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технический университет

НЭТИ



АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОВРЕМЕННОГО ОБЩЕСТВА

ТРЕНДЫ, ОПРЕДЕЛЯЮЩИЕ БУДУЩЕЕ

URGENT PROBLEMS OF MODERN SOCIETY TRENDS SHAPING THE FUTURE

СБОРНИК МАТЕРИАЛОВ

XX Международной научно-практической конференции
молодых учёных

г. Новосибирск, 18 – 19 апреля 2024 г.

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I. SOCIETY, LANGUAGE, PERSONALITY

УДК 378

APPROACHES TO INTERCULTURAL COMPETENCE DEVELOPMENT

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Abstract: Intercultural competence development is important in preparing students for efficient and meaningful interaction with different cultural affiliations. Applying different approaches to teaching students how to understand cultural values and appreciate one another at schools and workplace, business and marriage, etc. greatly contributes to uniting people of different cultures.

Keywords: cultural difference; intercultural competence; intercultural sensitivity; intercultural education

ПОДХОДЫ К ФОРМИРОВАНИЮ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

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Аннотация: Развитие межкультурной компетенции важно для подготовки студентов к эффективному и содержательному взаимодействию с представителями различных культур. Применение различных подходов к обучению студентов тому, как понимать культурные ценности и ценить друг друга в школе и на рабочем месте, в бизнесе и браке и т.д., в значительной степени способствует объединению людей разных культур.

Ключевые слова: культурные различия; межкультурная компетенция; межкультурная чувствительность; межкультурное образование

Introduction

In the world that is interconnected with opportunities around the globe has become a major pathway for people to interact with others of different culture inclinations. Schools and workplace, interracial relationships and marriage, and business world among others are several factors that contribute to engagement and interaction with people from other cultures around the globe. Developing

intercultural competence is a fundamental skill and a necessity to prepare students for efficient and meaningful interaction with various cultural inclinations.

Intercultural competence is the way to gain insight that leads to noticeable result in the way individual behave and communicate that are productive and constructive in intercultural engagements. Deardorff categories intercultural competence into the following elements [5]:

- knowledge which generally consist of being aware culturally, and understanding of trends and issues around the globe;
- skills that has to do with observing, analyzing, listening, interpreting the target culture appropriately;
- possessing attitudes that consist of mutual respect, open mindedness and a curiosity mindset.

To understand and develop intercultural competence, it is necessary to have a solid understanding of the concept intercultural competence and also cultural difference.

Bennet considers intercultural competence as the ability to engage in an effective communication in an intercultural environment based on the intercultural knowledge been exposed to. [2] However, intercultural competence can be said to be the accumulation of skills and sets of information that an individual acquires regarding a different culture so as to understand their values and customs in building a reliable and strong relationship with the people from the culture.

Theoretical framework

Cultural difference

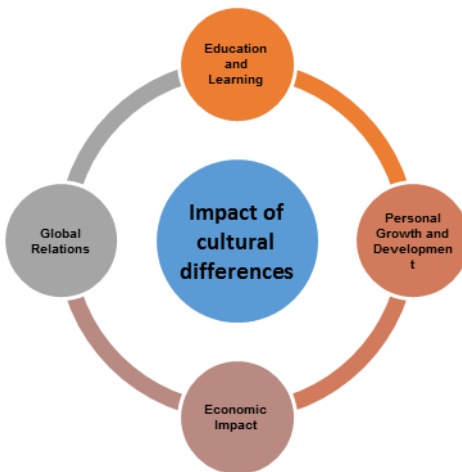
Cultural difference are distinctive identities that makes people different from the way they think, behave, speak, customs, to their traditions and their general way of life. These features are result of numerous components like social and historical influence which leads to various uncommon peculiarity and cultural inheritance of each community and set of people.

Its impact has reflected positive results, especially in the following areas; personal development, education learning, economic impact, and global relation. Equipping learners with intercultural competence through education, marriage, workplace, interracial relationships and business world. Also shaping interactions at all levels from individual, family, group and societal levels. It also enhances people that are and interested in the culture to understand, practice, interpret and also act as mediators among others that have different cultures. Knowing this difference is key for understanding other cultures (see Pic.1).

Intercultural Sensitivity

Another approach for this development is through intercultural sensitivity. Intercultural sensitivity is the way an individual of different cultural affiliation is mindful and take into consideration the cultural differences that is seen in other

cultural community while associating and interacting with them irrespective of their cultural heritage, traditions and custom practices by understanding and appreciating other cultures. Hence, this knowledge enhances intercultural sensitivity by students and educators. One of the most challenging and unresolved idea that many individuals encounter is the basic of intercultural competence. Students and sometimes teachers employ various strategies to evade facing the implications of such profound disparities [2].



Pic. 1. Impact on cultural differences

Intercultural Education

Another model of intercultural development is through intercultural education.

Banks, defined intercultural education, as an educational process that focus on problems that are connected to cultural differences in an educational settings [1].

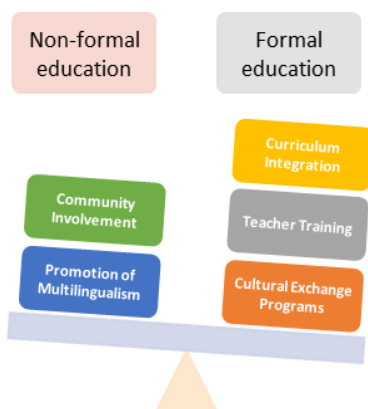
Firstly, this form of education can be informal, that is learnt from parents, peers and others in the community. Secondly, it can be non-formal education as any planned programme outside the formal education to improve some skills. Thirdly, it can be in a form of formal education too which has a planned degree of teaching learners to be responsible and develop in them intercultural competence. Therefore, valuing and holding in high esteem different cultural affiliation in conjunction with respect, equity and unity should be included in such curriculum (see Pic.2).

Intercultural competence entails referencing and holding in high esteem the skills that are responsible for building individual which is done independently or in a collaborative way in other to:

- understand and value other people with various cultural background;
- respond effectively in a respectful manner while interacting with such person;
- create a meaning and establish a positive relationship with the person [6].

Understanding the Intercultural Competency in Foreign Language Learning

Intercultural competency is an important part of foreign language for both researchers, students and educators that have interest in foreign languages. Foreign language advocates most times laid an emphasis in the proficiency aspect of the foreign language being learned, but as the world is evolving and becoming more connected, the study of intercultural competence has now become an important aspect that should be incorporated in foreign languages which is the fundamentals of foreign language acquisition.



Pic. 2. Intercultural competence development through non-formal and formal education

Teaching and understanding foreign language with intercultural competence in view will help students and educators not only to be fluent in the foreign language acquired but also improve their ability to embrace cultural differences. As this way will give rise to the value of the intercultural competences needed in the global world [3]. Byram, Gribkova and Starkey consider this approach encourages learners to move beyond narrow perceptions based on singular identities and instead embrace a more nuanced understanding of cultural diversity [4].

Conclusion

Thus, for the successful development of intercultural competence, it can be said without iota of doubt that it is a must have skill in the 21st century that can be acquired through formal and informal education in other to prepare students for efficient and meaningful interaction with others of different cultural affiliation. These models of its development discussed are essential for the promotion of

inclusion globally, and to foster unity of cultural diversity. The success of this development strongly relies on a lot of stakeholders, including parents, education professionals, religious leaders, community and the students themselves. This article aims to enhance such support.

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УДК 371.2

MODERN TRENDS IN THE DEVELOPMENT OF EDUCATION IN AZERBAIJAN

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Abstract: The article analyzes the state of development of the education system in Azerbaijan. The author notes the key trends of formation and possible ways to improve the quality of education in Azerbaijan. The article also notes the main problems of the education system of the Republic of Azerbaijan and suggests ways to solve them.

Keywords: Education; university; Republic of Azerbaijan; distance education; inclusive education

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ ОБРАЗОВАНИЯ В АЗЕРБАЙДЖАНЕ

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Аннотация: В статье анализируется состояние развития системы образования в Азербайджане. Автор отмечает основные тенденции развития и возможные пути повышения качества образования в Азербайджане. В статье также отмечаются основные проблемы системы образования Азербайджанской Республики и предлагаются пути их решения.

Ключевые слова: образование; университет; Азербайджанская Республика; дистанционное образование; инклюзивное образование

Introduction

In modern conditions, education plays a key role in the development of society. Azerbaijan, as a country with rich history and culture, also actively follows modern trends in education. In this regard, the relevance of the article is conditioned by the need to study the trends in the development of education in Azerbaijan in order to effectively ensure the competitiveness of the national economy.

The purpose of this article is to study the trends in the development of education in Azerbaijan in conditions of increasing competition in the world market of research and development.

Introduction of information technologies in education provides more effective learning. Azerbaijan should follow modern methods to make education accessible to all segments of the population. It also promotes the development of digital literacy among students. Information technology is actively introduced in the educational process in Azerbaijan. This includes the use of computers, internet, electronic textbooks, and other modern means. The integration of IT technologies allows students to receive a more interactive education and develop the skills needed for the modern labor market.

In recent years, distance learning has become an actual and promising direction. This method allows everyone to get education at a distance, using modern digital and telecommunication technologies. It allows students from anywhere in the world to receive knowledge without leaving their place of residence. Introduction of distance learning in the education system of Azerbaijan contributes to innovative transformation and development of personality.

Modern education dissolves preconceived notions by removing barriers between organizations, economies, and most importantly, between individuals. This is true in all areas of political, economic, and social life. Universities are becoming more accessible; thus, it is expected that current educational systems will fulfill external expectations and be of higher quality.

Azerbaijan actively cooperates with other countries in the field of education. Student exchange programs, study abroad and participation in international projects contribute to the enrichment of educational experience.

In the modern world, education has become a key factor for successful adaptation to global challenges. Azerbaijan, as a country facing economic, socio-cultural and technological changes, should follow modern trends in education to ensure its competitiveness.

Theoretical framework

The progress of education and a proper appreciation of its significance have always been essential to society's advancement. The demands of society have driven innovation in education, while advances in science and technology have presented the educational system with more difficult problems that need answers. Education is becoming more and more important in the digital culture.

Globalization is expanding, competition in social and economic activities is intensifying, and natural resources are increasingly depleted. It is not surprising that the UN declared the 21st century the "century of education." The development of highly skilled intellectual human capital is greatly aided by higher education.

Numerous scholars are working to understand the unique features of Azerbaijan's educational growth. In his publication Prof. Hajiyev A. mentioned the current significance of the Russian language within Azerbaijan's borders and its integration into the nation's diverse linguistic educational framework as a component of the official educational policy. "In Azerbaijan the Russian language has retained its functional relevance not only as a foreign phenomenon, but as one of the elements of national spirituality, culture and education" [2]. The Russian language's position in Azerbaijan and its importance within the country's polyglot educational structure was obviously evaluated.

According to the collective research titled "Analysis of ICT Education in Azerbaijan: Current State, Foreign Experience, Problems and Prospects" Azerbaijan "has a need for greater numbers of graduates with more relevant skills for the new global labor market," much like many other countries and one of the crucial tasks for now and near future is to prepare highly qualified specialists who can apply most recent advancement in information technology [1]. The imperative of enhancing ICT curricula in higher education to foster the country's educational modernization and global integration is underscored. By comparing ICT education in Azerbaijan with that of developed nations such as the USA, European countries, and Russia, the authors looked for discern commonalities and disparities, thereby shedding light on the distinctive trends and nuances of global education systems.

The study of Asif Jangirov "Higher Education and the Bologna Process in Azerbaijan" established on the challenges and opportunities for Azerbaijan's higher education within the global context. "The Bologna Declaration is a whole science!

Studying it requires a lot of effort” [4]. He structured the effects of the Bologna Process, which aims to standardize educational standards across countries, on Azerbaijan’s higher education system by discussing both the difficulties encountered and the potential benefits. Jangirov A. stated that there are some perspective developments for the Azerbaijani education system in the future, including the creation of a new curriculum for in-service teacher training and the training of managers for the education sector.

Jalilova Sevindzh Khazay Kyzy and Musayeva Gulshan Ali Kyzy addressed the current educational challenges in Azerbaijan by considering contradictions of reforming the education system. They assessed the Bologna process’s influence on the nation’s higher education and underscored the necessity for legal and economic reforms in educational governance [3]. The role of physical education as a tool for sustainable development was also explored, alongside an analysis of the sustainable development concept and its implementation across various domains.

Methods and Results

The analysis of analytical and statistical sources has allowed to identify the following trends in the development of education in Azerbaijan.

The three historical periods that compose up Azerbaijan's modern education system are the 1918–1920 first phase, the Soviet Union-imposed 1920–1990 period, and the current system that has been implemented since the country's 1991 independence from the Soviet Union.

Education in Azerbaijan is a multilevel system covering different stages of education. It includes: preschool education (preparation of children for school); general secondary education: (basic education starting from the age of 6); specialized education (profile programs for different directions); higher education (universities, master's, doctoral studies); free education (advanced training).

Actively participating in the Bologna Process, which aims to standardize and improve the quality of higher education in Europe promotes Azerbaijan tremendously. This includes the introduction of a three-cycle education system (bachelor's, master's, doctorate), exchange of students and teachers between universities, and updating of curricula and teaching methods.

Azerbaijan is actively working to improve the quality of education. This includes updating curricula, introducing modern teaching methods, training teachers and creating modern teaching materials. At the beginning of the 2022-2023 academic year 1 707 279 people were studying in general education institutions of the country [5].

Moreover, Azerbaijan attempts to enhance its colleges and universities, attract in qualified educators and researchers, and establish advantageous circumstances for learners. This entails developing new academic facilities, renovating the infrastructure, and fostering scientific inquiry.

Digital technology adoption in education is a topic that Azerbaijan is interested in. Use of online courses, distant learning, e-textbooks, and contemporary educational platforms are all included in this.

In the field of education, Azerbaijan collaborates with other nations and global organizations. This covers teacher and student exchanges, collaborative research, and involvement in global educational initiatives. Additionally, this nation offers options for students to study abroad through a number of initiatives, including FLEX, Chevening, and Fullbright. These measures contribute to the diversity and quality of education in the country. In 2013-2014, more than 1,200 people applied for study abroad programs. Of these, 787 were eligible. This demonstrates the growing interest in international education. The number of foreigners studying in Azerbaijan has also been growing over the past five years [6].

At the moment 98-99% of the population of Azerbaijan have access to education. This indicates a high degree of illumination of the population and the country's desire for education.

There are several issues with the current Azerbaijani educational system that need to be addressed. These include the following:

- inadequate teacher preparation and low pay may have an impact on students' academic performance;
- some schools require maintenance and repair;
- learning is limited by a lack of up-to-date resources and technical equipment;
- children with physical or mental disabilities find it difficult to adjust to the educational process;
- inclusionary practices are not always effectively implemented;
- the restoration of education in Lezghin and other national languages was not completed in a timely manner;
- teaching in native languages demands extra effort and resources;
- issues arise when applying for scholarships and exchange programs.

Organizational, financial, and regulatory changes are suggested for the school system in order to address these challenges. To ensure that future generations have the information and skills needed for a successful life and profession, it is critical that efforts to improve education in the nation continue.

Azerbaijan wants to set up an educational system that offers a range of opportunities for both professional and personal growth, and that will also prepare the next generation for the problems of the future. The government and educational institutions in Azerbaijan are working together to create an environment that fosters youth development in order to safeguard the country's economic future.

Conclusion

As a result, education has received more attention in Azerbaijan in recent years, from constructing and renovating educational facilities to hiring and preparing skilled educators. The goal of these initiatives is to produce an educated population that can both assimilate national ideals and live well in the contemporary world. A strong educational system fosters innovation and economic progress by producing highly qualified workers for the nation's needs across a range of industries. Education has a vital role in maintaining national customs, language, and culture for the benefit of coming generations. The developed education system allows students from Azerbaijan to study abroad, exchange knowledge and experience with young people from other countries. Higher education contributes to the development of science, technology and innovation, which affects the economic development of the country. The developed education system provides equal access to education for all segments of the population, regardless of social status or place of residence. In general, investing in education is an investment in the future of the country, which contributes to its sustainable development and prosperity.

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GENDER PECULIARITIES OF THE EMOTIONAL SPHERE OF CHILDREN OF PARTICIPANTS IN MILITARY OPERATIONS

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Abstract: The article is devoted to the study of gender features of the emotional sphere of children whose parents are directly connected with military actions. As a result of the study carried out on a selection of 22 people aged 6-7 years, a significant difference in the characterization of fear was found.

Key words: fear; anxiety; military actions; children

ПОЛОВЫЕ ОСОБЕННОСТИ ЭМОЦИОНАЛЬНОЙ СФЕРЫ ДЕТЕЙ УЧАСТНИКОВ ВОЕННЫХ ДЕЙСТВИЙ

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Аннотация: статья посвящена изучению гендерных особенностей эмоциональной сферы детей, чьи родители напрямую связаны с военными действиями. В результате исследования, проведённого на выборке, состоявшей из 22 человек в возрасте 6-7 лет, обнаружено значимое различие в окрашенности страха.

Ключевые слова: страх; тревожность; военные действия; дети

Introduction

Current society is influenced by various stress factors. To date, a large number of men have been mobilized, whose families have been left without husbands and fathers for an indefinite period. The unstable geopolitical and economic situation in our country and around the world affects not only adults but also children, as the psychological microclimate of the family is a determining factor that affects the emotional background of children. A child developing in a favorable emotional environment learns to communicate with the people around him, and the direction of his reactions depends to a greater extent on how his close people react to external stimuli.

In this study, fear and anxiety are considered components of the emotional sphere, because they are significant emotional states that can cause serious damage to the human psyche.

Theoretical framework

The study of children's fears and anxiety was studied by foreign and domestic scientists (E. Fromm, Z. Freud, L.I. Bozhovich, A.I. Zakharov, etc.), whose research shows that fear can negatively influence the development of personality. It

is important to note that fear is a basic emotion that is necessary for the realization of the instinct of self-preservation. However, scientists have determined that there is a normative amount of fear for each age period, and if the amount exceeds the age standard, it indicates emotional and psychological problems [4].

It is important to note that A.I. Zakharov claimed that the fears of boys and girls have differences in number. Thus, at the older preschool age among girls at the age of 6 to 7 years, the standard number of fears is 12, and among boys at the same age, the standard number of fears is 9 [7].

Other studies also indicate that fears in children of different sexes differ in expression and coloring. Thus, in girls of senior preschool age, the main fears are fear of attack, fear of fairy tale characters and fear of the dark. In boys, the main fears at this age are fear of death and medical fears. In addition, the authors note that boys are still more exposed to fears than girls, which is explained by social and biological factors [1, 2].

Anxiety among boys and girls also manifests itself in different ways. Some studies prove that the level of anxiety in boys is higher than in girls during preschool childhood [6]. Understanding the presence or absence of sex differences will allow educational psychologists to create more effective interventions to help overcome fears and reduce anxiety levels.

Nowadays, such understanding is necessary not only among children living an ordinary life but also among children of war participants, because now they especially need the support and help of qualified specialists. The fact is that older preschoolers are already undergoing significant changes in mental development, and if the child is not able to favorably pass this path of development, serious problems will await him in the younger school age, when the child will begin the crisis moment - the transition to a new stage of education. After all, children with a lot of fears and anxieties often have difficulty adapting to school.

Methods and results

We suppose that fears of boys and girls whose parents are participants in military actions have some differences, namely:

1. types of fears have differences in their characteristics: boys have a higher number of imaginary fears;
2. the fears of boys and girls have differences in their number;
3. the level of anxiety in girls is higher than in boys.

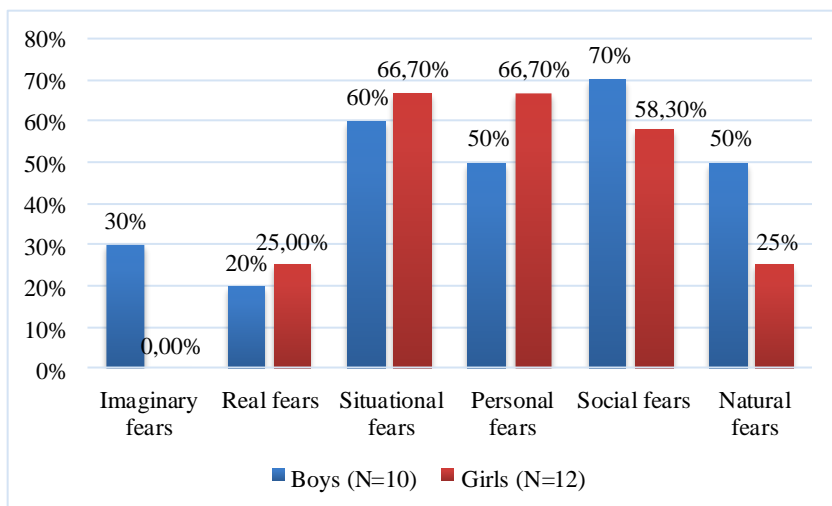
In this study 22 children of the senior preschool age from 6 to 7 years old, among them 12 girls and 10 boys took part.

The following methods were applied in the study:

1. A.I. Zakharov's projective method "My fears";
2. A.I. Zakharov's test "Fears in houses";
3. A.I. Zakharov's questionnaire "Child's Exposure to Fears";

4. Anxiety test by R. Tammler, V. Amen and M. Dorki.

To test the hypothesis, we used mathematical processing of the data using the Fisher and Mann-Whitney criteria. The obtained significant correlations are presented in Picture 1.

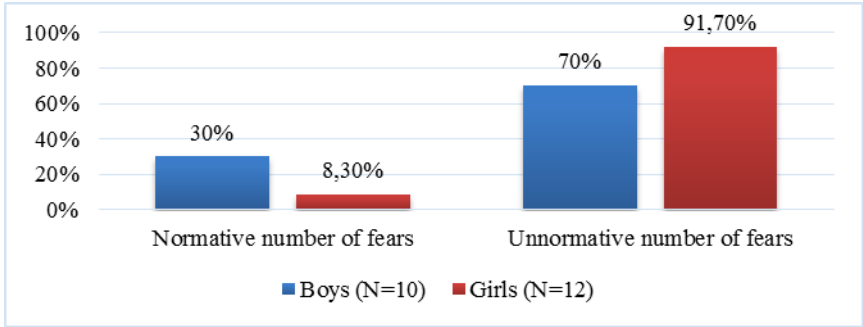


Pic. 1. Results of the methodology “My Fears” by A.I. Zakharov

The comparative analysis showed that only one significant difference was found between boys and girls of the senior preschool age - imaginary fears are more prevalent in boys ($\phi=1.49$; $p<0.05$). Probably, this result is related to the fact that boys more often than girls play games with a lot of fictional characters and vivid plots. In this regard, many images that become fear figures are fixed in the imagination of boys.

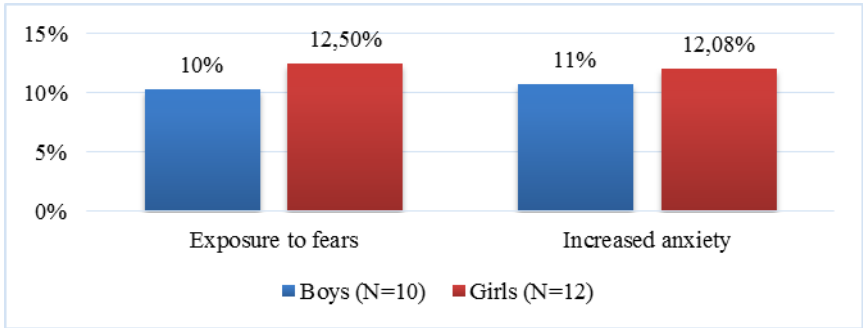
Picture 2 below shows the results of A.I. Zakharov’s methodology, which determined the number of fears in children whose parents are involved in military actions.

These results have no significant differences because both boys and girls have fathers who have been on a special military operation for the second year. These children have quite pronounced situational, personal, and social fears, which indicates that the children have not been able to overcome these non-age-related fears for a long time.



Pic. 2. Results of the methodology “Fears in houses” by A.I. Zakharov

Picture 3 presents the last results of the two methodologies that determined children's exposure to fears as well as their anxiety levels.



Pic. 3. Results of the methods “Child's Exposure to Fears” by A.I. Zakharov and the anxiety test by R. Tammle, V. Amen and M. Dorki

These results also have no significant differences: both boys and girls are affected by fears almost equally, and the level of anxiety in both groups is high.

Conclusion

The study found that among children whose parents are participants in military actions, boys have more imaginary fears than girls. This is explained by the fact that boys are more inclined to games that stimulate imagination and fantasy, which give new images to children's subconsciousness.

Indicators of other fears according to A.I. Zakharov in the two groups are practically equal. To a greater extent, both groups expressed situational, personal and social fears, which indicates that the prolonged absence of fathers gives rise to anxiety and new fears in children concerning the safety of the family and life.

In summary, we can conclude that the first hypothesis that children of the participants of military actions have peculiarities in the types of fears was confirmed. However, the second and third hypotheses were not confirmed, because according to the results of the study, the number of fears and anxiety levels in children of different sexes have no significant differences. This fact indicates that fathers' participation in military operations has an equally negative impact on the emotional sphere of both boys and girls.

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PATRIOTISM IN THE MODERN YOUTH ENVIRONMENT

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Abstract: The article discusses the concept of patriotism and its fundamental aspects. The article presents a comparative analysis of patriotism perceptions and the level of patriotism among students of military and civilian higher educational institutions, revealing modern youth's views on patriotism and its components.

Keywords: patriot; patriotism; Russian youth; patriotic consciousness

ПАТРИОТИЗМ В СОВРЕМЕННОЙ МОЛОДЕЖНОЙ СРЕДЕ

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Аннотация: В статье рассматривается понятие «патриотизм» и его ключевые аспекты. Выявляются взгляды современной молодежи на патриотизм и его составляющие; проводится сравнительный анализ представлений о патриотизме и уровня патриотизма у обучающихся военного и гражданского вузов.

Ключевые слова: патриот; патриотизм; российская молодежь; патриотическое сознание

Introduction

One of the most important papers in Russia's patriotic education area since its inception on January 1, 2021, is the federal initiative "Patriotic Education of Citizens of the Russian Federation". This initiative is a component of the "Education" national project. Although Russia has a long history of patriotism, it is especially important during periods of military conflicts and deteriorating relations with other states. Currently, there is a greater need than ever to enhance the moral and spiritual capacity of citizens and to build a national philosophy. These elements establish the significance of the current research topic.

The purpose of the article is to determine the contemporary interpretation of the concept of "patriotism" and the level of patriotism among Russian youth. The objective of this paper is investigate the perception and level of patriotism among Russian adolescents in the present era. The study draws on social surveys conducted by VCIOM and empirical data collected by the author through a survey of young people studying at civil and military higher educational institutions.

Theoretical framework

The word “патриот” has its origins from the Greek word *patriota* meaning “fellow countryman” or “compatriot”, which is derived from *patrios* meaning “fatherly” and *patria* meaning ‘fatherland’. The first recorded use of this word in Russia was during the reign of Peter the Great [13]. The analysis of definitions of the word “патриот” in explanatory dictionaries of the Russian language published in different time periods reveals that patriotism is defined as a certain attitude and feeling towards one’s homeland and people as well as being ready to make sacrifice and/or to accomplish a feat for their sake. At the same time, the meaning of the word obviously tends to expand (see Table 1).

Table 1
The meaning of the word «патриот» in explanatory dictionaries of the Russian language

	Loyal to the nation	Loves the Motherland	Ready for sacrifice and heroism for the sake of the country	Loyal to the Motherland
V. I. Dal’ (1863-1866)	–	+	+	+
D.N. Ushakov (1935-1940)	+	+	+	–
T.F. Yefremova (2000)	+	+	+	+

The authors of scientific works in philosophy, sociology, and political science view patriotism as a broader concept that goes beyond a sense of national identity. A.V. Abramov, believes that patriotism includes feelings, ideas (ideology), and activities aimed at benefiting the motherland [1, p. 2]. According to R.Ya. Mirsky, patriotism is made up of three interrelated components: 1) patriotic attitude; 2) patriotic consciousness; 3) patriotic activity [3]. Developing this approach, A.V. Kuz’min and Yu.N. Trifonov define patriotism as a “complex spiritual and practical entity, which is based on patriotic consciousness, expressed in patriotic attitude and manifested in patriotic activity” [2, p. 69]. In other words, loving one’s country is not enough, it should be supported by patriotic attitude and manifested through certain actions that constitute patriotic activity.

According to a public opinion poll conducted by Russian Public Opinion Research Center (VCIOM) in April 2023, Russians perceive patriotism as “contributing to the prosperity of their country through work and action” [4]. Therefore, the ‘activity’ component seems to dominate.

Methods and results

The methods employed in the research are the descriptive method, definitional analysis, statistical method and comparative analysis.

In order to study the problem of patriotism education in the modern youth environment, a survey was conducted among first- and second-year cadets of the Novosibirsk Military Zhukov's Order Institute of National Guard Troops of the Russian Federation and first- and second-year students of the Novosibirsk State Technical University (Novosibirsk). The recipients were asked: 1) to state whether they consider themselves patriots; 2) to choose several characteristics that, in their opinion, are inherent in a patriot and 3) to specify the most important means of forming patriotism (Table 2).

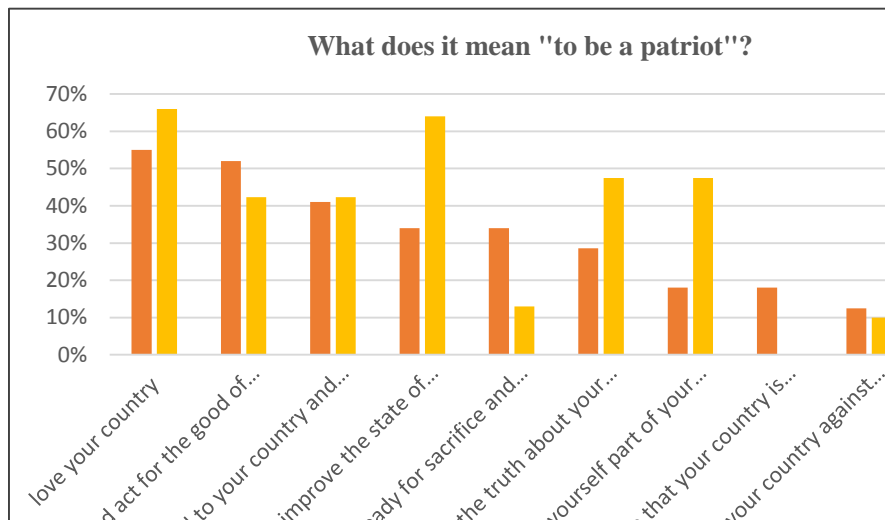
Table 2

Question set

- I. What does it mean to be a patriot? (you can choose up to 3 answer options)
 - 1) to work and act for the good of one's country
 - 2) to be loyal to your country and your people
 - 3) to love your country
 - 4) to be ready for sacrifices and feats for your country
 - 5) to strive to improve the state of affairs in the country
 - 6) to defend your country against attacks and accusations
 - 7) to tell the truth about your country, whatever it may be
 - 8) to consider yourself a part of your country
 - 9) to believe that your country is better than other countries
- II. Are you a patriot of your country?
 - 1) yes
 - 2) no
 - 3) find it difficult to answer
- III. What has the greatest influence on developing a sense of patriotism?
 - 1) family
 - 2) mass media
 - 3) various thematic events

The survey found that the majority of respondents (55% and 66%) define patriotism as “*love for the motherland*” (Pic. 1). Together with the third popular response, “*being loyal to your country and people*”, it shows the key role of the patriotic consciousness in the structure of patriotism. At the same time, almost a half of the NSTU students (48%) believe that patriotism includes “*telling the truth about their country whatever it may be*” and none of them pointed out that “*considering their country to be better than other countries*” is manifestation of patriotism. The respondents from both educational institutions give certain importance to the patriotic activity, though in different ways: the cadets chose the

variant “*work and act for the good of the country*” while the students preferred a more vague option “*seeking to improve the state of affairs in the country*”. Only 13% of the students think that patriotism should include “*readiness for sacrifices and feats for the sake of the country*” whereas the percentage of cadets who chose this option makes up 34% (which was quite predictable).



Pic. 1. The differences in responses to the questionnaire

As for the most important question, if the young people consider themselves patriots, almost 93% of cadets responded in the positive, while the number of positive answers from the students was as low as 47,5% (Table 3). It should be noted, that those who did not consider themselves patriots, did not include “*love for the motherland*” into the notion of patriotism in their answer to the first question. Finally, the majority of respondents named ‘*family*’ as the primary factor influencing the development of patriotism in a person.

Table 3

The results of the survey

	NMI of NGT of RF	NSTU
1) yes, certainly	93%	48%
2) no	1%	4%
3) find it difficult to answer	6%	49%

Conclusion

Thus, patriotism is a complex phenomenon including a certain attitude towards one's country, which is manifested in actions and deeds. The conducted research makes it possible to conclude that the issues of youth policy in the sphere of patriotic education remain important, since it does not fully achieve the goal of instilling a sense of patriotism in young people.

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УДК 81-33

MODELING THE IMAGE OF THE ETHNIC GROUP 'BLACK' BASED ON STATISTICALLY RELEVANT COLLOCATIONS IN AN ENGLISH WEB-CORPUS

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Abstract: The statistical measure logDice is used in the Sketch Engine corpus manager to find collocates based on the probability of two words appearing together. The result of the study is the lexico-syntactic compatibility of the keyword 'black', which includes the use of passive constructions, adjectives that refer to established social stereotypes.

Keywords: corpus linguistics; statistically relevant collocations; lexical-syntactic combinability; ethnic minorities; racial discrimination

МОДЕЛИРОВАНИЕ ОБРАЗА ЭТНИЧЕСКОЙ ГРУППЫ 'BLACK' ПО СТАТИСТИЧЕСКИ РЕЛЕВАНТНЫМ КОЛЛОКАЦИЯМ В АНГЛИЙСКОМ ВЕБ-КОРПУСЕ

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Аннотация: Статистическая мера logDice используется в менеджере корпуса Sketch Engine для поиска коллокатов на основе вероятности появления двух слов вместе. Результатом исследования является лексико-синтаксическая сочетаемость ключевого слова 'black', которая включает в себя использование пассивных конструкций, прилагательных, апеллирующих к сложившимся социальным стереотипам.

Ключевые слова: корпусная лингвистика; лексико-синтаксическая сочетаемость; статистический анализ; этно-маркированные слова; расовая дискриминация

Introduction

The relevance of the topic is determined by the increasing interest of linguists in conducting research based on corpus material and the potential of applying modern statistical methods to analyze linguistic phenomena in a new format. The study of the linguistic representation of ethnic minorities in the newspaper discourse, which is materially represented in the form of corpus data, opens up an opportunity to trace socio-cultural transformations of norms and values.

By analyzing word combinations in terms of regularity and frequency of use in a certain type of texts, it is possible to establish the communicatively relevant components of meaning and trace the semantic transformations that words undergo in the process of use.

Theoretical framework

In this article, a linguistic texts corpus is understood as “a large, presented in a machine-readable format, unified, structured, labelled, philologically competent array of linguistic data intended for solving specific linguistic tasks” [8 p.5]. The research within the corpus is carried out in the corpus manager - a specialized search system that includes software tools for searching data in the corpus, obtaining statistical information and providing the results to the user in a convenient form [8, p.50].

The introduction of corpus texts and the use of corpus managers in linguistics has brought new methods for studying and mastering the combinability problem. As E. D. Andreev points out, statistical methods are one of such tools, statistical characteristics of linguistic units in speech turn out to be a very important factor in describing linguistic material [1]. Large arrays of texts make it possible to analyse the regularities in the combination of words, and statistical measures become the main method of such analysis.

In this article we turn to statistical measures of the corpus of texts to identify regular combinations of the nomination of the ethnic group 'black'. The identification of such combinations will make it possible to establish the pragmatic component of the meaning of this nomination.

The focus of attention is on combinations that have such properties as repetition, specificity of meaning, structural stability and expressiveness. In the concepts of S. Bally and V.V. Vinogradov, such combinations are defined as syntagmas. This term emphasises the syntactic nature of a syntagma as a speech unit and its systemic character (syntagmatic relations are one of the main ones in the lexical system of language). According to A.A. Reformatzky, "a syntagma is a combination of two members connected by one or another relation with unequal directivity of the members, where one member is definable and the other is defining" [7, p.137].

Within the framework of corpus linguistics, the term collocation is adopted, which can be defined as a statistically stable word combination [8, p.51]. Based on the definitions given above, syntagma and collocation have the same properties: stability, presence of the main and dependent words (keyword and collocant), repetition, therefore, in this paper these terms are interchangeable.

A sub-corpus of American news articles in the English Web 2021 corpus (enTenTen21) is chosen as the material of the study. The texts of news articles aim not only to convey information, but also to convey certain opinions and evaluations, and, as a consequence, at forming public opinion. The linguistic aspect expresses the worldview aspect, and on the example of such linguistic phenomena we can trace social trends, for example, discrimination, stereotyping, ethnocentrism, political correctness. The tool of analysis was the Sketch Engine corpus manager. The choice of this toolkit is conditioned by the availability of the function of outputting lists of collocations by separate syntactic models with indication of the strength of connection between lexemes.

The software of a corpus manager, Sketch engine, in particular allows us to investigate the semantic characteristics of words by identifying the context of word usage, which can then be reflected numerically [5].

Word Sketch is an automatically derived summary of the grammatical and collocational behavior of a word from a corpus. Word Sketch first appeared in 1999 in the Macmillan English Dictionary for Advanced Learners. Since then, they have been integrated into the Sketch Engine corpus toolkit, trained for fifteen languages and widely used for lexicography [5].

The aim of the Word Sketch tool is to provide a complete and exhaustive description of the grammatical and collocational behavior of a word. In other words, the goal is to show all the words that are commonly used in combination with each keyword: nouns, verbs, adjectives, adverbs and prepositions [5].

The statistical measures used in the Sketch Engine corpus manager to find collocates are based on the probability of two words appearing together when analysing a corpus of language.

Several statistical measures have been used at different stages of the Sketch Engine corpus manager development: MI-score, Association Score, Dice, logDice.

Elements of formulae for statistical measures:

N is the size of the corpus;

F_A is the number of times the keyword is used in the whole corpus (the concordance size);

F_B is the number of occurrences of the collocate in the entire corpus;

F_{AB} is the number of instances of the collocate use in the concordance;

R is the grammatical relationship between the words;

||w₁, R, w₂|| - the number of occurrences of the keyword with collocate and their grammatical relations;

||w₁, R, * || is the number of occurrences of a keyword with a grammatical relation to any collocate;

||*, *, w₂ || is the number of occurrences of a collocate with any keyword in any grammatical relations;

||*, *, * || is the number of occurrences of any keyword in any grammatical relations with any collocate.

The MI-score measure is a mutual information coefficient that aims to identify rare collocations in the corpus. Consequently, the rarer an individual collocation occurs in the corpus, the greater its weight. But it should be noted, if the frequency of collocation is low, the use of this formula may lead to incorrect results [5, p.349].

$$\log_2 \frac{f_{AB}N}{f_A f_B}$$

After, the MI-score statistical measure has been replaced by the Association Score (AScore) method. Compared to the previous metric, AScore takes into account the grammatical relationship between keyword and collocate.

$$14 + \log_2 \text{Dice} \left(\frac{||w_1, R, w_2||}{||w_1, R, *||}, \frac{||w_1, R, w_2||}{||*, *, w_2||} \right) = 14 + \log_2 \frac{2 \cdot ||w_1, R, w_2||}{||w_1, R, *|| + ||*, *, w_2||}$$

Since 2006, noting the dependence of AScore on corpus size and new research, the statistical measure for Word Sketch creation has been changed to a variation of the Dice coefficient, logDice [1].

LogDice is a statistical measure for detecting co-occurrence in collocation. This metric is based on the frequency of a keyword and its collocation, unlike previous metrics, logDice does not depend on the corpus size, hence can be used to compare results from different corpora. When translating foreign language terminology, this metric is used to select an appropriate translation.

$$14 + \log_2 \text{Dice} \left(\frac{\|w_1, R, w_2\|}{\|w_1, R, *\|}, \frac{\|w_1, R, w_2\|}{\|*, *, w_2\|} \right) = 14 + \log_2 \frac{2 \cdot \|w_1, R, w_2\|}{\|w_1, R, *\| + \|\ast, \ast, w_2\|}$$

By default, Word Sketch in the Sketch Engine corpus manager is sorted so that the most typical collocations are at the top. The logDice score is used to determine how typical (or strong) a collocation is [6].

The values of the logDice statistical measure have the following features:

- 1) The theoretical maximum is 14 in the case where all occurrences of the keyword match the collocate and all occurrences of the collocate match the keyword;
- 2) A value of 0 means that there is less than 1 collocation match per 16,000 keywords or 16,000 collocates;
- 3) The score is independent of the overall corpus size. The score combines the relative frequencies of collocation as a whole with respect to keyword and collocation [6].

It is impossible to establish a universal threshold between weak and strong collocations because each word behaves differently. The main purpose of a statistical measure is to sort collocations by their typicality or strength, not to decide whether a collocation is weak or strong [4].

Methods and results

Our analysis of syntagms, that include names of the African-American ethnographic group members, was conducted in the Sketch Engine corpus manager. When collocations are identified in the Word Sketch tool in the Sketch Engine corpus manager, not only the number of occurrences of the collocation but also the result of the logDice statistical measure is reported in the Sketch Engine corpus manager.

In the present study, the name chosen for the African-American ethnographic group is ‘black’. The choice of names is based on the analysis of the newspapers “*The Boston Globe*”, “*Star Tribune*”, “*USA Today*”, “*The New York Times*” in the period from 2020 to 2022 [3].

verbs with "black" as object		
lynch	15	3.9 ...
enslave	53	3.9 ...
emancipate	8	3.8 ...
disenfranchise	8	2.8 ...
harass	13	1.8 ...
free	38	1.8 ...
dye	10	1.7 ...
oppress	11	1.5 ...
terrorize	5	1.4 ...
bag	6	0.9 ...
bar	13	0.4 ...
assault	5	<0.1 ...

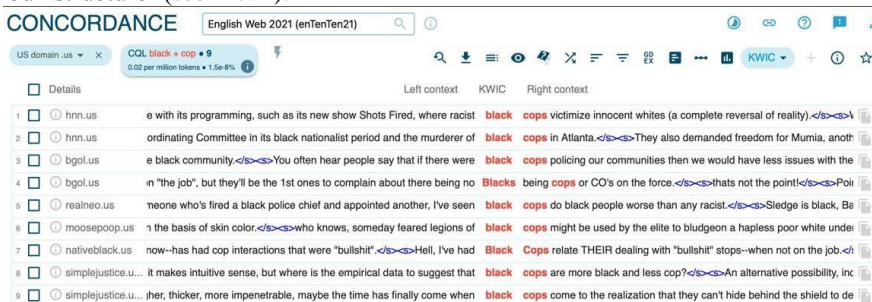
verbs with "black" as subject		
cop	9	1.8 ...
migrate	6	0.7 ...

Pic. 1. Word Sketches for ‘black’

The comparative analysis revealed a numerical prevalence of cases in which African-American ethno-racial group members are used in the object position, compared to sentences in which they are presented as the subject of action. The verbs ‘lynch’ (15 instances of collocation), ‘to enslave’ (53 cases), ‘to harass’ (13 instances) with the keyword ‘black’ were encountered in the subcorpus of American news articles, which often appeal to the stereotypes of the weak, the weak, the endangered.

In the contexts where the name ‘black’ was mentioned as the subject of action, the verb ‘to migrate’, which also indicates the performance of the action under the influence of someone or some circumstances (see Pic.1).

It should be noted that there is an error in the tagging of the tokens, as in the collocation ‘black (as subject) + verb’, the word ‘cop’ was recognised as the verb ‘to grab’, but when the contexts were analysed in details, a marking error was identified where ‘cop’ should be marked as the noun ‘policeman’ in ‘the adjective + noun structure’ (see Pic. 2).



Pic. 2. Concordance for a collocation ‘black cops’

The adjectives used with ‘black’ also emphasise the social position of representatives of the African-American ethno-racial group, ‘inferior’ (5 instances of use), ‘incapable’ (5 instances of use) indicate inequality in society, inability to perform an action, with a low level of intelligence (see Pic. 3).

adjective predicates of "black"		
inferior	5	2.0 ...
incapable	5	1.4 ...
white	9	0.5 ...
black	8	0.2 ...

Pic. 3. Adjectives used in collocations with a keyword ‘black’

Conclusion

There are many different measures of collocation detection, each aimed at solving certain practical problems. The process of collocation detection in Sketch Engine's corpus manager has undergone changes. At this stage of development, the statistical measure logDice is used. Unfortunately, at this stage of development of statistical measures, there are a number of problems, namely instances of collocation of words separated by a comma are identified, which cause bias in the results of the analysis. When analysing syntagms with the keyword '*black*' as the name of a member of the African-American ethno-racial group, the following pragmatic meanings of weak, exposed to danger, incapable of doing something were revealed.

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A METAPHORICAL PORTRAIT OF KING CHARLES III IN THE POLITICAL NARRATIVE “CORONATION”

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Abstract: The article analyses the metaphorical portrait of King Charles III of Great Britain in British and American mass media publications regarding the preparation and execution of the coronation. It also highlights the main thematic components of the monarch's image and the metaphorical models used to create it.

Keywords: political narrative; media image; coronation; metaphor; metaphorical portrait

МЕТАФОРИЧЕСКИЙ ПОРТРЕТ КАРЛА III В ПОЛИТИЧЕСКОМ НАРРАТИВЕ «КОРОНАЦИЯ»

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Аннотация: Статья посвящена анализу метафорического портрета короля Великобритании Карла III, создаваемого в публикациях британских и американских изданий, посвящённых подготовке и проведению коронации. Также выявляются основные тематические компоненты образа монарха и метафорические модели, используемые для его формирования.

Ключевые слова: политический нарратив; медиаобраз; коронация; метафора; метафорический портрет

Introduction

The process by which people perceive their environment and form their opinions is greatly influenced by the media. When reporting on events, the mainstream media may explain or interpret political developments using emotive, ideological, or even propagandistic political narratives. Metaphor is a primary tool that can impact the way the public forms opinions. This article discusses the metaphorical image of Charles III in the British and American mass media during the preparation and conduction of his coronation.

Theoretical framework

An image is a mental representation of something or someone that is created as a result of an individual's interactions with the external environment. Images are frequently arbitrary and subject to alter based on a range of variables, including cultural background, social status and individual preferences [4, p. 244]. In the media, images can be either artificial, i.e. produced for entertainment or educational purposes, or real (reflecting the current environment). They can be stereotyped,

perpetuating preconceived notions about social groupings or phenomena. Furthermore, the idea of a media image can be interpreted narrowly, as fragments of reality that are depicted in the texts of professional journalists and reflecting their worldview, political preferences, as well as psychological qualities [3, p. 91]. An important role in formation of evaluation belongs to connotations, since the communicator can use both positively and negatively coloured emotional words to describe an event. When words with a particular connotation are used frequently, especially when they are negative, they can lead to the formation of clichés and stereotypes, which are formed in a person's mind and make it easier for them to perceive the complex objects.

A political narrative is a set of political texts of various genres (a leaflet, a slogan, a rally speech, a party program, an analytical article, a television interview, etc.) which is concentrated around a certain political event [2, p. 77]. It is organized as a story or narrative that can persuade people or sway public opinion. Among its characteristics are the reflection of different viewpoints of the participants, the variety of narrators, and the emotional evaluations. A political narrative can have different emotional coloring depending on its goal. For example, it can be ideological, supporting specific conceptual ideas, or emotional, evoking strong feelings and emotions in the audience. It can also be propaganda or informational, stated either objectively or subjectively, and aim to explain or interpret political events.

One of the primary modes of expression in political narratives is **metaphor**. It is frequently employed to communicate specific concepts, images, and ideas. Translating abstract or difficult political ideas into more understandable formats for various societal groups is also beneficial. The goal of metaphors is always to make a text more expressive at the linguistic level. As a result, metaphor in political discourse is crucial for influencing public opinion and giving complex political concepts a personal touch. It has the power to shape our political and ideological views and is frequently employed to evoke strong feelings in the audience or grab their attention, as well as to create an image of a certain situation or person.

In accordance with the cognitive theory of metaphor, metaphorization is based on the interaction between the structures of two conceptual domains – the source and target domains. A target domain is a conceptual domain that is being conceptualized, while the content of the source domain is used to understand the concepts of the target sphere. The principle of comparing the source and target domains is actively used in political discourse for various purposes: attracting the attention of the audience, manipulating public consciousness or creating an image of a famous person (politician, public personality, head of state, etc.). Depending on the source of metaphorical expansion, the following categories of metaphors can be distinguished [1, p. 77]:

- 1) anthropomorphic (“Anatomy”, “Physiology”, “Disease”, etc.);
- 2) naturomorphic (“The world of animals”, “The world of plants”, “The world of inanimate nature”);
- 3) sociomorphic (“War”, “Theatre”, “Games and sports”, etc.),
- 4) artefact (“Mechanism”, “House (building)”, “Instrument”, etc.).

Based on the concepts of “image” and “media image” the following definition of metaphorical portrait can be drawn: *Metaphorical portrait (or metaphorical image) is an imprint that is made on the human mind by outside sources, primarily the media, through the use of metaphor.*

Methods and results

The methods used in the current research include the definition analysis, descriptive method, content analysis, comparative analysis, cognitive interpretation and continuous sampling.

The image of Charles III during the preparation and conduction of the coronation

Analysis of texts from American and British mass media revealed the following elements of the monarch's metaphorically conveyed image: 1. Charles III is a monarch who cares about his country. 2. Charles III is a modest monarch (a) / Charles III is a luxurious monarch (b). 3. Charles III is an heir that is not suitable for the role of King. 4. Charles III is an undesirable figure in the British Royal Family.

Furthermore, the analysis of the metaphorical expressions, used to create the image of Charles III in British and American articles during the preparation and execution of his coronation is presented.

1. Charles III is a monarch who cares about his country.

(1) *But wherever he goes, he carves out time to meet ordinary people* [Hello Magazine].

(2) *Let nobody doubt that the heart of King Charles III is - like his crown - in exactly the right place* (The Sun).

Principally, British media (Hello Magazine, The Sun) claim that Charles III will put the interests of his country in the first place. He always finds time to talk to ordinary people, which describes him as a king devoted to his state and people. At last, he is in his place with his heart and crown. The artifact and anthropomorphic metaphors used in these examples create a rather positive image of the monarch in society.

2. Component 2 is represented by a dichotomy between two mutually exclusive characteristics of the new king: he is seen as both a modest and thrifty monarch, while some contexts represent him as a luxurious and wasteful person.

2a. Charles III is a modest monarch.

(3) *If this weekend's ceremonies are more modest than those of 70 years ago, that will only be partly down to the new king's reported preference for a more modern, slimmed-down monarchy* (The Guardian).

(4) *Tradition is a valid argument when coronations have "changed in scale, scope and content every time* (BBC).

Examples 3 and 4 reflect the modesty of the ceremony compared to a similar event in 1952, when Queen Elizabeth ascended to the throne. This fact is explained by the fact that the monarchy has significantly “slimmed-down” over recent years, as well as the difference between the coronation ceremonies, which are changing in “scale, scope, and content” at different times.

2b. Charles III is a luxurious monarch.

(5) *It was "God Save the King" that began this day of meticulously staged pomp* (People).

(6) *Charles is already king. There is absolutely no need to go through with this expensive pantomime* (The Independent).

However, contexts 5 and 6 reflect society's concern about the surprisingly high costs of the ceremony, which cause dissatisfaction among citizens. For example, the coronation is called a “meticulously staged pomp” and an “expensive pantomime”, which is not needed as Charles III officially became King after the death of Queen Elizabeth.

3. Charles III is an heir that is not suitable for the role of King.

(7) *He was grandfatherly, his eyebrows were old-man bushy* (The Washington Post).

(8) *And although it felt like Charles carried the weight of one thousand years of history yesterday, he is a child of the Sixties in his ageing blood and bones* (The Sun).

(9) *He had waited in the wings longer than any heir of the history* (People).

(10) *Somber throughout the two-hour ceremony, he looked like a man feeling the weight of the crown* (The New York Times).

Both American and British journalists note that Charles III has waited for a very long time “in the wings” to ascend the throne, and as a result, he seems to be a very aged man for this position: looking “grandfatherly” and being “a child of the Sixties”. The Washington Post marks that due to such a long wait, the crown is a big and visible burden for Charles.

4. Charles III is an undesirable figure in the British Royal Family.

(11) *People who know Charles sometimes describe him as a cuckoo in the royal nest - someone quite unlike the other members of his family* (The New Yorker).

(12) *In the end, Charles “may be a bit of a transition figure, with a lot of emphasis on William as a successor”* (Los Angeles Times).

(13) *The rite was expected to be watched by millions, though the awe and reverence the ceremony was designed to evoke are largely gone - and many greeted the day with a shrug* (Chicago Tribune).

This component depicts the King as a man differing from the rest of the family because of his statements or interests, and thus not a desirable candidate for the throne in people’s minds among other Royal Family members. Los Angeles Times points out that Charles III is “a bit of a transition figure” between his mother Queen Elizabeth and his son Prince William. It is stressed that William could have been a younger and better successor. Furthermore, the citizens are not as excited as they were expected, so they “greeted the day with a shrug”.

Conclusion

To sum up, the media is not only the main source of information about the world around us but also a powerful tool for influencing the mass consciousness of people. The conducted research allows us to conclude that the metaphorical portrait of Charles III in the British and American political narrative “Coronation” consists of several interrelated thematic components. Using metaphors from various source domains, the British authors characterize Charles III mostly as a caring, modest or luxurious monarch and an unsuitable monarch. However, American authors mostly depict him as a luxurious, unsuitable and undesirable figure, creating a more negative media image. The image of Charles III is modeled using artifact (50%), sociomorphic (22%), anthropomorphic (17%), and to a lesser extent naturomorphic (11%) metaphors. In general, the image of the king ascending the throne can be characterized as ambivalent, i.e. combining both positive and negative features.

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DYSPHEMISMS IN MODERN BRITISH MILITARY POLITICAL DISCOURSE

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Abstract: The article discusses the concept of “dysphemism” and its key aspects. The article identifies the main ways of formation of dysphemisms and analyses the dysphemisms used by British journalists to cover the military conflict in the Gaza Strip.

Keywords: dysphemism; military discourse; political discourse; war conflict; Gaza strip

ДИСФЕМИЗМЫ В СОВРЕМЕННОМ ВОЕННО-ПОЛИТИЧЕСКОМ ДИСКУРСЕ

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Аннотация: В статье рассматривается понятие «дисфемизм» и его ключевые аспекты. Выявляются основные способы образования дисфемизмов; проводится анализ дисфемизмов, используемых британскими журналистами для освещения военного конфликта в секторе Газа.

Ключевые слова: дисфемизм; военно-политический дискурс; военный конфликт; сектор Газа

Introduction

The mass media is the primary platform for political discourse in general and military political discourse in particular. Unlike political discourse proper, which touches upon general issues of foreign and domestic policy in all its manifestations, the subject matter of military political discourse is primarily oriented towards the sphere of international relations, as it most often focuses on conflicts between states. The aim of military political discourse is to convey information about military events and to exert a certain influence on the opinion of citizens, for example, convincing them of the necessity and correctness of decisions taken by the country's leadership. One of the effective means of manipulating public opinion is the use of euphemisms and dysphemisms. The aim of the current study is to identify the specifics of the use of dysphemisms in contemporary British military political discourse.

The objectives of the study include 1) revealing the concept of “dysphemism”; 2) examining the types and functions of dysphemisms in modern military political

discourse based on British publications covering the Israeli-Palestinian conflict. The relevance of the study is determined by the presence of a steady interest of scholars in the realisation of the pragmatic function of language, as well as the importance of the media in the formation of public opinion. The relevance of the study is determined by scholars' continuing interest in the pragmatic function of language and the role of the media in shaping public opinion.

Theoretical framework

Any military conflict is reflected in the media by the division of society into two poles: “friends” and “foes”. Euphemisms are used to gloss over negative processes, actions and results, as well as to denote “friends” and present their characteristics, while the actions of “foes” and attitude towards them are often represented in military political discourse with the help of dysphemisms. Thus, euphemisms and dysphemisms are used as the means of implementing the strategy of legitimisation and the strategy of discredit, respectively [4]. Speech strategy is defined as a “long-term direction of efforts to present information aimed at achieving maximum influence on the recipient” [3, p. 74]. The use of the strategy of discredit involves the employment of certain tactics (tactics of blame, tactics of mockery, tactics of insult, ‘labelling’ tactics) which, in their turn, are implemented through a variety of linguistic means, including dysphemisms.

Dysphemism is understood as a deliberately harsh form of expressing emotional evaluation, replacing a stylistically neutral expression with a rude or stylistically reduced one in order to demonstrate a negative attitude towards the communicant or the situation. Like euphemisms, dysphemisms are formed by means of metaphorisation, metonymisation, epithets, irony and some others. According to M.G. Cheporukhina, dysphemisms fall into the following types: “pure” dysphemisms (words and expressions that have negative semes and are realised explicitly) and “hidden” dysphemisms (units that acquire negative connotations in a certain communicative situation) [2]. A.A. Gaevaya, V.V. Gurin and I.P. Petrova distinguish between such types as “proper dysphemisms”, “contextual dysphemisms” and “semantically derived” dysphemisms [1]. The latter, to our mind, have an intermediate position between the “pure” or “proper” dysphemisms and contextual dysphemisms.

Methods and results

The methods employed in the research are the descriptive method, definitional analysis, and the method of continuous sampling. The research material is taken from the British online newspapers “The Guardian” and “The Economist”.

When considering the military conflict in the Gaza Strip, we can distinguish the following components:

1. the subjects of the conflict (Hamas, Israel and Palestine);
2. the object of the conflict (the Gaza Strip and its population);

3. the participants and/or witnesses of the conflict (other countries).

In their speeches, British politicians widely use accusatory tactics against Hamas, with the help of such dysphemisms as *murderous attack*, *mass slaughter*, *the sadness of Hamas's rampage on October 7th*, *the unspeakable monstrosity of Hamas's terrorist attack*, *the October 7th Hamas atrocities*, etc. to describe the actions of its members. All the above expressions are “pure” or “proper” dysphemisms, as they contain connotative senses with pejorative colouring. At the same time, British journalists also use dysphemisms in relation to the second party to the conflict - Israel and its head B. Netanyahu, despite the fact that the UK is among the European countries that officially support Israel.

Thus, for example, the authors of the articles claim that:

1) *Israel's onslaught against Gaza is a Russian doll of horror, with many atrocities tucked within;*

2) *Israel crushes Gaza*, etc.

Israeli leader B. Netanyahu is described as an angry, weak and old person, unable to protect his country and suppressing the people of Palestine:

3) *Mr Netanyahu's **political paralysis** means he cannot plan what to do with Gaza when the fighting stops;*

4) *He's ignoring calls to resign but, politically, he is a **dead man walking**;*

5) *For decades, Netanyahu **marginalised, robbed and bullied** Palestinians, dashing their hopes of statehood;*

6) *A **standout figure in the angry-old-man genre** is Benjamin Netanyahu, 73, Israel's longest-serving prime minister – though not for much longer.*

In these contexts, through the use of ‘proper’ dysphemisms the authors apply the tactic of mockery aimed at ridiculing the object of description, as a part of the strategy of discredit.

The media coverage of the actions of the British leader in the context of the Israeli-Palestinian conflict deserves special attention. Here journalists are more careful, preferring to use ‘hidden’ or ‘contextual dysphemisms’, for example:

7) *Rishi Sunak is fuelled by Fomo - so he postures in the Middle East like a latter-day Tony Blair.*

The lexeme *Fomo* means “fear of missing out: fear of not being included in something (such as an interesting or enjoyable activity) that others are experiencing” [Merriam-Webster]. The comparison of R. Sunak with the “latter-day” T. Blair, whose last years as Prime Minister were marred by scandals and other unpleasant events, is also a hidden dysphemism, the meaning of which becomes clear to recipients provided that they have the relevant background knowledge.

Conclusion

To sum up, dysphemisms are a linguistic means with the help of which a purposeful influence on the mass audience is carried out in military political discourse, implemented through certain speech strategies and tactics. In military political discourse covering the Israeli-Palestinian conflict, “pure” and “hidden” or “contextual” dysphemisms are used, the latter being formed with the help of various stylistic devices, such as metaphor, epithet and irony. Describing the situation in Gaza, which is the object of the conflict, with the help of dysphemisms, British journalists indirectly employ the strategy of discrediting both Hamas and Israel.

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DIE LINGUOSTILISTISCHEN MITTEL ZUR GESTALTUNG DES MOTIVS «HAUS» IN DER NOVELLE VON JU. HERMANN «SOMMERHAUS, SPÄTER»

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Abstract: Das literarische Motiv ermöglicht es, die für das Schaffen des Schriftstellers charakteristischen Merkmale zu verfolgen, die bestimmte Wertorientierungen widerspiegeln. In der Novelle von Ju. Hermann wird das Motiv des Hauses als zentral. Die Analyse des betrachteten Motivs ermöglicht es, die philosophische Tiefe der kleinen Prosa von Ju. Hermann zu identifizieren und die Hauptvektoren der gedanklichen Suche der Autorin zu bestimmen.

Schlüsselwörter: Motiv; Haus; Judith Hermann; «Sommerhaus, später»

ЛИНГВОСТИЛИСТИЧЕСКИЕ СРЕДСТВА КОНСТРУИРОВАНИЯ МОТИВА «ДОМ» В РАССКАЗЕ Ю. GERMAN «SOMMERHAUS, SPÄTER»

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Аннотация: Литературный мотив дает возможность отследить характерные для творчества писателя признаки, отражающие определённые ценностные ориентации. В творчестве Ю. Герман центральным оказывается мотив дома. Анализ рассматриваемого мотива позволяет выявить философскую глубину малой прозы Ю. Герман и определить основные векторы идейных исканий автора.

Ключевые слова: мотив; дом; Ю. Герман; «Sommerhaus, später»

Einführung

Das Erzählmotiv wird in den Studien von I.W. Silantjew als «ein Komplex von Ideen und Gefühlen des Autors sowie ein Element der folkloristischen oder literarischen Erzählung dargestellt, dessen Wiederholung eine bestimmte Funktion erfüllt, die auf die Bildung des semantischen Kerns des Kunsttextes abzielt» [4]. Das Erzählmotiv erscheint jedes Mal in neuen Varianten und Kombinationen mit anderen semantischen Komponenten des Textes. Das Motiv spielt die Rolle des semantischen Kerns, um den sich der Text bildet. W.E. Halizew stellt fest, dass das Motiv im Kunsttext «eine Komponente von Werken ist, die eine erhöhte Bedeutung (semantische Sättigung) haben» [5, S. 244].

Solange I.W. Silantjew ein Motiv als das wichtigste strukturbildende Element der Erzählstruktur definiert, das durch ein Ereignis repräsentiert wird, kann das Motiv als Komponente von Werken, die von erhöhter Bedeutung sind, nach Ansicht von W.E. Halizew verschiedene Formen der Verwirklichung haben. Es kann sich um ein sich wiederholendes oder variierendes einzelnes Wort oder eine einzelne Phrase handeln. Darüber hinaus kann es als Titel oder Inschrift fungieren. In einigen Fällen kann das Motiv überhaupt verschleiert sein und in den Subtext gehen. In jedem Fall, meint der W.E. Halizew, Semi-Realisierbarkeit im Text, unvollständige Erscheinung oder Rätselhaftigkeit sind die grundlegenden Merkmale des Motivs [5, S. 190]. Und um ein solches Motiv zu erkennen, muss der Leser eine entsprechende literaturwissenschaftliche Ausbildung oder Empfindlichkeit haben.

Auf diese Weise basiert die moderne Theorie des Erzählmotivs auf dem Verständnis als eine Einheit der Textstruktur, die eine handlungsbildende Funktion implementiert. Dies kann ein sich während der gesamten Erzählung wiederholendes Ereignis, ein Wort oder eine Wortkombination sein, die eine konzeptionelle Bedeutung hat. Ein wichtiges Merkmal des Motivs ist, dass es eine bestimmte künstlerische Bildgebung bedeutet, die innerhalb der Grenzen des künstlerischen Systems eines Autors von einem Werk zum anderen übergeht. Das Motiv kann als

Eigentum aller Werke des Schriftstellers, literarischer Genres und Richtungen und sogar ganzer Epochen fungieren. In der Weltliteratur dominieren die folgenden fundamentalen Motive: moralische, biblische, existenzielle, mythologische und andere.

In der Struktur des Werkes können Motive Haupt- und Nebenmotive sein. Wenn wir über das Hauptmotiv sprechen, wird dieses Motiv als Leitmotiv bezeichnet. Neben der strukturbildenden Funktion verleiht ein solches Motiv dem Text eine symbolische Tiefe [5, S. 184]. Das Leitmotiv spielt eine besondere Rolle im Werk – es organisiert die zweite, geheime Bedeutung des Werkes, nämlich den Subtext. S.W. Turajew und L.I. Timofejew definieren das Leitmotiv als «eine vorherrschende Stimmung, ein Bild, manchmal ein künstlerisch ausdrucksvolles Detail, das sich im Werk wiederholt» [4]. Ein Motiv ist also ein sich wiederholendes Element, das der Autor in seinem Werk verwendet. Und wenn im Werk eines Schriftstellers ein wiederholtes Motiv verfolgt wird, dann enthält dieses Motiv daher die Merkmale der Ideenwelt des Schriftstellers.

Theorie

Die theoretische Grundlage der Studie sind die Studien zur Motivtheorie von A.N. Weselowsky, I.W. Silantjew, W.E. Halizew sowie die Arbeiten von Ju.W. Maltsewa, O.W. Permjakowa, die der Analyse des Schaffens von Ju. Hermann gewidmet sind.

Methoden und Resultate

Die Quelle der Studie ist die Titelgeschichte der Sammlung des deutschen Schriftstellerin Ju. Hermann «Sommerhaus, später». Aufgrund der hermeneutischen Analyse des Originaltextes wurde das Hauptmotiv «Haus» aufgedeckt.

Die Kapazität des semantischen Potenzials eines gegebenen Motivs ermöglicht es, über seine Bilder und seine metaphorische Bedeutung im Text zu sprechen. Gleichzeitig kann das Lexem «Haus», das im Titel der Kurzgeschichtensammlung enthalten ist, als eines der wichtigsten Konzepte im Schaffen der Schriftstellerin angesehen werden.

Das Motiv des Hauses ist eines der Schlüssel in der Weltliteratur. Meistens bezieht sich dieses Motiv auf die Selbstidentifikation des Charakters oder die Suche nach einem Platz in der Welt. In vielen Werken wird das Haus zum handlungsbildenden Zentrum und bestimmt den ideologischen Inhalt des Textes. In jedem Fall bedeutet der Begriff «Haus» ein günstiges menschliches Dasein.

Das Motiv des Hauses wurde bereits im Titel der Debüt-Sammlung der deutschen Schriftstellerin Ju. Hermann «Sommerhaus, später» (1998) erklärt [6]. Er schafft nicht nur die Richtung der Handlung, sondern bestimmt auch die Reihenfolge der Ereignisse im Werk. Ju. Hermann verändert die Bedeutung des Begriffs «Haus» auf eine bestimmte Weise. Bei der Schriftstellerin wird das Haus zur existenziellen Kategorie. Der Wunsch der Hauptfigur Stein, ein Zuhause zu

finden, kann als Versuch interpretiert werden, sich selbst zu identifizieren. Das Motiv des Hauses erscheint während der gesamten Geschichte. Daraus entfaltet sich die gesamte Handlung der Novelle und ist breiter als die Sammlung. Das Haus wird für Stein ein Symbol des Lebens, die einzige Möglichkeit, aus der Großstadt zu fliehen und dort mit einer geliebten Frau ein neues Leben zu beginnen. Die Hauptfigur versteht jedoch Steins Absicht nicht, sie ist nicht in der Lage, sich ein anderes Leben vorzustellen. Sie hat kein Ziel im Leben, sie denkt nicht über ihre Zukunft nach. Ihr ganzes Leben verläuft im Kreis der gleichen passiven Freunde. Das Motiv des Hauses ist ein roter Faden, der sich durch die ganze Novelle «Sommerhaus, später» zieht. Beide Protagonisten kennen ihn, und das bringt sie näher zusammen.

In der Novelle «Sommerhaus, später» wird das Motiv des Hauses durch eine Reihe von Techniken aufgedeckt. Einerseits gewinnt das Haus eine symbolische Bedeutung, verbunden mit Selbstbestimmung, der Suche nach einem Stützpunkt, einem idealen Ort, an dem man sich vor der grauen, unbegreiflichen Realität verstecken kann. Gleichzeitig gewinnt das Haus im Kopf des Helden eine konzeptionelle Bedeutung und geht auf überindividuelle menschliche Archetypen zurück. Nennung des Hauses erscheint auf jeder Seite der Novelle, was uns erlaubt, es als Leitmotiv des Werkes zu bestimmen.

Das Lexem «Haus» ist im Titel selbst angegeben. Ins Russische übersetzt ist «Sommerhaus». Auf diese Weise wird das Haus als etwas Temporäres, Instabiles dargestellt. Tatsächlich hat Stein, wie aus der weiteren Erzählung hervorgeht, ein Haus außerhalb der Stadt in der Feriensiedlung gefunden. Daher erscheint die Überraschung der Heldin logisch, dass ihr Freund dieses Haus im Winter gefunden hat.

Das Haus ist ein vielschichtiges Symbol, hat ein breites Interpretationspotenzial. Es ist nicht nur eine Metapher für Selbstbestimmung, eine gewisse Unterstützung im Leben zu finden, sondern auch die Möglichkeit, existenzielle Einsamkeit zu überwinden. Darüber hinaus wird das Haus zu einem Maßstab für die Identifizierung der Wertorientierungen der Charaktere.

Neben dem Lexem «Haus» finden sich im Text die Wörter «Wohnung», «Bleibe», «Landhäuser» (летние домики), «Flachbau». Es ist kein Zufall, dass all diese Namen der Erzählerin gehören. Wie Stein ist sie ohne Boden unter den Füßen. Apathie und Trägheit als verbindende Eigenschaft der Vertreter ihrer Generation werden mit der Verleugnung alter bürgerlicher Werte kombiniert. Und im Gegensatz zu Stein sucht sie kein Zuhause. Sie lebt in einer Wohnung, aber sie ist eigentlich kein Zuhause. Wenn sie Stein vertreiben, rät sie ihm, eine andere Bleibe zu finden.

Die Ablehnung der Heldin traditioneller bürgerlicher Werte mit ihrem Kult von Gemütlichkeit und Stabilität manifestiert sich im Text in ihrer Beziehung zu

Datschen. Indem sie die Definitionen («schäbige, schiffe, kleine Landhäuschen») aneinanderreihet, drückt die Erzählerin ihre Verachtung für diese ihr fremde patriarchalische Welt, die ihr selbst feindselig gegenübersteht, sehr prägnant aus. So wird die Unanständigkeit der jüngeren Generation tragisch. Junge Leute hassen diese Häuser und gehen trotzdem im Sommer in sie hinein.

Der Mangel an vertrauten Lebensrichtlinien wird im Allgemeinen auf die Weltanschauung der Heldin projiziert. So erscheinen Stadt und Natur in ihrer Wahrnehmung der umgebenden Realität düster und gleichgültig. In diesen Skizzen öffnet die neue Straße Häuser: «Die stalinistischen Gebäude auf beiden Seiten der Straße waren riesig, fremd und schön», «autark und leer», «Wie ein ausgestorbenes riesiges Tier» [6, S. 64].

Stein, der sicherlich zu seiner Generation tendiert, erweist sich als «Fremder unter seinen eigenen». Er hat kein Zuhause, will sich aber mit einer Stadtswohnung zufrieden geben, will er aber nicht. Er träumt von einem echten Zuhause. Für Stein wird das Haus zu einer Gelegenheit, seiner Existenz Sinn und Ordnung zu geben, ein Versuch, sich in der Welt zu verankern. Gleichzeitig wird das Haus zu einem Versuch der Verwirklichung in der Liebe. In der Situation der Abwertung nicht nur traditioneller Werte, sondern auch der Verbalisierung selbst ist dies für ihn die einzige Möglichkeit, seine Gefühle auszudrücken. In Steins Diskurs erhält das Haus einen erhabenen Status. Für ihn sind das «Haus», «raus aus Berlin», «Landhaus», «Herrenhaus», «Gutshaus», das heißt sein eigenes Territorium, in dem er der Eigentümer ist. Ein Haus ist im Kopf des Helden immer mit der Natur, der Weite und Freiheit verbunden, die er in der Stadt nicht fühlt: «Stein und sein Gerede von dem Haus, raus aus Berlin, Landhaus, Herrenhaus, Gutshaus, Linden davor, Kastanien dahinter, Himmel darüber, See märkisch, drei Morgen Land mindestens, Karten.»

Steins Ansprüche sind romantisch. Und als echter romantischer Held erleidet er eine Niederlage. Die Erzählerin, die möglicherweise bereit schien, an diesem Traum zu glauben, verschiebt dennoch die Realisierung dieser Möglichkeit für später, und der von Stein selbst erworbene Raum ist weit von ihren Vorstellungen über das Haus entfernt. Für sie ist es nur ein wunderbares Gespenst der Vergangenheit, das auseinanderfallen wird.

Im Kopf der Heldin entsteht ein sehr bildhaftes und eloquentes Porträt des Hauses, in dem sich Leblosigkeit mit Schönheit verbindet.

Das Finale der Geschichte ist bezeichnend. Das prophetische Bild, das von der Phantasie der Erzählerin geschaffen wurde, scheint lebendig zu werden. Das Haus brennt aus, und Stein verschwindet spurlos.

Zusammenfassung

In dem vorliegenden Artikel werden die linguostilistischen Mittel zur Gestaltung des Motivs «Haus» als organisatorisches Zentrum des Narrativs in der Novelle «Sommerhaus, später» untersucht. Dieses Motiv erweist sich als eine komplexe künstlerische Einheit und kombiniert die Eigenschaften des Bildes, des Leitmotivs und der symbolischen Tiefe. Das metaphorische Potenzial des Motivs «Haus» ermöglicht es, sein Konzept zu betrachten, das im Mittelpunkt des Werkes von Ju. Hermann steht. In der Novelle erscheint das Wort «Haus» mehrmals und erhält abhängig von verschiedenen Perspektiven unterschiedliche Konnotationen. Auf der einen Seite erweist sich das Haus als Metapher für die existenzielle Selbstbestimmung der Helden und zeigt ihre ontologischen und wertvollen Einstellungen auf, auf der anderen Seite berührt es wichtige Aspekte der sozialen Ebene und repräsentiert die Überlegungen der Autorin über die Probleme der Gegenwart.

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ORGANISATION DER ZUSÄTZLICHEN BERUFLICHEN BILDUNG: ANALYSE DER WIRKSAMKEIT

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Abstract: Der Artikel befasst sich mit der Verbesserung von Umschulungs- und Qualifizierungsprogrammen in einem unsicheren Arbeitsmarkt. Nicht alle Qualifizierungs- und Umschulungsprogramme sind in der Lage, eine effektive Ausbildung zu bieten. Daher ist es notwendig, die Programme ständig zu optimieren und die Qualität der Ausbildung zu verbessern, um dem Bedarf der modernen Gesellschaft gerecht zu werden.

Schlüsselwörter: Effizienz; Bewertung und Effizienzkriterien

ОРГАНИЗАЦИЯ ДОПОЛНИТЕЛЬНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ: АНАЛИЗ ЭФФЕКТИВНОСТИ

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Аннотация: В статье рассматриваются способы улучшения программ переподготовки и повышения квалификации в условиях нестабильности рынка труда. Не все программы повышения квалификации и переподготовки способны обеспечить эффективное обучение, поэтому необходимо постоянно оптимизировать программы и повышать качество обучения, чтобы соответствовать потребностям современного общества.

Ключевые слова: повышение квалификации; дополнительное профессиональное образование; ДПО; эффективность; оценка и критерии эффективности

Einführung

Die zusätzliche Ausbildung (im Folgenden als zus. Ausbild.) ist derzeit eine der wichtigsten Formen der Ausbildung, die in verschiedenen Tätigkeitsbereichen weit verbreitet ist. Trotz der aktiven Entwicklung des traditionellen Bildungssystems ist die zus. Ausbildung zu einem der Schlüsselfaktoren für die Verbesserung der beruflichen Kompetenz auf einem sich ständig verändernden Arbeitsmarkt geworden. Laut der Analyse des Marktes für zusätzliche Ausbildungen in Russland für den Zeitraum 2018-2020, die von der Wirtschaftshochschule Moskau vorgelegt wurde, erwarben die Studierenden von Ausbildungskursen am häufigsten neue Kenntnisse in ihrem Fachgebiet und beherrschten Informationstechnologien. Gleichzeitig bezog sich knapp ein Drittel der Antworten auf die Beherrschung von Produktionstechnologien und -ausrüstung.

Nur 4,2 % der Befragten gaben an, dass sie keine Weiterbildungskurse besucht haben [4].

Diese Ergebnisse zeigen, dass die zusätzliche Ausbildung an Dynamik gewinnt, was bedeutet, dass die Nachfrage nach verschiedenen Umschulungsprogrammen und Weiterbildungsprogrammen nur wachsen wird. Mit der steigenden Nachfrage steigen auch die Anforderungen an die Qualität und Effektivität der Kurse, aber nicht alle Weiterbildungsprogramme sind in der Lage, eine effektive Ausbildung zu bieten. Aus diesem Grund ist es notwendig, die Programme ständig zu optimieren und die Qualität der Ausbildung zu verbessern, damit sie den aktuellen Bedürfnissen der Gesellschaft gerecht werden können.

Theorie

Das Interesse an beruflichen Weiterbildungs- und Umschulungsprogrammen wächst von Jahr zu Jahr, da verschiedene Aspekte der zusätzlichen Ausbildung untersucht werden [1-2; 5]. Es gibt jedoch noch keine einheitliche Definition für die Wirksamkeit von Umschulungen und Weiterbildungen in der wissenschaftlichen Forschung. Es gibt lediglich unterschiedliche Ansätze zur Definition von Kriterien, aber keine Methodik zur Bestimmung der Wirksamkeit von Fortbildung. Trotz des Interesses der Wissenschaftler an Fortbildungs- und Umschulungsprogrammen wird dieses Problem noch immer nicht ausreichend untersucht.

Die Autoren von Studien bieten verschiedene Kriterien an, die zur Wirksamkeit von Weiterbildungsprogrammen und Umschulungsprogrammen beitragen. So nennt S.P. Dyrin einige Grundvoraussetzungen, die die Wirksamkeit von Aus- und Weiterbildungsmaßnahmen gewährleisten:

- Die Aus- und Weiterbildung des Personals sollte den Bedürfnissen der Praxis voraus sein. Es sollte kein Hindernis zwischen der Anhäufung von Wissen des Personals und dessen Umsetzung und effektiver Nutzung bestehen;
- Die Aus- und Fortbildung sollte kontinuierlich erfolgen;
- Aus- und Fortbildung erfordert Motivation. Die Mitarbeiter müssen den Zweck von Aus- und Weiterbildung verstehen und wissen, wie Aus- und Weiterbildung ihre Produktivität, ihre eigene Arbeitszufriedenheit und ihren Preis auf dem Markt verbessern werden;
- sich auf gezielte Fortbildung, Umschulung und Personalentwicklung zu konzentrieren, statt auf eine Einheitsschulung;
- Formen und Methoden der Aus- und Weiterbildung des Personals sollten vielfältig sein;
- Die Leitung der Organisation sollte das Klima schaffen, das der Aus- und Weiterbildung förderlich ist, d. h. sie sollte die Auszubildenden ermutigen, sich aktiv am Lernprozess zu beteiligen und die Lehrkräfte zu unterstützen;
- Wenn die durch Aus- und Weiterbildung zu erwerbenden Kenntnisse und Fähigkeiten komplex sind, sollte der Aus- und Weiterbildungsprozess in

aufeinander folgende Phasen unterteilt werden. Der Schulungsteilnehmer sollte Möglichkeit haben, die erlernten Fähigkeiten in jeder Phase der Schulung zu üben und erst dann weiterzumachen;

- Die Mitarbeiter der Organisation sollten ein Feedback zu den Ergebnissen der Aus- und Weiterbildung erhalten [2].

Gleichzeitig kann es schwierig sein, die Wirksamkeit eines Weiterbildungs- und Umschulungsprogramms zu bewerten, da das Endergebnis von verschiedenen Faktoren abhängt. Die Wirksamkeitskriterien sollten vor Beginn der Ausbildung festgelegt und den Auszubildenden sowie den Ausbildern, die den Ausbildungsprozess organisieren, mitgeteilt werden [3]. Darüber hinaus wird empfohlen, die Effizienz der Auszubildenden, die das Programm abgeschlossen haben, erneut zu bewerten, indem die Veränderungen ihrer Arbeitsleistung nach einem bestimmten Zeitraum analysiert werden. Diese Überprüfung ermöglicht es, die langfristige Wirkung des Programms zu beurteilen [ebd.]. Man kann sagen, dass es angemessener ist, nicht nur die am Ende des Programms erzielten Ergebnisse zu berücksichtigen, sondern auch die Ergebnisse, die nach dem Programm eingetreten sind, was eine objektivere Bewertung der Wirksamkeit der Ausbildung in Bezug auf die berufliche Tätigkeit der Programmteilnehmer ermöglicht.

Als Indikator für die Wirksamkeit der Aus- und Weiterbildung wird die Zufriedenheit des Personals mit der Ausbildung genannt, die anhand einer Umfrage bewertet werden soll: Fragebögen oder Umfragen von Mitarbeitern, die eine Ausbildung absolviert haben. Dieser Indikator charakterisiert die soziale Wirksamkeit der Aus- und Weiterbildung [2].

Einer der wichtigsten Indikatoren für die Wirksamkeit des Aus- und Weiterbildungssystems ist die Professionalität des Personals. Sie wird durch verschiedene Faktoren bestimmt, wie z. B. "formales Bildungsniveau, Grad der Übereinstimmung des Berufs mit der erhaltenen Ausbildung, Grad der Übereinstimmung des Bildungsniveaus mit der ausgeübten Tätigkeit, Dynamik des Bildungsniveaus, Dauer der Betriebszugehörigkeit (Dauer des Zeitraums der Verbesserung der beruflichen Fähigkeiten und Fertigkeiten)" [2].

Damit die Weiterbildungsprogramme und Umschulungsprogramme wirksam sind, muss auf die Bewertung der Lernergebnisse geachtet werden, um die Qualität der erbrachten Leistung zu verbessern. Nur so ist es möglich, die erfolgreiche Entwicklung des Systems der Zusatzausbildung zu gewährleisten und die Wettbewerbsfähigkeit der Fachkräfte auf dem Arbeitsmarkt zu verbessern. Zu den am häufigsten verwendeten Indikatoren für die Bewertung der Qualität von Bildungsprogrammen gehören:

- Zeitbudget;
- Ausrüstung;
- Raum;

- Verfügbarkeit von Lehrdiplomen;
- Produktqualität;
- Qualität des Prozesses (Programme);
- Qualität des Managements;
- Erreichen der geplanten Ergebnisse;
- Beteiligung der Auszubildenden an der Gestaltung ihres eigenen Ausbildungsprogramms;
- Nutzung der Vernetzung zwischen Organisationen;
- Einsatz von modernen Bildungstechnologien;
- Aktualisierung der Inhalte der Ausbildungs- und Studiengänge in Übereinstimmung mit den Bedürfnissen des Marktes;
- erworbene Kenntnisse, Fähigkeiten, Erfahrungen und persönliche Qualitäten;
- fachliche sowie zusätzliche Spezialisierung entsprechend den Marktbedürfnissen [5].

Es ist festzustellen, dass es trotz der Tatsache, dass Wissenschaftler verschiedene Kriterien und Methoden zur Verbesserung der Wirksamkeit von Umschulungs- und Weiterbildungsprogrammen vorschlagen, derzeit keine einheitliche Definition und Bewertungsmethode gibt.

Methoden und Resultate

Im Rahmen dieser Studie wurde eine erste Fragebogenerhebung unter den Auszubildenden im Rahmen des beruflichen Umschulungsprogramms "Fremdsprache: Theorie und Methodik des Unterrichts in der Bildungsorganisation" an der Staatlichen Technischen Universität Nowosibirsk durchgeführt, um erste Daten über den aktuellen Wissensstand und die Bedürfnisse der Auszubildenden im Bereich der Fremdsprache und ihrer Unterrichtstheorie und -methodik zu erhalten. Die Anzahl der Befragten betrug 90 Teilnehmer. Die Teilnehmer wurden gebeten, drei Fragen zu beantworten. Die Ergebnisse des Fragebogens werden im Folgenden vorgestellt.

Den Ergebnissen des Fragebogens zufolge antworteten auf die Frage nach dem Bedarf an Unterstützung und Hilfe bei der Organisation der Arbeit mit den während des Kurses erworbenen Fertigkeiten und Fähigkeiten nach der Ausbildung 60 % der Befragten mit *"teilweise"*, 40 % wählten die Option *"nein"*, während keiner der Befragten die Option *"schwer zu beantworten"* oder *"ja"* wählte.

Die zweite Frage wurde bereits von denjenigen Befragten beantwortet, die angaben, dass sie nach der Ausbildung Hilfe und Unterstützung bei der Organisation der Arbeit mit den im Kurs erworbenen Fähigkeiten und Kompetenzen benötigten. Die Auszubildenden wurden gebeten, anzugeben, in welchem Format sie Unterstützung und Hilfe am liebsten erhalten würden. 20 % von ihnen bevorzugten die *"Unterstützung durch Fernberatung"*. Keiner der

Teilnehmer wählte die Optionen "*Methodische Seminare/Webinare*" und "*Masterclasses*". 40 % äußerten jedoch den Wunsch, *Unterstützung in allen vorgeschlagenen Formaten* zu erhalten.

Auf die letzte Frage, ob die erworbenen Fähigkeiten und Kompetenzen während oder nach der Ausbildung in der Praxis getestet werden müssen, wählten 40 % der Befragten die Optionen "*müssen während der Ausbildung in der Praxis getestet werden*" und "*müssen nach der Ausbildung in der Praxis getestet werden*". Gleichzeitig benötigt nur die Hälfte (20 Prozent) Praxistests während der Ausbildung. Keiner der Auszubildenden zus. Ausbild. muss in der Praxis getestet werden.

Die Daten zeigen also, dass ein Teil der Auszubildenden zusätzliche Unterstützung benötigt, um die erworbenen Fähigkeiten und Kenntnisse nach dem Umschulungsprogramm anzuwenden. Es ist erwähnenswert, dass die Mehrheit der Auszubildenden die Fernberatung bevorzugt. Offensichtlich ist diese Form bequemer und flexibler, wenn es darum geht, Arbeit und/oder Studium und Ausbildung miteinander zu verbinden, und sie erfordert keine Reisekosten, so dass die Teilnehmer an der Umschulung ihren Zeitplan effizienter gestalten können. Die überwältigende Mehrheit der befragten Auszubildenden ist der Meinung, dass die Bewertung von Kenntnissen und Fähigkeiten wichtig ist, um die Effektivität der Ausbildung und der Praxis der Auszubildenden zu verbessern.

Ausgehend von den Ergebnissen dieser Studie lässt sich sagen, dass die Wirksamkeit von Weiterbildungsprogrammen und Umschulungsprogrammen unterschiedlich sein kann. Aus der Literaturrecherche und den Fragebogendaten geht hervor, dass die Effektivität von Ausbildungskursen auf eine kontinuierliche Optimierung, den Einsatz einer Vielzahl von Lernmethoden und die Möglichkeit der Ergebniskontrolle und des Feedbacks zurückzuführen ist. Es wurden verschiedene Kriterien und Methoden vorgeschlagen, um die Wirksamkeit solcher Programme zu bewerten, aber die tatsächliche Wirksamkeit kann zu unterschiedlichen Indikatoren führen, da es keine einheitliche Definition und Bewertungsmethode gibt. Unserer Meinung nach sollten bei der Bewertung der Wirksamkeit eines Programms bestimmte Kriterien berücksichtigt werden, darunter die Qualität der Bildungsprogramme, die Vielfalt der Lehrmethoden, die Professionalität der Lehrkräfte, der Grad der Beteiligung der Lernenden sowie kontinuierliche Bewertungs- und Feedbackmechanismen [1]. Es ist jedoch möglich, die Wirksamkeit von Kursen zu verbessern, wenn Schlüsselaspekte bei der Gestaltung und Umsetzung von Programmen vollständig berücksichtigt werden.

Zusammenfassung

Unter den Bedingungen eines sich wandelnden Arbeitsmarktes wird die zusätzliche Berufsausbildung also immer wichtiger und gefragter. Obwohl verschiedene Forscher eine Vielzahl von Kriterien und Methoden zur Verbesserung

der Wirksamkeit von Umschulungs- und Qualifizierungsprogrammen anbieten, gibt es immer noch keine allgemein akzeptierte Definition und Ansätze zur Bewertung. Die Wirksamkeit von Bildungsprogrammen kann von vielen Faktoren abhängen, z. B. von der praktischen Ausrichtung, der methodischen Unterstützung und dem Feedbacksystem. Daher ist es wichtig, vor Beginn der Ausbildung klare Kriterien festzulegen und diese nach Abschluss des Programms zu bewerten.

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REVIEW OF THE CHALLENGES OF THE EDUCATION SYSTEM IN IRAN

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Abstract: Education is effective when a society or an academic environment is able to satisfy the necessary needs and solve problems, challenges and eliminate barriers for students. Each challenge has to be recognized first, and then a solution can be found. Different articles on the education system in Iran have been reviewed in this study.

Keywords: education; challenges; environment; needs; Iran

ОБЗОР ПРОБЛЕМ СИСТЕМЫ ОБРАЗОВАНИЯ В ИРАНЕ

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Аннотация: Образование эффективно тогда, когда общество или академическая среда способны удовлетворить необходимые потребности и решить проблемы, задачи и устранить барьеры для студентов. Сначала необходимо осознать каждую проблему, а затем найти решение. В статье представлен теоретический анализ литературных источников по проблемам в системе образования Ирана.

Ключевые слова: вызовы; среда; потребности; проблемы; Иран

Introduction

Education is highly important in any society and no one can deny the significance of the presence of an educated individual in a nation. Students are expected to acquire knowledge which is part of education and they need to implement what they have accomplished or are achieving in their lives to have a better country now and in the future. In Iran, a country which is located in Asia and like other nations in the world, the Ministry of Education is responsible to the system of education and it is the main governor of this field. Many changes for better have been observed throughout the first two decades of the 21st century. However, new policies and strategies are still definitely needed to update the existing programs. Needless to say, a well-functioning educational system can develop a country and guarantee its success and triumph and also the quality of education brings prosperity to people and the country's future. The Ministry of Education has been the main superintendent in a country like Iran which is our main focus. In this field, education, numerous and manifold changes have been seen since the revolution in Iran. To be exact, these changes can be mentioned like various methods in terms of management, subjects, new strategies and more importantly, how to use all these in teaching approaches and methods [1].

Theoretical Framework

Apparently, development is always connected to education which is not quite as simple as it might seem because education has changed dramatically in comparison with in over a century and it is a valuable major in academic settings. The higher educational aims can be achieved if we utilize appropriate ways and also we manage them well in order to apply and implement scientific and practical development in our programs. Although a large number of measures have been taken, there are still challenges which have to be detected and solved, otherwise they may stop us and making good progress cannot be observed. A load of solutions have been proposed by experts, consultants and researchers to tackle problems [1].

There are manifold challenges to develop education policies from a general view, based on what Dr. Ali Asghar Fani (the head of Expediency Council) declared in Iran 16 years ago. The committee stressed that new strategies should be implemented and education has to be modified in terms of policies and it is necessary for the country to experience all possible modifications in various dimensions. The top ten of these challenges have been written here [1]:

- 1) poor financial and economic conditions of teachers and consequently, not enough motivation to do their best or serve and work well to foster an interest in students;
- 2) weaknesses in terms of structure, not paying attention to innovation and creativity among learners, necessary skills in life and society and memorization;
- 3) the educational pattern ought to follow a comprehensive plan or map in science and also the philosophy and innovation in education;
- 4) absence of system to assess and evaluate teachers and staff in terms of performance and qualification;
- 5) student books and teaching materials need to be revised and updated and more importantly, coordination should be seen in educational and research strategies, policies and planning;
- 6) the deprived areas and provinces in Iran do need sufficient funds to provide facilities;
- 7) lack of data to recognize skilled administrators to monitor and manage necessary procedures due to changes in management constantly;
- 8) the country's decision-making process for educational plans and programs does involve teachers;
- 9) principles of learning and methods which do not meet the vision of the country to develop science;
- 10) not regular and supportive engagement with parents [2].

Methods and Results

UNESCO or the United Nations Educational, Scientific and Cultural Organization believes that each child needs a child in 2013. Abdullahi Sh. (2013) found out main possible challenges in developing countries like Iran based on education. The role of teachers to enhance the quality of education is vital and progress can be made by them in each country. Abdullahi stated that there are two challenges:

- 1) The number of teachers are not enough, especially in poor countries.
- 2) Teachers are not trained well to be that effective.

To clarify the items above and make the issues clearer, it can be said that governments do not or cannot provide an annual budget which is enough to support, recruit and hold various courses for teachers. Such teachers are not that motivated to be as active as other teachers in developed countries and they can't have

productive years while working owing to insufficient funds in education and low incomes. To consider another challenge of the 21st century, technologies have affected learning. Not only in Iran, but also in various countries of the world with the passage of time students require being trained using new methods and technologies in a unique way. It shows the role of a gifted teacher who has a positive outlook on education as a trainer is changing gradually in developed countries with vastly greater wealth. Technologies can bring education home or everywhere in the universe instead of school, university settings or other academic places. Changes in education has to be as fast as possible, but in a careful pattern according to students' needs and how to fill this gap is a challenge of the world and instructors.

Astonishingly, it is assumed that the number or lack of teachers is not a reason in low quality of education. As a matter of fact teachers are distributed across the country unfairly because not all cities and towns in the country are able to offer well-paid positions. Teachers prefer working in prosperous places, not in deprived ones and this leads to inequality of education even though a large of number of these candidates have not passed enough training courses to be as professional as possible in their own fields. Another perspective comes from teachers to motivate themselves and serve in favourable conditions to show such commitment despite the fact that they were aware of choosing such a career is not money-making in Iran [3].

Maryam Zand and Maryam Ilanlou investigated another challenge in the qualitative evaluation of the education system of Iran in terms of feedback and evaluation to measure students' abilities and potentials. They took a qualitative approach and chose many Iranian teachers of who had taught at school more than two decades and a half to work on the challenges and barriers of this issue. Emotional and cognitive needs of students and a number of items including fear when students have an exam, competition among students which are not healthy, how to reduce stress, tension and anxiety and some other factors were evaluated [4].

When it comes to e-learning in Iran based on the study by Arash Salahshouri et al. (2022) during the Covid-19 pandemic, challenges and weakness were observed among universities of medical sciences. E-learning infrastructure and limitations of service clients are on the top of the problems, also lack of tools, gadgets and facilities along with qualified instructors and teachers to work online. To optimize the teaching and learning process, the organisator and planner of a class, that is to say a lecturer or teacher ought to have sufficient information how to run classes and courses online, how to keep learners engaged and motivated to follow teachers and how to evaluate learners, which may seem a demanding job at the beginning of this long and new way, not only for teachers in Iran, but also for the whole world and all academic settings. Additionally, an instructor or teacher has to be experienced

enough to handle an online class effectively and can undoubtedly offer or adopt an innovative approach to it.

On the other hand, contrary to what many believe, a number of learners could not accept the quality of online courses and they were not passionate and eager to participate in classes face-to-face during the Covid-19 pandemic. This could be explained by them having fears that the virus or disease would spread to different locations. Such unwillingness was also expressed by managers who conducted that virtual education is not as productive and fruitful as courses in the classroom.

It is natural that by the advent of technology, some people or students need time to get used to it. In fact, some learners asked this question why we need to modify the education system when we are satisfied with our traditional methods. In fact, it was difficult for such people to agree with a new system in a digital format or online training courses [5].

Conclusion

Iran has had long-term plans and views to change the education system from a passive and old one to a dynamic, active and helpful one. In order to fulfill this ambition in the country, all related organizations, authorities, managers, budget planners, politicians, academic settings, etc. should be determined and enthusiastic to solve the education challenges in all levels from kindergartens to universities. Logically, it takes years and not a hard day's work to tackle these barriers, but as a result in the long run, the country will benefit from having a stable system and thousands or millions of educated people and experts whom they will make the country a better one using a direct link education and institutions or universities [1].

Rules in education need to be monitored regularly in order to reform and update them which will be far much better than the old ones. Moreover, external factors must be paid attention to because these may affect the whole system in terms of learning and education. To facilitate education in any society, not only in Iran, technology has the last word because it can play a role as a facilitator in the classroom and helps teachers to convey something to students effectively. The greater the amount of technological knowledge and equipment countries possess is, the quicker and more effective the rate at which countries can change for better.

Other challenges such as lack of motivation among teachers who can't make ends meet and inexperienced managers should be taken into account. Furthermore, new teaching methods have to be taught by people who are highly specialized in a specific subject, major or field.

E-learning was unexpected during the Covid-19 pandemic. In Iran, many poor families were not that wealthy to buy a phone or a laptop to enjoy online classes and they had been frantic with worry how to cope with this challenge. Indeed, they did not know how to use electronic systems. University students were not satisfied with the way distant learning went and they complained about designing tasks.

Unsurprisingly, those who utilized phones, computers, etc. among teachers and learners, could deal better with the online education and its challenges in comparison with others [5].

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THE DEVELOPMENT OF THE DATA SELECTION CRITERIA IN THE CONTEXT OF MODERN SLANG

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Abstract: Slang as a concept has always been very hard to define and quantify, thus making the process of working with slang quite challenging. At the same time, certain technological advances make such tasks noticeably easier. The article explores the process of developing data selection in the context of modern slang when working with online dictionaries.

Keywords: slang; lexical unit; online dictionary

РАЗРАБОТКА КРИТЕРИЕВ ОТБОРА ИНФОРМАЦИИ В КОНТЕКСТЕ СОВРЕМЕННОГО СЛЕНГА

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Аннотация: Сленгу как концепции всегда была свойственна сложность в вопросе поиска подходящего определения. В то же время, технологический прогресс последнего десятилетия позволяет упростить работу с этим неоднозначным слоем лексики. В рамках данной статьи описан процесс разработки критериев отбора единиц современного сленга с использованием онлайн-словарей.

Ключевые слова: сленг; лексическая единица; онлайн-словарь

Introduction

The phenomenon of slang is one of the most ambiguous terms in modern lexicography and sociolinguistics. In Russian and foreign linguistics, slang is traditionally understood as colloquial speech that has not been tested by established linguistic norms. At the same time, the majority of modern linguists believe that one of the main problems of slang research is, first of all, the difficulty of defining the concept itself. Among the main obstacles to forming an unambiguous definition is the fact that slang is characterized by a high degree of vagueness, as well as a relatively short lifespan. It becomes rather difficult to define proper sociolinguistic and psycholinguistic context when dealing with such volatile material, and because of that such contexts of slang use cannot be accurately established. Such uncertainty leads to the existence of a large number of possible definitions of slang among both foreign and domestic linguists. This uncertainty leads to the existence of a large number of slang definitions among linguists.

For example, O.S. Akhmanova describes slang as «words that have acquired a special emotional and expressive colouring as a result of the fact that elements of the colloquial variant of this or that professional or social group have penetrated into the language of people who often have nothing to do with this group in the first place» [1, p. 408]. At the same time, according to V. A. Khomyakov, “slang is a relatively stable, widely used, stylistically marked lexical stratum, a component of the expressive common parlance included in the literary language that is very heterogeneous in its origins, with a certain degree of approximation in relation to the literary standard, and also possessing pejorative connotation” [2, p. 43-44].

Theoretical framework

This lack of certainty is largely due to the universal and universally accessible nature of slang, as well as due to its ability to penetrate into the higher spheres of the literary language. In addition, these properties are of interest to philologists of various specialisations, as they reflect the dynamic nature of language. At the same

time, ignorance of the peculiarities of modern slang can easily lead to noticeable difficulties in understanding a large number of modern journalistic texts and works of fiction.

Conducting research in the field of modern slang implies that the main sources of material selection can be single- and bilingual specialised dictionaries of slang, presented both in the traditional printed format and as online resources. Both categories of dictionaries have their own peculiarities, which should be taken into account in the process of data collection.

Printed sources have a series of undeniable advantages. First of all, the products of such publishing houses as Oxford University Press and Harper Collins Publishers are undoubtedly among the authoritative sources, capable of presenting the full range of current slang vocabulary with chronology of usage and additional information. The informativeness of these editions is achieved primarily through a well-developed macrostructure based on a large number of labels, references and comments.

The main difference between printed and digital dictionaries in general, and modern slang dictionaries in particular, is the multiple macrostructures available. The printed source is limited to a single potential input option, thus forcing the user to interact with the algorithm designed by the authors. The macrostructure of a traditional dictionary is rigidly embedded, thereby completely determining the way in which the dictionary is subsequently used.

Digital dictionaries are devoid of such a disadvantage, sidestepping the contradiction between the physical limitations of paper media and the potential needs of the user. Online dictionaries in particular are not tied to a specific medium at all, allowing the use of several macrostructures within a single dictionary. In this context, macrostructure is understood not as the order of presentation of worded articles, but rather as the sequence of actions a user must take to access an article. Within the framework of a digital dictionary, the way of interaction with the article of interest is determined by the user himself: the contents can be sorted alphabetically, by part of speech, by the etymology of the lexical unit, and so on. All these macrostructures can be represented within the framework of one dictionary.

Online dictionaries in particular possess two main advantages. First of all, unlike traditional printed and static digital dictionaries they can be easily updated, allowing such a resource to be in a constant dynamic state. The second objective advantage is the accessibility of online dictionaries, which is only limited by the availability of Internet access.

Methods and Results

During the first stage of our study, lexical units were selected exclusively with the help of printed slang dictionaries. Due to the specifics of the study being related to the topic of modern slang in English and German, the scope of available sources was narrowed to the volumes published only within the last decade. In particular, we used such single- and bilingual slang dictionaries as Dictionary of Slang in North America, Great Britain and Australia (V.S. Matyushenkov, 2017); Dictionary of Modern Colloquial English (M.A. Goldenkov, 2019); The New Partridge Dictionary of Slang and Unconventional English (T. Dalzell, T. Victor; 2013); and others. However, working with these sources revealed a number of difficulties, in particular: the limited availability of certain sources both in written and digital form; the lack of a proper number of options for comparing English and German slang units, as well as an insufficient number of lexical units that first came into use within the required time period (2010-2024).

Taking such issues into account, the decision was made to consider online dictionaries as an alternative. The dictionaries that were chosen for the task are Green's Dictionary of Slang for English language units and Sprachnudel for German language units. Both resources are representative examples of exhaustive sources of lexical material: they allow sorting dictionary entries according to a wide range of criteria, indicate the etymology of a word, and provide links to sources that include the first recorded use of a particular lexical unit. The data selection process with the use of these resources was based on the differentiation of slang units that first appeared in the last decade. The resulting material was subjected to a comprehensive analysis in order to identify such aspects as: the etymology of a slang unit in question, to which part of speech the unit belong, which word-formation model it uses, its semantic features, the presence of connotative meaning as well as the possibility of separation in distinctive thematic groups if applicable.

Conclusion

The following criteria for the selection of data from modern slang units were therefore established in the process of our research:

1. The fact that a lexical unit is a part of a slang category, which is determined by the presence of the unit in question in the slang dictionary;
2. The first documented use of the slang unit being registered within the specified time period;
3. The presence of a source indicating the first use of a slang unit;
4. The availability of etymological data for the unit in question, as well as additional data such as examples of usage in speech.

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УДК 371

EDUCATIONAL METAMORPHOSIS: NAVIGATING EMERGING TRENDS IN SHAPING THE FUTURE OF CHINESE YOUTH

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Abstract: This article examines the shifting educational landscape for youth in China's digital era, focusing on policy initiatives and reforms over the next five to ten years. By analyzing government reports and literature, it identifies a transition from “knowledge transfer” to “competence cultivation” and advocates for diversified educational methods, reflecting evolving societal needs and goals.

Keywords: educational changes for Chinese youth; digital era; educational policies and reforms

ОБРАЗОВАТЕЛЬНЫЕ МЕТАМОРФОЗЫ: ОБЗОР НОВЫХ ТЕНДЕНЦИЙ В ФОРМИРОВАНИИ БУДУЩЕГО КИТАЙСКОЙ МОЛОДЕЖИ

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Аннотация: В статье исследуются тенденции образовательных изменений для молодежи в Китае в цифровую эпоху, особенно политические инициативы и реформы предстоящих пяти-десяти лет. Исследование показывает переход от «передачи знаний» к «формированию компетентности», диверсификацию методов обучения и подходов к оценке образовательных результатов.

Ключевые слова: образовательные изменения для китайской молодежи; цифровая эра; образовательная политика и реформы

Introduction

The arrival of the digital era has brought brand new opportunities and challenges to the education of young people in China. The profound merging between technology and education has not only changed teaching methods, but also

re-defined the goals of education. Facing this challenge, China's youth education needs to make all-round changes to keep up with the needs of the times.

This article aims to analyze the literature to find out the main trends and challenges of educational change for Chinese adolescents in the next five to ten years. We will analyze the policies introduced by the Chinese government, focusing on the impact of the digital era on education concepts, education methods and education evaluation.

Theoretical framework

This article adopts a comprehensive theoretical framework to analyze the major trends and challenges of educational change for Chinese youth in the digital era:

System Theory: Education is a complex system comprising philosophy, methodology, and evaluation. Integration of information technology necessitates examining educational change through the lens of system theory.

Talent Cultivation Theory: The digital age requires cultivating talents with innovation, critical thinking, and problem-solving skills. Talent cultivation theory guides our analysis of how educational reforms impact talent development.

Social Development Theory: Education is pivotal for societal progress, especially amidst digital transformations. Social development theories aid in understanding the trends and challenges of educational reform for China's youth.

By integrating these frameworks, we gain insights into core issues of educational change, offering guidance to policymakers, educators, and students.

Methods and Results

This article discusses the trends and challenges of transforming youth education in China in digitization age by using a literature review. The research analyzes relevant literature from databases such as CNKI and Wipro, focusing on the effects of digitization on the concepts, methods, and evaluations of youth education in China. The research seeks to identify key strategies and priorities, and to provide theoretical inputs and policy recommendations for future development.

The main trends of educational change for Chinese youth in the digital era.

1. Educational theory shifts from “knowledge teaching” to “ability cultivation”.

The evolution of educational theory is pivotal in shaping Chinese youth education, encompassing changes in curriculum, teaching methods, and overarching goals. Traditionally, China's education system prioritized knowledge acquisition and exam-based learning. However, the “Modernization of Chinese Education 2035” initiative advocates for a shift towards “quality education”, emphasizing competency and personality development alongside content mastery [1].

Viktor Moshinski et al. propose enhancing academic programs, embracing online/blended learning, and adopting personalized teaching approaches [2]. This coincides with the concept of “heuristic teaching” put forward in the “2023 Action

Program”, which approach underscores the role of educators as guides, fostering student initiative and self-directed learning [4].

In today's rapidly changing landscape, characterized by technological advancements and societal shifts, fostering adaptability and lifelong learning skills is paramount. Initiatives by the Ministry of Education and other five departments prioritize self-directed learning and interest stimulation through high-quality online resources and personalized programs [3].

Significant financial investments further support this transition. National fiscal expenditure on compulsory education reached 2.3 trillion yuan in 2021, with increased focus on preschool education, laying a robust foundation for sustained educational transformation [5].

2. Shift from “homogenization” to “diversification” of educational methods

In China’s digital world, education is witnessing a major paradigm shift from traditional “homogenized” teaching methods to more dynamic and diverse models, driven by the spread of IT and the growing demand for personalized learning. The rapid development of online education platforms such as Curriculum.com, Superstar Learning Channel, and Xuedang Online has revolutionized learning, offering students a more personalized and interactive educational experience that goes beyond the traditional classroom environment. In addition, economic and social changes have heightened the need for talent development, leading to a shift in education towards “student-centeredness” [6, p.3]. Government initiatives, including investing in improving conditions in secondary schools, raising standards in vocational education, helping to reorganize universities, and providing financial aid to students, underscore a commitment to fostering a more dynamic and diversified education system. These investments reflect the Government's commitment to move away from traditional “homogenization” to a more adaptive and diverse approach to education in order to meet the changing needs of society and individuals.

3. Educational evaluation has shifted from “result-oriented” to “process-oriented”.

In the past, China's educational evaluation was primarily centered on test scores, focusing on students' test performance, with certain limitations. This approach often ignores the individual differences and overall development of students, leading to rote memorization and neglecting practical application. However, with the evolution of society's conception of education, there are growing calls for a shift towards “process-oriented” assessment methods that prioritize students’ learning journeys and personal growth.

Moreover, a diversified assessment system must be established to stress on students’ holistic development and personalized growth [4]. This entails a shift from a single test-centered assessment method to a full assessment of students’

learning process, including their attitudes, approaches, and practical skills. These reforms intend to promote active learning and innovation while fostering students' comprehensive qualities.

This shift in educational assessment implies not only theoretical advances but also substantial reforms in the education system. It needs to meet different interests, including the developmental needs of the state, industry, universities, and individuals, and therefore requires a multifaceted approach to assessment to ensure equality and fairness. In addition, the integration of professional assessment agencies and social organizations is essential to respect the complexity and professionalism of educational assessment. With the in-depth development of process-oriented assessment methods, China's educational assessment will be more scientific and objective, providing strong support for the overall development of students.

This research, employing a literature review approach, delves into the primary trends of digital-era changes in Chinese youth education, focusing on educational theory, methods, and evaluation. However, alongside these changes come various challenges. Ensuring educational quality becomes crucial, demanding flexible responses from institutions and teachers to diverse teaching scenarios and student needs. Moreover, educational inequality may worsen due to differences in access to resources, arising from family conditions and geographical factors.

Conclusion

This research delves into the major trends and challenges in the education of Chinese youth in the digital era. We see a shift from traditional teaching methods to more diverse and process-oriented approaches. However, there are still some unresolved issues.

There are still questions about the adequacy of technical support and teacher training for the effective implementation of digital tools. In addition, the uneven distribution of educational resources remains unaddressed, hindering equity in quality education.

Despite the challenges, concerted efforts are needed to address them. How to establish an effective evaluation and monitoring system to ensure the quality and effectiveness of digital education and to assess the effectiveness of educational reforms is something that this research has not been able to address. These issues need to be further explored in future research to provide more in-depth theoretical guidance and policy recommendations for the education department to promote the comprehensive development of Chinese youth in the digital age.

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II. TRADITIONS AND INNOVATIONS IN TRANSLATION

УДК 811

PECULIARITIES OF EMOTIONAL-EVALUATIVE LEXICAL UNITS TRANSLATION IN RUSSIAN PRESIDENT'S SPEECHES

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Abstract: The article reveals that the president of the Russian Federation, V. Putin, uses numerous emotional-evaluative lexical units. But when these words have very negative connotation and consist of the semes which imply contempt, disgust, rudeness, etc. in their semantic structure, translators tend to use more neutral equivalents.

Keywords: emotional-evaluative lexical unit; seme; equivalent

ОСОБЕННОСТИ ПЕРЕВОДА ЭМОЦИОНАЛЬНО-ОЦЕНОЧНОЙ ЛЕКСИКИ В РЕЧАХ ПРЕЗИДЕНТА РОССИИ

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Аннотация: Статья посвящена рассмотрению эмоционально-оценочной лексики, используемой президентом России, в его речах. Выявлено, что когда президент использует слова с сильно выраженной отрицательной коннотацией, и содержащих семы, выражающие презрение, отвращение, грубость и т.д., переводчики используют более нейтральные эквиваленты.

Ключевые слова: эмоционально-оценочная лексика; сема; эквивалент

Introduction

To make his speeches more emphatic, Russian president uses different linguistic means on morphological, lexical, syntactic, etc. levels. This article is devoted to consideration of emotional-evaluative words and the ways of their translation into English.

Theoretical framework

Evaluation can be expressed using various linguistic means. For example, one can demonstrate it through phonetic, morphological, lexical, etc. levels. Very often people demonstrate their attitude to something, using emotional-evaluative lexical units.

According to L.V. Fadeeva, emotional-value words represent a special layer within the language system. They demonstrate the subjective attitude of some person [9, p. 179]. Within their semantic structure these words have a component (seme), which implies some feeling or emotional attitude [3, p. 304]. As S.S. Usov, M.A. Safonov and N.L. Kharchenko point out, the logical component of such words is reduced, whereas the evaluative component is highlighted [8, p. 105]. But to actualize their evaluative potential, such words need some particular context.

Considerable pragmatic potential of emotional and evaluative lexical units becomes a great tool used by politicians [6]. By means of their speeches political agents create political view of the world in their target audience's mind. That's why emotional and evaluative words have become an effective tool in political discourse [5, p. 130].

The impact of politicians' speeches has multifaceted nature. According to M.Ya. Blokh and N.A. Reznikova, the most effective speeches combine rational and emotional components, where the latter prevails [1, p. 14], as it helps to produce pragmatic effect on the target audience, get it interested in some topic, and "ignite" people's souls.

Methods and results

The speeches of key politicians, especially presidents, are translated into different foreign languages. For this reason, it is interesting to understand, how words, containing emotional-evaluative semes are rendered.

This article will reveal the results of the analysis of five scripts of speeches delivered by Russian president, V.V. Putin in 2023-2024 and their translations into English available on the president's official site.

Using continuous sampling method, the author identified emotional-evaluative lexical units, used by V.V. Putin and compared them with their equivalents (words used instead of them) in the text of the translation.

First, it is necessary to highlight that Russian president uses a plethora of words, which have emotional and evaluative semes. Many of these words belong to the colloquial style. And there is a clear tendency in translation: the words with very negative meaning are partially «neutralized», which means that translators give less emphatic equivalents in English scripts of the speeches.

For example, in the next extract president uses the word «наплевать» (not give a damn):

«Так и здесь: неонацистов используют в борьбе с Россией – и *наплевать*, что они неонацисты, главное, чтобы с Россией боролись. Но нам-то не всё равно!» [7]. – «It is the same now: neo-Nazis are used to fight against Russia. *No one cares* about the fact that they are neo-Nazis. What matters to them is that they are fighting Russia. But we do care!» [7].

The word «наплевать» has a very negative connotation, when used in a figurative way, and the following definition proves it:

«НАПЛЕВАТЬ ... 3. (на кого-что). Разг.-сниж. Отнестись к кому-, чему-л. с пренебрежением, проявить презрительное безразличие к кому-, чему-л.» [4, p. 592].

But the translator has used more neutral «no one cares», which preserved negative connotation only partially.

Within the same part of speech Russian president uses the word «наплевать» several times, and in most cases the translator partially neutralizes its emotional impact, using more neutral words and phraseological units:

«... как в 1990-е – в начале 2000-х годов международных террористов использовали для борьбы с Россией, им было *наплевать*, извините за *моветон*, что это террористы, признанные международные террористы, но было *наплевать*, потому что использовали в борьбе с Россией» [7] - «... it is the same approach they used in the 1990s and the early 2000s with the international terrorists fighting Russia. *Pardon me*, but they *did not give a damn* that those were terrorists, recognised international terrorists. They *did not care*, because they used them to fight Russia» [7].

Only the phraseological unit «not give a damn» preserves the full pragmatic effect the president was going to produce:

«*Not give a damn* [informal, rude, emphasis] – If you say that someone does not give a damn about something, you are emphasizing that they do not care about it at all [2].

This example also includes the word «моветон», which has an evaluative seme (bad behavior):

«МОВЕТОН, -а; м. [франц. mauvais ton]. Книж. Дурной тон, невоспитанность» [4, p. 549].

And again, the translator smoothes the text in English, using the phrase «pardon me», which does not express the full intent of the President.

When Russian president speaks about the way the USA and European countries establish relations with Russia's neighboring states, the president uses various words with negative connotation. In the following example he uses the word «подачка», which is very «charged» with emotions:

«У нас, именно у России, и таких стран немного в мире, я уж не говорю про наших соседей, у них скоро вообще ничего не будет, всё будет только в

виде подачек и деньгами, вооружениями, боеприпасами, только *подачки*, в России совсем всё по-другому...» [7] – «We in Russia (there are very few such countries in the world, and certainly not our neighbours, who will be left with nothing soon except for foreign *handouts* such as money, weapons, ammunition, only handouts – things are completely different in Russia)...» [7].

The following definitions demonstrates, that this word implies contempt and disgust:

«ПОДАЧКА, ... ж. Разг. 1. Кусок еды, брошенный собаке или другому животному. 2. Презрит. То, что жертвуется, отдаётся из милости или снисхождения» [4, p. 859].

But in English text the translator has used more neutral word «handout»:

Handout (in American English) – 1. a gift of food, clothing, etc., as to a beggar [2].

This definition shows that though the word «handout» implies giving something because of mercy, it does not mean that there is contempt or disgust. Thus, the translator uses more emphatic words instead of emotional-evaluative lexical units with very explicit negative connotation.

The same tendency can be traced in other speeches delivered by the president. For instance, he uses the words «натворили» and «выставить»:

«Именно там в значительной степени будем определять конечную цену для наших европейских потребителей, потому что то, что они *натворили* на своих площадках, – это безумие на самом деле. И теперь они ещё пытаются *выставить* нас в качестве виноватых за то, что сделали сами, своими руками» [7] – «It is there that we will largely determine the final price for our European consumers, because what they *have done* on their platforms is actually crazy. And now they are still trying *to make* us feel guilty for what they did themselves, with their own hands» [7].

Both words have very negative connotation in Russian:

«НАТВОРИТЬ, ... Разг. Совершить что-л., наделать чего-л. (нелепого, предосудительного и т.п.) [4, p. 603].

«ВЫСТАВИТЬ ... 7. кого-что (кем, каким). Разг. Представить, показать каким-л. образом (обычно отрицательно); подчеркнуть, выделить какие-л. свойства, явления и т.п. (обычно *негативные*) в самом *непривлекательном, смешном виде*» [4, p. 184].

However, the translator chooses more neutral verbs «to do» and «to make».

Conclusion

The analyzed material demonstrates that though the president of the Russian Federation uses multiple words, which have emotional and evaluative semes in their semantic structure, the translators tend to choose more neutral lexical units, thus

preserving the main intention (to express negative attitude) and blurring more negative semes, which express contempt, rudeness, disgust, etc.

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**LEXICAL AND STYLISTIC FEACHERS OF TRANSLATING ENGLISH
NEWS REPORTS OF THE OFFICIAL WEBSITE
OF THE UK GOVERNMENT**

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Abstract: In order to create a well-translated text, it is necessary to take into account features of news reports as a separate genre of the media text style. The study is aimed at identifying these features in news reports and developing strategies for their translation.

Key words: media text; lexical features; stylistic features; translation strategies; translation transformations

**ЛЕКСИКО-СТИЛИСТИЧЕСКИЕ ХАРАКТЕРИСТИКИ ПЕРЕВОДА
АНГЛОЯЗЫЧНЫХ НОВОСТНЫХ ТЕКСТОВ
(НА МАТЕРИАЛЕ НОВОСТНЫХ СООБЩЕНИЙ
ОФИЦИАЛЬНОГО САЙТА ПРАВИТЕЛЬСТВА ВЕЛИКОБРИТАНИИ)**

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Аннотация: Для создания грамотного перевода необходимо учитывать особенности новостных сообщений, как отдельного жанра текста СМИ. Данное исследование посвящено выявлению лексических и стилистических характеристик новостных сообщений и определению способов их перевода на русский язык.

Ключевые слова: текст СМИ; лексические средства; стилистические средства; способы перевода; переводческие трансформации

Introduction

It is impossible to overlook the importance of such a social institution as the mass media at the present stage of human society's development and due to the increasing pace of globalisation it has become an indispensable part of every person's daily life. The need for up-to-date and reliable information has given an impetus to the development of a media type such as government news sites. With the popularity of governmental online media as a source of information growing, the relevance of investigating strategies for translating news stories published on official government news sites is justified.

Theoretical framework

“Media text” is a very broad term that includes not only articles printed in newspapers (i.e. the contributions of the “writing press”), but also the whole variety

of audio-visual materials such as radio and television reports, interviews, podcasts, etc. A.S. Mikoyan combines the above types of news texts into one general term “electronic press”, and adds articles published on the websites of news agencies to it [1].

The material studied in the current research refers to news reports. According to T.G. Dobrosklonskaya, texts of news reports are a fundamental element used in mass media due to the invariability of their micro- and macro-structure, and a considerable level of repetitiveness. The texts of news reports on the English-speaking Internet sources differ in format from printed news texts. In particular, they have eye-catching headlines covering events in the country and abroad in short and extended forms, a clear distribution of reports among thematic blocks, and a significant level of organisation of the material. The length of these texts is on average between 200 and 500 words [2].

Bielsa and Bassnett suggest that when information moves from one culture to another through news agencies, it is not merely translated linguistically, but also altered, condensed, and adapted to suit the needs of a different audience [3]. Therefore, the translation of news reports should be handled in a responsible and thorough manner realising that the text of a news report is a complex linguistic entity with a strict set of characteristics that must be taken into account in the process of translation. The primary responsibility of a translator working on an informative news report text is to present the content to the reader in a clear and comprehensive manner, reserving its stylistic and linguistic form.

Methods and results

In terms of the lexical material used, the authors of news reports on official government websites use a more formal and laconic style of writing, in contrast to the texts of other news agencies. Strict adherence to the literary norm of the language and commitment to the official style justifies the presence of lexical units typical of the advanced English. For example, the phrase ‘*cultural and heritage assets*’, which can be translated as ‘объекты культурного и исторического наследия’. In this case, it is appropriate to refuse a word-for-word translation of each lexical unit in favour of an equivalent more familiar to the Russian-speaking audience.

Depending on the information section, in which the news report is placed, the text will contain relevant terms that correspond to the precise equivalent in the target language, as in the case of the term ‘*government funding*’, which can be translated as ‘государственное финансирование’. Nevertheless, occasionally, due to differences in cultural realities, some terminology does not have a definite equivalent in the target language, such as the economic term ‘*funding round*’. In this situation, the translator has to resort to phraseological calque – ‘раунд финансирования’.

Authors of news reports pay much attention to the choice of such lexical material as emotive vocabulary in order to enhance the expressiveness of the message. Since the expression of evaluation in a news report can only appear implicitly, so as not to lose the element of credibility, the use of such vocabulary is minimised. This however does not eliminate emotive vocabulary and stylistic devices completely. The most frequently used stylistic device in texts of this genre is the epithet. In the example *'Ministers also visited the Salisbury Arms pub, a much-loved pub in Tremeirchion'* the epithet *'much-loved'* is present. This sentence can be translated as follows – 'Министры также посетили паб «Salisbury Arms», любимое место жителей и гостей Тремеерчена'. This example demonstrates that in translating some stylistic techniques, the translator sometimes has to transform the original text to a great extent.

Idiomatic expressions are also present in the news texts of the British government website. Idioms are often difficult to translate, thus the translator often has to rely on the use of descriptive translation. For example, *'They are taking the act of faith of starting a business'*. The translation of the idiomatic expression *'to take an act of faith'* like 'предпринять действие с надеждой на положительный результат, не имея никаких гарантий' is achieved through descriptive translation. Nevertheless, sometimes, a functional analogue can be found in the target language. In the example *'We all must do our part to keep communities safe'*, there is a functional analogue for the translation into Russian – 'сделать все, что в наших силах'.

Lastly, it is appropriate to mention the variety of neologisms that are used in the texts of news reports to describe new realities that are only beginning to emerge in the modern world. Neologisms of different structures require different methods of translation. In the sentence *'The liquid nicotine used in e-cigarettes can be deadly'* the complex abbreviated neologism *'e-cigarettes'* will not be abbreviated in the course of translation and, accordingly, will be represented in Russian by the equivalent 'электронная сигарета'. The problem arises when a neologism has no equivalent or functional analogue in the target language. For example, the neologism *'giveaway'* in the sentence *'Congressional Republicans have instead proposed giveaways to the wealthy'* has no equivalent in Russian. Hence, in the given case it is appropriate to apply descriptive translation – 'безвозмездная финансовая помощь'.

Conclusion

As a result, the transfer of lexical and stylistic means in translating news reports published on official government websites is carried out by selecting equivalents, functional analogues, as well as by using lexical transformation procedures such as calques. The method of descriptive translation also has a place among the productive translation strategies and is of great assistance when there is

no appropriate equivalent nor functional analogue to use. The study of these methods of translation is relevant given the keen interest of the public in this genre of media texts.

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WAYS OF MODERN MILITARY TERMS AND NOMENS TRANSLATION

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Abstract: The article reveals that a lot of new terms which have come to Russian military term system as a result of extensive borrowing from the English terminology are either partially translated by means of loan translation, or retain their form without translation.

Keywords: term; military term system; borrowing; loan translation

СПОСОБЫ ПЕРЕВОДА СОВРЕМЕННЫХ ВОЕННЫХ ТЕРМИНОВ И НОМЕНОВ

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Аннотация: Статья посвящена рассмотрению того, что в результате массового заимствования в русскоязычную терминосистему военного дела из англоязычной пришло множество терминов, которые либо частично переводятся с использованием калькирования, либо не переводятся, сохраняя свою изначальную форму.

Ключевые слова: термин; терминосистема военного дела; заимствование; калькирование

Introduction

Due to geopolitical tension, which resulted in Special military operation, sanctions and confrontation, Russia has faced considerable issues in military sphere. As a result, Russia has increased investments into military sphere. But military activities in Ukraine have demonstrated that the character of the war has changed because of the new equipment Ukraine uses due to Western countries' assistance. These extralinguistic changes have led to penetration of many military terms and nomens into Russian military term system. So, the article is devoted to consideration of the ways the latest military terms are translated into Russian.

Theoretical framework

The terms became the subject of linguistic studies many decades ago. Numerous scholars devoted their works to in-depth analysis of the differences between words and terms, the study of their functions, their properties, etc. The fundamental works in this sphere belong to V.P. Danilenko, S.V. Grinev-Grinevich, V.M. Leychik, D.S. Lotte, A.V. Superanskaya, N.V. Podolskaya, N.V. Vasilieva, T.V. Kandelaki, etc.

These works are very important for the given article as they consider the requirements that terms are to comply with. For example, that a term must have one meaning and should not have any synonyms within its term system, have short verbal form, be able to produce derivatives, etc. [2, p. 31].

Moreover, these works reveal, that terms can have homonyms among words [7, p. 34], but the crucial difference between them is that terms belong to some particular terminology or term system, where they reflect some particular notion within the system of notions specific to this sphere.

Also V.M. Leychik highlights that the verbal form of the term should show why it has been chosen for nomination (reasons for such nomination, motivational characteristics).

Though "term" is a very complex notion and has many definitions, we will understand it as "a word or word combination of the special language (scientific, technical, etc.)" [1, p. 474], which is created to reflect special notion and denote special object in the most precise way, which are not always identical [11, 12]. In contrast to terms, nomens nominate unique objects and notions. They also belong to military term system, but unlike terms, which belong its nucleus, nomens are placed on the periphery of the system.

Methods and results

By means of continuous sampling the author has found the examples of the latest terms, which appeared in Russian military term system, and compared them with the original terms, which were subject to borrowing.

As the Special military operation gave a momentum for Russian military-industrial complex development, many military terms have suddenly appeared. Most of them were borrowed from English military term system without translation. For example, the term “drone” has been functioning for several years.

Drone – A land, sea, or air vehicle that is remotely or automatically controlled. See also remotely piloted vehicle; unmanned aerial vehicle [6, p. 149].

But military personnel needed special types of drones, namely FPV drones (first person view drone). This term was taken by the Russian military, and then it began to proliferate into other term systems and discourses:

«Изначально FPV-технологии применялись сугубо в мирных целях. Многие наверняка видели в кино головокружительные пролеты камеры сквозь дома, густые леса, между машинами в плотных пробках. В основе работы этих небольших, но очень быстрых летательных аппаратов лежит вид от первого лица. Пилот надевает очки виртуальной реальности и видит все, что видит цифровым глазом камера, установленная на дроне. Взлет, посадка и маневры осуществляются с помощью пульта управления, который FPV-пилот держит в руках. Технология FPV существует в мире уже более 10 лет, однако последние несколько лет ее активно пытались внедрить в войска» [5].

This example demonstrates that the formal structure of the term remained the same, as in loan borrowing, but the abbreviated first part of the term remained as in the original term.

«Использование новых комплексов сделает работу расчетов *FPV-дронов* в зоне СВО более безопасной и решит проблему потери связи при приближении дрона к земле на больших дальностях. Операторам больше не нужно пилотировать дрон до того, как он столкнется с противником. Теперь *FPV-дроны* могут самостоятельно приближаться к целям и уничтожать противника. Таким образом, работа *FPV-расчетов* станет более безопасной и эффективной» [8].

And this term is not an exception. For example, multiple names of weapons and ammunition are used in Russian as they are, without translation:

«Противоядие против HIMARS: ПВО получили новую программу, позволяющую сбивать американские ракеты» [8].

The terms, which had been used in military term system in America for several years, did not penetrate into Russian military term system, because there was no direct confrontation between Russian and Western Armed Forces.

But Special military operation made Russian military term system borrow the whole clusters of terms from English. As a result, they have been taken in everyday use by the military so quickly, that there was no need to translate them.

The next example proves, that terms, which reflect interconnected notions in American military terms system have been borrowed in clusters:

«M142 HIMARS (High Mobility Artillery Rocket System) — высокомобильная артиллерийская ракетная система, производства американской компании Lockheed Martin. Это оружие стало развитием предыдущей системы — M270 MLRS, работы над которой США начали еще в 1970-е годы... В другом варианте использовалась одна ракета ATACMS (Army TACTical Missile System, Армейский тактический ракетный комплекс) способная летать на расстояние порядка 170 километров... Дальнейшим развитием системы стала установка HIMARS, которая базируется на колесном шасси 5-тонного армейского грузовика FMTV с экипажем из трех человек» [4].

In this extract there are terms *ATACMS* (anti-tactical air cruise missile - АТАКМС, тактический ракетный комплекс сухопутных войск), *HIMARS* (High Mobility Artillery Rocket System - высокомобильная реактивная система залпового огня), *FMTV* (*Family of Medium Tactical Vehicles* - семейство средних тактических машин) which have not been translated into Russian.

In some cases these terms and nomens have explanations in the immediate context, but in most cases they are used without any references. Such a use of military terms and nomens suggests that those people, who get this information, know what these lexical units denote. This idea can be proved by means of the following example:

«По своим боеприпасам HIMARS практически идентичен MLRS — только его пусковая установка несет один универсальный контейнер с шестью ракетами нескольких типов, в то время как его предшественник использует два таких контейнера» [3].

Here we see that both military terms *HIMARS* and *MLRS* (Multiple Launch Rocket System) are used without translation and any explanation.

However, there are cases, when terms and nomens are used both in Russian and English languages. For example, the same newspaper uses the nomen «Stryker», preserving its initial form, and in the transliterated variant:

«Politico пишет, что бронемшины Stryker рассматриваются в качестве очередного средства повышения мобильности и боеспособности украинских вооруженных формирований» [9]. «Однако уже сейчас понятно, что помощь в виде «Страйкеров» имеет весьма ограниченный потенциал и не позволит решить все актуальные проблемы украинских формирований» [9].

So, this example demonstrates, that as the borrowing took place not so long ago, there is no single variant, which has been accepted in the Russian language.

Conclusion

The analyzed material demonstrated that a lot of military terms, which have been borrowed by Russian military term system after the beginning of the Special

military operation, either preserve their verbal form (English spelling is preserved) or are translated only partially.

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DIFFICULTIES IN TRANSLATING SHORTENINGS AND ABBREVIATIONS IN MEDICAL TEXTS

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Abstract: The article attempts to characterize the features of the translation of abbreviations from English into Russian; it touches on the phenomenon of homonymy of medical abbreviations. The main translation difficulties and the ways of transferring foreign abbreviations into Russian are considered as well.

Keywords: shortenings; abbreviations; medical texts; translation

ТРУДНОСТИ ПЕРЕВОДА СОКРАЩЕНИЙ И АББРЕВИАТУР В МЕДИЦИНСКИХ ТЕКСТАХ

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Аннотация: В статье предпринимается попытка охарактеризовать особенности перевода аббревиатур с английского на русский язык; затрагивается явление омонимии медицинских аббревиатур. Рассматриваются трудности перевода и способы передачи иностранных сокращений на русский язык.

Ключевые слова: сокращения; аббревиатуры; медицинские тексты; перевод

Introduction

Medical text is a non-fiction type of text of scientific type, belonging to the popular scientific and scientific-educational sub-styles and is a specialized medical document of an individual nature, containing information directly related to health care issues.

Medical texts have characteristics that make them unique. These include: scientificity and accuracy (texts are based on scientific research), a specific structure and format that must be followed when translating, legal and ethical norms (patient confidentiality, rights and obligations of medical personnel, etc.), and specific terminology that is unfamiliar to non-specialists in the field.

In addition, a characteristic feature of medical texts is the presence of a large number of shortenings and abbreviations. The list of such lexical units is updated every day; at the same time, lexicographers do not always have time to add them to official dictionaries, which creates certain difficulties for translators.

The relevance of this work lies in the demand for translation of medical texts, such as scientific articles, textbooks, patient information brochures, clinical protocols, and so on. Such texts often contain shortenings and abbreviations, and in

order to perform a quality translation, a specialist must have the knowledge to interpret the abbreviations correctly and offer the target audience an adequate and equivalent translation of the entire medical text.

The object of the study is medical shortenings and abbreviations.

The material of the study is the “Oxford Handbook of Clinical Surgery”, published for people interested in plastic and aesthetic surgery.

Theoretical framework

Greek has remained the scientific language of medicine since antiquity as the leading physicians of those times were Greeks, e.g. Galen, Hippocrates, Agathinus, and wrote their works in their native language. However, during the Middle Ages, Latin replaced Greek as the language of science. Nowadays, medicine does not only abound with terms derived from Latin-Greek elements, but also uses many shortenings and abbreviations of terms.

According to the definition of the Soviet linguist Y.I. Retsker, “shortening is a phenomenon in language in which the volume of a word is reduced by removing one or more sound groups without replacing them with other sounds, provided that the remaining part of the word is sufficiently characteristic for understanding and restoring the initial word” [5, c. 200]. As a rule, shortenings are reduced forms of writing words or phrases in which the first and last letters of the word are preserved”.

“An abbreviation, in turn, is a shortened form of a word or expression formed by using the initial letters of words or syllables in order to simplify and save space when writing or communicating” [5, c. 202]. An example from the research material can be the abbreviation “*MRI*”, which is a derivative of the word “*Magnetic Resonance Imaging*”, which in Russian means «*Магнитно-резонансная томография*».

It should be noted that there is a number of differences between shortenings and abbreviations. Shortenings selected from the study material, such as “*dr*” for “*doctor*” («*др*» from «*доктор*»), are commonly used in informal communication, such as prescriptions, correspondence from medical professionals, written patient complaints, etc. Whereas abbreviations are used in formal contexts such as textbooks, medical guidelines, conferences are internationally accepted. It may seem that there are no special difficulties in translating shortenings and abbreviations, but this is not the case. For example, in the study material the fact of using abbreviations *OD*, *OS*, which, translated from Latin, mean “*oculus dexter*” (right eye) and “*oculus sinister*” (left eye) was noted. In addition to difficulties in deciphering the abbreviation, there is often a phenomenon of homonymy – a situation when one and the same abbreviation can have several different decodings or meanings depending on the context of use [1, p. 39]. This can lead to misunderstandings or errors in the interpretation of information, especially in the

case of medical texts or technical documentation, where accuracy and clarity are very important. For example, medical documents, including the Oxford Handbook of Clinical Surgery, often use the abbreviation “BP”, which stands for “Blood pressure” («Кровяное давление»). However, there are other definitions of this lexical unit, such as “Basal Pressure” («Базальное давление», “Basic Protein” («Базовый белок»), “British Pharmacopoeia” («Британская фармакопея»), “Biopsy” («Биопсия»), “Bacterial Pneumoniae” («Бактериальная пневмония»), “Brainstem Processing” («обработка сигналов в стволе мозга»), “Bone Pain” («Боли в костях»).

Linguistics distinguishes the following types of abbreviations: 1) letter abbreviation is an abbreviation in which only the first letters of each word are used [2, p. 104]. Examples from the research material: “MRI” (*Magnetic Resonance Imaging*) («МРТ» – Магнитно-резонансная терапия); “AIDS” (*Acquired Immune Deficiency Syndrome*) («СПИД» – Синдром приобретенного иммунодефицита); 2) sound abbreviation is a type of abbreviation formed on the basis of the sound of the initial sounds of words. In this case, the abbreviation is read not by the alphabetical names of letters, but as an ordinary word. For example: “LASER” (*Light Amplification by Stimulated Emission of Radiation*) («Лазер» – Лазер на основе стимулированного излучения света); “RADAR” (*Radio Detection and Ranging*) («Радар» – Радиолокационная станция станция обнаружения и измерения); 3) letter-sound abbreviation is a combination of using the first letters and sounds of words, it is formed partly from the names of the initial letters, partly from the initial sounds of the words of the original word combination. Examples from the research material: “ECG” (*Emergency Care Guide*) («ПКГ» – Руководство по экстренной помощи); “ICD” (*International Classification of Diseases*) («МКБ» – Международная классификация болезней); 4) backronym is an abbreviation formed on the basis of an existing word. A backronym can both reveal the original meaning of a word and give it a new meaning. For example: “AIDS” (*Autoimmune Deficiency Syndrome*) («СПИД» – Синдром иммунодефицита); COVID (*Coronavirus Disease*) («КОВИД» – Коронавирусная болезнь); 5) A recursive abbreviation is an abbreviation that itself contains an abbreviation, thus forming a closed loop [3, p. 309]. Recursive abbreviations were not found in the research material.

Methods and results

It should be noted that the main difficulties in translating medical terminology abbreviations from English into Russian are the novelty of the abbreviated terms and homonymy of their abbreviations. When analyzing the research material, the following cases of homonymy were identified: “AF” can be deciphered and translated as “Atrial fibrillation” (*фибриляция предсердий*) or “Amyloidosis” (*амилоидный фиброз*), the abbreviation “PT” can mean “Prothrombin time”

(протромбиновое время) or “Physical therapy” (физическая терапия), “AB” can stand for “Antibiotic” (антибиотик) or “Antibody” (антитело), “CT” can stand for both “Computerized tomography” (компьютерная томография), and “Cytotoxicity” (цитотоксичность), the abbreviation “GI” translates to “Gastrointestinal” (гастроинтестинальный), (and “Genetic engineer” (генетический инженер), “ICU” can mean both “Intensive care unit” (отделение интенсивной терапии), and “Emergency” (чрезвычайная ситуация), “LT” can mean both “Lung therapy” (легочная терапия), and “Leukemia” (лейкемия). When deciphering abbreviations and translating them into Russian, the syntactic similarity technique is mainly used.

In general, to prevent confusion when dealing with shortenings and abbreviations the translator can use the following methods:

1) context: refer to the context in which the abbreviation is used to determine the correct meaning;

2) transcripts: the first time an abbreviation is mentioned, indicate the full transcribed meaning with the subsequent use of the abbreviation;

3) brackets: place alternative transcripts in brackets after the abbreviation;

4) Notes: add footnotes or explanatory notes to text where homonymic abbreviations are used;

5) terminology databases: use specialized databases that provide correct transcriptions of abbreviations in medical terminology.

Conclusion

Thus, medical texts have their own unique features, including scientificity of presentation, specific terminology and many shortenings and abbreviations. Translators have to face various categories of difficulties, such as the novelty of terms and possible cases of homonymy, when translating shortenings and abbreviations of medical terminology from one language to another. This requires special attention and professional approach for accurate and quality translation of medical texts. Analyzing the types of abbreviations, their characteristics allows to better understand the specifics of medical terminology and its translation. To effectively solve problems related to the translation of shortenings and abbreviations, it is important to take into account the context and peculiarities of each specific case to ensure the accuracy of information transfer when translating medical texts.

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BESONDERHEITEN DER ÜBERSETZUNG VON FACHBEGRIFFEN AUS MEDIZINISCHEN WISSENSCHAFTLICHEN TEXTEN AUS DEM DEUTSCHEN INS RUSSISCHE

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Abstract: Der vorliegende Artikel ist der Übersetzung von terminologischen Einheiten in wissenschaftlichen Texten zu medizinischen Themen aus dem Deutschen ins Russische gewidmet. Am Beispiel eines medizinischen Artikels über Endometriumkarzinom werden die Besonderheiten der Übersetzung von Begriffen und terminologischen Kombinationen betrachtet und eine Strategie für deren Übersetzung festgelegt.

Schlüsselwörter: Terminus; medizinischer Diskurs; Übersetzungsmethoden

ОСОБЕННОСТИ ПЕРЕВОДА ТЕРМИНОВ ИЗ МЕДИЦИНСКИХ НАУЧНЫХ ТЕКСТОВ С НЕМЕЦКОГО НА РУССКИЙ ЯЗЫК

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Аннотация: Настоящая статья посвящена вопросам перевода терминологических единиц в научных текстах медицинской тематики с немецкого на русский язык. На примере медицинской статьи про рак эндометрия рассматриваются особенности перевода терминов и терминологических сочетаний, а также определяется стратегия для их перевода.

Ключевые слова: термин; медицинский дискурс; приемы перевода

Einführung

Der Bereich der medizinischen Übersetzung ist bis heute einer der am wenigsten erforschten Bereiche. Wahrscheinlich ist es deshalb so, weil medizinische Übersetzung vom Übersetzer Kenntnisse in Biologie, Physik und Chemie erfordert. Der Übersetzer von medizinischen Texten trägt große Verantwortung, da das Leben des Patienten direkt von seiner Entscheidung

abhängen kann, er muss in gewissem Sinne selbst zum Arzt werden, den Inhalt der Aussage verstehen und durch adäquate Übersetzung übertragen.

Jeder wissenschaftliche Text hat die Aufgabe, wissenschaftliche Erkenntnisse informativ zu vermitteln, sei es eine wissenschaftliche Studie, ein Experiment, eine Analyse der vorhandenen Daten usw. Die Kombination von Informativität und Kürze führt unweigerlich zu einer erhöhten Informationsdichte, was insbesondere die Übertragung kognitiver Information angeht. Kognitive Information wiederum konzentriert sich auf objektive Fakten über die uns umgebende Welt: Merkmale, Beschreibungen, Funktionen usw. Folglich kommt die Erstellung eines wissenschaftlichen Textes nicht ohne Fachbegriffe, deswegen ist die Übersetzung von Fachbegriffen und terminologischen Einheiten eines der Hauptprobleme bei der Übersetzung von wissenschaftlichen Texten, insbesondere von wissenschaftlichen Texten zu medizinischen Themen [9, S. 2].

Theorie

Als theoretische Grundlage haben wir Studien von B.N. Golovin [5], M.M. Glushko [4] und A.Y. Asadova [2] analysiert. Zur Untersuchung der Spezifität von Begriffselementen haben wir Studien von N.N. Maslova [7], E.A. Verizhnikova und D.D. Fedorova [11] untersucht. Die Probleme der strukturell-semantischen Merkmale und der Klassifizierung von Begriffen wurden am Beispiel der Werke von A.O. Vlasova [12] und M.N. Chernyavsky [3] analysiert.

Unter dem Fachbegriff versteht man „ein Wort oder eine Wortkombination, die ein Konzept eines bestimmten Wissens- oder Tätigkeitsbereichs bezeichnet“ [1]. Das bedeutet, dass sich ein Begriff auf ein Fachvokabular beziehen kann, das selten verwendet wird oder außerhalb seines Anwendungsbereichs eine andere Bedeutung hat.

Methoden und Resultate

Um Begriffe im Text zu erkennen und sie korrekt zu übersetzen, ist es notwendig, das Wort „Begriff“ zu definieren.

B.N. Golovin definiert einen Begriff als „ein eigenständiges Wort oder eine untergeordnete Wortkombination, die auf der Grundlage eines Substantivs gebildet wird, das einen Fachbegriff bezeichnet und den spezifischen Kommunikationsbedürfnissen im Bereich eines bestimmten Berufs gerecht werden soll“ [5, S.15]. Ein Begriff kann nicht nur auf der Grundlage eines Substantivs, sondern auch auf der Grundlage eines Verbs oder sogar eines Adjektivs gebildet werden.

M.M. Glushko erklärt, dass ein Begriff „eine Wort- oder Wortkombination zum Ausdruck von Konzepten und zur Bezeichnung von Objekten ist, die aufgrund des Vorliegens einer strengen und präzisen Definition klare semantische Grenzen

hat und daher innerhalb des entsprechenden Klassifikationssystems eindeutig ist“ [4, S. 25].

N.V. Vasilieva gibt folgende Definition des Wortes „Begriff“: Ein Begriff ist „ein Wort oder ein Satz, der ein Konzept eines speziellen Wissens- oder Tätigkeitsbereichs bezeichnet“ [1]. Sie nennt folgende Merkmale eines Begriffs:

- 1) Systematizität;
- 2) Vorhandensein einer Definition (für die meisten Begriffe);
- 3) Tendenz zum Monosemitismus innerhalb seines terminologischen Bereichs, d. h. der Terminologie einer bestimmten Wissenschaft, Disziplin oder wissenschaftlichen Schule <...>;
- 4) Mangel an Ausdruck;
- 5) stilistische Neutralität [1].

Es ist bemerkenswert, dass es laut A.Y. Asadova keine vollständige und präzise Definition gibt [2, S. 797]. Die oben genannten Definitionen reichen jedoch aus, um die wichtigste Schlussfolgerung über das Wesen des Begriffs zu ziehen: Es handelt sich um ein Wort oder eine Wortkombination, das/die eine besondere Bedeutung innerhalb eines bestimmten Fachgebiets hat und zur Bezeichnung von Fachkonzepten dient.

Es ist wichtig zu beachten, dass einige Begriffe, auch terminologische Einheiten genannt, aus mehr als einer solchen Einheit bestehen können. Zum Beispiel:

„Das östrogenassoziierte Typ-1-EC entsteht durch eine Östrogenüberstimulation und wird histopathologisch als endometrioides Adenokarzinom bezeichnet“ [8, S. 287].

Hier sehen wir also ein Beispiel der Begriffe, die aus mehreren Einheiten bestehen: „*östrogenassoziierte*“, „*Östrogenüberstimulation*“, „*endometrioides Adenokarzinom*“.

Bemerkenswert ist, dass es sich meist um ein Wort handelt, das aus zwei oder mehreren Wörtern gebildet wird. Diese Tradition der Wortbildung ist für das Deutsche recht charakteristisch. Aber auch im Russischen können wir sie mit einem Wort übersetzen, wenn wir die häufigste Übersetzungsmethode wie die Lehnübersetzung verwenden:

„*östrogenassoziierte*“ – „*эстроген-продуцирующая*“;
„*Adenokarzinom*“ – „*аденокарцинома*“ (mögliche Variante – „*рак аденомы*“).

Diese Art der Wortbildung ist jedoch nicht sehr typisch für die russische Sprache, vor allem, wenn ein Begriff mehr als zwei Elemente enthält:

„*Östrogenüberstimulation*“ – „*гиперстимуляция (яичников) эстрогенами*“;
„*endometrioides Adenokarzinom*“ – „*эндометриоидная аденокарцинома*“.

Bei der Analyse der obigen Beispiele stoßen wir auf ein weiteres interessantes Phänomen, das den terminologischen Teil der Übersetzung betrifft: das Begriffselement. Ein Begriffselement ist ein Teil eines komplexen Begriffs, der eine feste Bedeutung hat [7, S. 193-194].

N.N. Maslova stellt fest, dass ein Morphem als Begriffselement betrachtet werden kann, obwohl nicht alle Morpheme als Begriffselement definiert werden können. Im medizinischen Diskurs sind solche Elemente oft Morpheme, die lateinischen und altgriechischen Wörtern entnommen werden. Zum Beispiel das Morphem *pat-* (griechisch „Leiden, Krankheit“) in den Wörtern „Pathologie“, „Pathologe“, „Kardiopathie“. Auch viele Begriffe enthalten affixale Morpheme. Zum Beispiel *a-*, *dy-*, *dys-* („Dysbalance“, „Anämie“) im Sinne von „Fehlen eines Merkmals“; *-om* („Sarkom“, „Karzinom“ – Tumor, Krebsgeschwulst) [7, S. 193].

Was die Rolle des Lateinischen und des Griechischen in der Medizin betrifft, so wurden die wichtigsten Werke über Medizin auf Griechisch verfasst, bis es im Mittelalter durch Latein ersetzt wurde, das im 16. Jahrhundert als Sprache der Medizin verwendet wurde.

E.A. Verizhnikova und D.D. Fjedorova weisen darauf hin, dass „die Grundlage der modernen medizinischen Terminologie in jeder Sprache der indoeuropäischen Familie aus lateinischen und griechischen Begriffselementen und Wörtern besteht. <...> Manchmal werden lateinische Suffixe jedoch nicht an die Sprachen angepasst: das Suffix *-itis*, das in der lateinischen medizinischen Terminologie zur Bezeichnung einer Entzündung verwendet wird, und *-osis*, das zur Bezeichnung einer Krankheit oder eines Zustands eines bestimmten Organs verwendet wird (im Deutschen hat es eine leicht abgewandelte Form *-ose* erhalten)“ [11, S.139-140].

Laut M.N. Chernyavsky und A.O. Vlasova haben Begriffselemente in der medizinischen Terminologie nicht nur eine feste Semantik, sondern auch eine bestimmte Position im Wort [3, S. 415; 14, S. 16]. Aus der Sicht der Wortbildung (nach S.G. Kazarina) sind die Elemente in einem Begriff so angeordnet, dass das zweite (oder das letzte im Wort) das Haupt-, das Bezugselement ist und das davor liegende Element dieses beschreibt [6, S. 81]. Das heißt, sofern keine anderen Übersetzungsmöglichkeiten gegeben sind, können wir solche Wörter aus der Sicht der deutschen Sprache entweder als ganze Wörter (wenn die Wörter lateinische oder altgriechische „Wurzeln“ haben) oder als zusammengesetzte Substantive betrachten, während sie im Russischen eher als ganze Wörter oder als Wortkombinationen des Typs „Adjektiv + Substantiv“ betrachtet werden.

Die Begriffe „*histopathologisch*“ und „*endometrioides Adenokarzinom*“ haben, obwohl sie durch Morphologisierung an das Deutsche angepasst wurden, ausgeprägte griechische und lateinische Begriffselemente, die nach der Tradition der Übersetzung unverändert bleiben. In der russischen Übersetzung sieht es so aus: „*histopathologisch*“ – „гистопатологический“;

„*endometrioides Adenokarzinom*“ – „эндометриоидная аденокарцинома“.

Im obigen Beispiel sehen wir auch eine Abkürzung, die im Russischen keine vollständige Entsprechung hat. Dann lohnt es sich, diesen Satz im Kontext zu betrachten und die Situation zu analysieren:

„Generell wird das EC in 2 Typen kategorisiert, welche sich hinsichtlich der Epidemiologie, Genetik, Prognose und Behandlung unterscheiden: Man unterscheidet das häufigere östrogenassoziierte Typ-1 vom östrogenunabhängigen Typ-2-Karzinom. Das östrogenassoziierte Typ-1-EC entsteht durch eine Östrogenüberstimulation und wird histopathologisch als endometrioides Adenokarzinom bezeichnet“[8, S. 287].

Aus dem Kontext geht hervor, dass es zwei Arten von Endometriumkarzinoms gibt, von denen eine im ursprünglichen Satz erwähnt wird. Da wir den Begriff „Typ-1-EC“ nicht in seiner ursprünglichen Form lassen können, können wir ihn durch den Begriff „эстроген-продуцирующая карцинома“ ersetzen, für den tatsächlich diese Abkürzung typisch ist. Dann würde der ursprüngliche Satz so ins Russische übersetzt:

„Эстроген-продуцирующая карцинома возникает в результате гиперстимуляции яичников эстрогенами и в гистопатологическом аспекте называется эндометриоидной аденокарциномой“.

Auf diese Weise verfälscht die Übersetzung nicht den Sinn, was bei wissenschaftlichen und insbesondere medizinischen Texten sehr wichtig ist. Alternativ kann der Übersetzer den Begriff auch durch die Formulierung „карцинома 1-го типа“ ersetzen. Im solchen Fall muss sich der Übersetzer an den in der Zielsprache geschaffenen Kontext halten, um die Kohärenz und Integrität des Textes nicht zu beeinträchtigen.

Wenn es um die Methoden der Übersetzung von terminologischen Einheiten geht, ist es wichtig, daran zu denken, dass wissenschaftliche Begriffe vorzugsweise entweder durch eine Übersetzungstransformation wie die Lehnübersetzung oder durch die Suche nach dem genauen Äquivalent in der Zielsprache übersetzt werden. Dies schließt die Verwendung anderer Übersetzungsmethoden wie z. B. Explikation oder Transliteration nicht aus, aber sie werden seltener verwendet.

Zusammenfassung

Zusammenfassend lässt sich sagen, dass trotz offensichtlichen Unterschieden zwischen Sprachkulturen es doch Gemeinsamkeiten gibt, die Wissenschaft mit sich bringt. Selbst in einem so komplizierten Bereich wie Terminologie in der Übersetzung können wir sehen, wie die Sprachen miteinander interagieren, wie eigenartig dieser Prozess ist. Die Übersetzung ermöglicht es uns lediglich, Merkmale verschiedener Sprachen zu vergleichen und Schlüsse bezüglich ihrer Gemeinsamkeiten und Unterschiede zu ziehen.

Die Strategie bei der Übersetzung medizinischer Begriffe sieht vor, dass die meisten Begriffe und terminologischen Kombinationen in einem in der deutschen Sprache verfassten wissenschaftlichen Artikel entweder entsprechend ihren russischen Äquivalenten oder durch Lehnübersetzung übersetzt werden, wenn der Begriff nicht in Referenzquellen festgelegt ist.

Es ist jedoch zu bedenken, dass dieses Verfahren nicht für alle terminologischen Einheiten geeignet ist, und manchmal ist es besser, auf das Verfahren der Explikation zurückzugreifen, um den Sinn der Aussage nicht zu verlieren. Man kann behaupten, dass sich die Lehnübersetzung am besten für die Übersetzung von Begriffen eignet, die lateinische oder griechische Begriffselemente enthalten oder direkt die Bedeutung des Phänomens offenbaren, d. h. der Begriff enthält direkte Informationen über seinen Gegenstand.

Die medizinische Wissenschaft wird immer international sein, weil sie jeden Menschen auf der Erde betrifft. Im Laufe ihrer Entwicklung werden neue Begriffe entstehen, die übersetzt werden müssen, deshalb ist es so wichtig, ihre Merkmale zu erkennen und mit ihnen umgehen zu können.

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III. LANGUAGE EDUCATION IN MIXED REALITY

УДК 372.881.111.1

MULTIMEDIA RESOURCES IN FOREIGN LANGUAGE TEACHING: ONLINE STUDENT SURVEY

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Abstract: The article discusses the issue of using multimedia resources when teaching a foreign language to university students. The objectives of the study: to theoretically determine the essence of multimedia resources, analyze student responses to the corresponding online survey and present the results in conclusion.

Keywords: Foreign language teaching; multimedia; multimedia resources; digitalization of education; student feedback

МУЛЬТИМЕДИЙНЫЕ РЕСУРСЫ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: ОНЛАЙН-ОПРОС СТУДЕНТОВ

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Аннотация: В статье рассматривается вопрос использования мультимедийных ресурсов при обучении иностранному языку студентов вуза. Задачи исследования: теоретически обосновать сущность мультимедийных ресурсов, проанализировать ответы студентов на соответствующий онлайн-опрос и представить результаты в заключении.

Ключевые слова: обучение иностранному языку; мультимедиа; мультимедийные ресурсы; цифровизация образования; обратная связь студентов

Introduction

In modern methods of teaching a foreign language, the tendency towards the use of multimedia technologies (electronic textbooks, dictionaries, interactive manuals, presentations, video materials, various Internet resources, etc.) is becoming more and more established every day. All this is due to the processes of digitalization of education. The trend of using multimedia resources in teaching a

foreign language is explained by their significant productivity associated with the high audiovisual potential in providing visibility, wide interactive capabilities, which, in turn, contributes to a more robust assimilation of information, consolidation of knowledge and the formation of key competencies (personal, meta-subject, subject-specific) in the conditions of the modern information society.

Theoretical framework

In education, it is not anticipated that computer technologies will replace teachers and their expertise. Rather, they are designed to assist teachers in routine activities and offer possibilities for enhancing the teaching process to be more creative and captivating for the students who are considered 'digital natives', having grown up using digital technology from a young age.

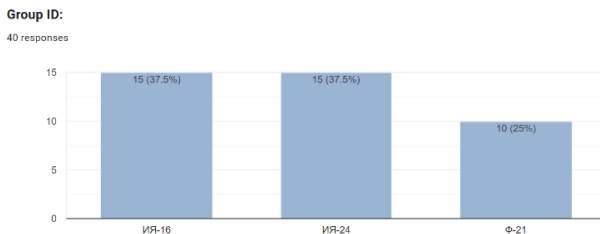
Digitalization of the educational system imposes significant requirements on educators. In addition to showcasing expertise in their subjects and pedagogy, teachers are now expected to possess advanced digital skills. This could be a contributing factor to why teachers may not fully utilize technology as anticipated. With heavy teaching load and routine work, they often lack the time to enhance their overall digital proficiency [1].

Multimedia refers to the fusion of various content forms, encompassing text, audio, still images, animation, video, or interactive elements. This content is typically recorded and viewed, displayed, or accessed using information processing devices like computers and electronic gadgets, and can also be incorporated into live performances. By presenting information through text, graphics, images, audio, and video, multimedia offers a rich, multisensory experience that aids in exploring the world. Research indicates that combining words and visuals enhances information retention, suggesting that students benefit most from recognizing the significance and relevance of the material presented in the classroom [2].

Methods and Results

The data collection method for this research is an online student survey. This survey was carried out after English lessons for 1st and 2nd year students of Novosibirsk State Technical University majoring in Linguistics and Philology.

A total of 40 students took part in the online survey (30 linguistic students and 10 philology students). This allowed us to collect feedback from students about their experiences with multimedia resources; get insights from the students' perspective to create a better learning environment for them (see Pic. 1).

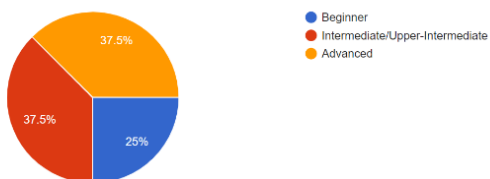


Pic. 1. Survey participants

Firstly, we identified the students' current level of language proficiency. The results are as follows: Φ -21 (10 students) – Beginner, ИЯ-24 (15 students) – Intermediate/Upper-Intermediate, ИЯ-16 (15 students) – Advanced (see Pic. 2).

What is your current level of proficiency in the foreign language you are studying (i.e. English)?

40 responses

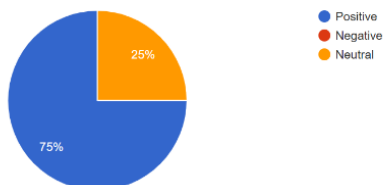


Pic. 2. Question 1

The next survey question is aimed at finding out students' attitude towards the use of multimedia resources in foreign language classes. Most of the students, namely 30 people, voted "Positive" which amounts to 75%. The rest, 10 people, voted "Neutral" which amounts to 25%. None of the students voted "Negative" (see Pic. 3).

What is your opinion on the use of multimedia resources in foreign language classes?

40 responses

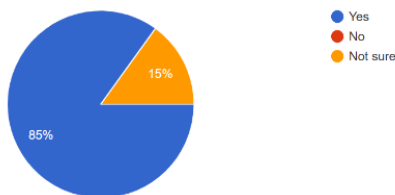


Pic. 3. Question 2

Then, we explored whether students find multimedia resources beneficial. Especially when we talk about improving students' listening skills. The majority of students, namely 34 people, voted “Yes” which amounts to 85%. The rest, 6 people, voted “Not sure” which amounts to 15%. None of the students voted “No” (see Pic. 4).

Do you find multimedia resources beneficial? Especially when we talk about improving listening skills.

40 responses

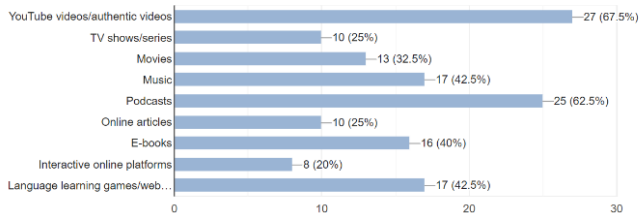


Pic. 4. Question 3

With the following question, students were given the opportunity to select the most effective multimedia resources in their opinion. The top choices are as follows: YouTube videos/authentic videos – 27 votes, Podcasts – 25 votes, Music and Language learning games/websites – 17 votes, E-books – 16 votes (see Pic. 5).

**Which multimedia resources do you find most effective for language learning?
(Select all that apply)**

40 responses

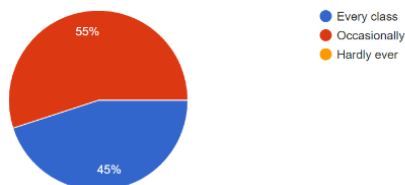


Pic. 5. Question 4

Considering the digitalization of education, we decided to ask the students how frequently they would prefer to deal with multimedia resources in foreign language classes. The first half of the students, 22 people, voted “Occasionally” which amounts to 55%. The other half, 18 people, voted “Every class” which amounts to 45%. None of the students voted “Hardly ever” (see Pic. 6).

How frequently would you prefer to deal with multimedia resources in your foreign language classes?

40 responses

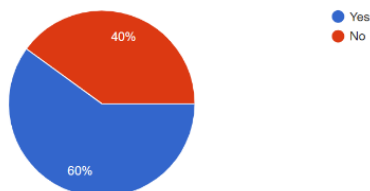


Pic. 6. Question 5

In order to find out whether students use multimedia resources outside the classroom in their free time, we asked the following question. Most of the students, namely 24 people, voted “Yes” which amounts to 60%. The rest, 16 people, voted “No” which amounts to 40% (see Pic. 7).

Do you use multimedia resources for self-study (outside the classroom in your free time)?

40 responses



Pic. 7. Question 6

The last two questions are open-ended so that students could answer them in a free-form manner, giving depth and context to the results. First of all, we asked the following question: “*In your opinion, what are the main advantages of incorporating multimedia resources into foreign language learning?*”. Student responses can be divided into several categories:

Motivation and interest – “It stimulates my interest and motivation to learn a foreign language”, “I am more motivated to hear and learn new information”, “Lessons are more interactive and interesting”, “Lessons become more interesting and engaging”.

Authentic language/Vocabulary building – “It helps develop our vocabulary since we deal with authentic language”, “We, as students, deal with authentic

language of native speakers which is very helpful”, “It helps expand our vocabulary since we are exposed to a wide range of words and expressions”.

Helpful tool – “It helps transform students from passive recipients to active learners”, “It helps provide additional information”, “With multimedia resources, language learning is more convenient and flexible”, “Obtaining additional information in a new and interesting format”.

Opportunity for discussion – “It stimulates discussion and debate”, “I like the fact that the teacher can discuss with us the resources used (for example, the topic covered in the video or the problem described in the article)”.

Better understanding – “Better understanding of information and visual support”, “It helps me remember information better”.

Variety – “It helps diversify our lessons”, “Lessons can be held in a non-traditional way”.

Foreign culture – “We explore the culture, customs and traditions of native speakers”.

To conclude, we presented the question: “*Have you ever encountered any difficulties or challenges when dealing with multimedia resources for foreign language learning? If yes, please explain*”. We received the following results and also divided them into categories:

Technical difficulties – “It happens that the Internet may not work”, “There may be problems with the Internet”, “Teachers may have problems loading/downloading and accessing resources during the lesson”, “Sometimes the room may not be technically equipped”.

Individual challenges – “Sometimes I come across new words and get anxious because I don't know their meaning”, “Sometimes it can be hard to see and grasp all the information presented on the screen in the classroom”, “I don't always understand speech of a person in the video and/or fast speech speed”.

Distraction – “Sometimes I can get distracted from the purpose and topic of the lesson”, “I can get distracted and might reach for my phone”.

Conclusion

Students with different language proficiency levels provided comprehensive and valuable feedback on their experiences with multimedia resources. Generally, university students showed a favorable outlook on incorporating multimedia resources in foreign language lessons, considering them beneficial for improving listening skills. The students identified YouTube videos/authentic videos, podcasts, music, language learning games/websites and e-books as the most impactful multimedia tools for language learning. The students prefer to deal with multimedia resources either occasionally or every class, here opinions are divided. Most of the surveyed students reported that they use multimedia resources for self-study (outside the classroom in their free time). Also, participated students clearly

recognize the advantages and disadvantages of multimedia resources. We divided student responses about the main advantages of multimedia resources into the following categories: Motivation and interest, Authentic language/Vocabulary building, Helpful tool, Opportunity for discussion, Better understanding, Variety, Foreign culture.

Finally, the students provided information about possible difficulties and challenges when dealing with multimedia resources for foreign language learning. We also divided these responses into the following categories: Technical difficulties, Individual challenges, Distraction. It is important to bear in mind that some students never encountered any difficulties or challenges.

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INTEGRATION OF LANGUAGE MOOC INTO ESP COURSE

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Abstract: The article is devoted to the possibilities of integrating language massive open online courses (LMOOC) into a foreign language curriculum at a university. Based on the analysis of non-linguistics students' preferences possible approaches to integration of LMOOCs into English for specific purposes courses are identified.

Keywords: LMOOC; e-learning; ESP; grammar; non-linguistic university

ИНТЕГРАЦИЯ МООК ПО ГРАММАТИКЕ В ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННЫЙ КУРС АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: Статья посвящена возможностям интеграции языковых массовых открытых онлайн курсов (ЯМООК) в программу обучения иностранному языку в вузе. На основе анализа предпочтений студентов выявлены возможные подходы к интеграции языковых массовых открытых онлайн курсов в курс английского языка для неязыковых направлений подготовки.

Ключевые слова: языковой МООК, электронное обучение, обучение иностранному языку, грамматика, неязыковой вуз

Introduction

The integration of Language Massive Open Online Courses (LMOOCs) into higher education programs provides a promising way to improve foreign language learning. LMOOCs are created in order to enrich students' educational experience and improve learning outcomes. The significance of this work is supported by the need to incorporate LMOOCs into university programs for self-paced learning of foreign languages. This can enrich students' educational experience and improve learning efficiency. The study focuses on the impact of such integration on the process of teaching grammar and ESP within the framework of a self-paced foreign language learning program.

The aim of this study is to theoretically determine and empirically evaluate the effectiveness of the developing of students' grammar skills.

The object of our research is teaching a foreign language at a non-linguistic university.

The subject of our study is the integration of LMOOC on English grammar into LSP course for psychology majors.

Theoretical framework

Considering UNESCO's definition, "MOOCs are online courses available to everyone without additional requirements, making them accessible to people anywhere with an Internet connection" [1, p. 87].

Bárcena et al. define LMOOCs as "dedicated web-based online courses for second languages with unrestricted access and potentially unlimited participation" [2]. Currently, there are over 200 LMOOCs available globally, with this number steadily increasing. These LMOOCs are available in various languages and platforms from well-known providers (Coursera, EdX, Udacity, and Canvas) to more specialized within individual university platforms (UNED COMA). Although a significant part of MOOCs is designed for English language acquisition, there has

been a noticeable increase in interest for courses offered in other languages. Arabic, Chinese, Japanese, and Spanish are among the languages that have experienced a notable rise in representation within the MOOC sphere. LMOOCs are “a subcategory of Massive Open Online Courses (MOOCs) focused on language teaching” [2, p. 11].

The following key characteristics of LMOOCs emphasise the importance of the creation of the course and its integration into the curriculum.

1) flexibility and accessibility. LMOOCs are highly flexible, giving students the opportunity to learn a foreign language at their convenient time and pace. They are accessible via the Internet, allowing learning to take place anywhere there is an Internet connection [9].

2) mass accessibility. A key feature of LMOOCs is their accessibility, which allows them to serve a lot of students simultaneously. This makes courses more accessible and increases their potential impact [9].

3) instructiveness and modern technology are important components of LMOOCs, which often use engaging teaching methods such as online discussions, forums, and video presentations. They also integrate modern technologies such as artificial intelligence and adaptive algorithms to optimize learning process. Nowadays students are more engaged in digital education [8, p. 97].

Ways to integrate LMOOCs into the educational process include:

1) integration into existing courses. Enriching materials and providing additional resources for language courses.

2) use as an additional resource for students. Additional materials for independent study and practice.

3) creating their own MOOCs (Massive open online courses) - enabling universities to create their own language MOOCs (Massive open online courses) tailored to their programs as it is possible at NSTU.

4) integration with offline classes - combining online courses with traditional classes to improve practical skills.

5) support for individual learning, adapting MOOCs (Massive open online courses) materials to the level and needs of each student [4, p. 15].

Methods and results

The study was conducted in the frame of “Psychology of Personality and Psychological Counselling” curriculum of the Faculty of the Humanities of Novosibirsk State Technical University.

The English language program includes the following requirements to the competencies of students of this direction of training: GCC(The General Cultural Competency).5 z2 and GCC(The General Cultural Competence).5 z3 – “to know a foreign language in the amount sufficient for business communication in oral and written form”; “to know a foreign language in the volume sufficient for business

communication in oral and written form”; “to know a foreign language to the extent necessary to work with professional literature” [6, p. 23].

Understanding English grammar is essential for effectively engaging with professional literature in psychological research. “Technical texts require advanced language skills, and a strong grasp of grammar is crucial for comprehending, analyse, and participate in scientific discourse” as A. A. Danelyan defines [3, p. 86].

The research method at this stage was:

- 1) creating a module focused on “Modal verbs”;
- 2) conducting an internet-based questionnaire on Google Forms;
- 3) performing analysis and processing of the collected data.

LSP (Language for Specific Purposes) courses are mandatory in Russian universities as they meet the immediate and very special needs of learners who need that language as a tool in their education or work. The LSP course was created in the DiSpace. It’s a “software platform of NSTU e-learning environment, which provides support for e-learning at the level of planning and organization of the educational process” [5]. The main functions of the system are:

- creation of online courses and giving access to them;
- creating tests and carrying them out;
- carrying out the learning process following schedules and student groups;
- allowing participants to communicate, sending tasks, asking questions, attending virtual classes, and messaging privately [5];

For a student to effectively use this Learning Management System (LMS), the needs are:

- a device with the Internet access,
- a modern Internet browser [6].

The module includes 7 submodules “Can/could”, “Have to, should, ought to”, “May, might”, “Must”, “Need”, “Used to”, “Will, would, shall”. For each submodule, a test consisting of 15 questions was created. The module takes 1 week to complete [7].

This study uses an experimental method to analyse the effectiveness of teaching English grammar using a LMOOC. The aim of the experiment is to compare the effectiveness of the learning of grammar with the use of LMOOC and without the use of LMOOC.

The setting consists of 12 students majoring in Psychology. The methodology is based on principles of blended learning and combines offline classes and an independent LMOOC study. The topic of modal verbs is chosen and studied since it corresponds with the university curriculum. The total number of offline classes is 3. At the end of this module, students are given the questionnaire. An online questionnaire of 5 questions is developed in the Google Forms and included types of questions such as multiple choice, scales.

The survey questions are aimed at identifying students' attitudes towards the English grammar module they completed. 12 students of the group P-32 completed the questionnaire. The results for the questionnaire sections are as follows:

- Students found the tests most beneficial or informed their study by the tests and explanations.
- The overall impression of the structure and organization of the presented course is "very well organised".
- 66,7% answered that everything was clear and there wasn't anything in the course that caused them difficulty or required further explanation. 16,7% answered that they need more time for such modules.
- The fourth question was "how would you rate the usefulness of the tests included in each of the seven sub-modules of the course?" 91,7% answered that it was very useful, and they helped to reinforce the material.
- And the final question was directed to the general comprehension of modal verbs. Students (91,7%) rated their knowledge with a 5 on a scale from 1-5.

Conclusion

As the performed experiment proves LMOOC can be an effective grammar teaching tool to help and encourage students' better comprehension of linguistic issues. Creating a LMOOC for the teacher is a convenient modern technology. The teacher can choose the appropriate methodological approach based on the students' level of foreign language proficiency, select examples suitable for the students' future profession. Tests results of the students who studied the DiSpace LMOOC module are higher than those of student who studied the module in traditional way.

The advantages of MOOCs in teaching foreign languages to students are undeniable. They imply active learning, individualization, flexibility, and selectivity, as well as a contextual approach to learning new material.

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DEVELOPMENT AND TESTING OF AN ONLINE LANGUAGE GAME TRANSLATION COURSE BASED ON A COGNITIVE LINGUISTIC APPROACH FOR TRANSLATION STUDENTS

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Abstract: The article describes the development of an online course on the translation of a language game and its testing. The article presents the experimental training of students – future translators in the transfer of a language game from Russian to English and from English to Russian. The developed course of study utilizes the principles of a cognitive linguistic approach to the organization of the education.

Keywords: cognitive linguistic approach; language game; translation competence; applied cognitive linguistics

РАЗРАБОТКА И АПРОБАЦИЯ ОНЛАЙН-КУРСА ПЕРЕВОДА ЯЗЫКОВОЙ ИГРЫ НА ОСНОВЕ ЛИНГВОКОГНИТИВНОГО ПОДХОДА ДЛЯ СТУДЕНТОВ-ПЕРЕВОДЧИКОВ

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Аннотация: В статье представлена разработка онлайн-курса по переводу языковой игры и его апробация. Исследование описывает результаты экспериментального обучения студентов – будущих переводчиков передаче языковой игры с русского на английский и с английского на русский. В основу разработанного курса обучения положены принципы лингвокогнитивного подхода к построению учебного процесса.

Ключевые слова: лингвокогнитивный подход; языковая игра; переводческая компетенция; прикладная когнитивная лингвистика

Introduction

The shift in linguistic studies to the mental processes laying behind speech creation, conceptualization of the linguistic units, transforming of the communicative intention into the textual realization, etc. has been predominant since the 1960s. However, it is only recently the Cognitive Linguistics moved to the practical implementation of the investigated phenomena.

The theoretical contribution of the research is elucidated by the elaboration of the cognitive linguistic approach theory within the language game translation. Whereas, the practical relevance is determined by the lack of courses and materials for the teaching of language game rendering.

The aim of the article is to develop an online course on teaching translation of a language game based on a cognitive linguistic approach aimed at the formation of translation competence by linguistic students, and to test it in the format of experimental teaching.

The tasks addressed in this article include:

- to identify the relevant components of the cognitive linguistic approach;
- to create a course with the tasks and materials within the designed paradigm;
- to test the outcomes of the pedagogical experiment on language game translation teaching;
- to address the methodological results of the probing teaching.

By the term “language game”, the deviation of the linguistic conventions on various levels of language for the specific effect on the reader is understood. The expressive value and the author’s intention are its main components.

The material for the study includes language game cases from seven works by Victor Pelevin and two works by Neil Gaiman.

Theoretical framework

According to the modern understanding of the cognitive linguistic approach to teaching, the theory suggests that language is an internal part of cognition and is not distinct from any cognitive abilities like classification, memorization, and attentional control. Thus, language is more of a tool for the creation of meanings than for their communication [2].

In this respect, the new direction, Applied Cognitive Linguistics, has evolved, which is advocating the possibility of cognitive principles' practical implementation in the existing language classes [3].

The main methodological principles of this theoretical discipline may be summarized as follows:

- orientation on the practical implementation and development of the theoretical knowledge;
- interactive and student-led attitude toward the educational process;
- usage of the complex tasks, incorporating the wholesome practice of the studied ideas;
- interdisciplinary characteristic of the pedagogical practices involved [6].

For the sake of this research it is important to consider the principles of the language game translation didactics, the most universal of which highlights the obligatory nature of maintaining not less than three stages:

- initial learning (introduction of the basics for the literary translation, figurative language, and language game specifics);
- middle learning (self-practice in the process of language game cases evolving – generating and interpreting them – observing the intralinguistic and extralinguistic backgrounds);
- final learning (mastering of transfer techniques for language games) [4].

The fundamental premise of this study is that the combination of the language game translation recommendations and the cognitive linguistic didactic principles may become an effective addition to the linguistic courses and result in an overall upscaling of translation competence.

Methods and Results

The abovementioned theories were maintained in the creation of the language game translation course, which has the following paradigm:

introductory language game translation task – the theory according to the pre-translation analysis of the language game (“literary technique and background information; function; type and subtype” [1]) – textual and intertextual language game creation – practice of the translation mechanisms for the full reconstruction of the original – controlling translation task (see Table 1).

Table 1

Course Content

Lesson	Content	Resources
1	Introduction to the topic - initial conceptualization of the term “language game” and testing translations	Online shared mind-map, translation cards, AI-generated course video
2	History of a language game – web-search for theories	Online shared document
3	Translations examples evaluation	Online survey
4	Theory on the pre-translation analysis of a language game	Formatting tables (data filling), a theory test
5	Translation examples correction	Online whiteboard
6	Practice on a textual language game – translation and creation of cases	Pictures (with puns), qr-code with a survey
7	Practice on an intertextual language game – investigation and creation of a case in a form of a text	Web-site with the story text (A Study In Emerald by Neil Gaiman), presentations
8	Correction of the testing translations, cases creation	AI platform (for ideas generation)
9	Control translations	Online test

The course is based in the Talent LMS environment, which allowed the self-paced learning of the students, and gave a chance to create a course with various types of tasks included: quizzes, comprehension questions, translation tasks, etc. The students were exposed to the free use of the web technologies. Moreover, they were provided with the multimodal material bases for the lessons, including the videos, podcasts, web-frame pages of sites, pictures, etc. The focus of the last lessons was also attached to the use of the artificial intelligence in the professional practice of translators. The lessons for group discussions included the online surveys for the full group involvement. The versatility of the tasks promoted the self-consciousness, attentiveness, self-management, and comprehensiveness of the students translation routine.

The aim of the probing teaching for this study lies in the application of the cognitive linguistic approach principles to the practice of the creative language game translation cases. This intersection of the traditional variants of the translation exercises with the cognitive-linguistic perspective on the students’ development is still a question for discussion.

The participants of the experimental teaching were the fourth-year Linguistic students with a minor in Translation Studies from two groups of considerably equal competence. The focus group of the study practice consisted of 18 students (Group A), the control group had 17 students (Group B).

The translation competence parts will be used for the evaluation process in this study (see Table 2):

Table 2

Results of the Experimental Teaching

Component (based on the study of O. V. Maksyutina [5])	Group B	Group A	% of the rise
Linguistic Competence: accuracy and correctness; preservation of social and psychological aspects; discursive relevance	74,1%	80,5%	6,4%
Extralinguistic Competence: integration of the historic, political, encyclopedic, etc. knowledge	64%	83%	19%
Information Transfer: understanding; decomposition; paraphrasing; control	71%	86%	15%
Information technology utilization	90%	89%	1%
Strategic planning: the choice of the translation approach	72%	91%	19%
Personal and professional traits	50%	84%	34%

The last component of the translation competence was evaluated by the feedback from the students, which was collected by reviewing comments.

The control test included the following tasks in English:

1. *It was a rustling voice, scratchy and dry. It made Coraline think of some kind of enormous dead insect. Which was silly, she knew. How could a dead thing, especially a dead insect, have a voice? (Coraline. Neil Gaiman)* – textual (semantic) language game, alogism based on the semantic incompatibility, aimed at the expressive and emphatic functions.

2. *I don't want whatever I want. Nobody does. Not really. (Coraline. Neil Gaiman)* – textual (semantic and syntactic) language game, alogism based on the semantic incompatibility, aimed at the expressive, emphatic, and aesthetic functions.

3. *On the back seat the thing in the basket began to cry; the air-raid siren wail of the newly born. High. Wordless. And old. (Good Omens. Neil Gaiman & Terry Pratchett)* – textual (semantic) and intertextual (the Bible motive) language game, hyperbole and allusion, aimed at expressive, password, and meaning-forming functions.

The Russian cases were as follows:

1. *Ладно. Только я рассказчик плохой. Не лектор. Просто Ганнибал, хе-хе. (Искусство легких касаний. Виктор Пелевин)* – intertextual language

game, allusion in naming, aimed at expressive, emotive, attractive, and password functions.

2. Даже ставил защиту от злобных духов - «астральную крышу», как тогда [в 90-е годы] говорили. (Искусство легких касаний. Виктор Пелевин) – textual (semantic) language game, a pun, aimed at the comic, meaning-forming, expressive, and attractive functions.

3. Но потом, когда начинается, как выражается моя мама, «совместное ведение хаоса», мне быстро надоедает. (Непобедимое солнце. Виктор Пелевин) – textual (semantic) language game, an absurd, aimed at expressive, comic, meaning-forming, and emotive functions.

While the Group B mostly presented the literal and word-by-word variants, even though, they indicated the nature of the language game case (60%), the Group A presented some highly creative and effective variants of translation, focusing on inventing the variants with the original communicative intention. Some of the exemplifying translations can be:

1. Свистящий, сухой, скрипучий голос донёлся до Коралины. Это напомнило ей о каком-то большом дохлом насекомом. Но мёртвые не разговаривают, особенно насекомые. Она знала, что это глупо.

2. Я не хочу хотеть того, чего хочу. Ни один человек в мире не хочет. Точно нет.

3. Существо в корзинке на заднем сиденье заплакало; и плач этот звучал как вой сирены воздушной тревоги, возвещающий о рождении новой особенной жизни. Звенящий. Бессловесный. Древний.

4. Yeah, okay. I'm not much of a storyteller. Not a lector. Just Hannibal, heh.

5. I even put up an “astral protector” – protection from evil spirits from the 90s.

6. But then, when “joint running of a chaoshold” starts, as my mother calls it, I quickly get bored.

The presented examples let us see the preservation of the main functions, literary devices, and the type of the language game, which can be considered the full adequate equivalent, and the translation success.

Conclusion

The main inclinations of the cognitive linguistic approach proved to be effective in combination with language game translation practices that was laid in the basis of the electronic translation course creation. The focus of the teacher in this case is supposed to be on the consistent and multifaceted self-development of the students. The students of the Group A mentioned the rise of attentiveness to the details and main components of the original text when translating; broadening of the background knowledge within the idea transfer, and leveraging of the creative abilities within the texts, as the main results of the studied course. The linguistic

evaluation of the proposed translations also supports the results of the higher translation quality, as the translation of students after the study have a tendency of preserving all the possible language game components. The qualitative index of the levels of translation competence comparison show the difference by 15,4% for the Group A.

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METHODS OF OVERCOMING LANGUAGE INTERFERENCE IN TEACHING FRENCH LANGUAGE

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Abstract: This article discusses the methods of overcoming language interference in teaching French as the second foreign language. These techniques help to teach students to notice the differences between languages and their similarities, that promotes the development of analytical skills.

Keywords: language interference; lexical skills; teaching French language

МЕТОДЫ ПРЕОДОЛЕНИЯ ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ В ОБУЧЕНИИ ФРАНЦУЗСКОМУ ЯЗЫКУ

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Аннотация: В этой статье рассматриваются методы преодоления языковой интерференции при обучении французскому как второму иностранному языку. С помощью этих способов учащиеся учатся подмечать различия между языками и их сходства, что способствует развитию аналитических навыков.

Ключевые слова: языковая интерференция; лексические навыки; обучение французскому языку

Introduction

Nowadays, foreign language learning is one of the necessary aspects of personal development. In the era of impetuous development of intercultural communication in various areas (business, art, travel, etc.) knowing of at least one foreign language paves the way to the wide world of new opportunities.

More and more often people start learning a second foreign language after they have mastered English at an intermediate level. In this way, they lay the foundation of initial knowledge of a foreign language, which helps them to learn other languages in the future. However, the more languages a person knows, the more mental links he or she creates between different languages. This leads to language interference, which may complicate a communication or change the meaning of what is said. This study observes methods to overcome language interference in teaching French.

The relevance of this study is due to common problems of language interference that are often not corrected immediately and are fossilized for many years.

The object of this research is the methods of overcoming language interference in French language teaching.

The subject of this study is a set of tasks directed to developing French lexical skills and overcoming language interference.

The study aims to examine the effectiveness of a set of tasks on developing French language lexical skills.

The research objectives:

1. To describe the impact of language interference on the language learning process;

2. To consider the methods to help overcome language interference;

3. To consider the influence of a set of tasks on the development of French lexical skills and overcoming language interference.

Theoretical framework

The influence of native language on the acquisition of foreign language is obvious. This process happens on the lexical, grammatical, phonetic, stylistic and even socio-cultural levels.

The linguistic worldview formed under influence of native language can be either positive or negative. The positive influence is called transfer. The transfer is useful when a foreign language belongs to the same language family or has a similar phonetic or syntactic system. The interlingual transfer allows an acquainted information to be used in new situations. It can be controlled and intuitive. The intuitive transfer is performed by student without teacher's guidance. The controlled transfer requires teacher's help to notice a similarity between two languages. [1, p. 69].

The negative influence of native language in learning a foreign language is interference (or a negative transfer) [2, p. 17]. It is usually manifested in languages from unrelated families. In this case, languages have many differences that are obstacles for the learner. He or she tries to find at least some similarities with a native or familiar language. It often happens unconsciously. Learner doesn't notice a mistake, and it fossilizes with time.

Since the case of language interference depends on the native and target language, we have a wide range of its different manifestations. In our case, we consider the language interference in teaching French, when the learners are Russian speakers and have an intermediate level of English proficiency. For example, the learners can interfere words that have similar spelling. It leads to the wrong connotation of word meaning: *a journey* – *une journée* (a day); *to rest* – *rester* (to stay); *a pain* – *un pain* (a bread). The interference at the lexical-grammatical level is represented by incorrect placement of the adjective. It is placed before the noun in either Russian or English. However, in French, it has to be placed after the noun in most cases. Both Russian and French have a gender and agreement of noun and adjective depending on the gender. In contrast with Russian, French has two gender (masculine and feminine). The same concept in French and Russian can have different genders (*стол (m)* – *table (f)*, *вино (n)* – *vin (m)*, *кровать (f)* – *lit (m)*). The usage of incorrect gender in French leads to an erroneous choice of the article and adjective form.

Methods and Results

The main method of overcoming interference in teaching French is to compare the target language and the native or previously learned language. This helps to create associations between two languages and highlight their similarities and differences.

In the process of learning French, Russian-speaking students who have studied English may experience the following difficulties:

- **Interlingual homonyms.** Among the interlingual homonyms in French, there are many phonetic matches with Russian. To avoid distorting the meaning, learners need to consolidate the semantic meaning of words in both languages. For this purpose, the teacher should offer exercises on word matching, as well as translating sentences with these words from French into Russian. This will create a link between the concept and the word in both languages.

- **Mute consonant at the end of the word.** When learning French after English, students often pronounce consonants at the end of words after which there are no vowels. This interference can change the gender of a noun from masculine to feminine. To prevent this mistake, the associative method can be used. This rule can be explained to students as follows: "if a word ends in a consonant without a vowel after it, it is not pronounced. If there is no vowel at the end, the consonant has no vote." Of course, there are exceptions to this rule. However, in order to consolidate the specifics of French at the elementary level, it is better for the teacher to pay attention to this.

- **Omission of the vowel "e" at the end of words.** This case is the opposite of the mute consonant at the end of words. In English, consonants at the end of words are always read. In French, in the vast majority of cases, if a word ends with a pronounced consonant, it is followed by the vowel "e". Most of the mistakes occur in loan words such as *un texte, un verbe, une adresse, calme*. Thus, the following association is formed for students "if the consonant at the end of a word is pronounced, then the vowel "e" must be there".

- **Impersonal construction "Il y a".** When translating one-part impersonal sentences, students often begin to calque the Russian sentence into French. For example, *в комнате дети*. In case the learners have difficulties translating such sentences, the teacher should ask them to translate the sentences into English. There is a construction in English that has a counterpart in French. This explanation gives students a familiar example for new knowledge. Thus, the translation process will look as follows:

В комнате дети. → **There are children in the room.** → **Il y a des enfants dans la chambre.**

- **Placement of the adjective after the noun.** In most cases, French adjectives are placed after nouns. Some short adjectives are exceptions to this rule. However, French lexemes have many meanings. The placement is a way of determining meaning for adjectives. Depending on it, the collocation can obtain a different meaning. For example, *une maison ancienne* (old house) – *une ancienne maison* (former house); *un fait certain* (reliable fact) – *un certain temps* (some time). Adjectives used after a noun mainly indicate the objective qualities of the subject or perform a descriptive function. While adjectives used before a noun have a figurative meaning or describe the internal qualities of a concept. In addition to

explaining the difference and examples, the teacher should provide translation tasks from Russian to French of phrases and sentences that represent this rule. Such tasks on a regular basis automate lexical skills and minimise mistakes in the use of adjectives.

Conclusion

The study has identified that the method of comparison and association in teaching French has a favourable effect on overcoming language interference with Russian and English. These methods demonstrate learners how to solve the problem of language differences and develop their analytical abilities. In this way, learners receive an explanation of new information without distorting the French language system. In addition, they are not isolated from their native and previously learnt languages, but learn to use these language systems to learn the new language effectively.

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TEACHING TRANSLATION OF GENDER-NEUTRAL VOCABULARY TO LANGUAGE STUDENTS USING DIGITAL TOOLS

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Abstract: The article examines the issue of teaching gender-neutral lexis and its translation to language students. A special approach has been developed based on the data collected. A set of exercises has been created in order to work on students' skills in working with gender-neutral and gender-specified lexis.

Key words: gender linguistics; gender-neutralization; language sexism; teaching translation; teaching vocabulary

ОБУЧЕНИЕ СТУДЕНТОВ-ЛИНГВИСТОВ ПЕРЕВОДУ ГЕНДЕРНО-НЕЙТРАЛЬНОЙ ЛЕКСИКИ С ИСПОЛЬЗОВАНИЕМ ЦИФРОВЫХ ТЕХНОЛОГИЙ

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Аннотация: В статье рассматривается проблема выявления трудностей в обучении студентов-лингвистов переводу гендерно-нейтральной лексики. На основе собранных данных был разработан специальный подход. Для отработки навыков студентов по работе с гендерно-нейтральной и гендерно-специфицированной лексикой был разработан комплекс упражнений.

Ключевые слова: гендерная лингвистика; гендерная нейтрализация; языковой сексизм; обучение переводу; обучение лексике

Introduction

Gender-neutral words have been used widely in moder language due to the global tolerance and non-discriminatory language. Therefore, it has become essential for students not only to get acquainted with them but to learn how to use and translate such words.

Gender-neutralization – the tendency to avoid any gender (masculine of feminine) – is one of the strategies to overcome language sexism. The second strategy described in gender linguistics is gender specification – the tendency to emphasize women in language [4].

The article aims to describe the experiments that have been conducted in order to develop special methods to teach gender-neutral language.

The relevance of the study is the following: the stated problem has not been mentioned before; therefore, it is of paramount importance to prove it and create possible solutions.

The novelty of the research – as gender-neutralization has attracted attention of researchers recently, there are not any recommendations or methods how to work with it. Russian language has got feminine, masculine and neutral genders, so it had become a problem how to work with gender-neutral lexis while translating.

Theoretical framework

Theoretical framework of the research includes works on gender-linguistics (A. Pauwels, J. Lamer), teaching vocabulary (Z.A. Imomova), teaching translation (S.I. Romanov, S.V. Latsheva).

Gender neutralization and gender specification are seen as two opposite approaches to overcoming language sexism [2]. The proponents of gender-specification highlight the fact that, as men and male had been considered as a norm before, and women and female as a deviation, now the focus is to be relocated emphasizing women in language. However, gender-neutralization proponents seek

to eradicate all references to gender in language [2]. In our opinion, as the phenomenon of gender neutralization is favoured as it covers the need of different social groups, it is to be in focus while teaching students. Still, they are to be acquainted with gender specification as they may encounter it as well.

Before teaching translation students are to learn vocabulary, how it is used and all the connotations. Teaching vocabulary is the basis of language teaching. To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught. [1]. Teaching translation is inextricably linked with other aspects of teaching a foreign language. Since a mandatory requirement for high-quality translation is compliance with the norms and rules of translation in it, and since in the practical activity of a translator. For successful translation it is necessary to know the general and linguistic culture, the way of life of people. All this will subsequently make it possible to more accurately convey information [4].

Methods and Results

The methods of the research include pedagogical experiment, modeling, classification, systematization. The research has started with gathering different examples of gender neutral and gender specified vocabulary. The materials that had been presented to students were the real usage of gender-specified and gender-neutral vocabulary in TIME magazine in the period 1930-2024.

The first step of the experiment was testing students' abilities to work with such lexis independently. Students were given three blocks of lexemes: gender-specified block (focus on men), gender-specified block (focus on women), gender-neutral block. Students were forbidden to use any help such as internet, dictionaries. As a result, students could translate the block focusing on men more successfully: *statesmen* - *государственный служащий* (29%), *государственный деятель* (23%), *policeman* – *полицейский* (95%). *It is the epicenter where men take part in the supreme rituals of power* – *Это эпицентр, где мужчины принимают участие в ритуалах высшей власти*. In the second block students not always could keep a focus: *Congresswoman* – *конгрессмен*. *"I have never seen anyone involve herself so much," says Brooke.* – *Я никогда не видел, чтобы кто-то вовлекал себя так сильно,* - *сказал Брук*. In the third block students struggled with focusing on neutralization: *athlete* – *спортсмен*. *I feel uncomfortable being the spokesperson or face of athlete mental health* – *Мне не удобно быть представителем здоровья спортсменов*. Many sentences and lexemes such as *chief woman*, *businesspeople* were left untranslated. Therefore, it was decided that students need theoretical materials.

The second step included the same three blocks; however, students were presented with key terms such as gender neutralization, gender specification, language sexism. Students tried to keep gender neutralization: *Я очень нервничаю,*

когда выступаю с речью или когда вижу атлета с психологическими проблемами. And some students tried to focus on women: *Никогда не наблюдала, как человек отдается делу так, как она, – говорит Брук.* Still some lexemes and sentences were difficult for students: *businesspeople – бизнесмены.*

Based on the results, a classification of mistakes had been made. The wrong interpretation of the lexemes: *working man – работоспособный.* The deprivation of connotative meaning: *trophy wife – жена, подарок.* The established gender-marked equivalent: *athlete – спортсмен, business people – бизнесмены.*

According to the results and mistakes, a following conclusion was drawn: it is not exhaustive to supply students with theoretical knowledge only. It is of high importance to teach students lexis itself, how it is used and then test their knowledge.

The third step included the development of controlled exercises, guided exercises and exercises of free practice using digital tools such as special websites and online testing. Before completing exercises students get acquainted with theory throughout presentation. Firstly, it was important to understand whether students know about such phenomena or not. The following questions about language sexism and gender neutralization were asked: *Do you know what language sexism is? Can you guess? In your opinion, do you use sexist utterances? What is gender neutral language? Can you recall any gender-neutral words?.* The questions also become challenging as students were not familiar with the phenomena. Therefore, it was crucial to introduce the key information.

First, students learnt about language sexism and its examples: language sexism – an asymmetric representation of men and women, male and female in languages. And the types of language sexism: the use of the pseudo-generalized pronoun he, the use of lexeme man and semi-affix -man, the use of suffixes of insignificance, asymmetric naming practices, semantic derogation of women, objectification [3]. Afterwards, a test had been completed. 17 out of 20 students successfully performed and scored more than 60% of the correct answers.

The controlled exercises included an article from TIME magazine for 2021 entitled "Naomi Osaka: 'It's O.K Not to Be O.K.'" in order to determine whether this text is gender-neutral or gender-specific and indicate why they think so. The students were able to successfully identify that the text was gender neutral stating the arguments: *author uses "they/them" and words such as "somebody, everyone" etc.* Then the students had to find examples of lexical and grammatical neutralization in the text. Most of the students also completed this task successfully. As examples confirming the presence of lexical neutralization in the text, they cited the following lexemes: *humans, people, athletes.* In the next exercise, students had to find definitions of gender-neutral words in dictionaries in order to understand their meanings and then use them in the text, for example, *co-parent, athlete,*

businesspeople. Lastly, gap-filling task was presented: 1) *I am committed to raising the baby without a ... (co-parent)*, 2) *The ... made no arrest (officer)*, etc. Thus, most of the students successfully completed these language exercises.

In the guided exercises, students offered their gender-neutral lexemes, sending examples online: *coach, teacher, firefighter, police officer, parent, salesperson*. And then they used their own examples of grammatical and lexical neutralization in sentences: *everyone in this group is intelligent, someone heard the sound of the opening door, I met them yesterday*. Then the students created dialogues in pairs. The students successfully coped with the use of lexemes in dialogues.

The next stage included free practice. In pairs, students discussed various statements proposed by the teacher. One student used gender-neutral vocabulary, and the other used gender-specific vocabulary. We have proposed the following statements for discussion: 1. *Nowadays doctors can perform difficult and life-saving surgeries*. 2. *Workers in the airport and on the plane are great help for passengers*. Then the students switched roles and discussed the following, in order to clearly distinguish between specification and neutralization and further use gender-neutral words in speech, avoiding gender-specific vocabulary: 1. *The service in restaurants is one of the most important things for guests*. 2. *Working in a Congress is a dream job*.

The last stage included the translation of the same sentences, excluding separate lexemes, as in the very first group. Before translating students were to state whether the examples are gender-neutral or gender-specified. The first block was gender-specified (focus on men). 95% of students recognized it correctly. The sentences were translated correctly as well: *It was the homage from businessmen who knew that this was a woman to be reckoned with in their masculine world – Это эпицентр, где мужчины принимают участие в высших ритуалах власти* (see Table 1).

Table 1

Gender-specification (focus on men)

Block 1	First Group	Second Group	Third Group
correct translation	70%	76%	80%
wrong interpretation of the lexemes	8%	5%	-
deprivation of connotative meaning	-	-	-
unnecessary gender marking	-	-	-
deprivation of the gender marking	2%	2%	10%
the absence of translation	20%	17%	10%

In the second block all students recognized gender-specification (focus on women). In translating part students tried to keep focus on women: *"I have never seen anyone involve herself so much," says Brooke. – Мне еще не доводилось наблюдать за той, которая так сильно вовлекалась. Ву 8, the workingmen and*

-women have presumably left and ABC turn their attention to housewives – К 8 годам работницы и работницы, по-видимому, ушли, и ABC обратила свое внимание на домохозяйек (see Table 2).

Table 2

Gender-specification (focus on women)

Block 2	First Group	Second Group	Third Group
correct translation	43%	55%	78%
wrong interpretation of the lexemes	6%	4%	-
deprivation of connotative meaning	2%	2%	-
unnecessary gender marking	-	-	-
deprivation of the gender marking	34%	30%	17%
The absence of translation	15%	9%	5%

The third block was successfully identified as gender-neutral by all the students. While translating, gender-neutralization was in the focus: *I feel uncomfortable being the spokesperson or face of athlete mental health. – Я чувствую себя некомфортно в качестве представителя или лица, ответственного за психическое здоровье атлетов. I am committed to raising the baby without a co-parent. – Я твердо намерена растить ребенка без второго родителя. 40% of high-powered American businesspeople fall on the introvert end of the spectrum. – 40% влиятельных в бизнесе людей Америки относятся к интровертному типу* (see Table 3).

Table 3

Gender-neutralization

Block 3	First Group	Second Group	Third Group
correct translation	50%	63%	75%
wrong interpretation of the lexemes	5%	2%	-
deprivation of connotative meaning	-	-	-
unnecessary gender marking	30%	25%	20%
deprivation of the gender marking	-	-	-
The absence of translation	15%	10%	5%

Conclusion

As the experiential learning showed, students are not well acquainted with gender neutralization; therefore, it is crucial to teach them how to work with such lexis. However, it is not sufficient to provide only theoretical materials as student still may struggle with translation. As it is of paramount importance to know the lexis itself, how it is used, the necessity to provide controlled, guided and free practice exercises had become obvious. Without a doubt, students are to know not only one linguistics phenomenon of gender-neutralization, but also feminization as it aims at combating language sexism as well.

Comparing the results of three groups, the increasing percentage of correct answers is notable, which in order proves the requirement of the step which consists of teaching lexis. The first group was not acquainted with theoretical information; therefore, they struggled while working. Second group was given the key terms; however, it did not improve result significantly. Whilst the third group could manage the task more successfully as they were taught lexis itself.

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DIGITAL RESOURCES AND TOOLS IN TEACHING CREATIVE WRITING

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Abstract: The article deals with digital resources and tools which can be used in the process of teaching creative writing. The term “creative writing” is analyzed from different points of view. The most popular online resources and digital tools for creative writing are described.

Keywords: creativity; writing; creative writing; teaching writing; digital recourses

ЭЛЕКТРОННЫЕ РЕСУРСЫ И ИНСТРУМЕНТЫ В ОБУЧЕНИИ КРЕАТИВНОМУ ПИСЬМУ

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Аннотация: В статье рассматриваются электронные ресурсы и инструменты, которые могут быть использованы в процессе обучения креативному письму. Термин «креативное письмо» анализируется с различных точек зрения. Описываются наиболее популярные онлайн ресурсы и цифровые инструменты для креативного письма.

Ключевые слова: креативность; креативное письмо; обучение письму; электронные ресурсы

Introduction

Technological progress does not still, it rapidly changes the world every single day. And these changes affect every field of human activity, any profession. And they affect the education as well – namely, teaching and learning. Nowadays, more and more students use digital technologies for completing the assignments, even for taking notes at lectures. Reading and writing are closely connected. This fact emphasized in the research of E.N. Vorotilina and V.A. Dmitrieva. They show, that some of our communication happens through digital resources, such as texting, emailing, and messaging on apps. That is why teachers all over the world encounter with a new kind of reality – digital environment [1].

Writing and creative writing have existed for ages. As a humanity in general, it had its own way of development. As the environment around us changes all the time, creative writing and methods of its developing as a skill also change. Teachers should adapt to this kind of reality and make their process of teaching more relevant to students' needs.

Theoretical framework

One of the most important things about study of creative writing is understanding its definition. According to Yu.A. Makarova, creative writing involves more than just formal and academic writing. It involves narrative storytelling, stylistic techniques, and creating well-developed characters [2].

K. Spinner suggests that creative writing involves any kind of writing that breaks away from patterns, giving way an artistic expression. [3, p. 7].

Meanwhile, N.G. Kizrina offers a complex definition, characterizing creative writing as a unique human activity aimed at developing original written products. These products create through artistic inspiration and the author's insights about their environment and themselves, using different stylistic techniques [4].

Thus, creative writing is a unique form of expressing artistic ideas by a person in written form, based on tradition writing. The person uses artistic concepts, language, and stylistic devices to create original and fascinating story.

Creative writing in education provides some advantages in emotional and motivational aspects. The students can develop their communication skills by expressing their feelings and emotions through personal interests and personalities in their writing, and to improve their language proficiency and overcome barriers [5].

Methods and results

We can find and explore a lot of different methods and technologies about the creative writing skills' development, those were designed during several centuries both in the people's native language and in a foreign language as well. To be consecutive, we should mention traditional methods of the creative writing skills development.

Creative writing includes various genres and types, which require different organizational methods in the classroom. It is necessary to provide clear instructions about time limits, word numbers, and sentence structures before starting any creative writing assignment. Is it prose, which involves writing stories, fairy tales, letters, and dialogues, or lyric poetry – the requirements are common. And also, students can experiment with poetry, lyrics, and even dramatic compositions that may be performed later [6].

Educators use different exercises to develop creativity in writing, such as creating original sentences with given words or composing interesting types of poems like Japanese "hokku". This moves from academic to creative writing helps improve creative and language skills [7].

Creative writing can take different forms, such as individual, group, and collective. While individual tasks are most standard and understandable, working together in group or collective writing can add some difficulties. Anyway, collaboration on writing projects, for example, fairy tales, can bring a unique emotional statement and improve creative writing skills as well as general creativity.

The appearance of diverse educational online tools and software has inspired teachers to incorporate educational technology into their lessons. There are also some online tools which are designed to help to develop creative writing skills. We could suggest novation ideas of creative writing skills development, according to above mentioned traditional methods.

Nowadays, the use of AI is growing. As teaches we can benefit from its use. One of the newest jobs today is named "AI editor" or "AI trainer" – the person, who checks whether the text contains logical or other (grammatical, spelling, etc.) errors and edits if there are any. This assignment suggests the students try this role: to generate text on a given or fictitious by the student's topic (in a genre of literary fiction), then edit it at the student's discretion: add, remove, or change something. Then, write the end of the story by yourself. We can use any neural networks that

allow to generate the texts: ChatGPT, Gerwin AI, Rytr and etc. Thus, we use AI neural networks as online tools for teaching creative writing.

One more way to modernize the process of creative skills development is bringing traditional sentence-to-sentence writing to the level of digital technologies. This game is well-known among people around the world: one person writes one sentence, then, another person continues with the second sentence and that is how the story creates. We can create and use a Telegram-bot or general chat on any Messenger like Telegram as well, WhatsApp or VK Messenger for this assignment. The student writes the first sentence and sends it to the Telegram-bot. The bot “mixes” the sentences up and “gives” back to other students in a random way. The task of the next student that now can see the written sentence by the previous student is to write a new sentence for the appeared one and send both sentences again to the chat-bot. It continues until all students get involved and the story is finished. This kind of chat-bot is still developing.

Another version of this assignment can be the following: each student gets his or her own number in a Messenger’s group chat. After writing the first sentence we can use Random Number Generator on the Internet to redistribute numbers [8]. For example, the student number one now gets the sentence from the student number five. After that, the numbers redistribute again, and it continues until each student gets involved and the story is finished as well.

We also can use pictures or/and videos on the online platforms as an online tool for creative writing development. For example, the students can “recreate” the dialogue from the video during watching it without sound. We can find the videos on the YouTube, Rutube and others. Also, it is possible to use short-form video hosting service to find this kind of videos. The pictures can be found on search engines like Yandex, Google, Microsoft Bing and etc. The task is simple in a traditional sense – to write a creative story according to the picture or series of pictures.

Creativity is the personality trait that is really difficult to measure. To get closer to determine the effectiveness of the usage of above-mentioned tools and digital resources in teaching creative writing the survey is used. It is appealing to individual’s feelings about the development of the students’ creative writing skills. The final step is the development of criteria for measuring creativity in the form of analysis of the done creative writing assignments. These means should help students to increase their general creativity, writing, creative writing and communicative skills and motivate students by activation of inner involvement in the process of language usage.

Conclusion

In conclusion, we can say that creative writing is the way to develop creativity and writing skills by writing stories, poems, myths, fairy tales and etc. Digital technologies provide us with online resources and tools which could be useful for teaching creative writing. We can see different software for writing in general, and also use other means such as neural networks, AI, messengers, pictures and photos. There are a lot of other online tools and sources of teaching creative writing. The usage of these means makes learning process more interesting, emotional and motivating.

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DIDAKTISCHE BEGRÜNDUNG DER TECHNOLOGIE VON PODCASTING AUF BASIS DES KONNEKTIVISMUS ZUR ENTWICKLUNG DER SPRACHFERTIGKEIT

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Abstrakt: In diesem Artikel wird Podcasting als praktische Technologie des Konnektivismus zum Fremdsprachenlernen betrachtet. Durch die beschriebenen didaktischen Prinzipien und Funktionen des Podcastings wird die Effektivität dieser Technologie bei der Planung einer Unterrichtsreihe mit der Vorbereitung eines Podcast von den Lernenden begründet.

Schlüsselwörter: Konnektivismus; Prinzipien der konnektivistischen Theorie; Podcasting; didaktische Prinzipien; didaktische Funktion

ДИДАКТИЧЕСКОЕ ОБОСНОВАНИЕ ТЕХНОЛОГИИ ПОДКАСТА В РАМКАХ КОННЕКТИВИСТСКОЙ ТЕОРИИ ДЛЯ СОВЕРШЕНСТВОВАНИЯ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация: В данной статье подкастинг рассматривается как практическая технология коннективистского подхода к обучению. Описанные дидактические принципы и функции подкастинга обосновывают эффективность данной технологии в процессе планирования серии занятий с последующей подготовкой подкаста студентами.

Ключевые слова: коннективизм; принципы коннективистской теории; подкастинг; дидактические принципы; дидактическая функция

Einführung

Der derzeitige Lehransatz, der als konnektivistische Theorie oder Konnektivismus bezeichnet wird, macht nicht nur einige der beim „Blended Learning Unterricht“ eingesetzten Unterrichtsstrategien sichtbar, sondern auch das aktive Lernen selbst und das Engagement von Lernenden als eines der Schlüsselprinzipien zur Entwicklung der Sprachfertigkeit. Die ersten Erkenntnisse wurden seit Beginn des einundzwanzigsten Jahrhunderts gewonnen, als G. Siemens und S. Downes die Theorie des Konnektivismus als neue Forschungsrichtung vorschlugen, die der digitalen Zeit entspricht [1, S. 5]. Derzeit gibt es jedoch keine effektive praktische Technologie zur Umsetzung des Konnektivismus beim

Fremdsprachenlernen. *Die Aktualität unserer Forschung* wird durch die Notwendigkeit der Analyse der Podcast-Technologie aus der Perspektive der konnektivistischen Theorie sowie ihrer didaktischen Prinzipien und Eigenschaften bestimmt. Eine solche Beschreibung ermöglicht es, die gesamte Podcast-Technologie zur Verbesserung vom Fremdsprachenlernen darzustellen. *Das Ziel dieser Forschung* besteht darin, die didaktischen Prinzipien und Funktionen der Podcasting-Technologie zur Vorbereitung einer Unterrichtsreihe im Rahmen der konnektivistischen Theorie zu betrachten. *Das Objekt der Forschung* ist die Podcasting-Technologie. Darüber hinaus wird *der Gegenstand* als den vorläufigen Entwurf einer Unterrichtsserie zur Erstellung eines Podcast bestimmt.

Theorie

H. Kadmos und J. Taylor erwähnten in ihrer Studie den Konnektivismus und beziehen diesen Lehrransatz auf Chaos (*aus dem griechischen „Khaos“*) – Lernen, das auf den sogenannten chaosunterstützenden Unterricht basiert. Es geht um die Lernaktivität, dank der das Wissen auf eine kreativere Weise erworben wird [3, S. 97]. Eine der Hauptfiguren des konnektivistischen Ansatzes, Stephen Downes, wies auf die Metapher der Theorie des Konnektivismus als ein Netzwerk hin, in dem Informationen, Einheiten, Lernende, Organisationen, Muster und Emotionen in sogenannte Knoten konzentriert sind und von den Teilnehmern des Lernprozesses selbst entwickelt werden [2]. Wenn wir uns die digitale Zeit in Acht nehmen, ist es entscheidend, das E-Learning zu erwähnen. Grundsätzlich ist E-Learning der Einsatz von Informations- und Kommunikationstechnologien (IKT) für Unterricht und Lernen [4, S. 18].

In Bezug auf die Idee des Netzwerkens ist es wichtig, das Konzept einer „Lerngemeinschaft“ („learning community“) zu klären. Erstens handelt es sich dabei um Gemeinschaften von Lernenden, die durch ein gemeinsames Ziel vereint sind und ihnen helfen, ihr eigenes Wissen auf der Grundlage der Erfahrung und Unterstützung von Gleichgesinnten zu erwerben und zu konstruieren. Der Inhalt wird durch die Bemühungen der Gemeinschaftsmitglieder selbst generiert, nach dem Prinzip des „Crowd-Sourcing“, dass das konnektivistische Prinzip der Leitung durch eine große Menge an Informationen widerspiegelt. In Bezug auf das Format nimmt eine informelle Online-Gemeinschaft („learning community“) normalerweise die Form einer Konferenz an, was einen kollektiven Austausch von Nachrichten in einem sozialen Netzwerk bedeutet, wo jeder Teilnehmer Nachrichten senden und sehen kann, die von anderen Teilnehmern gesendet wurden, was die psychologischen Voraussetzungen für das Sprechen in einer Fremdsprache positiv beeinflusst [7, S. 97]. Wenn wir über Chaos, Vernetzung, Lerngemeinschaft sprechen, kommen wir zu den Hauptprinzipien des Konnektivismus. Unserer Meinung nach werden sie kurz in vier Schlüsselwörtern von Downes vermittelt: **Offenheit** (*openness*), **Autonomie** (*autonomy*), **Vielfalt**

(*diversity*) und **Interaktivität** (*connectedness / interactivity*) [1]. Unter Berücksichtigung aller vier Prinzipien des Konnektivismus, einschließlich Offenheit und der Möglichkeit, dass Wissen außerhalb des Individuums existiert, kann Podcasting alternative Methoden der Lernforschung vorschlagen.

Methoden und Resultate

Laut Oxford Dictionary wird ein Podcast als „digitale Audiodatei definiert, die auf jedem tragbaren Gerät heruntergeladen werden kann“ [6]. Der Begriff „Podcasting“ entstand durch die Kombination von zwei Wörtern „iPod“ (Apples MP3-Player) und „Broadcasting“ (Fernseh-, Radiosendung). Das Suffix *-ing* deutet auf eine prozedurale Handlung hin, daher wird „Podcasting“ als die Technologie des Erstellens und Aufzeichnens von Inhalten im Audioformat verstanden. Um unserer Definition einen pädagogischen Aspekt hinzuzufügen, müssen wir die gewählte Technologie aus der Sicht der Didaktik betrachten.

Laut der Definition des Forschers E. Polat werden die didaktischen Prinzipien von Lernwerkzeugen als jene Eigenschaften verstanden, die als didaktische Ziele im Bildungsprozess verwendet werden können [8, S. 154]. Didaktische Funktionen sind die äußere Manifestation der Prinzipien von Lehrmitteln im Bildungsprozess, die ihren Zweck, ihre Rolle und ihren Platz im Lernprozess kennzeichnen [8, S. 156]. Die theoretische Analyse der methodologischen Grundlage der Forschungsarbeiten von D. McKinney, F. Rosell-Aguilar, O. McGarr, T. Moore, S. Trofimenko, E. Tkachenko, A. Volodin mit einer beschreibenden Methode zur Integration von Informations- und Kommunikationstechnologien in den Unterricht ermöglichte es uns, die folgenden didaktischen Prinzipien des Podcasting in der Vorbereitungsphase für eine Podcast-Aufnahme hervorzuheben. Wir kombinieren sie mit den drei Stufen dieser Technologie, die wir anbieten: Vorbereitungsphase, Aufnahme und Analyse der Ergebnisse (Feedback). Die herausbekommene Komposition wird in der Tabelle dargestellt.

Tabelle

Darstellung von didaktischen Prinzipien der Podcasting-Technologie

Stufen dieser Technologie	didaktische Prinzipien
Vorbereitungsphase	Entwicklung eines systematischen Wissens im Prozess der Informationsverarbeitung;
	Fähigkeit, verschiedene Operationen auszuführen: Suche und Analyse von Informationen, Strukturierung, Übertragung von Informationen;
	Möglichkeit der Bildung einer individuellen Bildungsstrecke: Suche und Analyse von Informationen zur Erstellung eines Podcast zu einer günstigen Zeit und so oft wie nötig für jeden besonderen Lernenden;

Aufnahme	Konsolidierung des erworbenen Wissens in Fähigkeiten;
	mögliche Organisation des autonomen Lernens;
	Entwicklung von kommunikativen Fähigkeiten, persönlichen und geschäftlichen Kompetenzen;
	Verbreitung von Informationen unter einer großen Anzahl von Benutzern und Austausch von Bildungsinhalten unter den Lernenden, die am Inhalt arbeiten;
	Zeitersparnis durch die Art von Podcasts (normalerweise sind Podcasts für 5-15 Minuten konzipiert);
Feedback	metakognitive Strategien und analytische Fähigkeiten.

Wir sind der Meinung, dass die primäre didaktische Funktion des Podcastings bei Konnektivismus *die Informationsfunktion* ist. Die produzierten Inhalte und anderen Lerntools sind direkte Wissensquellen, die die Lernenden autonom konstruieren. Bei der Vorbereitung des Materials für einen zukünftigen Podcast erwerben die Lernenden die Fähigkeit, verschiedene Operationen mit Informationen durchzuführen. Informationen, Kommunikations- und akademische Fähigkeiten, kreative Fähigkeiten werden gleichzeitig und nativ entwickelt. Dies sollte als eine andere Funktion des Podcastings betrachtet werden – *die Entwicklungsfunktion*. Bei Vorbereitungsprozess eines Podcast in Mini-Gruppen müssen die Lernenden in der Lage sein, ihren Standpunkt in einer Fremdsprache zu formulieren, auszudrücken und zu argumentieren. *Die kommunikative Funktion* wird in der Fähigkeit verwirklicht, einem Dialog zuzuhören, einen Monolog im vorgeschlagenen Kontext zu verfassen, an Rollenspielen oder Diskussion teilzunehmen und Fragen von Gruppenmitgliedern zu beantworten. *Die Referenzfunktion* wird in der Möglichkeit verwirklicht, das Wissen im Prozess der Erstellung von einem Podcast zu erweitern. *Die interaktive Funktion* wird bei der möglichen Interaktion zwischen den Subjekten des Bildungsprozesses in drei Perspektiven verwirklicht. Laut E. Polat sind das „Lernende – Lerninhalt“, „Lernende – Lernende“ und „Lernende – Lehrkraft“ [8, S. 158]. In der Vorbereitungsphase gewinnen die Lernenden mehr Autonomie, indem sie die Struktur zukünftigen Podcasts konstruieren. Mit einer Online-Plattform für Kommunikation diskutieren sie unterschiedliche Varianten, lassen sich betreuen und wählen neue Trajektorien für die Entwicklung einer logischen Gedankenfolge, indem sie das vorgeschlagene und neue Material kombinieren. Die interaktive Funktion ist eng mit der *Managementfunktion* verbunden, die durch das Selbstmanagement der Lernenden im Bildungsprozess gekennzeichnet ist. Im Prozess der Erstellung eines Podcast in Mini-Gruppen werden unvermeidlich die aktivsten Lernenden mit nachgewiesenen Führungsqualitäten identifiziert, die bereit sind, Managementfunktionen zu übernehmen. Der Lehrer, der alle Teilnehmer in der Gruppe betreut, kann den Prozess der Implementierung der Technologie regulieren, indem er sich an die

aktivsten Lernenden wendet. Daher ist die Art der Interaktion „Lernende – Lehrer“ der Interaktion „Lernende – Lernende“ untergeordnet. *Die integrative Funktion* wird durch das Bewusstsein des wahrgenommenen Bildungsinhalts, die Bildung neuer Darstellungen und Konzepte, die Betrachtung des untersuchten Materials als Teil und als Ganzes verwirklicht. *Die organisatorisch-optimierende Funktion* hängt mit der vorherigen Funktion sowie mit der Managementfunktion zusammen. Dank dieser Funktion ist es möglich, die Organisation des Lernprozesses durch die Wahl von Unterrichtsformen und Methoden zu optimieren und einen individuellen Lernansatz umzusetzen. Für die modernen Lernende ist auch *die Multimediafunktion* notwendig. Sie zeigt sich auch in der Klarheit, da die Anzeige und Übertragung von Informationen sofort in mehreren Formaten präsentiert wird: im Text, grafisch und bei der Aufnahme-Phase – im Audioformat. Schließlich ist eine wichtige Umsetzung der Technologie *die motivierende Funktion*. Im Prozess der Erstellung eines Podcast wird sie durch die Fähigkeit verwirklicht, Lernende durch die Verwendung von originellen Varianten der Präsentation von Bildungsinhalten unabhängig zu motivieren.

Zusammenfassung

Daraufhin ist Podcasting aus didaktischer Sicht eine effiziente Technologie zum Unterrichten im Zusammenhang mit der mündlichen Interaktion im Fremdsprachenunterricht. Diese Technologie passt ansatzlos der Theorie des Konnektivismus aus praktischer Sicht. Podcasting hat eine Reihe von Vorteilen, die den Lernprozess im Rahmen des konnektivistischen Ansatzes effektiver gestalten können. So könnte die Curricula der Disziplin „Deutsch als Zweitsprache“ dank Podcasting neue Eigenschaften des Konnektivismus erhalten, die für die moderne Informationsgesellschaft notwendig sind, u.z., Autonomie, Interaktivität, Mobilität, Fokus auf die Zukunft, Sprachkompetenz und kompetenten Einsatz von Informationstechnologien in beruflichen Aktivitäten.

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PROJECT-BASED LEARNING EFFECTIVENESS IN TEACHING ACADEMIC WRITING TO LINGUISTICS STUDENTS: EMPIRICAL EVIDENCE

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Abstract: The article presents empirical evidence of project-based learning being an effective educational method to develop research and project competences of linguistics students, as well as improve their skills of academic writing.

Key words: research competence; project competence; academic writing; project-based learning

ЭФФЕКТИВНОСТЬ ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ В ОБУЧЕНИИ АКАДЕМИЧЕСКОМУ ПИСЬМУ СТУДЕНТОВ- ЛИНГВИСТОВ: ЭМПИРИЧЕСКИЕ ДОКАЗАТЕЛЬСТВА

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Аннотация: В статье представлены эмпирические доказательства того, что проектное обучение является эффективным образовательным методом для развития исследовательских и проектных компетенций студентов-лингвистов, а также улучшения их навыков академического письма.

Ключевые слова: научно-исследовательская компетенция; проектная компетенция; академическое письмо; проектная деятельность

Introduction

In order for linguistics students to write the final graduation paper successfully, it is necessary to develop research competence, which remains highly practical during and after graduation, enabling individuals to engage in evidence-based decision-making, contribute to knowledge advancement in their professional field, and adapt to evolving challenges effectively.

Another competence, that proves practical during and post-graduation by fostering critical thinking, problem-solving abilities, collaboration skills, and real-world application of knowledge, equipping individuals with competencies essential for success in professional settings, is project competence.

The Federal State Educational Standard (FSES 3++) of Higher Education prescribes the development of research and project competencies among linguistics students. Empirical observations, however, suggest a deficiency of academic writing skill, which is essential for their enhancement. Given the absence of both compulsory project-based courses and academic writing discipline in curriculum, it is presumed that there is a corresponding insufficiency in project and research competencies of students.

The relevance of this study lies in the premise that Project-Based Learning (PBL) represents a viable approach for enhancing the research and project competences of linguistics students within a contemporary educational setting focused on practicality, emphasising authentic tasks designed to cultivate skills, transferable to the students' ongoing education and prospective career, encompassing essential academic writing skills.

The paper aims at proving the hypothesis of the efficiency of PBL, applied within trial training of 4th year linguistics students and tracked by assessing the academic writing skills of control and experimental groups, which they apply and demonstrate in literature reviews on «General Linguistics» discipline.

Theoretical framework

One of the utmost crucial abilities for final year linguistics students is the acquisition of research competence, enabling them to proficiently utilise their knowledge and skills to model, analyse, and transform professional subject matters [1, p. 13]. In addition to research competence, section 3.2 of the Educational Standard mandates the acquisition of project competence, defined as the capacity to delineate tasks within specified objectives and select optimal strategies for their resolution [2]. Nonetheless, the absence of mandatory «project work» course in the linguistics curriculum at NSTU underscores the necessity to incorporate additional project-focused approaches to foster this competence.

We assume that project competence is intricately linked with research competence, encompassing the academic writing skills, crucial for 4th year students tasked with composing a final graduation paper by the end of their education, and a literature review by the end of “General Linguistics” course, which is assigned to track students’ comprehension of covered topics. Both activities pose a pivotal project task that can be assessed as the product of research competence and academic writing skill application.

Effective academic writing involves engaging with the scholarly community through the dissemination of research findings. Researchers must be able to present their work at conferences, publish in peer-reviewed journals, and engage in scholarly discussions with colleagues. This requires effective communication skills, the ability to tailor writing for different audiences, and willingness to engage in constructive feedback and revision [3].

Currently, society's social structure encourages higher education to shape competitive individuals with advanced professional and personal skills. The primary objective of vocational education is not just to impart knowledge and skills to future university graduates, but to cultivate a mindset for self-directed learning and organisation. Therefore, it is essential for students to receive theoretical instruction and practical training that focuses on developing research skills, professional qualities, and innovative problem-solving approaches [7, p. 232].

Project-based learning method meets the requirements of modern education by fostering self-directed learning, organisational and research abilities, professional qualities, and innovative approaches essential for shaping advanced skills in higher education [8, p. 46]. The empirical experiment conducted with 4th year linguistics students proves its effectiveness.

Methods and results

The alignment of outcomes with research objectives and comprehensive analysis of results are crucial components of the experimental process. Therefore, the empirical experiment we conducted included 3 crucial stages: 1. the preparation stage, that lays the groundwork by setting clear objectives, defining tasks,

formulating hypotheses, and anticipating outcomes; 2. the application stage that involves active implementation of the research plan, data collection and experimentation, allowing to test hypotheses and gather evidence, bridging theoretical constructs with empirical observations; 3. the generalisation stage, where collected data is processed, outcomes are aligned with objectives, results are analysed, and the experiment is comprehensively documented.

During the **preparation stage** we analysed the level of formation of students' research and project competences. Three steps of the stage provided a solid ground for setting objectives and formulate hypothesis: 1) A survey of 28 3rd year linguists, conducted to track reflection on their research and project competence state, that demonstrated a demand for more practically oriented educational experience, tied to the usage of digital technologies and the development of soft and hard skills, applicable in real life [4, p. 315]; 2) Summative assessment, applied to define and explain recurring inaccuracies in students AW, carried out in checking 83 4th year students literature reviews, that underlined the topics that should be more precisely covered [5, p. 209]; 3) Formative assessment, lied in tasking 20 students of control group (CG), that wasn't taught text cohesion by PBL, and 20 of experimental group (EG), that participated in a trial PBL lesson on grammatical cohesion, proven the methods' effectiveness: on average, 77% of EG students coped with the task successfully, which is 20% higher than those of CG [6, p. 235]. Each step provided us with data that we applied further.

Trial training, set within the **application stage**, applied the developed innovative educational conditions. A professional training program was implemented to experimental group of 19 4th year linguists, utilising technologies of PBL: the training spanned 5 sessions of 45 minutes, each focusing on specific aspects of academic writing. The initial lesson introduced students to the concept, purpose and genres of AW, along with an overview of digital tools for research organisation. Subsequent lessons delved into topics of cohesion, style, formatting, paragraphing, common mistakes, in-text referencing, citation practices and etc.

The project end-product was a cohesive literature review in academic style. The goal gets accomplished by students individually at home, in accordance with sessions they participated in within training. Each session incorporated theoretical discussions, providing a foundational understanding of AW principles, guiding students on key concepts, structures, and styles essential for scholarly communication; practical exercises, that offered hands-on experience in applying theoretical knowledge to real-world scenarios, encouraging students to develop the personal skills of both collaboration and peer feedback (group tasks), as well as autonomy and critical thinking (individual tasks); and the introduction of digital tools, such as online writing platforms, grammar checkers and citation managers. After the implementation stage, close attention was paid to the proficiency of the

EG undergoing PBL lessons, and the CG – being 19 4th year linguists who did not receive the experimental treatment.

The generalisation stage, aimed to draw conclusions and validate hypothesis, included 2 steps that allowed to assess effectiveness of trial training: the 1st step being the evaluation of literature reviews students of control and experimental groups wrote as the final task of «General Linguistics» course with appliance of a developed rubric, and the 2nd step was the analysis of reflections experimental group students wrote by the end of the training. Within the final assessment the reviews of control and experimental groups were graded in accordance with rubric that summed up the most crucial requirements for literature review, where the highest point students got out of one criterion was 3, and the lowest point was 0. The grade point average (GPA) of both groups is summed up in the table.

Table

GPA of Control and Experimental Groups as per Rubric Criteria

	Rubric Criteria	Control Group GPA	Experimental Group GPA (point comparison)
1	Introduction	2.05	2.47 (70.42)
2	Organization	2.36	2.78 (70.42)
3	Body/Theme cohesion	2.15	2.68 (70.53)
4	Tone	1.94	2.36 (70.42)
5	Literacy	2.47	2.78 (70.31)
6	Citations and Referencing	1.68	2.42 (70.74)
7	Conclusion	2.21	2.47 (70.26)
8	Spelling and punctuation	2.21	2.52 (70.31)
9	Research topic coverage	2.73	2.78 (70.05)
10	Length	2.52	2.68 (70.16)
11	Reference sheet	1.94	2.26 (70.32)
12	Format	1.78	2.26 (70.48)

The assessment demonstrated an increase in quality of EG students' literature reviews, especially to consider body/theme cohesion, citation and referencing correctness and format in their academic writings. As the second step of the stage, the structured 3-question reflection was introduced for students to foster enhanced self-reflection by providing a systematic framework for critical assessment of progress, identification of areas necessitating improvement, and exploration of practical applications of newly acquired skills.

The 1st reflection question «*What aspects of academic writing became clearer to you during the training?*» inquiries the clarity gained on different facets of AW to evaluate students' comprehension. Most frequently students mentioned proper citation (12), cohesion (7), in-text references and text formatting (4), the AW features (3), and recognition of typical mistakes (2). 5 students answered «all

aspects became clear», indicating the course effectively covering a wide range of topics and providing comprehensive instruction, which is proved within assessment by experimental group students gaining higher GPA in each rubric criteria.

The 2nd reflective question «*What academic writing skills will you apply in your future academic or professional career?* » stimulates students to contemplate the real-world utility of the AW skills they acquired by identifying and articulating them specifically. The predominant response highlighted students' recognition of the significance of accurate text formatting (9); 7 students plan to utilise the full range of skills acquired in the course, encompassing key elements like structure, citation, cohesion, etc. 4 students highlighted the importance of in-text referencing, 2 students mentioned citations and structuring as essential academic writing skills. Maintaining cohesive structure, paragraphing, avoiding clichéd phrases and following AW style, were only briefly mentioned, indicating a need for additional guidance to help students appreciate their significance.

The final reflection prompt «*If you had the opportunity to make adjustments to the training program, what would it be and why?*», empowered students to critically assess their learning journey and offer constructive feedback for course enhancement. 5 students recommended focusing closer on introductions in AW, emphasising the need for thorough instruction and guidance, 4 students advocated for an increase of academic writing lessons in the curriculum, expressing a need for more practice to fully develop their skills. Generally, students wish for more practical exercises, assistance with research-related tasks, and acquiring deeper understanding of writing techniques and genres. Their feedback indicates a desire for more comprehensive instruction to improve their research and writing skills, which can only be satisfied by AW lessons inclusion in the curriculum.

Generalisation stage demonstrated the effectiveness of PBL, applied to develop academic writing skills. It is manifested in higher GPAs of experimental group and general satisfaction that students express towards the applied method. By the end of the project each student had an artefact of their work – pieces of literature review and knowledge on how to write it successfully, which adheres to the modern society demand for practice-centred education.

Conclusion

Final year linguistics students demand for more time dedicated to AW exploration, as well as more practice-oriented educational methods applied.

The empirical experiment of 3 stages, carried out on experimental and control groups demonstrated that students, who were taught academic writing by means of PBL, that included real-life tasks which develop the competencies and skills valuable both during and post-graduation, demonstrate higher understanding of crucial requirements of the genre and are able to apply their knowledge effectively.

Therefore, we consider PBL to be an effective method that develops the skills of academic writing and successfully forms research competence, as well as project competence.

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DIGITAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE TO LINGUISTICS STUDENTS

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Abstract: This article investigates the level of application of digital technologies by NSTU students in classes and independently. The authors pay attention to the growing use of digital resources in the educational process and their importance in the context of modern requirements to education.

Key words: digital technologies; educational process; teaching foreign languages, e-learning

ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НАПРАВЛЕНИЯ «ЛИНГВИСТИКА»

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Аннотация: В статье рассматривается уровень использования цифровых технологий студентами НГТУ на занятиях и самостоятельно. Автор обращает внимание на растущее использование цифровых ресурсов в образовательном процессе и их значимость в контексте современных требований к образованию.

Ключевые слова: цифровые технологии; образовательный процесс; обучение иностранному языку; электронное обучение

Introduction

Modern digital technologies have become a part of all spheres of our life, and education is no exception. They have recently become an integral segment of the process of education and are actively used in teaching various subjects, including foreign languages. These technologies turn traditional education into digital education. Some scientists have promoted the new term for defining modern students. H. Rafiq defines digital students as “learners who use digital technologies more often than traditional ones” [5, p. 124].

Modern trends in education require the use of digital technologies in teaching foreign languages. According to these trends, there is an increase in the number of digital resources in education. The use of digital technologies and e-learning is an obligatory part of realization of educational programmes in many universities. It is reflected in the Characteristics of the Main Professional Educational Programme of Higher Education in “Linguistics” of the Novosibirsk State Technical University

(NSTU). Modern society also requires a change of digital tools due to the spread of AI.

This study offers some important insights into applying digital tools in TFL to Linguistics students.

Theoretical framework

Dansca D. stressed that “most of the work of ESP teachers is to develop appropriate course for different groups of learners [3, p.62]. Nowadays this approach is accomplished with the use of modern digital educational technologies.

G.V. Vishnevskaya emphasizes that digital educational technologies are “an innovative method of organizing the educational process, based on the use of electronic systems” [6, p.237].

Dmitrienko T.A. emphasized that “the use of digital technologies for teaching a foreign language allows to make classroom lessons rich in content” [2]. We may say that this is ensured through the combination of the teaching materials and creative tasks and problem-solving.

Dansca D. distinguishes 7 types of digital tools. They include “Massive Open Online Courses, video conference applications, digital exam assessment tools, tools for collaboration with documents, game-based learning tools, digital libraries and databases, devices for virtual reality” [1].

We can also add Artificial Intelligence to this list as it has recently become actively integrated into educational process. AI system was first used in education in 1965. Nowadays these systems are becoming the integral part of TFL.

Currently the students have the opportunity to learn English in more detail owing to the growth of the Internet and the emergence of new digital technologies in teaching. However, the person must possess certain digital competencies to gain full access to these opportunities. Like any other competence, digital competencies imply a set of specific knowledge, skills and abilities. Concept for the Development of Digital Competencies of HSE Students defines digital competencies as “a set of competencies for working in the digital environment and with digital products, including activities in creating and collecting data, processing and analyzing them” [4]. This document also distinguishes 5 levels of digital competencies: beginner, basic, advanced, professional and expert.

Methods and results

The current study is aimed to identify the level of application of digital technologies in teaching foreign languages to Linguistics students of NSTU. The survey was carried out during the first semester of the 2023-2024 academic year. In total, 50 first year undergraduates were involved. The data received was then summarized and conclusions drawn.

The first question asked students to list interesting and useful methods of teaching English. The students suppose that communicative approach, grammar-

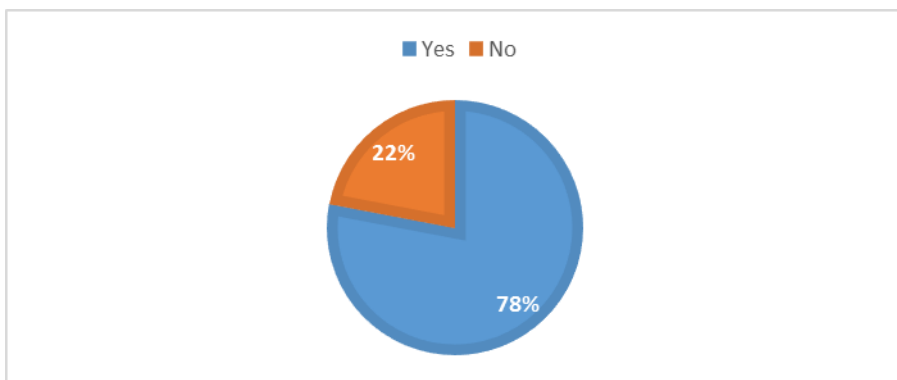
translation method, reading books and listening to podcasts are useful methods to learn a foreign language.

In the second question we asked the participants to list digital technologies used in FL teaching. The main digital tools used in classroom are Dispace (NSTU's electronic learning environment platform), online resources with learning materials (online textbooks, online dictionaries) and video materials.

The third question was focused on resources used by students when learning a foreign language independently. We identified 4 main digital resources that the students use: YouTube, Quizlet, Duolingo and electronic dictionaries.

The next two questions were aimed to identify the useful and interesting digital tools in learning a foreign language. There is a considerable interest in such resources as YouTube, Quizlet, Duolingo and electronic dictionaries.

The picture below shows that 78% of students used the Artificial Intelligence systems.



Pic. Do you have experience with artificial intelligence systems?

Then they listed the names of the AI that have been used. These examples included ChatGPT, YandexGPT and Kandinsky. Most frequently the participants used AI systems for summarizing the text, for finding a useful information and for generating images. Only 3 people out of 50 have used the AI system to learn a foreign language.

The students suppose that the most demanded digital resources for learning a foreign language nowadays are online dictionaries, video platforms, game-based applications and Artificial Intelligence. The participants of the survey also think that printed textbooks are losing their relevance.

Conclusion

In conclusion, our research showed that the students are acquainted with many digital resources. They mentioned 30 various tools for learning a foreign language. The most popular resources are YouTube, Duolingo, online textbooks and dictionaries. Also this research showed that the students use AI for language learning.

The further investigation will be focused on efficient ways of integration of AI in TFL.

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УДК 372.881.1

COMPARATIVE ANALYSIS OF ONLINE EDUCATIONAL PLATFORMS IN TEACHING JAPANESE AS A FOREIGN LANGUAGE ON EXAMPLE MEMRISE, ROSETTA STONE AND PRIMESLEUR

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Abstract: The article provides a comparative analysis of the most popular online educational platforms for learning Japanese, namely Memrise, Rosetta Stone and Primesleur Japanese, and evaluates the potential of their use in teaching university students.

Keywords: Japanese language; education; digital educational resources; online educational platforms

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ОБРАЗОВАТЕЛЬНЫХ ОНЛАЙН-ПЛАТФОРМ ДЛЯ ОБУЧЕНИЯ ЯПОНСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ НА ПРИМЕРЕ MEMRISE, ROSETTA STONE И PRIMESLEUR

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Аннотация : В статье проводится сравнительный анализ наиболее популярных образовательных онлайн-платформ для изучения японского языка Memrise, Rosetta Stone и Primesleur Japanese, оценивается потенциал их использования при обучении студентов вуза.

Ключевые слова: японский язык; образование; цифровые образовательные ресурсы; образовательные онлайн-платформы

Introduction

The development of technology over the years has made studying easier and more convenient in many ways, such as using online educational platforms. According to statistics, the role of such educational resources only grew over the last decade [3]. However, researcher Lomovtseva states that these tools are not sufficiently represented in higher educational institutions [6]. This can be seen, for example, in the growing number of students enrolling in online courses worldwide. The number of such students has grown 900% since 2000. It was also found that in 2012 there were 1.6 million students who studied at least one online course, and in 2013 and 2014 there were 5.5 million and 7.1 million students, respectively [6]. These numbers have only grown since then.

Thus, this article presents a comparative analysis of three prominent platforms for learning Japanese: Memrise, Rosetta Stone, and Primesleur Japanese. By examining the vital features of these platforms – accessibility, authenticity, and assessment tools – this article aims to determine whether their inclusion into the university curriculum can be considered.

Theoretical framework

According to Gilmore, **authenticity** is the language produced by native speaker for native speakers in a particular language community [1].

Researcher Barone states that **online educational platform** is an online educational resource that includes different types of tools intended for educational purposes. Its main function is to facilitate the creation of virtual education environments without the need for programming knowledge [2].

Diaz defines **Digital educational resources** as electronic resources such as applications (apps), software, programmes, or websites that engage students in learning activities and support their learning goals of students [4].

The definition given to **Web accessibility**, or **eAccessibility** by the European Commission is as follows : Web accessibility is the inclusive practice of ensuring that there are no barriers that prevent interaction with or access to websites on the World Wide Web. When sites are correctly designed, developed, and edited, more users have equal access to information and functionality [5].

Methods and results

To achieve the goal of this study we employed an approach of mixed methods research including literature review, and comparative analysis. The comparison of the analyzed online learning platforms is showcased in Table.

Table

Table of comparison of the research criteria

Online-platform name	Authenticity	Accessibility	Assessment tools
Memrise	✘	✓	✓
Rosetta Stone	✘	✘	✓
Primesleur	✓	✓	✘

Memrise is one of the more prominent platforms for learning Japanese online. While the material is authentic, it is edited significantly and presented through flashcards almost universally, somewhat deducting from said authenticity [7].

The service itself is subscription-based, with options for annual discounts and lifetime subscription plans. For most educational facilities, a free online resource is preferable.

The website interface is easy to access and has one of the most important qualities of any online educational resource - it is presented as a game the students can interact with. The flashcards are interactive, and the UI is not difficult to understand and very intuitive, making it accessible to students of any level of digital literacy.

Memrise also offers built-in analytical tools that track students' progress through algorithms, which showcase time and estimated efficiency per topic tested.

Overall, Memrise would not be considered ideal for most educational facilities, which would rather focus on authentic materials in proper format, which can be accessed through other resources with no additional fees.

The next online educational platform is the Rosetta Stone website. As one of the most popular Japanese learning websites, Rosetta Stone has millions of students and over 1500 corporations registered as users [8]. Unfortunately, it does not offer any authentic material, instead presenting isolated quizzes and tests. While these

tasks are of high quality, being the only type available makes them very repetitive and inefficient.

The website has no accessibility issues, and the user interface is designed to be very convenient and easy to navigate. Moreover, it has a very thorough accessing algorithm, monitoring not only the student's performance but also having a screen assessment feature, meaning that the website tracks the mouse cursor's movement, to check if someone is cheating.

The biggest issue with Rosetta Stone is its price, which is much higher than the average fee for an online educational platform's services. This, combined with the previous points, makes Rosetta Stone an unfit candidate for inclusion in an educational facility's curriculum.

Primesleur Japanese is considered by language learners as one of the most efficient platforms to learn the language. It offers a comprehensive course for beginners that focuses primarily on speaking and pronunciation. With regard to the material's authenticity, the website and its application possess a wider range of dialogues in real-life scenarios, such as weather reports, emergencies, and day-to-day activities, narrated by professional educational voice actors.

This platform provides better accessibility features than those previously discussed, having a professionally designed UI on par with Rosetta Stone and Memrise, while also having an option to download lesson material directly from its website without any extra steps.

Furthermore, unlike previous platforms, Primesleur allows a family or even a class-based subscription, thereby lessening the potential financial burden on the users [9].

Despite Primesleur's benefits, it only gets its users up to the N4 (Intermediate) level in Japanese. In addition, it does not offer any analytical or assessment tools beyond a simple point grading system. Combined with its almost exclusive focus on speaking practice, it is hard to justify its full inclusion in any curriculum that aims for its students to go beyond any level of Japanese higher than intermediate.

Conclusion

The online educational platforms discussed in this article provide their users with different degrees of authenticity, accessibility, and analytical capabilities. According to the comparative analysis that has been performed as a part of this research, none of the platforms can be described as suitable for full integration into an educational facilities curriculum because none offer a complete Japanese learning experience.

Focusing on different language aspects with different degrees of efficiency, these platforms can only be considered for partial inclusion.

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УДК: 373.6

CASE-STUDY AS A TOOL OF FORMATION OF PROFESSIONAL SKILLS OF FUTURE TEACHERS

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Abstract: The application of situational modeling in the process of teaching future teachers to solve problem situations in the classroom is considered. The expediency of using the case study as a tool for the professional development of future teachers is substantiated.

Keywords: case-study; professional development; skills

КЕЙС-СТАДИ КАК ИНСТРУМЕНТ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ У БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация: Рассматривается применение ситуативного моделирования в процессе обучения будущих педагогов решению проблемных ситуаций на уроке. Обосновывается целесообразность использования кейс-стадии как инструмента профессионального развития будущих педагогов.

Ключевые слова: кейс-стади; профессиональное развитие; навыки

Introduction

For a long time, professional development trainings were conducted in the format of lectures. Thus, the relevance of the study stems from the establishment of the case-study as one of the most effective methods in training future teachers to solve problems in their classroom.

New educational technologies are being actively introduced in Russian education. Their essence is expressed in changing the nature of learning and introducing new, more effective ways of applying theoretical knowledge in practice. One of such ways is the case-study method of situational learning.

Theoretical framework

A case is a problematic situation that has a real connection with the practical activity of teachers. A case is also a written description of certain conditions in the life of an organization, a group of people or individuals, orienting the students to formulate a problem and find solutions. Usually, the content of the case and possible variants of resolution of the problems are analyzed and discussed by students individually or in groups, together with the teacher. A case contains comprehensive information about what is happening, about the actors, when the result should be obtained, when the actions take place, and what resources can be used. And also contains additional questions for students. But there is no answer how to achieve the set goal and get the necessary result. This is the aim of case-study [4, p. 43].

Today, the characteristics of an in-demand specialist include professional mobility, intellectual flexibility, which can only be maintained through continuous training. To become a professional in your field, in our case in the teaching field, you need to focus on developing and improving these skills. Nowadays, almost all educational organizations prefer interactive methods of working with teaching staff, one of which is situational modeling. By studying pedagogical processes with the help of constructed models, teachers can identify effective methods, risks, consider possible results and solutions to problems. As well as gain new experience,

knowledge and determine the trajectory of further development. Awareness and mastery of modeling as a method of cognition will allow the teacher to teach students and learn how to use this special type of visual activity themselves to identify important features and interrelations of the studied phenomena, design general and individual action schemes when studying complex situations. [3, p.23].

The most popular are situational cases aimed at developing the following abilities:

- identification and resolution of problematic situations;
- evaluation of alternative solutions;
- decision-making in critical or stressful situations;
- teamwork and pair work skills;
- formation of the main competencies of a specialist [5, p. 3].

When discussing the situation inherent in the case, the participants of the discussion update their experience and knowledge. They also put forward their versions, discuss each other's proposals, and ask leading questions. Due to the fact that for training based on situational modeling, the basic component is a psychologically comfortable, friendly atmosphere, such training turns into a developmental event. Also, interaction with the team stimulates the development of creative thinking skills and educational motivation. Idea generation develops the skills of introspection and critical thinking.

The case method is currently one of the leading active teaching methods providing a philosophical understanding of social and pedagogical reality. Case-study as a technology of collective learning involves information technology in its work. First of all, these are techniques of developing personality-oriented learning, which include procedures for individual, group and collective interaction.

Based on the results of solving cases, an experienced teacher can achieve a high degree of realism of the situation and contribute to the search and discussion of various solutions to problems. The main pedagogical factor in conducting case-based teacher training is step-by-step training, which consists of 4 parts. As well as the integration of modeling technologies, purposefulness, feedback on the course and results of training and a variety of cases simulating pedagogical situations.

Methods and results

S.Y. Popova and E.V. Pronina note that working with the learning situation can be organized according to different algorithms, but the most common scheme is the following:

1. Individual work with the text of a specific situation.
2. Discussion in small groups.
3. Public speaking and group discussion.
4. The teacher summarizes the results of working with a specific situation.

This scheme is the most effective, as it promotes the formation of one's own opinion, group work skills, public speaking and persuasion skills and the search for solutions to problematic situations faced by teachers in their own lessons [1, p. 41].

They also indicate important criteria that must be taken into account when compiling a case:

- accessibility for understanding by all participants;
- morality and tact;
- adequacy of the tasks solved by the participants in reality, their daily activities;
- adaptability to modern reality and the challenges facing modern Russian education.

Taking into account all the above principles of case creation and the factors of their successful implementation, we have compiled our own cases. They will help future teachers learn how to solve behavioral problems that arise in their lessons.

The developed cases are intended for teaching bachelors and undergraduates studying in the field of "Pedagogical education". To solve the case, you will need knowledge of pedagogy, psychology of communication, and the basics of social work at the university. It should be used as a means of improving professional skills.

Case 1.

In English language classes, a student (19 years old) refuses to perform one of the types of tasks. He categorically dislikes group work, namely discussing the statements of great people. This type of task causes him to react aggressively. A particularly violent reaction is caused by the discussion of quotations on theatrical topics. In class, he jumps up from his seat and starts shouting, expressing his displeasure.

Tasks for the case:

1. Assess the situation. What is the essence of the student's dissatisfaction?
2. Identify the possible causes of the student's aggressive behavior.
3. What advice can you give the teacher? What actions should he take in the current situation?

Case 2.

During the discussion of social issues in English classes, one of the students switches to Russian and expresses a negative opinion. For example, such situations occur when discussing the improvement of the city or medical care. The student is characterized as intelligent and friendly, but such situations are systematic.

Tasks for the case:

1. Act out a similar scene. Evaluate your reaction and the student's response to your words and actions.
2. Is the student's behavior abnormal? Or is it a situational deviation?

3. Did an external or internal stimulus influence the occurrence of such a situation?

4. What actions should he take in the current situation? How can you react in such a situation so as not to harm the student morally and disrupt the lesson?

Conclusion

The case method as a method of developing professional competencies of employees in any field has long proved to be the most effective. This is especially true for finding solutions to problematic social situations. Many experts recommend using the case method as a training for professional development for teachers. The conceptual component of the technology expresses a value attitude towards the teacher, focusing on his professionalism and personal qualities, updating the mechanisms of professional and personal self-development and the development and strengthening of professional skills.

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THE COMPLEXITY OF SIMULTANEOUS DEVELOPMENT OF UNIVERSITY STUDENTS' SOFT AND HARD SKILLS

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Abstract: This article discusses the complexity of simultaneous soft and hard skills development in university students as well as a number of benefits and drawbacks of form-based learning. The article considers Task-based learning as a potential alternative and provides theoretical evidence as well as the results of research conducted by the author.

Key words: soft skills; hard skills; target language; competence; tblt

ТРУДНОСТИ ОДНОВРЕМЕННОГО РАЗВИТИЯ МЯГКИХ И ТВЕРДЫХ НАВЫКОВ СТУДЕНТОВ УНИВЕРСИТЕТА

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Аннотация: В данной статье обсуждается сложность одновременного развития мягких и твердых навыков у студентов университета, а также ряд преимуществ и недостатков формального обучения. В качестве альтернативы в статье рассматривается обучение, основанное на задачах; приводятся теоретические доказательства, а также результаты исследования, проведенного автором.

Ключевые слова: мягкие навыки; твердые навыки; целевой язык (структура); компетенция; педагогическая задача

Introduction

As the world is changing, education is looking for new and effective ways to adapt to the uprising challenges. Hard skills and Soft skills are relatively new terms, widely spread in western education systems. Hard skills traditionally refer to knowledge and abilities unique to particular professions or roles (like the knowledge of grammar for an ELT teacher) while soft skills are non-industry-specific skills like critical and creative thinking, teamwork, time management, adaptability, etc. [5] In our academic reality we work with the competence-based education which was formed in the United States of America in the 70s and also defines the trend of the end of XX - beginning of XXI century. The competence-based education is centered around individual and freer development of a person [6, p.7]. Nevertheless, the competences determined by State educational standards and university programs can technically be broken down to a number of soft and hard skills that Bachelor's graduates are expected to develop by the end of the university course.

Theoretical framework

Speaking of hard skills development, a general underlying principle of a course is undoubtedly that the students will learn what they are taught in a specific, defined order. However, as R. Ellis points out, learners do not learn everything they are taught and moreover, they learn things they were not taught. [1, p. 60] This point has its explanation in the theory of SLA which tells us about explicit and implicit competences [4] and that language acquisition is more complex than a process of converting input into output. These aspects define the complexity of the development of university students' hard skills.

However, university teachers are also challenged to develop students' soft skills. As the OECD report on skills and social progress states, there is principal importance of emotional and communicative skills development for the students' future life and career success. [3] Aiming at soft skills development, university teachers may opt for naturalistic approaches, which cannot satisfy the hard skills development objective for a number of reasons. First of all, university students are at the age when their natural capacity for language acquisition is lower than that in children [2, p. 50]. Second of all, university groups are not homogeneous and finally, there are expected end-of-course measurable results and a very specific timeframe that may not be enough for implicit learning.

This reality defines the complexity that university teachers are to address as they are to apply methods in LT classrooms that would simultaneously respond to both: the complexity of hard skills' and the importance of soft skills' development.

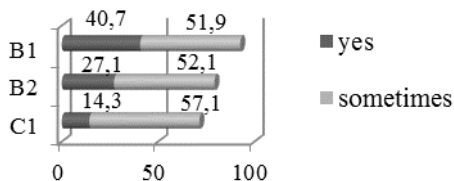
Methods and results

In search for an effective solution, university teachers may decide to add focus on form to a communicative task or going for more naturalistic but structural models like Presentation Practice Production (PPP). This would certainly allow some soft skills development, but has its drawbacks.

With the aim to find a universal tool that would allow soft skills development and would not undermine the importance of hard skills development and in order to provide qualitative data, earlier this year we have conducted research among 93 students of Linguistics and Language teaching, Year 1-4, CEFR A1-C2, studying and the Faculty of Humanities, Novosibirsk State Technical University. Some of the key statistics is provided below.

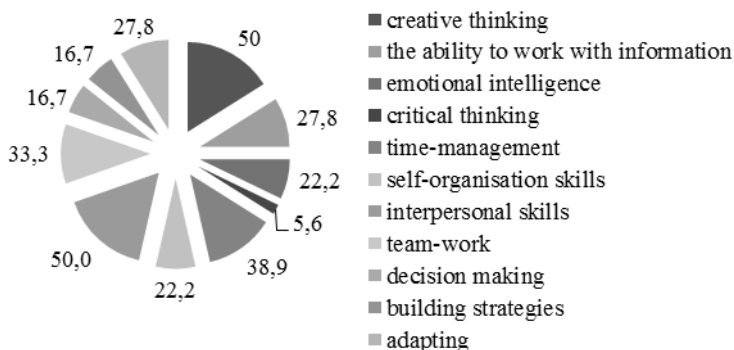
When asked whether or not it is difficult to concentrate on a specific form while doing a meaning-focused task (see Pic. 1).

Moreover, in this case 59% of students would choose delivering the meaning and ignoring grammar, which breaks the very underlying idea of using models like PPP that should ensure form-based outcomes.



Pic.1. “Do you find it difficult to concentrate on specific form while doing a meaning based task?” %

As for students’ soft skills, we asked the students of the first year, to tell which soft skills they experienced difficulties with before they started their university course. And here’s the result (see Pic. 2).



Pic. 2. Difficulties with soft skills in first year students of LT, %

We all intuitively know that university groups are not homogeneous and that not only students’ language abilities and learning strategies, but also their personalities are different, but looking at this pie chart and data presented above, we can see how different they really are. Moreover, while a lot of language teaching approaches are concerned with learners’ similarities, the teachers are permanently challenged to effectively respond to students’ differences.

In our opinion, there is no need to make the choice between form-based and meaning-based learning since there is an alternative way that combines both.

Task-based language teaching is built around pedagogical tasks, which are a piece of classroom work where meaning is primary. They mirror real life activities

like having a telephone conversation or conducting a job interview; or in terms of Higher education students' academic knowledge, taking notes on a lecture; conducting small research; designing an action plan and include a gap in the opinion, information or reasoning for the students to fill as well as a communicative problem to solve. TBLT doesn't undermine the importance of accuracy. It merely changes the way the students are instructed and the way the task is handled.

We traditionally view the work on a TBLT task as divided into three stages: a pre-task, a during-task and a post-task stage. The pre-task stage should include the meaning-based discussion of the topic of the task, the stages of the further work and the form of the final presentation. This stage may also include some language-related activities but carefully not to turn the meaning-based task into grammar practice. The target language may become a part of task materials that the students are to actively work with.

It is also important to design a complex task structure. So, once the work on the task itself is done within the during-task stage, the post-task stage could be built around the delivery of the task outcome through a presentation which ensures additional exposure to the target language. The presentation may be followed-up by group work like brainstorming or taking part in a discussion. The post-task stage could also have form-based activities which would once again guarantee that students do not treat the meaning-based task as merely grammar or vocabulary practice but engage in meaningful work using the language as a tool.

Conclusion

TBLT is structural and guarantees form-based work but when handled properly allows the students to apply their own learning strategies, make decisions, manage their own time, work with information, make assumption, adapt, organise their own work and be effective as a part of a team, etc; these tasks develop learners' self-reflection skills and increase motivation to learn further.

We do not know what the world is going to be like in 10 years' time but we do know that it's changing rapidly. This means that we need to equip our students not only with language knowledge, but also with a wide range of soft skills so that that we can be sure that whatever career or life path they choose, they will be versatile enough to face and address any challenges.

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COGNITIVE MODELING APPROACH TO THE WORD-FORMATION COMPETENCE TO TEACHING NEOLOGISMS IN A DIGITAL ENVIRONMENT

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Abstract: The article is devoted to the analysis of the effectiveness of the cognitive modeling approach in the professional teaching of word-formation of English neologisms to students of linguistics. The article describes the organization of educational activities, which include the exercises for the word-formation competence using digital resources.

Keywords: neologisms; word-formation competence; cognitive approach; digital environment; professional training

КОГНИТИВНО-МОДЕЛИРУЮЩИЙ ПОДХОД К ФОРМИРОВАНИЮ СЛОВООБРАЗОВАТЕЛЬНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ НЕОЛОГИЗМАМ В ЦИФРОВОЙ СРЕДЕ

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Аннотация: Данная статья посвящена анализу эффективности применения когнитивно-моделирующего подхода при профессиональном обучении словообразованию англоязычных неологизмов студентам лингвистического направления. Приводится описание организации учебной деятельности, которая включает упражнения на развитие словообразовательной компетенции с использованием цифровых ресурсов.

Ключевые слова: неологизмы; словообразовательная компетенция; когнитивный подход; цифровая среда; профессиональное обучение

Introduction

Nowadays the problem of understanding neologisms is becoming relevant in the framework of training students in the program 45.03.02 “Linguistics”. The difficulties arise due to the fact that students do not use a word as a thinking tool. In this regard, they are not able to work with the form of the word and predict exact meaning of the lexical unit.

The relevance of the study lies in the fact that the correlation of linguistic forms with various knowledge formats that objectify them leads to the formation of an understanding of the meaning of the lexical unit. Consequently, the study of word-formation leads to the synthesis and analysis of common semantic features of morphemes, which help future translators in their professional activities.

The research aim is to substantiate the admissibility of a cognitive modeling approach to the formation of word-formation competence in teaching English neologisms in a digital environment.

The objectives are to consider the concepts of cognitive-modeling approach and to propose a specially designed set of exercises for linguistics students aimed at the development of word-formation competence.

Theoretical framework

According to the general professional competences of Federal State Educational Standard of higher education for the Bachelor's degree in “Linguistics”, a graduate should be able to apply a system of linguistic knowledge about the basic phonetic, lexical, grammatical, word-formation phenomena, about the patterns of functioning of the studied foreign language [3]. It is assumed that a student should form a word-formation competence when learning theoretical information about models, as well as the semantics of word-formation morphemes of a foreign language. Therefore, knowledge of the structure of lexical units, basic word-formation models and semantics of derivative elements ensures the optimal development of students' analysis and synthesis skills, the formation of skills for using derivative lexemes of varying complexity in independent speech works [1].

Under the influence of the achievements of modern science, new approaches to the description of the derivation system are emerging. However, the most promising are the cognitive foundations of word formation. L.Y. Kasyanova notes that "within the framework of the linguocognitive approach, word-formation should be considered as a cognitive process, during which new knowledge is categorized and new words appear in language and speech" [4]. In this regard, it is worth highlighting the word-formation models of lexical units. Louis Gilbert [2] proposed 9 models of word-formation (see Table 1).

Table 1

The models of word-formation

	The model of word-formation	Description	Examples
1	Sound imitation	Units are created from individual sounds or configurations of sounds.	Bang, refboo
2	Semantic derivation	An additional semantic variant of the original sign of the lexical unit.	Jockstrap, stashing
3	Compounding	Combining two or more words.	Startsteam, spacocompetitor
4	Affixation	Adding suffixes and prefixes.	Rejosh, postcovidthon
5	Conversion	Transition from one part of speech to another one.	Flag (n) - flag (v), dodo (n) - dodo (v)
6	Blending	Combining parts of the words.	Breathesia, coversion
7	Acronyms	Words that are formed from the first letters of a phrase, which are pronounced together.	DAC (day after covid, DOL (day of losers)
8	Clipping	Shortening a word by omitting any part of it.	Zeb, vio
9	Borrowings	Phonetic distribution that is not typical for the language under study.	Bokwa, chef de mission

As a theoretical basis for the development of a set of exercises, we rely on the cognitive modeling approach to vocabulary learning proposed by A.N. Shamov. The approach involves 3 main stages [6].

1. The stage of **conceptualization** is characterized by the creation of associative links in the introduced word with extensive and diverse information about the word-formation as a future training basis.

2. The stage of **internalization** is determined by organization and solid memorization of lexical material in the form of specific cognitive schemas.

The following types of preparatory exercises can be used [5]:

- determination of aurally the words that belong to a given part of speech;
- group of lexical units based on the specified attribute;
- completion of the sentences by drawing attention to the difference in the meaning of two words.

3. The stage of **training** is described by the creation of associative links in the entered word and determination of the exact meaning of the words. It is necessary to use exercises in revealing the meaning of compound words, translation of a coherent text with the same root words formed by different word-formation elements, building of associative links between identical affixes [6].

Methods and results

The topic of neologisms is a part of the English lexicology course, which is designed for 2nd year students of the Linguistics department at Novosibirsk State Technical University (NSTU). In this part of the research, we present a set of exercises aimed at the word-formation competence in the framework of cognitive modeling approach. As a digital resource, we used E-lang system, directed to improve the level of foreign language proficiency of students of NSTU.

At the first stage of the development of word-formation competence, educational goals such as knowledge and understanding of general information are pursued in accordance with the approach of A.N. Shamov.

Exercise 1 is aimed at matching word-formation models with their descriptions (see Table 2).

Table 2

Word-formation models description

The model of word-formation	Description
1. Sound imitation	A shortened form of a word or group of words.
2. Semantic derivation	Words that are formed from the first letters of a phrase, which are pronounced together.
3. Compounding	Combining parts of the words.
4. Affixation	Transition from one part of speech to another one.
5. Conversion	Adding suffixes and prefixes.
6. Blending	Combining two or more roots of different words.
7. Acronyms	Phonetic distribution that is not typical for the language under study.
8. Clipping	Units are created from individual sounds or configurations of sounds.
9. Borrowings	An additional semantic variant of the original sign of the lexical unit.

At the second stage of the development of word-formation competence, the application and analysis of word-formation models take place.

Exercise 2 involves carrying out a word-formation analysis of neologisms and their representation in the form of separate morphemes (see Pic. 1).

Exercise 3 is focused on developing forecasting skills and lexical creativity, where a student need to form a new word from two suggested ones as in the example *information + pandemic = infodemic*.

Insert the appropriate morphemes into the gaps.

covid bench ery man blind version boom fail pillow
 er success josh play stretch zoom covid sport fault re
 er

1. bench_{er} = +

2. blind_{man} = +

3. cover_{sion} = +

4. covid_{ery} = +

Pic. 1. Exercise 2

Exercise 4 is directed to defining a word-formation models of the neologisms. As examples of the exercise, we provided one option with neologism *bencher*.

1. *Bencher*

a) *Compounding*

b) *Affixation*

c) *Conversion*

Exercise 6 is to define what parts of speech the underlined words are. In this exercise, the students' attention is focused on the preposition of the highlighted words. Besides, students work on guessing the meaning of a lexical unit based on the context. It develops students' analysis and synthesis skills.

1. The **bencher** (_____) has not played a single match and has been reset in the overall ranking.
2. **Coverision** (_____) changed and the athletes were allowed to compete.
3. They were one point behind, but one of the players managed to **rejosh** (_____) the opponent and score the ball.
4. They **flaged** (_____) because they won a game.
5. This **covidery** (_____) was closed and the athletes had to go to the hospital to take a Covid test.

At the third stage, associative connections and meanings of the studied words are established.

Exercise 5 is aimed at forming connections of the identical morphemes (affixes) meaning by the student (see Pic. 2).

Correlate morphemes with their meanings.

re-	The suffix indicates a person performing a certain activity.
post-	The prefix indicates an event after a certain period.
-ery	The prefix indicates a repetition of the action.
-er	The suffix indicates the location of the event.

Pic. 2. Exercise 6

Exercise 7 is the final one in establishing the meaning of a word based on putting into operation cognitive processes that were activated during previous tasks. In this exercise, students predict the meanings of the words and complete the sentences (see Pic. 3).

Complete the missing neologisms in the text.

At the moment, a real has arisen, which has attracted the attention of all those who are not indifferent to sports. According to the , athletes are allowed to compete only after passing the covid test. To do this, they have to go to or hospitals. However, there are who believe that the rules are not for them. Many people believe that a by the organizers will

Pic. 3. Exercise 7

The presented exercises correspond to the stages of cognitive modeling approaches. They develop analytical skills, critical thinking, and the ability to work with unfamiliar material, identifying generalizing signs.

Conclusion

At the moment, there is an urgent problem of forming word-formation competence within the framework of interpreting the meaning of neologisms. The developed set of exercises using a cognitive modeling approach can contribute to the prediction of lexical material, the allocation of generalizing features necessary for memorization, the association of verbal pairs of thematically related words, the correct encoding and decoding of lexical units. In addition, the developed set of exercises provides for working with E-lang software system, which has advantages such as ease of use and different types of activities. The exercises can be used as a

homework assignment so that students can independently develop the necessary ones. Besides, they can be used in order to prevent lexical interference in lexicology classes.

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УДК 372.881.111.1

ENGLISH IDIOMS AS A MEANS OF FORMING LEXICAL COMPETENCE OF UNIVERSITY STUDENTS MAJORING IN LINGUISTICS ON THE BASIS OF DIGITAL MATERIALS

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Abstract: This article reveals the importance of learning English idioms for university students, analyzes the peculiarities which affect the process of their comprehension and memorization, and discusses advantages of using digital exercises in education. As a part of this research, we have elaborated additional online course on the “E-Lang” platform aimed at the development of lexical competence.

Keywords: English idioms; digital materials; university students; exercise; context

АНГЛИЙСКИЕ ИДИОМЫ КАК СРЕДСТВО ФОРМИРОВАНИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НАПРАВЛЕНИЯ «ЛИНГВИСТИКА» НА ОСНОВЕ ЦИФРОВЫХ МАТЕРИАЛОВ

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Аннотация: В данной статье раскрывается важность изучения английских идиом для студентов вуза, анализируются особенности, влияющие на процесс их понимания и запоминания; обсуждаются преимущества использования цифровых упражнений в образовании. В рамках данного исследования мы разработали онлайн-курс на платформе “E-Lang”, направленный на развитие лексической компетенции.

Ключевые слова: английские идиомы; цифровые материалы; студенты вуза; упражнение; контекст

Introduction

In today’s increasingly globalized world, the advancements in the technologies and the developing society leave noticeable traces on the perception of information and the ways of its processing and understanding. Eventually, it has an impact on the sphere of pedagogy. Teachers need to yield to the times and seek to implement new digital technologies in the educational process in order to make it more captivating and engaging for students and at the same time to meet the requirements of the 21st century.

The relevance of the study stems from the necessity of improving the way of teaching English idioms for developing the overall lexical competence. The **aim** of our research is developing additional digital materials for learning English idioms. If we look at the students’ books and workbooks, which are the basis for learning the English language at NSTU during, we can observe that little attention is paid to studying idioms. That is why both teachers and students are in need of additional materials for teaching and learning correspondingly that lexical unit and practicing new vocabulary.

Research objectives are to take a close look at the importance of teaching English idioms, their peculiarities; to consider the advantages of implementing digital materials into the learning process and how they affect the motivation of students; and to propose a set of learning exercises for linguistics students aimed at the development of lexical competence.

Theoretical framework

In the beginning it is worth defining the term ‘idiom’. According to Cambridge Dictionary, idiom is “a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own” [1]. In our article we emphasize the significance of implementing more English idioms into the practical

English courses at the University. We distinguish the following reasons according to which this part of vocabulary is crucial to study:

1. Idioms give insights into the cultural fabric. Through idioms specific cultural references, social situations, or historical events can be reflected. For instance, the idiom ‘*baker’s dozen*’ which means 13 has the following origin: *English bakers cheated the customers by baking bread with air pockets. To regulate it the English Parliament passed a law in 1266 according to which every baker who sold underweight a loaf of bread would be punished. Bakers started to add an extra loaf to each dozen sold* [6]. It can be interesting and informative simultaneously to learn new vocabulary and to raise cultural awareness.

2. Idioms are tools which people manipulate to make their speech more creative, enliven their language, express their inner worlds and hidden thoughts captivating attention of a hearer [4].

3. Idioms are very pervasive. English language learners can encounter them in the realities of daily life, books, films, songs, advertisements and so and so forth. Learners may be *all at sea* (totally confused) hearing native speakers using unknown idiomatic expressions until they *learn the ropes* (understand how things work). That is, having a solid knowledge of idioms is crucial for achieving fluency and native-like proficiency in the English language. By learning idiomatic expressions, students can enhance their listening, speaking, reading, and writing skills. It will give them an opportunity to communicate effectively in various contexts [3].

4. If students majoring in linguistics are interested in translation, knowledge of idioms is ‘as valuable as gold’. Idioms may induce problems in translation as they possess non-literal nature and are culturally specific. Not all the idioms have equivalents in other languages. That part of vocabulary can be thought-provoking and very interesting to explore.

5. To grasp the meaning of an idiom, especially, if a learner sees it for the first time, can be challenging. It requires total understanding of the context to infer the intended meaning behind the figurative language used. It may develop student’s analytical and critical thinking skills.

As it was stated previously, idiomatic expressions have some peculiarities and while teaching them educators should take these distinct features into account and inform students about them. We will consider some of these peculiarities:

1) non-literal essence: meaning cannot be deduced from the words which are parts of the expression (“*break a leg*” has nothing to do with legs and breaking physically having in reality the meaning of wishing someone good luck);

2) culture-bearer: idioms are the mirrors of the cultural references and historical events (“*bite the bullet*” – the origin of that idiom is connected with

the practice of having soldiers bite on a bullet during surgery to endure the pain and now it means facing a difficult situation with courage [6]). However, it should be mentioned that it is not always possible to establish the origin;

3) regional variations: idioms may alter among different regions or communities (*“hit the hay” / “hit the sack” have the same meaning of going to bed or sleeping but the version with ‘hay’ is commonly used in the United Kingdom and with ‘sack’ in the United States*);

4) polysemy: some idiomatic expressions may have multiple meanings which students need to recognize according to the context and the situation (*“play by ear” has the following meanings: 1. to perform a musical piece on an instrument without written music; 2. to act according to the demands of a situation rather than to a plan; improvise* [2]);

5) the absence of equivalents in other languages: sometimes we cannot translate an idiom from English to other languages with the use of another idiom (*“have a green thumb” is absent in Russian*).

Looking at the significance of studying idioms for university students and all language learners in general, we came up with the idea of creating an additional course, which will be presented on the platform “E-Lang”. Nevertheless, why did we make a decision to organize that course in a digital way? There are some benefits which play a crucial role for us.

First of all, digital exercises enhance the involvement of students into the studied subject which in turn affects their motivation and the willingness to continue learning. Secondly, interactivity encourages active participation, critical thinking, and problem-solving skills which are implicated while solving the puzzle. Thirdly, a digital environment can cater to various learning styles by incorporating multimedia elements such as videos, images, and audio into the materials. Furthermore, it gives students the opportunity to have an access to the course anywhere (at home, at the university, etc.). In addition, learners can trace their progress in real-time and at the same time estimate their strengths and areas for advancement because of immediate feedback.

Methods and Results

We have analyzed literature related to our research topic and observed English lessons at NSTU. Furthermore, the survey was conducted among university students majoring in linguistics. It shows the following interesting aspects:

- the textbooks (for instance, Roadmap B2) which are used to learn a foreign language at University according to the major part of students (77,8%) pay not much attention to learning idioms;
- 88,9% of university students would like to do additional exercises focused on studying English idioms;

- 94,4 % of students find using online resources for studying lexis effective and convenient;
- as for the content of exercises, it is worth stating that for 100% of students the context (sentences, texts) is crucial for understanding and memorization of new vocabulary. 77,8 % of learners consider that exercises involving the translation of English idioms into their native language contribute to comprehension and remembering.

In this part, we present our own module of an online course on the platform “E-Lang” devoted to learning idioms on the following topics: “Solving problems, Negotiations, Disagreement”. 1st year university students majoring in linguistics study these themes. Besides, they are encountered during the next years. That is why we decided to start with these topics. At that moment, 11 exercises have been elaborated. However, we are not going to stop on that number.

- Exercise 1. Working with the text. A learner should look at the text and identify which idioms were used by the author. The context is very important for comprehension of the idioms’ meanings and for creating the links between the text and the idioms. It will have an impact on the consequent retention of new vocabulary.
- Exercise 2. Matching idioms with definitions. After completing this exercise, a student will know the correct explanation of the idiom.
- Exercise 3. Completing idioms with missing words. This type of exercise gives students an understanding of the fact that every idiom has a rigid order. It helps them remember all the words included into the whole structure.
- Exercise 4. Matching the picture with the idiom. It accommodates the process of memorization by presenting vivid images which a student can later associate with the expression. It also contributes to building a figurative meaning in the students’ minds.
- Exercise 5. Choosing the correct definition of the idiom used in the sentence. In the beginning, a learner needs to recognize an idiom in the sentence and then single out the most appropriate explanation of it. It gives a student the opportunity to guess the meaning from the context.
- Exercise 6. Restoring the sequence of the text by arranging the paragraphs in the correct order. By doing that exercise, not only can a student work once again with studied idiomatic expressions, but also improve their reading skills.
- Exercise 7. Watching the video and then matching each idiom with its equivalent in Russian. Students have a chance to listen to the English speech while simultaneously absorbing new vocabulary. The subsequent exercise familiarizes them with proper translations in the Russian language.

- Exercise 8. Filling the gaps in the sentences with the idioms. Learners have the list of idiomatic expressions in the beginning. They need to choose which particular idiom they need to apply in the sentence. This exercise teaches them to use the language properly, paying much attention to the contextual surroundings.
- Exercise 9. Choosing the correct spelling of the idiom. A learner should choose an appropriate word that is missing in the gap. Almost all the proposed options are similar, but only one word is suitable.
- Exercise 10. Watching the video and, then, putting the words in the correct order to make sentences from the video. The speaker in the video presents the list of idioms related to the studied topics, explains their meanings in a simple way and provides all the idioms with telling examples. The successive exercise strengthens the material from the video. All the sentences which students should gain, structuring all the pieces, are connected with those, which were given by the speaker.
- Exercise 11. Guessing which cultural reference corresponds with the idiom. As it was said before, idioms have cultural nature. That type of exercise makes a learner be familiar with the idiom's origin. It forms additional associations and gives knowledge about the context in which the idiom was applied earlier.

Conclusion

We suppose that the presented additional online course will be useful for those students who want to improve the level of language proficiency and finally achieve fluency. This set of exercises lets the students learn and remember idioms connected with certain topics and leads to better retention of new vocabulary. It helps them find the most convenient and effective way for remembering lexis, creating associations in the form of images or referring to the cultural resources or context. However, we would like to mention that besides doing these exercises it is also essential to apply learnt vocabulary in writing or in speaking to transform passive vocabulary into active one.

As a next step of this research, we plan to test this module on the 1st year students of the foreign language department and describe the results in our course paper. In the long run, the course will be expanded and will include exercises for practicing other topics.

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DEVELOPING ENGLISH LEARNER COMMUNICATION COMPETENCE THROUGH LEARNING MANAGEMENT SYSTEMS

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Abstract: The paper considers English language teaching in a blended learning environment. An experiment on the incorporation of microlearning and gamification into a Learning Management System (LMS) is described. Recommendations are given on the organization of the educational process in LMS.

Keywords: LMS; Dispace; смешанное обучение; цифровое обучение

РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК С ПОМОЩЬЮ СИСТЕМ УПРАВЛЕНИЯ ОБУЧЕНИЕМ

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Аннотация: В работе рассматривается обучение английскому языку в условиях смешанного обучения. Описывается эксперимент по инкорпорированию микрообучения и геймификации в Систему Управления Обучением (LMS). Даются рекомендации по организации учебного процесса в LMS.

Ключевые слова: LMS; Dispace; blended learning; digital education

Introduction

Information and communications technologies play an important role in education in general and in language instruction and learning in particular, especially when supported by Learning Management Systems (LMS), such as the Dispace platform in Novosibirsk State Technical University (NSTU). These systems are now a fundamental tool for universities and other educational centers, and are designed to gain a competitive edge.

Theoretical framework

LMS have become vital for universities implementing electronic learning models and developing the non-attendance aspect of their course materials. Universities develop virtual learning environments and set up virtual campuses to provide easier access to their training programs [6]. One of the most common forms of application is the use of LMS as platforms for distance learning. However, they can also be used to organize blended learning. Blended learning combines traditional classroom teaching and online learning tools [4].

Recent studies have found that the extent of social presence in online environments can significantly influence students' learning in general [2]. The study conducted in NSTU [7] aimed at identifying users' understanding of the purpose of the Dispace LMS in the learning environment, its accessibility, functionality, tools, as well as its role in the learning process. The analysis of the answers identified the fact that the main motive of students' access to the system is the need to complete the tasks posted there, indicating that the Dispace LMS primarily serves as a testing platform, as well as a way of communication between a teacher and student. At the same time, the use of more than half of all surveyed students of resources posted in the Dispace LMS as additional material for organizing their independent work can show that the platform is an important tool for developing students' independent learning skills, requiring further replenishment with similar materials, especially since the example of disciplines developed in this regard showed that such work can be performed by students completely without the participation of a teacher.

The conducted study [7] and the previous Dispace review [5] show that a teacher should use combined approach (blended learning) for students to learn more quickly, extending the use of distance learning technologies based in NSTU while using traditional teaching methods and adding distance learning technologies.

Currently, blended learning, a combination of traditional classroom learning with online learning (while, for example, LMS is being used alongside the traditional classroom work), is becoming a popular educational technology [3]. Blended learning allows students to take more responsibility for their learning by participating in online educational activities. It allows teachers to focus on group or individual work, providing additional support or challenging advanced students.

Here a model of microlearning appears as a method of splitting information in the digital domain into micromodules. The information is provided in micromodules that are easy to process, remember and apply [1]. This optimizes learning outcomes while minimizing costs and time investments. Another method is gamification, which includes the development and implementation of digital learning games and simulators to increase students' engagement and stimulate competition both individually and in teams [8].

Methods and results

An experimental work was carried out on the basis of the NSTU, Department of Foreign Languages of the Faculty of Humanities in 2023/2024 academic years in natural teaching and learning settings. The population of this research was 553 bachelor students of NSTU majoring in linguistics, the sample was 26 students.

The initial questionnaire revealed that most students see themselves at a B2 English level, finding speaking to be the most challenging skill. Students feel the university educational process involves excessive writing, homework, repetitive tasks, and lengthy task checking. On a positive note, they enjoy engaging with teachers, group work, interesting materials, and comfortable environments. Despite finding studies immersive and fulfilling, students also perceive it as demanding, lacking variety, and at times tedious.

The research involved two groups, IYa-26 (experimental) and IYa-24 (control). Initial tests indicated varying levels of reading, strong listening capabilities overall, and good proficiency in writing for most students. The educational materials were adapted for microlearning and gamification, with IYa-26 modules receiving special treatment compared to IYa-24, which remained closer to the original book content with minor enhancements like video and audio materials.

Lessons began with videos and audio recordings to enhance listening skills, followed by activities focusing on listening, reading, and speaking. Gamification played a key role in reinforcing language material, especially for the IYa-26 group, where post-task activities included interactive quizzes on myQuiz and games like Gartic Telephone. Oral practice involved microdiscussions and debates, while written tasks varied from interactive writing to essays and leaflets. The approach emphasized thematic material suitable for microlearning, combining instruction and collaboration among students with interval repetition for optimal learning. In contrast, the control group had more traditional methods, writing answers privately without immediate teacher feedback, lacking the competitive and interactive elements seen in the experimental group.

A post-experiment questionnaire revealed mixed feedback, with students appreciating informal learning methods, interactive activities, and engaging topics, but expressing difficulties with group tasks and timed quizzes. Students in the experiment found the educational process engaging, interactive, and modern, with a

positive and collaborative atmosphere. The Dispace LMS lessons offered relevant content, interactive speaking activities, and a sense of achievement. In contrast, the control group faced challenges in vocabulary and pronunciation, emphasizing the importance of clear instructions.

Results from the final communication competence test showed significant average growth in reading and listening for both groups. The experimental group saw a substantial increase in reading and listening skills, while the control group showed notable improvements in reading comprehension. These findings indicate the effectiveness of the educational experiment and traditional methods in enhancing student performance.

The experiment showcased the effectiveness of microlearning and gamification in enhancing communication competence through LMS. It highlighted the importance of incorporating social networks like Telegram for a more tailored educational experience.

These findings can aid in creating methodological recommendations for optimizing the educational process:

- Adapt teaching materials for microlearning and gamification to foster dynamic and engaging learning experiences.
- Customize learning tasks to cater to individual learner needs, creating personalized learning routes and incorporating interactive and collaborative elements.
- Integrate various online platforms into LMS for a comprehensive educational environment, promoting multifaceted learning experiences.
- Implement engaging speaking activities, effective instructional delivery, and mechanisms for student achievement and progress.
- Anticipate and address technical issues like connectivity problems to ensure smooth implementation.
- Design the curriculum to incorporate microlearning, gamification, and social networking opportunities to enhance communication skills.
- Foster collaborative learning experiences through blended methodologies that combine online and offline interactions.
- Utilize dynamic assessment methods within LMS for continuous monitoring, timely feedback, and adaptive learning experiences.

Conclusion

The experiment highlighted the benefits of incorporating microlearning and gamification in LMS-based education to boost student engagement and outcomes. It recommends integrating these approaches to create a dynamic learning environment. A blended learning model combining traditional teaching with online tools was found to enhance flexibility, participation, and catering to diverse learning styles.

Integrating social networks with LMS enriches the educational experience, fostering collaboration and interaction to enhance language skills in linguistics students. In the modern context, communication competence relies on motivation, teaching techniques, student capabilities, and the learning format. Digital tools bridge traditional and contemporary communication methods, offering interactive learning possibilities. While social media can boost collaboration and communication, challenges like distractions and evaluation issues persist.

Using LMS aids in testing, communication, and self-paced learning. Microlearning enhances efficiency, but complex tasks may pose challenges. Digital educational programs must be goal-oriented, consider student preferences, memory functions, and deliver clear learning outcomes.

Overall, adopting microlearning and gamification in LMS for English teaching, with the integration of social networks, proves effective for enhancing communication skills in linguistics students. The Dispace functioned as a versatile e-learning platform, supporting various educational activities like course creation, assessments, student communication, and resource sharing. It facilitated the management of e-courses, enabling structured instructional content and efficient grading processes. The platform also featured a calendar for scheduling consultations and sending reminders to students, enhancing communication and organization.

Educators can enhance linguistics students' communication skills through methodological strategies like microlearning, gamification, diverse activities, interactive design, collaborative learning, and dynamic assessments. Ongoing development is vital for accessible, engaging education. Leveraging LMS and innovative methods fosters a dynamic learning environment that promotes language development.

All in all, Learning Management Systems plays a role of a pedestal for something bigger. It should be considered as the pedestal on which we place the constructs of future pedagogical groundwork. This is the cornerstone of the modern digital educational environment. With this tool, it is possible to lay the foundation for the further development of both the student and the teacher.

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FORMATION OF MULTICULTURAL COMPETENCE IN PRE-SERVICE FOREIGN LANGUAGE TEACHERS

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Abstract: The article touches upon the concept of multiculturalism and the significance of forming multicultural competence in pre-service foreign teacher education in the context of diversity and inclusion according to the state educational standard and the personal experience of teaching.

Key words: multicultural competence; pre-service foreign language teacher education; inclusion; students with diverse needs; state educational standard

ФОРМИРОВАНИЕ МУЛЬТИКУЛЬТУРНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: В статье рассматривается концепция мультикультурализма и важность формирования мультикультурной компетенции у будущих преподавателей иностранного языка в контексте мультикультурализма и инклюзии исходя из

государственного образовательного стандарта и собственного опыта преподавания.

Ключевые слова: мультикультурная компетенция; обучение будущих преподавателей иностранного языка; инклюзия; различные категории учащихся; государственный образовательный стандарт

Introduction

In today's world, in the era of globalization, the spread of the Internet and the growth of migration, proficiency in the foreign language is a huge advantage. Especially all these processes affect education, which has led to its internationalization. Speaking of the concept of multiculturalism, it takes into account not only diversity in language but also socio-cultural aspects, making learning process possible in a multicultural environment. Multiculturalism makes teachers to learn about the preferences and needs of their students in learning. Thus, the potential of each students is revealed and harmonious communication of diverse students are built.

The normative legal documents of multinational countries set goals to teach young people to accept the diversity of ethnicities and nations by 2025 [6, 8]. Here we speak about multicultural competence, which provides many advantages in communication of diverse cultures, namely, it broadens the horizons, builds tolerance and acceptance of other cultures.

Many people with diverse needs and backgrounds study at higher educational institutions. That is why future specialists should master professional, multicultural and other competencies (communicative and linguistic) that contribute to the destruction of stereotypes and prejudices about one or another culture.

Theoretical framework

The concept of multiculturalism is the subject of much debate these days. It is based on the acceptance of other cultures, intercultural ethics and tolerant consciousness. There is no single definition of this concept, so we chose the prevailing one from the Dictionary of Social Sciences, which says that multiculturalism is living of different ethnic groups in mutual respect and tolerance for each other, while preserving the uniqueness of each culture [4].

Within the educational process, the principles of multiculturalism are reflected in multicultural awareness, which means the process of education aimed at preparing future specialists for life in a multicultural society and integration with the representatives of different culture [5].

Multicultural awareness is the reflection of multicultural competence itself. It is a set of personal qualities such as tolerance, empathy, conflict-free; a system of skills, which includes favorable impression and emotional enrichment of communicating with people who has different cultural background [7].

The most important idea of multicultural competence in the education of linguists is the principle of so-called educational equality, which is aimed at the

intellectual, linguistic and socio-cultural development of students with diverse needs, regardless of ethnic, cultural or linguistic differences. Equity of education lies in the fundamental principle of diversity and inclusion [1]. All students with diverse needs are self-aware, accepted by their peers and have great academic results if the teacher provides an inclusive environment within educational process.

The discipline “Foreign language” is necessarily studied at all faculties of higher educational institutions, as mentioned in the document of the State Educational Standard [3]. As in our global community it is impossible to do without interaction of peoples, there is the need to learn languages. If to master this discipline effectively, students increase the level of their language proficiency and speech culture, broaden their worldviews and are able to represent their country and culture abroad in order to establish interethnic ties.

“Multicultural Interaction” is described as one of the competencies which graduate students should acquire in the end of mastering Bachelor’s degree program 45.03.02 Linguistics, as outlined in the State Educational Standard from August, 12, 2020 [same]. This competence includes the acceptance and recognition of culture diversity within ethical, socio-cultural and philosophical contexts. Moreover, graduate students are supposed to demonstrate a high level of foreign language proficiency together with the widespread knowledge about history and culture of the target language’s country.

We should take into consideration the fact, that there is no detailed information about the multicultural competence of pre-service foreign language teachers as foreign language teaching methods do not take into account student’s cultural differences. Furthermore, many international students, as noted by Banks, are much more attuned to multicultural interaction than teachers and local students [2].

That is why the strategies must be formed to promote diversity and inclusion in language teacher education.

Methods and results

The methods of this study are the method of observing foreign language lessons in a multicultural group and personal experience of teaching a foreign language to first-year students of linguistics at Novosibirsk State Technical University.

Together with the theory mentioned earlier, we have outlined the conditions for organizing the educational process in a multicultural group:

- equality of all students in the learning process;
- formation of mini multicultural community within the group;
- the choice of teaching strategies and methods in order to develop multicultural competence of both teacher and students.

Multicultural competence plays a central role in our time, as it contributes to cultural enrichment and respect for other cultures.

In order to form multicultural competence of future foreign language teachers, we have described some useful strategies for future foreign language teachers in order to organize the process of learning languages in a multicultural group:

1) The development of practical activities and adaptation of educational materials for learners reflecting their cultural identity. It would be better to ask students their personal preferences in choosing what to study. Due to this, all students develop cultural awareness, express their own opinions and at the same time accept the worldview of others in the group. Moreover, students destroy prejudices and stereotypes about certain culture.

2) The use of interactive teaching methods (case study, brainstorming, role-play) and digital tools where interpersonal interaction of students is ensured and the sense of belonging incorporated. This strategy allows students to interact with each other in a tolerant, conflict-free and empathetic manner and peacefully find solutions to multicultural conflicts.

3) The need to give opportunity to students with diverse needs to choose the materials to present in-group in order to reflect their cultural identity. Using this strategy students become more creative, learn about each other's preferences, learning styles and behaviors that influence multicultural communication.

4) Communicative skills of students can be mastered with the learning grammar and vocabulary within socio-cultural context.

5) We should not forget about the implementation of individual approach to teaching in a multicultural group because every student is a bearer of a certain culture and mentality and has their own personal qualities, peculiarities of the psyche.

6) Extracurricular activities within the framework of diversity and inclusion is another important strategy for the deeper integration in linguistic and social contexts. There is an "English Speaking Club" at our university where students with diverse needs come and have discussions depending on the topic.

Conclusion

Everything to sum up, the modern world is full of diverse cultures and languages, so it is very important to understand its value. Multicultural competence is the reflection of cultural awareness of the differences existing between cultures and their traditions, as well as the recognition and acceptance. In the educational process, knowledge about multiculturalism makes language learning more interesting and effective. High-quality teaching depends precisely on getting knowledge about multiculturalism.

The recognition and acceptance of cultural diversity by the teachers helps to create the necessary conditions for teaching in the multicultural environment, which in turn contributes to the effective integration of students with diverse needs, the development of tolerance, empathy, acceptance and mutual understanding.

The application of the strategies described above, promotes active multicultural interaction among students and the formation of understanding different cultures and ethics, thereby expanding students' horizons.

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**THE SET OF PROBLEM-BASED TASKS TO DEVELOP
LINGUISTICS MAJORED STUDENTS' SKILLS OF PRE-EDITING TEXTS
FOR MACHINE TRANSLATION**

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Abstract: The article describes the set of problem-based tasks designed by the author of the research to develop the skills of pre-editing texts for machine translation among language majored students. To test the effectiveness of the set of problem-based tasks, a pilot study was conducted. The article presents the results of the pilot study.

Keywords: problem-based learning; problem-based tasks; pre-editing

**КОМПЛЕКС ПРОБЛЕМНО-ОРИЕНТИРОВАННЫХ ЗАДАНИЙ
ДЛЯ РАЗВИТИЯ НАВЫКОВ ПРЕДРЕДАКТИРОВАНИЯ ТЕКСТОВ
ДЛЯ МАШИННОГО ПЕРЕВОДА СТУДЕНТОВ-ЛИНГВИСТОВ**

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Аннотация: Статья посвящена комплексу проблемно-ориентированных заданий, разработанных автором исследования, для развития навыков предредактирования текстов для машинного перевода у студентов языковых специальностей. Чтобы проверить эффективность этих заданий, было проведено тестовое обучение, результаты которого приведены в статье.

Ключевые слова: проблемно-ориентированное обучение; проблемно-ориентированные задания; предредактирование

Introduction

In contrast to first designs of machine translation (MT), modern systems of MT have achieved significant success in producing high-quality translations. Nowadays, they are able not only to convey the general content of the sentence, but also to identify complex language constructions in the source text. [2].

However, MT systems have not yet reached such a level of development to perform a high-quality translation without human intervention. Modern translators should reach a new level of their competences: they should be able to work with MT systems and perform pre-editing, i.e., to prepare texts before MT. In order to develop pre-editing skills, it is necessary to design a set of tasks that will teach students not only to apply pre-editing in practice, but also to anticipate potential MT errors affecting translation quality and to understand how a particular MT system functions. In this case, a problem-based learning (PBL) can be an effective tool for

designing the set of tasks, since this approach facilitates students to develop critical and creative thinking, problem-solving skills, and a deeper understanding of the complexities involved in the pre-editing process.

This paper aims at conducting a pilot study to test the effectiveness of the set of problem-based tasks developed by the author of the paper.

Theoretical framework

Pre-editing is rewriting fragments of the source text before MT in order to improve the quality of machine translations [8, p. 81]. The aim of pre-editing is to obtain a translated text that does not need subsequent human editing or the extent of this editing is minimized [3, p. 151]. In contrast to post-editing and while-editing, pre-editing is limited by the rules of the MT system. Such limitations can be notable in poor thesaurus of a certain MT system and the inability to correctly translate some language constructions [1].

Researchers identify two different types of language difficulties preventing MTs from translating source texts correctly and which translators have to face during the pre-editing process. The first type is lexical difficulties which include the following: idioms, slang, and jargon; uncommon abbreviations; unnecessary words to convey the information; polysemantic words; words with polysemantic suffixes (-ed, -ing, etc.) [5], [8].

The second type is grammatical ones which contain the following difficulties: long complex sentences; uncomplete sentences (ellipsis); constructions with the passive voice; omitted words (articles, pronouns) in the text; continuous and perfect tenses forms; concatenated verbs; constructions with secondary predication (infinitive, gerundial, participial constructions) [5], [8].

Considering PBL as an appropriate approach for designing pre-editing tasks, we should understand that the essence of PBL is the creation of problems that students must solve by generating ideas and verifying their accuracy [6]. Therefore, the problem is “a theoretical or practical difficulty, the solution of which is the result of the student's independent research work” [7, p. 31]. According to this statement, developing the set of problem-based tasks we should focus on the fact that the main component of these tasks is a problem. In our case, the problems are passages from source texts with language difficulties which students in Linguistics should learn to find and pre-edit.

Methods and results

The pilot study was conducted in Novosibirsk State Technical University (NSTU NETI) from 2023 to 2024. The total number of participants was 16 fourth-year students of the group IYA-06 (N=16). The purpose of the pilot study was to test the effectiveness of the set of problem-based tasks designed by the author of the research for majored Linguistics students to teach them how to pre-edit texts for MT.

Below we should consider the developed set of problem-based tasks in detail. Problem-based tasks refer to learning activities or assignments that allow students to develop critical thinking, problem-solving, and application of knowledge to solve real-world or authentic translation problems. These tasks should be designed to motivate students to analyze information, identify difficulties, generate problem solutions.

The criteria for selecting material for the tasks are as follows:

- 1) the selected material must be challenging for MT (the material cannot be correctly translated by MT);
- 2) the material must present language problems that students should solve using pre-editing skills;
- 3) the material should include the element of flexibility (the material must give students the opportunity to propose multiple solutions to language/translation difficulties);
- 4) the material must be authentic, since students should face real translation challenges;
- 5) the material should be relevant to teaching students to pre-edit grammatical and lexical difficulties in source texts.

Based on these criteria, 79 texts were selected as the material for our set of problem-based tasks. Articles from the following sources were used as material: Encyclopædia Britannica (3); CNBC (5); USA (5); Vogue (2); The New Yorker (1); The New York Times (28); Sky News (35).

Task 1 can be considered as a preliminary task to prepare students for the further pre-editing process. It is aimed at finding language difficulties preventing MT systems to translate the sentence correctly. According to Task 1, the students is asked to input the sentences from the task in the MT system, analyze their machine translation and highlight the fragments with language difficulties which prevent the system from translating the sentences correctly.

The rest of the tasks are performed as follows: enter the source passage into the MT system and highlight the language difficulty because of which the MT system translates the passage incorrectly; figure out why MT translates the passage incorrectly; pre-edit the passage.

Tasks 2, 6, 8 are aimed at pre-editing lexical language difficulties (unstable words in the target language; tautology in translation; polysemantic words; realia; idioms, proper names, etc.)

Tasks 3, 4, 5, 7, 9 are aimed at pre-editing grammatical language difficulties (a loss of agreement in translation; the omission of nouns, conjunctions, pronouns in the source text; a loss of connection between an independent clause and subordinate clause; grammatical redundancy in translation; long complex sentences with

incorrect rheme/theme division in MT; constructions with verbals and secondary predication).

Task 10 is aimed at pre-editing both grammatical and lexical language difficulties.

In order to demonstrate the procedure of completing the developed tasks aimed at pre-editing lexical difficulties, let us take as an example a sentence from Task 2. There is the following sentence with a polysemantic word: “*France to Ban Full-Length **Muslim Robes** in Public Schools*” [4]. The MT system translates this sentence as “*Франция запретит ношение **мусульманских халатов** в полный рост в государственных школах*”. There is a need to pre-edit the word “Robes”, since its translation performed with MT is incorrect and even unethical. The possible pre-editing option suggested by the student is “*France to Ban Full-Length **Muslim Clothes** in Public Schools*”, which the MT system translates as “*Франция запретит **мусульманскую одежду** в полный рост в государственных школах*”.

Similarly, it is necessary to demonstrate the procedure of completing the developed tasks aimed at pre-editing grammatical difficulties. There is the following sentence from Task 5 with a construction with the passive voice: “*Few parts of the country **were spared***” [9]. The translation of the MT system is “*Лишь немногие районы страны **были пощажены***”. The sentence is translated incorrectly because it lacks the subject. However, it is clear from the full text that there is the speech about the abnormal weather. To pre-edit a sentence, students should use the active voice and add the subject. The possible pre-editing option suggested by the student is “***The abnormal weather spared** few parts of the country*”, which the MT system translates as “*Аномальная погода пощадил несколько районов страны*”.

Thus, we designed the set of 10 problem-based tasks, which contain language difficulties frequently encountered during MT. The developed set of the tasks contained 110 passages with 133 language difficulties (61 lexical and 72 grammatical difficulties) for MT systems. Figure reflects the developed set of problem-based tasks in detail (see Pic. 1).

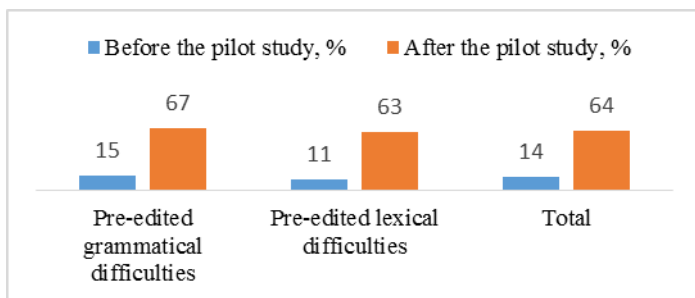
Before the pilot study, we conducted a diagnostic test in order to measure students’ initial level of mastering pre-editing skills. The test text contained 23 language difficulties (8 lexical and 15 grammatical ones), preventing MT to translate the text. The students were asked to find language difficulties in the text and pre-edit them. They were given limited time (30 min) and the opportunity to use any supportive tools (Internet search, online dictionaries, Wikipedia, etc.)

Task, №	Task aimed at...	Interaction pattern	Number of difficulties	Example with a problem from task	The possible solution offered by students
1	finding language difficulties preventing MT to translate.	Individually	15 difficulties: 8 lexical 7 grammatical	<i>Morgan Wallen is starting fresh — with his hair, that is.</i>	<i>Morgan Wallen is starting fresh — with his hair, that is.</i>
2	pre-editing lexical difficulties (unstable words in the target language; tautology in translation; polysemantic words; proper names; idioms).	Whole class	13 lexical difficulties	<i>France to Ban Full-Length Muslim Robes in Public Schools.</i>	<i>France to Ban Full-Length Muslim Clothes in Public Schools.</i>
3	pre-editing grammatical difficulties (a loss of agreement in translation; the omission of nouns, conjunctions, pronouns in the source text; a loss of connection between an independent clause and subordinate clause; grammatical redundancy in translation; the passive voice).	In group	12 grammatical difficulties	<i>They're Ultrarich Techies, and They Want to Build a City From Scratch. What Could Go Wrong?</i>	<i>They're Ultrarich Techies, Who Want to Build a City From Scratch. What Could Go Wrong?</i>
4	pre-editing constructions with verbals and secondary predication.	In group	14 difficulties: 13 grammatical 1 lexical	<i>That is likely to be a long term process of protracted and difficult negotiation.</i>	<i>It is expected that this will be a long process of difficult negotiations.</i>
5	pre-editing constructions with the passive voice.	In pair	10 grammatical difficulties	<i>Few parts of the country were spared.</i>	<i>The abnormal weather spared a few parts of the country.</i>
6	pre-editing lexical difficulties (unstable words in the target language; tautology in translation; polysemantic words; realia; idioms).	Individually	14 lexical difficulties	<i>Daily moisturizing keeps your skin from drying out and can reduce the appearance of fine lines, Dr. Farris said.</i>	<i>Daily moisturizing keeps your skin from drying out and can reduce the appearance of wrinkles, Dr. Harris said.</i>
7	pre-editing long complex sentences with incorrect rheme/theme division in MT.	In group	10 difficulties: 6 grammatical 4 lexical	<i>He was travelling at 50mph along the winding road, that has a 30mph speed limit, later telling police he was "tired" after being at work and just wanted to "put his feet up".</i>	<i>He was travelling at 50mph along the winding road, that has a 30mph speed limit. Later, he told police he was "tired" after being at work and just wanted to get out of the van as soon as possible.</i>
8	pre-editing lexical difficulties (unstable words in the target language; tautology in translation; polysemantic words; proper names; realia; idioms).	Individually	14 difficulties: 13 lexical 1 grammatical	<i>The latest government estimate is that just over 3,000 people are sleeping rough in England - and last year it pledged £2bn to try to end the problem.</i>	<i>The latest government estimate is that just over 3,000 people are sleeping outside in England - and last year it pledged £2bn to try to end the problem.</i>
9	pre-editing grammatical difficulties (ellipses; the wrong rheme/theme division; the tense inconsistency; grammatical redundancy in translation)	In group	15 grammatical difficulties	<i>With the release of the iPhone 15, there are indeed noticeable enhancements — especially for those fans who upgrade every year.</i>	<i>With the release of the iPhone 15, there are indeed noticeable enhancements — especially for those fans who upgrade their phones every year.</i>
10	pre-editing lexical and grammatical difficulties	In group	19 difficulties: 8 lexical 11 grammatical	<i>The man was taken to hospital after the attack as three suspects aged 23, 32 and 34 remain in custody</i>	<i>The man was taken to hospital after the attack. Three suspects aged 23, 32 and 34 remain in custody.</i>

Pic. 1. The characteristics of the set of problem-based tasks

After the pilot study, we also conducted a final test for measuring students' level of mastering pre-editing skills acquired during the pilot study. The settings and objectives for the students were the same as in the diagnostic test. The final test included 14 translation difficulties (6 lexical and 8 grammatical ones) in the text.

The results of the diagnostic and final assessment tasks can be seen in Pic.2.



Pic. 2. The results of the diagnostic and final tests

Conclusion

According to the data obtained from the final task, we can see that experimental group's level of proficiency in pre-editing language difficulties for MT has gone up (from 14% to 64%).

The findings of the research demonstrates that the set of the tasks developed with the aid of PBL can be an effective tool in teaching students in Linguistics to pre-edit source texts for MT. Moreover, the tasks encourage the use of modern technologies to solve real translation problems and train students to anticipate potential errors of MT decreasing the translation quality.

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MOBILE APPS IN DEVELOPMENT OF LEXICAL SKILLS IN A FOREIGN LANGUAGE OF UNIVERSITY STUDENTS

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Abstract: The article is devoted to the study of the specifics of lexical skills formation when learning foreign languages using authentic digital resources. The paper examines mobile apps for teaching vocabulary, their features and didactic potential.

Key words: mobile apps; vocabulary; skill development; students

МОБИЛЬНЫЕ ПРИЛОЖЕНИЯ В ФОРМИРОВАНИИ ЛЕКСИЧЕСКИХ НАВЫКОВ НА ИНОСТРАННОМ ЯЗЫКЕ У СТУДЕНТОВ ВУЗА

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Аннотация: Статья посвящена изучению специфики формирования лексического навыка при изучении иностранных языков с использованием аутентичных цифровых ресурсов. В работе рассматриваются мобильные приложения для обучения лексике, их функционал и дидактический потенциал.

Ключевые слова: мобильные приложения; лексика; развитие навыка; студенты

Introduction

The formation of a well-developed lexical skill is a primary task when learning a foreign language. Having an extensive vocabulary “provides an opportunity for adequate communication” [3, p. 130], i.e. it allows us to engage in communication and express our thoughts more accurately in a foreign language. According to

E.G. Asimov, lexical skill involves the automatic selection of appropriate words based on the speaker's intention and the rules of language usage in conversation. It also involves the ability to quickly understand and connect words with their meanings when listening [2].

In the modern era, taking into account the active development and introduction of digital resources into the education system, the development of lexical skills in a foreign language within the framework of blended learning is becoming more effective and productive. Russian education is rapidly developing in the field of information technology, in this regard, the Federal State Educational Standard for 45.03.02 Linguistics (bachelor's degree level) highlights the importance of using digital technologies and functioning of the electronic information and educational environment throughout the educational process [1]. The provisions fixed in this document contribute to a more successful development of competencies needed by future specialists.

Theoretical Framework

At present, students have convenient access to a wide range of educational materials, programs, resources, as well as the ability to finish assignments and contact teachers at their convenience, from any location. The future of digital learning depends on the use of mobile communication and the increasing popularity of smartphones as well as the development of numerous educational apps and programs and technological advancements [4].

When it comes to learning and teaching foreign languages, it is essential to consider the fact that every learner has personal learning style and attitude towards learning and is motivated by different things. Educators hold a significant role in guiding students and setting an example, but learners also need to focus on boosting their enthusiasm and honing their unique learning methods. The emergence of smartphones and language learning apps has sparked a growing interest among students in the advantages these resources can offer. Mobile-assisted language learning has gained popularity as a strategy that empowers learners to take charge of their own learning with guidance from instructors, ultimately bolstering motivation, involvement, and overall language proficiency [5].

Methods and Results

In our research we used the following methods: literature analysis and comparative analysis.

The study examines how mobile apps can be used to improve students' vocabulary skills by actively engaging them in practicing and expanding their vocabulary or several skills at once. It also assesses the effectiveness of these apps in helping university students who are learning a foreign language enhance their language skills.

For comparative analysis, we selected the following applications for teaching vocabulary in foreign language classes at a university: Quizlet (<https://quizlet.com/ru>), DuoLingo (<https://www.duolingo.com>), WordUp (<https://www.wordupapp.co>) and Busuu (<https://www.busuu.com>).

The applications we selected were compared according to the following criteria:

- Accessibility. It is important for every language learner to be able to use all or most part of an app's functions for free, it also matters what kind of advantages users get with an access to a paid version of an app. Those apps which offer more opportunities for language learning for free or have more beneficial subscriptions will likely be favored by users.

- The main focus. Every app has a concept that defines what will be learned by users and the manner of it, that is every app focuses in different language aspects or, in contrast, offers comprehensive language acquisition though all aspects. For those users who pursue certain goals in teaching or learning foreign languages it is crucial to understand what an app is based on: vocabulary, grammar, pronunciation or everything at once.

- Individual features. Different developers integrate different features into their apps trying to stand out in the modern market. This competition breeds advantageous diversity of choices for users. The apps simply suit users' personal style and current needs by offering tools to individualize the learning process.

- Learning / teaching styles. Each user learns or teaches differently, that is, has different learning or teaching style. Some people prefer to use the material that was created by others, while other people create the by themselves and for themselves. The apps are only tools that suit one's needs and personal preferences in learning, they just offer opportunities for customizing and optimizing it.

- The support of multiple languages makes learning accessible to more people, regardless of their location and finances, thus, the application becomes available to users from all over the world, leading to the increase of number of users. Users can also learn a foreign language using their native language, which makes the learning process more simple and effective. This is especially important at the initial stages of language learning, when the basic vocabulary and grammar have not yet been learned.

The Table below demonstrates some common features of the apps presented, like personalization and a large number of supported languages. All the apps are free, but their potential can be enhanced by users who purchased a paid subscriptions. Being developed independently, each app is unique, therefore, they serve different purposes and have their own advantages.

Table

Mobile apps for teaching / learning foreign languages comparison

Name	Accessibility	Number of languages supported	Main focus	Individual features	Learning / Teaching style
Duo Lin-go	Free, but has optional Super DuoLin go subscription	26	all language aspects	<ol style="list-style-type: none"> 1. Gamification 2. Organized, progressive lessons 3. Option to strengthen skills 4. Personalized learning 5. Colorful and user-friendly interface 6. Multiple types of training exercises 7. Includes a placement test 	Completely individual learning
Word Up	Free, but has optional WordUp Pro subscription	42	vocabulary	<ol style="list-style-type: none"> 1. Words lists and knowledge map 2. Scenarios 3. AI tutor Lexi 4. Customized lessons 5. Selection of current vocabulary level 	Completely individual learning
Quizlet	Free, but has optional Quizlet Plus subscription	18	vocabulary	<ol style="list-style-type: none"> 1. Spaced repetition 2. Flash-cards 3. Quiz mode 4. Goal setting 5. Variety of different ways to learn 6. AI that generates tests, summaries and defines terms 	Both in class and individual. Users can create flash-cards and share them or use those created by others
Busuu	Free, but has optional Busuu Premium subscription	14	all language aspects	<ol style="list-style-type: none"> 1. Language learning sections are divided according to user's current level 2. Personalized language goals 3. Lessons incorporate videos of native speakers 4. Personalized review sessions 	Completely individual learning

Conclusion

Modern language education is undergoing significant changes in digital era. The development of mobile technologies, particularly Mobile Assisted Language Learning (MALL), plays a crucial role in vocabulary acquisition of university students. Mobiles apps make the learning process more exciting for students and also improves their language skills.

Using a wide range of content that language learning applications market offers users customize their learning experience based on personal interests and goals. Teachers can motivate students and reduce the time consumptions with these applications. Additionally, the flexibility provided by mobile technologies enables users to learn anywhere and at any time.

Overall, the integration of mobile applications greatly enhance the quality of education and helps students achieve proficiency in foreign languages. Therefore, it is evident that the future of language education is closely tied to the development and implementation of mobile technologies in the learning environment.

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VIDEO-BASED TASKS FOR DEVELOPING PHONOLOGICAL COMPETENCE OF LINGUISTICS STUDENTS

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Abstract: This article examines the use of video-based tasks in developing the phonological competence of linguistics students. By employing visual and auditory techniques, students can enhance their ability to recognise and reproduce phonemes, accents, and intonation.

Key words: phonology; phonetics; competence; phonological competence; linguistics

ВИДЕО МАТЕРИАЛЫ ДЛЯ РАЗВИТИЯ ФОНОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НАПРАВЛЕНИЯ «ЛИНГВИСТИКА»

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Аннотация: В данной статье рассматривается использование видеозаданий в формировании фонологической компетенции студентов-лингвистов. С помощью визуальных и аудиальных приемов студенты смогут развить навыки распознавания и воспроизведения фонем, ударения и интонации.

Ключевые слова: фонология; фонетика; компетенция; фонологическая компетенция; лингвистика

Introduction

In the current landscape of language education, there is a growing emphasis on innovative teaching methods to improve the phonological competence of language students. While traditional approaches tend to prioritize theoretical foundations and grammar instruction, they may overlook the practical application of phonetic skills in real-world language use. Technological advances and the increasing availability of multimedia resources have led to a shift towards using video tasks to support language students' phonological development.

However, the question of whether video tasks can be used to develop phonological skills in language students remains open, despite the growing awareness of the importance of phonological competence in language learning.

The existing literature lacks comprehensive studies investigating the specific impact of video-based tasks on the development of phonological competence in language learners. Therefore, the integration of video-based tasks in developing phonological competence remains an under-explored area of language education research.

The object of the research is the process of developing phonological competence in linguistics students.

The subject of the research is video-based tasks for developing phonological competence of linguistics students.

The aim of the research is to examine different video-based tasks in the view of improvement phonological competence of linguistics students.

Theoretical framework

The Bologna Glossary defines the competency-based approach as a method for modelling educational outcomes and presenting them as educational quality standards for higher education. This model describes the set of competences a graduate should possess, the functions they should be able to perform, and their readiness to solve specific tasks. Therefore, it is natural to introduce the term “competences” into the educational paradigm. This requires a pedagogical and methodological understanding within the context of “education through life” [1].

Foreign language (FL) teaching aims to develop students’ communicative competence in all its components, including language/linguistic, speech, socio-cultural, compensatory, learning, and cognitive competences. Language/linguistic competence refers to the capability of using a foreign language as an instrument for communication and reflection. Language is a tool for speaking and thinking, and technical terms are explained when they are used for the first time. This encompasses an understanding of the system and structure of the foreign language, the operational principles of the subject and the ability to use formal means to construct lexically, grammatically and phonologically correct and meaningful utterances in the foreign language. Experts such as D.I. Izarenkov, I.A. Zimnaya, A.A. Leontiev, and R.P. Milrud have contributed to this field. The components of language/linguistic competence are phonological, lexical, and grammatical competence [7].

Phonological competence is defined as “a set of knowledge about the phonetic system of the target language (its composition and structure), as well as skills and abilities that ensure the ability to understand foreign language speech by ear and participate in intercultural communication in compliance with the phonological norms of the language” [8].

There are two types of pronunciation/phonetic skills: a) rhythmic-intonation (which refers to the identification and maintenance of the norms of accent and intonation), b) aural-pronunciation, which comprises aural skills - the ability to recognise and distinguish individual phonemes, words, sentences, and oral-pronunciation skills - assessing the abilities to correctly articulate sounds and to assemble them into words, word combinations and sentences.

The video material enables students to see and hear phonological components in a particular context by providing a visual representation of speech sounds,

accents and intonation. By watching native speakers in the video, students can imitate their pronunciation, intonation, and stress, aiding in the development of auditory reception of language features. Videos give students the opportunity to see how phonological features are applied in natural communication, helping them to understand the practical use of these elements. Video tasks can be more engaging and dynamic than traditional teaching methods, capturing students' attention and motivating them to actively participate in phonological practice. Students can check their own pronunciation by comparing it with the speakers in the video, providing an opportunity for self-assessment and improving phonological accuracy. Videos featuring speakers with diverse accents and dialects can enhance students' appreciation of linguistic diversity and improve their ability to understand and communicate with individuals from different backgrounds.

Methods and results

A set of exercises based on video materials has been developed for first-year Linguistics students. The topic of these exercises is «General American Accent: Intonational Features». The set includes three exercises: practice, pseudo-communicative, and communicative activities. Prior to commencing the exercises, students will receive theoretical material to study. This material can be accessed on the Dispace platform.

The videos in these exercises presents different genres: advertisement, movie and ceremonial speech.

Exercise 1: Practice activities

Watch an advertisement of new Audi car presented by Chris Evans. Identify the intonational features of General American Accent in his speech [4].

The speaker is an american actor, whose speech is described as fluent and clean.

Exercise 2: Pseudo-communicative activities

Watch two episodes from “Harry Potter and the Philosophers stone” [2] and «Hunger Games: Mockingjay Part 1» compare intonational features of two speakers [6].

The first speaker is British with posh accent close to received pronunciation. The second one represents general american accent.

Exercise 3: Communicative activities

Watch two videos of acceptance speech and make tonograms. The first one is from annual BAFTA awards and the speech is given by british actor Tom Holland, who receives an award as “Rising Star” [5]. The second one is from annual GRAMMY awards where an american singer Miley Cyrus receiving an award for “Best Pop-Solo Performance” [3].

Conclusion

In summary, assignments that incorporate video materials can enhance the phonological competence of linguistics students. By completing speech exercises in video-based tasks, students gain practical experience in applying their phonological knowledge and skills to analyse authentic speech samples from various English dialects. This helps them to develop a more profound comprehension of phonological competence and its impact on communication in linguistics. Additionally, incorporating videos featuring speeches by prominent figures in popular culture may enhance students' interest and motivation to learn the language. However, the effectiveness of these exercises has not been fully evaluated, and further research is necessary to determine their practicality.

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DEVELOPING ENGLISH PUBLIC SPEAKING BY VIDEOCOURSE FOR LINGUISTIC STUDENTS: RESULTS OF THE TRIAL TRAINING

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Abstract: The article is determined to the description of the features for teaching public speaking in English. The article provides a description and analysis of results of a trial training in English public speaking through a video course for undergraduate Bachelor students majoring in “Linguistics”, profile “Translation and Translation Studies”.

Key words: video course; video materials; communicative tasks; public speaking skills; communicative-cognitive competence

ВИДЕОКУРС ПО РАЗВИТИЮ ПУБЛИЧНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ СТУДЕНТОВ-ЛИНГВИСТОВ: РЕЗУЛЬТАТЫ ПРОБНОГО ОБУЧЕНИЯ

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Аннотация: Настоящая статья посвящена разработке видеокурса по обучению публичной речи на английском языке студентов-лингвистов. В статье приводится теор.основы, описание и анализ результатов пробного обучения публичной речи на английском языке посредством видеокурса студентов направления «Лингвистика».

Ключевые слова: видеокурс; видеоматериалы; коммуникативные задания; навыки публичной речи; коммуникативно-когнитивная компетенция

Introduction

Nowadays, when providing their professional activity in translation, the specialists in this area have a great demand in possessing two key competencies, namely communicative and cognitive. When they are well-formed, the translator or the linguist is able to reproduce texts on various topics relevant to a certain communicative situation. We can attribute the possession of public speaking skills in a foreign language to the leading professional competences for linguists, i.e., communicative and cognitive. Hence, this fact is associated with an increasing need to teach linguistic students the peculiarities of English public speaking as a way of developing their communicative and cognitive competences.

Nowadays, the relevance of our research is due to the need of linguistics students to possess well-developed public speaking skills in a foreign language, on the one hand, and to the teacher's needs to use relevant educational materials and build the educational process of public speaking correctly, on the other hand. The

purpose of the article lies in the development and testing of the video course in public speaking for language students according to the theoretical framework. The novelty of the article is in the development of a video course on English public speaking as a way to improve the communicative and cognitive competencies of students studying translation. The article analyzes the results of a trial training of English public speaking video-course for students of linguistic majors and evaluates the effectiveness of it.

Theoretical framework

In order to design our video course on English public speaking, we have identified the criteria necessary for creating a video-course and conducting educational and training activities according to it. The development of criteria is based on theoretical and practical literature on teaching public speaking, rhetoric, communicative and cognitive competences, teaching using educational videos, previously studied by D. Hymes, E.A. Bailey, C.J. Brame, R.P. Milrud, S.D. Kirpu, A.K. Michalskaya as well as on the analysis of foreign and domestic online video-courses.

The use of a communicative and cognitive approach in the development of a video-course for teaching students majoring in Linguistics has become a key criterion. The communicative-cognitive approach is an educational approach that focuses on the development of communicative and cognitive competencies, and assumes that communication is carried out through the student's speech-thinking or cognitive activities, therefore these two competencies are interrelated and dependent on each other [5]. The application of this approach involves the application of communicative and cognitive tasks in the video course, which, on the one hand, contribute to student's communication, and on the other hand, are aimed at finding information, interpreting it, evaluating, arguing, etc., which develops student's thinking skills. These tasks range monologue composition, text retelling, image, situation or action descriptions, commenting, conducting dialogues or debates, and answering open questions.

The use of *educational video (including the video of real public speeches)* for teaching public speech is the second significant criterion when compiling a video-course, since the combination of auditory and visual components improves the understanding of utterances in a foreign language and optimizes foreign speech perception, which contributes to the cognitive activity of the student, attention and memory development [4]. Also, when watching the examples of public speeches, students can better understand and interpret the speech content as well as evaluate and analyze non-verbal components that create a certain impact on the audience during a speech presentation (hand movements, gestures, facial expressions, poses, clothing and features of the environment) [2]. When selecting videos for teaching, it is necessary to take into consideration the following criteria: "the video should

correspond to the level of knowledge of students” (in public speech) [3]; key points should be highlighted as it contributes to the perception and video understanding; the video should be engaging and encourage students to discuss video materials after watching; the optimal duration of an educational video varies from 6 to 9 minutes [1].

It is necessary to *use peer assessment (for oral speaking/public speaking assignments) and reflective tasks* to assess the progress of students objectively when they make a public presentation. Peer assessment as a form of assessment involves judging their peer's speech and providing a peer with feedback either written or oral [6]. This form of assessment and type of assignment let students take an active part in studying public speaking at all its stages and increase their experience in public speech writing and presenting for students with a similar level of knowledge in public speaking, training and skills. In addition, self-assessment or a reflection task let students analyze their own speech in a more detailed way and improve it.

According to these principles, we have developed the video course named “Fundamentals of public speech in English”. The course has been designed for students of Linguistics with a minimum language level B1. The purpose of the 8 lesson (16 academic hours) practical video-course is to develop public speaking skills as a type of communicative and cognitive competences by teaching the theory and practice of English public speaking.

Methods and results

The video course was tested in three stages in accordance with the developed curriculum. As for the research methods during testing, we have implemented observation, questioning, modeling, trial training, analysis, comparison and generalization.

At the initial stage of trial testing, we have carried out the interview of 11 respondents in a form of questionnaire (10 questions). The questionnaire aimed to determine their current level of public speaking knowledge and identify the learning needs of language students. The results of the initial survey, illustrated in Table 1 “Public speaking questionnaire”, indicate that the respondents lack knowledge and public speaking skills. Secondly, we can conclude that the students have a high demand in possessing the skills of successful public speech presentation.

At the intermediate stage of the testing, the students who previously took part in the survey were consistently trained in 7 lessons of the English video-course developed.

Lesson 1. The students studied the concept of public speech, its types, context, and features of audience analysis.

Table 1

Public speaking questionnaire

№	Question	Yes	No	Not sure
1	Are you familiar with such concepts as public speaking/rhetoric/oratory?	64	0	37
2	Are you familiar with the rules and requirements for the composition of public speech?	0	46	54
3	Are you familiar with the rules of delivering public speech the appropriate use of intonation, gestures and body language, mimics)?	9	28	63
4	Do you know what types of arguments and reasoning you may use to justify your point of view in the speech?	0	46	54
5	Do you know what types of rhetoric devices may be used to make the speech more expressive?	0	63	37
6	Do you experience any difficulties in preparing public speech and delivering it?	54	37	9
7	Do you feel anxious when you are given a task to prepare public speech and present it to your groupmates?	37	37	26
8	Have you ever taken part in public speaking competition, e.g., Speech Contest?	18	82	0
9	Would you like to improve your public speaking skills?	100	0	0

№	Question	“Excellent” (%)	“Above average” (%)	“Average” (%)	“Below average” (%)	“Very poor” (%)
10	How good do you think your public speaking skills are now?	0	18	27	46	9

Lesson 3. The students studied the types of speech organization, strategies for effective introduction and conclusion and revised the studied material by defining each type of speech introduction using the example of 10 excerpts from the TEDtalks-videos. Also in this lesson, students played a situational game (*bunker: Come up with arguments and organize them in such a way that the scientist would take your side to leave bunker/stay in bunker*).

Lesson 4 was devoted to the practice of public speaking, and the students had to present their speeches in front of an audience for the first time throughout their course. To conduct this lesson more effectively, the students first watched the video "Effective listening skills", and then used these recommendations when evaluating the speeches of their classmates (peer assessment method). In general, 6 (54%)

students received the maximum score (“excellent” mark) for the speech content, the use of effective introduction and conclusion strategies, clear diction, correct choice of lexical means, as well as speech preparation. 3 (27%) students received “good” mark due to insufficient speech content, 2 (18%) students received a “satisfactory” mark due to reading a speech from a sheet and getting off the topic, which disrupted the audience’s speech understanding.

Lesson 5. The students studied the peculiarities of using stylistic devices based on a video of a public speech by the winner of the Toastmasters 2018 competition. The students noted the effectiveness of this lesson, as the proposed video material became a good representation of proper public speaking.

Lesson 6. The students prepared in advance and participated in debates on the topic “*Social media has improved human communication*”. Despite the thorough groups' preparation, some students experienced the anxiety during the speech, however, they also noted that the quality of the arguments prepared by the opposing group was high.

Lesson 7. The students studied the non-linguistic features of public speaking. During the lesson, students watched one educational video “*Public Speaking Tips / The Art of Persuasive Writing & Public Speaking*” (Erika Bailey, Harvard University) and another video “*Good presentation VS Bad presentation*” demonstrating the positive and negative practice of public speaking. Thus, in regards to the use of non-linguistic features in a public speech, the students were to present two examples of speech presentation – appropriate and inappropriate ones. Then students had to discuss the advantages and disadvantages of the earlier-watched videos in order to revise the content of the lesson.

At the final stage of the testing – the 8th lesson of the course – we conducted the final test (10 questions) among the 11 participants of the course testing. The test was developed based on the course theory.

Table 2

The results of the final testing of students in the video course

“Excellent” mark (%)	“Good” mark (%)	“Satisfactory” mark (%)
64	18	18

The results presented in Table 2 “Results of the final testing of students in the video course” indicate that the amount of knowledge in public speaking among students has increased significantly after doing the course, and students have sufficient theoretical knowledge of the subject to present public speeches.

After that, the students were to make their final speech on the topic “Life's ups and downs”. The results of speech evaluation are clearly presented in Table 3 “Results of public speaking at the final stage of testing”.

Table 3

The results of public speaking at the final stage of testing

“Excellent” mark (%)	“Good” mark (%)	“Satisfactory” mark (%)
63	28	9

A satisfactory mark was given to the student, whose speeches were off topic or who developed the topic incompletely. The “good” mark was given to some students due to the fact that some words were used incorrectly in terms of their lexical meaning and stylistics, some inaccuracies were observed in the speech content. In their speeches, which correspond to the “excellent” mark, the speakers used the strategies of effective introduction and conclusion, the arguments were built logically and interconnected. The language means were selected correctly and appropriately, few slips were found. While presenting the speeches, most students showed confidence as opposed to their comments in the reflection task which stated that some of the participants of the trial testing experienced severe anxiety before the speech delivery. Also, in reflection, three students noted that they needed to speak louder, but, in fact, it did not affect their presentation: they were clear to listen to, their speeches were understandable and this criterion did not affect the speech quality. In this type of task, we also applied the method of peer-assessment, so after their speech, each student received detailed feedback on speech and its improvement from a peer.

Conclusion

Thus, the results of the trial training indicate that the video course on English public speaking developed according to the selected criteria has proved its effectiveness. In the future, based on the students’ comments on their personal learning outcomes, it is recommended to add tasks aimed at eliminating anxiety before public speaking in order to develop not only linguistic, but also extralinguistic skills of public speaking.

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**АКТУАЛЬНЫЕ ПРОБЛЕМЫ
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