse cannot be described outside the context of the environment of its functioning, the Christmas address can be considered as a special genre of nationally oriented discourse, a kind of British monarchical discourse, within which it is created as a subdiscourse. The specifics of the functioning of linguistic forms predetermine the parameters of discourse.

Based on the position that "the linguistic form is a reflection of cognitive structures, that is, the structures of human consciousness, thinking and cognition" [Kibrik 1994: 126], an attempt to model those cognitive structures and processes that are involved in the process of generating discourse becomes possible. Cognitive modeling, following E.S. Kubryakova and V.Z. Demyankov, is understood in this article as the construction of a model for understanding the text [Demyankov et al. 1996: 56]. Another interpretation of cognitive modeling is the construction of a cognitive model of speech and related visual perception; The model includes various modules, which may or may not be autonomous in terms of information, and describes the "mechanics of their interaction and the "architecture" of a single system

of modules" [Demyankov et al. 1996: 56]. Various authors offer their own vision of the components or modules of the models they develop and attempt to describe their architectonics [Ogneva 2023: 1988]. One of these models is the three-part cognitive model of discourse developed by E.A. Ogneva. In her opinion, the cognitive model of discourse as a result of human social activity can be considered as a three-module construct which includes: (1) a module that denotes the communicants as linguistic personalities, (2) an informative module, (3) a background module representing a set of extralinguistic factors [Ogneva 2023: 1988].

In her research, the author of the model explores the second, informative module in detail and introduces the concept of linguocognitive connectors. The heterogeneous signals, which Chernyavskaya V.E. writes about and which were mentioned above, are inherently nominees of the linguocognitive connectors of the cognitive model of discourse, and the text itself can be considered as a representative of the informative module of this model [Ogneva 2023: 1988]. Linguocognitive connectors, as defined by E.A. Ogneva, are mental connectors that ensure the integrity, coherence of the cognitive scenario in accordance with which the discourse unfolds [Ogneva 2023: 1990]. Since the cognitive scenario takes into account both the speaker's personality and the situation in which the discourse unfolds, these features and characteristics are reflected, represented in the corresponding nominees and in the text. Linguocognitive connectors are represented by a variety of nominees, including chronemes, proxemes and linguoculturemes. The combination of chronemic-proximal or chronemic-linguocultural or proximal-linguocultural properties in one nominee makes this nominee a cognitive connector. In our opinion, different types of cognitive connectors are associated with different mental structures, namely, cultural and historical types connectors are associated with a script, whereas the proximal–chronemic ones are associated with the mental structure of the frame.

Let us examine the text of the 2014 Christmas speech as a representation of the informative module of the cognitive model of discourse. The semantic integrity and coherence of the address as a text is ensured by the integrity of the cognitive scenario of the unfolding discourse, which, in turn, is expressed in numerous linguoculturemes and chronemes that organize the text. The intentionality of the discourse is realized by subordinating cognitive scenes to a single goal, namely, to the deployment of the concepts of "peace" and "reconciliation". In the opening lines of the address we come across the *Coventry Cathedral* and the toponyms *Belfast and Berlin*. This triad activates the image of the parts of the United Kingdom and a parts of continental Europe, but not separately, but united by the memory of the events of the First World War: "*...in the ruins of the old Coventry Cathedral, a sculpture of a man and a woman reaching out to embrace each other. [...] Casts of the same sculpture can be found in Belfast and Berlin, and it is simply called the "Reconciliation"* [Queen's speech 2014 ...]. The chroneme *August* and the proximal linguocultural node on *both sides of the First World War* and the proxeme «*came together in peace*» serve to "geographically expand" the concepts of "the United Kingdom" and "the reconciliation" indicated in the first lines and connect the past to the present: «*and we were reminded of this in August when countries on both*

sides of the First World War came together to remember in peace» [Queen's speech 2014 ...].]. These mental structures serve as a kind of preparatory stage before introducing the listeners to the information about a landmark event that took place exactly one hundred years ago. Chronemes «*in 1914*» and «*exactly one hundred years ago today*», combined with the linguoculturemes of «*No Man's Land*» and «*the Christmas truce*» actualize the general cultural knowledge of the recipients, unfolding and deepening the frames of "the truce", "the truce on the occasion of a Christian holiday" even further: "*... something remarkable did happen that Christmas, exactly one hundred years ago. Without any instructions or commands, the shooting stopped, and the German and British soldiers met in No Man's Land. They took pictures and exchanged gifts. It was a Christmas truce...*" [Queen's speech 2014 ...].]. Two more linguoculturemes - «*the ancient world*» and «*the Olympic Games*» - actualize yet another "package" of knowledge, namely, the knowledge of the supremacy of the sacred armistice in the time of the Olympic Games: "*in the ancient world, a truce was declared for the duration of the Olympic Games, and wars and battles were put on hold*" [Queen's speech 2014 ...]. A smooth transit to the present days which is seen in the linguoculturemes of *the Commonwealth Games* and *the Invictus Games* solidifies the connection of the concepts of «peace» and «sport» making the first a part of the conceptual structure of the latter one. There are two more linguoculturemes that seem to be of great importance for creating a complete mental model of the discourse. They are «*the Crumlin Road Gaol*» and «*the referendum*». They immediately activate the concept of the United Kingdom again but highlight its complicated historical and territorial facets this time: «*... what was once a prison during the troubles...*» and «*In Scotland after the referendum many felt great disappointment, while others felt great relief*» [Queen's speech 2014 ...]. Left alone, these concepts might produce an undesirable effect but they are followed by the customary recurrence to the original reason for the message, i.e. to the actual Biblical story, and are thus reconciled, which is manifested through the linguoculturemes of Jesus Christ, the Prince of Peace in «*the life of Jesus Christ, the Prince of Peace ... A role-model of reconciliation and forgiveness, he stretched out his hands in love, acceptance and healing*» [Queen's speech 2014 ...].

As can be seen from the analysis of the text as a linguistic representation of the informative module of the discourse, the message is abundant in linguoculturemes. However, contrary to our initial belief of the direct association between the linguoculturemes as a type of the linguocognitive connectors and the mental structure of a script, this particular address does not seem to activate any specific scripts. This may be due to the Queen's wish to avoid activating any concepts or images that might interfere with the promotion of the concepts of peace and reconciliation.

References

Chernyavskaya, V.E. (2005). Kognitivnaya lingvistika i tekst: neobxodimo li novoe opredelenie tekstual'nosti. *Voprosy` kognitivnoj lingvistiki*, 2, 77-83. (In Russian).

Demyankov, V.Z. (1994). Kognitivnaya lingvistika kak raznovidnost' interpretiruyushchego podhoda. *Voprosy` yazy`koznaniya*, 4, 17-33. (In Russian).

Demyankov, V.Z., Kubryakova, E.S., Pankracz, Yu.G., Luzina, L.G. (1996). *Kratkij slovar` kognitivny`x terminov*. M.: Filol. f-t MGU im. M.V.Lomonosova, 197 p.

Kibrik, A.A. (1994). Kognitivny`e issledovaniya po diskursu. *Voprosy` yazy`koznaniya*, 5, 126-138. (In Russian).

Kubryakova, E.S. (2004). *Yazy`k i znanie: na puti polucheniya znaniy o yazy`ke: Chasti rechi s kognitivnoj točki zreniya. Rol` yazy`ka v poznanii mira*. Ros. akademiya nauk. In-t yazy`koznaniya. M.: Yazy`ki slavyanskoj kul`tury`, 560 s. (In Russian).

Ogneva, E.A. (2023). Konceptiya informativnogo koda lingvokognitivny`x skrep v modeli diskursa..*Filologicheskie nauki. Voprosy` teorii i praktik*, 16, 6, 1987-1992. (In Russian).

Queen's speech 2014: Christmas message in full. Independent : [sajt] 2024. URL: <https://www.independent.co.uk/news/uk/home-news/queen-s-speech-2014-christmas-message-in-full-9944960.html> (acceded 25.12.2024).

Zalevskaya, A.A. (2001). *Tekst i ego ponimanie*. Tver, 177 s. (In Russian).

UDK 81.112.2

ANTHITHESE IN DEN KAPITELTITELN VON MICHAEL ENDES WERK «MOMO»

Kuschtschewa Darina Alexandrovna

*Studentin des Lehrstuhls für Deutsch und Französisch,
Staatliche Nationale Forschungsuniversität Belgorod,*

Belgorod, Russland

E-Mail: 1474206@bsuedu.ru

Wissenschaftliche Betreuerin:

Voronina Larisa Vladimirovna

*Doktorin der philologischen Wissenschaften,
Professorin des Lehrstuhls für Deutsch und Französisch,*

Staatliche Nationale Forschungsuniversität Belgorod,

Belgorod, Russland

E-mail: voronina@bsuedu.ru

Im Artikel handelt sich um die Analyse der stilistischen Mittel im Roman «Momo» von Michael Ende, insbesondere um die Verwendung von Antithesen in den Kapiteltiteln. Die Untersuchung zeigt, wie diese stilistischen Elemente nicht nur Kontraste hervorgeben, sondern auch philosophische und gesellschaftliche Fragen aufheben, die den Leser zur Reflexion anregen. Anhand konkreter Beispiele wird die Bedeutung der Antithese für die Struktur und die Ideen des Werkes verdeutlicht.

Schlagwörter: Antithese, stilistisches Mittel, Kapiteltitel, Michael Ende.

Michael Ende – ein deutscher Schriftsteller des XX. Jahrhunderts und Meister des literarischen Ausdrucks. Seine Werke wurden in 41 Sprachen übersetzt und genießen weltweite Bekanntheit. Zunächst wird Ende oft als Kinderbuchautor wahrgenommen, doch diese Einschätzung ist falsch. Sein literarisches Erbe besteht hauptsächlich aus fantastischen Romanen und Märchenromanen, in denen Kinder die Hauptfiguren sind. Diese Protagonisten durchlaufen Prüfungen, die der Autor für sie gestaltet hat. Doch sobald sich der Leser in die von Ende geschaffenen Welten vertieft, erkennt er, dass viele dieser Geschichten keine reinen Kinderbücher sind und wichtige Botschaften für die moderne Gesellschaft enthalten. Ende stellt Fragen, auf die der Leser eigenständig Antworten finden muss. Wie kann Gemeinschaft in einer Welt bewahrt werden, die Individualismus anstrebt? Worin liegt das wahre Glück? Wie wertvoll ist unsere Zeit? Diese Fragen sind keineswegs kindlich.

Michael Ende widmete sein ganzes Leben der Suche nach den passenden Worten, die in seinen literarischen Werken Ausdruck fanden. Durch Romane, Kurzgeschichten und Gedichte wollte Ende seine Leser dazu anregen, die Welt auf neue Weise zu sehen und zu erleben. Sein Ziel war es, die zerstreuten Fäden des modernen Lebens zu einer neuen poetischen Mythologie für die heutige Zeit zu verweben. In der romantischen Tradition verstand er die Suche nach dem «Zauberwort» als die Suche nach einer Erzählung, die das Wesen der Welt, wie wir sie kennen, in der Imagination lebendig werden lässt. Endes Position war jedoch alles andere als kindlich. Seine poetische Vision spiegelte sich meist in der symbolischen Reflexion seiner erfundenen Welten wider. Der Autor verwendete in seinen Werken verschiedene stilistische Mittel und Techniken, die es ihm ermöglichten, lebendige Bilder zu schaffen.

Ende griff nicht nur im narrativen Text, sondern auch in den Kapiteltiteln seiner Werke auf stilistische Mittel zurück. Dies wird besonders in seinem Märchenroman «Momo» deutlich, wo fast jedes Kapitel ein stilistisches Mittel – insbesondere die Antithese – enthält.

A.W. Shcherbakov definiert die Antithese folgendermaßen. «Eine Antithese ist ein stilistisches Mittel, das auf dem Kontrast oder der Gegenüberstellung von Begriffen, Zuständen, Bildern usw. basiert» [Shcherbakov 2014: 47]. Nach linguistischen Studien lassen sich die folgenden Kategorien der Antithese unterscheiden [Gawrilowa 2013; Shcherbakov 2014]:

1. Auf der Grundlage grammatischer/nicht grammatischer Gegensätze;
2. Auf der Basis des Vergleichs von antonymischen Paaren (einfache und komplexe Antithese);
3. Auf semantischer Ebene (Akrothese, Amphithese, Diathese, Paradiastole).

Autoren verwenden Antithesen in literarischen Texten, um Kontraste zu schaffen, die Ausdruckskraft zu erhöhen und die Aufmerksamkeit der Leser auf bestimmte Ideen zu lenken. Dieses stilistische Mittel steigert nicht nur die Emotionalität des literarischen Textes, sondern verleiht ihm auch zusätzliche Bedeutungen. Laut I.P. Kapranowa ist die Antithese zudem ein Mittel zur sprachlichen Ökonomie, dessen Effektivität durch die Rhythmik bedingt ist [Gadieva, Lipaeva 2024; Kapranowa 2018; Chadshikurbanowa 2020].

Die charakteristischen Merkmale der Antithese sind also:

- das Vorhandensein von Gegensätzen (Antonymen),
- die Aufmerksamkeitserregung durch Kontraste,
- eine stilistisch-emotionale Färbung.

Michael Ende nutzt Antithesen in «Momo» sowohl im narrativen Text als auch in den Kapiteltiteln. Der Roman besteht aus 21 Kapiteln, von denen jedes einen eigenen Titel trägt, wobei 20 davon auf Antithesen beruhen. Die Titel vermitteln Informationen über den Inhalt des jeweiligen Kapitels, doch geschieht dies indirekt. Der Leser erhält nur die grundlegende Thematik, die er durch das Lesen des Kapitels selbst entschlüsseln muss. Einige markante Beispiele.

Das erste Kapitel trägt den Titel «*Eine große Stadt und ein kleines Mädchen*». Die «große Stadt» symbolisiert etwas Unermessliches, Unpersönliches, während das «kleine Mädchen» als winziger Teil dieser Welt erscheint. Doch obwohl die Stadt groß und erdrückend wirkt, erlangt das kleine Mädchen eine besondere Bedeutung und verändert seine Umgebung unbemerkt. Der Kontrast der beiden Begriffe unterstreicht die Bedeutung des Individuums in einer komplexen Welt. Zudem stellt dieser Titel die Hauptfigur des Romans vor: das kleine Mädchen Momo, das aus dem Nichts auftaucht. Ihre Gestalt bleibt rätselhaft, während sie zugleich die klarste Figur der Erzählung ist.

Das vierte Kapitel «*Ein schweigsamer Alte und ein zungenfertiger Junger*» führt die besten Freunde von Momo ein: den Straßenkehrer Beppo und den jungen Gigi (Girolamo). Der Titel spiegelt die Charaktere der Figuren wider: Der schweigsame Alte symbolisiert Weisheit, Lebenserfahrung und die Erkenntnis, dass Taten und bedachtes Zuhören oft wichtiger sind als Worte. Der junge Mann hingegen ist neugierig, einfallsreich und voller Energie, stets auf der Suche nach neuen Wegen. Diese gegensätzlichen Figuren finden dennoch durch ihre Freundschaft zu Momo eine Verbindung. Der Kontrast thematisiert verschiedene Lebensphasen und Perspektiven: Reife und Nachdenklichkeit versus jugendliche Energie und Neugier.

Der Titel des siebten Kapitels «*Momo sucht ihre Freunde und wird von einem Feind besucht*» bereitet den Leser auf einen zentralen Konflikt vor: den Kampf zwischen echten Gefühlen und feindlichen Mächten. Die «grauen Herren», die Hauptantagonisten des Romans, gewinnen allmählich an Macht und entfremden die Stadtbewohner. Die erste Hälfte der Antithese betont den Wert von Nähe und Unterstützung, während die zweite Hälfte das gegensätzliche Motiv der Bedrohung hervorhebt. Der Titel spiegelt die philosophische Thematik des Romans wider: den Widerstreit zwischen menschlicher Wärme und kalter Rationalität, die von der modernen Welt auferlegt wird.

Die Antithese im Titel des elften Kapitels «*Wenn Böse aus dem Schlechten das Beste machen...*» erzeugt kognitive Dissonanz. Sie kontrastiert äußere Verbesserungen mit deren unmoralischer Grundlage und regt zur Reflexion über die wahre Natur von Gut und Böse an. Das Böse, traditionell mit moralischem Verfall und Leid assoziiert, wird hier als produktiv dargestellt, das scheinbar «Beste» aus einer Situation herausholend. Diese Verbindung ist widersprüchlich und verstärkt die Spannung im Text.

Der Titel des letzten Kapitels «*Das Ende, mit dem etwas Neues*» beginnt ist ein konzeptionelles Paradox und gleichzeitig ein Symbol für den Lebenszyklus.

M. Ende verwendet diesen Titel nicht nur, um das Ende der Geschichte zu markieren, sondern auch, um die Verbindung zwischen dem Ende und dem Neuanfang zu betonen.

Zusammenfassend spielen stilistische Mittel in Michael Endes «Momo» eine bedeutende Rolle, nicht nur im narrativen Text, sondern auch in der Gestaltung der Kapitelüberschriften. Sie dienen dazu, die Aufmerksamkeit der Leser zu fesseln, den Inhalt vorherzuahnen und zentrale Themen aufzugreifen, zu denen der Leser selbst Antworten finden muss.

Literaturverzeichnis

Chadshikurbanowa, G. A. (2020). Problemy izucheniya antitezy v lingvistike. *Molodoj uchenyj*, 22 (312), 636-639. (Auf Russisch).

Ende, M. (2014). *Momo*. Thienemann, 304 S.

Gadieva, A. I., Lipaeva, L. S. (2024). Antiteza kak sredstvo sozdaniya zagolovka v pechatnyh izdaniyah. *Perspektivy lingvisticheskogo znaniya: molodezh' i nauka*. Sbornik materialov Vserossijskoj nauchno-prakticheskoy konferencii aspirantov, magistrantov, studentov i shkol'nikov, Sterlitamak, 14–15 marta 2024 goda. Sterlitamak: Ufimskij universitet nauki i tekhnologij, 22-27. (Auf Russisch).

Gawrilowa, E. S. (2013). Lingvisticheskoe vyrazhenie protivopostavleniya. *Vestnik KGU*, 19 (3), 141-144. (Auf Russisch).

Kapranowa, I. P. (2018). Antiteza kak hudozhestvennyj priem samovyrazheniya avtora. *Nauchnye izyskaniya sovremennosti: problemy i resheniya*. Sbornik nauchnyh trudov po materialam I Mezhdunarodnoj nauchno-prakticheskoy konferencii, Ivanovo, 15 fevralya 2018 goda. Ivanovo: Individual'nyj predprinimatel' Cvetkov Aleksej Aleksandrovich, 47-49. (Auf Russisch).

Shcherbakov, A. V. (2014). *Antiteza. Effektivnoe rechevoe obshchenie (bazovye kompetencii): Slovar'-spravochnik*. Elektronnoe izdanie. Sibirskij federal'nyj universitet; pod redakciej A.P. Skovorodnikova, 2-e izdanie, pererabotannoe i dopolnennoe, Krasnoyarsk: Sibirskij federal'nyj universitet, 47–48. (Auf Russisch).

UDK 81`25

TRANSLATION OF FILM TITLES WITH COLOR TERMS

Tretiakova Marina Fyedorovna

PhD in Philological sciences, Associate Professor of Foreign Languages

Department,

Amur State University of Humanities and Pedagogy,

Komsomolsk on Amur, Russia

E-mail: mft2011@mail.ru

The article is dedicated to the analysis of some features of the translation of film titles containing color terms from English into Russian. It is noted that when translating any title, it is necessary to take into account the semantics of the original

title, its connotations and possible impact on the perception of the film. Color symbolism is culturally specific and requires a special approach when translating, influencing the viewer's perception and the commercial success of the film.

Key words: *film titles, color terms, strategies of translation, direct translation, transformation, title substitution, pragmatic adaptation.*

Translating film titles requires careful preparation and a deep understanding of the cultural contexts of both the source and target languages, as well as consideration of marketing strategies and audience preferences, in order to provide an accurate and attractive title for film release.

When translating any title, it is necessary to analyze the semantic load of the original title, its connotations and possible impact on the perception of the film. The translator must skillfully balance between preserving the author's intent and adapting the content for maximum relevance and appeal in the cultural space of the target audience.

The commercial side of translating film titles is an important aspect in the world of international film distribution. Translation of titles not only conveys the meaning, but also plays a key role in marketing and promoting a film in new markets. A well-chosen title can significantly affect the commercial success of a film, since it is the first to attract the attention of potential viewers and forms their initial expectations.

In the era of globalization, when films are distributed all over the world, an accurate and attractive translation of the title becomes critical to the success of a film at the international level. The study of translation strategies in the transfer of a film title is due to the need to understand how different approaches to translation can affect the perception and acceptability of a film in different cultural contexts. This is important in order to ensure the attractiveness of a film title to perform its attractive function.

In our work, we are interested in the translation of film titles containing color terms from English into Russian.

Despite the universality of such a category as color, each culture has its own names for a particular color or shade. The color picture of different cultures may differ due to social, cultural and economic factors that surround each person belonging to a particular culture.

Color symbolism is the property of color to affect a person, evoking certain feelings, emotions and memories [Bazyma 2005]. Color symbolism is widely used in art, design and advertising, where the right choice of color can help effectively convey certain emotions and attract attention. Colour terms in film titles can also evoke culturally conditioned associations and stereotypes, which play an important role in forming the first impression of a film. Therefore, the correct selection of colour designations taking into account their symbolism in titles is a key factor for the successful perception and promotion of films.

Linguists and translation scholars offer various approaches and classifications regarding the issue of conveying film titles.

E.Zh. Balzhinimaeva defines three strategies that should be followed when conveying the titles of foreign films [Balzhinimaeva 2009].

1. Direct translation.

A strategy in which the lexical units of the title are conveyed by translation transformations of literal translation, calque, transliteration, transcription («The Green Mile» (1999) – «Zelenaya milya», «Yellow Rose» (2019) – «Zhyoltaya roza», «Red Sky» (2014) – «Krasnoe nebo», «RED» (2010) – «RED», «Goldfinger» (1964) – «Goldfinger»).

Let's consider several examples in more detail.

«The Green Mile» («Zelenaya milya») is what the heroes of the film call the corridor along which the convict will have to go his final journey, namely to the electric chair. In US prisons, such a path is usually called the phrase «Green mile». In the building described in the film, the floor was of a corresponding green color.

In this film, the color «green» is associated with its negative meanings in psychology. Despite the large number of positive meanings, green can also be associated with illness or misfortune: the skin gets a greenish tint, a person looks pale – «green» due to poor health.

When rendering the title of the film «The Green Mile», the translator followed the strategy of direct translation in order to preserve the atmosphere of the prison block, the severe punishment of the convicts and, most importantly, the color used in the original title. Thus, the transformation of tracing was applied, each element of the original expression was translated literally, part by part, while preserving the structure of the original.

2. Transformation of the title.

Transformation is a modification by which it is possible to make a transition from the units of the original to the units of translation in the specified sense. [Komissarov 2013] The strategy of title transformation involves the use of the following types of transformations: grammatical replacement, rearrangement, specification and generalization, omission and addition («Greener Mountains» (2005) – «Zelenye gory», «Green Street Hooligans» (2005) – «Huligany», «Blue Valentine» (2010) – «Valentinka»).

Let's analyze the title of the film «Anne of Green Gables» («Ann iz Zelyonyh krysh») about an orphan girl adopted by an elderly brother and sister. Endowed with a fiery imagination, Anne constantly gets into some kind of trouble, but her natural charm and ability to win people over always help her to pass all life's trials with dignity.

«Gable» has the meanings of «the top end of the wall of a building, in the shape of a triangle, where it meets the sloping parts of a roof». However, the translation version uses a more generalized concept of «roof» [Cambridge Dictionary]. The need to use generalization arose from the desire to make the name generally accessible, understandable to a wide audience. The architectural term «gable» may be incomprehensible to the average person who does not have a special education or is not interested in architecture and design. The translator followed the strategy of transforming the title, which had a positive effect on the promotion of the film in another culture.

3. Title substitution.

The strategy is used when it is impossible to interpret the title of the film while preserving the lexical units in the original. This may happen due to differences in cultural contexts, the metaphorical nature of the title, or the specifics of the film genre. This strategy can be manifested through the use of compensation transformation («Green Card» (1990) – «Vid na zhitel'stvo»), modulation («Green Zone» (2010) – «Ne brat' zhivym», «Into the blue» (2005) – «Dobro pozhalovat' v raj!«)).

The adaptation of the title of the film «Green Zone» as «Ne brat' zhivym» was probably chosen in order to better convey the meaning and atmosphere of the film in Russian. The original title «Green Zone» contains a reference to a term that is usually associated with a war zone, especially in the context of military operations in Iraq, where the events of the film take place. However, this title may be less informative or less expressive for a Russian-speaking audience, who may not immediately understand its connection with the military plot. The translation of «Ne brat' zhivym» conveys the meaning of the original title more clearly and accurately, emphasizing the tense and dangerous situation in which the characters find themselves. This translation also preserves the dramatic and military context of the original, which helps the audience to better understand the theme and atmosphere of the film. Thus, the modulation in the title of the film was used to make it more understandable and attractive to the Russian-speaking audience. In the Russian interpretation, the title captures the viewer's attention.

The choice of a particular strategy for translating film titles depends on many factors: the characteristics of the source text, the target audience, the communicative tasks, and the individual approach of the translator.

Each strategy has its own advantages and disadvantages. The choice of strategy depends on the contextual features of the material proposed for translation, as well as the tasks set before the specialist.

When translating film titles into other languages, special attention is paid not only to preserving the meaning and coloring of the original, but also to the need to take into account pragmatic and commercial aspects. Translators should strive to adapt titles in such a way that they work as effectively as possible in international markets. The process of commercialization also takes part in the preparation for the translation of the title. The commercialization process should begin with an analysis of the target audience and the cultural characteristics of the target language. The title should be concise, memorable and interesting. It should not only reflect the content and spirit of the film, but also be adapted to the linguistic realities of the region of distribution. For example, the title of the film «Green Card» (1990) was adapted by the translator into Russian using compensation, adhering to the approach of pragmatic and commercial adaptation. «Vid na zhitel'stvo» is a title that will be clearly understood by the Russian audience.

We can conclude that in this case the domestication strategy was used.

Pragmatic and commercial adaptation of titles also consists in the ability to easily pronounce and remember the title of the film. Various techniques can be used for this: shortening long formulations, changing grammatical structures, selecting

more capacious and expressive equivalents. For example, the film «Mickey Blue Eyes» (1999) was translated as «Goluboglazyj Mikki». The translator managed to make one complex, but easy to remember word out of two words by changing the grammatical structure.

However, one should not forget about the components of the title, for example, color terms, since they also play a large role in the formation of the key visual, plot or thematic images of the film. For example, the title of the film «Silver Linings Playbook» (2012) was translated as «Moj paren' – psih». In this case, the title in the target language reflected the essence of the film, but the color designation was omitted.

Thus, having analyzed the features of the implementation of pragmatic and commercial adaptation, we can conclude that the translation of film titles with color terms can be influenced by several factors:

1. plot and content;
2. original title;
3. individual components of the title, such as color terms;
4. linguistic and cultural features of the target language;
5. the perceiving subject, as an individual from a certain culture.

Advertising campaigns and movie promotion strategies are often built around the title of the film. It is used in trailers, on posters, in social networks and other advertising materials. Thus, the title becomes a key element in creating the first impression of the film, which can stimulate or, conversely, reduce interest in watching. Pragmatic and commercial adaptation in the translation of film titles is an important tool to ensure their natural perception and understanding by viewers. It helps to overcome cultural barriers and language differences, opening the way for films to gain wide popularity in new markets. Thus, we can conclude that the translation of film titles is a creative and responsible process that requires a balanced approach from specialists. The choice of the most appropriate translation strategy plays a key role in the successful adaptation of a film for perception in another cultural environment.

References

Bazyma, B.A. (2005). *Psihologiya cveta. Teoriya i praktika*. SPb.: Rech', 203 s. (In Russian).

Bal'zhinimaeva, E.ZH. (2009). Strategiya perevoda nazvanij fil'mov. *Sravnitel'noe pravovedenie v stranah Rossii, Mongolii, Yaponii i KNR*. Materialy mezhdunar. studench. nauch. - prakt. konf. UlanUde: Buryatskij gos. un-t, 32-45. (In Russian).

Cambridge Dictionary // Online English Dictionary : [site]. URL: <https://dictionary.cambridge.org/dictionary/english/gable> (acceded: 20.06.2024).

Komissarov, V.N. (2013). *Teoriya perevoda (lingvisticheskie aspekty)*. Uchebnik dlya studentov institutov i fakul'tetov inostrannyh yazykov. Repr. izd. M.: Al'yans, 250 s. (In Russian).

LINGUISTIC FEATURES OF THE REPRESENTED SPEECH IN THE NOVELS BY DAN BROWN

Zayats Anna Aleksandrovna

PhD in Philological sciences, Associate Professor of Teacher's Training Institute,

Affiliation of the Vladivostok State University, Ussuriisk, Russia

E-mail: ann-zayats@yandex.ru

This article is centered around the issue of represented speech. It studies the features of the inner speech of the characters in the novels by Dan Brown. It states that grammatic and stylistic aspects combined contribute to the sensational effect of the text with inner speech. There are four main features found in the inner speech in the novels "The Da Vinci Code" and "Inferno".

Key words: *represented speech, inner speech, stylistics, italics, paragraph, grammatic type of the sentence.*

This academic article examines the phenomenon of represented speech in modern fiction.

The arrangement of the speech of the characters has always been acute in literature and linguistics. Special arguments are centered around represented speech. Both uttered and unuttered represented speech are widely used in modern fiction. We think it is so popular as the reader's attention is mainly drawn to the inner world of man. Both uttered and unuttered varieties of it are made use of. Due to a great amount of works on the matter and the controversy of the point, there may occur confusion of close notions.

In domestic and foreign stylistics these notions are treated differently. Russian linguists state represented speech as represented by a second person in the author's words [Galperin 1977], as the author's and the character's speech combined [Kuznec, Skrebnev 1960], as a peculiar retaining the speaker's point of view through the author's mouth [Shakhovsky 2013]. The above-mentioned scholars consider inner speech better known as interior monologue as a variety of represented speech. The only domestic scientist viewing it in a different way is V.A. Kukharenko. She considers it to be an independent phenomenon and states that "interior monologue is a rather lengthy piece of the text <...> dealing with one major topic of the character's thinking, offering causes for his past, present or future actions" [Kuharenko 1986: 102]. In this article we stick to V.A. Kuharenko's idea of interior monologue. According to it, this type of speech can describe precisely the character's immediate thoughts, reminiscences and responds.

It goes without saying that inner speech, or inner monologue, is an outstanding colorful means to make the narration more vivid and true to life. This device, like no other, deprives the text of any subjectivity and wrong assessments. The reader cannot blame the narrator for his chance interference. Coming across the cases of inner speech the reader is involved into the plan of the character. The novels by Dan

Brown about Robert Langdon, an American Professor of Religious Symbolology from Harvard are full of in-sets of inner speech of the main character.

The worldwide famous novel “The Da Vinci Code” opens with a prologue in which the intriguing plot begins in the Louvre. The seventy-six-year-old curator Jacques Saunière is fatally wounded. He is trying his best to fulfill his duty in the face of death which is unbearably hard. To make the reader imagine the will of the man the author intercepts a short sentence into the stream of narration:

1) The curator lay a moment, gasping for breath, taking stock. *I am still alive.* He crawled out from under the canvas and scanned the cavernous space for someplace to hide [Brown 2003: 11].

The case of inner speech makes the character not just a personage but a living being acting next to the reader. Eventually, it enables the reader to anticipate the breathtaking continuation. It is achieved by the use of the personal pronoun in the first person. At the moment the reader observes the device he feels more sharply the tragedy of the circumstances.

2) Robert Langdon awoke slowly.
A telephone was ringing in the darkness – a tinny, unfamiliar ring. <...>
Where the hell am I?

The jacquard bathrobe hanging on his bedpost bore the monogram: HOTEL RITZ PARIS. Slowly, the fog began to lift [Brown 2003: 15].

In this passage we can see another means the author resorts to – the text of inner speech is a whole paragraph. This graphical means creates suspense and adds unpredictability and importance to the plot. The usage of the first-person pronoun in cases 1 and 2 is uttered represented speech in terms of I.R. Galperin. It is used to make the character foregrounded, to make him the center of the plot, the leading person.

Dan Brown also resorts to a stream of inner speech intercepting it with narrative and descriptive parts. Dry facts and the author’s vision of them interwoven with the main character’s thoughts. The sentences of the inner speech sound as the conclusion to the chain of actions:

1) Alone now, Jacques Saunière turned his gaze again to the iron gate. He was trapped, and the doors could not be reopened for at least twenty minutes. By the time anyone got to him, he would be dead. Even so, the fear that now gripped him was a fear far greater than that of his own death.

I must pass on the secret.

Staggering to his feet, he pictured his three murdered brethren. He thought of the generations who had come before them... of the mission with which they had all been entrusted.

An unbroken chain of knowledge.

Suddenly, now, despite all the precautions... despite all the fail-safes... Jacques Saunière was the only remaining link, the sole guardian of one of the most powerful secrets ever kept. Shivering, he pulled himself to his feet.

I must find some way... [Brown 2003: 14].

In this passage the cases of inner speech are abrupt, laconic to add narrative dynamism to the decisions of the main character.

In the next case we come across unuttered represented speech in the terms of I.R. Galperin:

2) The curator felt a surge of adrenaline. *How could he possibly know this?* [Brown 2003: 12].

In this abstract the pronoun in the third person shifts the narration from the main character to the author. It means the narrator becomes the invisible participant of the events as if he were given an opportunity to affect the plot. His compassion is emphasized by the emotional usage of the modal verb ‘can’.

It is typical of Dan Brown to focus the reader’s attention on Robert Langdon’s claustrophobia. In most novels about this personage, it is mentioned from time to time that his childhood fears can’t let him go. Here is the passage that reveals how hard it is for the professor to.

3) Langdon exhaled, turning a longing glance back up the open-air escalator. *Nothing's wrong at all*, he lied to himself, trudging back toward the elevator. As a boy, Langdon had fallen down an abandoned well shaft and almost died treading water in the narrow space for hours before being rescued. Since then, he'd suffered a haunting phobia of enclosed spaces – elevators, subways, squash courts. *The elevator is a perfectly safe machine*, Langdon continually told himself, never believing it. *It's a tiny metal box hanging in an enclosed shaft!* Holding his breath, he stepped into the lift, feeling the familiar tingle of adrenaline as the doors slid shut. *Two floors. Ten seconds* [Brown 2003: 30-31].

In the passage it is described how Mr Langdon is trying to overcome his strong cabin fear. The case of inner speech is to foreground the idea that it is only he, Robert Langdon, to fight his fear to which he is face to face again. The fear is rendered as an obstacle before the main character. The utterances in the inner speech are one-member nominal sentences. They are used here to underline the nervousness of Robert Langdon, the swiftness of his decisions.

Another feature of Dan Brown’s style is to open his novels with a prologue. In them he presents the plot as the central category of the literary work. Afterwords the main character, Professor Langdon, is to investigate the puzzle. The opening paragraphs of his “Inferno” start with Langdon’s worst nightmares:

1) *I am the Shade.*

Through the dolent city, I flee.

Through the eternal woe, I take flight.

Along the banks of the river Arno, I scramble, breathless...turning left onto Via de Castellani, making my way northward, huddling in the shadows of the Uffizi.

And still they pursue me [Brown 2016: 19].

The whole prologue presents inner speech of Robert Langdon. These first lines absorb the reader into the world of the horrible unsolved that can pursue each of us. It is like lead chains on the character’s legs. The italics to which Dan Browns resorts so often lets the words sound like in real life. It revives the events very effectively. The device of framing is also used in the beginning of the prologue: “For years they have pursued me. Their persistence has kept me underground ... forced me to live in purgatory ... laboring beneath the earth like a chthonic monster.

I am the Shade” [Brown 2016: 19].

The framing links the character's speculations into a desperate circle. The feeling of hopelessness spreads over the reader and makes him sympathize with the professor.

Concerning Dan Brown's individual style, it is necessary to remark that each sentence in the inner speech of the character is a new paragraph. Taking into account the linguistic (not graphical aspect) a paragraph is considered as "a unit of utterance marked off by purely linguistic means: intonation, pauses of various lengths, semantic ties which can be disclosed by scrupulous analysis of the morphological aspect and meaning of the component parts" [Galperin 1977: 198]. Thus, each action described in an independent paragraph is meaningful in itself.

We come to the conclusion that Dan Brown attaches great importance to inner speech of his characters. Though this type of speech is said to lack communicative function, in the novels by this author the characters seem to interact verbally with the readers. This effect is achieved by the following features of the inner speech:

1. The inner speech is italicized. The graphical means foregrounds what is disturbing the character at the moment.
2. The sentences of the inner speech are mainly simple, some of them are unextended which creates dynamics.
3. There are one-member sentences, mainly nominal.
4. Each sentence can form a paragraph to signify the idea in it.

Thereby, the features of the inner speech in the works of D. Brown combine those of grammar and stylistics. It proves the unity of the elements of the language as a structure and opens broad opportunities for the writers to bring their idea to the readers. Strict grammatic constructions, supposed to render information in the sentence, alongside with stylistic devices and means can reveal the author's idea full force. It claims to the personal experience of the reader. Due to the special features of D. Browns writing there is created a complex intercommunication of the character and the author. They are exchanging their roles in the course of narration. It becomes puzzling to understand who is the true creator of it.

References

- Brown, D. (2016). *Inferno*. Transworld Publishers. London. 620 p.
- Brown, D. (2003). *The Da Vinci Code*. Doubleday, Random House, New York. 515 p.
- Galperin, I.R. (1977). *Stylistics*. Moscow: Higher School, 335 p.
- Kuharenko, V.A. (1986). *Praktikum po stilistike anglijskogo yazyka*. Moskva: Vysshaya shkola, 144 s. (In Russian).
- Kuznec, M.D., Skrebnev, YU.M. (1960). *Stilistika anglijskogo yazyka*. Leningrad, 173 s. (In Russian).
- Shakhovsky, V.I. (2013). *English Stylistics*. Uchebnoe posobie. Moscow: Knizhny dom "LIBROKOM", 232 p.

SECTION 4. PSYCHOLOGY

UDK 159.9

AGE PSYCHOLOGY AS A BRANCH OF SCIENCE

Gerasimova Oksana Pavlovna

*Student of Faculty of Psychology of the Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1861495@bsuedu.ru

Scientific advisor:

Prokopenko Yulia Alexandrovna

*PhD in Sociological Sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: prokopenko_yu@bsuedu.ru

This article is dedicated to the education of age psychology, in this article we will actively talk about psychological development at different stages of life. We will also pay attention to factors that have a positive or negative impact on a person.

Key words: *age psychology, psychological development of a person, stages of development, external factors.*

Age psychology is one branch of psychology that focuses on human behavior, its decision – making and emotional function throughout life. This field of psychology studies a number of important topics, for example, how a person adapts to the world around him or her, or how cultural differences affect a person's psychological growth. All of this actively helps professionals to properly assist in a variety of areas including education, health and social services.

The relevance of the topic is due to the practical significance of age psychology in scientific research. Scientists are actively engaged in the development of issues of child development, about the emergence and solution of age – related problems, about the stages of becoming a full – fledged personality.

The purpose of this article is to formulate a correct concept of age psychology, to highlight the main stages of development and to study the influence of external factors on personality, after considering each aspect separately, we will be able to put together a picture of this branch of psychology. This will enable us to make more practical use of this information at all stages of life.

Considering the basic concepts of the science, it must be noted that this branch of psychology is actively focused on the study of human beings. It examines how a person develops at different stages of life and how this is influenced by various stages – from birth to old age. This I what helps us to understand how a person changes with age.

As far as the stages are concerned, it's important to point out that each age has its own developmental stage, which includes certain features and conditions. Each of these stages, as we can summarize, is very interacting, because it is in them that we learn and adapt to the world. For example, in childhood by actively playing, we are

thereby learning about the world, gaining new skills and actively socializing. Where we consider reading fairy tales or telling life stories, we not learn the information we receive, but also learn analyses and reflect.

Developmental stages:

- Infancy (0-1.5 years) – aims to build trust and security. During this period of life, parents, and especially the mother is important for the child. This is a mysterious period in a person's life, since we cannot reliably find out what happens to the baby from himself, and only by observing his external manifestations can we guess how he feels. This period is pre-verbal, but if a child could remember, understand and tell us about this period, we would learn a lot of interesting things. The child finds himself in a vast unknown world and can only know it through sensations [Rubinstein 2012: 30-45].

- Early childhood (2-6 years) – is actively aimed at learning language skills and exploring the world around them. Children actively play, thus developing and cognitive factors. The importance of early childhood lies in the fact that it is a time when a child's brain is in the stage of intensive development. In the early years of life, the brain creates neural connections that will lay the foundation for the child's future emotional, psychological, and cognitive development. A well-formed and developed nervous system allows children to absorb information, learn and adapt to the environment. At the very beginning of childhood, a child is strongly influenced by his family and loved ones around him. A kindergarten teacher is one of the key figures in the early upbringing and education of children, as she is engaged in their development and prepares them for school and later life [Benashvili 2015:70-85].

- Middle age (6-12 years) – the child is actively learning; relationships with peers in her life. This skill forms, for example, self-esteem and the emergence of additional personal qualities. The age-related features of students' development manifest themselves in different ways in their individual formation. This is due to the fact that schoolchildren, depending on their natural inclinations and living conditions, differ significantly from each other. That is why the development of each of them, in turn, is characterized by significant individual differences and features that must be taken into account in the learning process. It is very important to know the features of students' cognitive activity, the properties of their memory, inclinations and interests, as well as a predisposition to more successful study of certain subjects [Levi 2010: 50-65].

- Adolescence (12-18 years) – is one of the complex stages of personality development. There is an active search for self – similarity, the child experiences emotional upheavals and forms the desire for independence. Adolescence is usually characterized as a turning point, transitional, critical, difficult, and the age of puberty. The teenage period in a child's development is usually considered particularly difficult for both parents and teachers, as well as for the children themselves. This assessment is based on the abundance of critical, psychological, and physiological conditions that objectively arise during development, which are sometimes referred to as "critical periods of childhood" [Levi 2010:50-65].

- Adulthood (18-65 years old) – in a person's life there are responsibilities in various spheres, new social roles. During this period a person begins to actively analyse and change his/her life, to search for a balance between personal and professional spheres. We judge age solely by the number of years we have lived, but this is not always true. It happens that a thirty-year-old who leads an unhealthy lifestyle has a heart and lungs that look at all 50. And sometimes a fifty-year-old has more energy than his twenty-year-old colleague. And a twenty-year-old can be too cautious and circumspect, and an eighty-year-old can be risky and fearless. These three ages do not correspond to each other. Only chronological age comes stubbornly and inexorably, like the changing of the seasons. The other two can keep up with the first one, get ahead of themselves, or fall behind. If some people can live up to 110 years old according to the chronology, it is highly doubtful that biological and psychological ages are looking ahead by more than 20 years.

- Mature age (65 years and older) - at this stage of life the central theme becomes reflection on life goals and their achievements. The presence of family or other society significantly increases psychological well-being. A person gradually moves away from active activity, devotes time to summarizing, reflecting, analyzing achievements and failures. If, looking back on his life, he feels peace and satisfaction, then he feels whole. If life did not turn out the way you wanted and the person sees only irreparable mistakes and missed opportunities, then disappointment, hopelessness and despair cover him. That's when people start to be very afraid of death. It is important to understand that it is better to change when there is still time and energy for it.

At the same time, it's never too late to rethink the past and have time to do at least something meaningful and important, to find meaning [Rubinstein 2012: 30-45].

Culture and the environment have a significant impact on personality formation, as they determine a system of values, norms of behavior and ways of interacting with others, which, in turn, form unique character traits and behavioral patterns that distinguish one person from another.

Let's take a look at what factors can influence a person. There are a few very basic ones: socio-economic status, family values and cultural heritage. All these factors together or separately leave an imprint on our development. For example, children who are constantly faced with difficulties in life may have problems with self-esteem and relationships with others. External factors can have a negative impact leading to a lack of experience in overcoming obstacles in life. In addition, if they are influenced by their parents' hyper-parenting, this will also affect their personality development. There is a possibility that such children grow up weak, they have no desire to develop and move forward.

As a result, it can be concluded that the environment in which a person lives plays an important role in the formation of personality from the moment of birth. As various studies show, there is some invisible connection between the values associated with the collective or individual, which can influence not only the unit of society - the family, but also emotional development. After all, the environment in which we grow and develop becomes part of ourselves. And it is up to us to decide what influence we allow into our lives.

Let's look at the application of age psychology theory in practice.

So, where can we apply the practical knowledge of age psychology that we have learned and put it into practice? For example, an average teacher or psychologist with knowledge in the field of age psychology will be able to create a suitable learning environment. After all, if you have extensive knowledge of human cognitive and emotional functions, you will be able to understand a child's needs at different stages of learning.

Consider the work of a psychologist: they too can use the knowledge they have gained in age psychology to develop different methods to be used at different ages. This could include play therapy for young children or cognitive-behavioral techniques for older children.

All this makes us realize the importance of this branch of psychology. Let us summarize our article. Now with full confidence we can emphasize the importance of age psychology, which expands the understanding of the process of human development and adaptation in society. All the knowledge that we gain from the study of age psychology can be actively implemented in various areas of education, health and social services. The main goal is to further study this topic and go deeper into it. After all, the world around us is very changeable and we should be prepared for different outcomes in life.

References

Benashvili, A. (2015). *Vozrastnaya psikhologiya: teoriya i praktika*. Sankt-Peterburg: Piter, 105 p. (In Russian).

Levi, B. (2010). *Psikhologiya stareniya*. Moskva: Akademicheskiy proyekt, 320 p. (In Russian).

Rubinshteyn, S. (2012). *Osnovy psikhologii*. Moskva: Vysshaya shkola, 713 p. (In Russian).

UDK: 159.922.6

PSYCHOLOGISCHE ASPEKTE DER ELTERN-KIND-BEZIEHUNGEN UND DER PERSÖNLICHEN INDIVIDUATION IN DEUTSCHEN MÄRCHEN

Kudrina Diana Dmitrijevna

*Studentin des Lehrstuhls für Alters- und Sozialpsychologie,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-Mail: donnarosa2017@yandex.ru

Wissenschaftliche Betreuerin:

Miroschnitschenko Larisa Nikolajevna

*Kandidatin der philologischen Wissenschaften,
Dozentin des Lehrstuhls für Fremdsprachen,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland,*

E-mail: Miroshnichenko_l@bsu.edu.ru

Dieser Artikel befasst sich mit dem Problem der psychologischen Aspekte der Eltern-Kind-Beziehung und der persönlichen Individuation, die in deutschen Märchen dargestellt werden. Der Artikel berücksichtigt theoretische Positionen von Autoren verschiedener psychologischer Schulen zum Thema Eltern-Kind-Beziehungen. Es werden die psychologischen Aspekte der Eltern-Kind-Beziehung am Beispiel der deutschen Märchen der Brüder Grimm beleuchtet. Es werden die wichtigsten psychologischen Prozesse der Individuation aufgezeigt. Die psychologischen Merkmale der betrachteten deutschen Märchen werden analysiert.

Schlagwörter: Kind-Eltern-Beziehung, Trennung, Individuation, intrapersonaler Konflikt, Persönlichkeit, Archetypen, Psychologie der Märchen.

Die Eltern-Kind-Beziehung spielt eine Schlüsselrolle bei der Bildung und Entwicklung der Persönlichkeit eines Kindes. Die Eltern-Kind-Beziehung ist eine komplexe psychologische Persönlichkeitsbildung, die eine Reihe von Schlüsselkategorien umfasst: elterliche Positionen, eine Reihe von Wertorientierungen, Einstellungen, Erwartungen an die Eltern, den Erziehungsstil in der Familie, das Bild des familiären Erziehungssystems beim Kind sowie Arten von positiver und falscher elterlicher Autorität [Burmenskaya et al. 1990: 72-75].

In den wissenschaftlichen psychologischen Schulen wird das Thema der Eltern-Kind-Beziehung auf unterschiedliche Art und Weise behandelt, mit unterschiedlichen Konzepten, Begriffen und Kategorien, die die ursprünglichen theoretischen Positionen der Autoren darstellen [Psihologiya semejnyh otnoshenij ... 1990: 65-77].

Der amerikanische Psychologe auf dem Gebiet der Entwicklungspsychologie und Vertreter der Ich-Psychologie Erik Erikson war der Meinung, dass die Beziehung zwischen Eltern und Kind eine doppelte Ausrichtung hat [Yung 2001]. Sie beinhaltet sinnliche Fürsorge, Befriedigung der Bedürfnisse und Anforderungen des Kindes, Schutz vor den Gefahren der umgebenden Welt, aber zur gleichen Zeit - und die Bereitstellung eines gewissen Grades an Freiheit, so dass das Kind konnte das notwendige Gleichgewicht zwischen den Anforderungen der Eltern und ihre eigene Initiative zu etablieren. Der Autor schlug eine Theorie der psychosozialen Entwicklung vor, in der die Beziehung zwischen Kind und Eltern in jeder Phase eine Schlüsselrolle spielt.

Carl Rogers, ein Psychotherapeut und einer der Begründer der humanistischen Psychologie, betonte die bedingungslose Akzeptanz und das Einfühlungsvermögen in Eltern-Kind-Beziehungen. Er war der Ansicht, dass ein Kind für eine gesunde Entwicklung das Gefühl braucht, geliebt und akzeptiert zu werden, so wie es ist.

Vertreter der Verhaltenspsychologie - Behavioristen betrachten die Eltern-Kind-Beziehung durch die Brille des Lernens. John Watson vertrat die Ansicht, dass das Verhalten eines Kindes durch Verstärkung und Bestrafung seitens der Eltern geformt wird. B.F. Skinner entwickelte die Ideen der operanten Konditionierung und betonte, dass Eltern das Verhalten eines Kindes beeinflussen können, indem sie erwünschte Handlungen fördern und unerwünschte ignorieren oder bestrafen.

Jean Piaget, der Begründer der Theorie der kognitiven Entwicklung, untersuchte die kognitive Entwicklung des Kindes und die Rolle der Eltern bei der

Schaffung eines lernfördernden Umfelds. Er betonte, dass Eltern die Entwicklungsstufen des Kindes berücksichtigen und geeignete Aufgaben stellen sollten.

Jede der untersuchten Schulen hat ihre eigene Sichtweise der Eltern-Kind-Beziehung, aber alle stimmen darin überein, dass diese Beziehungen eine Schlüsselrolle bei der Entwicklung der Persönlichkeit eines Kindes spielen [Psihologiya semejnyh odnoshenij ... 1990: 65-77].

Psychologische Aspekte der Eltern-Kind-Beziehung und Prozesse der Persönlichkeitsentwicklung können nicht nur durch die Analyse von Forschungsliteratur, sondern auch mit Hilfe von künstlerischen Werken untersucht werden. Das Märchen als Genre der Folklore und der Fiktion ist nicht nur eine anschauliche Illustration psychologischer Prozesse, Regelmäßigkeiten im Leben der Helden, sondern auch ein integraler Bestandteil der kulturellen Tradition, der die nationale Identität des Volkes durch Symbole, Sprachmittel und Bilder widerspiegelt. So können Märchen sowohl privates psychologisches Wissen vermitteln, das sich in der konstruierten Handlung zeigt, als auch psychologische Charakteristika des untersuchten Ethnos.

Deutsche Märchen spiegeln auch die individuelle, ethnische Einzigartigkeit des Volkes wider, die sich in einem bestimmten kulturellen und historischen Kontext gebildet hat [Starodubchenko, Starodubchenko 2023].

Psychologische Aspekte der Eltern-Kind-Beziehung und der persönlichen Individuation in deutschen Märchen stellen ein interessantes Analysethema dar, insbesondere aus der Perspektive der Tiefenpsychologie und der Theorie von Carl Gustav Jung [Erikson 1996]. Insbesondere die deutschen Märchen der Brüder Grimm enthalten häufig archetypische Handlungen, die die wichtigsten Phasen der persönlichen Entwicklung und der Trennung von der elterlichen Figur widerspiegeln.

In Grimms Märchen ist der Konflikt zwischen Kindern und Eltern oft ein zentrales Element der Handlung und spiegelt die inneren Ängste und Wünsche wider, die mit dem Prozess des Erwachsenwerdens verbunden sind. Ein psychoanalytischer Ansatz ermöglicht ein tieferes Verständnis dieser Konflikte als symbolische Manifestationen des Kampfes um Individualität und Autonomie. Die Figuren, die mit der elterlichen Autorität und den Erwartungen konfrontiert werden, durchlaufen Prüfungen, die ihnen helfen, sich selbst zu finden.

In vielen Märchen, wie z. B. Hänsel und Gretel und Aschenputtel, geht es um den Konflikt zwischen Kindern und Eltern oder deren Stellvertretern (Stiefmutter, Stiefvater). Dies kann ein Symbol für den Kampf um Autonomie und Unabhängigkeit sein.

Im Märchen «Hänsel und Gretel» stehen Kinder im Mittelpunkt der Handlung, die von ihren Eltern verlassen werden, weil diese nicht in der Lage sind, sie zu ernähren. Die Infantilisierung der Eltern wird in dieser Entscheidung deutlich.

Die freundliche Großmutter, die die Kinder später kennen lernen, verwandelt sich in eine Hexe. Auch hier fungiert sie als elterliche Figur mit einer doppelten Natur. Am Anfang sehen wir eine gütige und fürsorgliche alte Frau - das ist das Bild einer akzeptierenden, idealen Mutter mit bedingungsloser Liebe, dann können wir

die Verwandlung einer gütigen alten Frau in eine böse Hexe beobachten - das ist die Personifizierung einer abweisenden Mutter, die die Bedürfnisse des Kindes ignoriert. In diesem Bild ist sie sogar bereit, Hänsel, ihr Kind, zu essen, was eine Metapher für das Aufnehmen, Festhalten und die übermäßige Kontrolle über das Kind ist.

Auf dem Höhepunkt des Märchens besiegen die Figuren die böse Hexe, indem sie sie im Ofen verbrennen und mit dem gefundenen Reichtum aus ihrem Haus fliehen. Dies ist eine Veranschaulichung der Trennung - der Trennung von den Eltern.

In diesem Märchen zeigt sich das Phänomen der Parentifizierung - des Rollentauschs: Kinder werden zu Eltern für ihre Eltern, verschiedene Archetypen der Mutter sowie die psychologische Trennung der Helden als Stadium der Persönlichkeitsbildung und Reifung. Die Archetypen in diesem Märchen helfen den Kindern, komplexe Gefühle wie Angst, Verlust und die Notwendigkeit, für ihr Schicksal zu kämpfen, zu erkennen, was letztlich zu ihrer psycho-emotionalen Entwicklung beiträgt.

In einigen Märchen sind die Eltern abwesend oder liegen im Sterben, so dass der Held oder die Heldin gezwungen ist, ihren eigenen Weg zu finden. Dies kann eine Metapher für die Notwendigkeit sein, erwachsen zu werden und Verantwortung für das eigene Leben zu übernehmen. Die Protagonistin des Märchens «Aschenputtel» gelangt von der Abhängigkeit zur Unabhängigkeit, überwindet die Demütigung und findet ihre Identität mit Hilfe der «inneren Weisheit», der «inneren Ressource», deren Bild die gute Fee war.

Ein anderes berühmtes Märchen der Gebrüder Grimm – «Rotkäppchen» - führt uns ebenfalls in den Prozess der Individuation der Persönlichkeit in der Person der Protagonistin ein, die durch ein unschuldiges, naives Mädchen dargestellt wird, das Reinheit und Vertrauen verkörpert. Aus der Sicht der Anhänger von Sigmund Freud kann Rotkäppchen das Erwachsenwerden, das Erreichen der Pubertät des Mädchens symbolisieren. Der Wald im Märchen kann ein Symbol für das Unbewusste sein, das mögliche Hindernisse, Gefahren und Ungewissheit verkörpert, auf deren Überwindung der Held zur persönlichen Verwandlung wartet.

Die Begegnung mit dem Wolf dient als Metapher für die Begegnung mit einer Welt voller Gefahren und Verlockungen. Der Wolf, der die dunklen Seiten der menschlichen Natur verkörpert, symbolisiert Manipulation und Verrat. Seine Handlungen verdeutlichen die heikle Frage des Vertrauens und die Gefahr, die sich hinter der äußeren Heuchelei verbirgt.

Das Märchen zeigt auch Wege der Selbstfindung auf: Rotkäppchen muss lernen, sich trotz der Gefahr auf ihre inneren Instinkte und ihre Weisheit zu verlassen. Dieser Prozess ist zwar angstbesetzt, aber für die Herausbildung einer reifen Persönlichkeit, die zwischen Gut und Böse unterscheiden kann, unerlässlich.

Anhand der durchgeführten Analyse können wir feststellen, dass die deutschen Märchen durch eine besondere Lebendigkeit der dargestellten Symbole und Bilder gekennzeichnet sind, die manchmal grausam und erschreckend sind. Diese Übertreibung ist verständlich, da sich die Moral der Märchen durch Kontraste widerspiegelt: unreife, naive Helden werden mit Versuchungen und böser Magie

konfrontiert, umgehen aber die Gefahr dank ihrer Güte und Klugheit. Gleichzeitig haben viele Märchen eine dunkle Seite und spiegeln die wahren Ängste, Laster und Freuden der Gesellschaft wider.

Deutsche Märchen spiegeln oft komplexe Familienbeziehungen und soziale Normen wider und prägen Vorstellungen von Moral und Verantwortung. Sie enthalten Bilder von Eltern als Beschützer und Unterdrücker, die die Dualität der elterlichen Rolle verdeutlichen.

Die Geschichten spiegeln Ideen über Moral und Gerechtigkeit wider und ermöglichen es den Zuhörern, sich mit den Figuren zu identifizieren und eine emotionale Katharsis zu erleben. Dieser Ansatz trägt zu einem tieferen Verständnis der inneren Welt nicht nur der Figuren, sondern auch der Zuhörer und Leser selbst bei. So können Märchen eine psychologisch korrigierende Funktion haben [Zinkevich-Evstigneeva 2000].

Deutsche Märchen sind eine ergiebige Quelle für die Untersuchung von Eltern-Kind-Beziehungen und der Persönlichkeitsentwicklung. Sie offenbaren wichtige psychologische Aspekte, die unabhängig von der Zeit relevant bleiben. Autoren wie die Brüder Grimm haben Werke geschaffen, die nicht nur die Vorstellungskraft, sondern auch die inneren Prozesse der Persönlichkeitsbildung beeinflussen und sowohl den Wunsch nach Unabhängigkeit als auch die notwendige Unterstützung durch die Eltern aufzeigen. Diese Märchen erinnern uns an die Komplexität und Vielfalt der Beziehungen innerhalb der Familie, was sie zu einem wichtigen Element für das Verständnis der menschlichen Natur macht.

Literaturverzeichnis

Burmenskaya, G.V., Karabanova, O.A., Liders, A.G. (1990). *Vozrastno-psihologicheskoe konsul'tirovanie. Problemy psihicheskogo razvitiya detej*. M.: Izdatel'stvo Moskovskogo universiteta, 136 s. (Auf Russisch).

Erikson, E. (1996). *Detstvo i obshchestvo*. Izd. 2-e, pererab. i dop. Per. s angl. SPb.: Lenato, ACT, Fond «Universitetskaya kniga», 592 s. (Auf Russisch).

Psihologiya semejnyh otnoshenij s osnovami semejnogo konsul'tirovaniya. (2005). Ucheb. posobie dlya stud. vyssh. ucheb. Zavedenij / E. I. Artamonowa, E.W. Jekshanowa, E.W. Syrjanowa i dr.; Pod red. E.G. Silyaevoj. 3-e izd., stereotip. M.: Izdatel'skij centr «Akademiya», 192 s. (Auf Russisch).

Starodubchenko, A.E., Starodubchenko, K.YU. (2023). Nemeckie narodnye skazki kak otrazhenie mentaliteta nacii. *YUnyj uchenyj*, 3 (66), 33-36. (Auf Russisch).

YUng, K.G. (2001). *Arhetip i simvol*. M.: Gumanitarnoe Agentstvo «Akademicheskij proekt», 244 s. (Auf Russisch).

Zinkevich-Evstigneeva, T.D. (2000). *Praktikum po skazkoterapii*. SPb.: OOO «Rech'», 310 s. (Auf Russisch).

LITIGIOUSNESS, QUERCULARITY, BARIATRY – ARE THREE NAMES FOR ONE STATE OF MIND

Maslennikova Evgeniya Nikolaevna

*Student Faculty of Psychology of the Pedagogical Institute,
Belgorod State National Research University, Belgorod, Russia*

E-mail: Evgmaslennikova@yandex.ru

Shcherbakova Tatyana Vasilyevna

*Student of Faculty of Foreign Languages of Institute of Pedagogy,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1846737@bsuedu.ru

Scientific advisor:

Prokopenko Julia Alexandrovna

*PhD in Sociological Sciences, Associate Professor of Foreign Languages
Department,*

Belgorod State National Research University, Belgorod, Russia

E-mail: prokopenko_yu@bsuedu.ru

This article examines the problem of litigious aspect increase the judicial authorities. The types of litigators are described, along with strategies and tactics for preventing litigiousness that call for collaboration between medical professionals, lawmakers, patients, and the public. In order to help create effective treatment and preventative strategies for mental disorders, the study aims to discover the causes, mechanisms, and mental processes of behaviours including litigiousness, quercularity, and baratria, as well as their relationship to these conditions.

Key words: *Litigiousness, quercularity, barratry, green mailing, pseudo-rights protection.*

Maturity is when you stop complaining and making excuses in your life; you realize everything that happens in life is a result of the previous choice you've made and start making new choices to change your life.

(Roy Bennett)

To date, in the light of the popularization of the court as a universal body for the protection of citizens' rights, its perception as a unidirectional institution for resolving social conflicts, distortion of the form of the judicial process by all possible submission of dispute resolution through television content and inappropriate judicial literature, has led to a significant increase in the litigious aspect in the judiciary, as well as attempts to make judicial instances a way of enrichment.

The desire that takes place in the present reality, no matter what, with the help of complaints, to demand what is necessary for an individual, does not lead to an

increase in confidence in the courts, but makes them an instrument for pseudo-satisfaction of certain ambitions, as well as obtaining material benefits.

Every year, the number of persons seeking protection of their violated rights increases and, accordingly, those disputes that are subject to pre-trial settlement, through negotiations between the parties, consultations of qualified specialists in the field of law, mediation.

All this is the result of the imposition of Western values that are alien to the Russian public, based on the confrontation between the authorities and society.

The legal egocentric culture of the individual, imposed from the outside, does not allow the Russian pious and peace-loving society to meet each other halfway, to reconcile, fully analyzing the legal claims of the opposite side. The relevance of the study is due to the popularity of today's speculators to resolve any issues through the courts, attempts by litigators to make the court a way to enrich themselves.

The purpose of the study is to identify the causes, mechanisms and mental processes of such behavior as litigiousness, querulancy, baratria and their connection with mental disorders, which will contribute to the development of effective methods of treatment and prevention of these conditions.

The disputants, guided by the concept of "everything will be decided by the court", do not seek to discuss the differences that have arisen, thus exhausting the right of claim, on the contrary, resorting to the help of persons of questionable legal qualifications specializing in litigation and focused on judicial resolution of the conflict, increase the degree of confrontation, while spending not small material resources.

In fact, the truthful exhortations of specialists about the futility of a dispute at the consultative stage have lost their relevance, clients of legal organizations for the most part receive only a commercial offer, and based on the cost of services, they decide on cooperation.

The concept of a qualified lawyer has been replaced in society by a person capable of litigating [Dahl 1882: 374] and encouraging public opinion regarding the possible resolution of conflict situations solely through going to court.

The person who believed (authorized) such a "specialist", subsequently deeply immersed in litigation, understands the lack of legal effectiveness of the representative, regrets the aimlessly spent resources, but being in a reasonable delusion is no longer able to stop, up to overcoming all levels of judicial instances.

For some time now, in our society, to a certain extent, "legal judicial protection" has been a fashionable trend, which also contributes to an increase in the need for necessary protection of their violated rights and unwillingness to seek consensus.

All this is undoubtedly facilitated by the presence in social groups of society of an incorrect concept and idea about the realization of the right to judicial protection in courts of general jurisdiction. These factors contribute to the manifestation of persons who are stable in their desires to sue, that is, to sue.

Litigiousness (querulancy, persistent complaints syndrome, baratria) - the name of the disease comes from the Latin word "complain" [Big dictionary of

foreign words 2007], which reveals the very essence of this phenomenon and is expressed in a person's belief that he has the right to fictitious certain benefits, for which he is fighting, constantly initiating legal proceedings, writes endless complaints to various instances [Filashikhin].

Querulancy, in most cases, indicates the development of psychopathy in a person, can be expressed in mania aimed at a willingness to defend imaginary self-interests and the interests of third parties.

Psychological deviation manifests itself in fixation, on an apparent problem and persistent defense of a point of view by showing perseverance, aggression, complaints, arousing disputes, which contributes to the spread of discontent expressed by behavior and actions, scandals, harsh persistence, ignoring the opinions of other people. A person gets moral satisfaction from his type of activity [Stoimenov 2003: 408].

In the 19th century, K.T. Jaspers, a psychiatrist from Germany, began to study such a phenomenon as the querulant reaction. He placed this condition on the border between psychopathic fanaticism and delirium, calling querulancy a psychosis of passion. In the modern world, the litigious syndrome is practically not studied. This is due to the recently widespread tendency to defend rights, which came to us from the United States.

Based on studies of the behavior of complainants conducted by a number of specialists, such as: K. Hunt [Hunt 1991: 107-117], A.N. Tsilmak [Tsilmak 2014: 125-127], D.G. Scott [Scott 1994: 194-199], it is possible to classify their types for timely recognition of these persons and taking a set of measures based on the characteristics and mode of action of the querulant. At the same time, it is necessary to take into account the current realities of today, which will contribute to understanding the essence of personal characteristics, types of verbal communication of typical litigators.

Summarizing the existing types of litigators, it is necessary to identify the following:

- acting on an emotional high and initiating appeals, subsequently losing interest after a certain period of time;
- persons whose motive power is the goal of achieving justice;
- pursuing the censure and punishment of the party at any cost, defining the judicial authorities as the punitive body of the opponent (this type of complainants are mainly mentally ill persons with character accentuations and manifestations of arrogance, dominance, vanity, assertiveness, irritation, aggression, contempt of hatred, negativism) [Tsilmak 2014: 127-130];
- based on demonstrating their personality, superiority (endlessly focusing on their merits, skills, and exceptionally effective ways to achieve their goals) [Tsilmak 2014: 125-130];
- infinitely disagree with the adopted judicial acts in any of their manifestations (this type carries discontent, mutual hostility, contrasting oneself with society, believing civil servants unable to understand it, is characterized by the

ability to speak insultingly to officials, while maintaining the framework and not switching to obscene language, thus morally provoking and humiliating);

- defending their rights, fixated complainants with an active lifestyle (this type is quite familiar with the concepts of their rights, but replaces the concept of a court dispute, hostile, arrogant);

- having the typology of a national human rights defender (a selfish pseudo-altruist who does not have a specific occupation, acting as a defender of the infringed rights and freedoms of other people, while having certain material benefits);

- aggressive litigators, for whom there is no framework for the protection of a violated right (the meaning of whose life lies in complaints, while the subject of complaints is the world around him, with events that do not suit him, he throws various instances with his complaints in incredible volumes, initiates new cases, files appeals, is dissatisfied with everything, is not satisfied with everything, criticizes everything, intently looking for a trick and a double meaning);

- seeking material benefits (this kind of litigant is smart, selfish, cunning, calculating, pursues the goal of profit, he closely monitors events, persistently defends human rights by various legal methods, complains about officials without achieving what he wants, professional consumers who seek out flaws in the goods and services offered to them, and blackmail entrepreneurs with unfounded lawsuits, representatives of minority shareholders using the so-called "green mailing" (corporate blackmail) are based solely on pragmatic motives;

- truth-telling teachers (the type formed as a result of the fall in society's requirements for representatives of this profession in terms of compliance with pedagogical ethics, is common in the field of labor legislation, as well as disputes related to the protection of honor, dignity and business reputation), while the subject of the dispute again and again turns to judicial protection of his "violated right", regardless of the nature and substance of the situation.

It should also be particularly noted persons engaged in advocacy and human rights activities who, having professional skills, do not shy away from presenting deliberately falsified evidence, pursuing the success of unpromising ways to protect the right.

Litigious activity can persist for a long time, sometimes litigation involving the querulant lasts for years. As the conflict is resolved, the patient's activity begins to gradually weaken. But as soon as new unfavorable factors appear, remission ends and another wave of baratria starts.

These types of people prone to litigiousness, for the most part, have paranoid psychopathies [Felinskaya 1972: 20], which are eliminated by a psychologist through psychocorrective complex treatment [Filashikhin], consisting of undergoing a course of psychotherapy (group and individual classes, family therapy are used) with isolation from external triggers. In a more severe form of manifestation of the treatment of pimps, it is possible to use a psychiatric form of eliminating the disease and taking medications (neuroleptics, tranquilizers, normotimic drugs and other medicines) [Gannushkin 1964: 213; Felinskaya 1972: 22].

Only patience and high qualification of a specialist can play a positive role in the treatment of querulancy by the psychoanalytic method. Litigious individuals

skillfully spread their negativity to others. A psychologist may be accused of incompetence, especially during the theoretical analysis and search for the causes of the disease [Osipova 2005: 17-19; Scott 1994: 193].

Psychoanalytic and cognitive-behavioral methods have proven themselves well in the treatment of litigious syndrome. With the help of these methods, the psychotherapist is able to teach the patient to respond correctly to traumatic or stressful factors, to adequately perceive any social changes in society.

The course of the disease can last for several years, after which remission occurs. In dealing with clients suffering from this disease, it is important to maintain an even and friendly communication style. Any impact of psychosocial traumatic factors can cause a new outbreak of the disease. Querulant therapy is a very complex and lengthy process that requires all participants in the process to be patient, professional and willing to overcome the disease.

Since the passage of time has contributed to the improvement of the judicial system and the implementation of the principle of accessibility of justice, today, manipulators have the opportunity to simultaneously appeal to judicial authorities and other state bodies by sending complaints by electronic means of communication, which significantly increases the number of similar appeals and the subsequent time spent by officials on the formation of motivated responses.

Fully aware of the workload of the judicial system, analyzing the categorization of initiated disputes, reasonably realizing that today the availability of judicial protection measures contributes to the progress of litigation and pseudo-protection, Federal Law No. 259-FZ dated 08.08.2024 "On Amendments to Parts One and Two of the Tax Code of the Russian Federation and Certain Legislative Acts of the Russian Federation on Taxes Amendments have been made to Chapter 25.3 "State Duty" of the Tax Code of the Russian Federation, which entered into force on 09/08/2024.

Of course, the necessary and relevant legislative changes will contribute to increasing the legal validity of claims and complaints, reducing the aspect of litigation in courts of general jurisdiction, since it is necessary to pay a state fee for all types of complaints against court decisions.

Meanwhile, the settlement of the above-mentioned provisions of the law regarding disputes on consumer protection, which are still exempt from paying state duties and disabled beneficiaries who file lawsuits for large-scale collection of funds from the population, acting in fact as aggressive collectors, the number of which is increasing exponentially, were ignored.

Based on statistical data on claims in the field of consumer protection, the presence of a huge number of persons who go to court with deliberately unreasonable demands, forming groups of consumer extremism, there is no possibility of collecting state duty from the initiator of the dispute, if the claim is denied to the consumer, as well as payment by persons entitled to benefits when filing claims in the court (Article 333.36 of the Tax Code of the Russian Federation), acting in order to obtain material benefits, carrying out business activities in the field of debt collection from individuals.

The Constitution of the Russian Federation, state management levers and the regulatory framework, information resources, including the restriction of distorted content of court proceedings, taking into account the specifics of protecting the rights of citizens in criminal, civil, administrative, and administrative offenses in court instances, can minimize the initiation of knowingly litigious cases, as well as the participation of representatives in need in psychocorrective counseling.

The fight against litigation requires comprehensive research, the development of effective methods and the introduction of appropriate control mechanisms. Collaboration between doctors, legislators, patients and society can help achieve the goal in a more environmentally friendly way and ensure a high professional level in this important area we study. Familiarization with the types and categories of persons prone to litigiousness, their main methods and ways of achieving the goal, types of elimination of the existing propensity in a person, through psychocorrective treatment, will fully contribute to reducing their activity and eliminating the psychological dependence of the complainant.

References

- Artyuhova, T.Yu., Shelkunova, T.V. (2019). *Psihokorrekcija i psihoterapija*. studies. manual. Krasnoyarsk: Sib. federal. Univ., 170 s. (In Russian).
- Bol'shoj slovar' inostrannyh slov*. (2007). Izdatel'stvo «IDDK». (In Russian).
- Cil'mak, A.N. (2014). Characteristics of the types of complainants *Vestnik Chelyabinskogo gosudarstvennogo universiteta*, 20 (349), 125-130. (In Russian).
- Filashihin, V.V. *Sutiajnichestvo*. Rosa: [sajt] 2009-2021. URL: <https://rosa.clinic/blog/simptomy/sutyazhnichestvo> (acceded 25.10.2024). (In Russian).
- Gannushkin, P.B. (1964). *Klinika psihopatij, ih statika, dinamika, sistematika*. Izbrannye trudy. M.: Meditsina, 290 s. (In Russian).
- Glossarij Standartizirovannye psihopatologicheskie sindromy dlya unificirovannoj klinicheskoj ocenki sostoyaniya bol'nyh reaktivnymi psihozami, (Metod. pis'mo)*. (1972). Sostaviteli Felinskaya, N.I., Chibisov, Yu.K. Moskva, 37 s. (In Russian).
- Hunt, K. (1991). Consumer satisfaction, dissatisfaction and complaining behavior. *Journal of Social Issues*, 47 (1), 107–117.
- Nemov, R.S. (2001). *Psihologiya*. Ucheb. dlya stud. vyssh. ped. ucheb. Zavedenij, 3. M.: Vldos IMPE im. Griboedova, 640 s. (In Russian).
- Osipova, A. A. (2002). *Obshchaya psihokorrekcija*. M.: Sfera, 510 s. (In Russian).
- Skott, Dzh. (1994). *Sposoby razresheniya konfliktov*. Naychno-populiarnoe izdanie. SPb: Tipografij im. Kotliakova, 210 s. (In Russian).
- Stoimenov, J. A., Stoimenova, M. J., Koeva, P. J. i dr. (2003). *Psihiatricheskij enciklopedicheskij slovar'*. Sofia: Akademicheskoe Izdatel'stvo im. M. Drinova, 1197 s. (In Russian).
- Tolkovyj slovar' zhivogo velikorusskogo yazyka*. (1882). V 4 t. Avt.-sost. Dal', V. I. 2-e izd. T. 4. SPb.: Tipografiya M. O. Vol'fa, 374 p. (In Russian).

THE SYNDROME OF EMOTIONAL BURNOUT: CAUSES AND WAYS OF PREVENTION

Yakovov Daniil Valentinovich

Candidate of theology,

*Assistant of the Department of Philosophy and Theology,
Belgorod State National Research University, Belgorod, Russia*

E-mail: yakovov@bsuedu.ru

This article discusses the causes of emotional burnout syndrome in representatives of helping professions, the stages of its formation, describes symptoms, and gives specific recommendations for preventing its development. Researchers' points of view on etiology and mechanisms of syndrome influence on a person as a psychological defence, which with development ceases to be adaptive.

Key words: *psychology, burnout, efficiency, fatigue, pedagogy, stress.*

The Syndrome of Emotional Burnout (abbreviated SEB) was first described in 1974 by American psychiatrist H. Freidenberger [Freidenberger 1992; Karazman 1996; Schaab 1993] as a complex of problems of psychological nature that arise in specialists working with people. Koroleva E. G. and Shuster E. E. cite data on the prevalence of SEB: "Among the professions in which SEB occurs most often (from 30 to 90% of those working), we should note doctors, teachers, psychologists, social workers, rescue workers, law enforcement officers. Almost 80% of psychiatrists, psychotherapists, psychiatrists-narcologists have signs of burnout syndrome of varying degrees of severity" [Koroleva 2007: 108]. Clergymen can also be referred to the risk group [Koroleva 2007: 108]. Constant contact with people in the context of responsibility for their life, health and potential future can lead to fatigue, negativism, irritability, and cynicism.

This phenomenon was defined by social psychologist Maslach C.: "Emotional burnout is a syndrome of emotional exhaustion, depersonalisation and reduction of personal achievements, which can occur among professionals engaged in various types of helping professions" [Maslach 1982: 7]. At the same time, A. Pines and E. Aronson [Pines 1988] believe that emotional burnout is manifested also "outside of professional activity (for example, in housework)" [Langle 2008: 3]. So "Grishina N. V. believes that "burnout" is a payment not for sympathy to people, but for one's unfulfilled life expectations; it is a special condition of a person, which is a consequence of professional stress" [Grishina 2000; Skorobogatova 2019: 286].

Emotional burnout is caused by reasons that can be conditionally divided into two categories: individual and situational. Individual reasons include mental peculiarities, age, values, relationships with relatives and colleagues. Situational reasons include overwork, increased workload, misunderstanding of job duties, unstable atmosphere in the family [Berezovskaya 2007]. Koroleva E. G. and Shuster E. E. identify the main external components contributing to the emergence of SEB: "Mismatch between the personality and the requirements imposed on it <...> the

obligation to work in a strictly established mode of the day, high workload; lack or lack of social support from colleagues and management; insufficient remuneration for work <...>; ambiguous requirements for work; lack of interests outside work" [Koroleva 2007: 108–109]. They also cite several personality traits: emotional lability, volitional suppression of negative emotions, rationalisation, anxiety, perfectionism, and rigidity.

Prolonged stressful influence of interpersonal communication causes a reaction in the form of emotional burnout [Beznosov 2004; Boyko 2009; Kotova 2013]. SEB is often observed in teachers, as their work requires significant efforts, increased responsibilities and demands, and is associated with high responsibility for the results of the educational process [Grishina 2000; Skorobogatova 2016; Shabanova 2018; Väisänen 2018].

SEB is developing gradually. Boyko V. V. distinguishes three stages: nervous tension, resistance, and exhaustion, indicating that the first two can go in parallel, and the third is characterised by chronic manifestation of symptoms, their inclusion in the personality structure [Artyukhova 2019: 8]. Nervous tension arises in professional activity from psychotraumatic factors and may be accompanied by a struggle with unpleasant impressions. Then comes a drop in emotional tone because of ineffective resistance. Also, V.V. Boyko defines SEB as "a mechanism of psychological defence developed by a personality in the form of complete or partial exclusion of emotions in response to selected psychotraumatic influences (stress)" [Artyukhova 2019: 6]. SEB then minimises negative experiences that carry a threat to the wholeness of the individual. Nancy McWilliams found that "'defences' are nothing less than global, regular, healthy and adaptive ways of experiencing the world" [McWilliams 2001: 130]. Thus, psychological protection is characterised by a dual nature: protecting from maladaptive components of relationships that have a psychotraumatic impact on the personality, it at the same time interferes with the process of active creative adaptation of the personality to the changing internal and external reality. Thus, initially performing the function of personality preservation, emotional burnout over time leads to disorganisation of practically all aspects of specialist's life activity. Considering SEB as a psychological protection, it is worth noting that employees copy elements of professional behaviour from more experienced colleagues in the process of socio-psychological adaptation, which increases the probability of SEB spreading in case of unfavourable psychological climate in the team.

Maslach C. identifies symptoms of emotional burnout: "emotional exhaustion, depersonalisation and reduction of personal achievement" [Maslach 1997; Skorobogatova 2019: 286]. These symptoms can be inherent in each stage of SEB development [Artyukhova 2019: 8].

Emotional exhaustion. This stage can still be seen as a defence mechanism, as it allows you to control your energy expenditure. It is characterised by tension and a feeling of lack of energy during working hours. Prolonged exposure to traumatic conditions mobilises the body's forces, resulting in increased tension and irritability.

The **Depersonalisation** stage is characterised by feelings of irritation and a decreased interest in communication. Neglect, negativism or cynicism, or dependence on others appears. The specialist stops seeing living people and more and more often begins to perceive them as inanimate objects, interaction with which burdens him/her.

Reduction of personal achievement. At the last stage there is a decline in self-esteem through devaluation of one's own achievements [Vodopyanova 2009]. The feeling of powerlessness in the face of situational challenges leads to a loss of faith in oneself, one's achievements and capabilities. A huge number of difficult situations depresses the specialist and leads him/her to a depressed state.

The real threat of SEB lies in the disruption of emotion functions. Failure of the signalling function leads to the inability to assess what is happening, to recognise and satisfy needs; of the regulatory function - to the inability to influence behaviour; of the evaluative function - to choose the direction of activity and assess the results; of the communicative function - to the impairment of understanding others. Syndrome correction consists in restoring these functions [Artyukhova 2019: 7].

Preventing SEB is about seeking help in a timely manner and minimising stress: "Our work can and should be enjoyable and revitalise us" [Koroleva 2007: 110]. Professional development and the development of personal resources can be the basis for maintaining a workable state. Constant learning of new theories and ways of working, reasonable distribution of workload (no more than 45 hours per week), change of activities, physical activity, easier attitude to conflicts and absence of an attitude of being better than everyone else in everything - will be the basis for the prevention of SEB.

Prevention can also consist of the following: "In taking responsibility for one's work and professional result; in delegating some responsibility to clients and patients; in the ability to take one's time and give oneself time to achieve success in life and at work; in a realistic assessment of one's capabilities; in the ability to lose without self-deprecation and self-abuse" [Koroleva 2007: 111].

Thus, SEB leads to a reduction in quality of life and working relationships through depersonalisation and devaluation of self-worth. People whose work involves caring for others are more susceptible to SEB. This may be due to increased workload, emotional lability, and lack of visible work results. To prevent SEB, it is necessary to remember to take care of oneself, to raise the level of professionalism and to maintain relationships with people at a high level, avoiding impersonal contacts and suppression of one's own emotions. Caring for others requires that representatives of "helping" professions take care of their own rest and recovery.

References

Artyukhova, I.Yu., Bojko, E.V., Rumyantseva, A.V. (2019). *Metodicheskie materialy po psihologicheskoy profilaktike i korrekcii sindroma jemocional'nogo vygoranija u specialistov medicinskih organizacij*. Metodicheskoe posobie. Petrozavodsk: Verso, 47 s. (In Russian).

Berezovskaya, L.G., Slabinsky, V.Y., Podsadny, S.A. (2007). *K voprosu kriteriev riska razvitija sindroma «jemocional'nogo vygoranija»*. SPb.: Sankt-

Peterburgskaja gosudarstvennaja medicinskaja akademija im. I. I. Mechnikova, 189 p. (In Russian).

Beznosov, S.P. (2004). *Professional'naja deformacija lichnosti*. SPb.: Rech', 272 s. (In Russian).

Boyko, V.V. (2009). *Sindrom jemocional'nogo vygoranija v professional'nom obshhenii*. SPb, 278 s. (In Russian).

Brosch, W. (1994). *Psychiatric*. Wien: Orac.

Freudenberger, H., North, G. (1992). *Burn-out bei Frauen*. 2nd ed. Frankfurt. 305 p.

Grishina, N.V. (2000). *Pomogajushhie otnoshenija: professional'nye i jekzistencial'nye problem*. *Psihologicheskie problemy samorealizacii lichnosti* / pod red. A.A. Krylova i L.A. Korostylevoj. SPb.: Piter, 256 p. (In Russian).

Karazman, R, Karazman-Morawetz, J. (1996). Sinnfindung und zwischenmenschliche Entwicklung als Kriterien betrieblicher Gesundheitsforderung. Evaluationsversuche mittels «Existenz-Typologie» und «Effekt-Typologie». Lobnig H., Pelikan J. (Hrsg.). *Gesundheitsforderung in Settings: Gemeinde, Betriebe, Schule und Krankenhaus*. Eine osterreichische Forschungsbilanz. Wien: Fakultas, S. 87-100.

Koroleva, E. G., Schuster, E.E. (2007). Sindrom jemocional'nogo vygoranija. *Zhurnal GrGMU*, 3, 108-111. (In Russian).

Kotova, E.V. (2013) *Profilaktika sindroma jemocional'nogo vygoranija*. Uchebnoe posobie. Krasnojarsk: Krasnojarskij gosudarstvennyj pedagogicheskij universitet im. V. P. Astaf'eva : [sajt] 2013–2024. URL: <http://www.kspu.ru/upload/documents/2014/01/12/d5478cb846571c9d8e1844af240a75bb/kotova-ev-profilaktika-sindroma-emotsionalnogo-vyigoraniya-uchebnoe-posobie.pdf> (acceded 14.11.2024). (In Russian).

Langle, A. (2008). Jemocional'noe vygoranie s pozicii jekzistencial'nogo analiza. *Voprosy psihologii*, 2, 3–16. (In Russian).

Maslach, C. (1982). *Burnout: The cost of caring*. Engelwood Cliffs, NJ: Prentice Hall, 192 p.

Maslach, C., Leiter, M. P. (1997). *The truth about: How organisation cause personal stress and what to do about it*. San Francisco, CA: Jossey-Bass publishers, 208 p.

McWilliams, N. (2001). *Psihoanaliticheskaja diagnostika: ponimanie struktury lichnosti v klinicheskom processe*. M.: Nezavisimaja firma «Klass», 480 p. (In Russian).

Pines, A., Aronson, E. (1988). *Career burnout. Causes and cures*. N.Y.: The Free Press, 257 p.

Schaab, C.P.D.R., Kladler, A.J. (1993). *Burn out: Diagnostik und Behandlung*. Verhaltenstherapie und psychosoziale Praxis, 1, 45-61.

Shabanova, T.L., Orlyansky, D.E., Pavlinova, A.B. (2018). Specifika simptomov professional'nogo stressa u uchitelej raznyh tipov shkol. *Perspektivy nauki i obrazovanija*, 4 (34), 246-250. (In Russian).

Skorobogatova, Y.V. (2019) Osobennosti jemocional'nogo vygoranija studentov pedagogicheskogo vuza i ego profilaktika s pomoshh'ju tajm-menedzhmenta. *Perspektivy nauki i obrazovanija*, 2 (38), 284-294. (In Russian).

Skorobogatova, Y.V. (2016). Gotovnost' pedagogov obshheobrazovatel'nyh uchrezhdenij k realizacii inkljuzivnogo obrazovanija detej s ogranichennymi vozmozhnostjami zdorov'ja. *Sovremennye issledovanija social'nyh problem*, 8 (64), 173–182. (In Russian).

Väisänen, S., Pietarinen, J, Pyhältö, K, Toom, A, Soini, T. (2018). Student teachers' proactive strategies for avoiding study-related burnout during teacher education. *European Journal of Teacher Education*, 41:3, 301-317.

Vodopyanova, N.E. (2009). *Sindrom vygoranija. Diagnostika i profilaktika*. SPb.: Piter, 336 p. (In Russian).

SECTION 5. SOCIOLOGY

UDK 316.42

FORECASTING AND MODELING OF YOUTH'S ECONOMIC AND CAREER STRATEGIES

Batashov Sergey Olegovich

*Student of Faculty of Social Sciences and Mass Communications,
Belgorod State National Research University, Belgorod, Russia*

E-mail: 1562934@bsuedu.ru

Scientific advisors:

Trunov Anatoly Anatolyevich

*PhD in Philosophical Sciences, Associate Professor, Department of
Humanities and Social Disciplines,*

Belgorod State National Research University, Belgorod, Russia

E-mail: trunov@bsuedu.ru

Smirnova Daria Evgenyevna

*Senior Lecturer of Foreign Languages Department,
Belgorod State National Research University, Belgorod, Russia*

E-mail: smirnova_d@bsuedu.ru

This article acts as a result of scientific sociological research on the actual topic of forecasting and modeling of economic and career strategies of young people. The forecast takes into account the influence of the main factors in the correlation between the two types of strategies, as well as the forecast background, statistical base, research works and in-depth interview with an expert. The forecast is labeled for the coming decade.

Key words: forecasting, modeling, youth, strategy, economy, career, family.

Forecasting in a broader sense is a scientifically-based prediction of the most probable state, trends and features of development of the managed object in the future period on the basis of identification and correct assessment of stable links and dependencies between the past, present and future.

Forecasting has two aspects: theoretical and cognitive, implying the description of possible or desirable prospects, states, solutions to future problems, and managerial, associated with the possibility of making managerial decisions on the basis of the knowledge obtained [Antohonova 2023: 46].

Consideration of career strategies, as a consequence and as a cause in dynamic analysis, requires analysis from the structural approach, because, according to A.A. Akaev: «...one of the most important directions for improving models of global processes remains the use of structural models as the most reliable and credible. Structural models are already widely used in demographic and economic forecasting, which we will show in this paper. ...Unlike physical phenomena, socio-economic processes are usually self-organizing, self-developing, i.e., they themselves take part in programming their behavior. To model such systems, it is not enough to describe the internal structure of interaction of its elements, it is

necessary to provide for the emergence of new properties of self-organization and self-development, which cannot be deduced from the properties of individual parts of the system» [Akaev et al. 2012: 63].

The high level of remuneration in the spheres of mathematical and computer sciences, engineering, health and medical sciences - all those areas that are directly related to the provision of the basic needs of society - is important in the correlation. The demand for TVET shows the strengthening of possible competition in the training of skilled workers, where competition with metropolitan educational organizations is already taking place.

Modern cultural trends demonstrate a shift of consumer ambitions to the digital sphere after basic needs have been satisfied. From a sociological point of view, it can be assumed that content consumption has become a kind of a new “iteration” of the second step of Maslow's pyramid. However, this creates grounds for a negative forecast: the aspiration of young people to the programming sphere may lead to oversaturation of the labor market and decrease in demand for such personnel on the part of employers. Rapid changes in trends, the availability of retraining courses and the development of artificial intelligence allow companies to automate many digital tasks. As a result, the labor market may shift its focus to working and humanitarian professions, where the creation of unique meaning remains beyond the reach of algorithms and neural networks. This scenario may lead to massive psychological crises of self-determination among young people, which is especially relevant as we approach the middle of the 21st century and the clinical depression rates of the population of advanced countries such as Japan, the United States, and China.

In addition, the trend towards financial literacy contributes to the increasing stratification of society. People who are able to consciously choose consumer goods and who are specially trained in financial management will significantly outnumber those who continue to succumb to consumer impulses. Such segregation deepens social inequality and sets the stage for internal civil conflicts. Differences in living standards between different social groups will become more and more evident, and the signs of approaching cataclysms will manifest themselves through a number of indicators: activation of the opposition media, mass protests in the new “ghettos” of the central districts of major economic powers, economic turmoil, and an increase in the number of global conflicts. History confirms such patterns. During the First Industrial Revolution in Great Britain (late 18th and early 19th centuries), there was a mass migration from villages to cities, accompanied by increasing poverty, deteriorating housing conditions and outbreaks of epidemics in overcrowded areas. An example is the Luddite movement (1811-1816), when workers destroyed machines, seeing them as a threat to their existence [Bailey 1998: 79]. A similar situation occurred in the United States in the early 20th century during the Second Industrial Revolution: the rapid growth of industrial production, the concentration of capital in the hands of large corporations and the unequal distribution of income led to the Great Depression of 1929. Social tensions were aggravated by economic crises and mass unemployment. Similar processes can be repeated in the digital

economy, where resources and opportunities are concentrated in the most prepared segments of the population.

As a result of the analysis of the sphere of economic and career strategies of youth, the direct interrelation of several key factors influencing the choice of career line and financial activity has been established, where the individual consideration of factors in proportions on examples of each separate individual is required. Internal factors begin to exert primary influence at the stage of personality formation from early childhood, and the character of consumer behavior choice is determined not only by the environment, but also by the internal stock of character, which does not depend on the individual himself.

It is also established that the influence of collectivistic and individual cultural code influences the choice of career development among young people, and also in the order of priorities the majority of young professionals are oriented more on internal factors and their features such as salary level, work comfort and career growth, and only then personal interest in the profession as a motivator.

From the point of view of the labor market consideration, a constant growing trend for the professions providing the main spheres of survival of the society in the state was revealed and confirmed, but there is a transition of many professions to the remote format due to a higher level of mobility, level of control and financial profitability of this type of employment. Young people, in turn, support this trend and strive for stronger working conditions, oriented not only to high income, but also to the climate in the team, humanism in work. At the same time, the demand for vacancies in leading organizations looking for hired workers today increasingly presupposes digital competencies, and at the level of training programs there is a high dynamic of demand for IT-specialties, which will continue the trend for the next decade. The specialties of industry, construction and logistics are not left out, as they are the ones where the greatest shortage of workers is observed due to some changes at the geopolitical level and in international relations.

The analysis has shown that the financial strategies of young people are determined by the culture of consumption and largely depend on the initial strategies of the family, but the correlation with the life goals of the individual and external factors, as well as the cultural code of previous generations is also predominant [Karnackaya 2017: 8].

The correlation of financial strategies is also reduced to career tracks, where there is a high level of educational mobility of both novice and experienced professionals, where educational organizations pay great attention to digital skills that facilitate it. At the same time, personnel with digital competencies are given greater preference in a competitive environment and, accordingly, a higher level of remuneration.

Two components are identified as determining factors for future development: the external international environment and digitalization. The relevant indicators have been confirmed by an independent expert with extensive practical experience in educational and scientific activities and with appropriate qualifications.

In the negative forecast, attention was largely focused precisely on the economic trends towards decline, as well as the withering of the financial culture

due to the developed culture of consumption of not only material but also digital resources. A potential threat has been identified in the overstaffing in the high-demand sectors of employers in this period (IT), as well as an even greater shortage of personnel in scarce professions (industry, construction, logistics). At the same time, in the aspect of financial strategies, the threat of greater stratification and possible conflicts within the state is identified.

In the neutral forecast, there is a tendency towards the predominance of sensual aspirations of young people and little reliance on strategy, while the approach to remote work will change conceptually. Labor market regulation will not go to the extreme, redistributing labor resources by means of requalification. At the same time, the financial strategy of the majority of the population will be aimed at restoring the standard of living to a stable, previously achieved level, because for this purpose the trend will shift to lean consumption and support of domestic products in connection with the complication of import supplies. At the same time, young people will be interested in individualism rather than collectivism, and the unification of labor resources will occur exclusively until the achievement of goals.

The positive forecast emphasizes the geopolitical turnaround, where the influence extends to all youth spheres. Career strategies in this aspect will be aimed at consolidating resources not for permanent recovery, but on the basis of a common idea of building a modified social system, different from the existing one and based on project activities that can grow into promising national organizations. However, high mobility is not excluded, as external conditions imply moving lines of supply and demand on the labor market in different professions. The financial strategy of young people in such a scenario will be firstly directed to savings, then to investments in projects, and then to development and multiplication of the total capital. Consumer ambitions, while increasing the level of financial literacy in such a scenario will reduce the total consumption.

References

Akaev, A.A., Korotaev, A.V., Malineckij, G.G. (2012). *Modelirovanie i prognozirovanie global'nogo, regional'nogo i nacional'nogo razvitiya*. Moskva: KD Librokom, 488 s. (In Russian).

Antohonova, I.V. (2023). *Metody prognozirovaniya social'no-ekonomicheskikh processov: uchebnoe posobie dlya vuzov*. Moskva: Izdatel'stvo YUrajt, 213 s. (In Russian).

Bailey, B.J. (1998). *The Luddite Rebellion*. New York: New York University Press, 79 p.

Karnackaya, N.V. (2017). Vliyanie sem'i na socializaciyu podrostka. *Nauchno-metodicheskij elektronnyj zhurnal «Koncept»*, 8, 61-70. (In Russian).

ENTWICKLUNG DES SOZIOLOGENBERUFS IN EINER SICH WANDELNDEN GESELLSCHAFT

Frolowa Elizaweta Igorewna

*Studentin des Instituts für Sozialwissenschaften und Massenkommunikation,
Belgoroder Staatliche Nationale Forschungsuniversität,
Belgorod, Russland*

E-Mail: 183762@bsuedu.ru

Wissenschaftliche Betreuerin:

Miroschnitschenko Larissa Nikolajevna

*Kandidatin der philologischen Wissenschaften,
Dozentin des Lehrstuhls für die Fremdsprachen,
Belgoroder Staatliche Nationale Forschungsuniversität, Belgorod, Russland*

E-mail: Miroschnichenko_l@bsuedu.ru

Im Artikel handelt es sich um die Rolle der Soziologie als integralen Bestandteil der modernen Gesellschaft und deren Bedeutung für das humanitäre Wissen. Die Soziologie wird als Wissenschaft definiert, die sich mit den Gesetzmäßigkeiten der Entstehung, des Funktionierens und der Entwicklung von Gesellschaften beschäftigt, wobei sie sowohl objektive als auch subjektive Aspekte sozialer Phänomene betrachtet. Des Weiteren werden die Berufe der Zukunft skizziert, deren funktionale Aufgaben die Anwendung der Soziologie beinhalten.

Schlagwörter: Soziologie, die soziologische Forschung, Soziologenberuf.

Die Soziologie stellt einen integralen Bestandteil der modernen Gesellschaft dar und ist von herausragender Relevanz für das humanitäre Wissen. Die Soziologie ist die Wissenschaft von der Gesellschaft und ihren Bestandteilen, d.h. direkt vom Menschen.

Die Soziologie ist die Wissenschaft von den Gesetzmäßigkeiten der Entstehung, des Funktionierens und der Entwicklung der Gesellschaft. Gegenstand der Soziologie sind soziologische Fakten, Prozesse, Beziehungen, Aktivitäten von Individuen, soziologischen Gruppen, ihre Rolle, ihr Status und ihr soziales Verhalten sowie institutionelle Formen ihrer Organisation [Sociologicheskije issledovaniya].

In der Soziologie lassen sich zwei gegensätzliche Komponenten unterscheiden, die zueinander im Widerspruch stehen: Objektivismus und Subjektivismus. Der Objektivismus postuliert die Unabhängigkeit der sozialen Tatsachen von der Außenwelt. Der Subjektivismus hingegen betrachtet die Welt als von den Menschen geschaffen und direkt von ihnen abhängig.

Methodisch lässt sich die Soziologie in dieselbe Kategorie einordnen wie die Politikwissenschaft. Die Soziologie analysiert auf der Grundlage empirischer Daten negative Tendenzen und entwickelt Strategien zu deren Überwindung. Der Hauptunterschied zwischen den beiden Disziplinen besteht darin, dass sich die Politikwissenschaft mit der Darstellung der Gesetze der sozialen Welt befasst, während die Soziologie sich mit deren Lösung beschäftigt.

Die vorrangige Aufgabe des Soziologen besteht in der Identifizierung gesellschaftlicher Widersprüche sowie der Entwicklung von Strategien zu deren Lösung. Ein Soziologe ist stets ein Praktiker, der in einem kontinuierlichen Prozess agiert. Er analysiert die soziale Welt, identifiziert Probleme und entwickelt Strategien zu ihrer Lösung. Um die Gültigkeit ihrer Forschung zu gewährleisten, ist es für Soziologen von entscheidender Bedeutung, bei ihrer Arbeit einen rationalen Ansatz zu verfolgen und jegliche Form von Emotionen zu kontrollieren.

Gemäß der Berufsnorm für Soziologen, welche seit Oktober 2021 in der Russischen Föderation Gültigkeit besitzt, wird der Begriff "Soziologe" als "Spezialist für grundlegende und angewandte soziologische Forschung" definiert [Professional'nyj standart... 2021]. Gemäß der Berufsnorm ist das Hauptziel des Soziologen die Beschaffung von Informationen, die als Grundlage für Managemententscheidungen in verschiedenen Bereichen der Gesellschaft dienen und diese Entscheidungen zu rechtfertigen. Zudem ist er dazu angehalten, die Ergebnisse der soziologischen Forschung einer breiten Zielgruppe zugänglich zu machen [Professional'nyj standart... 2021].

Die soziologische Forschung ist ein logisch aufeinander aufbauendes Verfahren, das durch ein einziges Ziel verbunden ist. Ziel der Forschung ist es, zuverlässige Daten über ein bestimmtes Ereignis oder Phänomen zu erlangen, um diese Daten später in der Praxis anzuwenden [Sociologicheskije issledovaniya].

Die soziologische Forschung wird in explorative, deskriptive und analytische Forschung unterteilt. Die explorative Forschung ist darauf fokussiert, spezifische Probleme zu lösen und erweist sich daher als unzulänglich im Hinblick auf die Durchführung von Massenforschung. Die deskriptive soziologische Forschung ist durch eine größere Komplexität gekennzeichnet, da sie praktische Informationen untersucht, die eine allgemeine Vorstellung von einer Situation oder einem Prozess vermitteln. Der komplexeste Typus ist die analytische soziologische Forschung, die es ermöglicht, das untersuchte Phänomen selbst darzustellen und die Gründe dafür aufzuzeigen.

Die soziologische Forschung ist in drei Hauptphasen unterteilt. Die erste Phase umfasst die Entwicklung des Forschungsprogramms sowie der Forschungsmethoden. Der Soziologe hat zu entscheiden, welche Forschungsfragen er zu beantworten wünscht und auf welche Methode er zu diesem Zwecke zurückgreifen möchte. Die empirische Forschung, d.h. die Untersuchung des Problems selbst, bildet die zweite Phase. Die letzte Phase umfasst die Datenverarbeitung und -analyse, die Zusammenstellung der Daten sowie die Erstellung des Berichts. Der Soziologe analysiert und hebt Statistiken hervor, die die Grundlage für ein bestimmtes Urteil über das Problem und seine Lösung bilden können.

Die soziologische Forschung kann sowohl einen grundlegenden als auch anwendungsorientierten Charakter aufweisen. Die Grundlagenforschung zielt darauf ab, die Aktivitäten bestimmter Subjekte zu untersuchen, soziale Trends zu erkennen und zu analysieren sowie soziale Probleme zu lösen. Häufig ist die Forschung in diesem Bereich interdisziplinär angelegt. Sie sind mit der Lösung komplexerer gesellschaftlicher Probleme verbunden. Ihre Forschung ist in der Regel

theoretisch orientiert und untersucht nicht einzelne Komponenten der Gesellschaft, sondern die Gesellschaft als Ganzes.

Die angewandte soziologische Forschung ist durch eine praktische Ausrichtung auf die Lösung technischer und sozialer Probleme charakterisiert.

Soziologen sollten folglich über ein fundiertes theoretisches Wissen im Bereich der Soziologie verfügen, befähigt sein, eigenständig soziologische Forschung zu betreiben, Probleme zu identifizieren und sich aktiv um deren Lösung zu bemühen. Zudem sollten sie über Methodenkompetenz verfügen, um unterschiedliche Formen soziologischer Forschung durchzuführen.

Aus dieser Perspektive ist die Relevanz des Soziologenberufs auch zukünftig als gegeben zu betrachten, da die Generierung adäquater Managemententscheidungen auf allen Ebenen auf der Grundlage der Meinungsäußerung der Mitglieder der Gesellschaft basiert.

Die effektive Arbeit eines Soziologen basiert auf interdisziplinärer Interaktion. Der vom Skolkovo-Innovationszentrum entwickelte „Atlas der neuen Berufe“ schlägt unter den vielversprechenden Branchen und Berufen für die nächsten fünfzehn bis zwanzig Jahre die folgenden Berufe vor, deren funktionale Aufgaben die Anwendung der Soziologie beinhalten: „Mediator sozialer Konflikte“, „Spezialist für Crowdsourcing öffentlicher Probleme“, „Moderator der Plattform für die Kommunikation mit Regierungsbehörden“, „Koordinator von Programmen zur Entwicklung der Gemeinschaft“, „Unternehmensanthropologe“ und andere [Katalog professij].

Ein Beispiel für einen solchen Beruf ist der des "Unternehmensanthropologen". Dieser ist ein Spezialist, dessen Aufgabe in der Untersuchung der Märkte für innovative Produkte mit Hilfe anthropologischer Methoden besteht. Darüber hinaus verbessert er die Verbindung eines Unternehmens mit seiner Zielgruppe. Die Disziplin der Soziologie nimmt dabei eine zentrale Stellung ein. Die Analyse der Gesellschaft muss dabei den Fokus bilden, da diese für den Unternehmensanthropologen von großem Interesse, Nutzen und Notwendigkeit ist. Die Theorie der Soziologie wird genutzt, um die Situation richtig zu analysieren und darauf aufbauend Lösungsvorschläge zu erarbeiten. Externe Faktoren, die die Studie beeinflussen könnten, sind ebenfalls zu berücksichtigen.

Die Soziologie nimmt somit eine bedeutende Stellung innerhalb der Wissenschaft ein und stellt einen integralen Bestandteil der Gesellschaft dar. Die Soziologie ist mit verschiedenen Wissenschaften verbunden. Der Beruf des Soziologen ist von signifikanter Relevanz und erfordert eine zielgerichtete Ausbildung. Ein zeitgenössischer Soziologe ist folglich mit der Analyse gesellschaftlicher Widersprüche betraut, deren Ergründung und Lösung er sich widmet. Die Hauptaufgabe des Soziologen besteht in der Durchführung soziologischer Forschung, mit deren Ergebnissen er in der Zukunft arbeiten kann. Hierbei ist es essenziell, dass er sich mit den Strukturen, Arten und Phasen der Forschung vertraut macht. Die Anwendungsgebiete der Soziologie sind vielfältig, was eine hohe Nachfrage an Soziologen und deren Expertise gewährleistet.

Literaturverzeichnis

Katalog professij. *Atlas novyh professij* : [sajt]. URL: https://atlas100.ru/catalog/?otrasl=all&skill_204=yes (data obrasheniya 10.12.2024). (Auf Russisch).

Professional'nyj standart "Sociolog: specialist po fundamental'nyim i prikladnym sociologicheskim issledovaniyam". Prikaz Mintruda i sozashchity RF ot 21 oktyabrya 2021 g. N 751n. (Zaregistrovano v Minyuste Rossii 19.11.2021 N 65912). Konsul'tantPlyus : [sajt]. URL: https://www.consultant.ru/document/cons_doc_LAW_401134/ (data obrasheniya 10.12.2024). (Auf Russisch).

Sociologicheskie issledovaniya. Obrazovatel'nyj portal «Spravochnik» : [sajt] 20.01.2024. URL: https://spravochnick.ru/sociologiya/sociologicheskie_issledovaniya/ (data obrashcheniya: 20.12.2024). (Auf Russisch).

Научное издание

EXPERIENTIA EST OPTIMA MAGISTRA

Volume XV

International collection of scientific papers

January 2025

ОПЫТ – ЛУЧШИЙ УЧИТЕЛЬ

Выпуск XV

Международный сборник научных статей

Январь 2025 г.

Signed to print on 22.01.2025. Garniture Times New Roman.
Format 60×84/16. Conditional print sheet 10,93. Circulation 100 copies. Order 10.
Original layout is prepared and replicated in the OOO «Epicentre»
135 Bogdana Hmel'nizkogo street, Belgorod, the Belgorod region, 308000, Russia