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(ТЕХНОЛОГИИ. ДИЗАЙН. ИСКУССТВО)»

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**МЕЖДУНАРОДНАЯ НАУЧНАЯ КОНФЕРЕНЦИЯ МОЛОДЫХ ИССЛЕДОВАТЕЛЕЙ
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МОСКВА, 2025

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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ЛИНГВИСТИЧЕСКИЕ И КУЛЬТУРНЫЕ ОСОБЕННОСТИ ПРЕЗИДЕНТСКОЙ ПРЕДВЫБОРНОЙ КАМПАНИИ В США В 2024 г.
LINGUISTIC AND CULTURAL FEATURES OF THE USA PRESIDENTIAL ELECTION CAMPAIGN IN 2024

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This article is going to analyze terms connected to presidential campaigns in general and to the current campaign in particular.

Political discourse plays a key role in shaping public opinion and political culture [1]. It can have a significant impact on citizens' perception of political events and party candidates. With the help of rhetoric and argumentation, politicians can manipulate public opinion and direct it in the right direction [2]. Effective political discourse uses various persuasive techniques such as logical arguments, emotional appeals, and appeals to values and ideals. Taking into account cultural differences helps politicians find common ground with different groups of people and adapt their messages.

The November election cycle is indeed a vibrant landscape of language and culture, where buzzwords and trends play a significant role in shaping narratives and influencing voters’ perceptions.

An “October Surprise” term refers to an important and unexpected event that happens or news that emerge just before a presidential election and influence the course of it. Such events typically happen in October [3].

The term became popular in 1980. President J. Carter was facing a challenging campaign against R. Reagan. One of the important issues affecting Carter's re-election was the Iranian hostage crisis (American citizens were held captive in Iran). Carter did not manage to release them. It was an important factor contributing to his poor poll numbers. People hoped that J. Carter might achieve a last-minute diplomatic breakthrough. But this "October Surprise" never happened. After the election, some theories suggested that Reagan somehow conspired with Iranian officials to delay the release.

In 2000, a few days before the election, it was revealed George W. Bush Jr. had been arrested for drunk driving in 1976. Despite the potential for this

“October Surprise” to sway public opinion, Al Gore, his opponent, chose not to capitalize on it [3].

The term gained renewed interest during the 2016 presidential campaign. A videotape was revealed on which D. Trump made comments about women. This caused widespread outrage. At the same time, FBI Director J. Comey announced that the FBI would reexamine Hillary Clinton's emails just days before the election. This could really affect her campaign. Both events definitely influenced voters’ perceptions. Both were October surprises. In 2020, president Trump was hospitalized because of Covid-19. It raised concerns about his health and capacity to take part in the election. Also, there was a story regarding Hunter Biden, Biden’s son, who had left a laptop at a computer repair store. The laptop contained emails and other controversial materials. These stories were called October Surprises too. In 2024, we had two October Surprises: Biden’s “garbage” remark about Trump’s supporters and Trump’s appearance at a MacDonald’s outlet. Trump cooked French fries and served people.

The political landscape became very dynamic with significant developments unfolding because of the election. Donald Trump chose J.D. Vance as his vice-presidential candidate. This decision reflected Trump's strategy to align with figures who resonate with his base and to reinforce his influence within the GOP. Vance, known for his strong support of Trump’s policies, was expected to energize younger voters and appeal to key demographics.

President J. Biden faced scrutiny following a lukewarm performance in a televised debate, which has intensified calls from various factions within the Democratic Party for him to consider withdrawing from the race. In a shocking turn of events, Donald Trump survived an assassination attempt. This incident has heightened tensions in the political arena, drawing attention to the risks faced by public figures and potentially galvanizing Trump's supporters who may perceive him as a victim of political violence.

Vice President Kamala Harris came out as the uncontested nominee for the Democratic ticket. Her selection of Minnesota Governor Tim Walz as her running mate signaled a strategic move to appeal to a broader electorate, particularly in key battleground states. Walz's popularity and governance experience may bolster the ticket's chances in the upcoming election.

These developments illustrate the volatile nature of contemporary politics, where alliances, performances, and unexpected events can significantly influence electoral outcomes.

Tim Walz, the Democratic vice-presidential candidate, has used the term “weird” to characterize Donald Trump and JD Vance, suggesting that their behavior or policies are outside the norm. Labeling opponents as "weird" alienates them from mainstream values and makes them appear less relatable to the average voter. It taps into a desire for familiarity and stability in leadership. Google Trends

shows that the top related searches are now “weird Trump”, “Vance weird”, “JD Vance weird”, “Vance is weird” [4].

Charli XCX’s album has become a cultural event for Kamala Harris’s campaign, linking her image to themes of youth and rebellion. This connection can energize younger voters who resonate with the album’s themes, framing Harris as a candidate who embodies modernity and progressive values. It highlights the intersection of pop culture and politics. Charli XCX's 6th album, Brat, has been very popular with Gen-Z women, who have embraced the idea of a "Brat summer." The pop star's declaration that “Kamala IS brat” on social media ignited a significant online reaction, leading Kamala Harris's campaign headquarters to adopt the album's artwork as their background image. This move not only showcased the connection between the artist and the politician but also emphasized the cultural relevance of the term "brat" in the current political discourse. The situation even caught the attention of Fox News hosts, who provocatively questioned whether America truly wants "brats" in leadership roles.

The phrase “Childless Cat Ladies” was used by J.D. Vance. It has drawn significant backlash, particularly as it can be perceived as derogatory towards women who do not conform to traditional family structures [5]. In July 2024, a controversial 2021 interview where J.D. Vance, the Republican vice-presidential candidate, expressed his views on what he perceived as the American problem was shown on TV. During his conversation with Tucker Carlson, Vance characterized the country as being ruled by "a bunch of childless cat ladies," attributing this to the influence of Democrats and corporate elites. This remark drew significant backlash, particularly aimed at Vice President Kamala Harris, who, despite having two stepchildren, was included in Vance's sweeping generalization. The revival of this interview sparked renewed discussions about language in politics and the implications of such labels, especially regarding their potential to alienate key voter demographics, including women and younger voters. This incident underscored the ongoing tensions in the political landscape as candidates navigate the complexities of public perception and communication.

Vance said that such “ladies” care only about their jobs, their wealth and with their fortunes and have no “direct stake” in the nation’s future and “hate normal Americans for choosing family over … DC status games.”

Vance’s framing relied on a trope that is several hundred years old. It is interesting to point out that there is no such thing as a mad (or crazy) cat man. And single cat or hamster owners aren’t considered any threat to the community [6]. Cats were connected to witchcraft and witches in Medieval Europe and in the New World. In America in the midst of the witch hysteria, an enslaved girl named Tituba became one of the first individuals accused of witchcraft. Tituba confessed to the charges against her. In her confession, she claimed fantastical acts, such as flying on a pole and signing a book for the devil. She spoke of spectral cats that

pinched or choked other girls, contributing to their madness. The imagery of cats in her testimony can be seen as a reflection of the era's association of these animals with witchcraft and the idea of ungovernable women.

In medieval Europe, the devil was thought to give cats as gifts to girls and women performing witchcraft. During the witch trials in 17th-century Devon (South-West of England), a woman was accused because a cat had been seen slipping into her house through an open window. This elderly woman must have been feeding a stray animal, but it was used to condemn her. Single girls and women, unrestrained by any man, were very often accused if sickness came (like plague, sweat) or the crops were low.

The origins of the meme “you just fell down from a coconut tree” can be traced back to a speech Vice President Kamala Harris delivered in May 2023, during the swearing-in ceremony for commissioners of the White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics. In her address, Harris emphasized the importance of focusing on young people while also considering their broader communities [7].

To illustrate her point, she quoted her mother, recounting her mother’s observation about youth: “I don’t know what’s wrong with young people, you think you just fell out of a coconut tree?” Harris delivered this line with a mix of humor and gravitas, punctuating it with a thoughtful pause that resonated with the audience. This moment was made into a 12-second soundbite that quickly became popular, showing the social media ability to amplify snippets of speeches into viral content.

Social media brings a new dimension to all areas of life: education, healthcare and politics [8]. A big number of social media platforms and electronic devices that facilitate the exchange of information makes it possible to communicate wherever the Internet is available. The scale of the spread of social media and its transformation into a powerful tool is truly enormous. When a politician's words go viral, it can significantly contribute to their success. Viral content reaches a much larger audience than traditional campaign methods. This heightened visibility can introduce the politician to new voters who may not have been aware of them or their platform. Viral messages often encourage engagement, with users sharing, commenting, and discussing the content. This interaction can foster a sense of community and support among followers, creating a more engaged voter base. When a politician's message goes viral, it can help frame the narrative around their campaign or key issues. This can shape public perception and influence media coverage, allowing the politician to control the conversation.

Viral moments can be a powerful tool for politicians, amplifying their message, increasing engagement, and ultimately contributing to their electoral

success. However, it's important for politicians to remain authentic and consistent in their messaging to maintain credibility and trust with their audience.

This phenomenon highlights how a simple phrase can transcend its original context, becoming a part of the cultural conversation in unexpected ways. "Coconut tree" comments alienated certain voter demographics, particularly women and young voters, who may view this language as outdated or offensive. It underscores the importance of language sensitivity in political discourse.

The political discourse surrounding Vice President Kamala Harris and Minnesota Governor Tim Walz has been marked by significant controversy and attack narratives from the Republican media.

Political media discourse has a significant impact on the formation of public opinion [9]. It is especially obvious in the USA, where the media play an important role in informing citizens about political events, candidates and issues that matter to society. This helps to form an opinion about which topics are important and how they are perceived. The way media present information can significantly affect public perception. News framing can create certain perceptions about political issues and candidates. The media can influence which topics become a priority in public discussion. When certain issues receive widespread coverage, it can lead to their discussion at the political level and in public circles.

When Kamala Harris was widely seen as the presumptive Democratic nominee, she faced criticism from Republicans who labeled her a "DEI hire," suggesting that her selection was primarily based on principles of diversity, equity, and inclusion rather than merit. This characterization serves as a "polite" euphemism for more attacks that have circulated both online and in various media. Such narratives aimed to undermine her qualifications and portray her as an unworthy candidate. Governor Tim Walz, who had 24-year service record in the National Guard, faced challenges regarding his military background. Critics accused him of "stolen valor," a term used to describe individuals who falsely claim military service or embellish their military records. This attack drew parallels to "swiftboating," a tactic that originated in the 2004 presidential race when John Kerry's military service in Vietnam was subjected to baseless allegations and smear campaigns. Such tactics are intended to discredit candidates by questioning their integrity and service, thereby influencing public perception and voter sentiment. These attacks reflect the contentious nature of contemporary political campaigns.

Political discourse is able to involve citizens in the political process, encouraging them to take active actions, such as participating in elections, rallies or public discussions. Motivation can be based on various factors, including personal interests, social issues, and shared goals.

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ОСОБЕННОСТИ НЕВЕРБАЛЬНОЙ КОММУНИКАЦИИ В МЕЖКУЛЬТУРНОМ АСПЕКТЕ
BESONDERHEITEN DER NONVERBALEN KOMMUNIKATION IM INTERKULTURELLEN ASPEKT

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Die sprachliche und körperliche Zuwendung ist ein Verbindungsmittel der Menschen in jeder Kultur. Neben Fremdsprachenkenntnissen sind auch die wichtigsten Landes- und Kulturkenntnisse für den Erfolg des interkulturellen Dialogs entscheidend.

Unter der verbalen Kommunikation versteht man Kommunikation mit Wörtern (lat. Verbum – das Wort). Für die Wirkung der Worte ist auch die nonverbale Sprache in jeder Form der interkulturellen Kommunikation von außergewöhnlicher Wichtigkeit [1, S. 299]. In der Begleitung verbaler Kommunikation hat die nonverbale einige wesentliche Funktionen. Die nichtverbale Sprache erhöht die Verstehbarkeit und gibt wichtige zusätzliche Informationen für den Interaktionsverlauf. Die nonverbale Sprache, die die Rede begleitet, hat oft kulturspezifische Besonderheiten, weil die nonverbalen Signale verschiedene Inhalte haben können [2, C. 68-69].

In der nonverbalen Kommunikation können folgende Formen unterschieden werden: Kinesics (Körpersprache), Proxemics (Raum, Distanz), Orientierungswinkel, äußere Erscheinung (einschließlich Kleidung), Haltung, Stehen, Sitzen) u.a. Die körperliche Kommunikation wird unter dem Begriff der Kinesik zusammengefasst. Die Kinesik, die Lehre von der Körpersprache, befasst sich mit dem Ausdrucksgehalt des Körpers. Die wesentlichen Ausprägungsformen der dynamischen körperlichen Kommunikation sind in hohem Maße kulturspezifisch geprägt, deshalb ist es empfehlenswert, sie im

interkulturellen Vergleich zu betrachten. Südeuropäer sind zum Beispiel verbal und nonverbal ziemlich ausdruckstark. Ihre Körpersprache und Gestik können sehr intensiv sein. Den Europäern ist der enge Körperkontakt, der für Araber selbstverständlich ist, meist unangenehm. Das muss man aber akzeptiert werden, weil ein Wegwenden als Zeichen von Ablehnung verstanden werden kann. Zu Begrüßung gibt man sich in Russland die Hand mit einem starken Händedruck. Der offene Handdruck bedeutet in Russland die Bereitschaft für die Kontaktaufnahme. Auch bei offiziellen Anlässen gehört dies zur allgemeinen Höflichkeitsformen. In Großbritannien wird Händeschütteln praktiziert, ist aber weniger gebräuchlicher als in Russland. Oft begnügt man sich mit einem verbalen Gruß. Man drückt dabei seine Freude über das gegenseitige Kennenlernen aus. In Indien verbeugt man sich bei der Begrüßung mit den vor der Brust gefalteten Händen.

Obwohl Finnen, Dänen, Schweden und Norwegen zu den Nordeuropäern zählen, gibt es viele Unterschiede in ihrem Verhalten. Im Allgemeinen sind sie sachlich und kühl, ausladendes Gestikulieren ist für sie nicht typisch.

Embleme sind kulturelle kodifizierte Gesten, die einem Wort oder einer Aussage entsprechen. Beispiele sind das Winken zum Abschied oder die Kopfgesten für Ja oder Nein. Emblematische Gesten sind auf bestimmte Kulturkreise begrenzt. Die Geste Kopfknicken bedeutet im europäischen Kulturkreis generell „ja“, doch im Vorderen Orient unterscheidet man zwischen Kopfknicken nach unten und nach oben, was der Zustimmung und der Verneinung oder Ablehnung entspricht. Religiöse Riten und weltliche Zeremonien bestehen im Wesentlichen aus nonverbalem Verhalten und sind durch kulturelle Konventionen in ihrer Ausdrucksform festgelegt.

In Europa und Nordamerika ist es üblich, mit dem Zeigfinger heranzuwinken. Aber in ganz Asien ist ein wiederholtes Fächeln mit der rechten Hand viel höflicher. Das Tippen mit dem Finger an den eigenen Kopf bedeutet in Frankreich, dass der Mensch, über den man spricht, dumm ist. In den Niederlanden bedeutet fast dieselbe Form, dass der Mensch klug ist“ [3, C. 36].

Sehr vorsichtig muss man mit dem Zeichen sein, das aus einem Kreis zusammengehaltenen Daumen und Zeigefinger besteht. Diese Geste entstand im amerikanischen nonverbalen System und bedeutet „alles OK“. In Japan bedeutet diese Form aber „jetzt können wir über Geld reden“.

Nonverbales Verhalten schafft oft die Vorrausetzungen für verbale Kommunikation. Sprecher und Hörer müssen sich einander nähern und sich wechselseitig wahrnehmen können. Der Beginn der Kommunikationsbereitschaft wird häufig durch Blickzuwendung signalisiert. Es sei betont, dass es neben Ähnlichkeiten im Blickverhalten auch kulturspezifische Differenzen in der Zulässigkeit und Häufigkeit von Blickkontakten gibt. Auch hinsichtlich des

Geschlechtes und der Persönlichkeitsmerkmale sind Unterschiede festgestellt worden.

Diese sprachliche Kommunikation steht mit nonverbalen Elementen in Wechselelementen. Nonverbale Kommunikation dient zum Ausdruck von Gefühlen, Bewertungen und Einschätzungen des Kommunikationspartners. Sie ergänzt oder ersetzt die Rede, sie fordert zu Aktionen und Gesprächstätigkeiten auf. Zur Mimik werden die Vorgänge im Gesichtsbereich gezählt. Hierzu gehört u.a. solche Ausdrucksweise der Gesichtsbewegungen wie Lachen, mit dem oft kulturspezifische Bedeutungsinhalte verbunden sind. Die Gesichtsbewegungen sind stark auf den Interaktionsverlauf bezogen. Das ist auch darin begründet, dass sich der Sichtkontakt in besonderem Maße auf das Gesicht der Gesichtsbewegung orientiert. Die Aufführung der Gesichtsbewegung kann durch kulturelle Darbietungsregeln gesteuert sein. Das Lachen tritt in allen Kultur- und Sprachgemeinschaften auf.

Das Lächeln wird in den meisten westeuropäischen Ländern mit Fröhlichkeit und guter Stimmung gedeutet. In Japan ist es ein Anzeichen der Verwirrung. Das Lächeln hat in Japan, ähnlich wie in Südostasien, eine wichtige soziale Funktion. In jeder Kultur existiert eine Vielzahl an Arten des Lächelns, die ihre eigenen Funktionen erfüllen. In den meisten asiatischen Ländern bringt man mit dem Lächeln verschiedene Empfindungen zum Ausdruck.

Das Hochziehen der Augenbrauen bedeutet für Nordamerikaner Interesse und Überraschung, für Briten Skepsis, für Araber „Nein“ und für Chinesen Ablehnung, für Filipinos „Hallo“.

Was die Kleidung als eine der Formen der nonverbalen Kommunikation und als eine der kulturellen Botschaften betrifft, so ist es zu bemerken, dass auch hier kultur- und landesspezifischen Informationen, Fakten und Kenntnisse notwendig sind, um verschiedene Elemente der eigenen und fremden Kulturen zu vergleichen und Konflikte bei der interkulturellen Kommunikation zu vermeiden. So ist zum Beispiel die Bekleidung der Südeuropäer immer korrekt, sie zeigt Stil und Eleganz. Korrekte Kleidung wird auch vom Geschäftspartner verlangt. Briten kleiden sich konservativ, dies gilt besonders für die Geschäftswelt.

Einer der Schlüsselbegriffe für die Erforschung des nonverbalen Verhaltens bei der interkulturellen Kommunikation ist Kultur. Die Kenntnisse über Besonderheiten der nonverbalen Sprache in den fremden Kulturen ermöglichen eine richtige Interpretation, die zeigt, was zeigt, dass die Körpersprache gemeinsam mit der Sprache mitzuteilen hat.

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АНГЛИЙСКИЙ ЯЗЫК: КЛЮЧ К ГЛОБАЛЬНЫМ ВОЗМОЖНОСТЯМ ENGLISH: THE KEY TO GLOBAL OPPORTUNITIES

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English is the primary means of international communication, spanning business, education, science and technology. Knowledge of English opens access to global opportunities and development.

English occupies a central place in international communication, going far beyond simple oral interaction. It serves as a link between representatives of different language groups, simplifying communication in a wide variety of areas: business, education, science, technology, culture and diplomacy. English is spoken by more than 1.5 billion people worldwide, making it the dominant language of international communication. Its prevalence in international organizations, academic institutions and multinational corporations underlines its importance in the development of intercultural dialogue. In the business sphere, English serves as a common language to facilitate negotiations, partnerships, and transactions. Multinational corporations often use it as an official language to simplify communication between teams located in different countries. This not only increases operational efficiency, but also contributes to the formation of a unified corporate culture. The importance of English in business also extends to marketing and customer service. Companies focused on international markets

often create advertising materials and websites in English to reach a wider audience. This approach not only helps attract customers from different countries, but also ensures that the brand's message is consistent across different regions of the world [1].

Proficiency in English can also improve career prospects, as many employers are looking for candidates who can communicate effectively in a global context. Job ads often indicate a mandatory knowledge of English, which reflects its importance in the modern labor market. Employees who can articulate their ideas clearly in English are more likely to participate in international projects and contribute to their organizations ' global strategies. In education, English has become the medium of instruction in many universities around the world, especially in fields such as science, technology, engineering, and mathematics (STEM). Students pursuing higher education at prestigious institutions offering programs in English have access to extensive knowledge and research that may not be available in their native language. This trend has led to an increase in international student mobility, and many students prefer to study abroad in order to improve their English language skills while still receiving a quality education.

In terms of professional qualities, managers consider the level of professional knowledge, work experience, quality of professional functions and specialized education to be the most demanded and important. It is the optimal combination of professionalism and strong personal qualities together with foreign language skills that can provide a modern specialist with a high level of professional knowledge.

It is the optimal combination of professionalism and strong personal qualities together with the mastery of foreign languages that can provide a modern specialist with competitiveness in the Russian labor market [2].

In addition, academic publications and research articles are mostly written in English, which makes it necessary for scientists to master the language in order to effectively disseminate their results. The opportunity to publish in reputable international journals can have a significant impact on a researcher's career and reputation in their field. English also plays a crucial role in the fields of science and technology. Most of the scientific literature is published in English, and at international conferences English is mainly used as the working language. This creates a scenario in which researchers need to be proficient in English in order to share their work with the global community and keep abreast of developments in their fields [3].

Moreover, many technology tools and platforms are designed with English-language interfaces, making it easier for users of different skill levels to acquire new skills and knowledge. This accessibility allows students from all walks of life to acquire new skills and knowledge, further emphasizing the role of English in

modern education. The role of the English language in the field of science and technology cannot be overestimated.

In today's world, knowledge of English is one of the key factors of success and relevance. That is why studying English is becoming more and more relevant and popular. Innovative technologies open up new opportunities for effective and exciting learning of English. As technology continues to evolve rapidly, the ability to communicate in English is becoming increasingly important for professionals seeking to use new tools and innovations. For example, software development often includes documentation and coding standards written primarily in English. Consequently, developers need to be proficient in the language to understand technical specifications and collaborate with international development teams [4].

English also plays a crucial role in cultural exchange and diplomacy. International organizations such as the United Nations, NATO, and the European Union use English as one of their official languages, facilitating dialogue among Member States. Proficiency in English allows diplomats and officials to participate more effectively in the negotiations and discussions that shape global policy. English is predominant in the transportation sector, in the media. English is the language of communication on international airlines, it is the language of travel. Dispatchers and pilots at all international airports speak English [5].

In summary, the importance of the English language in international communication extends beyond mere conversation; it encompasses business, education, science, technology, culture, and diplomacy. As globalization continues to shape our world, proficiency in English remains a vital skill that empowers individuals to participate actively in various spheres of life. By embracing English as a common language while also valuing linguistic diversity, we can facilitate collaboration, enhance mutual understanding, and build bridges across cultures. Ultimately, this approach contributes to a more interconnected and harmonious global community where diverse voices can be heard and appreciated.

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МЕСТО ЖИВОПИСИ И АРХИТЕКТУРЫ В КОНТЕКСТЕ ФРАНЦУЗСКОЙ КУЛЬТУРЫ
LA PLACE DE LA PEINTURE ET DE L'ARCHITECTURE DANS LE CONTEXTE DE LA CULTURE FRANÇAISE

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La France a une histoire riche remontant à l'Antiquité, débutant avec les tribus gauloises au 5ème-1er siècle avant J.-C. Conquise par Jules César en 58 av. J.-C., la Gaule devient une partie de l'Empire romain. Au fil des siècles, le pays est divisé en royaumes, et en 987, Hugo Capet fonde la dynastie capétienne, consolidant le pouvoir royal. Au XIVe siècle, la France est un centre de la Renaissance, et au XVe siècle, elle est liée au Saint Empire romain germanique. La Révolution française de 1789 renverse Louis XVI, établissant la France en tant que république, suivie de guerres et révolutions. Au XXe siècle, la France émerge comme une puissance mondiale, sa culture et son art acquérant une renommée internationale. Aujourd'hui, elle est l'un des pays les plus développés et influents, avec un précieux patrimoine historique ayant un impact significatif sur la culture moderne [1]. Cet article vise à explorer les caractéristiques de la peinture, de la sculpture et de l'architecture françaises.

La peinture française, riche en histoire et diversité, a marqué le développement artistique mondial, notamment avec l'impressionnisme, qui est apparu à Paris dans les années 1860. Ce mouvement, symbolisant une rupture avec l'art académique traditionnel, vise à capturer la lumière et la couleur à travers des techniques innovantes. Les principales caractéristiques de l'impressionnisme incluent l'accent sur la lumière et la couleur, le refus des contours précis au profit de contours flous, la création d'œuvres en plein air, et la représentation de scènes de la vie quotidienne. Claude Monet, Pierre Auguste Renoir, Camille Pissarro et Edgar Degas sont les principaux représentants du mouvement. Monet, par exemple, est connu pour son tableau "Impression, Sunrise", qui a donné son nom au mouvement. Renoir se distingue par des peintures joyeuses, Pissarro par des paysages harmonieux, et Degas par des œuvres sur le ballet et la vie parisienne. Ensemble, ces artistes ont révolutionné la perception de l'art et ont exercé une influence durable sur les générations futures.

L'impressionnisme a profondément influencé les mouvements artistiques modernes, tels que le post-impressionnisme et le cubisme. Le post-impressionnisme, qui s'est développé à la fin du 19ème et au début du 20ème siècle, se positionne contre certains principes impressionnistes en mettant l'accent sur des intérêts philosophiques et symboliques. Des artistes comme Cézanne, Van Gogh et Gauguin, bien qu'uniques dans leur expression, ont été influencés par l'impressionnisme tout en s'éloignant de la représentation bourgeoisie, se présentant comme des figures marginalisées. Les autoportraits de Van Gogh révèlent une modestie, tandis que ceux de Gauguin illustrent la confiance en soi, même dans l'expression de tensions intérieures.

Le cubisme, né à Paris par Picasso et Braque au début du XXe siècle, rejette la perspective traditionnelle pour montrer les objets sous plusieurs angles simultanément, utilisant des formes géométriques simples. Les couleurs sont souvent neutres, privilégiant les tons comme le gris et le noir. Les deux mouvements ont marqué une évolution cruciale dans la représentation artistique et l'exploration de la vision du monde.

Outre Picasso et Braque, d'autres représentants du cubisme incluent Fernand Léger, dont l'œuvre «Ville» (1919) est caractérisée par des couleurs vives; Juan Gris, qui a contribué au cubisme synthétique avec sa nature morte (1925); et Robert Delaunay, connu pour ses compositions abstraites, notamment sa série « Windows » (1912). Le cubisme a influencé de nombreux mouvements d'avant-garde du XXe siècle, tels que le futurisme et le constructivisme, et a inspiré l'architecture et le design, avec des architectes comme Le Corbusier adoptant ses principes. L'art contemporain français est diversifié, intégrant des styles variés et des mouvements expérimentaux depuis la fin de la Seconde Guerre mondiale, tels que l'expressionnisme abstrait et l'art conceptuel. Paris demeure une capitale artistique attractive. Les années 1960 ont vu émerger le Nouveau

Réalisme et l'Art Conceptuel, qui ont remis en question les conventions de la beauté. Annette Messager est une figure clé de l'art contemporain français, avec des installations qui interrogent l'identité et le pouvoir, comme «Les Grandes Dames», utilisant ses propres photographies.

Christian Boltanski est un artiste majeur dont le travail explore la mémoire, la perte et la mort à travers des souvenirs personnels et des archives familiales, utilisant des matériaux variés comme des photographies, textiles et objets quotidiens, créant une atmosphère de mélancolie. Jean-Michel Basquiat, bien qu'américain, a eu un impact significatif sur la scène artistique française avec ses graffitis et ses œuvres néo-expressionnistes qui reflètent son intérêt pour la culture afro-américaine. L'art contemporain en France est marqué par une diversité d'approches et de techniques, mêlant modernisme classique et nouvelles orientations, telles que l'art numérique et les installations interactives. Les artistes français continuent d'évoluer, intégrant technologies et matériaux modernes, et leur travail révèle la richesse des cultures et des idées [2].

La France a toujours considéré la sculpture comme un art important, des manifestations préhistoriques aux créations modernes audacieuses, s'adaptant aux tendances artistiques de chaque époque tout en préservant ses traditions.

Les Origines et l'Antiquité. L'Art Préhistorique en France est représenté par des sites archéologiques majeurs comme la grotte de Lascaux et de Chauvet, illustrant une culture artistique ancienne. Les sculptures préhistoriques, souvent figuratives, montrent un talent artistique et une capacité symbolique, avec des exemples comme les "femmes de Willendorf" du Paléolithique supérieur. L'Art Gallo-Romain voit l'influence des modèles classiques romains. Les sculptures gallo-romaines en pierre ou en bronze représentent des figures mythologiques, des empereurs et des dieux. Un exemple emblématique est la "Victoire de Samothrace", découverte en Grèce et conservée au Louvre, qui a eu un impact sur l'art occidental. L'Art Gothique. À partir du XIIIe siècle, l'art gothique prévaut en France. Les sculptures gothiques sont plus fines et gracieuses, ornant les façades des cathédrales, les vitraux et les tombeaux. Les sculptures de la cathédrale de Chartres, notamment les statues des rois de Juda, et celles du portail de la cathédrale de Reims sont des chefs-d'œuvre de cette époque. La Renaissance. L'influence italienne de la Renaissance sur l'art français se manifeste particulièrement dans la sculpture. S'inspirant des modèles antiques, les sculpteurs français ajoutent une touche personnelle et une plus grande expression. Jean Goujon et Germain Pilon, avec des œuvres comme la Fontaine des Innocents et le tombeau d'Henri II, illustrent l'art de la Renaissance française.

Le Baroque, au XVIIe siècle en France, se distingue par sa recherche du mouvement et de l'expressivité. Les sculptures baroques présentent des formes dynamiques, des contrastes de lumière et d'ombre, ainsi que des matériaux riches. Gian Lorenzo Bernin, connu pour la colonne de l'Immaculée Conception à Rome,

et Pierre Puget, auteur de la statue de "Milo de Crotone", sont des exemples notables de l'art baroque français.

Le Classicisme, en revanche, se caractérise par un retour à l'ordre et à la raison, influençant également la sculpture française. Les sculptures classiques se définissent par leur simplicité, harmonie et élégance. Jean-Baptiste Pigalle, connu pour la statue de "Mérope", et Jean-Antoine Houdon, célèbre pour ses portraits de Voltaire, Benjamin Franklin et George Washington, illustrent l'art classique français.

Le XIXe et le XXe siècle ont vu l'évolution de la sculpture française à travers plusieurs mouvements artistiques.

Le Romantisme, mouvement du XIXe siècle, privilégie l'expression des sentiments, avec des artistes comme Antoine-Louis Barye et Auguste Rodin. Le Réalisme se concentre sur une représentation fidèle du réel, illustré par Honoré Daumier et Gustave Courbet.

Au début du XXe siècle, l'Art Nouveau se distingue par ses formes organiques et ses motifs floraux, avec Auguste Rodin et Aristide Maillol comme figures emblématiques. L'Art Moderne, riche en expérimentations formelles, est représenté par Alberto Giacometti, Alexander Calder, et Henry Moore.

La sculpture contemporaine aujourd'hui explore divers thèmes et utilise de nouveaux matériaux et techniques, avec des artistes comme Louise Bourgeois et Daniel Buren en tant que références majeures [4].

La sculpture française, à travers ses périodes et styles variés, témoigne d'une riche histoire artistique, s'adaptant aux aspirations de chaque époque et donnant naissance à des artistes de renommée mondiale.

Regardons la France d'un point de vue architectural, une partie importante de la culture du pays, et aussi l'une des plus intéressantes.

En France, les Romains ont introduit divers bâtiments sociaux en Gaule, laissant des constructions civiles comme la Porte de France et le Pont du Gard. Les traces architecturales des dynasties franques sont rares, mais les Mérovingiens et Capétiens résidaient à Soissons et Compiègne. Du Xe au XIIIe siècle, les châteaux, avec un donjon central et deux murs concentriques, évoluent et perdent leur aspect imprenable au XIVe et XVe siècles. La Renaissance Française (XVIe siècle) mélange détails antiques et formes françaises, avec des châteaux comme Chambord et Chenonceau. Au XVIIe siècle, Versailles devient l’apogée de la symétrie. Sous la Restauration, l’éclectisme prédomine, suivi d’une stagnation sous Napoléon III, qui soutient l'architecture. Le XXe siècle est marqué par le modernisme, contesté par le rationalisme, le romantisme national et le néoclassicisme, avec des œuvres comme le Théâtre des Champs-Elysées. Après la Seconde Guerre mondiale, le rationalisme, avec Le Corbusier, émerge face aux critiques des cités-dortoirs. Sous Valéry Giscard d’Estaing, la régulation des

grands bâtiments apparaît, et sous François Mitterrand, des projets innovants comme l'Institut du monde arabe voient le jour.

Pendant la dernière décennie du XXe siècle, l'architecture française a gagné en autorité, en unissant patrimoine et modernité. Cette reconnaissance s'est manifestée par le Pritzker Prize décerné à Christian de Portzamparc en 1994, renforcé par la construction de la Cité de la musique à Paris. Plusieurs édifices d'enseignement, musées et bibliothèques ont également été réalisés, tels que l'Historial de la Grande Guerre à Péronne (Henri Ciriani, 1990), le Musée archéologique à Saint-Romain-en-Gal (Philippe Chaix et Jean-Paul Morel, 1996) et l'Université des arts et sciences humaines à Grenoble (Anne Lacaton et Jean-Philippe Vassal, 1996). Malgré l'essor social, culturel et artistique, l'objectif principal des architectes contemporains est de rénover les quartiers construits dans les 20-30 dernières années pour améliorer les conditions de vie. La commande officielle joue un rôle significatif, l'architecture laïque et officielle reflétant les courants sociaux, contrairement à l'architecture religieuse, en mettant en avant la vie sociale des individus et leurs accomplissements scientifiques [3].

La France est souvent considérée comme le « berceau de la culture » en raison de la richesse et de la diversité de sa culture, visible à travers la peinture, la sculpture, l'architecture, la littérature, l'art culinaire et le style de vie. Son influence mondiale s'étend à de nombreux domaines. La culture française est un organisme vivant, en constante évolution sous l'impact de divers facteurs. Aujourd'hui, la France, avec une population diversifiée et des défis globaux, doit préserver et développer son patrimoine culturel tout en trouvant un équilibre entre tradition et modernité. Bien que la France puisse rencontrer des difficultés dans ce processus, son expérience historique et son potentiel créatif laissent entrevoir qu'elle continuera de jouer un rôle majeur sur le paysage culturel mondial.

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ВИММЕЛЬБУХ КАК ИНСТРУМЕНТ РАЗВИТИЯ РЕЧИ ПРИ ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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В связи с увеличением количества иностранных обучающихся в стенах университетов России возрастает спрос на квалифицированных педагогов-преподавателей русского языка как иностранного. Современный мир стремится к использованию всё большего количества технологий, позволяющих увеличить эффективность овладения русским языком иностранными студентами. Данный процесс обучения осложняет в особенности тот факт, что не все приезжающие студенты владеют языком той же системы и языковой группы, что и русский. Носители арабского и китайского языков, к примеру, сложнее и дольше переживают процесс адаптации к новой языковой системе.

Важным моментом в изучении языка является стремление к говорению. Причём важно учитывать, что речь должна быть не отрывистой, а связной. Связная речь подразумевает переход от пассивного словарного запаса к активному, где проявляется овладение обучающимся фонетикой, лексическими единицами, грамматическими правилами [1, с. 40].

Вместе с тем, педагог вынужден искать новые средства и способы преподнесения материала, интерактивные формы работы, которые бы не делали урок изучения русского языка скучным и монотонным. Обучение в конечном итоге должно быть направлено на осознанное восприятие речевых конструкций и грамотное использование их в коммуникации с речевым партнёром. Именно поэтому мы предлагаем рассмотреть такой вариант работы над развитием речи, как использование виммельбуха.

Слово «виммельбух» происходит от немецкого «Wimmelbuch» (книга с мельтешащими картинками) [2, с. 10]. Таким образом, виммельбух – это такая книга с картинками, на которых изображено множество сюжетных линий. К тому же, книга буквально содержит на каждой своей картинке рассказ о полном мире. Такие книги практически лишены текста, но содержат множество рисунков и мелких деталей, важных для понимания целой картины. Использование виммельбухов развивает у «читателей» внимательность, концентрацию, сосредоточенность, креативность и творческое мышление, что также зависит непосредственно и от задания.

Использовать для развития речи виммельбухи будет продуктивно, начиная уже с уровня владения языком А1, потому как обучающиеся могут выразить свои мысли грамотно, составляя предложения разного уровня сложности.

На этапе работы с лексикой виммельбух станет отличным помощником учителю, потому как с помощью картинок мы можем прибегать к процессу семантизации новых слов.

Рассмотрим пример тематической новогодней картинки (рис. 1). Ученикам можем быть предложена лексика движения (идти, бежать, бегать, прыгать), а также новая лексика, описывающая зимнее времяпрепровождение (кататься на коньках, играть в хоккей, лепить снеговика и пр.).

Рисунок 1 – Новогодний виммельбух

Учитель также может организовать процесс обучения в зависимости от того, какие цели в лексической теме он преследует – изучение нового материала, повторение старого, комплексный анализ изученного. В качестве примера приведём следующие упражнения.

Упражнение 1. Назовите всех членов семьи, которые представлены на картинке. Предполагаемые ответы: мама, папа, сын, дочь, бабушка, дедушка.

Упражнение 2. Назовите все действия, которые совершают люди. Предполагаемые ответы: ходить, стоять, бегать, прыгать, кататься, покупать, продавать, одеваться (обуваться), показывать, танцевать, играть и пр.

Упражнение 3. Куртки каких цветов вы видите на картинке? Предполагаемые ответы: красный, синий, зелёный, фиолетовый и пр. Отвечая на данный вопрос, ученики не только вспоминают цвета, но и повторяют названия одежды и пр. На месте одежды может стоять любая другая категория, которая актуальна для повторения в рамках темы.

При работе с говорением учитель может использовать виммельбух в качестве шаблона. В случае, когда уровень владения языком у обучающихся невысокий и не позволяет без подсказки или письменной схемы выражать свои мысли, тогда в действительности стоит подготовить заранее речевую опору, используя при этом логико-синтаксическую схему (ЛСС). Если же ученики могут составлять простые предложения, учителю необходимо подготовить ряд вопросов, ответы на которые позволили бы ученикам составлять самостоятельные высказывания.

Рассмотрим примеры упражнений, направленных на развитие речи.

Упражнение 1. Посмотрите на картинку. Как люди проводят свободное время зимой?

Упражнение 2. Как могут выглядеть зимой выходные с семьёй?

Упражнение 3. Как вы проводите/планируете провести выходные с семьёй?

Отвечая на вопросы, педагог задаёт темп учебному процессу и запускает речь у иностранных студентов, что немаловажно при выражении собственных мыслей в процессе коммуникации.

При работе с аудированием можно подобрать такие тексты для прослушивания, которые позволили бы ученикам по окончании аудирования показать на картинке те действия или тех персонажей, которые были озвучены в тексте записи. Это позволит ученикам концентрировать внимание на определённых объектах, внимательно вслушиваться в слова диктора, быстрее осознавать сказанное.

Рассмотрим примеры упражнений на аудирование.

Упражнение 1. Вы прослушали текст аудиозаписи. Скажите, какие действия из аудиофайла совпадают с изображениями на картинке?

Упражнение 2. Какие места из тех, что изображены на картинке, были названы диктором в аудиозаписи?

К вопросу о грамматическом строе языка стоит подходить не менее ответственно. Ученики могут повторять род имён существительных, прилагательных, склонение, падежи, если им позволяют знания.

Виммельбух – отличный инструмент для отработки необходимых учителям навыков – от изучения фонетики до обсуждения речевых оборотов. Учитель вправе самостоятельно корректировать работу на занятии в зависимости от того, какие результаты он планирует получить. Задача учеников – внимательно следить за логикой урока, повторять изученное и в ходе работы с яркими иллюстрациями запоминать новую информацию, которая будет иметь наглядность и красочность.

Таким образом, виммельбухи играют значимую роль при изучении языков. Изучая такого рода книги с иллюстрациями, ученики невольно начинают чувствовать структуру языка, улавливать связь между словами и предложениями, что полезно на начальных этапах изучения языка. А благодаря многообразию деталей и ситуаций, изображенных в виммельбухе, учащийся осваивает большой объем лексики в естественном контексте. Это помогает не только запомнить слова, но и научиться их правильному использованию. К тому же, яркие иллюстрации, интересные сюжеты и взаимодействие с книгой делают процесс изучения языка более занимательным и мотивирующим.

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ПРЕИМУЩЕСТВА ПОЛИГЛОТИЗМА В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
THE BENEFITS OF POLYGLOTISM IN INTERCULTURAL COMMUNICATION

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In the contemporary globalized world, the capacity to communicate across cultural boundaries has become increasingly important. As interactions between different cultures grow more frequent and complex, polyglotism is defined as the ability to speak multiple languages which emerges as a crucial skill for effective intercultural communication. This article explores the manifold benefits of polyglotism in fostering understanding, empathy, and collaboration among people from diverse linguistic backgrounds.

Enhancing Communication Skills. One of the most significant advantages of polyglotism is the ability to communicate effectively with people from different linguistic backgrounds. Being multilingual enables individuals to engage directly with speakers of various languages, eliminating the barriers created by language differences [1].

Firstly, it promotes a clearer exchange of ideas. When people can communicate in their native language, nuances and cultural references are

preserved, reducing the likelihood of misunderstandings. For instance, in business negotiations, speaking the client's language conveys respect and attentiveness, facilitating smoother discussions. Additionally, practicing multiple languages improves overall communication skills, making polyglots more adaptable and proficient at navigating complex conversations.

Moreover, polyglots tend to possess superior listening skills. They often become more attuned to different accents, dialects, and speech patterns, which enables them to understand and interpret messages more effectively. This heightened awareness helps decipher tonal variations or idiomatic expressions which are critical elements in successful intercultural interactions [1, 2].

Fostering Cultural Empathy and Understanding. Language is deeply intertwined with culture, and through learning different languages, polyglots also gain insights into their respective cultures. This cultural immersion fosters empathy, enabling individuals to appreciate and respect diverse perspectives and traditions.

When a person speaks another language, they are not merely translating words, but they are also engaging with the cultural contexts behind those words. For example, idiomatic expressions often hold significant cultural connotations that cannot be translated directly. Through this comprehension, multilingual individuals can approach intercultural situations with sensitivity and awareness. This empathy is crucially important in conflict resolution, where an understanding of the cultural motivations behind different viewpoints can lead to more constructive dialogues and outcomes.

Furthermore, polyglotism encourages individuals to challenge stereotypes and preconceived notions about other cultures. When learning a new language individuals confront ideas that may differ from their cultural norms, resulting in a more nuanced worldview. This openness promotes inclusivity and tolerance which is essential in an interconnected society.

Expanding Professional Opportunities. In a global economy, polyglotism can significantly enhance career prospects. Multilingual individuals are often sought after by employers who value their ability to connect with a diverse clientele and collaborate across borders. This advantage can lead to better job opportunities, promotions, and higher salaries [2].

For instance, businesses increasingly engage in international partnerships, trade, and marketing activities. Polyglots can facilitate these efforts by bridging communication gaps and enhancing relationships with foreign partners or customers. Their ability to understand local customs and language intricacies allows for more effective marketing campaigns that resonate with target audiences.

In such sectors as diplomacy, tourism, and translation, language skills serve not only as practical tools but also as essential elements for success. In diplomacy,

for example, the ability to converse in multiple languages can foster trust and amicable relationships between nations. Similarly, in the tourism sector, multilingual professionals can provide tailored experiences for travelers, enhancing their overall satisfaction and encouraging cultural exchange.

Cognitive Benefits and Personal Growth. Learning multiple languages offers numerous cognitive advantages beyond mere communication. Research suggests that polyglots exhibit improved memory, problem-solving skills, and creativity due to the mental challenges associated with mastering different languages [2].

For instance, polyglots often develop better multitasking abilities and enhanced cognitive flexibility. The process of switching between languages requires mental agility, allowing polyglots to approach tasks from various angles and develop innovative solutions. These cognitive skills benefit individuals in both personal and professional endeavors.

Additionally, the journey of becoming a polyglot is one of personal growth. It often involves overcoming challenges, building confidence, and fostering a sense of accomplishment. Engaging with different cultures enhances one's worldview and encourages lifelong learning. It also provides opportunities for meaningful connections with people from various backgrounds, enriching one’s life experiences.

Building Community and Networks. Polyglotism fosters connections and builds communities. Speaking multiple languages enables individuals to integrate into diverse social networks, both locally and globally. These connections are invaluable in promoting intercultural dialogue and cooperation [3].

In social settings, polyglots often serve as bridges between communities, helping to unite individuals from different backgrounds. Language skills facilitate informal interactions, allowing for cultural exchange that can deepen trust and mutual understanding. For instance, polyglots may organize language exchange meetups or cultural festivals, providing platforms for sharing knowledge and experiences.

Furthermore, these connections extend to the digital realm, where polyglots can engage with global communities online. Social media platforms and forums allow multilingual individuals to connect with fellow language enthusiasts, fostering cross-cultural collaboration and friendships [3].

In conclusion, polyglotism offers numerous benefits that enhance intercultural communication. From improving communication skills and fostering empathy to expanding professional opportunities and promoting cognitive development, being multilingual enables individuals to engage with the world in meaningful ways. As globalization continues to shape our interactions, the ability to communicate across cultures becomes increasingly vital. Embracing

polyglotism not only enriches personal lives but also contributes to a more inclusive and harmonious global community.

In a world that is becoming more interconnected, the advantages of being a polyglot are evident, and language is not just a tool for communication but a gateway to greater understanding and cooperation among individuals of diverse backgrounds.

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ПРЕОДОЛЕНИЕ КУЛЬТУРНОГО БАРЬЕРА В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА
OVERCOMING THE CULTURAL BARRIER IN THE PROCESS OF LEARNING ENGLISH

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Currently, significant changes are taking place in the educational environment, leading to the implementation of new pedagogical approaches in foreign language teaching, including the active use of foreign textbooks and authentic materials in the learning process. Furthermore, participation in various

events provides individuals with opportunities to interact with native speakers both within and outside the classroom setting.

Nevertheless, the level of perception and comprehension of foreign speech among Russian-speaking learners, as well as their readiness for communication, often remains low. One of the main challenges for many students learning English is overcoming the language barrier, which typically refers to any obstacles that hinder practical communication between people speaking different languages. On one hand, situations arise where the speaker finds it difficult to express their opinion; on the other hand, the listener experiences difficulties understanding what has been said.

However, to achieve effective communication between representatives of different cultures, overcoming only the language barrier is insufficient. It is also necessary to address the cultural barrier that arises from differences in beliefs, worldviews, traditions, and social norms between members of different cultures. Such differences can indeed hinder effective communication, even when speakers share a common language. For instance, in certain cultures, direct eye contact is seen as a display of respect and attentiveness, whereas in others it might be interpreted as aggressive behavior.

Public culture reflects a system of values, behavioral patterns, beliefs, traditions, and attitudes prevalent in a given society, defining the nature of interactions among its members, shaped through upbringing and the transmission of experience across generations. All components of culture are interconnected and capable of evolving under the influence of external conditions. Members of society adopt this culture, and it is this culture that determines their affiliation with the community. Culture also influences the formation of views and attitudes in various spheres of life, concerning, for example, perceptions of time, age, social status, and education.

Barriers of this kind are conditioned by the specifics of ethnic self-awareness, dominant values, and stereotypes, which are reflected in the process of communication. Typically, these factors define individual characteristics of participants and are perceived by them as something natural. At the same time, it is evident that every person engaging in communication possesses a particular mentality and acts according to the norms, traditions, and worldview of the culture they belong to.

Thus, the process of learning English can pose challenges not only in terms of mastering grammatical rules and expanding vocabulary but also due to the differences between the learner's native culture and the English-speaking environment. These differences can sometimes become a significant obstacle to successful language acquisition. However, overcoming the cultural barrier is achievable with a well-designed learning strategy. It is crucial to recognize that learning English cannot be separated from understanding cultural nuances, as they

directly affect word choice, tone of communication, and interpretation of information.

To successfully acquire a language, it is essential to have a clear understanding of the significance of cultural context, since English is spoken in diverse parts of the world, and each country contributes its unique features. Language and culture are closely intertwined, and ignoring this fact can lead to misunderstandings in communication. For instance, in the United Kingdom, strict social norms are traditionally observed, which are reflected in the formal style of communication manifested in the selection of appropriate vocabulary and manner of dialogue. In contrast, American culture differs significantly from British culture, particularly regarding nonverbal communication such as gestures and intonations, lending conversations a distinct emotional tone. Australia is renowned for its distinctive dialect and cultural traditions, which diverge from those of other English-speaking countries, creating a unique flavor in language usage. Knowledge of such peculiarities helps in adapting more easily to different communicative situations and avoiding potential miscommunications. Additionally, awareness of cultural differences enriches the overall language-learning experience, enabling better comprehension not just of words but also of the meanings behind them.

The most effective way to overcome the cultural barrier is through direct interaction with those who speak English as their native language. This can be done both in person and using modern online technologies. Regular conversations with a native speaker not only improve pronunciation and listening skills but also allow for a deeper immersion into the culture of the interlocutor’s country. Moreover, interacting with residents from different regions reveals the diversity of accents, dialects, and styles of communication existing within the English-speaking world. Thus, there emerges an opportunity to notice the varying ways in which the same phrases can sound. Such practical communication further bolsters confidence, as the more frequent the interactions, the less fear of making mistakes arises, and the stronger the desire becomes to continue learning.

It should be noted that attending various cultural events, such as theater performances, exhibitions, film festivals, and other activities related to English culture, can be beneficial for language learners seeking to immerse themselves more deeply in the world of native speakers to overcome the cultural barrier. Even if such events are conducted in the learner's native language, they can still provide valuable insights into how English-speaking communities perceive the world around them. These events serve not only as entertainment but also enhance the understanding of the cultural codes of English-speaking nations. For instance, theatrical productions can demonstrate the importance and relevance of certain themes and narratives within these cultures, while exhibitions and festivals offer a chance to experience the atmosphere of celebrations and traditions inherent to

these countries. Additionally, participating in such events presents an excellent opportunity to make new acquaintances and engage with like-minded individuals interested in English culture, thereby providing additional motivation for continued language study and deepening knowledge about the world in which the language is used.

Modern technological solutions offer a wide range of tools for language learning and cultural immersion. Online platforms, specialized apps, social networks, and forums provide access to vast resources that enable interaction with native speakers, participation in discussions, and sharing of experiences. Furthermore, contemporary technologies facilitate the acquisition of authentic materials such as films, music, articles, and books, helping to gain a deeper understanding of the target language's culture and refine skills in contextual usage.

Overcoming the cultural barrier is a labor-intensive process that requires time and patience, but it is essential for confident mastery of the English language. Recognizing cultural differences helps avoid misunderstandings and errors in communication. Therefore, developing cultural awareness among language learners facilitates the removal of barriers in intercultural communication, significantly enhancing their sociocultural competence, as it compels them to assimilate new information about the culture. This process enables learners to more accurately predict possible scenarios of interaction with representatives of other cultures, achieve goals in intercultural exchanges more successfully, and better satisfy their spiritual needs.

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ОСОБЕННОСТИ ПРОБЛЕМНОГО ОБУЧЕНИЯ В НАЧАЛЬНОЙ ШКОЛЕ

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В настоящее время главной целью образования является формирование и развитие личности, обладающей глубокими знаниями и профессиональными компетенциями. Современному обществу необходимы люди, способные принимать самостоятельные решения, умеющие открыто взаимодействовать с окружающими людьми, а также готовые к сотрудничеству для достижения совместных результатов.

Непосредственно, формирование и развитие всесторонне развитой личности происходит благодаря применению определенных педагогических методик, направленных на развитие мыслительных способностей в процессе целенаправленного взаимодействия педагога и учащихся. Изучение разнообразных учебных дисциплин и их научных основ непременно стимулирует познавательную деятельность учеников и повышает их вовлеченность в образовательный процесс. Тем не менее, подобная активность носит скорее репродуктивный, нежели творческий характер.

В связи с данным фактом, на сегодняшний день особое внимание уделяется поиску способов организации творческого освоения знаний учащимися. Учебный материал может быть изучен учениками различными путями, например, с помощью проблемного обучения, являющегося одним из самых действенных инструментов достижения основной задачи – воспитания гармонично развитой личности.

Впервые к методике проблемного обучения обратились в период с 1920 по 1930-е годы, и она применялась как в школах Советского Союза, так и за рубежом. Основоположником данного метода стал американский философ, психолог и педагог Джон Дьюи, который основал экспериментальную школу в Чикаго. В ней стандартный учебный план был заменен на игровую и трудовую деятельность. В ходе обучения важное место занимали игры и практические занятия, выступая основными способами приобритения знаний учащимися. Исключением стали лишь чтение, счет и письмо, поскольку они преподавались только при возникновении естественной потребности у самих учеников.

В настоящее время под проблемным обучением понимается подход, нацеленный на развитие самостоятельного мышления и творческого потенциала у учащихся через решение различных учебных задач и проблемных ситуаций, вызывающих затруднения или вопросы, требующие самостоятельного решения. Проблемное обучение стимулирует активное участие учеников в процессе познания: выявление проблемы, её анализирование, выдвижение гипотезы и поиск путей её решения, что отличает данную методику от традиционного подхода. Такой метод способствует развитию критического мышления, креативности и навыков самообразования.

Ключевое различие между традиционным и проблемным обучением заключается в целях и принципах построения учебного процесса. Целью традиционного обучения является освоение определенной системы знаний, отражающей результаты научного познания, то есть овладение обучающимися основами наук и формирование у них необходимого набора умений и навыков. В свою очередь, цель проблемного обучения состоит не только в том, чтобы учащиеся овладели системой знаний как результатом научного познания, но и в том, чтобы они усвоили пути их достижения, развили навыки самостоятельного применения полученных знаний на практике.

Организация проблемного обучения строится на основе поисковой учебно-познавательной деятельности, реализующейся через принцип открытия нового. Таким образом, выполняя учебные задания, учащиеся самостоятельно раскрывают для себя научные положения, открывая для себя пути практического применения знаний и много другое.

Зачастую проблемное обучение превращается в искусственный процесс, инициируемый учителем для того, чтобы увлечь обучающихся учебной деятельностью. В таких случаях учащиеся сталкиваются с отсутствием внутренней мотивации к решению проблемы, поскольку она воспринимается ими лишь как внешнее обязательство. Учитель должен создавать такие условия для получения образования, при которых учащиеся будут стремиться находить ответы на интересующие их вопросы. Намеренное создание проблемной ситуации ставит учеников в положение, в котором они, сопоставляя уже имеющиеся у них знания и навыки с новыми, неизвестными фактами или явлениями, замечают несоответствие опыта новым данным.

Взаимодействие в рамках проблемной технологии предполагает объяснение сложных аспектов учебного материала, регулярное создание проблемных ситуаций и такую организацию образовательного процесса, при котором обучающиеся самостоятельно ставят учебные задачи, находят решения, делают выводы, формулируют определенные положения и

правила на основе анализа исходных фактов, что способствует формированию устойчивых навыков выполнения умственных действий, развитию внимания, воли и творческого воображения у учащихся.

Под проблемной ситуацией подразумевается специфическое психическое состояние или интеллектуальное затруднение, возникающее при столкновении ученика со сложностью объяснения интересующего его явления, факта или процесса с использованием уже имеющихся знаний либо с неспособностью выполнения определенного действия привычным способом. Следовательно, различают два вида проблемных ситуаций: психологическую, связанную с деятельностью учеников, и педагогическую, касающуюся организации процесса приобретения знаний.

Следует выделить ряд методических приемов, направленных на создание учителем непосредственно самой проблемной ситуации: представление различных точек зрения на одну и ту же проблему; подведения учащихся к противоречиям с целью их последующего разрешения; постановка вопросов, требующих обобщений, конкретизаций, логических выводов и размышлений над проблемой; стимулирование учеников к сравнению, обобщениям, сопоставлению фактов и формулированию выводов; предложение проблемных задач обучающимся (к примеру, задач с неполным или избыточным количеством начальных данных).

Для успешного внедрения проблемной технологии в современном образовании важны индивидуальный подход и мастерство педагога, а также его умение мотивировать активную познавательную деятельность учащихся. Кроме того, создание оптимальной системы проблемного обучения и разработка соответствующих учебных и методических пособий обеспечивает результативную реализацию данной методики в образовательной среде.

Технология проблемного обучения сочетает систематический, самостоятельный поиск новых знаний учащимися с освоением уже существующих научных сведений. В начальной школе данная методика включает в себя комплекс учебных приемов и инструментов обучения, используемых в определенной последовательности, при этом набор всех методов выбирается исходя из целей и принципов постановки проблемы.

При внедрении проблемного обучения в начальных классах требуется тщательный отбор учебного материала, представленного в виде последовательности взаимосвязанных проблемных задач. Урок, ориентированный на изучение нового материала посредством учебно-исследовательской деятельности, должен включать два основных этапа, а именно: постановка учебной проблемы, то есть выявление темы урока или исследовательского вопроса; поиск путей ее решения – формирование

нового знания. Учителю при этом необходимо оказывать поддержку и руководство в ходе постановки проблемы и ее решения в рамках специально организованного обсуждения. Существуют побуждающие и подводящие диалоги. Непосредственно побуждающий диалог включает в себя отдельные стимулирующие высказывания, способствующие развитию креативного мышления обучающихся. Данный способ взаимодействия помогает ученикам осознать противоречия в проблемных ситуациях и сформулировать саму проблему на этапе постановки задачи учителем. Педагог стимулирует учащихся выдвигать гипотезы во время поиска решений, позволяя им самостоятельно прийти к новым знаниям методом проб и ошибок. В свою очередь, подводящий диалог представляет собой серию вопросов и заданий, направленных на активизацию и развитие логического мышления учащихся. На начальном этапе учитель постепенно направляет учеников к определению темы занятия, затем помогет им выстраивать логические цепочки рассуждений, которые приводят к освоению нового материала.

Следовательно, ключевым принципом методики проблемного обучения на разных образовательных уровнях считается активное вовлечение всех учеников в учебный процесс за счет внедрения дискуссионных вопросов и ситуаций. Обучающиеся интенсивно усваивают неизученную информацию с помощью специально созданных учителем обсуждений, то есть посредством реализации проблемно-диалогического подхода.

Проблемное обучение открывает широкие перспективы для совершенствования внимательности, наблюдательности, стимуляции мыслительной деятельности и познавательных процессов у обучающихся начальных классов. Данная методика значительно ускоряет развитие нестандартных подходов к мышлению, самостоятельности, инициативности, ответственности, критической оценки, осмотрительности и решительности у учеников начальной школы.

Главное достоинство технологии проблемного обучения состоит в том, что она способствует формированию готовности к творчеству у младших школьников. Такой подход помогает избежать формализации учебного процесса, поверхностного восприятия информации, стимулирует познавательную активность, углубляет понимание материала и делает образовательный процесс более привлекательным.

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ИНОСТРАННЫЕ ЯЗЫКИ И ЛИНГОСТРАНОВЕДЕНИЕ КАК ВАЖНЫЙ ФАКТОР МЕЖДУНАРОДНОГО ВЗАИМОДЕЙСТВИЯ
FOREING LANGUAGES AND CULTURAL STUDIES THROGH LANGUAGE AS AN IMPORTANT FACTOR OF INTERNAIONAL INTERACTION

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In the contemporary world, marked by globalization and rapid technological advancement, the significance of international interaction cannot be overstated. This dynamic environment necessitates effective communication across borders, bridging cultural and linguistic barriers to foster understanding and collaboration.

We will explore the paramount importance of foreign language proficiency as a cornerstone for successful communication in various spheres of life, ranging from the realms of business and politics to the spheres of science and culture.

We will also examine the vital contribution of linguistic studies, which go beyond simply learning a new language, offering a deeper understanding of the underlying cultures, mentalities, traditions, and values that shape human interaction.

This exploration will encompass contemporary trends in foreign language learning, highlighting how technological advancements, globalization, and intercultural exchange continue to influence and shape this vital field.

Teaching Russian as a foreign language in the modern world is not limited to simply teaching grammar and vocabulary. Country studies play a crucial role,

helping foreign students immerse themselves in the cultural context of the Russian language and understand its subtleties and nuances.

In today's world, where globalization erases borders, international communication is becoming increasingly relevant. Proficiency in a foreign language allows you not only to understand the interlocutor but also to establish a trusting relationship with them, which is crucial for achieving mutually beneficial results.

Knowing a foreign language is the foundation of successful communication. Like a foundation for a house, language proficiency provides strength and reliability in any area of life that requires interaction with people from other countries.

The impact of foreign language proficiency extends to all areas of life:

1. Business: Knowing English, German, Chinese, or other important languages allows you to successfully negotiate, make deals, and expand your business internationally.

2. Politics: Knowledge of languages opens access to international diplomatic relations, allows you to participate in international conferences, and engage in dialogue with political leaders from other countries [1].

3. Science: Communication in English is the standard in the scientific community, allowing you to participate in international research, publish in prestigious scientific journals, and share knowledge with colleagues from different countries.

4. Culture: Proficiency in a foreign language opens access to the art, literature, cinema, music, and culture of other countries, allowing you to broaden your horizons and understand the world in all its beauty and diversity.

Proficiency in a foreign language is not just the ability to translate words. It is the key to understanding other cultures, to successful interaction with people from different countries, and to achieving success in various areas of life.

Integrating country studies into the learning process is fraught with a number of linguistic problems that need to be considered:

1. Language specifics: The Russian language is rich in idioms, phraseological units, metaphors that are often linked to Russian culture and history. Understanding these expressions requires a deep knowledge of country studies.

2. Cultural differences: Foreign students may encounter difficulties in understanding Russian speech and writing due to differences in culture, traditions, and mentality. For example, proverbs and sayings, which are an important element of Russian culture, may be incomprehensible to foreigners.

3. Inadequate teaching materials: There is a lack of teaching materials on country studies that are specifically designed for foreign students and match their level of Russian proficiency.

4. Lack of a unified approach: Different educational institutions use different approaches to teaching country studies, which can lead to inconsistency and variation in students' knowledge.

5. Motivation problem: Not all foreign students realize the importance of studying country studies and are not always motivated to study it in depth.

Also, the issues that make up the problems of linguistic and regional studies are divided into two types: linguistic and methodological.

Linguistic questions involve analyzing language units to uncover the national-cultural meaning embedded within them. This may include:

1. Non-equivalent vocabulary: words that lack a precise equivalent in the native language, such as the Russian word "toska." Studying such words provides deeper insight into the nuances of national culture.

2. Non-verbal communication: facial expressions, gestures, which can hold different meanings across cultures. Analyzing these helps prevent misunderstandings in intercultural communication [2].

3. Background knowledge: assumptions and context that influence speech comprehension, such as knowledge of the country's history, literature, and traditions.

4. Linguistic aphorisms and phraseology: proverbs, sayings, and idioms that reflect cultural values and worldviews. For example, "The slower you go, the further you get" is a typical Russian proverb.

Methodological questions, on the other hand, address how to effectively introduce, consolidate, and activate language units with specific national-cultural content extracted from the studied texts. This involves:

1. Creating conditions for immersion in the language environment: for example, using authentic materials, videos, audio [3].

2. Developing exercises focused on understanding cultural context: such as comparing idioms in different languages, analyzing texts with non-verbal elements.

3. Utilizing game-based methods, project-based learning to make learning more engaging and effective.

Ultimately, linguistic research identifies the cultural features of a language, while methodological research assists in teaching them effectively; enabling students to not only learn the language but also immerse themselves in the culture.

The linguistic issues of country studies are a relevant topic for teachers. Addressing these problems will help make the learning process more effective and contribute to a deeper understanding of the Russian language and culture by foreign students. Let's examine a few of them:

1. Development of special teaching materials: It is necessary to create textbooks and manuals on country studies adapted to the level of foreign students and containing linguistic comments on cultural-specific elements.

2. Applying interactive methods: Using games, role-playing, video and audio materials will help make learning country studies more interesting and effective.

3. Creation of online resources: Access to information about Russian culture and language in online resources can motivate students to study independently.

4. Interaction with native speakers: Communication with native speakers of Russian in an informal setting will help students understand the subtleties of language and culture.

In conclusion, this exploration has revealed the paramount importance of foreign language proficiency in today's interconnected world. It is no longer a mere skill, but a fundamental tool for fostering understanding, collaboration, and success across various spheres of life.

The ability to communicate effectively in another language unlocks doors to diverse opportunities, from business partnerships and political dialogues to scientific advancements and cultural enrichment. Furthermore, a deeper understanding of the language's cultural context, gained through linguistic studies, empowers individuals to navigate the complexities of human interaction with greater sensitivity and success.

As globalization and technological advancements continue to shape our world, the role of foreign language learning, including the study of Russian, will only become more critical. By embracing the power of language, we can build bridges of communication, foster mutual respect, and create a more harmonious and collaborative global community.

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ИНОСТРАННЫЕ ЯЗЫКИ КАК ФАКТОР МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ LES LANGUES ETRANGERES EN TANT QUE FACTEUR D'INTERACTION INTERCULTURELLE

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Dans le monde d'aujourd'hui, apprendre une langue étrangère est l'une des compétences les plus importantes de toute personne [1]. La maîtrise de toute langue étrangère est la clé de nombreuses professions. Dans de nombreuses institutions, lors du remplissage des questionnaires pour l'emploi, il y a un point sur la connaissance d'un certain niveau d'une langue. En plus de l'emploi, l'apprentissage des langues étrangères aide les gens dans le développement social. Ils apprennent à exprimer leurs pensées plus clairement et clairement, et rend le monde spirituel plus riche.

Le terme "communication interculturelle" est apparu grâce à l'anthropologue américain Edward Hall. En 1954, il définit la communication interculturelle comme un sujet de recherche scientifique.

Considérons ce sujet plus en détail. Dans le monde d'aujourd'hui, où la mondialisation et les migrations sont devenues monnaie courante, les langues étrangères jouent un rôle clé dans l'interaction interculturelle. Ce ne sont pas seulement des moyens de communication, mais aussi des outils permettant aux personnes de différentes cultures de se comprendre et de se respecter. Considérons plusieurs aspects qui soulignent cette importance.

Moyen de communication. La connaissance d'une langue étrangère permet aux gens de communiquer directement en évitant les barrières linguistiques. Ceci est particulièrement important dans les affaires, la science et l'éducation, où l'interaction entre les représentants de différents pays devient la norme. Par exemple, l'anglais est devenu la langue mondiale des affaires, ce qui a facilité la gestion des affaires entre entreprises du monde entier.

Considérez les principaux points de savoir exactement comment les langues étrangères affectent la communication. 1. Élimination des barrières linguistiques. La connaissance d'une langue étrangère permet aux gens de communiquer sans

avoir à recourir à la traduction, ce qui minimise le risque de malentendus. Ceci est particulièrement important dans les sociétés multinationales ou lors des voyages. Par exemple, l'anglais est souvent utilisé comme Lingua Franca pour communiquer entre les membres de différentes cultures, évitant ainsi l'isolement Linguistique. 2. Intégration culturelle. L'apprentissage d'une langue implique une immersion dans la culture, ce qui est important pour une compréhension profonde de l'interlocuteur. La langue contient des codes culturels, des coutumes et des traditions. Par exemple, la connaissance de l'espagnol aide non seulement à communiquer avec des locuteurs natifs, mais également à mieux comprendre leur perception du temps, de leurs relations et de leur approche collectiviste de la vie. 3. Expression émotionnelle.

Différentes langues ont des moyens uniques de transmettre des émotions et des humeurs. Certaines langues peuvent avoir plus de mots pour décrire certaines émotions, ce qui permet de les transmettre plus précisément. Par exemple, en allemand, il y a le mot "Fernweh" qui décrit le désir de trouver des endroits inconnus, ce qui ne peut pas être traduit avec précision dans d'autres langues. 4. Façonner l'identité. Le langage est étroitement lié à l'identité de l'individu. En parlant une langue étrangère, une personne peut se sentir plus intégrée dans une nouvelle culture, ce qui modifie sa perception de soi. Cela permet d'élargir les horizons en prenant différents aspects culturels. Par exemple, les personnes originaires de différents pays parlant la même langue peuvent créer une communauté où les expériences et les traditions sont partagées. 5. Faciliter la communication interculturelle. La connaissance des langues étrangères facilite mon interaction interculturelle. La connaissance de différentes langues et cultures permet de trouver un langage commun et d'établir des relations, même dans les situations où les différences culturelles peuvent causer des tensions. Par exemple, les touristes qui parlent une langue locale sont plus susceptibles de recevoir un accueil plus chaleureux dans un autre pays. 6. Développement des compétences interpersonnelles. Apprendre une langue étrangère entraîne des compétences d'écoute active, d'empathie et d'interprétation. Ceci est particulièrement important dans un contexte interculturel où les signaux et le contexte non verbaux peuvent varier. Par exemple, en apprenant une langue, une personne peut apprendre à mieux percevoir le comportement non verbal de l'interlocuteur, ce qui aide à établir une relation de confiance.

En résumant ce sujet, les langues Étrangères ont un impact profond sur la communication des gens en façonnant les modes de transmission de l'information, les liens affectifs et les interactions interculturelles. La connaissance des langues permet de surmonter les obstacles, de promouvoir l & apos; intégration culturelle et d & apos; enrichir l & apos; expérience personnelle. L'enseignement des langues étrangères améliore non seulement les compétences en communication,

mais contribue également de manière significative à la formation d'une société plus compréhensive et plus cohérente dans un monde globalisé [2].

Comprendre les différences culturelles. L'apprentissage d'une langue étrangère contribue à une meilleure compréhension de la culture. La langue porte des normes culturelles, des valeurs et des traditions. Par exemple, la connaissance du japonais peut aider un étranger à mieux comprendre les coutumes et les normes sociales japonaises, ce qui favorise une interaction plus profonde avec les habitants.

Élimination des préjugés. L'apprentissage des langues étrangères ouvre la porte à la compréhension et à l'empathie. Lorsque les gens apprennent une langue étrangère, ils sont confrontés à des différences et commencent à prendre conscience de leurs propres préjugés. Cela peut aider à développer une attitude tolérante et ouverte à l'égard d'autres cultures.

Impact sur l'éducation. Les langues étrangères jouent également un rôle important dans les établissements d'enseignement. Les programmes multilingues contribuent à créer un environnement d'apprentissage diversifié où les étudiants peuvent échanger des expériences et apprendre les uns des autres. Cela permet une interaction culturelle plus riche et peut conduire à l'innovation et à de nouvelles idées.

Impact sur le marché mondial du travail. Dans le contexte de la mondialisation, les employeurs recherchent de plus en plus des employés multilingues. Cela permet aux entreprises d'être compétitives et de travailler sur la scène internationale. La connaissance des langues peut contribuer à la croissance de carrière et au développement professionnel.

Le marché du travail moderne est de plus en plus international et la connaissance des langues étrangères devient un facteur important de la réussite des professionnels et des entreprises dans leur ensemble. Considérons quelques aspects clés de l'impact des langues étrangères sur le monde du travail.

Avantage concurrentiel pour les demandeurs d'emploi. La connaissance des langues étrangères distingue les candidats des autres candidats, en particulier dans les entreprises multinationales. Les employeurs recherchent des professionnels capables de négocier et d'interagir avec des clients et des partenaires de différents pays. Les personnes parlant plusieurs langues sont plus susceptibles d'obtenir l'emploi souhaité et de gravir les échelons de carrière plus rapidement.

Demande de spécialistes multilingues. Dans de nombreux secteurs, tels que l'informatique, les affaires et le marketing, il y a une demande croissante d'employés parlant des langues étrangères. De nombreuses entreprises opèrent sur les marchés internationaux et ont besoin de spécialistes capables d'interagir efficacement avec des clients et des partenaires étrangers. Par exemple, les professionnels de la vente qui parlent la langue d'un client peuvent mieux comprendre ses besoins et proposer des solutions plus ciblées.

Renforcer les compétences culturelles. La connaissance des langues étrangères contribue à améliorer les compétences culturelles, ce qui est essentiel dans les affaires internationales. Les professionnels qui maîtrisent les langues et les cultures sont mieux à même de s'adapter aux différents environnements de travail, d'éviter les malentendus et d'établir une collaboration fructueuse. Cela peut améliorer la productivité et améliorer les résultats de l'entreprise.

Possibilités de travail à distance. La mondialisation a entraîné une augmentation du télétravail. De nombreuses entreprises peuvent embaucher des professionnels de différentes parties du monde, tout en recherchant des employés ayant des compétences multilingues. Cela ouvre de nouvelles possibilités de carrière et permet aux travailleurs de choisir les conditions de travail les plus appropriées.

Formation et développement en entreprise. Les entreprises mettent de plus en plus en œuvre des programmes de formation en entreprise pour développer les compétences linguistiques de leurs employés. Cela permet non seulement d'améliorer la communication au sein de l'équipe, mais également d'accroître la compétitivité de l'entreprise sur la scène internationale. Investir dans l'apprentissage des langues étrangères peut améliorer la productivité et l'efficacité globales d'une entreprise.

Lien avec les différences culturelles. La connaissance de la langue aide à comprendre les différences et les particularités culturelles, ce qui peut être essentiel pour réussir sur les marchés internationaux. Cette connaissance facilite la communication et favorise la création de relations de confiance avec les partenaires commerciaux, ce qui conduit à une collaboration à long terme et à de meilleurs résultats commerciaux [3].

Les langues étrangères jouent un rôle important sur le marché mondial du travail, offrant aux travailleurs et aux entreprises de nombreuses possibilités. La connaissance des langues devient un élément essentiel d'une carrière réussie dans un monde globalisé, et les entreprises qui le comprennent acquièrent un avantage concurrentiel. Les investissements dans l'apprentissage des langues et le développement du personnel multilingue sont rémunérés non seulement en améliorant les processus internes, mais également en augmentant les bénéfices et en élargissant l'influence internationale.

En Conclusion, les langues Étrangères agissent non seulement comme des outils de communication, mais aussi comme des ponts entre les cultures. Ils aident à surmonter les obstacles, à promouvoir la compréhension et le respect mutuels et à ouvrir la voie à des contextes sociaux et professionnels. La création d & apos; un espace multilingue est une étape importante vers un monde plus Pacifique et plus Pacifique.

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МЕЖКУЛЬТУРНЫЙ ПОДХОД К ИЗУЧЕНИЮ ФРАНЦУЗСКОГО ЯЗЫКА: ВОЗМОЖНОСТИ И ПРОБЛЕМЫ
APPROCHE INTERCULTURELLE DE L'APPRENTISSAGE DU FRANÇAIS: OPPORTUNITÉS ET DÉFIS

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L'apprentissage d'une langue étrangère, comme le français, est un voyage fascinant qui va au-delà de la grammaire et du vocabulaire, englobant culture, traditions et modes de pensée. L'approche traditionnelle se concentre souvent sur les aspects linguistiques, négligeant la dimension culturelle, ce qui limite l'expérience d'apprentissage. L'approche interculturelle, en revanche, intègre la culture, permettant aux apprenants d'explorer la richesse du monde francophone et de développer des compétences interculturelles essentielles dans un contexte globalisé. Cet article examine les opportunités et les défis de l'adoption d'une approche interculturelle dans l'apprentissage du français, en soulignant ses avantages tels que la motivation, l'engagement, une compréhension profonde de la langue et la sensibilisation à la diversité. Toutefois, des obstacles comme le manque de ressources, les stéréotypes et les différences culturelles peuvent surgir. Des stratégies seront proposées pour surmonter ces défis et créer un environnement d'apprentissage enrichissant. En fin de compte, l'approche

interculturelle permet aux apprenants de mieux connaître la langue française ainsi que sa culture, facilitant leurs communications dans un monde interconnecté.

L'approche interculturelle dans l'apprentissage des langues, et en particulier dans l'enseignement du français, est effectivement essentielle pour offrir une expérience éducative complète et enrichissante. Voici un résumé des points clés abordés.

Motivation et Engagement. Exploration d'un nouveau monde: L'apprentissage du français est perçu comme un voyage culturel, suscitant la curiosité des apprenants.

Liens significatifs. La connexion entre la langue et sa culture rend l'apprentissage pertinent, encourageant un engagement accru.

Découverte de la diversité. L'approche permet de découvrir les diverses expressions culturelles, qu'elles soient métropolitaines ou francophones.

Compréhension Langagière. Décodage des nuances: La connaissance de la culture aide à comprendre les subtilités de la langue, y compris les idiomes et les références culturelles.

Réduction des malentendus. La sensibilisation aux normes sociales et culturelles favorise une communication plus fluide.

Richesse linguistique. L'approche interculturelle facilite l'exploration des variations linguistiques, enrichissant ainsi l'apprentissage.

Développement des Compétences Interculturelles. Communication efficace: Les compétences nécessaires pour interagir avec des locuteurs de différentes cultures sont renforcées. Adaptation et flexibilité: L'apprentissage interculturel encourage l'adaptabilité dans divers contextes. Respect et empathie: Cette approche favorise la compréhension et l'empathie envers d'autres cultures, nécessaires dans un monde diversifié.

Sensibilisation à la Diversité. Déconstruction des stéréotypes: L'approche aide à nuancer la vision des cultures, remettant en question les préjugés. Exploration de la richesse culturelle: L'apprentissage devient une opportunité de découvrir les traditions et arts des cultures francophones. Ouverture d'esprit: L'engagement interculturel encourage une curiosité envers autrui et une vision inclusive.

L'intégration de l'approche interculturelle dans l'apprentissage du français enrichit non seulement l'expérience des apprenants, mais elle les prépare également à naviguer dans un monde interconnecté et diversifié. Une telle approche assure un apprentissage dynamique, pertinent et stimulant, essentiel pour les citoyens du XXIe siècle.

L'approche interculturelle dans l'apprentissage du français effectivement suscite certains défis, mais il est possible de les aborder de manière proactive et constructive. Voici quelques stratégies et solutions pour surmonter ces obstacles.

Manque de ressources. Développement collaboratif de supports pédagogiques: Encourager les enseignants à collaborer pour créer et partager des ressources adaptées peut être une solution efficace. Des plateformes en ligne peuvent faciliter l'échange de documents, de vidéos et d'activités.

Création de réseaux d'experts. Mettre en place un réseau d'experts culturels en ligne, permettant ainsi aux enseignants d'accéder à des spécialistes même dans des régions éloignées.

Préjugés et stéréotypes. Formation des enseignants: Une formation approfondie sur la diversité culturelle et la manière d'aborder les sujets sensibles peut aider à prévenir les généralisations. Les enseignants doivent apprendre à naviguer dans ces discussions avec nuance et profondeur. Utilisation de ressources variées: Incorporer une gamme d'expressions culturelles et de perspectives – films, littérature, art – qui montrent la richesse et la variété des cultures francophones.

Différences culturelles. Ateliers sur la sensibilisation interculturelle: Organiser des ateliers pour les enseignants et les apprenants afin de mieux comprendre et respecter les différences culturelles. Cela favorisera un environnement d'apprentissage plus inclusive [1]. Encouragement du dialogue ouvert: Créer un espace de confort pour que les apprenants puissent partager leurs propres perspectives et expériences, facilitant ainsi une meilleure compréhension mutuelle.

Temps limité. Intégration progressive: Au lieu d'essayer d'introduire l'interculturel dans chaque leçon, envisager une intégration progressive, où les thèmes culturels sont abordés de manière ciblée tout au long du cursus. Planification interdisciplinaire: Collaborer avec d'autres enseignants pour intégrer des thèmes interculturels dans différents sujets, réduisant ainsi le fardeau du temps sans compromettre la qualité de l'enseignement [2].

En conclusion, même si l'approche interculturelle présente des défis notables, ces obstacles peuvent être surmontés grâce à une coopération et une planification adéquates. En reconnaissant la valeur des différentes cultures et en créant un environnement d'apprentissage soutenant, on peut enrichir l'expérience des apprenants et les préparer à interagir de manière efficace dans un monde de plus en plus globalisé.

L'intégration d'une approche interculturelle dans l'apprentissage du français demande une réflexion stratégique pour surmonter divers obstacles. Voici quelques strategies.

Combattre le manque de ressources: Exploiter des ressources en ligne gratuites, développer des activités originales, collaborer avec d'autres institutions et explorer des financements.

Prévenir les préjugés et stéréotypes: Utiliser des sources d'information variées, promouvoir la réflexion critique et sensibiliser à l'histoire et aux contextes socioculturels.

Gérer les différences culturelles: Favoriser un dialogue ouvert, promouvoir le respect mutuel et explorer les points communs et différences entre les cultures.

Optimiser le temps limité: Intégrer progressivement la dimension culturelle, utiliser les nouvelles technologies et organiser une planification collaborative.

Former les enseignants: Offrir des programmes de formation spécifiques, organiser des échanges de bonnes pratiques et fournir des ressources pédagogiques adaptées [3].

En conclusion, une stratégie proactive et collaborative est essentielle pour maximiser les bénéfices de l'approche interculturelle dans l'apprentissage du français.

L'approche interculturelle dans l'apprentissage du français offre des opportunités pour enrichir l'expérience des apprenants, les motiver et les préparer à un monde interconnecté. En intégrant la culture dans l'apprentissage, les étudiants peuvent mieux comprendre les nuances de la langue et diminuer les malentendus. Cette approche développe également les compétences interculturelles nécessaires pour communiquer efficacement dans un environnement diversifié. Cependant, des obstacles tels que le manque de ressources, les stéréotypes, les différences culturelles et le temps limité peuvent entraver sa mise en œuvre. Il est essentiel de développer des stratégies pour surmonter ces défis, notamment par la formation des enseignants, l'utilisation de ressources variées et la création d'un environnement inclusif. L'approche interculturelle constitue donc une transformation pédagogique, visant à rendre l'apprentissage du français enrichissant et stimulant, tout en préparant les apprenants à devenir des citoyens du monde capables d'interagir dans un contexte multiculturel. L'avenir de l'apprentissage du français repose sur cette approche qui valorise la culture francophone et promeut l'ouverture d'esprit.

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РОЛЬ ИНОСТРАННЫХ ЯЗЫКОВ И ЛИНГВОСТРАНОВЕДЕНИЯ В МЕЖКУЛЬКУРНОМ ВЗАИМОДЕЙСТВИИ
THE ROLE OF FOREIGN LANGUAGES AND LINGUISTIC STUDIES IN INTERCULTURAL INTERACTION

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In the modern world, where globalization and cultural diversity are becoming integral parts of everyday life, foreign languages and linguistic and cultural studies play a key role in intercultural interaction. Learning foreign languages not only allows you to establish contacts between representatives of different cultures, but also deepens your understanding and perception of these cultures [1]. In the context of a rapidly developing information society, effective intercultural communication is becoming a necessity, and knowledge of the language of the country is an important tool for understanding its traditions, values, and norms. Foreign languages serve not only as a means of communication, but also as a window into the world of another culture.

By studying a language, we immerse ourselves in a unique context that reflects the peculiarities of thinking, communication and life of people of this culture [2]. Linguistic and regional studies, in turn, expands horizons, allowing us to understand the social, historical and cultural aspects that shape the identity of native speakers. In this context, understanding language as a sociocultural phenomenon becomes an important aspect of successful communication and interaction [3].

1. Foreign languages as a means of communication. Foreign languages play a key role in international communication. They. Facilitate interaction: Knowing the language of the interlocutor’s country allows you to get away from language barriers and promotes deeper and more effective communication. Create opportunities for collaboration: In the professional sphere, knowledge of a foreign language opens up access to international markets, improves career opportunities and allows you to participate in joint projects. Foster personal connections: Knowledge of a language helps build interpersonal relationships, broadens horizons and enriches cultural experience.

2. Linguistic studies as the key to understanding culture. Linguistic studies, which studies language in the context of culture, provides tools for understanding cultural nuances. Systematization of cultural information: Knowledge of cultural characteristics, customs and traditions associated with language helps avoid misunderstandings and conflicts associated with differences in perception. Contextualization of language: Language cannot be isolated from the cultural context in which it is used. Linguistics helps to understand how historical, social and cultural factors influence the use of language and its meaning. Formation of tolerance: Awareness and respect for cultural differences contribute to the formation of a tolerant attitude towards other peoples and their customs.

3. Interaction of foreign languages and linguistics. There is a close connection between the study of foreign languages and linguistics. Cognitive interaction: Learning a language requires awareness of cultural contexts, which helps students develop critical thinking skills and intercultural competence [4]. Practical application: In the process of learning a language, students are introduced to materials that represent the culture of a country, such as literature, cinema and music, which makes the learning process more exciting and effective. Integration into educational programs: Modern educational courses often strive to integrate linguistics aspects into language teaching, which makes the process more comprehensive and exciting [5].

Conclusions.

1. Knowledge of a foreign language allows people to overcome language barriers and establish contacts with representatives of other countries. This opens up access to new information, ideas and opportunities.

2. The linguistic and cultural approach helps to avoid cultural misunderstandings and conflicts, as it takes into account the specifics of the mentality, traditions and customs of different peoples.

3. Intercultural communication becomes more effective due to the combination of knowledge of the language and understanding of the cultural context. This is especially important in the context of globalization, when interaction between different cultures occurs more often and more intensively.

4. Education and training in foreign languages and culture should be aimed not only at developing language skills, but also at developing intercultural competence, which includes respect for other cultures, tolerance and the ability to adapt to different situations.

In the modern world, knowledge of foreign languages and understanding of cultural characteristics are necessary conditions for successful intercultural interaction. They contribute to the development of international cooperation, strengthening friendly relations between countries and peoples, as well as personal growth and professional success of each person.

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СИСТЕМА ВЫСШЕГО ОБРАЗОВАНИЯ В ГЕРМАНИИ В ЛИНГВОКУЛЬТУРНОМ КОНТЕКСТЕ
HOCHSCHULBILDUNGSSYSTEM DEUTSCHLANDS IM LINGUOKULTURELLEN KONTEXT

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Interkulturelle Kompetenz umfasst nicht nur die sprachliche Kompetenz, sondern auch den ganzen gesellschaftlichen und kulturellen Umkreis ein. Die sprachbezogene Landeskunde hilft den Studierenden beim Erlernen der deutschen Sprache, weil sie ihnen Einblick in die Kultur und Lebensweise der Menschen in den deutschsprachigen Ländern, und darunter auch in das Hochschulbildungssystem, gewährt. Von großer Bedeutung sind Kenntnisse über Erscheinungen, für die es in der Muttersprache kein Äquivalent gibt, Hintergrundkenntnisse verschiedener Art, die die Kultur und gesellschaftliches Leben des Volkes, dessen Sprache erlernt wird, betreffen. Hierher gehören auch Traditionen, Bräuche, Verhaltensrituale, nationale Mentalität und Vieles mehr, was zur erfolgreichen interkulturellen Berufs- und Alltagsleben führen kann. Das Wissen um kulturelle, soziale, geografische und geschichtliche Realien ist eine der wichtigsten Voraussetzungen für die Entwicklung der interkulturellen Kompetenz dem Studierendem und ein Bestandteil des sprachpraktischen Deutschunterrichts [1]. Das Hochschulbildungssystem in Deutschland hat viele

Besonderheiten, deren Verstehen ohne Erwerb des sprachkulturspezifischen Wissens oft nicht möglich ist.

An der Schwelle zum Erwachsensein stellen sich viele Jugendliche die Frage, welchen Beruf sie wählen möchten. Etwas weniger als die Hälfte der jungen Leute in Deutschland bekommt nach der Schule eine Ausbildung. Sie erlernen in zwei, drei oder vier Jahren einen Beruf. Die Auszubildenden arbeiten zumeist vier Tage in einem Betrieb und gehen einen Tag zur Berufsschule. Das ist eine gute Verbindung aus Theorie und Praxis. Im Betrieb werden praktische Fachkenntnisse vermittelt, und in der Berufsschule entwickelt man soziale Kompetenzen und bekommt die theoretischen Grundlagen. Zu den Lieblingsberufen der Auszubildenden gehören Kraftfahrzeugmechaniker, Elektroniker, Anlagemechaniker für Sanitär-, Heizungs- und Klimatechnik, Kauffrau für Büromanagement, medizinische Fachangestellte u.a.

Deutschland bietet eine vielseitige Hochschullandschaft. Rund Millionen Studierende sind an den Universitäten, Fachhochschulen, Kunsthochschulen, theologischen Hochschulen, pädagogischen Hochschulen und Verwaltungshochschulen in Deutschland immatrikuliert. In fast jeder größeren deutschen Stadt gibt es eine Hochschule. Die meisten von ihnen sind staatlich. Die privaten Hochschulen befinden sich oft in kleinen Städten [2]. Bei Rangliste achtet man aber nicht nur auf die Lage der Hochschulen, sondern auch prüft man viele andere Kriterien wie zum Beispiel die Studiendauer, was oft wünschen wert kann sein.

Viele Fächer zum Beispiel Architektur, Design oder Informatik kann man an einer Hochschule als auch an einer Fachhochschule studieren. Dann kommt es darauf an, ob man wissenschaftliche Freiheit, neue Erkenntnisse oder in erster Linie eine zielgerichtete Ausbildung bekommen will. Wenn die Berufspraxis besonders wichtig ist, so wählt man häufig eine Fachschule. Dort sind Praxissemester in Betrieben ins Studium integriert. Außerdem dauert die Ausbildung nicht so lange wie an der Universität. Eines der verankerten Prinzipien des Hochschullebens in Deutschland ist das Prinzip die «Einheit von Forschung und Lehre» von Wilhelm von Humboldt. Die Hochschulen sind die Basis der Forschung in Deutschland. Der Schwerpunkt der Grundlagenforschung liegt in den Hochschulen, die die Ausbildung des wissenschaftlichen Nachwuchses und die Erneuerung in der Forschung gewährleisten. Die Universitäten sind oft Fundament für neue Forschung und neue Entdeckungen.

Das Abitur wird in Deutschland Allgemeine Hochschulreife genannt. Mit diesem Schulabschluss darf man in Deutschland an einer Universität studieren. In der Regel muss man dafür zwölf oder dreizehn Jahre zur Schule gehen oder ein Gymnasium besuchen.

Zu den Besonderheiten des Hochschulsystems in Deutschland gehört auch Numerus clausus. Das ist eine zahlenmäßig beschränkte Zulassung zu einem

bestimmten Studium, was mit der sehr großen Andrang zu den Hochschulen verbunden ist.

Die Auswahl des Berufs, der Universität oder der Fachhochschule wird von vielen Faktoren beeinflusst, zu denen zum Beispiel Ratschläge der Eltern gehören. Bei vielen Jugendlichen steht das Studium an erster Stelle unter den Lebenswerten.

An deutschen Universitäten gibt es viele ausländische Studierenden, die schnell Freundschaften finden. Deutsche Hochschulen bieten eine gute Lehre auf Deutsch und Englisch an. Die ausländischen Studierenden können nicht nur umfangreiche Fachkenntnisse bekommen, sie lernen die Kultur der Menschen aus anderen Ländern kennen, sie erwerben Sprachkenntnisse und erweitern den Horizont im späteren Berufsleben. Man aktualisiert auch seine landeskundlichen Kenntnisse.

Deutsche gelten als gute Ingenieure, deshalb sind Studiengänge in Ingenieurwesen beliebt. Die technischen Universitäten in Deutschland haben einen guten Ruf. Sie haben gute Kontakte zu Unternehmen. Die Studierenden bekommen so schon früh Einblick in die zukünftige Arbeitswelt. Weltbekannt sind solche Universitäten wie TU München, TU Darmstadt und andere. An der Technischen Universität München studieren etwa 19000 Studenten. Zu den zahlreichen Instituten der Universität gehören das Institut für Informatik, das Institut für Automationstechnik, das Institut für Mechatronik u.a. Die Technische Universität München ist mit ausgezeichneten Einrichtungen ausgestattet. An der Technischen Universität studieren mehr als 15000 Studenten. Die Universität bietet solche Fachbereiche wie zum Beispiel Mechanik, Elektronik und Informationstechnik, Maschinenbau [3]. Durch das vielseitige Studium lernt man an der Universität Aufgaben von verschiedenen Perspektiven aus zu betrachten und viele Kompetenzen zu entwickeln, die im Beruf wichtig sind.

Die Friedrich-Schiller-Universität Jena ist eine der ältesten Universitäten in Deutschland. Die Friedrich-Schiller Universität Jena (FSU) wurde 1558 in der thüringischen Stadt gegründet. Die FSU hat über 17000 Studenten. Solche wichtigen Persönlichkeiten wie der Philosoph Karl Marx haben an dieser Universität studiert. Der Dichter Friedrich Schiller war Professor an der Universität. Deshalb wurde sie nach ihm benannt.

Die linguokulturellen Kenntnisse ermöglichen die allseitige Entwicklung der Menschen und sind einer der Faktoren der erfolgreichen interkulturellen Wechselwirkung.

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МЕЖКУЛЬТУРНОЕ ДЕЛОВОЕ ВЗАИМОДЕЙСТВИЕ В АНГЛОЯЗЫЧНЫХ СТРАНАХ
INTERCULTURAL BUSINESS INTERACTION IN ENGLISH-SPEAKING COUNTRIES

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Intercultural communication is a means of communication, the transfer of information from one culture to another, which is carried out in all spheres of culture based on respect for the uniqueness of each culture [1]. In business, intercultural communication allows individuals to interact respectfully and constructively. It encourages the finding of common ground and the honoring of differences. Intercultural communication is equally important in person, on the phone, and even via email or text message. Intercultural business interaction in English-speaking countries is a multifaceted process shaped by various linguistic, behavioral, and cultural factors. The English linguist David Crystal, emphasizes the adaptability of English, which has allowed it to become the dominant medium for international business [2]. This evolution has been accompanied by significant lexical borrowings from other languages, which play a crucial role in professional communication, particularly in fields like technology, finance, and medicine. Cultural dimensions also play a significant role in business interactions. Successful business collaboration in international contexts requires a deep understanding of cultural differences. One of the most prominent aspects of intercultural interaction in English-speaking countries is the widespread use of lexical borrowings in professional communication. It should be pointed out that English has integrated numerous terms from French, German, Latin, and other languages, reflecting the cultural exchanges that have occurred over centuries. In

business contexts, words like entrepreneur and liaison were borrowed from French, and résumé, have become essential components of professional communication. The adoption of foreign terms into English reflects not only linguistic flexibility but also the ongoing cultural exchanges between nations. For example, the growing use of the term guru in business contexts, originally from Sanskrit, highlights the global influence of Eastern philosophies on leadership and management practices. However, despite the advantages of lexical borrowings, they can also pose challenges. Professionals from non-English-speaking backgrounds may struggle with unfamiliar terms, leading to potential misunderstandings in cross-cultural communication. This emphasizes the need for businesses to provide linguistic training and foster an inclusive environment where employees feel comfortable asking for clarification. Behavioral and communicative patterns vary significantly across English-speaking countries, despite the shared language. Peterson's research on cultural dimensions helps explain these differences by analyzing key factors such as individualism, power distance, and uncertainty avoidance. For example, the United States is known for its highly individualistic culture, where direct communication and assertiveness are prized. In contrast, British business culture tends to be more formal and reserved, with an emphasis on politeness and nuance. The fundamental principles of business culture in the United Kingdom are courtesy, politeness, discipline and punctuality. The British are known for their "tongue-in-cheek" and ironic humour, which they may use when doing business. British people have various expectations surrounding business etiquette. It is important to be courteous, polite, and hardworking. British business culture is often less hierarchal than some other international countries.

According to Mead's theory of high- and low-context communication, British professionals often rely on implicit communication, where much of the meaning is derived from the context rather than explicitly stated [3]. This can be challenging for professionals from cultures where direct communication is the norm, such as the United States. It is suggested that understanding the cultural nuances is critical for successful international collaboration. As for Canada's business culture, it reflects a blend of British and American influences, combining the directness of American communication with the formality of British business etiquette. Canadian professionals often emphasize consensus-building and inclusivity in decision-making processes. While Australian business culture, on the other hand, is known for its informality and egalitarianism. Australians tend to favor straightforwardness and avoid hierarchical structures in professional interactions. All these behavioral differences have a profound impact on various aspects of business, including leadership styles, team dynamics, and conflict resolution. For instance, in cultures with a high respect for hierarchy, such as in parts of Asia, employees may defer to senior management and avoid openly

challenging decisions. In contrast, in the United States and Australia, employees are encouraged to voice their opinions and participate in decision-making processes. Cultural exchange has always been a driving force behind creativity and innovation, particularly in industries such as design, technology, and the arts. Cultural metaphors and artifacts often serve as sources of inspiration for new ideas and technological advancements. One notable example is the influence of Japanese minimalism on product design in the United States. Tech companies like Apple have adopted principles of Japanese aesthetics, such as simplicity and functionality, in their product designs, creating user-friendly and visually appealing devices. Indigenous knowledge systems from countries like Canada and Australia have also played a significant role in shaping modern approaches to environmental management and sustainability. It is obvious that the integration of diverse cultural knowledge systems demonstrates the value of cross-cultural interaction in fostering innovation and addressing global challenges. The creative industries, including film, fashion, and art, have also benefited from the blending of cultural elements. The incorporation of non-Western storytelling traditions into Western cinema has enriched the narratives and broadened the global appeal of films. This cultural blending not only expands the reach of creative products but also fosters greater cultural understanding and appreciation among international audiences. While intercultural business interaction offers numerous benefits, it also presents challenges. One of the most significant issues is the potential for miscommunication due to differences in language, communication styles, and cultural norms. The distinction between high- and low-context communication explains how misunderstandings can arise when individuals from different cultural backgrounds engage in business negotiations [4]. For example, in cultures with a more relaxed approach to time management, such as Australia, deadlines may be treated more flexibly. In contrast, in the United States, punctuality and efficiency are highly valued. These differences can lead to frustration or perceived unprofessionalism in multicultural teams. Time management is very important in the U.S.A. Time management is the process of consciously planning and controlling time spent on specific tasks to increase how efficient you are. You may be familiar with setting deadlines, writing to-do lists, and giving yourself small rewards for accomplishing certain activities. There are six tips to fewer distractions and more productivity at work for Americans: Set reminders for all your tasks; Create a daily planner; Give each task a time limit; Block out distractions; Establish routine.

Intercultural business interaction in English-speaking countries presents both opportunities and challenges. The integration of lexical borrowings, behavioral adaptation, and the exchange of cultural artifacts are key elements that organize business communication in a globalized world. As businesses continue to expand their operations across borders, the ability to navigate these intercultural

complexities will become increasingly important. Intercultural business interaction in management, advertising, commercial establishments, website design, etc., have become global as these establishments have wide networks all over the world. For them, intercultural interaction is essential for the enlargement of their business and maximization of their profits by better managing their staff and understanding their consumer's needs.

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РОЛЬ АНГЛИЙСКОГО ЯЗЫКА В ПОСТРОЕНИИ МОСТОВ МЕЖДУ ПОЛИТОЛОГАМИ РАЗНЫХ КУЛЬТУР: ОПЫТ ИСПОЛЬЗОВАНИЯ СЕТЕВЫХ СООБЩЕСТВ
THE ROLE OF THE ENGLISH LANGUAGE IN BUILDING BRIDGES BETWEEN POLITICAL SCIENTISTS OF DIFFERENT CULTURES: EXPERIENCE OF USING ONLINE COMMUNITIES

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In the context of increasing intercultural integration, English has become a key tool for interaction between specialists from different fields, and the development of the Internet communications represented, in particular, by online communities, is particularly important in this regard. Political science, which is a related discipline and actively studies the processes of political interaction between representatives of different socio-cultural groups, is no exception. Today the process of information transfer and data exchange between political scientists representing different countries takes place mainly in English, which serves as a lingua franca.

The purpose of this article is to study the significance and effectiveness of the use of English in the context of intercultural dialog in the field of political science, in the context of the development of network communication through the use of network platforms, in order to strengthen bilateral cooperation.

The development of modern intercultural communications, especially in the field of political science, cannot be imagined outside the context of globalization processes, which essentially influenced the emergence of English as a cross-cultural instrument of interaction. As Lord Watson notes in his work "Jamestown. The Voyage of English", English has a special cultural and political role in the context of international relations, it is inextricably linked to globalization and integration processes, being an integral part of them. The book emphasizes that English today is no longer the exclusive property of its speakers, including the British and Americans, it has become a language of international intercultural communication both in the professional sphere and in everyday life, available to all who know it [1]. The distinctive feature of the Internet and, in particular, of social-network communities in the field of political research and communications is also the system-forming role of English in it. In this regard, the specifics of online communications, including political ones, which developed in the English-speaking environment, are based on the English language. It is worth noting what is meant by the term "network communities". According to the classic definition, "virtual communities are social associations based on the Internet interaction of a sufficient number of people in the course of public discussion to form various relationships between people in cyberspace" [2]. During the strengthening of globalization processes and the development of digital society, the increasing role of online communities and the Internet in general, the role of English as an instrument of international communication has increased, it has taken the form of a universal, neutral language for intercultural dialogue. When English is used as a means of communication on the Internet, including in online political science communities, its dependence on cultural peculiarities is not traced. It is devoid of a pronounced dialectal or local character, as it is oriented to a global audience of users. First of all, English is a language of international communication [3], performing the function of the bridge between representatives of different cultures and speakers of different languages, acting as a means of cross-cultural communication.

An example of the cross-cultural function of the English language in the political science sphere of online communications, with the aim of strengthening scientific cooperation between scientists, is the activity of different International Political Science Associations, the purpose of which is to create a global community of political scientists aimed at promoting scientific cooperation. The aim is a virtual (network) scientific events, discussions, conferences that allow to unite political scientists from all over the world through their remote participation

in the work of the association. It is an example of the political Internet communication, the main language of which is English (the first official language of the associations is English), which is a universal means of intercultural dialogue between representatives of different countries, continents, civilizations. To the contrary to the claim that such extensive use of English calls into question the fate of local languages and strengthens cultural unification in countries, it is important to consider that English contributes to their adaptation to the system of global politics without causing significant harm to these countries, their culture and languages.

The International Associations and organizations of young Political Science Students uses English actively, enshrined as the only official language, as a universal communicative tool to build a dialog between political scientists from different socio-cultural groups. The mission of such organizations is to support political science students in all corners of the world by creating opportunities for research, communication with each other, and exposure to distant countries. The use of such online communication methods in creating a global platform for interaction between students and young scholars in political science would be quite difficult without a universal "neutral" language of communication, which is English, creating the most comfortable conditions for the exchange of information for representatives from different countries and cultures. The product of intercultural interaction is the academic journals, published in English, which presents a variety of approaches to the study of political science, supporting the ideas of diversity, equality and inclusiveness in political science, additionally encouraging publications by young political scientists. English in this case appears as an element of a bridge between political scientists from different countries who, thanks to the cross-cultural communication tool so developed in the field of online communication, can make themselves known on a global scale.

However, the question of what role English as a means of cross-cultural communication will have in the future in light of the increased development of online communication remains open. Along with English, other languages are also growing in influence. Whether English will retain its dominant position in intercultural and international communication, and especially in world politics, in the light of the current geopolitical situation is a debatable issue that requires a separate analysis.

Nevertheless, nowadays, English remains the most effective and widespread tool of intercultural interaction, especially in online communications. The English language plays an important role in the process of cross-cultural dialogue in the context of global political communications, performing the united function between political scientists from different countries in the framework of social-network interaction, due to its neutral and universal nature, contributing to

globalization and integration of the scientific political science community. However, for the most effective and profound development of intercultural dialog, it is worth emphasizing other languages, giving them the opportunity to reach the global level on equal terms with English.

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МЕТОДЫ ПРЕПОДАВАНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО ИНОСТРАННОГО ЯЗЫКА
METHODS OF TEACHING A PROFESSIONALLY ORIENTED FOREIGN LANGUAGE

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In the context of globalization and the integration of world markets, knowledge of a foreign language has become an essential component of successful professional activity. Specialists who possess communication skills in a foreign language can not only expand their career opportunities but also interact effectively in a multicultural environment. However, achieving a high level of language proficiency requires high-quality training, which necessitates the use of a variety of teaching methods.

There are numerous approaches to teaching a professionally oriented foreign language, which can be categorized into traditional and innovative methods. Traditional techniques, such as lexico-grammatical, direct, and contextual methods, have long served as the foundation of language learning, providing a systematic approach to the study of grammar and vocabulary.

However, with the advancement of technology and evolving demands for training specialists, there is a pressing need to reevaluate these methods and explore new, more effective approaches.

Modern innovative methods, including the communicative approach, project-based learning, and the use of interactive resources, present new opportunities to enhance student motivation and improve language acquisition. These methods focus on the practical application of knowledge in real professional situations, making them particularly relevant in the context of training specialists.

In this article, we will conduct a comprehensive comparative analysis of traditional and innovative methods of teaching a professionally oriented foreign language. We will examine the key principles, advantages, and disadvantages of each approach, as well as assess their impact on student motivation and learning effectiveness across various professional contexts. In conclusion, we will provide practical recommendations for selecting the most suitable methods tailored to the requirements of the modern labor market, while emphasizing the importance of creating a motivational environment for successful foreign language learning. Thus, this research aims to integrate traditional and contemporary approaches, opening new avenues for further study in this field and contributing to deeper language acquisition and the development of students' professional skills.

In Russian literature, the concept of "professional language" is often correlated with the notion of LSP (Language for Specific Purposes) by various authors. For instance, E.V. Stozhok defines LSP as "a specific type of 'language as a whole' that is used when communicating on a particular specialized topic" [2, p. 452]. The researcher emphasizes that while LSP is grounded in a common language, its use necessitates specialized education, as it serves as the language of communication among specialists in any professional field.

A.V. Zhuleva and P.S. Suiturova provide the following definition of LSP: "Language for special purposes, as a means of communication, is a functional variety of the national language that has both written and oral forms. Each form represents a multilevel system of interrelated and interdependent linguistic units, the choice and stylistic nuances of which depend on the degree of professional competence of the linguistic personality and the genre of the written or oral specialized discourse" [3, pp. 128-129]. According to the researchers, a key aspect of studying LSP is the necessity for speakers to be proficient in a literary language, as language proficiency for special purposes is considered secondary.

A.A. Konovalova views language for special purposes as a multilevel system characterized by distinctive features at each level, determined by the specifics of the professional field.

The issues surrounding language for special purposes are quite broad; it is interdisciplinary and encompasses functional stylistics, the theory of intercultural

communication, the peculiarities of various professional sublanguages, the relationship between general and specific elements in these languages, and the linguistic, didactic, and methodological aspects of teaching languages to different categories of students, among other topics. This is why the study and teaching of languages for special purposes has been a priority in both domestic and foreign linguistics for several decades [1, p. 119].

For the article dedicated to the methods of teaching a professionally oriented foreign language, several research methods have been selected, such as a literature review, comparative analysis, and analysis of educational materials. The study examined existing sources and literature on both traditional and innovative methods of teaching a foreign language. The comparison of traditional teaching methods with modern approaches aimed to assess their effectiveness in various professional contexts. Additionally, the training programs and materials were evaluated for their compliance with current labor market requirements and professional standards.

Traditional methods of teaching a professionally oriented foreign language include lexico-grammatical, direct, and contextual approaches, each with its own unique characteristics, advantages, and disadvantages.

The lexico-grammatical method focuses on the study of vocabulary and grammar. It assumes that students first master individual words and grammatical constructions before applying them in sentences. This method allows for the quick acquisition of basic language elements, which can be particularly useful for preparing for exams that require knowledge of specific terminology. However, its disadvantage lies in the limitation of students' conversational skills, as the emphasis on rote memorization may not foster practical communication development. Additionally, the monotony of this approach can diminish student motivation, making the learning process less effective.

In contrast, the direct method is based on learning without translation. Students acquire the language through practice, which enhances oral skills and adaptation to natural communication. This method creates a more authentic language environment, potentially increasing student motivation. However, it can pose challenges for less prepared students, leading to feelings of frustration. Furthermore, the direct method may not always be suitable for learning specialized vocabulary needed in professional contexts and requires significant resources and training from the teacher.

The contextual method involves learning through practical tasks and role-playing, allowing students to use the language in real situations. This approach enhances understanding and application of the language while boosting student motivation through practical knowledge application. However, implementing the contextual method may demand more time and resources and can be challenging for teachers, especially in time-constrained environments. Additionally, this

method may not always cover all necessary grammatical and lexical aspects, potentially resulting in knowledge gaps.

Modern innovative methods of teaching foreign languages, such as the communicative approach, project-based learning, and the use of modern technologies, significantly enrich the educational process. The communicative approach emphasizes the development of communication skills, enabling students to actively interact with one another and apply the language in real situations. This not only improves speaking skills but also enhances students' confidence in using the language.

Project-based learning provides students with opportunities to work on specific tasks related to their interests and professional goals. This approach fosters critical thinking, creativity, and teamwork, while also allowing for the integration of various language aspects within real-world contexts. Students become more engaged in the learning process as they recognize the practical application of their knowledge.

Modern technologies, such as online platforms and interactive resources, also play a crucial role in foreign language instruction. They offer access to a wide range of materials and enable students to learn at their own pace. Interactive applications and online courses make learning more enjoyable and personalized, contributing to improved retention. Virtual classrooms and video conferences broaden communication horizons, allowing students to interact with native speakers and peers from different countries.

Each of the traditional methods of teaching a professionally oriented foreign language has its advantages and disadvantages. The lexico-grammatical method is effective for quickly mastering the basics but limits the practical use of the language. The direct method promotes the development of oral skills, but it can be challenging for less prepared students. The contextual method allows for the use of language in real situations but requires significant resources and time.

Combining these methods may prove to be the most effective approach for developing both theoretical and practical skills in students within a professional environment. This combination takes into account the diverse needs of students and creates a more dynamic and motivating educational atmosphere. Integrating innovative methods and modern technologies further enhances this environment, promoting deeper language acquisition and facilitating the development of practical skills necessary for successful communication in the professional field.

When selecting methods for teaching a foreign language, it is crucial to consider the learning goals and the specific needs of the students' professions. Start by identifying the skills and knowledge that students require. If the emphasis is on developing conversational abilities, a communicative approach that encourages active interaction and language practice in real situations is advisable.

Conversely, if the focus is on improving reading and writing skills, attention can be directed toward the lexico-grammatical method.

Equally important is analyzing the professional specifics of the students. For instance, future medical professionals need to learn specialized terminology and communication skills for interacting with patients. This can be achieved through project-based learning and role-playing exercises that simulate real-world scenarios. A mixed approach that combines various methods can also be highly effective. For example, integrating a communicative approach with project-based learning allows students to collaborate on group projects, making the learning process more engaging and practical.

The integration of modern technologies into the educational process is another essential aspect. Utilizing online platforms for self-study, interactive practice applications, and virtual classrooms for communication with native speakers is particularly beneficial for students working in international environments where high-level language proficiency is crucial.

Focusing on the practical application of the language is also vital. It is important to develop assignments that simulate real professional situations, such as writing business letters, negotiating, or attending conferences.

Regular feedback from students will help adapt the training program to their needs, increasing their motivation and engagement in the learning process. Be prepared to make flexible adjustments to methods and approaches based on student progress and professional requirements. This flexibility in learning will create a more effective and relevant educational environment, ultimately leading to successful foreign language acquisition and better preparation for professional activities.

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МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ И ИЗУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ В РОССИИ И НИДЕРЛАНДАХ
INTERCULTURAL COMMUNICATION AND FOREIGN LANGUAGE LEARNING IN RUSSIA AND THE NETHERLANDS

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In the modern and increasingly interconnected world, intercultural communication and foreign language learning have become essential components of education, facilitating cross-cultural interactions and global connectivity. This article explores the integration of those aspects into the educational systems of Russia and the Netherlands, analyzing their methods, challenges, and results.

In Russia, children begin learning a foreign language in primary school, with English being the most prevalent option among students. The foreign language course continues until graduation. The teaching methods traditionally rely on grammar-translation methods, which prioritize written proficiency over conversational fluency. Majority of Russian students, especially those in more rural areas of the country, lack contact with native speakers, which in turn worsens their speaking skills and consequently their proficiency.

Profile education starts rather late in Russia, around the age of 16. Students attending regular state schools get to choose from 2 or 3 specializations (unless they are going to a gymnasium or a specialized institution), including physico-mathematical sciences, the study of chemistry and biology, humanitarian studies. Foreign languages fall under the umbrella of humanitarian studies, so students interested in it usually pick this specific specialization. However, these students end up in a class full of others, who are interested in different subjects, such as history or social studies. This means that teachers often struggle managing both regular students and students who require in-depth language teaching.

Certification of student's language skills is not mandatory, and language proficiency level dramatically varies among students in the same class. Students do not always have a clear idea of their language skills. In fact, according to research, more than 60% of high school students in Russia don't reach proficiency level B1, as expected of them after completing the full English course throughout school [1].

Russian methodological tradition is based on strong grammar skills, extensive reading and writing, while listening comprehension and speaking are traditionally weak points. This can be explained by the homogeneous social structure. There are few expats and highly skilled migrants from the EU and the USA incorporated in the Russian society, universities and schools. So, the opportunities to speak with native speakers are often limited to work or internships in international companies and participation in multi-national projects. These are mostly present in big cities like Moscow, St. Petersburg, Kazan and Ekaterinburg, which further limits students opportunities, especially those from remote regions.

Schools in the Netherlands offer special educational programs that incorporate foreign languages into the process. This is called "bilingual education" (Tweetalig Onderwijs, further referred to as TTO) and it is widely available across various levels of education, from primary to secondary schools. TTO adopts the Content and Language Integrated Learning (CLIL) methodology, that presupposes teaching most of the subjects in a foreign language. CLIL focuses on integrating cognition, communication and culture into education [2]. This method is extremely relevant in the current day and age, since it addresses live issues that many educational institutions around the world are confronted with, such as equipping students with skills needed in the current rapidly globalizing world [2]. This approach not only improves student's language skills and deepens their understanding of the subject matter, but boosts critical thinking, problem-solving skills, and cultural awareness.

Another feature of TTO is the opportunity to obtain an internationally recognized certification, such as the Cambridge English Qualifications or the International Baccalaureate, increasing student's chances of future employment both inside and outside their country. This practice is often mandatory in TTO programs. Many schools in the Netherlands also cooperate with foreign institutions from all around the world, which results in frequent exchange programs for TTO students. Thus, students are offered a chance to practice foreign languages with native speakers and immerse into the respective culture.

In the Netherlands, students pick their specialization roughly at the age of 14. They can pick from 4 profiles: Natuur en Techniek (Nature and Technology), Natuur en Gezondheid (Nature and Health), Economie en Maatschappij (Economy and Social studies), Cultuur en Maatschappij (Culture and Social

studies). In each of the profiles there are two categories of subjects: ones that are mandatory, and ones that you can choose yourself. The fact that there are two separate profiles oriented for humanitarian studies and the ability to pick additional subjects means that students interested in studying foreign languages have control over what they want to study. This also means that teachers will not waste time trying to manage two separate groups within one class, which makes teaching much more efficient.

Despite the many positive aspects of the bilingual education in the Netherlands, it still faces its own challenges.

The most glaring issue is the depth of grammar knowledge. The Dutch teaching approach is oriented on conversational practice. So, the grammatical constructions are not very sophisticated and the syntaxis is rather simple. Complex objects, complex subjects, gerundial and participial constructions are not widely used. Writing activities are limited to short forms like 500-word essays and do not presuppose long compositions.

Reading activites are not as various as in classrooms in Russia (scanning, skimming, extensive and intensive types of reading). Reading authentic texts, character sketches and stylistic devices analysis are not common in English teaching practices in the Netherlands.

To sum it up, we can conclude that each foreign language teaching methodology has its advantages and disadvantages, which is natural. Students from Russia and the Netherlands can significantly benefit from interacting with each other. They can enrich their grammar and vocabulary and fill in the knowledge gaps caused by the respective national system of education. Apart from the linguistic exchange, students can also share their knowledge of history, literature, and professions.

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ЛИНГВОСТРАНОВЕДЕНИЕ КАК ВАЖНЫЙ ФАКТОР МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ ПРИ ИЗУЧЕНИИ ЯЗЫКА РЕСПУБЛИКИ КОРЕИ КАК ИНОСТРАННОГО

FOREIGN LANGUAGES AND LINGUISTICS AS A CRITICAL FACTOR IN INTERCULTURAL INTERACTION WITH THU REPUBLIC OF KOREA

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To fully disclose the topic "Linguistic and cultural studies as an important factor of intercultural interaction in learning the language of the Republic of Korea as a foreign language", it seems necessary to start with giving the definition of the linguistic and cultural studies.

Linguistics from Latin ‘Lingua’ is language and regional studies, namely an aspect in the practical course of a foreign language and an academic discipline in the course of its teaching methodology. At the same time, the main objects of study in the classroom are non-equivalent vocabulary, non-verbal means of communication, linguistic aphorisms and phraseology, which are considered in the classroom from the point of view of reflecting the culture and experience of people who speak a given language [2].

In order to correctly understand linguistic and cultural studies as an important factor of intercultural interaction when learning the language of the Republic of Korea as a foreign language, let's get acquainted with the spiritual culture, values, moral attitudes, traditions in general that establish the figure of behavior of communication partners in the Republic of Korea.

The Republic of Korea is a country with an interesting history, beautiful nature and a great future. The name South Korea is an unofficial name of the state, due to the location of the country in the southern part of the Korean Peninsula, which is often used by people among the people. This is a real "factory state" that works on raw materials imported from abroad, turning them into finished goods and then exporting them to other countries. The Republic of Korea made itself known on world markets only in the 60s of the last century, so Koreans can be called relatively new participants in international business. Until now, in the business world, Koreans are considered "difficult" partners for businessmen from

other countries, as Koreans today continue to actively follow their national age-old traditions, many of them follow Confucianism, which does not allow them to fully adapt to accepted global business standards.

The beginning of any communication is a greeting, in the Republic of Korea the traditional greeting is a slight bow, rarely accompanied by a handshake. Looking eye to eye during a bow is considered mandatory, but it must be remembered that looking too long can be regarded as psychological pressure or even as a threat. An additional sign of respect can be the support of the left wrist with the right hand. In business communication, a greeting bow can be accompanied by a handshake, as a result of which you just need to touch each other lightly with your hands, while not squeezing the other's hand or shaking it. Also, when meeting Koreans, they can ask direct questions about age and marital status in order to get to know the interlocutor better and how to behave with him.

When communicating with Koreans, it is important to show respect for their rights, be sincere in their intentions, and observe the age and job hierarchy. Thus, the older one stretches out his hand to shake hands first, after which it is necessary to talk for 2-3 minutes with the older one before moving away. The rules of Korean etiquette tell us to always wish the elderly good health at the end of even a short conversation. Korean women rarely shake hands, and a Korean man almost never holds out his hand to a woman. However, if a foreign woman holds out her hand to a Korean man first, it will be perceived normally. The younger one should greet first and bow lower.

It must be remembered that for the most part Koreans are well-mannered people, polite and sociable. That is why it is worth remembering that if a Korean shows a warm attitude towards you, this does not mean that you have managed to interest him. They are polite and definitely expect this from you. Don't forget to cover your mouth with your palm when you laugh, because in Korea, an open mouth is considered rude. In Korean, there are no respectful pronouns of the 2nd person and there is one 3rd person 그 – "you", so pronouns are almost not used as addresses.

In professional activity, to express a respectful attitude to the interlocutor, it is possible to use three options for addressing: "surname (and name) + title of position, rank/position"; "surname (and first name) + nominal suffixes"; "surname (and first name) + position + polite nominal suffixes". The first option is used mainly in an official setting, for example, 이주영 부수상 – "Deputy Prime Minister Lee Chuen", 지부장 – "head of the general department", 의사 (uisa) – "doctor", etc.

Addressing colleagues in a work environment is similar in Korean and Japanese. For example, when addressing a senior colleague in Korea, the address 선배 (sŏnbae) is used, with a high status, the suffix 님 (nim) is usually added. It is considered appropriate to address junior colleagues in rank, position, position,

which does not always correlate with age, 후배 (hubae) - "youth, new generation" [5].

One should not get to know Koreans on their own at parties and business receptions, it would be better if they are introduced by a mutual friend. It is better to schedule the first meeting with representatives of companies from South Korea through an intermediary who knows them and their future partners and will be able to introduce the organization, talk about proposals, personal status and the company. The traditional morality of Koreans makes them attach great importance to personal communication, especially at the initial stage of concluding international transactions. In their opinion, no problem can be solved without a personal meeting.

It seems really interesting that Koreans have an absolutely different attitude to conflicts in comparison to, for example, Europeans. The Korean mentality has a specificity that manifests itself in the attitude to the conflict. According to the results of the researches the majority of Koreans (56.3%) belong to the occurrence of conflicts positively, which allows us to talk about a certain contradiction in South Korean society. This attitude to the occurrence of conflicts as a usual and normal situation shows that Koreans see the conflict as not only negative side, but also a prerequisite for change and development. At the same time, 71.8 per cent of Koreans prefer dialogue as a means of resolving the conflict, and only 17 per cent of the questioned resolve emerging conflicts with the help of authority, suppressing opponents. Also, in Korean society, the predominant form of resolving contradictions is having a dialogue [1].

At the same time, they are usually persistent and aggressive during business communication. These are very specific people who are focused on the result, and not on the atmosphere of the meeting, so most often, having necessarily conducted the protocol part, they immediately try to get down to the main business issues, trying not to be distracted by minor points. Koreans are talking aggressively, articulating their position clearly and clearly. In addition, Koreans prefer to negotiate in English, but sometimes the English language of Koreans is very difficult to understand, since the nature of their thinking often conflicts with the linguistic turns of other peoples. Speaking English, Koreans strive for specific categories and logical consistency.

Continuing the conversation about the complex hierarchy and traditions mentioned earlier, it is worth mentioning that the cult of food and meetings over food is traditionally very developed in the Republic of Korea. It's probably an interesting habit to say hello: "Well, how did you eat? How long have you been eating? What exactly did they eat?", it came from this tradition. During the meal, certain rules are also observed, described below. Firstly, you cannot sit down at the table and start a meal until the elder does it. Secondly, when the elder gets up from the table, it means the end of the meal. Thirdly, smoking in the presence of

a senior is also not accepted. In accordance with tradition, it is customary to use spoons and special long metal sticks during meals, although forks are available in almost all Korean homes. Tea is practically not drunk in the Republic of Korea; they like decoctions of herbal infusions and coffee. It is important to remember that it is not customary to tip in restaurants.

There is a very interesting tradition in Korea, according to which lonely people who were not celebrating St. Valentine's Day in February following popular European tradition, are celebrating their 'loneliness' on so-called Black Day on the fourteenth of April, when they are eating Chinese-style black bean noodles cherishing their sadness [4].

It is worth mentioning that during the first business meeting it is customary to exchange branded souvenirs, the purpose of which is to draw your company's attention to a potential partner. At business meetings and in everyday life, Koreans attach great importance to their appearance.

It is not typical for residents of the Republic of Korea to openly disagree with a partner's opinion and prove him wrong (they expect the same from the interlocutor). Koreans do not like to make plans for many years ahead, they are more interested in tomorrow's result of their efforts [3].

Thus, it can be concluded that linguistic and cultural studies, when studying the language of the Republic of Korea as a foreign language, is an important factor in intercultural interaction, helps to better understand foreign participants in a conversation, forms a correct idea of the essence of what is happening. In everyday conversation or at a business meeting with a citizen of another country, remember that thanks to knowledge of the language and the country, intercultural interaction with a citizen of any country will become easier.

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РОЛЬ ИНОСТРАННЫХ ЯЗЫКОВ В ГЛОБАЛИЗАЦИИ
THE ROLE OF FORGEIGN LANGUAGES IN GLOBALIZATION

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Globalization is a complex and multifaceted process that encompasses the economic, cultural, political and social aspects of modern society. It is characterized by an increase in interconnections and interdependencies between countries and peoples, which in turn leads to the exchange of ideas, goods, services and, of course, languages. In the context of globalization, language practices are undergoing significant changes, which have a profound impact on communication, learning and cultural interaction.

What is globalization? Globalization is a process that began with the development of trade and colonization, but was greatly accelerated by the advent of technologies such as the internet and the media. This process allows people from different parts of the world to interact with each other faster and easier than ever before. Globalization not only brings economies together, but also promotes cultural exchange, which makes learning foreign languages more relevant. The advent of globalization in the world has greatly influenced language practice. One of the most visible effects of globalization is the spread of certain languages in the international arena.

English has become the lingua franca for business, science and technology. Since English became an international language, it has become necessary for people to learn it, especially in the former British colonies, due to the fact that this language is widely used in communication, business, education, tourism, etc [2].

Studying it has become a prerequisite for a successful career in an international environment. As a result, many people around the world are beginning to learn English as a second language, which contributes to its further

spread. However, the impact of globalization is not limited to just one language. In the context of open borders and cultural exchange, there is an increase in interest in learning other languages and cultures. Languages such as Spanish, Chinese, and Arabic are also gaining popularity. This diversity creates new opportunities for intercultural communication and cooperation. Globalization leads to the interpenetration of cultures, which can both enrich language practice and raise fears of loss of linguistic identity. Many small languages are endangered due to the dominance of global languages. However, globalization also provides platforms for the preservation and promotion of local languages and cultures through the internet and social media.

There are examples of successful initiatives to revitalize endangered languages that use modern technology to engage young people and build a community of native speakers. This shows that globalization can be both a threat and an opportunity to preserve cultural diversity. Modern technologies play a key role in language practice in the era of globalization. Online courses, language learning apps, and platforms for communicating with native speakers make the learning process more accessible and flexible. Such resources allow people to learn languages at a convenient time and in a comfortable environment, as well as immerse themselves in a cultural context through media content. In addition, technology contributes to the creation of virtual communities where people can share language learning experiences, share resources, and support each other. This creates new opportunities for communication and interaction between cultures.

Some languages, such as English, Spanish, Arabic, French, Russian, and Chinese, have become global because they are used as official languages in several countries, as well as in international organizations such as the United Nations. This leads to an increase in the number of native speakers of the language and to its use in trade, education, media, and the arts. according to 2024 data, 20% of the world's population knows English. It is spoken by about 1.5 billion people around the world, as a result of which it can be concluded that English can be considered a global language. Secondly, this language has a huge influence in the film and music industry. After all, the most watched films are created in Hollywood and released in theaters around the world, as well as on streaming platforms such as Netflix. At the moment, there are 277 million users on Netflix, which is about 3.46% of the total population of the Earth. Thirdly, English is the most important international language, one of the most widely spoken in the world. It is official in many countries, such as the United Kingdom, the United States, Australia, Ireland, Canada, and New Zealand. And the approximate total population of all these countries is 527.3 million people, which also demonstrates the global influence of the English language in the world. Currently, English is the main candidate for the role of lingua franca, the language of international communication. The uniqueness of the situation lies in the fact that the number of

people who use it as a foreign language is much greater than the number of native speakers [5].

Language skills open up business and career opportunities. Knowing languages isn't just about being able to translate words, it's the key to opening doors to a world of business and career opportunities.

In the business sphere, knowledge of foreign languages. Expands the market: allows you to enter new international markets, negotiate with foreign partners and customers, sign contracts and create international networks. Increases competitiveness: gives an advantage over other candidates, especially in companies with international activities, increases the chances of getting a prestigious position and a higher salary. Improves communication: ensures effective interaction with colleagues, clients and partners from different countries, eliminates language barriers and promotes a better understanding of cultural differences.

In his career, knowledge of languages. It opens access to new professions: it allows you to work as a translator, teacher, diplomat, journalist, marketer in international companies, a researcher in the field of linguistics and many other fields. Increases the chances of promotion: gives the opportunity to occupy higher positions with more responsibility and a higher level of income. Creates opportunities for learning: provides access to educational resources and programs in foreign languages, allows you to study unique materials, and make contacts with leading experts in their field.

In today's globalized world, knowledge of languages is becoming not just an advantage, but a necessary skill for success in business and career. Learning languages is definitely an investment in the future.

Technology has revolutionized language learning and communication, fundamentally changing the way we learn, interact, and experience the world. Online platforms, apps, virtual assistants, and artificial intelligence make language learning more accessible, fun, and effective. With the help of mobile apps, we can learn anytime, anywhere, practice speaking with native speakers through video calls, get instant text and speech translation using online translators, and access a huge array of linguistic resources on the internet. Technology is helping to break down language barriers, expanding our ability to communicate and opening up new horizons in international cooperation, business and culture. However, it is important to remember that technology is a tool that should be used in conjunction with traditional teaching methods and real-world communication practices.

Globalization has a significant impact on language practice, creating both opportunities and challenges. It promotes the spread of some languages while threatening others. It is important to realize the importance of learning foreign languages as a tool for intercultural communication and understanding. In a global

world, knowledge of several languages becomes not only a useful skill, but also a necessity for successful integration into the international community. Globalization thus opens up new horizons for the study of languages and cultural exchange, enriching our understanding of the world around us.

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ОПРЕДЕЛЕНИЕ МЕСТА АНГЛИЙСКОГО ЯЗЫКА В РОССИЙСКОМ АРТ-ПРОСТРАНСТВЕ В КОНТЕКСТЕ КУЛЬТУРНОЙ И МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
DETERMINING THE PLACE OF THE ENGLISH LANGUAGE IN THE RUSSIAN ART SPACE IN THE CONTEXT OF CULTURAL AND CROSS-CULTURAL COMMUNICATION

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Museums are considered to be important historical and cultural sites in every country and in modern realities are popular with groups of people of all ages. According to a VTsIOM survey, 43% of Russians visit museums at least once a year. In schools, from elementary school, children go to various exhibitions and get acquainted with the history of their country, traditions, and expand their horizons. The younger generation, based on their preferences, is interested in various art spaces and is actively involved in art. Also, foreign exhibitions are held on the territory of our country, which allows us to see them with our own eyes. Interethnic communication seems extremely important for the modern society, as it allows to learn more about the culture and history of other peoples.

The direction of tourism that can be named «visiting museums «has long been considered as a subtype of ‘cultural tourism». There is an exact definition of the phenomenon, according to which ‘cultural tourism’ is a type of active recreation, travel to meet spiritual needs, including familiarization with the cultural values and nature of the region, country and, what seems to be even more important, one of the ways to use free time, which allows to combine the spiritual enrichment of the personality with the restoration of physical strength and health improvement [4, P. 54].

However, since the 1970s, in foreign countries and since the early 1990s, in the Russian Federation the museums and art galleries had to change their way of existence and were forced to look for alternative extra-budgetary sources of funding, trying to attract touristic flows more actively. There are new forms of museums appeared, exposition approach has changed, in museology the emphasis has shifted from the museum collection to the visitor with his individual set of socio-cultural, linguistic and psychological characteristics, and the format of the

museum communication in the monologue manner transferred into a dialogue with the visitor [6].

Before taking an attempt of comparing the main Russian museums from the point of view of the number of Russian and foreign visitors, it would be informative to overview some statistics. Some researches in 2023of ranking the museums and galleries of Russia show that the comparison gives the observers contradictory results, according to which almost half of the surveyed museums face an increase in a significant number of visitors, compared to 2019, but about the same number does not reach the figures of four years ago. Russian museums feel more confident in a conditional competition with the indicators of 2022, when the grow of attendance prevails the falling of the number of individuals seeking to getting acquainted to the art [5]. Using the example of famous museums in Moscow and St. Petersburg, such as the State Historical Museum, the Tretyakov Gallery, the Pushkin Museum, the Hermitage, and the Grand Peterhof Palace, we can consider the use of English. These cultural sites are the most popular among foreign tourists. As a result, for convenience, exhibitions feature text annotations in English, which allows people of any nationality to get acquainted with the exhibits in more detail.

The history of labeling goes back to the 19th and 20th centuries, where the use of labels to exhibits was actively discussed and improved. The essence of the text annotations is one - to acquaint a person with the subject of the exhibition, in a brief or expanded version. Labelling in its modern form typically includes an introduction to the exhibition and short annotations to the works, printed on either foam or vinyl film. Exhibition labels are not considered to be long-term, usually, they do not receive any attention as a piece of art writing, their authors remain unknown, and the presence or absence of labels does not seem to be necessary [2].

Still modern exhibitions use entire stands with written annotations, which have a translation into English. In addition, one of the options for translating the text into English is a special QR code with the signature "English" next to the exposition (for example, the exhibition "New elements" in the new Tretyakov Gallery). At the popular VDNKh exhibition "Find Banksy" there could be seen readable labels with brief explanations of the exhibit, as well as a translation of the title of the work into English.

In addition, with the development of technology, an audio format forgetting to know the objects has appeared in museums. Visitors can take an audio guide on a tour of the exhibition and get acquainted with the works in detail. A similar audio format is also available to foreign tourists with a translation into English.

The pandemic has changed our life completely and the culture was one of the most affected spheres, first of all there should be mentioned the activities tied to museums, galleries, exhibitions, theatres and cinema, since the self-isolation

prevented people from visiting the places of the cultural sector for a long time. That is why, the gallerists and museums administrations started devising methods of "transferring" works of art to the Internet. Speaking about art galleries and museums, we are to mention that works of art began to be digitized as a result such words as "digitalization", "digitized copies", "digital visit" and "digitization of collections (holdings)" entered the vocabulary of art historians. The art society also faced trouble in continuing touring and mediation activities in the field of art. Art historians have found a solution and put all their lectures and mediation on the Internet, because of this there appeared such words as "online mediation", "virtual tour", "online tour", "online platform", "online masterclass", and "virtual lecture" [1]. According to the specialists' opinions online formats were being developed not only during and because of the pandemic, and it has led to greater accessibility of the museum experience to different groups of visitors [7].

It is worth noting that with the development of the Internet, online museum formats began to appear on the network, which allows them to be accessible to people from anywhere in the world, and since English is an international language, the translation of annotations and audio formats into English is of no small importance.

There are present different methods and approaches that can be used to develop intercultural competence. One of the most remarkable of them can be studying the culture of the country or region of forthcoming communication and interaction with cultural media. It usually includes reading books, watching films, and precisely visiting museums and exhibitions. It is really important to learn about the traditions and customs, the language, and the history of this country. The practice of communicating with representatives of different cultures is also crucial. The exchange of experience and knowledge is an essential aspect of intercultural communication [3].

From this very point of view the English language being one of the main languages of international communication undoubtedly occupies an important place in the implementation of the process of intercultural communication, in particular in the field of art. Usage and knowledge of this language seems necessary in ensuring the process of getting acquainted to the art objects at the exhibitions and performances in the museums and art galleries.

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ИНОСТРАННЫЙ ЯЗЫК КАК СРЕДСТВО РАЗВИТИЯ МЕЖКУЛЬТУРНОГО ПОНИМАНИЯ И ЦЕННОСТНОГО ДИАЛОГА В ПОЛИКОНФЕССИОНАЛЬНЫХ ОБЩЕСТВАХ
FOREIGN LANGUAGE AS A MEANS OF DEVELOPING INTERCULTURAL UNDERSTANDING AND VALUE DIALOGUE IN MULTI-CONFESSIONAL SOCIETIES

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Modern multi-confessional societies characterised by ethnic and religious diversity require a special approach to the formation of socially responsible citizens capable of building harmonious relations in the context of cultural differences. Foreign language, as a means of communication and knowledge exchange, plays a key role in overcoming language barriers and stimulating intercultural dialogue. In multicultural and multi-confessional societies such as Russia, the relevance of language competence is especially great, as it contributes to the formation of mutual understanding and respect for cultural and religious differences.

Proficiency in foreign languages contributes to the development of intercultural competence, builds the ability to listen to and understand the values of other peoples. It is important to note that, in addition to professional and academic aspects, language education becomes an important tool for educating young people to respect cultural diversity, which contributes to successful socialisation and peaceful coexistence of different religious groups in multi-confessional countries.

A foreign language is an important element that facilitates intercultural interaction and the development of citizens who are prepared to live peacefully in a multi-faith society. In countries with diverse religious and cultural groups, learning a foreign language helps not only to acquire communication skills but also to gain access to different cultural traditions and values. This helps to integrate young people into the wider social and cultural environment, minimising social exclusion and prejudice. Specifically, learning languages such as English and Arabic can be an important tool in multi-religious countries, as in Russia,

where Arabic helps to better understand Islamic culture and English provides opportunities to interact with Christian traditions. In addition, foreign languages provide access to values such as respect, equality and solidarity, which are important for the successful functioning of a multi-religious society [5, 6].

Authors [2] demonstrate that language exchange programmes between American students learning Arabic and Saudi students learning English have contributed to a significant development of their intercultural competence. Participants in such programmes become more open to other cultures and religious systems, which builds trust and mutual respect.

Studies show the importance of international schools where learning foreign languages not only improves academic performance but also promotes personal development such as respect for other cultures and traditions [1, 3]. Parents choose such schools because they contribute to the all-round development of their children, including the development of tolerance and respect for cultural differences.

The example of the Vatican-Al-Azhar dialogues [3] shows how language communication can be a tool to address issues such as poverty and social inclusion among members of different religious groups. Such practices can be adapted for educational projects where students from different cultural and religious contexts use a foreign language to solve social problems, thus promoting dialogue and mutual understanding.

Foreign language programmes should include not only grammatical and lexical materials, but also cultural elements such as traditions, customs and values of the countries where the languages are spoken [5]. This helps students develop cultural awareness and respect for diversity, and builds their ability to analyse and perceive cultural differences.

An important element of the educational process are projects in which students from different cultural and religious backgrounds work on common tasks. This contributes not only to language development, but also to building trusting relationships and improving intercultural understanding. Joint projects can be related to social activities, solving global problems such as ecology or poverty alleviation.

Language exchanges are an important tool for strengthening ties between different cultural and religious groups [4]. It is important to develop programmes that bring together students studying Arabic and Russian, or programmes aimed at learning English as a language of international communication. This creates a space for mutual understanding and respect between students of different religious and cultural groups.

Language instruction should aim to support and promote interreligious dialogue. It is important to create programs that include topics related to religious values and dialogue between different faiths. This promotes not only tolerance but

also a deeper understanding of the differences and common points of intersection between religious traditions.

Foreign language is becoming an important tool for the development of intercultural understanding and value dialogue in multi-confessional societies. It serves not only as a means of communication, but also as an important element in building tolerance, social responsibility and respect for cultural differences. Language education that incorporates cultural and religious contexts contributes to a more harmonious society where different ethnic and religious groups can live in peace and harmony.

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ФРАНЦУЗСКОЕ ВЛИЯНИЕ НА РУССКУЮ КУЛЬТУРУ И РОЛЬ ФРАНЦУЗСКОГО ЯЗЫКА В XVIII веке
L'INFLUENCE FRANÇAISE SUR LA CULTURE RUSSE ET LE RÔLE DE LA LANGUE FRANÇAISE AU XVIIIE SIÈCLE

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L'influence de la culture française sur la Russie est reconnue par de nombreux spécialistes. Il a conduit à divers changements: dans l'éducation, la littérature, la langue, l'art et la vie quotidienne. Cet article examine l'importance de ces changements.

L'interaction réelle des cultures russe et française est liée aux noms des impératrices russes Elizabeth Petrovna et Catherine II, mais le début de la pénétration de la culture française dans la culture russe a été posé sous Pierre Ier. Sous le règne de Pierre Ier, le flux de maîtres français en Russie a augmenté, par exemple, le sculpteur B.-K. Rastrelli, qui, à l'époque d'Elizabeth Petrovna, est devenu le principal incarnation architecturale des idées baroques à Saint-Pétersbourg, l'architecte J.-B. Leblon, l'artiste L. Karavak, l'architecte et orfèvre N. Pinot. À la suite de l'arrivée massive de maîtres français à Saint-Pétersbourg, une Sloboda Française s'est formée sur l'îleVassilievski [1, c. 62].

Ainsi, l'attraction des maîtres français a contribué au développement et parfois à la formation de certains types d'art nécessaires à Saint-Pétersbourg et à sa construction.

Pierre Ier a jeté les bases de la présence de la culture française dans la société russe dans le cadre de l'européanisation, qui reste jusqu'à présent l'une de ses plus grandes réalisations et mérites.

La fille de Pierre I – Élisabeth Petrovna a continué à accélérer le processus de pénétration de la culture française. Son règne se caractérise par de grandes réalisations dans le domaine de la culture et de la politique étrangère. Son intérêt pour la culture française n'est pas fortuit, elle a enseigné le français dès son plus jeune âge et l'a perfectionné. En plus de la langue, elle a généralement été élevée dans l'esprit français: on lui a enseigné les manières, la danse française, la communication, etc. Son comportement, sa manière de communiquer, son style vestimentaire – tout était imprégné de l'esprit européen, c'est-à-dire français. Elle parlait si bien le français et se comportait comme une vraie dame européenne,

c'est pourquoi certains pensaient qu'elle était née pour vivre en France [2, c. 20]. Pour assurer une éducation de qualité en Russie, en 1755, Elizabeth Petrovna a décidé de créer une Université de Moscou, dans laquelle sera étudié le français langue.

À l'époque de l'influence française considérable, la cour russe était le reflet du Versailles. Tout dans la cour d'Elizabeth Petrovna devait être conforme à la mode française, et tous les courtisans devaient s'habiller et se comporter en français. Ce qui venait de l'aire culturelle française avait un avantage sur l'autre: danse française, costumes, mobilier français, cuisine, littérature, etc.

Il convient de souligner que l'influence culturelle française sous le règne de l'impératrice Elizabeth Petrovna a été ressentie non seulement dans la vie quotidienne, mais également dans le domaine de l'art. Un exemple de l'influence artistique de la France est le théâtre. L'impératrice a invité la troupe de théâtre française Duclos à Saint-Pétersbourg, qui a joué des pièces de divers dramaturges français. À Saint-Pétersbourg, les pièces de Molière, Razin, Corneille et d'autres sont devenues très populaires.

En 1742, la Comédie française sous la direction de Charles De Sérigny arrive à Saint-Pétersbourg. L'apparition en Russie de ce théâtre français, dans lequel la récitation était accompagnée de chant, devint la prochaine étape dans la promotion de la langue française. Comme dans le cas du ballet, presque toute la terminologie théâtrale nous est venue de la langue française: acte, entracte, mezzanine, coulisses, loge, scène, etc. Jusqu'à présent, les termes français sont utilisés dans le ballet russe: pas de deux, fouette, dmi-plie, batman tandu, grand batman, etc.

Le français est devenu la langue de communication de l'aristocratie russe, de sorte que les œuvres d'écrivains français célèbres sont devenues disponibles dans l'original à un grand nombre de personnes. Malgré le fait que beaucoup de gens lisent habilement en français, les écrivains russes ont commencé à s'engager dans des traductions du français.

La pénétration massive de la langue française en Russie a également été facilitée par la popularité de la cuisine française. La mode des chefs étrangers, introduite par Pierre Ier, a amené de nombreux chefs français en Russie. De nombreux plats populaires empruntés à la tradition culinaire française sont apparus sur la table russe, et avec eux de nouveaux termes: soupe, escalope, omelette, salade, mousse, compote, purée, sauce, etc.

Le siècle «français» approche en Europe - dans tous les pays européens, il y avait une mode pour tout ce qui était français: les vêtements, la nourriture, les meubles, l'architecture, l'art du paysage et, bien sûr, la langue. La Russie non plus n'a pas pu résister au virus de la «gallomania» et à la mode pour tout ce qui est français. La connaissance d'une langue étrangère devient à la mode en Russie et contribue à l'avancement de carrière, notamment à la cour et dans l'armée.

La langue française devint encore plus populaire sous Catherine II. Catherine II a été élevée dans la littérature encyclopédique française et connaissait parfaitement la langue française.

A cette époque, les idées de liberté et d'égalité sont devenues populaires en Europe. En France, la période de plus grande diffusion de ces idées – entre 1715 et 1789 – est appelée «le siècle des Lumières». Les idées des philosophes «des Lumières» gagnent en popularité: François Marie Arouet Voltaire, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Denis Diderot, Claude Adrien Helvétius, Paul Henri Holbach.

En 1793, après l'exécution de Louis XVI, l'impératrice Catherine, craignant la pénétration de l'infection révolutionnaire en Russie, prit des mesures strictes contre les immigrants français vivant sur le territoire russe. Les Français devaient prêter serment dans l'Église qu'ils ne partageaient pas et n'avaient jamais partagé les idées révolutionnaires et détestaient toutes les personnes impliquées dans l'exécution du roi.

Tout cela a conduit au fait qu'au début du XIXe siècle, de nombreux nobles instruits parlaient souvent mieux le français que leur langue maternelle. On croyait que «les Français, ayant atteint l'élégance du discours, ont acquis la capacité d'exprimer non seulement les choses importantes, mais aussi les choses les plus insignifiantes d'une manière intéressante, spirituelle et impressionnante. Cette précision de l'esprit et du style français a beaucoup d'attraits, surtout dans la vie publique» [3]. La noblesse russe a adopté les manières de la noblesse française, a suivi la mode vestimentaire française et s'est intéressée à la littérature et à l'art français. Tout cela contribuait au fait que toute personne instruite n'était considérée comme telle que si elle connaissait le français.

Les faits étudiés sur l'arrivée des Français en Russie en tant que maîtres et enseignants ont montré l'influence existante de la culture française sur la formation de l'art, de l'éducation et des Lumières russes. Dans le même temps, la présence de représentants d'une culture différente a influencé la vie quotidienne de la noblesse russe. Le principe français était présent dans de nombreux aspects de la vie: la mode des vêtements français, la langue française, les jeux sociaux français, la danse française, le français cuisine.

L'introduction d'éléments de la culture française dans la culture russe s'est avérée si importante que nombre d'entre eux sont devenus des aspects traditionnels de la vie de la société noble aux XVIIIe et XIXe siècles, et certains ont survécu jusqu'à nos jours.

Ainsi, en conclusion, les contacts mutuels et l'enrichissement mutuel des cultures peuvent être favorisés ou, à l'inverse, contrecarrés par un certain nombre de facteurs objectifs: l'environnement géographique et l'espace géographique, facteur linguistique et ethnique, ainsi que le cours favorable ou défavorable de

l'histoire elle-même. Il faut reconnaître que ces facteurs n'étaient pas favorables à cette époque aux contacts culturels entre la Russie et la France [4, c. 256].

Cependant, l'intérêt de la France pour la Russie s'est manifesté tout au long du XVIIIe siècle et n'a fait que grandir. L'intérêt pour une autre culture est une condition indispensable à la synthèse culturelle et à l'auto-développement culturel. Cependant, l'acculturation linguistique naturelle n'a pas entraîné de changement dans la conscience ethnique des Russes.

Le monde moderne est très complexe et diversifié, et de nombreuses cultures différentes coexistent en même temps. Au XVIIIe siècle En Russie, il est déjà devenu évident pour beaucoup que le dialogue des cultures présuppose une compréhension mutuelle et une communication entre les différentes entités culturelles et nécessite un rapprochement spirituel. De plus, le dialogue des grandes cultures est aussi un moyen d'introduire un individu dans le monde spirituel de ces formations culturelles. Le dialogue en tant que principe de développement culturel nous permet d'emprunter de manière organique le meilleur du patrimoine mondial.

Et aujourd'hui, nous comprenons que nous devons apprendre à mener ce dialogue, qui contribuera à faire des acquis des différentes cultures et civilisations la propriété de toute l'humanité.

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МОРФОЛОГИЧЕСКИЕ СРЕДСТВА В АНГЛОЯЗЫЧНОЙ РЕКЛАМЕ
MORPHOLOGICAL TOOLS IN ENGLISH-LANGUAGE ADVERTISING

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Advertising has become a common thing in modern society. We can see it everywhere: on banner shields, TV screens, social media etc. Everyone understands how powerful advertising can be but not a lot of people actually think of nuances and tricks which it uses to create a required effect on the audience [1].

The language of advertising is indeed a powerful tool for influencing the target audience. Its influence is manifested at various levels of consciousness. Advertising creates a certain image of the product in the minds of consumers. This is achieved through carefully selected words, phrases and images that evoke associations and emotions corresponding to the desired perception. Advertising enhances the effectiveness of the message and minimizing possible obstacles to its perception.

Effective advertising includes several interrelated components: visual elements, text and images [2]. Effective advertising is always polycode. Each of the elements plays its own role, but the text is a key component that conveys the main message and idea of advertising. It informs and also emotionally engages the consumer. The text of advertising serves to the purpose of selling the product, convincing a potential buyer that this product or service is a must-have. Thus, every word that is used in advertising should be informative, artistic and economically profitable.

The morphological aspect is often exploited to create an effective advertising slogan. Advertising slogans can consist of various parts of speech: verbs, nouns, adjectives, and adverbs.

Since advertising requires the naming of many objects and services, nouns perform an important informative function: they nominate objects, phenomena, and processes. It is known that normally in all languages nouns make up about 40% of the words.

Nouns are usually used to formalize advertising information in the form of precise representation Specific, precise, sensual and succinct words denoting objects are more effective in the slogan.

Nouns are also used in purpose to make a certain association group. For instance, in advertisement for a car, words that are associated with this word are used such as speed, movement, comfort, prestige, road, traffic, path, etc.

Verbs are the most dynamic part of speech. Verbs carry an idea, they bear the main semantic load, which explains the fact that verbs and their forms are very common in advertising texts.

The most obvious use of verbs in slogans is a call to action. It is very frequent in modern slogans [3]. Imperatives leave people little room for argument – «buy our new product now». The use of the imperative «now» commands you in a subconscious way; it leaves a much deeper imprint than if it was said «buy our new product».

One of the most well-known example of using an imperative in advertising is the slogan of Nike company «Just do it!». The slogan leaves you no room for debate, no room for retreat or choice. He guides you in a way that is bold and without remorse. The short, sharp character of the slogan with the iconic tick made it recognizable on a global scale. You do not need to know, you need to «just do it!».

Adjectives are always used in texts to subscribe an object. Adjectives which mean precise definitions are more effective. For instance, if we talk about food, it is more effective to use not just optional adjectives such as good or tasty, but more specific one just like «astringent», «tart», «spicy», «soft».

The tourism industry usually promotes the idea that travelling brings people happiness [4]. Thus, advertising agencies often use happiness connected adjectives to describe their trips. Adjectives like "joyful," "blissful," "exciting," and "delightful" can evoke a sense of happiness and anticipation in potential travelers. Hawaii can be a “joyful getaway in the heart of nature!”

Superlative degree adjectives is the most popular way of using adjectives in advertising. When we want to promote something the first thought would be connected with something like «the best quality», «the cheapest product», «the most famous brand», etc.

We should definitely mention the first ever chocolate advertising slogan. It was created in the late 19th century by the Cadbury company. Their slogan «Absolutely Pure, Therefore Best» helped establish their reputation as a high-quality and trustworthy brand of chocolate. It can be seen that this slogan is fully based on adjectives especially on their superlative degree.

Superlative adjectives play a significant role in political discourse [5], as they are often used to emphasize the qualities or achievements of candidates, policies, or nations. For example, Donald Trump promised the voters "the best

economy in decades", while Barak Obama was concerned about "the most comprehensive healthcare plan". Superlatives can convey a sense of urgency or importance, suggesting that a problem is the "most pressing" or "the greatest challenge" facing the nation. This can mobilize public opinion and encourage action. In political discourse superlative adjectives can create certain benchmarks for comparison. A senator-to-be might have "the most effective plan" for addressing climate change.

The use of pronouns is a little more complicated. It is very important to use pronouns correctly with the right target audience [6]. They can help to make text sound friendlier and make the audience feel comfortable. Sometimes the right pronouns can help to create a more formal text. The role of pronouns is to create the right emotional state and have a tighter connection to the audience.

«I» is the most important personal pronoun in advertising. When it is used, it can also assist customers in feeling like a participant in the conversation. It creates a positive communication pattern. This personal pronoun is usually used when some celebrities endorse the brand. People like to act similar to their idols and heroes and of course try to follow the suit.

Using second-person pronouns like "you" can make the message feel more personal [7]. It engages the audience and makes them feel as though the message is tailored for them. Examples: “You deserve the best!”; “You can change your life today!”.

This approach fosters a sense of inclusion and personal relevance. "We" or "us" can create a sense of community and togetherness [3]. Examples: “Together, we can make America great again…” (D. Trump); “…let us explore the stars, conquer the deserts...” (J.F. Kennedy).

This kind of slogans invites people to join in a collective effort.

A careful usage of pronouns can help establish trust. “We value your feedback…” This shows that the brand cares about the audience’s opinions.

Numerals play a crucial role in advertising by providing information that can enhance the appeal of a product or service. Numerals can indicate a specific time period for achieving results, which can create a sense of urgency: «You can learn how to draw in just 3 months!».

Numerals are commonly used to highligh discounts, making offers more attractive: “Save 50% on your first purchase!”. Numerals are used to specify quantities which can enhance the perceived value of a product: “Get 12 delicious cookies for only $5!”. Using numbers to present statistics or results can give credibility and persuade potential customers: “Join over 10,000 satisfied customers who have improved their skills with us!”. Numerals can be used to indicate the age or duration: “Celebrating 25 years of excellence in service!”. Numbers can be used to highlight ratings or reviews, which can influence consumer trust: “Rated 9.8 out of 10 by our customers!”. In some cases, numerals

can be used to show performance metrics: “Achieve up to 99% efficiency with our new model!”. Numbers are occasionally used in more interesting way. For example, slogan of popular sweets Tik-Tak «2 hours of freshness in just 2 calories» is the perfect way to create associations. To put it mildly, sweets are believed to be a snack which full of calories. To eliminate this association, they point out on its small size. Moreover, it helps to make look their product much more effective as this kind of sweets are usually use as an alternative to chewing gum.

In conclusion, it is important to mention that parts of speech can have special functions in advertising texts. If one can use them properly, they can make the whole promotion campaign more effective and increase the sales of their products or services. By strategically employing different parts of speech, advertisers can craft messages that resonate more deeply with their target audience, evoke the desired emotional responses, and ultimately boost sales.

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ЭТНОКУЛЬТУРНЫЕ РАЗЛИЧИЯ В ЯЗЫКОВОЙ ПРАКТИКЕ
ETHNOCULTURAL DIFFERENCES IN LANGUAGE PRACTICES

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Language is not merely a tool for communication but also a key instrument for conveying cultural codes, norms, and values. Ethnocultural differences in language practices play a crucial role in understanding how different peoples perceive the world and what social norms and values they share. Language reflects and shapes worldviews, influences the way reality is perceived, and establishes boundaries between communities. The study of these differences allows us to gain a deeper understanding of another culture and helps to prevent misunderstandings and conflicts in intercultural communication [1].

Language is a reflection of culture. Each language is unique and deeply intertwined with the culture in which it develops. This is manifested in language through lexical and grammatical peculiarities, phraseology, metaphors, and idioms, all of which reflect the worldview of its speakers. In turn, differences in language give rise to ethnocultural differences, which influence daily communication [2].

For instance, the Russian language has several forms of address that depend on the level of familiarity and respect (formal “вы” vs. informal “ты,” and titles like "господин" or "госпожа"), which reflects the importance of social

distinctions and respect for elders. In contrast, English has no such gradation, with the word “you” used both formally and informally, making the language less sensitive to social hierarchies.

Another example can be found in the Japanese language, where there are numerous forms that depend on the status, age, and familiarity of the interlocutor. For instance, the Japanese use various honorifics like "san," "sensei," or "sempai" and employ different verb endings based on the level of formality. These linguistic forms reflect Japanese society, where hierarchy, respect, and social norms play a central role in interpersonal relationships [3].

Ethnocultural differences in language can become sources of misunderstandings and errors in intercultural communication. One such example is the “problem of translation”. Lexical diversity and unique cultural concepts are often difficult to convey accurately in another language. For instance, the Japanese term "wabi-sabi" refers to a philosophy that embraces imperfection and the transient beauty of things, but there is no exact equivalent in other languages. Translators frequently struggle to convey such concepts, which can lead to misinterpretation of cultural meanings [4].

Another example lies in the expressions related to politeness across cultures. In the United States, it is common to be direct when expressing thoughts and needs, which may appear rude to individuals from Eastern cultures, where restraint and consideration for others are highly valued. For example, Chinese speakers tend to use more indirect expressions, avoiding direct refusals or negative statements, which may be perceived as evasiveness or ambiguity by Westerners.

One of the most prominent areas where ethnocultural differences in language manifest is in the perception of time and space. In languages such as English or French, time is viewed as linear, with an emphasis on the sequence of events, planning, and punctuality. In contrast, in Arabic-speaking countries, time is perceived more flexibly, with events often adapted to the situation at hand. This difference can create problems in business communication, as Western partners expect strict adherence to schedules, while representatives from Arabic cultures may approach time with more fluidity [5].

It is noteworthy that the perception of time and space is also reflected in grammatical structures. For example, in English, time is expressed through a clear system of tenses (past, present, future), while in languages such as Quechua (the language of the Incas), there is no explicit division into tenses. Events are viewed more as processes rather than completed actions.

There are also ethnocultural differences in nonverbal communication. Body language, gestures, and facial expressions also exhibit ethnocultural specificity, and misinterpretation of these nonverbal cues can lead to significant misunderstandings. For example, in Arab cultures, physical contact is common in

social interactions, such as shaking hands or patting each other on the shoulder. However, in Japanese or Scandinavian cultures, physical contact in public interactions is much more restricted, and standing too close to someone might be perceived as an invasion of personal space [6].

Furthermore, cultural differences in the interpretation of eye contact can lead to misunderstandings. In Northern European countries, direct eye contact is regarded as a sign of confidence and sincerity, while in many Asian countries, it is seen as a challenge or a sign of aggression. These differences in eye contact can cause confusion in international negotiations or personal interactions.

Research has shown that linguistic and cultural differences have a significant impact on the success of intercultural communication. According to a 2019 study by the University of Lingnobing in Sweden, most workplace intercultural conflicts are linked to misunderstandings arising from language and cultural differences. 74% of participants reported that issues with language perception and cultural nuances led to decreased team performance.

Moreover, a 2018 study titled Cross-Cultural Communication, conducted at Oxford University, underscores the importance of understanding linguistic subtleties in international business. For example, in China and Japan, business communication often involves formal rituals and respect, whereas in the United States, the emphasis is on "smoothness" and productivity in communication, which can lead to misunderstandings with partners from these countries. Statistics show that 56% of international business conflicts arise due to cultural differences in language perception and social norms [5].

Ethnocultural differences in language practices are not only a fascinating subject for academic study but also a crucial factor in the development of intercultural communication. Understanding the interconnectedness of language and culture helps to avoid miscommunication and fosters deeper mutual understanding between nations. To overcome cultural barriers, it is essential to develop intercultural competence, which includes knowledge not only of language but also of the social, moral, and ethical values of other cultures. By fostering intercultural awareness, we can navigate the complexities of global communication more effectively and respectfully.

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АНГЛИЦИЗМЫ В КОНТЕКСТЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ ДИЗАЙНЕРА ИНТЕРЬЕРА
ANGLICISMS IN THE CONTEXT OF INTERCULTURAL COMMUNICATION OF AN INTERIOR DESIGNER

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Foreign borrowings are one of the ways to replenish the vocabulary of a language. The process of globalization has an impact on various areas of people's lives, and therefore changes in society are reflected in language. English is a universal language that is used to communicate between people from different countries [3]. It unites a huge number of people around the world. In the field of design anglicisms are widely used and reflect current trends and technologies. Convenience and efficiency play a significant role in the process of transition of linguistic units from one language to another. In some cases, borrowings are more convenient and efficient to use [1].

The relevance of this work is due to the continuous and numerous penetration of foreign borrowings into the vocabulary of the Russian language, and consequently, their use and understanding in Russian speech. In interior design, you can find a lot of borrowed words, without which the work of the designer himself cannot do. From working with the client to completing repairs, the designer uses a variety of terms to work with contractors and colleagues.

In the context of intercultural communication, design terminology plays an important role. Intercultural communication is actively developing in this field due to its improvement and the needs arising from it. Every year, something new appears in the interior sphere: styles, materials, techniques, furniture. Many design terms have been borrowed from other countries. So, the word "design" itself comes from the English word "design", which means to design, draw, conceive, as well as a project, plan, drawing [2].

The main task of design is to create an image of the surrounding world that will not only meet cultural and anthropological standards, but also be perceived as aesthetically attractive and balanced [4]. For this reason, in interior design, it is important to apply and know a variety of terms that are necessary to work on a project. Understanding the origin of complex words helps to define a more complete and accurate definition of a word.

In my article, I want to consider the most important and frequently used anglicisms in the field of interior design. In recent years, designers have often used these words, as they meet modern trends.

One of the trends now is eco-friendly design and to maintain it, various plants are sometimes used on a vertical structure, which is called a "green" wall. Also, this object is called a phytostena. In this context, the phrase "green wall" implies an origin from the English green wall and the adjective has not a denotative, but a connotative function: it indicates the natural character of the described object, emphasizing that this wall is made of living plants.

Lighting is an important component of the room design. It includes a variety of lighting devices to create a good and varied light in the room. For example, different backlight scenarios can be used due to the use of RGB backlight. RGB is an abbreviation of the names of the colors Red, Green, Blue. RGB acts as the name of the color model. Such lighting can be used on walls and ceilings, as well as on furniture. Recently, it has become a necessary part of the interior lighting solution. Nowadays, track systems are very often used as lighting devices, which can be mechanical or magnetic. The word "track" is a word form from the borrowing track – road [4]. Lamps of various types and functions are attached to this "road", thereby creating a multidimensional and variable illumination in space.

One of the most used furniture materials is MDF. The abbreviation MDF is borrowed by transliteration from the English phrase medium-density board –

fiberboard medium density [4]. This material is also used in the decoration of the room. By understanding the origin of this Anglicism, one can better understand the meaning of this material, since only three letters are used in speech to denote it.

Decor is often used on the walls to maintain an interior style and create a unique space. For example, moldings are used – decorative details in the form of an overhead convex bar. The loan word "molding" goes back to the English word molding / moulding – "casting" and in Russian is presented simultaneously in the form transliteration and transcription [4]. Designers often use such elements in interiors, as one of the most popular styles is neoclassical. Moldings in these interiors are objects of classical style.

In residential interiors, much attention is paid to the hall. The word "hall" comes from the English word "hall", which means "manor" or "hallway" [6]. This borrowing, formed in a mixed way, means a spacious room in public buildings, which is intended for waiting, resting and meeting [5]. This place is what a person sees first when entering an apartment. It is the hall that sets the style and mood of the rest of the interior. So, he gives the first idea of the rest of the space.

Thus, anglicisms are now a necessary component of our language. Thanks to them, we can transmit information about new phenomena and things, adopt objects from other cultures. They are used in various areas of our lives, in particular, interior design. Thus, various terminology, using intercultural communication, helps to create interiors that correspond to modern trends and technologies.

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МОДА КАК КУЛЬТУРНАЯ ДИПЛОМАТИЯ
FASHION AS CULTURAL DIPLOMACY

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Fashion, transcending geographical boundaries, is a reflection of cultures and an important tool of cultural diplomacy. Going beyond the superficial, it reaches to the heart of cultural exchange. Fashion, in its myriad manifestations, is now a powerful catalyst for unity, understanding and shared identity on a global level. The industry enables a comprehensible narrative to emerge that unites different members of the public and private sectors, allowing for the promotion of a national brand. Designers' outfits have long ceased to be simply a means of reflecting current fashion trends. Today they have become a field where the cultural specificities of different nations meet, becoming an integral part of the global cultural dialogue. The dialogue of cultures brings with it many positive features: the expansion of the horizons of the population, the development of each individual culture thanks to the experience gained from the outside, the improvement of relations and understanding between representatives of different countries, cooperation at all levels-social, economic, political, but against the background of this interaction, mixing and merging of cultures, contradictions arise that have yet to be learned to work [2].

The Fashion Weeks, which were originally conceived as places for demonstrating new collections, have undergone significant changes and have become a kind of celebration of cultural heritage along with haute couture. A prime example of this is Moscow Fashion Week, which in recent years has seen designers organically incorporate various cultural elements into their collections.

This past fashion week shows how regional cultural codes are being integrated into current day trends. The national costumes and ornaments of his region were recreated with the meticulousness of reenactors by the Tuvan fashion designer Vyacheslav Dongak. Designer Irina Vorobyeva improved the Russian folk costume to modern realities. The main accessory of the collection was the kokoshnik headbands. Slavic aesthetics was also reflected in rushnik ornaments, sundresses and shirt dresses, which are now suggested to be worn with jeans. Folk motifs were also traced in the collections of other brands. For example, Dora Nikolaeva from Yakutsk presented the guests of Moscow Fashion Week with a modern reading of the vatnik. The Chuvash headdress tukhya became the main accessory of the BEENA collection from Cheboksary. Measure from Makhachkala added the cultural code of Dagestan to its collection. This transformation of a national brand goes beyond simply enriching the fashion landscape; it also promotes diplomatic dialogue between countries.

Several designers from China, India, Indonesia, UAE, Costa Rica, South Africa and Brazil were invited to participate in Moscow Fashion Week. For example, the brand KenSun from China successfully combined modern style with the style of traditional costume, which could be read in characteristic collars, jackets and dresses with a basque reminiscent of kimono, floral prints and appliqués in the form of blossoming buds [1]. Brazilian brand Maison Revolta dedicated its collection to Valentina Tereshkova, the first woman to conquer space. Alien metallic and cowboy motifs accompanied the brand's runway show. During Moscow Fashion Week, a declaration on the creation of the BRICS International Fashion Federation was signed, which will include representatives of more than 50 countries.

International designers take to the world stage to present their artistic interpretations of different cultures, creating a common visual language that promotes mutual understanding and respect.

Fashion diplomacy has a significant impact not only culturally but also economically. The textile industry is an important player in the international market and garment exports contribute to economic growth and integration of countries. Recently, ethical issues in the fashion industry have gone beyond purely ethical considerations and have become the subject of diplomatic discussions [4]. Collaborative projects between fashion brands and local artisans in developing countries are a prime example of this transition. Such co-operation not only promotes ethical standards but also stimulates economic development. Fashion

thus plays an important role in strengthening diplomatic relations by demonstrating the shared values and goals that underpin international co-operation.

Within fashion diplomacy, fashion's influence extends far beyond the catwalks and boutique windows. It is becoming a means of using soft power, a tool that can shape public opinion and cultural perceptions on a global level. Fashion campaigns and shows have an extraordinary ability to influence the worldviews of different peoples and cultures. Fashion diplomacy provides an alternative way to foster mutual understanding and unity between nations.

Russian designer brands are successfully entering the global arena and showcasing innovative solutions as well as cultural sensitivities. Famous designers such as Ulyana Sergeenko, Alyona Akhmadullina, Yana Raskovalova, Igor Chapurin and others are bringing Russian fashion to an international level and enjoying success abroad. Outfits of domestic fashion brands appear in magazines, on the covers of red carpets and international events, which increases demand for the Russian light industry and co-operation with other countries.

One of the new initiatives in cultural diplomacy is the creation of the Fashion Commonwealth Forum. The forum has served as a fruitful platform for discussion on ways to develop the fashion industry, popularize national brands and improve mechanisms of state support for the industry. The forum was initiated by the Interparliamentary Assembly of the CIS, the Federation Council of the Russian Federation, as well as a number of relevant ministries and organizations, including the Russian Export Centre, SOYUZLEGPROM and the Russian Union of Consumers [3].

The III International Forum Commonwealth of Fashion once again confirmed its importance as a key event for interaction between CIS countries in the fashion industry, facilitating the exchange of creative ideas and strengthening international co-operation.

Thus, fashion diplomacy, as a means of cultural exchange and soft power, represents an important aspect in the modern world, which unites tradition with modernity and establishes a dialogue between different cultures. Global fashion shows are a platform where cultural elements are utilized and unique designs are created to appeal to audiences around the world. Turning fashion weeks into cultural events fosters a deeper understanding of tradition and contemporary fashion trends.

Economic diplomacy plays an important role, emphasizing fashion's influence on international trade and setting new standards in the ethical sphere [6]. Collaboration between fashion brands and artisans in developing countries promotes ethical standards and serves as proof of the power of shared values and goals between countries. Fashion diplomacy acts as a means of shaping cultural

perception and public opinion, offering an alternative to traditional diplomacy in today's world.

Fashion campaigns and shows have the ability to change perceptions about countries, promoting mutual understanding and co-operation using cultural influence. Fashion combines tradition, economics and soft power, promoting harmony and unity on the global stage. Fashion diplomacy is a language that speaks to the hearts of different cultures, creating a narrative that transcends borders and celebrates the beauty of humanity.

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ЯЗЫК И ЕГО ВЛИЯНИЕ НА МЕЖКУЛЬТУРНУЮ КОММУНИКАЦИЮ
LANGUAGE AND ITS INFLUENCE ON INTERCULTURAL COMMUNICATION

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Language plays an important role in the field of intercultural communication. It enables people to communicate with foreigners without any effort, as it connects different cultures into a single whole. Language makes it possible to transmit information and disseminate it all over the world, enriching mankind with new knowledge. For each of us it is an instrument of cognition and self-expression, with the help of which a person is formed as a personality. In addition, language reflects the culture and traditions of the people.

As for language and its function of preserving cultural traditions, it often acts as a repository of age-old cultural knowledge, traditions and stories. Language carries the collective wisdom of a community. This preservation occurs through: oral tradition, cultural terminology and archiving of cultural practices [1].

What is usually the meaning of oral tradition in the connection to intercultural communication, this stage of preservation is a key element because it ensures the transmission of cultural heritage from one generation to the next, from folk songs to ritual rites in which language is lived in its natural context. This transmission becomes particularly important for minorities because it serves as a means of resisting cultural extinction by strengthening the identity and unity of the community. Older members of society, who hold many stories and melodies in their memory, play the role of living archives that can breathe life into vulnerable language forms. It is through oral tradition that the younger generation can enrich themselves with cultural heritage and centuries of history.

As for the cultural terminology, languages often contain terms that encapsulate unique cultural concepts. These concepts are necessary to understand the practice of cultural customs and values. Cultural terminology allows not only to label specific phenomena, but also to convey the full range of knowledge,

traditions, and worldviews associated with a language and its speakers. It encompasses important elements such as “linguodiversity”, which emphasizes the mathematical and cultural significance of the diversity of languages, and “language policy”, which aims to create a legal and sociocultural environment conducive to the protection of languages. Speaking about the English language we should remember, that it was the mixture of three European languages, naming Latin, German and French and as a result a remarkable rise was given to the formation of the modern English. Several outstanding events in the history of English as the Great Vowel Shift and the Viking Invasions influenced the developing of this language greatly. It is undisputed that the Modern English remains one of the most influential and important languages in the world [5]. The development and implementation of cultural terminology in the field allows not only to create a theoretical basis for research, but also to provide practical tools for the activity of cultural environments aimed at maintaining and promoting linguistic diversity. This emphasizes the importance of an interdisciplinary approach and the cooperation of different communities for effective language preservation.

To discuss archiving cultural practices we should mention that a language is used to document the rituals, ceremonies and practices that define a culture. This documentation ensures that future generations can understand and continue these traditions. Modern technologies such as digital archiving open new horizons for preserving and promoting languages. However, it is important not only to preserve language data, but also to engage speaker communities to actively participate in the archiving process. It is also important to take into account the interaction of different cultures and languages, which creates a rich multilingual environment. In this context, archiving becomes not only a preservation mechanism but also a platform for dialog between cultures, creating a sustainable basis for future generations.

Also, identity and cultural expression are equally important aspects of language preservation in intercultural communication. Identity and cultural expression in language preservation represent important elements that shape our individuality and collective memory. Language is not only a means of communication but also a carrier of cultural codes, traditions and histories. In a globalized world where linguistic diversity is threatened, the preservation of language practices becomes an act of cultural expression and resistance to identity loss. Local communities, realizing the importance of their language, are beginning to actively incorporate it into everyday life: through teaching, art, music and literature. The recovery and popularization of forgotten words and expressions contributes not only to linguistic revitalization, but also to the strengthening of intergenerational ties. Moreover, participation in language initiatives makes people aware of their place in the world and their role in preserving cultural

heritage. Creating new forms of art in the mother tongue, organizing cultural events and festivals are important mechanisms for reviving interest in the language and forming the basis for its continued existence. Thus, language preservation becomes not just an obligation, but a source of pride and strength for an entire people [3, P. 25-29].

Humanity has for centuries recognized the importance of language as a primary means of communication and cultural identity. In preserving language, several distinctive features are key. First, it is the continuity of the transmission of knowledge and traditions from generation to generation. Parents and mentors, endowed with ancestral wisdom, play a critical role in teaching children the nuances of language, songs, stories and proverbs. Second, it is important to consider the context of language use in the modern world. Adapting traditional forms of expression to new media platforms, such as social media and mobile apps, promotes language relevance and appeals to the younger generation. Third, collaboration between different communities, government and non-profit organizations can create effective language preservation programs. These programs should include language courses, festivals, and cultural events that promote language enrichment. Finally, supporting linguistic diversity and developing legislative initiatives will help protect minority languages, ensuring that they remain an integral part of human culture. Social cohesion in this area contributes to the creation of initiatives aimed at teaching and popularizing the mother tongue. Local organizations and cultural centres play an important role by providing platforms for communication and joint activities. Programs aimed at engaging young people help to keep the language alive in a vibrant society by building their respect for cultural heritage [4, P. 222-225]. There is an interesting example connected to the problematics of studying Spanish. In any case, every language has a number of tricky issues which should be taken into consideration, which should be to avoid frustration. In general Russian, as well as Spanish and English belong to the group of Indo-European languages of the inflectional type, it means that in Spanish and Russian, there more similarities, i.e., in grammar and vocabulary, in comparison with languages of other language groups [2].

Collaboration between different social groups, including families, schools and community organizations, creates a network of support where every voice counts. In this way, language preservation becomes a collective effort that reinforces not only lexical but also cultural values, uniting people in the context of a shared history and world.

On unity and solidarity: unity and solidarity in language preservation are not mere concepts but vital principles that unite people striving to preserve a unique cultural heritage. Language, as a living organism, evolves and adapts, but its origins and roots must be protected. We live in an era of rapid change, where globalization threatens many languages, forcing them into the shadows. In this

situation, it is solidarity that becomes the engine of transformation. Together, we can create educational programs, organize cultural events and develop initiatives that promote the dissemination of and respect for mother tongues. Each of us has an important role to play in this process. Personal involvement, initiating dialogues and cooperation with various organizations can make a significant impact on the common cause. We must realize that language preservation is not only a matter of identity, but also of cultural diversity, which enriches humanity as a whole. Together, we can build bridges between generations, passing on language as a precious gift that contains the wisdom of ancestors and the hopes of future generations.

In the context of globalization, language becomes not only a means of communication, but also an important tool for preserving cultural heritage. Innovation in language preservation in intercultural communication is a multi-layered strategy involving modern technologies, educational initiatives and artistic forms. One of the key areas is the use of digital platforms for the learning and dissemination of minority languages. Mobile device applications, online courses, and social media facilitate the creation of virtual communities where native speakers can share experiences and resources. In addition, educational programs that integrate elements of intercultural communication promote awareness of the importance of linguistic diversity [4, P. 222-225]. Projects aimed at creating multilingual learning materials help preserve languages by providing access to them for new generations. Artistic initiatives such as language festivals and cultural exchanges also play a significant role. They contribute not only to the dissemination of language, but also to the strengthening of intercultural ties, creating a space for dialog and mutual understanding. As a result, innovations in this area open new horizons for the sustainable development of linguistic diversity.

Thus, awareness of the influence of language on intercultural interactions can contribute to a better and more productive exchange, which in turn promotes harmony and mutual understanding in a globalized world. Approaching language as a cultural phenomenon opens new horizons for further communication and cooperation.

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ЭМОДЗИ КАК СПОСОБ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ПРОФЕССИОНАЛЬНОЙ СРЕДЕ
EMOJI AS A WAY OF INTERCULTURAL COMMUNICATION IN A PROFESSIONAL ENVIRONMENT

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Emojis, once viewed as trivial and too informal for professional settings, have evolved into a crucial component of modern workplace communication. Originally introduced in digital messaging for personal interactions, emojis have now permeated professional platforms. Their utility in expressing emotions, clarifying intentions, and fostering community is especially pronounced in intercultural contexts, where they help bridge the gap created by linguistic nuances that might otherwise lead to misunderstandings.

Research into the role of emojis in professional communication has demonstrated both their benefits and potential challenges. As noted by Christopher Mims in his article "Yes, You Actually Should Be Using Emojis at Work" in The Wall Street Journal, the appropriate use of emojis can significantly enhance the clarity and emotional tone of messages within professional settings. However, studies like the one conducted by Barclay Lazlo in his article "Death to the Emoji: Why these cute little faces could be damaging your relationships" on the Human Parts website highlight potential pitfalls, such as the risk of misinterpretation and the possibility of diminishing the seriousness of communication through casual symbols [1].

The results of further research reveal a remarkable diversity in the use of emojis across various cultural contexts in the professional sphere. In societies with a more hierarchical structure, such as Japan and South Korea, emojis are employed more conservatively and in more formal situations. Conversely, in cultures characterized by greater equality, like the United States and Western Europe, emojis are used more freely to convey emotions and foster connections.

In an increasingly interconnected and diverse workplace, mastering the intricacies of digital communication is essential for maintaining professionalism and ensuring clear, effective interactions. The use of emojis, which began as simple, whimsical symbols, has gained significance due to their capacity to swiftly convey emotions and responses that would otherwise require lengthy descriptions [2].

The article "The Remote Workers Guide to Digital Dialogue" (by WordFinder Team) examines in detail the topic of the benefits of emojis in work chats. The authors acknowledge the increasing ubiquity of emojis in contemporary digital communication, noting that «Despite their prevalence in digital dialogues, 44% of WFH employees still viewed using emojis in professional exchanges as unprofessional» [3]. This perception was particularly prevalent among baby boomers, with a staggering 56% expressing disapproval towards the use of emojis.

The authors explore the nuances of emoji usage across generations, emphasizing that «Digital natives tend to be more comfortable using emoji than their older colleagues, but there are still some they may want to avoid in the workplace" [3].

The survey findings indicate that Gen Z individuals perceive the Peach emoji as the least suitable for work communication, while millennials highlight the Beer Mug emoji, baby boomers opt for the middle finger emoji, and Gen X finds the Eggplant emoji inappropriate.

The article delves into the intricacies of communication availability in remote working environments, highlighting that «Only 8% of managers never message co-workers whose statuses indicate they’re unavailable» [3]. This finding underscores the complexity of managing expectations and establishing boundaries in remote work settings.

Furthermore, the study sheds light on the pervasiveness of deceptionin remote communication, revealing that, «32% of remote workers have posted a dishonest status on a work messaging platform» [3]. This revelation raises questions about trust and transparency in a remote work setting.

This evolution is particularly evident in the virtual exchanges of international teams, where linguistic and cultural differences can lead to misinterpretations and misunderstandings.

The influence of emojis goes beyond merely facilitating communication. In numerous contexts, they significantly contribute to fostering team cohesion and creating a more relaxed atmosphere for communication. This relaxed setting can be particularly advantageous in creative fields where the free flow of ideas is crucial.

However, in more traditional or serious settings, such as those involving critical decision-making processes, relying solely on informal emoji-based communication may be perceived as unprofessional or ambiguous.

Furthermore, emojis serve as tools for enhancing engagement within digital platforms. Their visually appealing and emotionally expressive nature can make routine interactions more captivating and encourage participation from individuals who might otherwise remain passive. This aspect becomes particularly significant in environments where face-to-face interactions are limited or non-existent.

Nonetheless, the use of emoticons is not without its difficulties. The interpretation of emoticons can differ significantly between individuals from diverse cultural backgrounds.

For instance, while a raised thumb may be perceived as a universal symbol of agreement and positivity in certain cultures, it may be interpreted as impolite or dismissive in others. These discrepancies can result in misunderstandings and potentially diminish the effectiveness of communication.

Companies must be cognizant of these cultural subtleties when establishing policies regarding digital communication. Establishing a set of regulations regarding the appropriate usage of emoticons can help standardize their use across diverse teams, ensuring that all participants have a clear comprehension of what is deemed professional and acceptable in their specific workplace context.

Moreover, it is possible to integrate training sessions on digital etiquette into the onboarding process for newly hired employees and as a part of continuous training for existing staff. These sessions can cover a wide range of topics, including the proper use of emoticons, comprehension of diverse cultural interpretations, and optimal practices for digital communication.

Another aspect to consider is the dynamic nature of emojis. With new symbols regularly added to emoji libraries, it can be challenging to keep up with the latest additions and their widely accepted meanings. Companies may even choose to create their own set of customized emojis that align with their brand and corporate culture, which not only fosters a unique identity but also reduces the risk of misunderstanding among team members.

While emojis can enhance communication by providing immediate emotional context and promoting team spirit, their effectiveness depends on individual and collective understanding of appropriate use. Organizations can maximize their potential by ensuring that emojis are used in a culturally,

professionally, and situationally appropriate manner, thereby boosting morale and productivity in the virtual workplace.

The increasing prevalence of remote work has led to a shift in the way digital technologies are utilized for communication. A recent study conducted by the WordFinder team involving 1,028 remote workers has revealed several interesting trends and perceptions regarding the use of digital tools in remote work environments [3]. Despite the widespread use of emojis in personal communication, the study found that 44% of respondents viewed their use in professional settings as incompetent. However, perspectives on the appropriateness of using emojis vary significantly among different age groups and gender identities. Baby boomers and millennials have different views on which emojis they consider unprofessional, with women being more likely to find certain emojis inappropriate than men.

Message etiquette in remote work settings is another area that requires attention. A minority of managers and remote workers avoid sending messages to colleagues when they are unavailable. However, this can lead to frustration for some employees, as 38% feel annoyed when receiving messages outside of their working hours. Additionally, 43% emphasize the importance of clearly indicating working hours on communication platforms in order to maintain transparency.

Transparency is not limited to working hours. Approximately 32% of remote workers have admitted to not always being truthful about their work status, and 8% have been caught in their deception. This indicates a need for a more trust-based workplace culture.

The expectations regarding response times differ depending on the hierarchical level of the sender. Messages from superiors require a more prompt response than those from peers or subordinates. The increasing prevalence of digital communication necessitates a reconsideration of traditional office etiquette, highlighting the importance of empathy, flexibility, and respect for personal boundaries.

The analysis of emoji usage and digital communication reveals the evolving nature of professional interactions, influenced by cultural shifts and technological advancements. Considering these changes, companies must establish guidelines and foster an understanding of cultural differences to promote effective and respectful communication among diverse and geographically dispersed teams. Such adaptations not only enhance operational efficiency but also contribute to maintaining harmonious working relationships in the digital age.

The integration of emoticons into professional communication in Russia provides an intriguing insight into the evolving dynamics of workplace interactions in the digital era. A survey conducted by Avito Work reveals that a substantial proportion of workers, accounting for 51%, incorporate emojis into their work-related correspondence. Among the popular communication channels,

telephone calls are the most prevalent, with 65% of respondents utilizing them, followed by messengers at 64% and email at 49% [4].

The use of emojis is not uniform, with approximately 21% employing them exclusively in specific contexts, 20% occasionally incorporating them to convey emotions, and 9% integrating them into their communication regularly. Analysis of emoji usage patterns across various professional sectors highlights distinct trends, with the highest adoption rates observed among employees in the fitness and beauty industry (23%), marketing, public relations, and advertising (21%), IT (16%), and e-commerce (14%).

The disparity in the use of emojis across different generations is quite remarkable. A large majority of younger workers, accounting for 69% of the total, actively engage with emojis, which stands in stark contrast to the situation among older employees over the age of 65, where only 28% utilize them, with a mere 1% using them on regularly. This indicates a broader acceptance and incorporation of emojis into the communication practices of the younger workforce. Furthermore, the responses to the use of emojis in workplace conversations vary significantly: 30% of respondents express positive reactions, 17% remain neutral, while only 2% strongly disapprove.

The data under consideration underscores the marked divergence in the perception and use of emojis among younger and older employees in Russia. This discrepancy reflects deep cultural differences in business communication practices. Such insights are invaluable for organizations seeking to foster effective cross-cultural communication. «Communication may be difficult. Representatives of different cultures analyze and perceive information received differently, which can cause difficulties, misunderstandings or impossibility of communication. Intercultural communication should be considered as a set of various forms of relationships and communication between representatives of different cultures» [5, с. 21].

Emojis can enhance communication by providing nonverbal cues that may be absent in text-based interactions. However, their use also introduces the risk of ambiguity and misinterpretation, especially when employed in culturally specific contexts that may not be easily translatable across diverse backgrounds.

In the realm of intercultural communication, emojis frequently give rise to misunderstandings. A simple example is the thumbs-up emoticon, which is generally interpreted as positive and affirmative in many cultures. However, in other contexts, it may be perceived as offensive or dismissive. «Each nation has its own cultural standards – what is accepted in one group or another. Culture from birth lays down habits, norms, and values in a person, which in the process of growing up only become more entrenched in the individual's consciousness» [6, с. 7]. These subtleties underscore the intricate and ambivalent nature of emojis as instruments for communication in diverse professional settings.

The adoption of emojis in multicultural work environments suggests a shift towards more sophisticated digital communication. Nevertheless, they present a double-edged challenge: while they have the potential to bridge linguistic and cultural divides, they also pose a risk of misinterpretation. Companies, particularly those with a diverse workforce, could benefit from establishing guidelines for emoji usage that promote consistency. This approach could help prevent conflicts and foster deeper mutual understanding among employees.

In the context of ongoing digital communication evolution, the significance of emojis in cross-cultural interactions is becoming increasingly crucial. Companies must be aware of cultural differences in emoji interpretation, and provide clear guidelines that promote appropriate usage to ensure that emojis enhance communication rather than obstruct it. The strategic integration of emojis into professional environments can harness their potential to foster understanding and unity among diverse teams, aligning with the objectives of contemporary, globalized business operations.

This research explores the intricate role of emoticons in intercultural communication within a professional setting. While emoticons have the potential to bridge language gaps and promote understanding, their cultural nuances can also lead to confusion and misinterpretation. My analysis highlights that emoticons can act as both valuable mediators and sources of complexity in cross-cultural interactions. The study emphasizes the importance of a careful approach to using emoticons in the workplace. Emoticons can create a sense of familiarity and camaraderie, promoting cross-cultural connections. However, their interpretation is subjective and depends on context.

In today's digital world, clear communication is essential. Professionals should use emojis to supplement their written communication, as they can help ensure clarity and minimize the risk of misunderstanding. Organizations should create internal guidelines for emoji usage, promoting consistency and reducing cross-cultural confusion. By adopting a more informed approach to emoji usage, we can maximize their effectiveness as communication tools while minimizing cultural differences. Further research is needed to understand the trends in emoji use and its impact on globalized workplaces.

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ВЛИЯНИЕ МНОГОЯЗЫЧИЯ НА КУЛЬТУРУ СИНГАПУРА
THE IMPACT OF MULTILINGUALISM ON SINGAPORE'S CULTURE

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Multilingualism is increasingly common in the modern world. It is expressed as bilingualism at the family level and at the level of state multilingualism. Singapore is one of the countries that feature a multilingual cultural situation. Singapore is known as a megalopolis with advanced technologies and economics. At the same time, Singapore is a multinational state with four official languages. This study will analyze reasons for this multilingualism.

Singapore has a rich history. Nevertheless, it is worth paying attention to the 19th century, when officers of the British East India Company arrived at the island. At this time, Britain was expanding its dominance over India and trade

with China. After a trading post had been formed in Singapore, enterprising British and Chinese began to come to the port city. The territory began to increase, seizing the nearest lands, and Singapore became the center of the colony. Singapore's rapid development attracted the attention of sailors, merchants and investors. Seeing the good potential of the island, immigrants rushed there for permanent residence. Despite the fact that 65% of immigrants were Chinese contractors, people of European and Indian origin also came to the island. These ethnic groups formed the basis of Singaporean society, which is still culturally diverse today. Since most of the immigrants were from China, it was they and their children from marriage to local women – Peranakan – who dominated domestic politics. They not only helped Singapore to prosper, but also maintained a close relationship with China. Singapore became a leading maritime trade port for the whole world. Singapore also produced impressive volumes of tin and rubber. Thus, historically formed Singapore formed as a multinational state [1].

However, during the Great Depression in the West, many companies in Singapore went bankrupt. During the Second World War, the British colony went under the command of Japan, which did not pass without a trace. Singapore lost more than 100,000 local residents. Thus, the national composition of the country underwent even greater changes.

The next important factor in the formation of Singapore as a global economic center was the reign of Lee Kuan Yew. Coming from a middle-class Chinese family, Lee Kuan Yew received his primary education at home, in 1945 he graduated from Singapore’s Raffles College (today it is the National University of Singapore) and continued his studies in the UK – at the London School of Economics, and then at Fitzwilliam College in Cambridge. It is remarkable that Lee Kuan Yew’s first language was English, although he was born into a Chinese family, but he learned Chinese, Malay and Tamil after returning to his motherland Lee Kuan Yew got good knowledge and wanted to put it into practice. So he returned to his homeland, where he became a political figure who changed a lot in the country. Thanks to him, Singapore freed itself from the influence of Britain, subsequently gained sovereignty and became an independent state. Due to the new law, the crime rate in the country decreased, and the economy started developing at a new speed [2].

Nowadays, Indians, Chinese, Malays and other nationalities live in Singapore. Because of diversity of peoples, English, Malay, Chinese (Putonghua) and Tamil have become the official languages of the country, while Malay has the additional status of a national language. In fact, there are about 20 languages spoken by the Singaporeans. But due to the influence of England on the country and the popularization of the English language, its recognition as international, the English language has become more widespread in Singapore. At the Singapore school, education is conducted in English – without it one will not master other

non-linguistic disciplines. Singapore has adopted the GCE O-level and A-level (British Standard of Study) examination standards, thus, British English has become the main standard. In addition, English is used in the media, in trade, in science. The spread of the English language is constantly growing: national schools are closing. Only older people speak other languages, and young people use mainly English.

Speaking about the use of English in Singapore, it is worthwhile to say that this language plays an important role in communication between residents of the country. This acts as a lingua franca, that is, a bridge between the diversity of languages [3]. However, in the context of this diversity, the English language has acquired a new form. This language is called Singlish, a Singaporean version of English that combines Malay, Chinese, Tamil and Bengali. The locals have modified English to suit themselves, adding many borrowings from their native languages, as well as changing a number of grammar rules [4]. Singlish is found not only in colloquial speech among the lower class, but has also leaked on the TV in such TV programs as “Phua Chu Kang Pte Ltd”, “Under One Roof”, “Talking cock” at cetera [5].

Despite this proliferation of Singlish, the Singapore government is trying to combat the new mixed language. Authorities are mainly engaged in simple propaganda – signs explaining the pronunciation of certain words are hung at public transport stops, contests for English knowledge among schoolchildren and other similar events are held. The reason for the Singapore government’s struggle with Singlish is simple: English is considered the language of international trade. The authorities believe that Singlish may be an obstacle to Singapore's economic development.

Multilingualism is also reflected in Singapore’s art and literature. Singapore's writers write in all four official languages of the country: English, Malay, Standard Mandarin and Tamil. Some authors create works in more than one language. For example, a distinguished Singaporean writer Kuo Pao Kun published plays in English and Chinese. He is considered one of Singapore’s most significant playwrights and a pioneer of Singapore theatre. Many of his works, created over four decades, have been translated into Malay, Tamil, German, Japanese and Arabic [6].

Visual art also makes extensive use of multilingualism. The artists create works that include text in various languages, which highlights the versatility of Singaporean culture. Exhibitions often present works that explore themes of identity and cultural belonging through the lens of language [7]. Singaporean artist Mong uses text in different languages in her works [8]. She creates the Milky Print comic series on the theme of wordplay, using four official Singapore’s languages: Chinese, Malay, Tamil and English.

Multilingualism in Singapore has firmly integrated into the lifestyle of its multinational population, which significantly affects the educational system and everyday interaction. In education, multilingualism is seen as an advantage, allowing students to better understand different cultures and stimulating the development of intercultural communication. Multilingual schools and training programs contribute to the formation of a tolerant attitude towards differences and the enrichment of cultural experience. In everyday life, Singaporeans naturally switch from one language to another in different situations, which helps to strengthen socio-cultural coherence and understanding of the diversity of worldviews. Thus, multilingualism in Singapore is a key element that forms the harmonious coexistence of different cultures and promotes effective intercultural communication.

Multilingualism in Singapore is a unique phenomenon that unites diverse ethnic and linguistic groups in one society. Based on four official languages – English, Malay, Chinese and Tamil, the Singaporean language landscape reflects the complex relationships between different cultures. The process of intercultural communication plays a key role in maintaining harmony in such a multilingual society. On the one hand, the preservation of a unique linguistic environment promotes respect for cultural diversity and understanding between different groups. On the other hand, there is a need to develop effective language policies that ensure equal opportunities for all language communities. Singapore's experience of multilingualism can serve as a valuable example for other multicultural societies in the world, demonstrating the importance of respect for the diversity of languages and cultures for the sustainable development and prosperity of society.

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СОЦИОЛОГИЧЕСКОЕ ИССЛЕДОВАНИЕ СВЯЗИ МЕЖДУ ВЛАДЕНИЕМ ИНОСТРАННЫМИ ЯЗЫКАМИ И ЧАСТОТОЙ ОБЩЕНИЯ С ИНОСТРАНЦАМИ

THE SOCIOLOGICAL RESEARCH ON CORRELATION BETWEEN FOREIGN LANGUAGES KNOWLEDGE AND FREQUENCY OF COMMUNICATION WITH FOREIGNERS

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It is evident that when a person demonstrates proficiency in their second language (L2), they are more likely to utilize it in communication with native speakers. Throughout history, scientists have often approached the study of language, but it may seem that they have not yet begun [1, p. 35].

The first language, or native language, known as L1, is the language that a person has been speaking since they learned to talk, whereas the second language was acquired later, usually at school or in another language environment.

The primary method of this study was an online survey. A survey is a method of data collection based on interaction between an interviewer and a

respondent. The primary objective of this study is to research the correlation between foreign language knowledge and the frequency of communication with foreigners. The goals include conducting research on this subject, collecting data and drawing conclusions.

However, before delving into the solution to this issue it is necessary to define all the important terms. According to Leonard Bloomfield's "Language", the first language, also known as L1, is a person's native language or mother tongue, and they speak it as native speakers [1, p. 58].

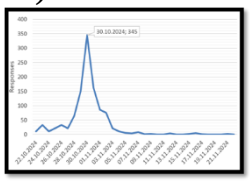
In contrast, the second language refers to any language spoken in addition to the first language such as a neighbouring language, another language spoken in the speaker's native country, or a foreign language etc.) [2]. For this study, the definition of a second language pertains to the second language primarily used for communication with foreigners.

The main goal of the survey is to gather as much information as possible in order to obtain more accurate data. An online survey accelerates the speed of data acquisition and eliminates the need for physical interaction with the interviewer, even though it may constrain flexibility.

A survey has been selected as the major method due to its cost-effectiveness and ability to gather a substantial amount of data quickly. Nevertheless, it has notable drawbacks as the obtained data depends greatly on each respondent's subjective opinion and may not be entirely accurate. Moreover, there is a direct correlation between data reliability and the sample size if the data sample is relatively small, drawing conclusions from it becomes challenging [3].

The survey was conducted online from October 22 to November 22, 2024, and was completed by 1078 respondents. It consisted of nine questions about gender, age group (up to 12, 13-19, 20-29, 30-49 or 50 and over years old, employment status (students, working, self-employed, pensioners), respondents were allowed to select multiple options, first (native) language, frequency of communication with foreigners (on a 0-5 scale), second language (if applicable), L2 proficiency level and how often one uses it when interacting with foreigners. The survey was anonymous and translated into English and Russian.

It is noteworthy that 79% of respondents were female while 21% were male. The survey activity peak dropped on the 30th of October and since then it has started decreasing steadily (Pic. 1).



Picture 1 – The responses per day statistics graph.

Approximately 6% were 12 years or younger, 21% were adolescents, 36% were between 20 and 30 and 37% were from 30 to 50. It is important to note that

63% identified as students, 53% indicated they were employed, and fewer than 5% specified their belonging to other employment categories (the most frequent option was self-employed).

The survey offered multiple-choice options. Interestingly, 89% of respondents are classified as Russian native speakers, and the other 11% determined themselves as native speakers of other languages (mostly Tatar, Armenian, Serbian etc.). Overall, it can be inferred that most participants originated from the Russian Federation, the so-called “near abroad” and some other Eastern European countries.

Regarding the second language, 97% of Russian respondents reported English as their L2, meanwhile, the remaining 3% presumed to have learned French or German. Additionally, all participants whose native language was not Russian indicated English as their frequently used second language. However, only 60% of Russian speakers with an advanced or higher level of L2 reported commonly speaking with foreigners.

To conclude, based on the collected and analyzed data, it can be deduced that most people with a certain level of L2 proficiency utilize it in communication. Moreover, English is the most often learned second language among Russian speakers while Russian is the most frequently used as a second language by non-Russian speakers. However, due to the limited scope and size of the study, it may not fully reflect the reality. To obtain more precise results it would be advantageous to expand the audience coverage to collect additional data.

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ФОРМИРОВАНИЕ КУЛЬТУРНОГО КОДА ЧЕРЕЗ ПРИЗМУ РАЗГОВОРНОЙ РЕЧИ В АНГЛОЯЗЫЧНЫХ КОМИКСАХ
THE CULTURAL CODE FORMATION FROM THE PERSPECTIVE OF SPOKEN LANGUAGE IN ENGLISH COMIC BOOKS

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Comic books as an element of modern popular culture, which has been actively developing since the 30s of the XX century, is a potential source of material for study in various fields of linguistics. In particular, the mainly dialogical textual component of the works of this genre is of interest. The characters' replicas on the comic book pages are limited by a special callout (speech balloon) [1]. This explains their brevity and at the same time requires the authors to create the most succinct statements.

Since the text component of the comic book for the most part is a lively dialogue between the characters, the authors strive to convey the features of the spoken language structure in writing [2]. This can become an essential tool in creating a character's image and demonstrate various grammatical, lexical and phonetic features peculiar to a particular comic book character.

A visual example of colloquial speech elements in comics are lines of the character Remy LeBeau, Gambit from the X-Men superhero team. According to the plot, he is described as a stereotypical Cajun, a man of simple origin, raised in unfavorable conditions. Such a characteristic of the analyzed character is supported by the presence of colloquialism expressed in various ways in addition to the features of the Cajun dialect in his remarks. The factual material of this study is a sample consisting of 200 units of Gambit's lines. All the replicas were selected from the 1993 mini-comics "Gambit". A remark framed in a separate speech ballon is accepted for one line.

First of all, the syntactic level of the character's speech is noteworthy. A significant part of Gambit's lines consists of simple sentences: "Everything's fine. Henri's a friend of mine from New Orleans", "I didn't come here to argue about events of the past with my father-in-law. This fight... ends... now", "Who am I

kidding? I'll never settle down. But even a thief has to have dreams, eh?". The absence of complex syntactic constructions is typical for casual colloquial speech.

In everyday, spontaneous speech, it is allowed to use elliptical constructions that do not interfere with understanding the general meaning of the utterance. When analyzing Gambit's replicas, a number of examples of such constructions were highlighted. They are commonly expressed in the omission of personal pronouns in cases when it is clear to readers who it is about: "Can't be bellyachin' about how Candra treats her captives", "Don't know what you be talkin' about, mon ami", "Don't remember my real parents", "Took to stealin' to survive". Examples of ellipsis were also noted, manifested in omitting the verb without distorting the meaning of the sentence: "Been sneakin' in just like this since I was a pup", "Love to stay here all day, but...", "Dis our floor already?".

In everyday speech, the speaker mostly addresses the interlocutor directly, calling them by name or in another way. This is a characteristic feature of spoken language. Among the sample material, one can distinguish replicas in which Remy addresses the interlocutor by name or nickname ("I do this for you, Bella Donna. Once my wife...", "Don't you be lookin' at me so sad like, Rogue", "Marius, I did not come here to duel with you-", "Mourn the loss of two sons, Jean-Luc LeBeau", "Talk to me, Henri") or uses a different form of address ("How many more are to die, father?", "Too late, petite...", "Now isn't this a cozy little tête à tête, chere?", "Rogue, ma cherie. I asked you to stay out of dis!", "Love to oblige, mon ami, but as you can see...").

An important characteristic of spoken language is a high level of emotionality, which is demonstrated in the text both at the syntactic and morphological language levels. The syntactic side analysis of the character's lines revealed a significant number of exclamatory sentences ("No, indeed, cherie!", "I won't be lettin' you get away with this stuff no more, boy! You say you want to help Belle, but all you've ever been interested in... is YOURSELF!", "Can't be doin' that, father!", "Vite-vite, boys! Let's be getting' this over with... I'm in a hurry!") and exclamatory interrogative sentences ("Julien?! He's dead!", "And now I must decide this fate for Bella Donna?!", "I must gamble with the life of the woman I loved- my own wife?!"). The frequent use of exclamations allows to characterize Remy's speech as highly emotional.

The frequent use of interjections also serves as an indicator of the statement emotionality. In Remy's lines, they are particularly diverse: "Figurin' you can handle one thief, eh?", "Nice. Gold, heh? Expensive, and..", "Pah! You are too serious!", "Ah! Now we play hide-and-seek?", "Hmmm!". Such a feature of these language units as a special graphic design is also worth mentioning. In nearly all cases, interjections in the lines of the analyzed hero are italicized. This allows to highlight them and make an accent on their presence in the printed text.

The lexical level of colloquial speech is characterized by the use of phraseological units and idioms. It is important to note that such linguistic units are characterized by a reduced expressive and stylistic coloring, which provides an opportunity to demonstrate some familiarity on the character's side in relation to a particular person, object or phenomenon of his environment. In the factual sample, the following examples of phraseological units and idioms can be distinguished: "... back in the Big Easy you be on the brink of death", "Gotta play the hand you're dealt, eh?", "But I remember now- manners were never your strong suit", "And after I kick your tail, you'll be takin' me to the elixir".

At the junction of the lexical and phonetic levels, two colloquial lexical units can be distinguished in the replicas of the analyzed character: ain't and y'all. Cases of using these tokens are demonstrated in the following sample units: "No. Spillin' your blood ain't goin' to be helpin' anything...", "Sayin' I ain't good enough to marry no assassins woman!", "Where are y'all hidin', murderers?".

The phonetic side of the analyzed language units is realized with the help of graphons, intentional violations of the word graphical shape in order to reflect its authentic pronunciation [3]. For instance, in the actual study material there are examples of lines where several consecutive words merge into one in the flow of speech. These are widespread forms of combinations got you, going to, (have) got to and would have: "Gotcha! And now...", "If you want to continue this little dance, we gonna do it on even terms, monsieur Collector...", "Rogue, whatever it is you're tryin' to say, it gotta wait", "Woulda been too much for me to hope for".

In addition, numerous reductions of vowels and consonants are noted in Gambit's replicas, creating the effect of fluent colloquial speech: "How 'bout tryin' it up close and personal?", "'cept the woman, she wan' to marry me", "I believe that this is the appointment I traveled to Paris for, mam'selle", "... An' because o' that I had to leave New Orleans, my family... Belle!", "I got hold o' my dignity... 'mong other t'ings!", "'pears my situation is improvin', heh?". In some cases, the reduction of sounds occurs simultaneously with the merging of the word with the following one: "M'sweet, I never gamble...", "Not good enough m'friend", "You do not have t'be here", "Don't have t'tell me twice".

Since spelling distortions in the analyzed lines do not make it difficult to understand the statement meaning, it can be concluded that critical violations of pronunciation norms are not peculiar to Remy's speech. By replacing one or more sounds in various lexemes with an apostrophe, as well as by using generally accepted shortenings, the authors give an everyday sound to the character's speech, when some of the sounds are reduced in the process of utterance without distorting the understanding of the word and sentence meaning.

The entire spectrum of the distinguished features in the analyzed character's lines allows to characterize his speech as colloquial. Remy's speech is presented to readers as simple, devoid of complex grammatical structures and

diverse vocabulary. The effect of fluent and spontaneous speech, implemented by the authors using various graphons, emphasizes this feature as well. Thus, the analyzed character's image appears livelier and more mundane.

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КАК ЯПОНСКАЯ ПОПУЛЯРНАЯ КУЛЬТУРА СПОСОБСТВУЕТ ИНТЕРЕСУ К ИЗУЧЕНИЮ ЯЗЫКА И КУЛЬТУРНЫХ ТРАДИЦИЙ ЯПОНИИ
HOW JAPANESE POPULAR CULTURE PROMOTES INTEREST IN LEARNING THE LANGUAGE AND CULTURAL TRADITIONS OF JAPAN

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Japanese popular culture, including animation (anime), manga, music (J-pop), video games and movies, plays a huge role in the global cultural space. In recent decades, it has become a powerful tool for popularizing Japan beyond its borders. Millions of people around the world are interested not only in the products of Japanese pop culture, but also in the language and culture of the country itself. In this report, we will look at how Japanese popular culture promotes interest in learning the Japanese language and traditions, as well as why this phenomenon has become significant in modern society.

Anime and manga are not just entertainment products, but also a powerful tool for transmitting culture and language. People who are passionate about

popular series such as "Naruto, Attack on Titan or One Piece" begin to immerse themselves in Japanese speech, and sometimes even master basic words and expressions. Most of the original works are published in Japanese, which encourages fans to study the language to understand the nuances and original context.

Subtitles or dubbed versions often simplify the content, which is why fans tend to study the original. Even the version of anime content adapted for an international audience often contains enough Japanese to arouse interest in its study. Starting with memorizing the names of your favorite characters and their phrases, the viewer can gradually immerse himself in the study of grammar, characters and pronunciation. In this regard, Hiroshi Azuma in his work "Anime and Philosophy: Japanese Animation and the Anthropological Perspective" emphasizes that the popularity of the anime creates a unique motivation to learn Japanese. Unlike traditional teaching methods, anime passion provides a bright and constantly updated source of vocabulary and context that stimulates active language learning. [1]

Music, especially J-pop and J-rock, also promotes interest in the Japanese language. Bands like "Babymetal, Arashi" or artists like Hikaru Utada have gained huge popularity in the West. Fans who are interested in song lyrics often search for their translations or try to understand their meaning on their own. This contributes to the development of auditory perception of the language and helps to master basic words and expressions.

In addition, popular music hits often use elements of traditional Japanese music or culture. Through this, foreign students learn about Japanese holidays, national motifs and folklore, which stimulates interest in studying the cultural traditions of the country.

Japan is a world leader in the gaming industry. Companies such as "Nintendo, Sony and Capcom" create video games that influence global cultural trends. Games like "Final Fantasy, The Legend of Zelda, or Persona" contain a rich cultural context, traditional motifs, and even linguistic features. Many gamers are starting to learn Japanese in order to understand the original versions of games and learn more about mythology and cultural references that are often overlooked in localizations.

In addition, the games themselves often become a "window" into Japanese culture. For example, storylines include elements of Japanese mythology such as yokai (spirits), or traditional customs such as hanami (admiring the cherry blossom). This inspires players to learn not only the language, but also the cultural context [2].

Japanese literature, encompassing both classical works and modern prose, immerses readers in the multifaceted world of Japanese culture and language. Manga, as Helen McCarthy notes in "A Brief History of Manga", has a really rich

history, significant for all Japanese culture and art in general. A wide range of manga genres, from light comedies to deep dramatic stories, combined with its availability, attracts a large audience around the world. Unlike other forms of Japanese art, manga is easily accessible and understandable, even without a deep knowledge of the Japanese language. However, the understanding of subtle nuances, humor, cultural references and original style is significantly enhanced with the knowledge of the Japanese language. The desire to grasp the nuances of the original text often serves as a motivation to study the Japanese language [3].

The popularity of Japanese culture contributes to the emergence of various events such as anime festivals, cosplay shows and manga exhibitions. These events bring together fans of Japanese culture, creating communities where learning Japanese becomes a natural part of interaction. Communicating with native speakers at such events or in online communities helps to overcome language barriers and strengthens interest in learning.

In addition, through such events, people learn about traditional Japanese arts such as calligraphy, tea ceremony or ikebana art. Popular culture serves as a "bridge" connecting modernity and tradition, making the study of Japanese culture a complex and fascinating process [4].

It is equally important to note that the influence of Japanese pop-culture extends far beyond "heavy" genres, affecting even the appearance of ordinary characters such as Hello Kitty. In the work "Pink Globalization" Christine Yano explores the Hello Kitty phenomenon as a manifestation of Japanese "soft power".

Hello Kitty is not just a kitten, but a global brand that successfully combines Japanese cultural elements with universal attractiveness. Yano shows how Hello Kitty has become a symbol of Japanese aesthetics - cute, gentle, but at the same time sophisticated and stylish. The popularity of Hello Kitty not only generated a huge market of goods (clothes, toys, cosmetics, electronics, etc.), but also contributed to the spread of Japanese aesthetics and branding around the world. The Hello Kitty phenomenon is an example of successful intercultural dialogue, manifested in the exchange of experiences and opinions of fans from all over the world regarding the image of the character, related products and events. The image of this character attracts a wide audience, making people want to learn more about the culture that gave birth to it.

Even such a seemingly insignificant character as Hello Kitty plays a significant role in popularizing Japanese culture and language. As Yano shows, the popularity of Hello Kitty is an example of "soft power" that attracts people from all over the world to study the Japanese language and the cultural heritage of the country.

According to statistics, the main aspects of Japanese popular culture that motivate people to learn Japanese can be divided into several categories. The chart below shows the percentage of these factors (Fig. 1).

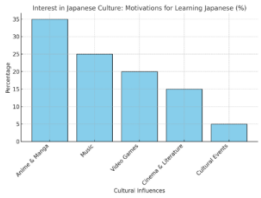

Figure 1 – Percentage ratio of these factors

I have created a bar chart titled "Interest in Japanese Culture: Motivations for Learning Japanese (%)". It shows the following breakdown of interest drivers: Anime & Manga: 35%; Music: 25%; Video Games: 20%; Cinema & Literature: 15%; Cultural Events: 5%.

Japanese popular culture has a significant impact on the global interest in learning the language and traditions of Japan. Thanks to anime, manga, music, video games, movies and literature, millions of people begin to learn Japanese and get acquainted with the cultural heritage of the country. Pop culture serves as a "gate" through which fans get access to the rich and multifaceted world of Japanese culture, which makes it an important element of Japan's cultural diplomacy. In modern conditions, the study of the Japanese language and traditions becomes not only a personal interest, but also a contribution to the development of intercultural dialogue, contributing to a better understanding of peoples.

As a significant cultural phenomenon, anime goes beyond the entertainment function, contributing to the popularization of the Japanese language and culture. Its genre diversity - from light animation for children to deep philosophical works - makes it attractive to viewers of all ages and interests.

Anime can be used as a textbook for learning Japanese. The popularity of this art provides a powerful motivation for language learning, and the availability of content on various platforms makes it a convenient tool for practice [5].

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ИСТОРИЯ ПОЯВЛЕНИЯ АНГЛИЦИЗМОВ В ИНДУСТРИИ МОДЫ И ИХ МЕСТО В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ
THE HISTORY OF THE APPEARANCE OF ANGLICISMS IN THE FASHION INDUSTRY AND THEIR PLACE IN THE PROCESS OF CROSS-CULTURAL COMMUNICATION

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Considered to be a living organism, constantly changing and transforming the language can influence our life greatly. Our speech can adapt to usual day routine, society, social and political structures. Many things leave our everyday life, but at the same time new products, phenomena and developments appear. Accordingly, many words are forgotten and become abandoned, but new ones appear in their place. In our country there are several well-known researches who elaborated linguistic aspects of intercultural communications as well as ideas of national linguo-conceptual spheres and language world-images can be named, among them O. Leontovich, S.G. Ter-Minasova, A.V. Pavlovskaya and others [7].

According to research data, more than 90 per cent of new borrowings are specialised glossaries. Due to the intensive development of science, culture, society, etc., new words appear that are used only in certain areas. Computer games, information technology, social networking, psychology – these are few examples of industries that are now being rapidly enriched with new vocabulary. Fashion industry is also one of the popular spheres of human life, in which the appearance of neologisms can be traced.

In this article, speaking about such a professional environment as fashion, we will observe how the language develops through the appearance of new words in it.

In the modern world, foreign language vocabulary is assimilated very quickly, ‘takes root’, in the language. It is also necessary to consider the problem of translating into Russian saving the exact meaning. At first glance, we can easily translate, but in fact they will have subtle semantic differences, respectively, as a result, affect the meaning of the text. For example, a piece of clothing such as a ‘top’ could be translated as a ‘T-shirt’ (футболка) because it looks like a top, but this would be an inaccurate translation and there would be no separate word for

the new phenomenon in Russian. Then it would be possible to simply translate the word, but it would not have the same effect. In English, the word smoothly acquired a new meaning in the field of fashion. In ancient Russia, however, it did not appear as a phenomenon, but was simply copied from some other culture. Therefore, the simplest solution was to leave the word in the form it had been established in another language.

Besides, English is an international language, so the names of new phenomena become the property of the whole society.

Some of the most frequently used ways of translating new terms are: calculation, transliteration, transcription, functional substitution, and their combinations. ‘Calculation’ means “a literal translation of separate parts of a word or word combination”. ‘Transliteration’ is “a method of writing a foreign word by repeating the phonetic sound using the letters of another language”. This method is always supplemented by transcription to adjust words to the rules of the new language [8]. Thus, the speech is replenished with borrowed vocabulary, which develops and modernises the Russian language, but at the same time, due to the appearance of a large number of neologisms, causes misunderstanding between people.

Let's consider specific examples of the appearance and introduction of new phenomena and words in our culture. They can be classified according to the history of formation as follows [2]: by their appearance/properties; named by their purpose, by the function they fulfil; derived from a proper name.

The term ‘bespoke’ is increasingly common in English fashion magazines. It is used in media and advertising, so it is spreading rapidly and entering the lexicon. At the moment, ‘bespoke’ is an adjective, but takes its meaning from the verb ‘to bespeak’, which in Old English was used in the form ‘bescprecan’, which meant to publicly brightly call for something, to agitate, to ask for. In this case, ‘be’ is a prefix that acts as an intensifier of the colloquial word ‘spoke’. Today, the word is used as an adjective with the meaning ‘custom-made, customised, personalised’. Initially the term could only be applied to handmade clothing, but since 2008 the UK Advertising Standards Authority has removed this restriction. The term ‘bespoke’ can now also be used if the garment has been sewn personally for you by machine [6].

Recently, the oversize style has become very popular. This fashion trend quickly swept the whole world. Therefore, very soon this word appeared in the Russian language as well. Despite the fact that the fashion trend is relatively young, modern Russian people have taken a liking to it. And, naturally, it came to us from English, where it is more often used in the form of the adjective ‘oversized’. In Russian, we already use it both as an adjective and as a noun. It appeared by transcription and transliteration, like most other modern Anglicisms. The word has 2 parts: ‘over’ – ‘more’ and ‘size’ – ‘size’. Thus, the meaning

becomes obvious: ‘over-sized, oversized, baggy’. The word originated from a branch of hip-hop culture that became widespread in the 1980s. Young people were encouraged to wear comfortable, loose-fitting clothes [4].

Moccasins can be named ones of the most comfortable shoes for all times. These shoes have already become a classic of the modern wardrobe, any modern Russian person, sometimes strolling through fashionable shops, could not help but hear about their existence. Despite the fact that the word has taken root well in our culture, the roots of the term remain English. The English claim that they invented this type of shoes in the 20th century for King George VI, so that he could relax having them on. There is another story of origin, according to which such comfortable shoes without ties were worn by sailors, and when they returned from their journeys, they walked and had some rest in them. Anyway, the word comes from the word ‘idler, or loafer’. The word itself comes from the idiom ‘loaf around’, which has the meaning ‘to loiter around, to spend time aimlessly’. The word ‘loaf’ in English means ‘loaf of bread, scone’, which is a metaphorical way of talking about affluence in life. Thus, loafers could be translated as ‘slippers’, but such a translation would be inappropriate and the word would lose the characteristics of a new wardrobe item [5].

There is one more interesting example of borrowings from the English language, it is a ‘trench coat’. Let us go back in history and see what the trench coat has to do with wars. And here we are to recall World War I to the forefront. The trenches were the military's place of residence, shelter and rest during battles. Clothing had to be versatile, functional, comfortable and inconspicuous. Heavy overcoats and brightly coloured uniforms were no longer suitable for wartime conditions. In this regard, officers of the British army had a suitable cloak. It met all the conditions of the time: a comfortable length, a belt that allows you to attach accessories and weapons, an extra basque for water resistance, large spacious pockets, raglan sleeve, providing freedom of action. Later, the trench coat moved into everyday clothes, thanks to cinema it entered women's fashion. And today it has become popular all over the world. In Russia, the word has lost the second syllable, and you can more often hear the name ‘trench’.

A ‘smoking’ is ‘an open black evening jacket with long silk lapels. The jacket is accompanied by a starched shirt, a stand-up collar with bent corners, a black bow tie, leather shoes and a black waistcoat. The name comes from the English language, where ‘smoking’ means ‘smoking (usually, tobacco)’ and jacket means ‘an upper part of a suit’, hence ‘smoking jacket’. What do cigarettes and smoke have to do with a suit? In aristocratic society at balls near the main hall, there was usually a special place for smoking. To prevent the odour of tobacco and ash from spreading beyond the allotted room, gentlemen wore a special jacket with satin trim. From the satin lapels of the jacket ashes were easily shaken off, leaving no trace. Later in England, such a suit was called a ‘dinner

jacket/smoking'. However, in the Russian practice, the term 'dinner jacket-smoking', also translated by the transliteration method, has taken hold.

And now we are to discuss some terms formed from proper names. One of the most striking discoveries in the 20th century fashion was the separate swimming costume. French fashion designer Louis Reard did not bother to come up with a name for this frank, unique idea. A few days before the show, the news about the invention of a powerful atomic bomb broke. The scientific experiment was conducted by the Americans on the island of Bikini in the Pacific Ocean. We can make the following analogy: atomic explosion is the splitting of an atom, Louis Reard in his turn also divided the swimming costume into 2 parts and 'blew up' the society in a shocking way [1].

The smoothed cut of 'raglan' sleeves with a smooth, drooping shoulder line is extremely popular today. Its essence lies in the fact that it is cut in such a way that the sleeves and shoulders turn into a single whole, and the shoulder seam is absent. The reason for creating such a sleeve model was the tragic story of James Henry Somerset, Lord Raglan - a diplomat and valiant military man. Raglan lost an arm in battle and, to hide his physical handicap, invented a similarly cut garment. It is not known how much it helped, but the style took root first as a military uniform, and a few decades later became a fashionable wardrobe item. By the will of life circumstances, the British military commander became the trendsetter of this fashionable cut of the sleeve, which has since rightfully borne his name [3].

Here are just several borrowings from the English language that have entered our everyday speech. Native Russian vocabulary is becoming increasingly scarce, at least in the fashion industry. Globalisation, the development of the Internet, quick access to information from any corner of the world - these are the processes that update the language, allowing us to assimilate new words. On the example of modern words, we can notice such a tendency: it is the English international language that has become a source of replenishment and expansion of the Russian professional vocabulary in the 21st century. It can also be noticed that almost all neologisms are borrowed with the help of transcription, which certainly facilitates their use in the international information space. A language exists if it changes, and it is the appearance of new words that contributes to its development. The appearance of words from another culture does not harm our speech, because any word, even if it appeared not in our land, has its unique history.

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К ВОПРОСУ О РОЛИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В СОВРЕМЕННОМ ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ: ПЛЮСЫ И МИНУСЫ

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Современное общество характеризуется стремительным развитием информационных технологий, что оказывает существенное влияние на все сферы жизни, в том числе и на образование. Дистанционное обучение (ДО)

становится все более популярным, предлагая альтернативу традиционному образованию.

Дистанционное образование – это не то же самое, что обучение в очной среде. Это обучение, которое происходит в ситуации, когда преподаватель и ученик разделены расстоянием или временем, или по обоим параметрам. Для осуществления дистанционного образования на сегодняшний день используются самые различные технологии: видеозаписи, широковещательное телевидение, интерактивные видео, аудиозаписи и аудио конференции, веб-курсы (онлайн). Развитие и распространение Интернета и компьютерных технологий произвели революцию в концепциях обучения и профессиональной подготовки. Но, несмотря на свою популярность, дистанционное обучение имеет как положительные, так и отрицательные последствия для качества образования.

Одной из главных ценностей дистанционного обучения является доступность. Платформы онлайн-обучения разрушают географические барьеры, делая образовательные возможности доступными для более широкой аудитории. Лица, проживающие в отдаленных районах или сталкивающиеся с ограничениями в передвижении, теперь могут получить доступ к высококачественным образовательным ресурсам, которые ранее были им недоступны [1]. Например, студент, проживающий в отдалённом регионе, может получить образование в престижном университете, не переезжая в другой город. Это создает новые возможности для социальной справедливости и различного образовательного опыта.

Дистанционное обучение также предоставляет возможность для индивидуализации учебного процесса, позволяя студентам учиться в собственном темпе и следуя своим интересам. Возможность самостоятельно регулировать темп и время занятий позволяет обучающимся адаптировать учебный процесс к своим индивидуальным потребностям и особенностям. Это может способствовать росту внутренней мотивации и автономии студентов, что является важной ценностью в современном образовании.

Экономия – ещё одно немаловажное преимущество ДО. Онлайн-обучение обычно обходится дешевле, чем традиционное образование, так как нет необходимости в транспортных расходах и оплате проживания. Родители могут сэкономить на расходах, связанных с поездками на занятия или проживанием в студенческом городке.

С переходом на дистанционные форматы роли преподавателя и студента претерпевают значительные изменения. Преподаватель становится не только источником знаний, но и модератором, который помогает организовать образовательный процесс и поддерживать взаимодействие между учениками [2, с. 288]. Это поднимает важные

вопросы о том, как изменяются педагогические подходы и каково новое понимание педагогической ответственности. В то же время, можно отметить такие отрицательные стороны процесса как снижение общего кругозора обучающихся, снижение способности анализировать и синтезировать материал, отсутствие формирования практических навыков на должном уровне. Получается, что происходит снижение и интеллектуального уровня (о его развитом состоянии свидетельствует его операционная способность), и утрата полноценных практических навыков.

Наиболее сложной проблемой в онлайн-обучении является мотивация обучающегося. С одной стороны, включиться в дистанционное обучение подвигают возникшие технические ресурсы, многообразие форм, индивидуальные графики обучения, общение внутри профессионального сообщества в предметной области, доступ к образованию для лиц с ограниченными возможностями. С другой стороны, исследование Гарвардского университета и Массачусетского технологического института, проведенное в 2012-2016 годах показало, что вероятность того, что, записавшись на курс, слушатель откроет хотя бы первый онлайн-урок, составляет только 54%, вероятность освоения курса до середины – 16,6%, вероятность освоения курса целиком – 7,7% [3].

При групповом обучение в очной среде создается атмосфера конкуренции и поддержки, что стимулирует детей к учебе, кроме того, многие ученики требуют наличия «надзирателя», который будет контролировать их процесс обучения. В рамках дистанционного обучения эта роль будет переходить к родителям, которые, как правило, не готовы к этому, не говоря о том, что большинство из них работает [4].

Попытки преподавателей стимулировать интерес с помощью визуализации и игровых методов обучения зачастую приводят к упрощению содержания, особенно в гуманитарных дисциплинах. Преобладание стандартизированных онлайн-тестов, удобных с технической точки зрения, подавляет творческий подход и индивидуальность, необходимые для освоения гуманитарных дисциплин. Таким образом, стремление к рационализации и эффективности дистанционного обучения может привести к нежелательным последствиям, снижая качество образования.

Важно отметить, что дистанционное обучение может создавать сложности и в создании эмоциональной связи между студентами и преподавателями. Отсутствие прямого контакта чревато обеднением социального опыта, исключением влияния личности преподавателя, его харизмы на молодое поколение. Это ситуация, исключающая эмпатию (сопереживание) и, как следствие желание подражать, следовать примеру преподавателя в его увлеченности предметом, проблемой, наконец, его жизненной позиции. Таким образом, из обучения уходит функция

трансляции культурного опыта, поддерживаемая непосредственным общением, а с ней – этические и эстетические ценности, которые привносятся в процесс обучения также преподавателем [3]. С одной стороны, доступ к образовательным ресурсам возрастает, а методы обучения становятся более разнообразными. С другой стороны, отсутствие межличностного взаимодействия может отрицательно сказаться на глубине понимания материала и на навыках сотрудничества.

К сожалению, не все можно изучить дистанционно. Дистанционно можно изучать историю или литературу, можно стать отличным дизайнером или программистом. Но в некоторых сферах обучения (например, в медицине, инженерии) необходимы практические навыки, которые трудно освоить онлайн. Студентам-медикам нужны практические занятия с пациентами, что невозможно в рамках дистанционного обучения.

Следует отметить, что дистанционное обучение может лишать учащихся возможности прямого общения с преподавателями и сверстниками, что может ограничивать их социальную активность и способствовать изоляции. Студенты, обучающиеся дистанционно, могут испытывать трудности с формированием дружеских отношений и командной работой. Отсутствие непосредственного общения с преподавателями и одногруппниками также может привести к чувству изоляции и снижению мотивации к обучению.

Для успешного освоения программ и курсов, которые предлагает такой формат обучения, ученикам, студентам необходим физический доступ к устройству со стабильным подключением к сети Интернет и достаточной пропускной способностью интернет-соединения, а также набор умений работать с цифровым контентом, выполнять онлайн-задания, участвовать в групповой онлайн-работе и онлайн-коммуникациях с преподавателями и другими студентами. Однако эти условия доступны не всем студентам в равной мере [5, с. 79].

Таким образом, дистанционное обучение – это перспективное направление в современном образовании, предлагающее множество преимуществ и открывающее новые возможности для учащихся. Однако у ДО есть и свои недостатки, которые необходимо учитывать при его развитии. В будущем ДО будет и дальше развиваться, и интегрироваться в традиционные системы образования, предлагая гибкие и инновационные решения для обучения в современном мире.

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ИНТЕГРАЦИЯ ЭЛЕМЕНТОВ ЛИНГВОСТРАНОВЕДЕНИЯ В ПРОЦЕСС ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ КАК СПОСОБ ОБОГАЩЕНИЯ ЛЕКСИЧЕСКОГО ЗАПАСА И РАЗВИТИЯ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ

INTEGRATION OF ELEMENTS OF LINGUISTIC AND CULTURAL STUDIES INTO THE PROCESS OF TEACHING A FOREIGN LANGUAGE AS A WAY TO ENRICH THE VOCABULARY AND DEVELOP INTERCULTURAL COMPETENCE

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The modern development of linguistics and methods of teaching a foreign language focuses on the vocabulary, saturated with linguistic and cultural aspects. This includes realities, connotative and background vocabulary, which play an important role in understanding cultural contexts and language features [1]. Learning a language in the context of the culture of the country of its native speakers allows not only to deepen knowledge about the language as such, but also to expand the horizons of perception of foreign language communication. This interaction between language and culture contributes to a deeper understanding of subtext, hints and allusions, which, in turn, helps to avoid

misunderstandings in intercultural communication. The key function of linguistic and cultural studies is to help solve problems related to the adequate perception and understanding of a foreign language. This requires learners to be fully aware of cultural peculiarities that can influence the semantic nuances of words and expressions. The integration of elements of regional and cultural studies into the process of teaching a foreign language not only enriches the vocabulary of students, but also develops their intercultural competencies, which is a prerequisite for successful intercultural communication.

Recently the interest of linguists in political communication has been steadily growing. The 2024 presidential election campaign is characterized by a mixture of new linguistic strategies and evolving political advertising techniques. Advertising campaigns adapt to the changing landscape of voter demographics, technology, and cultural dynamics. The way political messages are created and delivered are new and exciting. This election campaign is particularly noteworthy in terms of language and communication.

Political discourse plays a key role in shaping public opinion and the perception of ideas [2]. The language used by politicians can have a significant impact on the consciousness and behavior of citizens.

The USA has a very diverse electorate (Jews, Hispanics, etc.), that is why campaigns are using multilingual advertisements to reach non-English speaking voters. This not only includes translations of key messages but also culturally relevant references.

The rise of social media has led to the incorporation of informal language, memes, and emojis in political ads. Advances in data analytics allow campaigns to tailor messages to specific age, gender and interest groups. This precision in targeting leads to localized ads that reflect the unique linguistic and cultural characteristics of voters.

Both candidates' campaigns are increasingly using psychographic data to understand voters' values, beliefs, and motivations. Many ads are employing humor and satire to engage voters. This can involve playful language and clever wordplay.

The use of video content has exploded, with ads often featuring compelling narratives that combine visual elements with strong linguistic messages. This can enhance the emotional impact and memorability of the ads.

2024 election campaign ads are using interactive elements, such as polls or gamified content, which encourages voter participation. As we can see in the example from Vote Common Good, Harris's campaign is emphasizing the private nature of voting.

Political campaigns are usually full of derogatory language and negative rhetoric. They often use personal attacks on opponents, focusing on their character rather than policy issues. This can include derogatory names or accusations that

aim to discredit the opponent. Many campaigns utilize negative ads that highlight the flaws or mistakes of opponents, which can contribute to a toxic political environment.

There is a history of derogatory statements made by politicians from both major parties about their opponents and their supporters. This often occurs in the heated environment of political campaigns and can be seen as a way to rally one's base by painting the opposing side in a negative light.

For instance, some Democrats have used terms like "deplorables" to describe Trump supporters, while Republicans have also made disparaging comments about Democrats and their constituents. Such rhetoric can contribute to the polarization of political discourse, making it more difficult for individuals across the aisle to engage in constructive dialogue.

This trend is symptomatic of a broader issue in contemporary politics, where partisanship often leads to a lack of civility and increased animosity between different political factions. It raises questions about the impact of such language on public opinion, voter behavior, and the overall political climate in the country.

The president of the USA made a rather controversial statement while talking with his supporters via Zoom. He called former President Trump's supporters "garbage": "The only garbage I see floating out there is Trump's supporters…".

The media and the White House officials tried to wordsmith it, inserting apostrophes and rephrasing the statement. The Associated Press got a stenographer supervisor's email which sated that the White House officials pressured stenographers to alter Biden's transcript. It raises questions about accountability and the ethical standards surrounding government communications. Editing or altering official transcripts can be seen as an attempt to manipulate public perception or downplay controversial statements, which can undermine trust in the administration and its representatives [3]. The integrity of government records is crucial for maintaining public confidence, and any perceived breach of protocol can lead to serious political repercussions. This type of incident can also fuel partisan debates, with critics from the opposing party using it as evidence of a lack of transparency or honesty from the administration. If this situation continues to develop, it could impact public opinion and the administration's relationship with the media.

It reminds people of a dystopian novel '1984'. G. Orwell wrote: "Every record has been destroyed or falsified, every book rewritten, every picture has been repainted..."

The rise in Google searches for a "garbage man costume" after former President D. Trump's appearance at a rally dressed as a garbage collector reflects how political figures can influence popular culture and trends, especially around

events like Halloween. The garbage man costume joined the most loved costumes of Shrunken Head Bob, from “Beetlejuice”, Raygun, Catnap, Delores, from “Beetlejuice”, Pomni, from “The Amazing Digital Circus”, and Envy, from “Inside Out” [4].

Trump's choice of costume likely resonated with his supporters and critics alike, prompting a mix of reactions and, in this case, a humorous or satirical take on his attire. Such moments often lead to viral trends, where people seek to emulate or parody a public figure's style, especially in the context of Halloween costumes. This can also serve as a form of political commentary, with individuals using costumes to express their views or opinions about political events.

Barak Obama in 2008 said: “They (Republicans) get bitter, they cling to guns or religion or antipathy to people who aren’t like them ...”

Hillary Clinton in 2016 said: “you could put half of Trump’s supporters into what I call the basket of deplorables. They’re racist, sexist, homophobic, xenophobic, Islamophobic … those folks … are irredeemable.”

Billionaire Mark Cuban's comment on ABC's "The View" regarding former President D. Trump and his interactions with "strong, intelligent women" adds to the ongoing discourse about gender dynamics in politics and public perception. Cuban's statement suggests a critique of Trump's relationships and the types of individuals he surrounds himself with, which can spark discussions about leadership styles and the representation of women in political spheres. Cuban said during this interview that “… you never see him (former President Trump) around strong, intelligent women... They’re intimidating to him. He doesn’t like to be challenged by them…”

Such remarks often resonate with broader societal conversations about gender equality, the portrayal of women in media, and the expectations placed on public figures. They can also reflect partisan sentiments, with supporters and opponents of Trump likely interpreting the comment through their respective lenses.

At the moment Trump and Harris are running political ads that tell voters they can break from their party. The advertisement from the Republican Jewish Coalition Victory Fund highlights this trend in political advertising where parties encourage voters to break from traditional party lines, particularly in the context of significant issues like national security and the safety of specific communities. By featuring relatable characters, such as older women discussing their concerns about Israel and American Jews, the ad aims to resonate emotionally with viewers and provoke thoughtful dialogue about their voting choices.

This tactic reflects a broader strategy in political campaigns to appeal to independent voters or those disillusioned with their party's candidates [5]. By suggesting that voters have the freedom to choose based on personal beliefs rather

than party affiliation, the ad seeks to create a more inclusive narrative that prioritizes individual values and concerns over strict party loyalty.

Such approaches can significantly impact voter turnout and influence the electoral landscape, especially in a polarized environment. This kind of messaging can also be seen as a response to changing demographics and attitudes among voters, particularly within key communities.

The ad targeting shy Kamala Harris supporters in Trump households shows a creative approach to political messaging that emphasizes the privacy of voting. By highlighting the confidentiality of the voting process, the ad encourages people who may feel fearful about expressing their political preferences in a polarized environment to embrace their true choices. The tagline, “What happens in the booth stays in the booth,” reinforces the idea that one's vote is a personal decision.

This strategy is particularly relevant as it seeks to empower voters who might feel marginalized or pressured by their surrounding political climate. The ad’s playful tone, illustrated by the interaction between the voter and her friend, aims to create a sense of reassurance among those people who may be contemplating a vote that differs from their family's political views.

Historically, candidates and campaign groups have sought to broaden their appeal by reaching across party lines, often getting endorsements from members of the opposing party or highlighting shared values [6]. This year such endorsements have also happened.

This tactic can help candidates tap into a wider voter base, particularly in swing states. Tulsi Gabbard and Robert F. Kennedy Jr. joined the Republican party and Donald Trump's transition team. This is a very interesting turn in the political landscape. Gabbard is a former Democratic congresswoman, and Kennedy is an environmental attorney and activist. Their moves help attract a broader coalition of support Trump. Gabbard and Kennedy are more moderate than Trump within the political spectrum. Their involvement definitely appeals to disenchanted voters from both parties. Having them both on board Trump's campaign promotes a message of unity and inclusivity, aiming to draw in voters who may feel alienated by traditional party politics.

The use of AI in today’s world is increasing. In the UK it is already seen as security threat [7]. AI created videos are used during 2024 elections, which raises concerns about disinformation and its potential impact on democratic processes. There is a widespread concern among Americans regarding the use of AI to create disinformation about political candidates. As AI-generated content becomes more sophisticated, distinguishing between genuine and manipulated information becomes really difficult. The incident involving an AI deepfake robocall impersonating President Biden illustrates the real-world implications of AI misuse. Such tactics can mislead voters and disrupt the electoral process.

Language teaching should be integrated with cultural aspects so that students can see how language reflects cultural realities and how cultural characteristics affect language. By studying history, culture and traditions, students develop critical thinking, learn to analyze and compare different cultural contexts. The knowledge gained in the framework of linguistic and cultural studies can be applied in real life situations, whether it is traveling abroad, working in an international environment or communicating with native speakers.

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ЛИНГВИСТИКА КАК МЕТОД ВЗАИМОДЕЙСТВИЯ РАЗЛИЧНЫХ КУЛЬТУР
LINGUISTICS AS A METHOD OF INTERACTION BETWEEN DIFFERENT CULTURES

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Linguistics as a method of interaction between different cultures plays a key role in intercultural communication and mutual understanding. Language is not only a means of transmitting information, but also reflects the culture, worldview, traditions and values of the people. There are some basic techniques in the process of learning.

Language as a reflection of culture. It should be noted that the formation of language at different ends of our planet was formed in absolutely different ways, and we can observe how our attitude to the speaker depends on our means of communication, on phonetic features [3]. Any language has unique features that reflect the culture of its native speakers. For example. Phonetics: different languages use different sounds to convey meanings. For example, in Russian there is a "s" sound, which is absent in many European languages. Word formation: the ways of forming words can vary greatly. For example, in Japanese, suffixes play an important role in expressing politeness and respect. Semantics: the meanings of words can vary significantly from language to language. The same word can have several meanings in one language and a completely different one in another.

Cultural concepts and their expression through language. Some concepts and ideas exist only in certain cultures and it may be difficult to translate them into other languages. Such concepts include: «Soul» is a key word in the Russian language, which is often found in proverbs and sayings. At first glance, it is easy to translate it into other languages, for example, English (soul) or Georgian

(სული [suli]). However, if you look closely, it becomes clear that each language has its own unique nuances.

In English-speaking culture, the soul is understood as a separate part of human nature, which is opposed to the body and is understood more as the mind. Russian linguaculture understands the soul as the person himself, which is not separated from him and is endowed with spiritual qualities.

In the Georgian language, the word "suli" is also "spirit".

Komorebi (木漏れ日) is a Japanese word that means light penetrating through the leaves of trees. It consists of three parts: "tree", "escape" and "sun". Each hieroglyph is unique and if you remove one, the whole meaning of the word will change.

Background is a word that has long become popular in the field of information technology due to its ambiguity. It describes the practical experience and knowledge that a person acquires during his life, both in the professional and personal spheres. However, even this cannot fully reveal the essence of the term.

Background includes all the knowledge, skills and experience accumulated by a person from early childhood to the present. "Baggage", "origin" or simply "experience" cannot fully convey the full versatility of this concept. Background covers all aspects of life: work, cultural development, education, connections, environment – everything that affects the formation of personality.

Renao (热闹) is a Chinese word that can literally be translated as "lively" or "noisy". However, for the Chinese themselves, renao means not just a fun and lively place, but also an atmosphere that is so attractive that you want to be there as long as possible. These words convey deep cultural meanings that are difficult to convey literally in other languages.

Translation and interpretation. Translating texts from one language to another requires not only knowledge of grammar and vocabulary, but also an understanding of cultural contexts. The translator must take into account cultural differences in order to avoid misunderstandings and preserve the meaning of the original. This is especially important when translating literary works, where every nuance matters.

Ethnolinguistic studies. Ethnolinguistics studies the relationship between language and culture. It helps to understand how language affects the perception of the world and people's behavior. For example. Research shows that native speakers of different languages perceive colors, time and space differently.

Some cultures have more complex systems for labeling kinship relationships than others.

Intercultural communication. It is a cultural interaction represented by communication and communication between representatives of different cultures. It assumes the emergence of direct contacts between people and their communities, the presence of indirect forms of communication (language, speech,

writing, electronic communication, etc.). It allows to improve understanding between representatives of different cultures. Knowing the specifics of the language and cultural context helps to avoid misunderstandings and conflicts. It is important to consider such factors as levels of formality and communication styles. For example, for the Japanese the form of communication and respect for the interlocutor are extremely important. In the speech of communicants, there is an abundance of non-categorical phrases, polite addresses such as: It might be; It's quite possible; We'll discuss it again as soon as possible [1].

Non-verbal signals (gestures, facial expressions). The same Japanese people will find it completely impossible for them to say a categorical "no" to anyone. They are more likely to avoid such answers, whereas for practical Americans it would be preferable to say everything at once and unambiguously [2].

The linguistic methodology of interaction between different cultures provides a powerful tool for improving mutual understanding between peoples. Understanding how different languages reflect the culture of their native speakers contributes to more effective communication and collaboration. Linguistic research helps to identify common features and differences between cultures, contributing to mutual enrichment and respect.

Thus, the study of linguistic aspects of intercultural communication is an important step towards improving mutual understanding and conflict prevention. Understanding cultural differences and linguistic peculiarities will help to create more harmonious relations and strengthen cooperation between peoples.

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РОЛЬ ИНОСТРАННЫХ ЯЗЫКОВ В ПРЕОДОЛЕНИИ КУЛЬТУРНЫХ БАРЬЕРОВ THE ROLE OF FOREIGN LANGUAGES IN OVERCOMING CULTURAL BARRIERS

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Cultural barriers represent a significant impediment to effective communication between individuals from different cultural backgrounds. These barriers arise due to differences in traditions, values, beliefs, behaviors, and language. They can lead to misunderstandings, miscommunication, and conflicts, making effective communication challenging.

Cultural Differences. 1. Nonverbal Communication: In some cultures, gestures and facial expressions carry specific meanings. For example, giving a thumbs-up can mean "good" in one culture, but it can be interpreted as "rude" in another. 2. Approach to Time: Western cultures often perceive time as linear, and being late can be considered disrespectful. Conversely, in some Eastern cultures, time is viewed more flexibly, and delays may not be seen negatively. 3. Communication Style: Some cultures, such as the USA, prefer direct and open communication, while others, for instance some Asian cultures, favor a more indirect and careful approach. 4. Concepts of Personal Space: Personal space norms differ between countries. In some cultures, being close during a conversation is normal, while in others, it can be seen as aggressive.

Understanding and acknowledging cultural differences is crucial for fostering effective communication and collaboration. «When faced with a foreign culture, the interlocutor often experiences different feelings: fear, discomfort, tension and insecurity. This is not only due to language barriers, but also cultural differences in behavior, the discrepancy between non-verbal principles of communication and the peculiarities of national consciousness» [1 с. 53-54].

Awareness of these barriers allows individuals to navigate interactions with greater empathy and respect, ultimately leading to a more harmonious environment. By embracing cultural diversity, we can enhance our personal and professional relationships and work towards a more inclusive society.

Influence of Culture on Perception of Information. 1. Encoding and Decoding Messages: Important to note that much depends on context. What seems neutral or normal in one culture can be appreciated as offensive or inappropriate in another. For example, irony and humor can be understood differently. 2. Biases and Stereotypes: Cultural stereotypes can affect how messages are interpreted, leading to misunderstandings and biased conclusions. 3. Values and Norms: Different cultures have different priorities and values, which affect how information is received and understood. For example, an individualistic culture may focus on personal achievements, while a collectivist culture may emphasize group values and success. 4. Role of Context: In some cultures, context is important for understanding messages. In high-context cultures, such as Japan, much information is conveyed nonverbally or requires knowledge of the context. In low-context cultures, such as the USA, the focus is on clarity and directness in verbal communication.

Language is a key tool for interaction between cultures. It allows people from different backgrounds to share information, express opinions, and form unique connections. Language helps reduce cultural barriers and promotes mutual understanding [2].

Cultural context plays a vital role in how information is perceived and communicated. Understanding that encoding and decoding messages can vary significantly across cultures is crucial to avoiding misunderstandings. Additionally, recognizing biases and stereotypes helps us engage more critically with the information we receive. Different values and norms shape our perceptions, and the significance of context cannot be overstated, particularly in high-context cultures. Overall, language serves as a bridge, enabling diverse cultural expressions and fostering mutual understanding. Embracing these differences enriches communication and promotes a more inclusive society.

Successful Cross-Cultural Communication. 1. Business Agreements: International companies often use interpreters and intercultural communication specialists to avoid misunderstandings. For example, successful cooperation between Japanese and American companies can depend on understanding and respecting language and cultural differences. 2. Global Organizations: Organizations like the UN or World Health Organization use multilingual platforms to communicate with representatives from different countries. This facilitates effective meetings and helps reach agreements on important issues. 3. Cultural Exchanges: Student exchange programs between universities in different countries allow students studying abroad not only to master the language but also actively engage with the local culture, fostering understanding and mutual respect. 4. International Events: Events like the Olympic Games bring together people from different countries. Using a common language, usually English, and universal symbols helps create a friendly atmosphere.

The Importance of Nonverbal Communication in Different Cultures. 1. Gestures and Facial Expressions: Nonverbal communication, such as gestures, facial expressions, and tone of voice, can vary greatly between cultures. For example, in some cultures, direct eye contact shows confidence, while in others, it may be seen as aggression or disrespect. 2. Personal Space: Different cultures have different views on personal space. In Western cultures, people usually tend to maintain distance while communicating, whereas in Middle Eastern or Latin American countries, closeness can be common. Misunderstanding these norms can lead to discomfort in communication. 3. Clothing and Appearance: The way people dress also plays a role in nonverbal communication. In some cultures, certain colors or styles may carry symbolic meanings, indicating status or group membership. 4. Symbols and Signs: Symbols used in various cultures can differ. For instance, in one culture, a specific gesture may mean agreement, while in another, it might be considered offensive.

Language and nonverbal communication are essential tools for overcoming cultural barriers and achieving effective interaction in an international setting. Understanding the characteristics of other cultures and using language as a means of communication helps build strong bridges between diverse communities and fosters mutual understanding.

Successful Examples of Overcoming Barriers to Language Knowledge. Business Contexts: 1. Toyota and General Motors Partnership. In the 1980s, Toyota and General Motors collaborated to establish a joint venture for car production in the U.S. Managers and workers who were proficient in both Japanese and English helped reduce cultural barriers and enabled effective communication. This successful cooperation led to improved product quality and innovations in production processes. 2. McDonald's and Menu Localization. McDonald's adapted its menu based on cultural preferences in different countries. In India, where many people do not eat beef, the company introduced vegetarian dishes and used Hindi for advertising. Understanding the local language and culture helped McDonald's become a popular fast-food chain, removing potential barriers. 3. International Business Negotiations. In business meetings between European and Asian companies, knowing the languages of both sides, such as English and Mandarin, is often a key factor. This creates a trusting atmosphere and helps avoid misunderstandings, especially when making contracts and agreements [3].

Education and Research. 1. Student Exchange Programs: Programs like Erasmus in Europe promote the study of foreign languages and cultures. Students who study abroad not only enhance their language skills but also learn to respect and understand other cultures. This interaction helps overcome biases and creates lasting international connections. 2. International Conferences: Scientific conferences, such as those on ecology or biotechnology, gather researchers from

around the world. Using English as a common language allows representatives from different countries to share knowledge. Participating in discussions in a language everyone understands supports collaboration and progress in research. 3. Language Learning Programs for Researchers: Language training programs for scientists in international research institutions allow researchers from different countries to communicate and collaborate. For example, these courses have helped many scientists from developing countries connect with Western colleagues, leading to successful joint projects in medicine and technology.

Knowledge of languages plays a key role in overcoming cultural barriers in business and education. Real-world examples show how successful interaction and cooperation are achieved through an open-minded approach to language and cultural differences. This highlights the importance of studying foreign languages in today's globalized world. As noted, when learning foreign languages, great attention should be paid to the consideration of issues related to cultural characteristics in order to avoid misunderstandings in intercultural dialogue [4].

Practical Recommendations. Learning Language and Culture: Courses: Enroll in classes that teach both language and culture, including traditions and customs. Media: Read literature and watch films in a foreign language to enhance skills and understanding of cultural contexts. Cultural Events: Attend festivals, workshops, and exhibitions related to the culture you are studying. Customs Research: Learn about local habits and traditions to better navigate conversations.

Practicing with Native Speakers. Language Exchanges: Find partners for language exchange using platforms like Tandem or HelloTalk. Online Courses: Join courses that allow communication with native speakers through video calls. Travel: If possible, visit countries where the language is spoken to fully immerse yourself in language and culture. Interest Groups: Join clubs or groups where the foreign language is spoken, such as book clubs or cooking classes [5].

Understanding nonverbal communication is extremely important in today's world. Gestures, facial expressions, and personal space can significantly influence interactions between people. For example, direct eye contact may be perceived as confidence in some cultures and as disrespect in others, highlighting the need for cultural sensitivity. It is also essential to consider that the meaning of clothing and appearance varies across cultures, affecting how people are perceived. Examples such as the collaboration between Toyota and General Motors or the localization of McDonald's menus demonstrate how linguistic and cultural understanding contribute to successful interactions. Exchange programs like Erasmus are vital for developing language skills and cultural exchange, helping to build international connections. Overall, knowledge of languages and nonverbal cues is key to effective communication in a globalized society.

Moreover, speaking a foreign language can significantly strengthen personal and professional relationships. When individuals make an effort to

communicate in someone else's language demonstrates respect and appreciation for their culture, helping to build trust and rapport. In such settings as business negotiations, academic collaborations, and social interactions, language proficiency leads to stronger partnerships and mutual understanding. «In the age of digitalization, the fourth technological revolution and high speeds, we constantly feel the need to have knowledge related to the correct and adequate interaction with representatives of different cultures. Cross-cultural communication, which appeared as a science in the middle of the twentieth century, was a reaction of society to the necessity of proper and profitable business relationships all over the world» [6, с. 20].

In summary, foreign languages are an invaluable tool for overcoming cultural barriers in an interconnected world. Mastering a foreign language enhances communication, fosters cultural understanding, builds relationships, creates opportunities for collaboration, aids in conflict resolution, supports cognitive development, and promotes global citizenship. Investing in foreign language education is crucial for individuals and societies aiming to thrive in a diverse and globalized environment. By breaking down linguistic barriers, we can pave the way for deeper connections and more effective interactions across cultures.

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ВЗАИМОДЕЙСТВИЕ ЯЗЫКА И ВИЗУАЛЬНЫХ ЭФФЕКТОВ В КОНТЕКСТЕ СОЦИАЛЬНЫХ МЕДИА И ОНЛАЙН
INTERACTION OF LANGUAGE AND VISUAL EFFECTS IN THE CONTEXT OF SOCIAL MEDIA AND ONLINE

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In the last decade, social media has become a major platform for communication, and it plays a key role in moving away from social opinions and cultural norms of the language. Social media has revolutionized the way we communicate, creating a new linguistic landscape where language and visuals interact dynamically. The integration of images, videos, emojis, and memes into textual communication has transformed traditional linguistic practices, fostering a multimodal approach that reflects contemporary cultural and social norms. Ephemeral tweets, visually rich Instagram posts, and TikTok videos are complex sign systems that combine verbal and nonverbal elements to effectively convey meaning.

The language used in social media is actively combined with visual elements and it causes multimodality. Multimodality means using multiple communication methods, including text, visual effects, audio, and gestures, to convey meaning [1]. Multimodality is widespread on social media, as users often

combine text with images, videos, and other visual elements to create richer and more engaging content. This integration allows us to express ideas and emotions more subtly. For example, a post on social media containing an image or video may elicit a stronger emotional response than the text itself. A visual component can provide context, enhance a sense of humor, or illustrate a thought by making the message more effective. Recent research has shown that people process visual information faster than text, so in the rapidly changing world of social media, visual elements are often used to attract attention. Analysis of popular posts on Instagram or Twitter can show how users integrate text and visual elements to create content. For example, the study of memes can be replaced by the idea that language and images work together to convey social sentiments or comic situations. Users create content that combines text messages with visuals to attract attention and enhance processing efficiency. This interaction creates a new level of communication where vocabulary, syntax, and visual elements closely work together [2].

Visual elements such as emojis, gifs, and memes are becoming important accents of language, adding meaning to text.

Emojis are a prime example of how visuals interact with language in social media. These small images represent emotions, objects, and concepts, allowing users to add emotional nuance to their messages [3]. Emojis can clarify the tone of a message, reducing the risk of misinterpretation. Many people can understand something that you have said incorrectly, because they used the wrong intonation. A statement that might seem harsh in text form can be softened by the addition of a smiley face emoji, indicating a friendly intent. Interesting example is the phrase “I love you”. It can be written with different emoji, and depending on the chosen visual element, this message can be interpreted in different ways, which leads to comic or ambiguous situations. The rise of emojis has also led to a new form of digital literacy, where users must understand the meanings and connotations of various emojis to communicate effectively. This literacy is particularly important in cross-cultural communication, as emojis can have different interpretations depending on cultural context. Thus, the interaction between language and visuals in social media is not only about enhancing communication but also about navigating the complexities of meaning in a globalized world. Memes are another significant aspect of the interaction between language and visuals in social media. These humorous images or videos, often accompanied by text, reflect cultural trends, social issues, and shared experiences [4]. Memes rely heavily on visual elements to convey messages quickly and effectively, often using irony or satire to comment on societal norms. The linguistic aspect of memes is equally important, as the text often serves to provide context or punchlines. The combination of visual and textual elements creates a unique form of communication that resonates with audiences, making memes a powerful tool for

social commentary. In this way, memes exemplify how language and visuals can work together to create meaning that is both immediate and culturally relevant. We are seeing significant changes in the use of language on social media: abbreviations, acronyms, and informal communication styles have become the norm. For example, “LOL,” “BRB,” and other similar expressions are actively used, making the language more expressive and easier to perceive. When such abbreviations are seen together with emojis or GIFs, users perceive information much faster and easier. Another interesting aspect is the use of specialized vocabulary associated with specific subcultures, such as gamers or content creators. These specific terms and phrases become part of everyday communication, creating a new social and cultural context. Interplay of Language and Visuals is also very important. The combined influence of language and visuals is evident in a variety of content formats [5]. On Instagram, for example, the importance of the image is undeniable, but it also needs to be paired with text. Photo captions, hashtags, and descriptive phrases create context that helps the viewer better understand the image. Hashtags serve as an important visual element that helps organize information in social media. For example, the hashtag #MeToo has become a symbol of the fight against sexual harassment and violence, linking multiple messages and images submitted by users. This creates a collective consciousness and allows participants in the discussion to feel part of a larger social initiative.

Or on TikTok, users create content that relies heavily on the interaction between language and visuals. Many trends include captions overlayed on videos that highlight certain moments or jokes. These text elements, along with music and movement, create an entire syntax that is specific to the platform. Users can respond to the same trend using different words or visual narratives, which brings variety and creativity. What about semantics and pragmatics? It is necessary to consider how visual elements affect the semantic perception of the text. For example, an image can change the meaning of a phrase or add a new meaning. At the pragmatic level, visual elements can influence how text is perceived depending on the context and environment [6].

However, different cultures may perceive and use visual elements differently, so it is important to consider them when analyzing content. For example, some emojis may be perceived as positive signs in one culture, while inappropriate or offensive in another.

In conclusion, we want to say that linguistics and visual elements in social media are a rich area of research that opens up new avenues for understanding communication in the digital world. The interaction of language and visuals on social media enhances communication and makes it more accessible. While language becomes less formal and more focused on speed and emotional intensity, visuals contribute to the creation of a rich, multi-layered message. Understanding

this interaction is important for analyzing modern communication, as it becomes increasingly integrated and complex in the context of digital technologies [7]. This research opens up new horizons for linguists, sociologists and communication experts, opening up new opportunities for them to study changes in our language and culture in the age of social media.

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ИНОСТРАННЫЕ ЯЗЫКИ: МОСТ К МЕЖКУЛЬТУРНОМУ ВЗАИМОДЕЙСТВИЮ
FOREIGN LANGUAGES: A BRIDGE TO INTERCULTURAL INTERACTION

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In the modern world of globalization and increasing mobility, the importance of foreign language proficiency cannot be overestimated. Languages serve not only as a communication tool, but also as a means of strengthening mutual understanding between different cultures. That is why an in-depth study of the issue of intercultural communication is relevant. This article will examine the role of language learning in improving intercultural communication [3, 5].

Acquiring a foreign language goes beyond merely memorizing vocabulary and grammar; it's a gateway to unraveling the intricacies of a different culture. Take Japanese, for instance. Even a basic grasp of the language opens the door to the art of ikebana, where each branch and blossom holds profound symbolic significance that remains elusive to those unfamiliar with Japanese thought. Delving into more advanced grammatical structures enhances your ability to appreciate the subtlety in Japanese literature, such as the works of Haruki Murakami, allowing you to truly grasp the unique emotions they evoke. Understanding Japanese haiku poetry, too, requires knowledge of the language.

Furthermore, language proficiency empowers you to engage directly with native speakers, enabling you to learn about their lives, traditions, and customs firsthand. You'll gain insight into the nuances of non-verbal cues, like the various depths of bows, which carry significant meaning in Japanese etiquette. Immersing yourself in local customs, such as the significance of tea ceremonies and traditional holidays, deepens your connection to the culture.

In essence, learning a foreign language is not just acquiring a skill; it's a pathway to understanding and embracing another culture, enriching your knowledge and broadening your perspective. V.P. Furmanova aptly stated that language is not merely a tool for communication but a reflection of cultural values

and worldviews [1]. A deeper understanding of a language equates to a richer comprehension of its corresponding culture.

Mastering foreign languages is crucial for bridging linguistic and cultural divides. In our increasingly interconnected world, where diverse nationalities interact, being proficient in a second language has become essential for effective communication. This was underscored in a series of articles released after a recent scientific conference on the topic. The findings emphasized that knowing another language not only facilitates information exchange but also fosters trust and understanding, which are vital for successful intercultural cooperation. For instance, consider an international business project involving teams from Germany and Japan. If the German team can communicate in Japanese and the Japanese team can speak German, their interactions become much more efficient, expediting decision-making and minimizing misunderstandings. The elimination of language barriers allows for not just technical exchanges but also the cultivation of personal relationships, reinforcing a more reliable partnership. This scenario illustrates how language proficiency can dismantle both linguistic and cultural barriers, laying the groundwork for successful collaborative projects.

Advancements in technology have revolutionized language learning and cross-cultural engagement. Online classes, mobile apps, and social media have opened new avenues for connecting with native speakers and participating in cultural experiences, leading to the emergence of virtual communities where individuals can share insights and knowledge. As V.P. Furmanova notes, these innovations foster a sense of belonging and connectivity among users [1].

Educational initiatives like student exchanges and international internships are pivotal in nurturing intercultural communication skills. These programs not only teach a foreign language but also immerse students in another country's culture, enhancing their intercultural competence. The conference materials highlight that these experiences promote tolerance and open-mindedness toward different cultures. For example, a Russian student in an exchange program with a Japanese university not only hones their knowledge of Japanese but also encounters various cultural practices. They learn to navigate the subtleties of Japanese etiquette, such as the significance of bowing and conversational methods, while exploring traditional cuisine and attending local festivals and ceremonies. This deep engagement with Japanese culture fosters a greater understanding and respect for it, cultivating tolerance and the ability to interact effectively with individuals from diverse cultural backgrounds. Consequently, the student returns home not only with improved language skills but also with enriched cultural insights and enhanced intercultural competence.

The future of intercultural communication hinges on the combination of language mastery and cultural education. It's vital not only to learn grammar and vocabulary but also to grasp the contextual elements of language its social,

political, and historical dimensions. Educators should create innovative strategies that enhance critical thinking and intercultural sensitivity among learners [2]. This could involve utilizing authentic resources such as films, music, literature, and news articles in the target language as well as engaging in projects that tackle complex issues from various cultural viewpoints. For instance, studying English might include analyzing works by diverse American authors, highlighting the rich tapestry of cultural and social identities in the U.S., or exploring the differences in politeness between American and British cultures. Encouraging students to discuss cultural variances is crucial, as it allows them to think critically and develop their perspectives. An integrative approach that emphasizes both linguistic and cultural learning is essential for preparing individuals for effective communication in a globalized environment. Ideally, education should center on addressing real-world problems that draw on knowledge and skills from various disciplines, fostering competence in intercultural communication.

For these initiatives to be sustainable, a steadfast commitment to intercultural education is necessary. This involves creating a supportive atmosphere that encourages students to engage in meaningful conversations with people from varied backgrounds. By doing so, we can cultivate a more accepting and inclusive society that values diversity and respects individual differences. Given today's pressing global issues, such as climate change and social unrest, proficiency in foreign languages has become vital for collaboration and problem-solving. Intercultural communication enhances global awareness and responsibility, particularly among the youth. For instance, effectively addressing climate change demands international cooperation and information sharing among scientists, policymakers, and public figures worldwide. In this light, foreign language skills are essential for the fruitful exchange of scientific insights, the formulation of joint strategies, and coordinated efforts. Without effective intercultural communication, achieving a global consensus and implementing impactful solutions will be exceedingly challenging. Additionally, being attuned to various cultural perspectives and methods of problem-solving aids in crafting solutions that are both universal and sensitive to region-specific and social group nuances. Intercultural communication education should be prioritized in preparing future leaders and professionals who can navigate global challenges and devise effective solutions to complex issues. By fostering an understanding and respect for cultural diversity, we can work towards global solidarity and a more sustainable future.

Foreign languages serve as a bridge for intercultural communication, granting access to new insights, experiences, and appreciation of diverse cultures. In our rapidly globalizing and technologically advanced world, mastery of foreign languages is crucial for effective communication and collaboration. As shown in practice, developing intercultural communication skills necessitates a

comprehensive approach that integrates both linguistic and cultural understanding.

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ТАНЕЦ КАК ЯЗЫК СИМВОЛОВ
DANCE AS A LANGUAGE OF SYMBOLS

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Dance is an integral part of every culture. Thanks to special movements and music, people could understand each other even in ancient times. In the modern world, the issues of interaction and mutual understanding between cultures are becoming increasingly relevant [2]. Tense interethnic relations in many regions of the world indicate the insufficiency of theoretical understanding of the phenomena of intercultural communication. In this context, dance can be considered as an effective means of non-verbal exchange of information and presentation of cultural values. It is dance that allows us to convey emotions, feelings and traditions through body language and symbols.

This study, using two specific nationalities as an example, will demonstrate the possibilities of using dance as a tool for intercultural dialogue and mutual enrichment.

It is the comparison of Russian and Balkan folk dances that will help to better understand the mechanisms of intercultural interaction. Turning to the distinctive features of these dance forms, we will be able to identify culturally specific features, as well as trace the relationships between them.

Russian folk dance should be considered not so much as a social phenomenon in the life of a Russian person, but as an art formed in society, capable of appearing on stage. Over time, along with social and political changes in the country, the functions of Russian folk dance have also transformed [3].

Russian folk dance is an original dance art, which is embodied, among other things, in stage dance formats.

The distinctive features of Russian folk dance are: 1. Perky dances with jumps and active movements, always accompanied by humor and laughter. 2. Use of bright national costumes. 3. Richness of choreographic elements. 4. Sweeping leg movements and squats. 5. Straight body.

The main types of Russian folk dance include a round dance, a dance, and a square dance. A round dance is a dance, song and game all at once, performed in a circle, with vocal accompaniment. Dancing is the most common improvisational gen-re. It can be presented in the form of single, paired, mass and group dance forms. Quadrille is a pair dance based on the classical French quadrille.

Russian folk dance is a vivid reflection of the originality of culture, the spirit of the people and the worldview of the people. The dance movements and patterns themselves embody the characteristic features of the Russian national character - fer-vor, sweep and desire for improvisation. Energetic dances with jumps, squats and fractions convey a sense of vitality, joy and freedom of the people.

Traditional Russian costumes play an equally important role. Bright, colorful, richly decorated outfits are an integral part of the culture, emphasizing the national flavor. Each element of the folk costume has a symbolic meaning associated with traditional beliefs, rituals and holidays. For example, in Russia it was customary to wear a belt. People believed that this magic circle protected them from evil spirits.

Balkan folk dance is also very popular. It is the result of the historical interaction of various ethnic, religious and linguistic traditions. It intertwines Western European, Slavic, Gypsy and Eastern dance elements. This creates a unique artistic image. The Balkan dance culture is distinguished by its diversity and richness.

There are some examples of Balkan folk dances: 1. Hora is a general name for dances that are common in the Balkans and Istanbul. It is characterized by a fast tempo and rhythm. It is danced by lining up and inter-twining hands. Special movements are squats and throwing legs forward. 2. Kolo is a mass dance, close

to a folk round dance. It is widespread among the peoples of the Balkan Peninsula and northern regions. The movements are performed in a closed circle or an open ring.

Dance compositions are often accompanied by traditional folk singing and instrumental folklore. Original melodic structures and characteristic intonations make Balkan dance music easily recognizable. Most Balkan dances are performed in a straight or curved line, with the body slightly tilted forward and holding hands.

National costumes are distinguished by the richness of decor, bright colors and a variety of cuts. Clothes also carry a symbolic meaning. It lies in the fact that a special place in Balkan dances is occupied by the image of the feminine principle (Moth-er Goddess, warrior). The dancing woman acts as a worshiper of natural symbols, reflecting the beliefs of the Balkan peoples.

Balkan dances reflect the ethnic characteristics of the peoples of this region. They embody family traditions, folklore performances, rituals and customs. The ex-pressive means of dance are drawing, vocabulary, musical accompaniment and costume. They help to better understand the culture of this people.

Now let's compare Russian and Balkan folk dances. There are many common characteristics of Russian and Balkan dances, but they also have several distinctive features. Among the similarities, we can note: A variety of performance forms (from purely folk to stage); Formed over time and dependent on history; Mass performance; Symbolic meaning of costumes; There are regional variations. At the same time, there are differences in Russian and Balkan dances: Russian dances are dominated by sweeping leg movements, rolls and squats. Balkan dances are distinguished by intricate footwork and subtle rhythms; The basic pattern of Russian dances is a circle, while many Balkan dances use straight or curved lines; In Russian dances, the body is held vertically, with a straight back. Balkan dances involve an inclined position of the body; Russian dance is connected with the traditions and culture of the Russian people. Balkan dances reflect the ethnic features typical of the Balkan region.

Speaking about intercultural dialogue through dance, then based on the similarities and differences between Russian and Balkan folk dance, we can draw an analogy between the two cultures. Each element of the dance demonstrates the features of the national consciousness. This leads us to the idea that all folk dances can help two or more cultures interact. And not only verbally (trips to joint competitions, etc.), but al-so through the analysis of movements, music and costume in the dance.

Having analyzed the features of the dances of the two nations, we can conclude that dance is a universal language of non-verbal communication. It allows for inter-cultural dialogue. Dance promotes mutual cultural enrichment, encourages people to learn and respect the traditions of other cultures.

Intercultural communication through dance has the following features:

1. Reflection of cultural identity. Dance traditions of different nations bear the imprint of national identity, worldview and values. Special movements demonstrate cultural affiliation.

2. Transfer of cultural values. Traditional dances are an integral part of every nation. They help to reflect the uniqueness of the culture.

3. Intercultural understanding. Getting to know the dance traditions of other cultures helps to better understand their values.

4. Expression of emotions. Dance allows you to convey a wide range of feelings - joy, sadness, anger, etc. Body movements and expressiveness of dancers serve as a "language" with the help of which you can non-verbally express your inner state.

5. Interactivity. Joint participation of different cultures in dance helps to establish contact, synchronize movements and helps to develop understanding and trust between people.

6. Digital broadcasting. The development of digital technologies contributes to the spread of dance productions, providing indirect intercultural communication. Thus, movement be-comes a universal means of communication, expanding the possibilities for interpersonal and intercultural interaction. Dance in this case acts as a form of non-verbal communication and has a number of features that make it an effective means of inter-cultural communication [1].

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ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В РАЗНЫХ СФЕРАХ ЖИЗНИ В ГЕРМАНИИ КАК ОТРАЖЕНИЕ СОЦИО- И ЛИНГВОКУЛЬТУРНОЙ СИТУАЦИИ

VERWENDUNG DER KÜNSTLICHEN INTELLIGENZ IN VERSCHIEDENEN BEREICHEN DES LEBENS IN DEUTSCHLAND ALS WIDERSPIEGELUNG DER SOZIO- UND SPRACHKULTURELLEN SITUATION

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Die innovative Technik hat die Welt rasch revolutioniert. Künstliche Intelligenz erobert rasant auch die Wirtschaft in Deutschland, das im Bereich der Künstlichen Intelligenz auf der Weltbühne konkurriert. Die Programmierer und die Vertreter von vielen anderen Berufen sind weltweit in diesem Bereich tätig. Schon deshalb ist Erwerb von sozio- und sprachkulturellen Wissen von großer Bedeutung. Es sei betont, dass der Einsatz der innovativen Technologien nicht nur zur Steuerung und Leitung der Industrieprozesse beiträgt, sondern auch zur Veränderung des Alltagslebens. In der Alltagswirklichkeit unserer Zeit entstehen immer neue Begriffe und Realien, die verschiedene Besonderheiten des Lebens widerspiegeln und verdeutlichen. Das Wissen um die Realienwörter bedeutet eine Annäherung an eine fremde Kultur und hilft verschiedene Erscheinungen und Tatsachen des aktuellen Zeitgeschehens verstehen [1, C. 48]. Die sprachlandeskundlichen Kenntnisse beugen der Interferenz der landeskundlichen Begriffe mit denen in der Muttersprache vor und tragen zur gegenseitigen Verständigung.

Überall in der Welt entwickelt man neue Variationen und Formen der Helfer der Menschen, die verschiedene Möglichkeiten der technologischen Innovationen bieten und den Bedürfnissen der Menschen anpassen. In der deutschen pharmazeutischen Industrie hilft die Künstliche Intelligenz neuartige Wirkstoffe zu entwickeln, in der Landwirtschaft Wasser und Pestizide richtig zu dosieren. Auch die Lebensmittelindustrie mit ihren Fertigprodukten möchte sich heute von der künstlichen Intelligenz helfen lassen. Man entwickelte zum Beispiel in Deutschland Programme, die aus Tausend aromatischen Molekülen

gewünschte Geschmackpositionen zusammenstellen. Die Forscher arbeiten auch daran, mit KI-Modellen ganz neue Aromamoleküle zu erschaffen.

Die KI-Programme können Instrumente spielen, singen und ganze Bands nachahmen. Sie prägen neue Klangwelten und Stile. Man meint, dass sie eine ähnliche Bedeutung in der Musikproduktion wie einst Synthesizer haben.

Die Technologie macht die Künstliche Intelligenz in Deutschland zu einer Massenverwendung, die potential von jeder und jedem genutzt werden kann. Das betrifft einen Ingenieur, der technische Fragen oder Probleme hat, einen Studenten, der ein Referat recherchiert, einen Reisebüromitarbeiter, der eine neue Tour zusammenstellt. Die KI-Modelle bestehen schwierige Prüfungen in Physik, Jura und Medizin. Sie erkennen Muster und wenden die gewonnenen Erkenntnisse auf neue Fragen an. Die technologischen Möglichkeiten können den Lebensstandard der Menschen erhöhen. Die Erschließung der innovativen Technologien erfolgt auf verschiedene Weise.

Die Bereiche der Künstlichen Intelligenz erweitern sich in Deutschland ständig. Die Arbeiten der deutschen Forscher zeigen, dass es jetzt die Chance gibt, die KI so zu entwickeln, dass die KI den Menschen in vielen Anwendungsfeldern helfen wird.

Immer klügere Roboter, die ferngesteuerte Apparaturen sind und die die bestimmte manuelle Funktion eines Menschen ausführen können, stehen an den Fließbändern in den deutschen Fabriken und Unternehmen und erledigen gefährliche, langweilige, schmutzige Arbeit. Die Industrieroboter, computergesteuerte, frei programmierte Automaten, die mit verschiedenen Greifern, Werkzeugen u.a. ausgestattet werden und die an Fertigungsstraßen auch komplizierte Arbeitsvorgänge ohne menschlichen Eingriff durchführen, sind heute aus dem Leben der Menschen nicht mehr wegzudenken. Es sei betont, dass die Industrieroboter die größte und älteste Gruppe unter den Robotern sind. Sie montieren und schweißen, schneiden und kleben, sortieren und stapeln. Die Anzahl der Industrieroboter in der Welt beträgt etwa 1,6 Millionen, wobei die Automobilbranche, die in Deutschland sehr entwickelt ist, vor der Elektrobranche und Metallverarbeitung liegt [2, S. 97].

Kleiner und leichter als die klassischen Industrieroboter sind Cobots. Sie arbeiten in verschiedenen Bereichen in Deutschland neben und mit Menschen, statt sie zu ersetzen. Dazu geben ihnen die Programmierer gerne solche Fähigkeiten wie Winken, Händeschütteln u.a.

Humanoide Roboter sind meist die Roboter mit menschlicher Gestalt, die in Plastik gewandet oder auf Rädern daherkommen können. Humanoide Roboter können mit Menschen kommunizieren, ihm Gesellschaft leisten, ihn bedienen. Manche Roboter haben ein ausdrucksvolles Gesicht auf einem Display. Es gibt solche Roboter, die Geschichten erzählen, an Termine erinnern oder mit Rezepten aushelfen. Sie begrüßen die Gäste im Hotel oder geben Auskünfte in

Einkaufszentren, sie dolmetsche und führen die Besucher durchs Museen, sie unterstützen Kinder beim Lernen [2, S. 101].

Großes Interesse erwecken die Roboter, die Menschen in deutschen Altersheimen unterhalten. Als Beispiel dafür ist ein Roboter, der im Rahmen eines Projekts in einem Altersheim in Deutschland eingezogen ist und der sich mit Dementen unterhält [3, S. 36].

Er freut sich sehr, wenn man über seine Witze lacht. Emma, so heißt der Roboter, ist 72 Zentimeter groß. Ihr Aussehen ist einer Comicfigur ähnlich. Der Roboter hat drei Kameras in Stirn, Brust und Bauch, Mikrofone, Hochleistungsprozessor, neun Motoren. Diese Maschine ist fähig, dank ChatGPT ihren Kommunikanten zu verstehen und mit ihm zu sprechen.

Die Forscher meinen, dass neue Technologien zur Erweiterung der Handlungsfähigkeiten der Menschen bei bestimmten Bedingungen beitragen können [4, S. 33]. Es gibt in Deutschland verschiedene Projekte, Forschungsthemen, Konzepte und Diskussionen, die Erfahrungen in diesem Bereich sammeln und erweitern. Dank Künstlicher Intelligenz und Robotik entstehen jetzt Perspektiven, eine neue Stufe in der Produktion zu erreichen. Der Arbeitsmarkt ändert sich rasant. Jede neue Technologie verringert Arbeitsplätze, aber zugleich schafft sie andere. Heute braucht man zum Beispiel Ingenieure, die wissen, wie man Sprachmodelle richtig befragt. All das schien vor einigen Jahren unvorstellbar. Die Einsatzpotentiale der innovativen Technologien sind sehr groß, aber nur die Menschen haben Kreativität, Neues, Fortschrittliches zu schaffen, nie kann die Technik die Menschen ersetzen.

Es sei betont, dass die Sprache im engen Zusammenhang mit der Weltsicht einer kulturellen Gruppe steht. Die Beherrschung der Fremdsprachen, soziales und kulturelles Wissen, Verstehen der neuen lexikalischen Einheiten, neuer Begriffe und Realien, die verschiedene Seiten des Lebens widerspiegeln, sind wichtige Grundlage für die Entwicklung der kommunikativen und interkulturellen Kompetenzen, die in jedem Beruf eine wichtige Rolle spielen.

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ИСПОЛЬЗОВАНИЕ ЦИФРОВЫХ ПЛАТФОРМ ДЛЯ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ: ТРАДИЦИИ И НОВЫЕ ПОДХОДЫ
THE USE OF DIGITAL PLATFORMS IN FOREIGN LANGUAGE EDUCATION: TRADITIONAL METHODS AND EMERGING APPROACHES

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In recent decades, the rapid development of digital technologies has led to transformational changes in many areas, including education. With the advent of the 21st century, the role of Internet technologies in education has significantly increased and a study by Growth Technologies shows that the volume of the commercial online foreign language learning market in Moscow and the Moscow region has increased more than 9 times. Firstly, the growing interest in learning foreign languages stimulated the development and implementation of digital platforms, which, in turn, increased their accessibility and productivity [1]. Secondly, language acquisition, which traditionally required constant practice and immersion in the language environment, has become more accessible and flexible through the use of digital platforms. Also, such technologies provide users with a variety of necessary tools, various resources to improve their language skills and even to learn about the culture of another country.

It should not be forgotten that the current context of language education includes a synthesis of traditional methods and new technological approaches that reflect the changing demands of the educational landscape. This evolution of digital tools for language education has been marked by a marked shift from structured teacher-led environments to more learner-centered platforms. For example, according to the Levada Centre's 2023 data, only about 15% of the population in Russia is fluent in English, and only 3% in German. And

importantly, the proliferation of digital platforms improves and expands access to language learning, also increasing the percentage of literate users [6].

In most cases, the first digital methods were based on static textual resources and audio and video recordings that repeated language exercises in the classroom. In the 1990s, compact discs (CDs) of language learning resources facilitated access to dialogues, vocabulary exercises, and pronunciation practice for language learners, exposing them to language content outside the traditional classroom. Finally, with the advent of ubiquitous Internet access, online courses began to emerge as a means of promoting distance learning. It is noteworthy that even in the digital age, structured courses resembling a traditional form of learning remain a feature of numerous digital platforms. In particular, the web applications Rosetta Stone, YaClass, Babbel and the Russian e-School offer structured language courses based on syllabi [2]. Typically, in these syllabi, vocabulary, grammar and listening comprehension exercises proceed in a linear fashion, which demonstrates the traditional approach with a fixed sequence of language learning. Users are required to study the material in a specific plan, complete tasks, and then take a test to consolidate their knowledge.

For example, the Babbel application provides users with the opportunity to improve their English language skills through a series of exercises and dialogues, with the algorithms of the modern application tracking and evaluating the user's progress. However, the service has two significant disadvantages: the lack of an interface in Russian and a relatively high price [1]. The next application Rosetta Stone offers a lot of materials on different sections of English and a comprehensive progress tracking system with a motivational function that encourages the user to continue learning the language. A potential disadvantage of this app is the lack of explanations of grammatical rules, which can lead to confusion and misunderstanding of the material. In addition, the limited variety of phrases in the app may affect users' reliance on memorization rather than understanding the nuances of the English language. The prominence of structured courses is due to their predictability and the clarity of the developmental path they offer. These factors resonate with many learners who find consistency and routine useful and convenient in language learning. Despite their popularity, such platforms still remain out of reach for many users due to high price levels.

In recent years, digital technologies have been in the process of moving beyond the traditional structured formats that were once their main form. These have been replaced by a variety of innovative approaches that priorities personalization, interactivity and learner engagement. Such new methods utilize adaptive learning algorithms, artificial intelligence (AI), and gamification.

One notable development in digital language education is the emergence of adaptive learning, a technology-based pedagogical method that adapts the content presented to the rate of progress and the identified requirements of the individual

learner. The use of adaptive algorithms is a common feature of several digital language learning platforms including TalkPal, Babbel, Lingvist, Univerbal, Glosa, Jumpspeak and Mondly. These algorithms are designed to track a learner's progress, identify mistakes made and adjust the suggested exercises accordingly. It is this approach to learning that gives users the ability to follow a personalized learning trajectory, thus focusing on areas that require further practice and consolidation of existing skills. In addition, AI-based tools have a speech recognition feature that is adept at assessing pronunciation accuracy and giving corrective feedback in real time [3]. This technology provides students with the opportunity to independently improve their speaking skills in an interactive mode that does not require the direct involvement of a teacher.

Another technique that has been widely adopted by digital platforms is gamification, which has been shown to increase motivation and support learner engagement. Research shows that gamified techniques increase learner engagement by 20-30% and support regular use of platforms, especially among adolescents and young adults who prefer the game format [5]. The integration of game elements such as points, levels and badges into language learning platforms, such as Duolingo, serves to encourage regular engagement and create a sense of accomplishment among learners. This is because it is the introduction of competitive elements and tangible incentives that increases the motivational aspect of language acquisition and thus reduces the potential fatigue that can arise from prolonged repetitive linguistic exercises. Although gamification is not a comprehensive approach in itself, it can be a fairly effective complement to more traditional pedagogical methods, especially for beginners or self-learners.

It should not be forgotten that one of the main goals of language learning is to develop communicative competence. Italki, Verbling and Tandem are communication-oriented platforms that give learners the opportunity to interact with native speakers in real time. According to the EF English Proficiency Index report, countries with a high degree of engagement in conversational practice through platforms occupy higher positions in the English proficiency ranking (e.g., the Netherlands and Sweden rank in the top five), while Russia is ranked 41st (out of 113), which emphasizes the need to introduce such platforms [7]. Communication platforms help language learners to communicate fluently by offering various features such as video and audio chat, where face-to-face communication is simulated. In addition, apart from simply acquiring language skills, such interactions influence a deeper understanding of different cultural nuances and communication styles in other countries. Such understanding is difficult to achieve through traditional educational methods because there is little or no communicative practice of the language.

It should also be noted that according to the Levada Centre survey, the level of computer literacy in Russia is also closely related to success in foreign language

learning [5]. The introduction of digital platforms in language education has noticeably influenced the methods used and the integrated language teaching methodology. The provision of a variety of tools tailored to different learning styles develops an integrated approach to language acquisition, and the emergence of multimedia resources including video lessons and interactive quizzes diversifies learning and makes it more accessible to people who do not have access to traditional language education. In addition, digital platforms provide a degree of flexibility that is difficult to achieve in traditional settings. Learners can independently adapt their learning schedule to meet their individual requirements, and teachers can use these platforms to personalize the learning process.

In conclusion, the study of traditional and contemporary digital language acquisition methodologies points to the potential of digital platforms to facilitate access to language education and enrich learners' linguistic and cultural experiences. The integration of digital resources in foreign language learning shows a positive evolution in pedagogical practice. As technology advances, digital platforms will undoubtedly undergo further development and incorporate more sophisticated features.

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КАКОЙ ИНОСТРАННЫЙ ЯЗЫК НЕОБХОДИМО ЗНАТЬ ПРОФЕССИОНАЛЬНОМУ ЖУРНАЛИСТУ
WHAT FOREIGN LANGUAGE SHOULD A PROFESSIONAL JOURNALIST KNOW

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The profession of a journalist is becoming more and more popular. In the 21st century, it is of particular interest among young people. The number of employees in the field is growing, and with them, competition is increasing. So, what do you need to do to become a good specialist in your field? Of course, you need to have communication skills, stress tolerance, and professional knowledge [1]. However, very often we are faced with the question of whether we need knowledge of foreign languages, if so, which one to choose: Spanish, Portuguese, German or, according to the classics, English?

Answering this question, it is worth referring to the experience of existing specialists. For example, Sofia Krapotkina, the editor-in-chief of the 7x7 edition, spoke about the existence of various journalistic programs.

1. A two-week international educational program for young journalists from the Barents region. These are events in Norway, Sweden, Finland, and Russia on the topic of education, ecology, and territorial development.

2. A trip of journalists from Russian coal regions to Germany dedicated to the development of renewable energy.

3. Training in Latvia for journalists who investigate corruption and organized crime in Eastern Europe and Transcaucasia.

4. A trip to an event of a large international foundation in Germany. The goal is to discuss the issue of fake news in different countries. The program includes discussions, meetings with German colleagues, and exchange of experience.

The cost of the trip is usually borne by the organizers, and, as Sofia Krapotkina says: “In my native Ryazan, the average salary of familiar correspondents is 30-35 thousand rubles. Therefore, for many, this is the only opportunity to improve their skills abroad, get to know foreign colleagues and see how European editorial offices work.” It sounds quite promising, however, at this stage there is a problem, namely, the language barrier. According to the author, in

nine out of ten cases communication is based on knowledge of the English language. There are exceptions, but such misunderstandings are much less common. From which it can be concluded that it is knowledge of the English language that will allow a specialist to establish contacts with a large number of colleagues. This is what will facilitate the exchange of experience, for which most of the programs were created.

So, why should a qualified specialist know this international language? And the first argument in favor of studying it lies in the very word "international", because today English is the most widely spoken language in the world. For more than 400 million people, it is their native language, for 300 million it remains a second language, and another 500 million speak English to some extent. The presence of this fact is one of the main ones, since this profession involves working with people, and the more people can understand the speaker, the more material they will be able to collect. For a professional, a greater number of interesting information guides will be opened, which means that his work will become brighter, more interesting and closer to the reader. After all, when a writer has the opportunity to choose a topic for an article, then his desire to create a unique information product increases.

An uninterested author will never create material that attracts the attention of millions of readers. If he is not passionate about his own work, then outsiders will not respect and enthusiastically distribute his podcast, article or TV program.

In addition to the prevalence of the language among the world's population, it is worth highlighting its recognition in the professional field. Of course, you can also develop as a person and a specialist by communicating with your friends and Russian-speaking colleagues, but think for yourself, then why, after thousands of years of their existence, do people continue to share knowledge with foreign colleagues? Does this mean that the experience that the inhabitants of another corner of the Earth have received can be useful for us? Using logic alone, it can be concluded that these statements are true [2]. The more people can unite in one group (an association of journalists who speak English), the more information each of them will be able to receive and exchange with colleagues. This can accelerate the development of the sphere, as millions of people will be able not to make the same mistakes, will learn from the wrong behavior of others and move forward. This fact is very important for journalists, as they sell, first of all, information. The more relevant and accessible it is, the more expensive and interesting it is for the audience. That is why some authors specifically create manuals for learning English for journalists. So, S. G. Nyashina has released the textbook BSU Series “English for Specific Purposes” English for journalists; journalism as a profession, which focuses on studying topics that a future professional may need.

Let's assume that a specialist has an interesting topic for an article. It is unique and relevant. Of course, according to the rules, you need to make sure that it is true, and for this you need to find at least 3 sources confirming its content. And often there are no specialists of the required level of knowledge among Russian-speaking colleagues. In our country, it is still new and unexplored. There is a unique opportunity to contribute to the development of your country, to open a platform and new opportunities for it.

In order to implement the project at the lowest cost, you need to contact your foreign colleagues. They will help to make the material better and more relevant, tell you about the nuances, share their experience, which will help improve the system, open up a new side of the world for it, as well as increase their own professional skills, establish themselves well in society [3].

Website sovet-kak.ru in one of its articles on journalism notes: “Knowledge of other languages helps to understand the culture and mentality of other peoples, which is also an important factor in journalism.” In order to fully reveal the topic and better convey its content to the audience, a professional should not just have dry objective facts, he must understand the nature of their occurrence. It is necessary not only to look at the result, but also to understand what circumstances contributed to the development of a particular topic. Having passed through the problem of what was written, a journalist can write a much better material, touch a larger number of readers' hearts, thus forming his permanent audience.

It is worth referring to the opinion of current journalists, which they reflected in their publications. So, on the website englex.ru Ekaterina Kozhukhar published an article: “How I learned English and became an international journalist.” In it, a journalist from Moldova, talking about his career path, raises the very question of the role of the English language in the press. a promising employee, ready for change, open to knowledge.

In the chapter “English for life in Europe", the writer very fully and easily answers a difficult question for many: why do you need to learn English, and not German, Chinese or Latin? Ekaterina Kozhukhar writes: “If I came to Belgium knowing only Russian, and I had to choose which language to learn first – English or French – I would choose English. You can use this language to explain yourself in any European city. If I had learned only French, I would have spoken it only with Belgians and French, and I would not have been able to find a common language with the British, Dutch, Germans, Italians. In Europe, knowledge of three or even four languages is the norm, but English is the most common among them. Despite the fact that Brussels is a French–speaking city, everyone here knows English. Of course, most French-speaking Belgians prefer to speak French, but they easily switch to English if necessary”. Also later, she recalls: “One day, a scientist from Basel turned out to be my traveling companion on the train. His native language is German, my Russian, and we communicated in English.

Fortunately, I was able to keep up the conversation not only on general topics, but also to discuss news from the world of science". Do not forget that the work of a journalist is aimed primarily at people. The correspondent collects, processes and publishes news for his audience. Her range of interests can be very wide, and the language is incomprehensible to many. Here, the task of a journalist is not only to provide the most complete and reliable news, but also to present it correctly: take into account traditions, culture and, of course, the language of his reader or listener [4]. A journalist is a universal profession that is able to adapt to the interests and language of any person, and it does not matter whether it is a Russian reader or a scientist from Basel. Such mobility in communication can be provided by a world language with a long history – English. This language will be able to unite people from different parts of the world, find a pleasant companion and a qualified colleague.

Knowledge of foreign languages is necessary for the development of a journalist's intellectual abilities and vocabulary. Despite the diversity, do not forget that it is English that is international, this gives a guarantee of getting into the language preferences of a larger percentage of the world's population. The main tool of a journalist is the word. Only those who have mastered it are able to call themselves a professional.

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МЕЖКУЛЬТУРНОЕ ВЗАИМОДЕЙСТВИЕ В ПОДРОСТКОВОЙ СРЕДЕ
CROSSCULTURAL INTERACTION AMONG TEENAGES

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This article is devoted to the specificities of building relationships between members of different cultures at the teenage surroundings within the social group "senior class of secondary school". Firstly, the theoretical basis of intercultural relations was studied, and then it is considered on the example of a specific team of my class.

Intercultural interaction is a special kind of direct relations and connections that develop between representatives of different cultures, as well as those influences and mutual changes that occur within the framework of these relations. For thousands years representatives of different traditions developed separately, practically without contact with each other. Later, the evolution of mankind passed through a period of imperial conquests, the great migration of the people, the Crusades, and great geographical discoveries. The last century has made a huge progress in strengthening of contacts between representatives of different cultures, starting from the development of transport links and ending with the Internet. All geographical barriers for communication between different people disappeared. However, for some reason, these factors did not lead to a decrease in conflicts and misunderstanding between representatives of different cultures.

Potential difficulties in the relationship between representatives of different traditions are historically based. The specifics of education, freedom or prohibition, openness to the outside world, relationships between the sexes– everyone dictates their own rules. Thats why, when representatives of several cultures find themselves united within a group, their historical difference leads to misunderstandings and conflicts. Especially when it comes to the youth, teenage surroundings, when cultural differences are overlaid with adolescent behavioral changes. So, I’d like to discuss the tools and factors influencing the understanding and personal communication between representatives of different cultures in the high school.

The importance of forming the foundations of intercultural interaction, starting from a young age, is one of the axioms of the pedagogical process. The success of the educational process, the psychological climate in the team depends on the absence of barriers in communications. It's especially important if classmates have the various historical foundations. The factors of foreign policy of last years have especially raise the importance of this task: immigrants from Ukraine and other republics of the former USSR, the return of our fellow citizens from the European Union, the migration of representatives of different nationalities within our multicultural country. Thanks to the combination of these events, in high school I studied in parallel, where 50% of the children were representatives of "non-Slavic cultures": Armenians, Dagestanis, Tatars, Europeans (German and Albanian).

The following types of barriers to intercultural interaction are distinguished in the scientific literature [5, p. 54]: linguistic, non-verbal difficulties in interaction, stereotypes, individual characteristics of speakers of different cultures. It's important to find a decision to each of them to achieve effective communication

Next, I will show my own opinion about the key tools that contributed to the understanding of other cultures and their bearers at the micro level – it's the level of individual interaction.

Well-structured educational process, basing on teachers' work, in my opinion, is the main factor in creating of such an educational environment that helps to become comfortable.

Here we are talking first about humanitarian subjects, in the framework of studying which, as a creative task, students were invited to share their own experiences and observations. As an example, I can give lessons in social studies and history. For example, within the framework of the topic revealing the formation of religions, my speech was devoted to a trip to Jerusalem, the center of the Christian world. My classmates listened with interest and asked questions, and the teacher helped to compare and substantiate my personal perception and students' questions with historical events and their role in the development of cultures.

When we considered the legislative norms of the Russian Federation, classmates with Armenian traditions shared how similar issues are regulated in Armenia. This information, among other things, gave an understanding of the specifics of their worldview and attitude to some events taking place in our lives.

Growing up of many of my classmates took place in the framework of their culture, but in the context of living in central Russia. So they partially already began to adapt to a more secular life, while when they left for their homeland and took part in traditional rituals (wedding, birth, family dinners), then they were surprised to note that they were already representatives of the traditional

Armenian, Dagestani culture, but have been assimilated. That's why we can observe that when you are living for a long time in a different cultural environment, the environment sometimes has a greater influence than traditions.

I especially remember the lesson where we looked at the education systems of different countries. Nikolai L***Wald, a German by nationality, who lived and studied in Germany until the age of 13, made a presentation. His speech helped in many ways to understand the peculiarities of his behavior in our school, for example, such facts as free attendance at lessons (studying in Germany, he could choose which subjects he would attend and which he would not), almost complete absence of participation in social events of the class, since this is not accepted in the European education system.

Development of students' communication skills in extracurricular activities.

As an example, I tell about the preparation of the class for participation in city competitions, solving the issue of trips during the holidays or the form of congratulating graduates and holding graduation parties. Each of the activities was organized in the form of an independent decision by the students after a joint discussion, as well as responsibility for the final result. During the discussion, each of us expressed his ideas and suggestions, sometimes completely opposite, each had his own understanding of the "right", based, among other things, on a different understanding of the "rules" operating in the traditions of different cultures. But as a final, we always found the common solution of problem.

One more tool of connection is the parents of the students. Although I could only observe what was happening in 10th and 11th grade, it was already possible to note how differently parents – representatives of "eastern" cultures behave. They want to unite us, bring something homely, cozy, unifying to the class. Armenian and Dagestani mothers have never entered into disputes and discussions, while they were ready to respond to any request for help to the class or school.

Summing up the research, I can note that according to my thoughts, when representatives of different cultures find themselves in the same community, we can observe the opposite directions vectors. On the one hand, their habits, traditions, and customs can conflicted, because there are many differences in them. On the other hand, properly organized internally or with somebody's influence, helps to find a common language faster and assimilate into some third community: mixed, but comfortable for communication and understanding each other.

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ОСОБЕННОСТИ ЗООНИМОВ В КНИГЕ «ФАНТАСТИЧЕСКИЕ ТВАРИ И МЕСТА ИХ ОБИТАНИЯ» ДЖ.К. РОУЛИНГ
PECULIARITIES OF ZOONYMS IN THE BOOK «FANTASTIC BEASTS AND WHERE TO FIND THEM» BY J.K. ROWLING

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The lexicon used to describe the names of certain representatives of the animal word is remarkably multifaceted in terms of its content and form. That is why it can rightfully be considered one of the most engaging layers of vocabulary and, therefore, this is the reason why it can be of particular interest in the field of linguistic research.

In the field of linguistics, the names of animals are generally referred to as zoonyms. Nevertheless, the notion ‘zoonym’ is quite vague and needs disambiguating for the purposes of the research.

D.I. Yermolovich, for instance, defines zoonyms as “proper names or nicknames of animals” [2, c. 113].

A.V. Superanskaya, in turn, offers a more elaborate approach to the consideration of zoonyms. The researcher outlines that such proper names as zoonyms may be divided into individual and generic ones. The individual ones are given to people and pets. The generic names, or, as the author calls them “macrozoonyms”, can include proper names, which are used to refer to the entire genus or species of certain animals. According to this statement, the term “macrozoonym” can be understood as a generic proper name that is given to the whole groups of animals, whereas the term ‘individual zoonym’ refers to one particular representative of a species. As an example of a generic zoonym, the author cites Arabic zoonymy, in which all hyenas have the name Quatham [3, c. 178].

Yu. G. Yusifov elaborates the notion of zoonyms as follows. The scholar underlines that the term zoonym combines two functions – zoonyms may serve both as common animal names and as their proper names. This, by the way, explains why this term can be used both in onomasiology and lexicology [4, c. 8].

In the current research the notion ‘zoonym’ will be used in a broader sense denoting names for different classes or species of fantastic beasts mentioned or discussed in J.K. Rowling’s series of books “Fantastic beasts”, such as Ashwinder, Centaur, Antypodean Opaleye, Romanian Longhorn, Hippogriff, Niffler, Kneazle, Grindylow and others. It should be highlighted that zoonyms belong to the category of proper names, along with such other types of proper names as anthroponyms, toponyms, hydronyms, mythonyms, etc. [2, c. 9].

The zoonyms from J.K. Rowling’s works about fantastic beasts are a striking example of the fact that zoonyms can not only serve as nominations for objects but also contribute to a writer’s distinctive style, and help convey the unique ambiance of the fictional world.

In fact, the zoonyms in the works of this author are of a particular interest for linguistic investigation, since they possess a significant semantic content, sound unusual and have some underlying backdrop of implicit associations, since they denote animals that have never existed.

In this regard, it would be quite reasonable to point out that the zoonyms under consideration are not zoonyms proper but proper names that also possess some features of mythonyms.

Mythonyms can be defined as “the names of people, animals, plants, peoples, geographical and cosmographic objects, various objects, etc., that never actually existed” [3, c. 182], or “the proper name of a fictional object (hero, deity, demonic character, mysterious place, natural phenomenon, etc.) in myths, tales, epics, fairy tales, legends” [1, c. 37], or “a class of linguistic units <...>, which reflects the mythological picture of the world in the form in which it is presented

in different cultures". In view of the fact that the proper names that are to be analysed in the current research share the properties of both zoonyms and mythonyms, it would be relevant to use a term that combines both concepts. The term 'fictional zoonym' can well serve this purpose.

Most fictional zoonyms, like other fictional proper names, share a number of characteristics: 1) they possess a unique form and content, that is, the novelty of the internal form or some kind of originality of the combination of elements; 2) they rarely go out of the original context as new lexical units, and remain a feature of the author's style – in other words, they are characterised by the low frequency of usage; 3) they are often stylistically and emotionally coloured.

Fictional zoonyms act not only as an object of study in the general theory of language, but also as an object of translation. Despite the fact that various textbooks and specialized literature provide some general rules for the transfer of proper names in translation, very often it is the translation of fictional zoonyms that can cause difficulties. The fact is that the author, working on their creation, will definitely fill fictitious proper names with some semantic content.

Therefore, in this case, it would be virtually impossible to use fixed dictionary equivalents and fundamentally wrong to dwell only on transcription or transliteration as the main translation strategies, because this can most likely lead to the loss of meaning and, as a result, to inadequate translation. Of course, this causes certain difficulties and sometimes poses challenging tasks for translators.

As D.I. Yermolovich notes, "transferring proper names into another language is a complex and multifaceted problem. It is associated with numerous misunderstandings, curiosities, and mistakes. The fact is that the desire to preserve a unique name for an object implies a number of tasks. <…> But these tasks cannot be implemented in their entirety due to a number of objective limitations, and also because some of these tasks in specific situations of borrowing contradict others" [2, c. 14].

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ОТРАЖЕНИЕ ИСПАНСКОГО НАЦИОНАЛЬНОГО ХАРАКТЕРА В ПОСЛОВИЦАХ И ПОГОВОРКАХ
REFLECTING THE SPANISH NATIONAL CHARACTER IN PROVERBS AND SAYINGS

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One of the most vivid reflections of the collective consciousness of the people are proverbs and sayings, which are related to everyday life, social norms and their values. The relevance of this topic is due to the growing interest in cultural identity in a globalized world and the need to preserve the uniqueness of national traditions. The scientific development of the problem of reflection of Spanish national character in proverbs and sayings today is presented in the works of folklorists, sociologists and culturologists, but there is a need for in-depth analysis and systematization of available knowledge. Many researchers note the importance of folklore material as a source that allows us to understand the mentality of the people, but a comprehensive approach to this aspect is still insufficiently covered. The purpose of this paper is to analyze Spanish proverbs and sayings in terms of their reflection of national character, to identify the key themes and values they represent, and to explore their role in shaping the cultural identity of the Spanish people. The research methodology is based on comparative and content analysis of proverbs and sayings, as well as on the sociolinguistic method, which will provide a deeper understanding of how language, culture and social relations are interconnected in the context of historical conditions. The study will draw on a range of sources including folklore collections, lexicographical works and contemporary research in sociolinguistics. The object of the study is Spanish proverbs and sayings, while the subject is the reflection in them of the national character of Spaniards, including emotionality, attachment to family and friendship, as well as a sense of humor and irony. The practical significance of the work lies in the fact that its results can be used in the field of cultural anthropology, linguistics and teaching Spanish as a foreign language. The novelty of the study lies in the systematized approach to the analysis of Spanish

folklore statements and their role in the formation and preservation of national identity, which creates an opportunity for further research in this area.

A proverb is a short expressive saying that reflects collective experience and wisdom. It can serve to express moral standards, social values, and emotional reactions. Spanish proverbs often demonstrate traits such as the desire for harmony, respect for family, and the pursuit of justice.

The Spanish national character has been shaped by various historical and cultural factors, including Arab rule, Latin heritage and various regional traditions. Character traits include emotionality, will to live, family values, and a sense of humor.

Spaniards are known for their emotionality and passion, which is reflected in their proverbs. Let's analyze a few examples that demonstrate this trait of national character:

1. «El que no llora, no mama.». Translation: “He who does not cry does not eat.” This proverb emphasizes the importance of expressing one's needs and emotions. It indicates that only those who actively demand or complain can get what they want [1, P. 41].

2. «A mal tiempo, buena cara.». Translation: “For bad weather, a good smile”. This proverb symbolizes the ability of Spaniards to cope with difficulties with optimism and to appreciate a positive attitude towards life even in adversity [1, P. 5].

3. «Donde hay amor, hay dolor». Translation: “Where there is love, there is pain”. This expression indicates that Spanish culture recognizes the complex emotions associated with love and affection and feels that joy and suffering often go hand in hand [1, P. 32].

4. «No hay mal que por bien no venga». Translation: “There is no bad without good.” The proverb reflects the philosophy that even from the most difficult situations something positive can be extracted, emphasizing hope and optimism [1, P. 76].

5. «Camarón que se duerme, se lo lleva la corriente». Translation: “A shrimp that sleeps is carried away by the current”. This proverb points to the importance of being active and aware, reflecting the Spanish emotionality and vigor in their approach to life [2].

Spanish culture places great importance on family and friendships, which is reflected in many proverbs and sayings. Let's study a few examples that demonstrate this importance:

1. «La familia es para siempre». Translation: “Family is forever”. This proverb emphasizes that family is a pillar and source of support in difficult times [3].

2. «Dime con quién andas, y te diré quién eres». Translation: “Tell me who you socialize with and I'll tell you who you are”. This expression emphasizes the

importance of friendships and social circles that shape a person's personality and character [1, P. 31].

3. «Quien encuentra un amigo, tiene un tesoro». Translation: “He who has a friend has treasure”. This proverb shows how valuable friendships are, emphasizing that true friendship is a precious gift [1, P. 132].

4. «La unión hace la fuerza». Translation: “Strength is in unity”. This proverb emphasizes that unity among family and friends makes people stronger and more resilient in the face of hardship [1, P. 57].

Spaniards are known for their sense of humor and their ability to use irony in everyday life. Let's look at a few proverbs that reflect these qualities:

1. «Cuando el río suena, agua lleva». Translation: “When a river makes a noise, it means it is carrying something”. It is usually used colloquially to give credibility to a rumor, to say that perhaps there is some truth to the rumor [2].

2. «Más vale tarde que nunca». Translation: “Better late than never”. This proverb can be used ironically when a person is late in completing tasks, emphasizing that the job is still done, even though it is not on time [1, P. 69].

3. «En casa de herrero, cuchillo de palo». Translation: “In the blacksmith's house is a wooden knife”. This proverb ironically points out that often the most necessary things can be missing from the most needed place, alluding to paradoxical situations [1, P. 43].

4. «Hierba mala, nunca muere». Translation: “A weed never dies”. This expression has an ironic connotation, indicating that some things or people, despite their flaws, always find a way to survive [1, P. 15].

5. «De tal palo, tal astilla». Translation: “From such a stick is such a chip”. This Spanish proverb is usually used when one wants to demonstrate some characteristic (good or bad) of a person in relation to his father or mother [2].

6. «Zapatero, a tus zapatos». Translation: “Shoemaker, to his shoes”. This curious proverb is usually used to imply that everyone should mind his own business [2].

The Spanish language has been no exception in the area of sayings on the subject of weather and the characteristics of the seasons, but unique types have emerged in the culture:

1. «Hacia la Virgen del Pilar comienza el tiempo a cambiar». Translation: “By the feast of Virgen Pilar, the weather begins to change”. October 12, the feast day of Virgen Pilar in Spain, often marks the end of warm weather and the appearance of clouds and rain. This is a kind of marking the onset of the “real” fall [2].

2. «De los Santos a Navidad es invierno de verdad». Translation: “From Los Santos to Christmas, it's a real winter”. This meteorological saying is about the Spanish winter, in which traditionally the coldest days were considered to be between November 1 (All Saints' Day) and December 25 (Christmas). However,

this saying was not meant to be used throughout the country, as January is still a very cold month in many places [2].

3. «Otoño presente, invierno en la acera de enfrente». Translation: “Autumn is in the present, winter is on the sidewalk across the street”. A saying about never knowing when winter will come. In the Spanish climate, we sometimes have warm autumns, but the winter cold comes suddenly, without warning [2].

Proverbs and sayings are an integral part of the Spanish language and culture. They reflect the main features of the Spanish national character – emotionality, family values, loyalty in friendship, and an ironic attitude to life. By analyzing these short but succinct sayings, you can gain a deeper understanding of Spanish identity and the life principles of its people.

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ИСПОЛЬЗОВАНИЕ СОЦИАЛЬНЫХ СЕТЕЙ ДЛЯ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ И КУЛЬТУР
USING SOCIAL MEDIA TO LEARN FOREIGN LANGUAGES AND CULTURES

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In today’s digital age, social media has emerged as a powerful tool for language learning and cultural exchange. With a large number of users, platforms such as VK and Telegram provide unprecedented access to diverse language communities and thematic channels. This accessibility allows language learners to immerse themselves in thematic content, interact with native speakers, and

study language features in an interesting format, which improves a person's linguistic skills. Social networks have a pronounced specialization in technology communication [5]. Moreover, social media fosters a sense of global connectivity, enabling individuals to explore different cultures and perspectives from the comfort of their homes. This article explores how social media can be effectively utilized for language acquisition and cultural understanding, emphasizing its potential to create engaging, authentic, and interactive learning experiences.

Now we would like to list the benefits of social media for language learning, and the first one is authentic content exposure.

One of the primary advantages of using social media for language learning is the exposure to authentic content. Unlike traditional textbooks, which often present contrived dialogues and scenarios, social media provides real-life examples of language in use. Learners can engage with posts, videos, and stories created by native speakers, allowing them to observe the nuances of everyday language, colloquialisms, and cultural references. Despite the fact that Telegram and VK are mainly used by residents of CIS countries, in both you can find content created by foreigners in special communities. Moreover, Telegram is used in a number of countries such as Brazil, Nigeria, Italy, Spain and the USA [1]. In turn, VK contains a lot of information sources about grammatical and lexical peculiarities of languages, collected in special channels, as well as a lot of reuploaded content of native speakers. This exposure helps learners develop a more natural understanding of the language and its contextual usage.

Secondly, there is to be mentioned community building. Social media fosters a sense of community among language learners. Telegram and VK have dedicated groups or pages where individuals can connect with others who share similar language learning goals. These communities provide a supportive environment where learners can share resources, exchange tips, and motivate each other [2]. Additionally, participating in challenging tasks or collaborative projects within these communities can enhance engagement and create a sense of accountability.

Then, interaction with native speakers should be highlighted. Social media platforms facilitate direct interaction with native speakers, which is crucial for language acquisition. Through comments, direct messages, and group chats, learners can practice their language skills in real-time. This interaction not only enhances speaking and writing abilities but also builds confidence in using the language. Furthermore, engaging with native speakers allows learners to ask questions about grammar, vocabulary, and cultural practices, leading to a deeper understanding of the language [3].

Let us consider access to diverse cultural perspectives. Language is deeply intertwined with culture; thus, understanding cultural context is essential for effective communication. Social media allows learners to explore various cultural

narratives through the lens of different communities. By following content creators from different cultural backgrounds, learners gain insights into customs, traditions, and societal issues that shape the language they are studying. By learning about a culture, people can gain a deeper understanding of the language and its characteristics [4].

Precisely, here we need to list disadvantages of using social media for the Language Learning.

Firstly, misinformation and language variability are considered to be important.

Social media is not always a reliable source of information. Users may share incorrect grammar or vocabulary usage, leading to potential misunderstandings for learners [6]. Furthermore, languages often have regional variations; thus, exposure to different dialects or slang can create confusion. Learners must critically engage with content and verify information from authoritative sources.

Secondly, information overload is an important issue. While social media provides an abundance of information, it can also result in information overload. With a multitude of posts and updates inundating feeds, learners struggle to filter through content to find relevant language resources. This excess of information can be daunting and may hinder concentrated learning efforts. Therefore, it's crucial for learners to set clear objectives and develop strategies for effectively navigating social media.

The third point to be mentioned is distraction factor. Social media is naturally created to be captivating and entertaining, but this can also result in distractions that impede language learning advancement. Spending time scrolling through feeds can take away from valuable moments that could be devoted to concentrated study or practice [7]. To address this issue, learners should establish limits on their social media use and designate particular times for engaging in language learning activities.

There are practical strategies for language learning on social media listed. Join in language clubs. Participating in language clubs on social media is crucial for mastering the nuances of a language. These clubs offer a supportive community where learners can practice speaking, receive feedback, and engage in discussions. They provide exposure to idiomatic expressions, slang, and cultural references, enhancing overall fluency. Additionally, connecting with diverse members enriches understanding and appreciation of the language. Overall, social media language clubs foster practical application and deeper engagement, making language learning more effective and enjoyable.

Curate your feed. To maximize the benefits of social media for language learning, it is necessary to curate your feed intentionally. Follow accounts that provide educational content related to the language you are learning, such as

language teachers, cultural organisations or native speakers talking about their daily life. Engaging with diverse content will enrich your learning experience and expose you to various aspects of the language.

Engage with cultural content. To deepen your understanding of the culture associated with your target language, actively search for cultural content on social media. Follow accounts that share traditional recipes, music, art, or current events from the culture you are studying. Engaging with this content will enhance your cultural literacy and provide context for the language you are learning.

There have been many studies on the use of social media as a tool for learning languages and cultures, and they all come to the same conclusion: this tool has both advantages and disadvantages for systematic learning. However, despite all the disadvantages mentioned above, it is a fairly effective approach to learning if used properly in conjunction with other learning methods.

Social media has revolutionised the language learning landscape by providing accessible platforms for authentic interaction and cultural exploration. By harnessing the power of social media – through thematic feeds, participation in language clubs and engagement with diverse cultural content – learners can improve their language skills and develop a deeper appreciation for the cultures they study. As we continue to navigate an increasingly connected world, social media will undoubtedly play a pivotal role in shaping the future of language learning and cultural exchange.

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ИТАЛЬЯНСКАЯ МАФИЯ КАК ЛИНГВОКУЛЬТУРНЫЙ ФЕНОМЕН THE ITALIAN MAFIA AS A LINGUOCULTURAL PHENOMENON

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Italy is known for its art, its landscapes and its incredible cuisine. However, in today's world, the word ‘Italy’ often conjures up “Mafia” in most people's minds. This study examines the Italian mafia as a linguocultural phenomenon and tries to explain a cultural contradiction that the country, which has nurtured such geniuses as Da Vinci, Michelangelo, Verdi, and others, happened to be associated with the Mafia.

The Mafia as a special community originally appeared on the islands of Sicily. The Mafioso positioned themselves as “Men of Honor”, ready to solve any problem without engaging the court and the police [1]. Then went the idea of the Mafia as the second power. In reality, they were not Robin Hoods and sought wealth through illegal means. The Italian government ignored this problem for a long time, thanks to which the Mafia grew to a size capable of opposing the state [1]. In 1890, it was a well-organized criminal organization, had patrons among politicians and sought to expand beyond Sicily. At that time, Sicily got identified with the Mafiosi among Italians. A lot of rumors and different opinions appeared. However, the Mafia's criminal activity could not be proven because of intimidated witnesses and bribed police. Due to that, it remained elusive and was considered a conspiracy theory.

The Mafia also participated in the creation of its image. With the help of the mafia code “omerta”, the leaders exercised control over the complex mechanism [1]. The code demanded unconditional obedience and respect. One of the main laws was a ban on the dissemination of any information about the activities of the Mafia. Violation of the omerta law is punishable by death. And every member of the Mafia knows that he cannot escape death in prison or across the ocean because another law, Vendetta, comes into force. In this way, they managed to preserve their image of noble and just lawmakers. People treated them with respect and admiration, although with fear.

Within the Mafia itself, the participants considered this culture to be high. Becoming a Mafioso meant acquiring a new identity: “We are the Mafioso, everyone else is just ordinary people.” Any member of the Mafia would have signed up to these words. It constitutes the main feature of their communicative behaviour [2].

In the middle of the 20th century a large number of Sicilians immigrated to the United States. One of the reasons was the persecution of the Mafia by the Italian authorities during Mussolini’s dictatorship. The Mafia did not cede power because of which Mussolini promised to eradicate it and declared war against it [3]. The Mafia was unable to resist them and many of its members either immigrated to the United States or went underground.

Thus, the Mafia has become a cross-cultural phenomenon. In the USA, Mafia members were mainly engaged in illegal activities: drug trafficking, gambling, clandestine production of alcohol, prostitution, etc. During the period of prosperity of the Italian-American Mafia, a powerful shadow economy was formed, which was difficult for the US authorities not to notice [4]. Subsequently, the Mafia ceases to be a secret society and becomes a phenomenon of global scale. The Mafia kept under control a large number of enterprises, due to which it had a great weight in the criminal world.

At the time of Prohibition, the Italian-American Mafia went against it and supplied illegal alcohol, thus creating a reputation in the criminal world and forming a public image of those who inspire fear, but at the same time causes admiration. During the heyday of the Mafia its leader became the most infamous figure, Al Capone. During the heyday of the Mafia, it was headed by the most notorious leader, Al Capone, who later became the main character of numerous movies and countless novels.

Such an interesting and large subculture soon began to attract the public and gradually formed its image. The great publicity of this organization was given by its appearance in the cinema [5]. At the dawn of American cinematography, Hollywood launches the first wave of gangster movies. They showed elements from the life of the mafia. The most famous were “Public Enemy” (1931) and “Scarface” (1932), where the personalities of the main characters were built on

real mobsters such as Al Capone. These movies presented an unconventional lifestyle with immense power and influence in society. Audiences supported their desire to break through and make a living.

In 1972 a very special movie, “The Godfather”, was released. It was a revolution in gangster cinema and the beginning of a great epic. The plot is about internal interactions in a mafia family and constant clashes with other clans. The creators tried to reproduce a romantic portrait of a Mafioso, loyal to friends and ruthless to enemies. The cinematography and depth of the characters' personalities, made the audience cheer for the members of the mafia and sympathize with them, despite the fact that they were criminals. The sequel to the movie gets darker and more violent. For Don Corleone and his son, there are no moral barriers to achieving their goals. They turn the Mafia, built on patriarchal Sicilian laws, into a very pragmatic, tough corporation, smoothly integrating it into big business of America. Like its predecessor, the movie remains highly influential, especially in the gangster movie genre. It is considered one of the greatest films of all time, as well as a rare example of a sequel that was able to surpass the first part of the saga.

Hollywood, inspired by the overwhelming success, released new mafia-related movies like “The Untouchables” (1987), “Donnie Brasco” (1997) and especially “Goodfellas” (1990) by Martin Scorsese, which showed mafia close to reality. The movie features a completely altered image of a mob boss wallowing in various vices. Unlike the Godfather trilogy, these movies showed the darker side of the business.

After the FBI crackdown began, movies in this genre began to focus on plots revolving around the Rats in the mob circle. Although these films largely adhered to the concept of family values, honor, and omerta, there was additional suspense, a technique used in films to create a tense atmosphere.

Another aspect of the appeal of mafia movies is their entourage. The films are carefully chosen in terms of color scheme, lighting, sets and props to fully immerse the viewer in the criminal atmosphere. In such films, dark lighting is usually used to emphasize the ominous and tense atmosphere. An important role is played by the red color [6]. In mafia movies, one can often see women wearing a red lipstick make up or a red dress. This color evokes in the viewer a sense of danger and ferocity – associations with the mafia. In addition, the costumes of mafia members make an impression, help subconsciously determine the status of a person. They are often dressed in stylish formal suits with their hair perpetually styled back. Guns, cigars, luxury cars, bundles of money – all this fits perfectly into the theme of these movies.

There were regular crime shows on TV featuring the mafia. Everything changed in 1999 after the release of “The Sopranos” – a series that radically changed the idea of the mafia. The creator managed to reproduce a new type of

gangster, to show him from a different side. The main character Anthony Soprano has a lot of mental problems, experiencing existential crisis of middle age and panic attacks that led to fainting, because of which he visited a psychiatrist, whom he trusted. Throughout the series, he tries to find a balance between the mob and his family. This crazy idea to make the mob boss as an ordinary person that has feelings was successful and brought fame to the series. David Chase, the creator of the series, gathered a cast of Italian-Americans, which helped to give the picture more realism.

Nevertheless, not everyone shared the enthusiasm for the Italian Mafia in the movie. Thus, in 1970, the League of Civil Rights of Italian-Americans held an action to stop the production of "The Godfather". As for "The Sopranos," the National Italian-American Foundation came out against the series as an offensive caricature.

The mafia movie genre has significantly influenced the film industry and has spawned many detective films – dramas and comedies. In this regard, it is noteworthy to mention the Soviet cartoon "The Adventures of Captain Vrungel" (1980, directed by David Cherkassky). The main soundtrack there was a song of two Italian "Mafiosi" Джулико Бандитто and his older accomplice Де Ля Воро Гангстерито. In the third episode of the cartoon, the bandits sing their humorous song "Мы бандито, гангстерито". The incredible charm of this Neapolitan-style piece is created by the pseudo-Italian language in which the song is performed: "кастето-пистолето", "стрелянто, убиванто, украданто то и это", "и за энто режиссенто нас сниманто киноленто". The phrase "постоянно пьем чинзано, постоянно сыто-пьяно" has become a saying describing a beautiful life [7]. Interestingly, the lyrics use two lexemes from different languages referring to the mafia theme in the same line: the first "бандито", which is directly of the Italian origin, and the second one, "ганстерито", etymologically related to the English-language "gangster". In other words, the intercultural aspect of the mafia as both an Italian and American socio-cultural phenomenon is also presented here. The popularity of the cartoon Mafiosi's song gave rise to a fashion for pseudo-Italian wordplay in Soviet everyday culture, and perhaps, in a certain sense, contributed to the subsequent surge of love of the Russian public for the Italian pop music.

To conclude, the influence of the Mafia on pop culture has been weighty and will likely continue to grow for years to come. However, it has fueled negative stereotypes about Italy and Italian Americans, which overrides the real merits of Italian culture in word heritage. On the other hand, despite its controversial nature, Mafia culture has a devoted audience across the globe and continues to fascinate Italians and the rest of the world as well.

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КУЛЬТУРНЫЕ РАЗЛИЧИЯ В РАБОЧИХ ОТНОШЕНИЯХ
LES DIFFERENCES CULTURELLES DANS LES RELATIONS DE TRAVAIL

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Les différences culturelles jouent un rôle important dans les relations de travail modernes, en particulier dans un monde globalisé où les entreprises

interagissent de plus en plus avec des partenaires et des clients de différents pays. Comprendre ces différences peut avoir un impact significatif sur l'efficacité de la communication, le travail d'équipe et la perception globale de l'entreprise.

Les différences culturelles peuvent se manifester de diverses manières qui affectent les relations de travail. Style de communication: les différentes cultures ont des approches différentes de la communication. Certaines cultures privilégient la franchise et l'ouverture, tandis que d'autres mettent l'accent sur l'indirect et la diplomatie. Cela peut affecter la manière dont les employés expriment leurs pensées et leurs idées. Perception du temps: les cultures ont des attitudes différentes à l'égard du temps. Dans certains pays, la ponctualité est considérée comme importante, tandis que dans d'autres, une approche plus souple du temps peut être la norme. Cela peut avoir une incidence sur le calendrier des tâches et l'organisation des réunions. Approche des responsabilités: dans certains pays, la hiérarchie est plus prononcée et les employés attendent des instructions claires de la part de la direction, tandis que dans d'autres cultures, les employés sont plus enclins à être indépendants et proactifs. Prise de décision: les différences culturelles affectent également la prise de décision. Certaines cultures mettent l'accent sur l'accomplissement individuel, tandis que dans d'autres, il est plus important de prendre en compte les intérêts du groupe et de parvenir à un consensus.

Les exemples de la Russie et de la France montrent comment les différences culturelles affectent les relations de travail. En France, la communication est souvent plus formelle et les employés utilisent leurs titres et leurs noms pour s'adresser les uns aux autres. En Russie, la communication peut être plus ouverte et amicale, en particulier dans des contextes informels. Cela peut conduire à des malentendus si, par exemple, un employé russe perçoit la formalité française comme de la froideur. La ponctualité est très importante en France, et être en retard peut être perçu comme un manque de respect. En Russie, la ponctualité est également appréciée, mais les horaires peuvent être plus souples dans certains cas, en particulier dans les situations informelles. Cette différence peut provoquer des tensions si l'une des parties attend le respect strict d'un horaire. Dans les organisations françaises, la structure de l'entreprise peut être plus prononcée et les employés peuvent attendre des instructions claires de la part de la direction. En Russie, cela est également considéré comme important, mais les employés peuvent être plus enclins à discuter et à contester les décisions. Cela peut conduire à des conflits si les attentes des parties ne sont pas alignées. En France, l'accent est mis sur les réalisations individuelles et l'initiative, alors qu'en Russie, les intérêts collectifs et le travail d'équipe sont considérés comme plus importants. Cette différence peut affecter l'approche des projets et la répartition des responsabilités [1].

Les différences culturelles peuvent avoir une incidence considérable sur la dynamique de l'équipe et les performances globales. Par exemple, si un manager français ne se rend pas compte que les employés russes sont plus ouverts à la discussion de leurs idées, il peut en résulter un mécontentement et un sentiment d'inappréciation au sein de l'équipe. La communication interculturelle est un défi important pour les entreprises multinationales et 70% d'entre elles rencontrent des difficultés dans ce domaine. Une mauvaise compréhension des sensibilités culturelles peut entraîner des conflits, une baisse de la motivation et une mauvaise communication. Reconnaître ces obstacles est une étape importante pour les surmonter. Les entreprises qui investissent dans la formation interculturelle ont vu leur chiffre d'affaires augmenter de 12%, ce qui souligne l'importance de reconnaître et de relever ces défis. En outre, des stratégies de communication efficaces jouent un rôle clé dans la réussite sur les marchés internationaux. 85% des entreprises qui adoptent la diversité culturelle augmentent leur portée et leur influence sur la scène mondiale. Plus important encore, 72% des consommateurs font confiance aux entreprises qui respectent les différentes cultures. Investir dans des stratégies de communication donne également des résultats tangibles: les entreprises qui accordent de l'attention à cet aspect peuvent augmenter leur chiffre d'affaires annuel de 30%. Reconnaître les obstacles interculturels et mettre en œuvre des stratégies de communication efficaces permet non seulement de surmonter les difficultés, mais aussi de contribuer à la croissance des entreprises et à la confiance des consommateurs [2].

Pour minimiser l'impact négatif des différences culturelles et créer un environnement de travail efficace, plusieurs lignes directrices peuvent être suivies. Formation et développement des compétences interculturelles: une formation régulière à la communication interculturelle peut aider les employés à mieux comprendre les différences culturelles et à s'y adapter. Respect et ouverture aux différences: il est important d'encourager une discussion ouverte sur les différences culturelles et de reconnaître leur importance. Il peut s'agir d'écouter activement, de poser des questions et de montrer de l'intérêt pour la culture des collègues. Adaptation du style de management: les managers doivent adapter leur style de management en fonction des caractéristiques culturelles de l'équipe. Par exemple, dans une équipe multiculturelle, une approche plus souple de la prise de décision peut être utilisée, en tenant compte des points de vue de tous les participants. Définir des attentes claires: définir des attentes claires en matière de délais, de formats de communication et d'approches de travail peut contribuer à éviter les malentendus et les conflits. Cela est particulièrement important dans les équipes ayant des origines culturelles différentes. Un retour d'information régulier: la mise en place d'un système de retour d'information régulier permet d'identifier les problèmes à un stade précoce et d'améliorer la communication au sein de l'équipe. Il peut s'agir de discussions formelles ou informelles [3].

Par ailleurs, il est important de rappeler que les langues de différents pays interagissent entre elles, ce qui entraîne des emprunts qui peuvent faciliter la communication entre les employés [4].

Les différences culturelles dans les relations de travail peuvent à la fois enrichir une équipe et créer des difficultés. Comprendre ces différences et être capable de s'y adapter sont les clés d'une interaction réussie au sein d'équipes multiculturelles. L'application de lignes directrices pratiques pour apprendre, respecter et s'ouvrir aux différences culturelles contribuera à créer un environnement de travail plus productif et plus harmonieux. Le respect des différences culturelles améliore non seulement les relations de travail, mais ouvre également de nouveaux horizons à l'innovation et à la collaboration dans le monde des affaires.

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ВЕРБАЛИЗАЦИЯ КОНЦЕПТА «УСПЕШНОСТЬ» В АМЕРИКАНСКОЙ И РОССИЙСКОЙ МОЛОДЕЖНЫХ КУЛЬТУРАХ
VERBALIZATION OF THE SUCCESS» CONCEPT IN THE AMERICAN AND RUSSIAN YOUTHS CULTURES

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The concept of “successfulness” is multifaceted and difficult to pin down, which hinders a unified interpretation across different cultures. It is defined not only by social and economic factors but also by cultural, historical, and educational traditions. In this article, we will examine how the notion of “successfulness” is verbalized in youth cultures in the USA and Russia, as well as which semantic fields associated with this concept have the greatest influence on youth values and behavior in these countries.

The elements of culture, fixed in the collective linguistic mentality of an ethnic group or society, refer to as cultural concepts [1]. In general, they can be defined through verbalization of essential features prescribed to the object or phenomenon in the certain culture and language. The form of linguistic explication of a cultural concept can be lexemes, various phraseological units (idioms, proverbs, sayings, aphorisms), and texts [2].

Obviously, verbalization of cultural concepts depends on the national mentalities and linguocultural world-images, which may be essentially different [3, 4].

In the semiosphere [5] of American culture, the idea of the “American Dream” holds significant importance. American youth culture is also largely based on the ideal of the “American Dream”, which implies that anyone can achieve success through perseverance and hard work [6]. This ideal is actively represented in mass culture – films, music, and social media. American youth blogs, TikTok channels, and YouTube videos often share stories of success, focusing on entrepreneurship, career, and personal growth.

The concept of “successfulness” in American culture [7] includes the following semantic fields. Economic Well-being: Youth associate success with high income levels, career advancement, and independence. Social Status: Successful young people often become opinion leaders whose influence extends

to their surroundings. Individualism: There is a strong belief that success results from individual efforts, as evidenced by expressions like “Get rich or die trying!”. Innovation: Success in American culture is frequently linked to innovation and creativity, emphasizing new ideas and solutions. Entrepreneurial Spirit: Success is strongly tied to entrepreneurship and innovation. Many young people aspire to start their own businesses regardless of scale. Stories about successful startups, fascination with technological innovations, and startup culture contribute to the belief that everyone can be an entrepreneur. Personal Development: Success in the US encompasses continuous self-improvement and learning. A prime example of this aspect’s verbalization is Nike’s slogan, “Just Do It”. Young people actively engage in various educational programs, courses, and workshops to develop skills and broaden horizons. The widespread practice of DIY (Do It Yourself) in American culture has led to a trend toward personal growth, encompassing professional skills as well as emotional, physical, and spiritual aspects. Network Connections: Social networks and professional platforms such as LinkedIn play a crucial role in creating the image of a successful person. The ability to establish contacts, find and maintain connections with influential individuals, and keep track of each other’s career development has become an important part of defining success. Effective networking allows young people to expand their opportunities and gain access to new resources.

In Russian youth culture, the concept of “успешность” (“successfulness”) often overlaps with traditional views on life and success inherited from Soviet times. Success in Russia is often perceived within the context of social justice and friendly relationships. Young people prioritize values such as friendship, family, and collectivism [8].

The key semantic fields of the concept “successfulness” in the Russian context include. Social Realization: Young Russians strive for stability and security, which includes establishing a family, obtaining education, and pursuing careers oriented towards long-term prospects. Cultural Traditions: Traditions such as respect for elders and the value placed on collective success play a significant role and often counterbalance individualistic approaches. Unpredictability: Success in Russia may also be viewed as the ability to adapt to changes and overcome challenges. Education: Success is often linked to higher education, diplomas, and qualifications. Many young Russians see academic achievements as the primary path to a successful future. Long-Term Goals: For Russian youth, the notion of success is often connected to achieving long-term goals, such as securing a stable career position or taking care of the family. Young people approach issues of success with a more conservative and practical mindset, aiming to create safe and predictable living conditions. Social Connections and Family: Success in Russia is frequently seen through the lens of social connections and family values. Support from family and friends, as well as building strong

community relations, are considered critical factors contributing to success. Collective achievements, whether working in teams or participating in community initiatives, are also highly valued. Recognition: Success can imply recognition and respect within the cultural environment. For young people, it is important not only to be successful in their career or studies but also to engage in social activities, art, or sports. Recognition of professional achievements and active participation in cultural life serve as significant indicators of success.

Comparing the semantics and verbalization of the concept of “success”/ “успешность” in American and Russian cultures reveals several main differences. While American youths are oriented towards individual achievements and material well-being, Russian youths often find meaning in success through social connections and collective goals.

In terms of the verbalization of the concept “success”, American language dominates with verbal constructions associated with the notions of prosperity and career: “wealth” and “ambition”. In the Russian language, lexical expressions such as “achievement”, “collective”, “happiness” make up the most significant meanings of the concept “success”. This difference reflects a broader socio-cultural context in which the formation of youth values takes place.

The concept of “success” in the youth culture of the USA and Russia has different emphases and verbalizations. For American youth, success primarily means the materialization of personal ambitions, while Russian youth tend to socialize the concept of “success”, linking it to collective achievements and quality of life in society. Ultimately, understanding success in both cases is a reflection of unique cultural traditions and values, requiring careful study and analysis within the framework of cultural sociology.

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ИССЛЕДОВАНИЕ АРИЙСКИХ КОРНЕЙ: АНАЛИЗ СХОЖЕСТИ САНСКРИТА И РУССКОГО ЯЗЫКА

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Схожесть санскрита, некоторых европейских и славянских языков изучали еще несколько столетий назад. Так, Сэр Уильям Джонс в 1786 г. сделал сообщение в Азиатском научном обществе о том, что санскрит и современные европейские языки, вероятнее всего, происходят от общего корня [1, с. 89]. В начале XIX столетия немецкий языковед, внесший значительный вклад в изучение и описание русского языка, Фридрих Аделунг, в своей научной работе «О сходстве Санскритского языка с Русским» писал так: «Великое сходство Русского языка с Санскритским и разнообразные следы характера восточных языков, находимые в Русском языке, показывают, что оба сии языка произошли от одного общего корня» [2, с. 16]. В чем же мы можем заметить схожесть русского языка и санскрита? Вначале рассмотрим их историческую связь.

Санскрит относится к индоиранской ветви индоевропейской языковой семьи и является древнеиндийским литературным языком, имеющим сложную синтетическую грамматику. Язык известен своей фонетической точностью и системой грамматики. Санскрит – это язык древнеиндийской философии. Этот язык использовался для написания древних индийских религиозных текстов, таких как Веды, Упанишады и другие священные тексты индуизма, буддизма и джайнизма. Самые древние памятники на нем относятся к XII в. до н.э.

Санскрит и русский язык имеют историческую связь через индоевропейскую языковую семью. Индоевропейский, он же арийский, язык считается прародителем многих современных европейских языков, а также санскрита, который является одним из древнейших и наиболее сохраненных индоевропейских языков.

Исследователи считают, что индоевропейский язык возник в пределах Евразии около 4000-2500 годов до н.э. и распространился по территории, затрагивающей большую часть Европы, а также Индию и другие регионы. Санскрит развился в Индии и стал его классическим литературным языком. В настоящее время главным «приемником» санскрита является литовский язык.

Многие слова и грамматические структуры в европейских языках имеют сходства с санскритом и другими индоевропейскими языками. Например, слова мать (санскрит: mātṛ), отец (санскрит: pitṛ), вода (санскрит: udan), три (санскрит: traya) и другие имеют аналоги как в русском языке, так и в различных европейских языках. Эти сходства указывают на общее происхождение этих языков от индоевропейского прародителя. Однако следует отметить, что со временем языки эволюционировали и развивались независимо друг от друга, поэтому связь между ними стала менее очевидной в современных формах.

Аналогия русского языка и санскрита прослеживается в фонетическом и лексическом аспектах.

Говоря о фонетике санскрита, следует упомянуть, что шумные взрывные k, g, t, d, p, b сходны с русскими к, г, т, д, п, б; c походит на русское ч – чашка, час [3, с. 18].

Оба языка имеют широкий набор гласных звуков. Санскрит содержит 14 гласных звуков, включая короткие и долгие гласные, носовые гласные и дифтонги. Русский язык также имеет множество гласных звуков, включая короткие и долгие гласные, носовые гласные и дифтонги.

Лексическое сходство между санскритом и русским языком представляет интерес для лингвистов и исследователей, позволяя лучше понять историю и развитие языков. Несмотря на различия в грамматике и структуре, общие корни и слова в обоих языках свидетельствуют о глубокой исторической связи между ними.

Лексическая схожесть между санскритом и русским языком проявляется в некоторых словах, которые имеют общее происхождение из исторических индоевропейских языков. Некоторые из этих слов были заимствованы из санскрита в русский через другие языки, такие как греческий или латинский. Вот несколько примеров слов с санскритским происхождением, присутствующих в русском языке (табл. 1).

Таблица 1 – Примеры слов с санскритским происхождением, присутствующие в русском языке

Санскрит	Транслитерация	Русский язык
वसन्त	vasanta	весна
ग्रभ् ग्रह्	grabh	грабить
प्लु	plu	плыть
देवर्	devar	дверь
दिन	dina	день

Эти слова являются лишь небольшой частью лексического наследия, которое связывает санскрит и русский язык.

В исследовании этимологии русских слов и их арийских корней следует упомянуть и схожую топонимику. Есть мнение, что славянские образы, такие как Сварог и Вырий (Ирий, Сварга), имеют начало в арийских образах Вара и Йимы. Они стали славянскими символами благодаря переименованию и переосмыслению древней индоевропейской мифологии.

Исследования топонимики и этимологии представлены в работе А. Баженова [4]. В этих исследованиях показан результат запечатления памяти об Йиме, который являлся древнейшим богочеловеком, царем золотого века человечества [5, с. 40]. Для изучения топонимики были взяты географические названия с корневыми словосочетаниями «ем/ема», «им/има», «юм/юма», «йм/йма», «ым/ыма», «эм/эма». Количество таковых слов приравнивается 400. В ходе дальнейших исследований было обнаружено, что около 300 древнеславянских имен тоже было образованно от имени Йимы [6].

В ходе первых исследований, основанных на «Толковом словаре живого великорусского языка» В.И. Даля, было выяснено, что большинство слов, имеющих корень от имени Йима, было образовано с помощью соединения корня и предлога: водоем (от емкий), наем и наемный, неимоверный (от имоверный), няня, уйма, яма, ямщик и др. [5, с. 40].

Как указывалось выше, в топонимических исследованиях славянских слов многие имена собственные произошли от Вара. Вар – глинобитная крепость или замок, служащий убежищем для людей, скота, растений и огней во время холодов, снегопадов и наводнений. Вар, опираясь на содержание Авесты, священное писание древних арийцев, был построен Йимой. При переводе с санскрита слова с основой на вар/вара, в большинстве случаев, будут иметь значение, связанное с замкнутым убежищем, защитным кругом, движением по кругу. Нам известно много географических объектов с такой основой: Варавай, Варавинка, Варна, Варнаево.

В славянском языке равносильно основе вар/вара существовала основа вор. В бытовом смысле значение таких слов было связано со сферой, кругом, окружностью: разворот, поворот, ворота, вращение [5, с. 44].

Благодаря этому у лингвистов есть мнение, что слово во тоже произошло от арийского корня. Тогда его значение вполне логично звучит как «переступать защитный круг, вторгаться в убежище» [5, с. 44]. Что касается географических названий, то Ворга, Воргаш, Вортчино, Воршево, Ворью тоже имеют в себе отражение древнего индоевропейского языка.

Подводя итог, можно сделать вывод, наш язык имеет определенное лингвистическое наследие от санскрита, включая языковые отсылки к арийской мифологии, хотя они принадлежат к разным языковым семьям и развивались независимо друг от друга на протяжении многих веков. Вероятнее всего, русский язык все же является «зеркалом» культуры и традиций арийского языка. Сам же санскрит в настоящее время используется как язык для религиозных церемоний. Он восстанавливается в своем первозданном виде и изучается как классический и литературный язык в высших учебных заведениях по всему миру.

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ОСНОВНЫЕ ПРИНЦИПЫ ПРОФЕССИОНАЛЬНОЙ МЕЖДУНАРОДНОЙ ПРАВОВОЙ ПРАКТИКИ
THE FUNDAMENTALS OF PROFESSIONAL CROSS-CULTURAL LAW PRACTICE

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Nowadays, progress is a constant. Such circumstances necessitate the continual consolidation of nations and peoples, the deepening of globalisation, and the emergence of a multipolar world. The concept of international communication is so ingrained in our daily lives that it is hard to imagine how we would function without it. In today's globalised world, where national boundaries are increasingly blurred, it has become challenging to find a career path that does not require international collaboration. With the advancement of technology, various sectors such as banking, education, healthcare, tourism, consulting, and law are increasingly recognising the need for collaboration with individuals from different cultural backgrounds.

In this article, we are making an attempt to analyse the significance of cross-cultural communication abilities, specifically for lawyers. Lawyers, as experts in the field of law that directly impacts individuals, cannot avoid the processes of international integration and globalisation. Proficiency in foreign languages and ability to communicate internationally broaden their horizons and enable them to keep abreast of the latest developments and innovations in legal matters both domestically and internationally.

In the context of international communication and law practice, it is important to note that international law acts as a key regulator of all relations, ties, and interactions aimed at achieving common goals, among which international cooperation in the field of countering the global threats of today occupies an important place. International cooperation, regulated by international law, is an integral and most effective form of international communication. International communication can be implemented at different levels and in various formats [1]. However, modern lawyers practicing at the international level face various

difficulties while communicating with their foreign colleagues. Such obstacles may have different grounds, including discrepancies in the communicator's backgrounds and world views [2]. One of the main challenges is the language difficulties. Even if an expert speaks several foreign languages, there is still a risk that communication with colleagues from other countries may be ineffective. For example, in Belgium, where the official languages are Dutch, French, and German, linguistic disagreements in the legal sphere reflect the broader cultural and political differences between linguistic communities. A court decision in one language may lead to objections and protests from other language groups. At the same time, in the United States, the Hispanic community faces obstacles in accessing justice due to their limited English language skills. Additionally, experts in this field face another challenge: differences in legal systems between states. Laws and regulations vary greatly, requiring a deep understanding of international law. This can be particularly difficult for newcomers to the field. Furthermore, cultural differences can arise in international communication and affect the work of experts. Different traditions, values, and customs may lead to misinterpretations and conflicts.

To successfully navigate the complexities and achieve actual outcomes in international law, lawyers must uphold certain principles and abide by established regulations. Lawyers' communicative competence for professionally-focused intercultural interaction is defined as the totality of linguistic, sociolinguistic, and sociocultural knowledge; it comprises communicative and pragmatic skills of professionally-focused interaction, a culture of collaboration in specific affairs/settings, and personal potentials: communicability, identification, reflection, responsibility, tactfulness, and tolerance; it is a conscious consolidation of theoretical and practical data of specific communication, represented in the form of legal concepts, principles, and significant positions and settings essential for effective professional interaction [3].

In 1956, the International Code of Ethics for Lawyers, which sets out the fundamental principles of professional international law practice, was published. Of course, nothing in this Code absolves a lawyer from the obligation to comply with such requirements of the law or of rules of professional conduct as may apply to him in any relevant jurisdiction. It is a re-statement of much that is in these requirements and a guide as to what the International Bar Association considers to be a desirable course of conduct by all lawyers engaged in the international practice of law [4]. Among the rules established by this Code, several key provisions may be identified:

1) A lawyer who undertakes professional work in a jurisdiction where he is not a full member of the local profession shall adhere to the standards of professional ethics in the jurisdiction in which he has been admitted. He shall also

observe all ethical standards which apply to lawyers of the country where he is working;

2) Lawyers shall at all times maintain the honour and dignity of their profession. They shall, in practice as well as in private life, abstain from any behaviour which may tend to discredit the profession of which they are members;

3) Lawyers shall preserve independence in the discharge of their professional duty. Lawyers practicing on their own account or in partnership where permissible shall not engage in any other business or occupation if, by doing so, they may cease to be independent;

4) Lawyers shall treat their professional colleagues with the utmost courtesy and fairness. Lawyers who undertake to render assistance to a foreign colleague shall always keep in mind that the foreign colleague has to depend on them to a much greater extent than in the case of another lawyer of the same country. Therefore, their responsibility is much greater, both when giving advice and when handling a case;

5) Except where the law or custom of the country concerned otherwise requires, any oral or written communication between lawyers shall in principle be accorded a confidential character as far as the Court is concerned, unless certain promises or acknowledgements are made therein on behalf of a client [4].

At the end of the article, we would like to summarise what has been written. It is important to note that this article only touches upon some fundamental principles of international legal practice. These include non-interference in the internal affairs of states, state sovereignty, peaceful settlement of disputes, respect for international organisations, protection of human rights, and more. It is significant to acknowledge that depending on the specific area of law and context, there may be organisations that must be considered when applying international law. In reality, these principles often face various interpretations and contradictions, which can lead to conflicts and disputes between states. However, they remain the foundation for the development of international law and its application in international relations.

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ИНОСТРАННЫЕ ЯЗЫКИ И ЛИНГВОСТРАНОВЕДЕНИЕ КАК ВАЖНЫЙ ФАКТОР МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ В КОНТЕКСТЕ ИСПАНСКОЙ МОДЫ

FOREIGN LANGUAGES AND LINGUISTIC STUDIES AS AN IMPORTANT FACTOR OF INTERCULTURAL INTERACTION IN THE CONTEXT OF SPANISH FASHION

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Linguistics and knowledge of languages play an important role in intercultural relations in the context of fashion. They are important tools for effective communication between designers and clients and help to better understand the differences in cultures. In order to make deals and understand the desires of customers, a Spanish fashion designer also needs to know foreign languages. In this paper, we will look at specific examples of how linguistics and fashion in Spain can be linked.

In linguistics, fashion is considered a relatively new field of study. According to experts in this field, the process of forming a fashionable institution and its modern significance took a long time. It was only by the 19th century that fashion began to actively influence the socio-cultural norms of society, becoming a mass phenomenon and an object of scientific study. Interest in texts about her in Europe first arose in the context of French structuralism in the 1960s. Fashion, which was formed in Europe in the XII-XIII centuries, served to indicate the social status of an individual. The characteristics of the garment, such as the material, its cost, luxury finishes and cut, testified to the position of its owner. The fashion discourse includes texts that are dedicated to fashion: descriptions of

clothes, appearance, recommendations on how a person should look. This is the result of purposeful activity of people involved in the fashion world [1, 2].

While learning Spanish, people can easily get acquainted with such fashion magazines as "Vogue España", "Elle España", "Glamour España" and "Yo Dona"; view interviews with Spanish couturiers and designers, including Manuel Buldaco, Agatha Ruiz de la Prada and Javier Cimorra; attend fashion events and shows in Spain, such as Barcelona Fashion Week and Madrid Fashion Week.

Proficiency in Spanish helps people to better understand and analyse the values and messages of advertising campaigns of famous Spanish brands. For example, in Zara brand promotions, readers can often see Spanish slogans such as "Únete a la moda" (Join fashion) and "El estilo es tuyo" (Style is you), which promote style and the desire to dress fashionably. And the Mango fashion house, in its advertising messages, focuses our attention on the fact that every person is an individual. For example, the slogan "Vive la moda" (Live the fashion) emphasizes freedom of choice and self-expression.

Knowledge of the Spanish language and the desire to delve into fashion will allow to study the specific terms and expressions that are used in this area in Spain. So "Pasarela de moda" is a fashion show; "Diseñador de moda" is a fashion designer; "Desfile de moda" is a fashion show; "Pasarela internacional" is an international fashion week.

Everyone may also explore how fashion affects the language and vocabulary of the Spanish language. The word "boots" in Spanish translates as "botas", however, in recent years, the term "botines" has been more common in fashion publications, which is considered more modern and relevant. This illustrates how the field of fashion can have an impact on language and its development. Similarly, the English word "trendy" translates as "de moda" or "tendencia", and using it in conversation, everybody can deepen their understanding of modern terms in fashion.

Linguistic and cultural studies explore the relationship between language and culture. Spanish fashion is an integral part of Spanish culture, reflecting its historical roots, traditions, social values and geographical features. Studying Spanish through the lens of linguistic and cultural studies can help to understand how linguistic nuances (for example, the choice of certain vocabulary, metaphors and phraseological units in fashion advertising) demonstrate cultural codes associated with Spanish fashion. For example, the inclusion of terms related to bullfighting or flamenco in descriptions of clothing forms certain images and associations.

Linguistic analysis can be applied to texts related to Spanish fashion: descriptions of collections, advertising slogans, articles about designers. Studying the lexical, syntactic, stylistic and pragmatic aspects of these materials helps to understand how language is used to create the right image and influence

consumers. For example, linguistic analysis can reveal how brands use certain stylistic tools to create an image associated with premium class or accessibility.

And so, as a sociocultural phenomenon, fashion is a complex mechanism that initiates and supports constant changes in various aspects of life both in society as a whole and in individuals. Fashion can be considered as a separate component of the socio-cultural context, using the formula "fashion - culture - society - individual". These terms, taken separately, are interrelated and harmoniously interact in the context of fashion as a multifaceted phenomenon. The position of fashion within the framework of social norms is determined not only by its internal nature, but also by the peculiarities of the social environment in which it functions. A distinctive feature of fashion from other aspects of modern life is that the names and terms related to people working in the field of fashion, as well as to products and objects of fashion work, will differ in different languages, which is completely normal. However, the purpose, goals, and sometimes the etymological connection in the compared languages remain the same, which confirms the universal nature of fashion [3].

Knowledge of the language reveals the possibilities of analyzing advertising campaigns, where the meaning and style of slogans help to understand how brands shape their images and interact with customers. Fashion, in turn, actively influences language, which indicates the dynamics and modernity of this cultural phenomenon.

The integration of linguistics with fashion opens up new perspectives for the study of cultural codes and social context. This, in turn, contributes to a deeper understanding not only of language features, but also of the idea of fashion itself as a responsive and changing element of culture. Awareness of these relationships allows us to form a more informed and respectful attitude towards the diversity of cultures in modern intercultural relations.

Conclusion. Linguistics and linguistics play a key role in understanding Spanish fashion and its specifics, and learning the language through the lens of Spanish fashion is a fascinating and productive way to immerse yourself in the culture and language of Spain, as well as understanding the influence of fashion on language. Knowledge of foreign languages allows Spanish designers to better understand the needs of the foreign public, participate in international shows and establish cooperation with foreign brands. In addition, awareness of languages and cultures contributes to a deeper perception of global fashion trends.

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МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ И МЕЖДУНАРОДНЫЙ ПРОЕКТНЫЙ МЕНЕДЖМЕНТ INTERCULTURAL COMMUNICATIONS AND INTERNATIONAL PROJECT MANAGEMENT

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Intercultural communication is a means of communication, the transfer of information from one culture to another, which is carried out in all spheres of culture based on respect for the uniqueness of each culture [1]. A professional communicator, such as a linguist or a specialist in the field of intercultural communication, must be able to manage communication, creating the necessary sensations and impressions in the interlocutor at a given moment, must be able to overcome various communication barriers-obstacles that complicate the communication process or direct its course in a way that is not necessary for the communicator. In order to learn this, it is necessary, first of all, to understand that communication is a complex process affecting various aspects of the subjectivity of its participants. Of particular interest is intercultural communication in business. International cooperation has been an integral part of many business projects for many years. Despite some economic changes, Russian entrepreneurs actively explore new foreign markets, finding promising areas for development. Under such conditions, there is a great demand for specialists in the field of international project management who have the necessary competencies to lead projects with foreign partners competently. International management is usually called a type of activity that aims at obtaining competitive advantages of the organization through its ability to actively apply global market opportunities, which are determined by national characteristics of different states [2]. International projects, like any other projects, are characterized by their finitude

and exist to achieve a specific goal. Their peculiarity concerns the need to understand international standards, legislation and business rules. It is also very important to be able to work with an interethnic team, taking into account all the cultural characteristics of the participants. At the moment there are several opinions regarding the universality of the management standard in the domestic market and abroad. For example, in the works of G. Mintzberg is justified the hypothesis of a universalist, within which the author believes that the activities of managers in different organizations, cultures and states are similar and can be described as a complex of styles of behavior and relationships [3]. This hypothesis has been developed in the work of Western scientists who proposed "convergence hypothesis". As a major limiting factor, it is proposed to take into account the level of industrialization of the country: the more innovative and developed the country becomes, the more often its managers start using management techniques common throughout the world, regardless of the culture of their home country. However, even in this situation the international relationship of governance will have more influence on management than national characteristics. The following features of international project management can be highlighted.

1. Risk management. An analysis of the risks and potential for emergencies should be carried out before the project is launched. The most important thing is the technical aspects of communication: the speed of reaction, the quality of understanding and the availability of team members will depend on this. The problems of making international payments may be caused by delays, additional fees and legal difficulties. Legal issues may also include the rules and requirements of local legislation.

2. Resource management. While planning a project, it is worth comparing the availability, cost and quality of resources and optimizing their distribution, taking into account the geographical location of the project participants.

3. Pricing terms and conditions Each country has its own duties and taxes, as well as rates and fees for converting one currency into another.

4. Adaptation of the project team. In a multinational team, there may be certain problems with the work schedule due to the difference in time zones. Some individual tasks can be performed at the time convenient for each employee, but there will be situations when it is necessary to have the presence of the whole project team at least remotely.

There are language barriers and differences of mentality, which can lead to a tense atmosphere in the group. Intercultural communication, can be defined as the interaction between individuals from different cultures and countries, enables managers to learn the behavior patterns of people from a particular culture and use them while working with people from other countries. Understanding another culture, characteristics and the ability to use this knowledge in your communication are key skills that will be useful to any person in international

work-team. Intercultural communication helps in two main aspects. They are the following.

1. Effective business communication, prevention and resolution of conflict situations. Successful business communication between foreign partners requires not only language knowledge, but also a deep understanding of values and beliefs. It is important to understand another culture in order to be able to build a dialogue with the new person and avoid conflict that may arise from simple misunderstandings and cultural differences. The main obstacle to successfully solving this problem is our perception of other cultures through the prism of our culture, so observations and conclusions are limited within its framework. To prevent intercultural conflicts, it is necessary to respect the values, traditions and views of another nation, rather than engage in pointless disputes. Finding a compromise can solve any conflict.

2. Increase the level of engagement among project participants. Achieving good performance quality is the objective of every project, and it is much easier to accomplish if every team member understands their own importance and value and makes an effort to contribute to the common goal. When everyone demonstrates respect and understanding of another person's culture, it is possible to create a team that is both friendly and enjoyable to work with. Pleasant atmosphere in the group will contribute to increase motivation [4].

Effective communication is hampered by many factors, but all of them can be combined into 6 groups. 1. Ethnocentrism is a way of viewing the world that uses one's own culture as a benchmark for judging people from other cultures. 2. Stereotypes. It is a biased attitude based on widespread beliefs about another culture, which are mostly derived from media or other individuals. Effective communication is hindered by stereotypes if a person is not able to think critically and constantly rejects new information that does not meet his standards or convictions. 3. Psychological barriers. Meeting individuals from different cultures can cause communication to be a little bit anxious because they will have to adjust to each other to create a comfortable environment for everyone. For example, maintaining eye contact while talking is a common custom in some cultures, but it may be considered intimidating in others. In certain regions, individuals actively gesture while conversing, while others adopt a more subdued form of communication. Being loyal to each other and trying to understand each other is necessary due to the large number of differences in intercultural interaction, as it is easy to offend one another without even thinking about it. 4. Language barriers. People are less likely to participate in conversations or express their opinions when they lack the ability to communicate well in a foreign language. In this case, it is worth choosing a language that familiar with the majority of the group and speaking slowly, without using complex language structures. 5. Geography. The team members may come from different places in the world, resulting in their

communication being limited to virtual forms. To gain a better understanding of your coworkers, it is possible to arrange not only working meetings, but also informal meetings where you can share more information about yourself. 6. Values. When people's values and viewpoints do not coincide, communication can become tense. In some countries, informal relationships are essential at work, while in others they may be considered useless and unimportant. If employees communicate and interact according to their culture, regardless of the cultural differences of the employee from another culture, there will be a clear misunderstanding and possible conflict due to communication styles [5].

Overcoming the barriers of intercultural communication is a key step in building good team relationships. It is enough to approach the questions with understanding, not afraid to ask about what seems strange in the behavior of another, exchange opinions and be open to a new experience. Thus, intercultural communication helps not only to overcome the language barrier, but also to understand the cultural characteristics of another country, patterns of behavior of its population and thereby perceive not only verbal message, but also the course of thought of your partner. In order for an international project to be successful, the manager must build team communication in such a way that each culture is heard and understood. Compromise and concessions of each team member will help to work effectively.

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КАК ПРОЦЕСС МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ МОЖЕТ БЫТЬ УПРОЩЕН ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ МЕТОДОВ ОНЛАЙН ОБРАЗОВАНИЯ В СФЕРЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА
HOW CAN THE PROCESS OF MULTICULTURAL COMMUNICATION BE SIMPLIFIED BY ONLINE EDUCATION IN ENGLISH

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The modern world does not stand still and is constantly changing. Artificial intelligence, smart phones, tablets, and the Internet are the things that contribute to our everyday routine, making it easier to handle and even saving time in some cases. It is undoubtedly complicated to imagine that the civilization would go gadget-free now. As a student of a university, majoring in philology and languages, I tend not to go out and study without my tablet charged and ready to work. As a mentor in an online English school, I do feel the same way. Therefore, in this article we are making an attempt to analyse the process of online education, considering all the outcomes and particularly how it can simplify multicultural communication from both sides of the perspective.

As a result of the technological revolution, drastic changes have taken place in all spheres of human activity, including information technologies and language. Long before the Internet was launched, distance courses were being offered to provide students with education on particular subjects or skills. Online learning (e-learning) describes any form of pedagogy delivered using digital technology. Such methods incorporate visual graphics, text, animations, videos, and audio. In addition, online pedagogy can also facilitate group learning and the assistance of instructors within specific fields.

The first-ever completely online course was offered in 1984 by the University of Toronto. The topic was “Women and Computers in Education”, dealing with gender issues and educational computing. The program succeeded, and, since then, online learning tools and delivery methods have expanded rapidly. Distant education is now an enormous field for students’ and teachers’

development all over the world from any point on the map. It is creating new opportunities for students and also for faculty, regulators of education, and the educational institutions themselves.

Unfortunately, considering this long story of the global success of e-learning, internet resources note that some people still do not countenance this form of education. It is widely thought that online language learning is mainly ineffective, which in fact may be true, concerning some aspects. To benefit from this type of education, an individual should be well disciplined, involved, and capable of the work they are undertaking. However, we are eager to make an attempt to prove that educational and especially multicultural learning experience can be simplified and made more productive with the help of technologies.

Let me get you acquainted with some positive aspects of online English learning experience as a teacher and as a student. Location: To start with, it is essential to mention that technology has advanced so much that the geographical gap is bridged with the use of tools that make you feel as if you are inside the classroom. By the early 90s, several schools had been set up to deliver courses online only, making the most of the Internet and bringing education to people who wouldn't previously have been able to pursue higher education due to geographical or time constraints. It may be essential for citizens of third-world countries or villages where travelling is rather impossible. This also provides an individual with an opportunity to study and observe a different country’s culture without even going somewhere. Teachers and mentors of English from all over the world are able to post their vacancies online, which provides them with a wider range of options to earn money and to develop their skills in the sphere. Innovations: In our fast-paced world, it might be tough to update irrelevant information in offline courses. One should republish all the textbooks, rewrite scientific papers, and edit basically everything. Happily, e-learning has all the available technologies to make a course up-to-date without any difficulties. Additionally, mentors in English can easily receive from native speakers and share actual knowledge in the sphere of language learning and multicultural communication. For instance, an individual can organize international speaking clubs or any other form of language activities. It will result in a higher awareness of culture and traditions in countries all over the world. Cost: Another significant advantage is the price of online education. Nowadays, it is usually a lot cheaper or even free, provided that it gives an individual the same material as learnt in the classroom. Consequently, young people worldwide can afford and contribute to this kind of education. It is absolutely free to have a chat with a foreigner or to watch a movie with subtitles in another language. Moreover, mentors do not really have to pay for renting an office, online classes give them an opportunity to work and teach from home or even on vacation. There are a lot of platforms that provide us with high-quality and interactive video conferences. Versatility: One more

notable feature is that new and experienced students alike now have the opportunity to improve their knowledge base and expand their skill sets. The Internet and technology have made it possible to easily search for and learn information needed. There are plenty of online courses in English for elementary and proficiency levels of learners. All the same is with mentors. If an individual only starts to unfold their career in education, it won't be complicated to find students due to various options of self-advertising using social media and chats. A lot of teachers now have their own blogs, where the knowledge about languages is shared.

Communication. Also, it is important to mention that the Internet has made it possible to have everyday communication with foreigners and people of other cultures. There are endless amount of internet sites and forums that will give you an answer to any question you have in your mind, concerning learning English. A lot of foreigners love to contribute to their language educational programs set up by other teachers all around the world. They often debunk some stereotypes about the culture or language, help with the tricky grammar cases and advise what materials can be used to create the best course possible. As a student, you may encounter many Internet resources and phone apps, where you can easily make foreign friends and chat with them, exchanging the knowledge and experience of the culture.

To sum up everything that has been stated so far, it is necessary to mention that the role of online education in the modern world is enormous. People absorb all types of content in English, teach and learn using various Internet platforms on a daily basis. As a teacher and as a student, I strongly believe that the development of innovations will be rather beneficial for continuous multicultural communication. It will certainly broaden our horizons and give more opportunities to acquire the English language productively.

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ЭВОЛЮЦИЯ АМЕРИКАНСКОГО СЛЕНГА
THE EVOLUTION OF AMERICAN SLANG

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The pervasive nature of slang in modern society often leads to a lack of awareness regarding its significance. While many now consider slang commonplace, almost invisible in the fabric of daily conversation, its cultural importance is undeniable, mirroring the impact of literature, art, and music. It is a vital linguistic component, reflecting not only the broader evolution of a language but also acting as a finely tuned barometer of societal shifts and the prevailing mood of a specific time. Unlike formal language, which tends towards stability, slang is inherently dynamic, constantly adapting to reflect evolving social trends, technological advancements, and cultural movements. Consider, for example, the rapid emergence and often equally rapid disappearance of internet slang, a testament to its ephemeral yet powerful ability to capture the zeitgeist. This constant flux makes studying slang a fascinating insight into the unspoken social currents of any given generation.

Slang – an informal term that stands for or means something else than its literal meaning; a shorter way to say a word or phrase [1].

History of slang begins in 1750 with the meaning «street language». Exploring the etymology of the term «slang», E. Partridge, the founder of the theory of slang, notes that this word is associated with the verb «to sling», which translates as «to pronounce». By studying the methods of forming slang units, researchers identify and analyze a wide range of linguistic means. These include changes in meaning (such as metaphor and generalization), phonetic transformations, word composition, fusion, conversion, borrowings, onomatopoeia, rhyming, and reduplication. Further, slang is clearly manifested during the development of jazz, in the 1920s. For example, people were using the expressions «bee's knee», «cat's pajamas», which means – «cool». In addition,

there were expressions like «giggle water» for alcohol or «iron» for a car. The 1930s were a period marked by economic hardship and social upheaval, yet they also gave rise to a vibrant slang that encapsulated the spirit of the times. «Applesauce», for instance, was frequently thrown around in conversations as a dismissive retort to the absurdities that filled everyday life. It became an emblem of skepticism, a playful jab at the impracticalities that Americans faced, reflecting their ability to critique even amidst struggle. «The big sleep» represented a more somber aspect of life, a euphemism for death that was adopted with a degree of casualness. This expression indicated an acceptance of mortality, a way for people to confront the harsh realities of existence while maintaining a sense of resilience. Thus, the slang of the era painted a complex picture of a society navigating its challenges with both humor and poignancy. If we are talking about a later time, then in the 1980s a more characteristic formation of slang appeared for our time. The word «radical» began to be shortened to «rad», forming the meaning of joy and curiosity about some new phenomenon. Closer to 2010, American slang began to spread all over the world. It happened due to Internet and social media. This readily available exposure to American slang, embedded within online content like videos, social media posts, and online games, facilitated its rapid adoption by younger generations internationally. The informal and expressive nature of slang, often reflecting current trends and cultural nuances, resonated with young people seeking to express themselves creatively and connect with like-minded. Factors such as the dominance of American media, including film, music, and television, also played a significant role in popularizing American slang terms. This global spread wasn’t a uniform process; the adoption rate varied significantly based on cultural contexts and pre-existing linguistic norms. However, the undeniable influence of the internet and the appeal of American pop culture created. Because of this, American slang, which was an integral part of the language, involuntarily began to spread among young people all over the world. For example, expressions such as "LOL" (laughing out loud), "cool", "respect", "OMG" (O My God) were used quite often. Every teenage knew the meaning of it. Nowadays American slang is still popular among teenagers and young people from different cultures. For instance, such words as «cringe», «crush», «icon» are used in Russian slang too [2].

Tracing the evolution of 20th-century slang reveals a fascinating shift towards softer, more melodic sounds compared to some earlier or later iterations. Early 20th-century slang, often born in specific subcultures like jazz musicians or college students, favored gentler phonetic elements [3]. Consider the relatively smooth sounds of slang terms prevalent around the 1920s and 30s; these often lacked the harsh consonants and guttural sounds that characterize some contemporary slang. This preference for euphony likely reflected a broader cultural aesthetic of the era. However, the rise of youth countercultures in later

decades, particularly the 1960s and beyond, saw a resurgence of harsher, more deliberately rebellious phonetic choices in slang, mirroring a changing social landscape. This contrast underscores the complex relationship between slang, sound, and the social and cultural context in which it emerges. Furthermore, the increasing influence of diverse linguistic backgrounds on American English contributed to a richer and more varied sonic palette in slang throughout the 20th century. The study of slang's phonetic evolution therefore provides valuable insights not just into language change but also into shifts in social norms and cultural values over time. Analyzing the frequency of certain phonemes in slang across different decades can further illuminate these trends. For example, words «copper» (slang for a police officer), «dough» (an informal reference to money), «flapper» (a stylish young woman who adopted unconventional behaviors), «gigglemug» (a term for an individual who frequently smiles or laughs), "hunky-dory" (indicating that everything is satisfactory or progressing well), and «ragtime» (a musical genre distinguished by its syncopated rhythms) possess a gentler connotation compared to contemporary expressions like «side-eye» (which implies casting a disapproving glance), rizz («rizz» comes from «charisma»), cringe (to very embarrassed, and often show this by a physical movement or expression) [4].

The evolution of slang demonstrates a fascinating shift in both its phonetic structure and semantic function. Initially, slang largely involved substituting existing words with informal, often regionally specific, alternatives. Older form of slang relied on phonetic shifts and creative wordplay to generate new terms, often staying within the grammatical structures of the standard language. However, the period roughly between 1980 and 2000 witnessed a shift. The rise of digital communication, particularly text messaging and online chat, which developing processes, influence were mentioned earlier, profoundly impacted slang development. Slang began to be formed using abbreviations of certain words. For example, there are a number of abbreviations of expressions such as "idk" (I don't know), "bh" (to be honest), "btw" (by the way), "thx" (thanks), "jk" (just kidding), "irl" (in real life), etc. Most likely due to the popularity of Internet spaces. Text messages, where teenagers used to write not completely, but write abbreviated answers, began to transfer these abbreviations into oral speech, so it transformed into slang [5].

In conclusion, it is important to say that slang has not appeared as recently as it seems. It is a phenomenon that is as much a part of language and culture as anything else. Slang is something that helps people understand each other better, relax, without using only an official business style. Being to some extent a humorous element of the language, slang unites young people with the help of positive emotions. This is an interesting linguistic phenomenon, which has almost no patterns, which appears and always quickly transforms and changes.

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ИСПОЛЬЗОВАНИЕ ПОДКАСТОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

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Мир образования постоянно меняется, и поиск новых, эффективных способов обучения становится все более актуальным. В последние годы всё большую популярность приобретают подкасты – аудиофайлы, которые предлагают доступ к разнообразному контенту по различным темам. Формат подкастов делает процесс обучения естественным и увлекательным, так как студенты погружаются в живой разговор, где встречаются естественная лексика, разговорные обороты и разные акценты [1, с. 45].

Материалом исследования стала серия №127 «Our Good Habits» из популярного подкаста «What's The Juice?», в которой ведущие обсуждают личное стереотипное поведение в различных ситуациях и методы создания новых привычек. Мы полагаем, что данный эпизод, посвященный формированию полезных привычек, отлично иллюстрирует потенциал подкастов в обучении иностранному языку.

Обучение грамматике с помощью подкастов позволяет использовать различные интерактивные упражнения: заполнение пропусков в транскрипции текстов для закрепления употребления артиклей, заполнение предлогов и других грамматических элементов, создание новых предложений с использованием изучаемых конструкций, перефразирование для демонстрации владения синонимичными выражениями и составление

вопросов по прослушанным фрагментам для проверки понимания содержания и способности формулировать вопросы на иностранном языке.

Проанализировав материал исследования, мы разработали комплекс упражнений, способствующих усвоению различных грамматических правил. Так, для отработки времен Present Simple, Present Perfect и Past Simple мы предлагаем следующее задание, в котором необходимо исправить ошибки в выделенных словах и фразах (Correct the errors in the highlighted words and phrases):

Yoni: Another thing I (1) am liking about you, Alia, is how you make to-do lists. You guys (2) know this about her already, I feel like we (3) mention it in the bad habits episode, right?

Alia: Oh yeah, you (4) are not doing to-do lists.

Yoni: Yeah, we (5) talk about how I (6) don't do it and then we say how you do it.

Alia: Yeah, for some reason, (7) I'm like to just write it down, old school. I take a piece of paper and (8) writing it down. Something about (9) be on my phone too dangerous for me. The moment I (10) will pick up my phone, I'm on Instagram!

Yoni: My to-do list (11) was just on my notes, and I have a pinned to-do list that I (12) am updating every week. I don't even (13) update it daily, just weekly. So on Monday, I put everything I have to do this week and I (14) broke down each task. For a video, I break down what the video is, then I'm like, "Film this day, import footage, rough cut..." I break down each task, and then as the week go on, I (15) am filling in all the bubbles.

Для отработки употребления модальных глаголов студентам может быть предложено задание на основе подкаста, в котором необходимо вставить подходящие по смыслу модальные глаголы could, would, had to, should и их отрицательные формы (Complete the sentences using the modal verbs could, would, had to, should, or their negative forms).

Yoni ___ easily find any item in his closet because he ___ always keep his clothes neatly folded.

Alia confessed that her closet ___ be as perfectly organized as Yoni's due to the variety of fabrics she owned.

She explained that she ___ use drawers for her pants because some materials ___ be folded properly.

Yoni suggested that Alia ___ hang her skirts, but she argued that she ___ because she lacked the right hangers.

Alia lamented that her clothes ___ be folded the same way as Yoni's, which meant her wardrobe ___ always look a bit messy.

Yoni ___ love to have a walk-in closet, and he imagined it being perfectly organized.

He acknowledged that they had only discussed three good habits so far and suggested they ___ move on to a new topic.

Подобные задания по исправлению ошибок и упражнения с пропусками помогают углубить понимание грамматических правил и развивают навыки критического мышления, что способствует более точному использованию языка [2, с. 150].

Для отработки лексики, используемой в подкасте, помогут фрагменты подкаста с пропусками, в которых необходимо вставить слова из заданного списка, упражнения, направленные на поиск значений новых выражений и идиом, соотнесение слов из подкаста с их синонимами или антонимами. В качестве примера можно предложить студентам прослушать фрагмент подкаста «Stay in touch» и подобрать к указанным словосочетаниям английские эквиваленты (Listen to the fragment «Stay in touch» of the podcast episode and put down English equivalents to the following word combinations): поддерживать связь, оставаться на связи (to keep in touch, to stay in touch); начальный (минимальный) уровень (entry level); заниматься чем-то (to be up to); случайно, произвольно, беспорядочно (randomly); чувствовать себя неловко (to feel embarrassed); время идёт (time passes); стремиться сделать что-то (to aspire to do).

Развитие письменных навыков осуществляется через разнообразные задания: от сжатия информации в резюме и аннотациях до творческого письма, включающего письма, рецензии, эссе и сценарии. Эти упражнения стимулируют студентов выражать свои мысли кратко и точно, а также развивают словарный запас, грамматику и навыки повествования. Задания по формальному и убеждающему письму, например, письма авторам, посты в социальных сетях и рекламные тексты, требуют от студентов использования языка, соответствующего конкретной аудитории и цели, что способствует развитию их навыков убеждения. Так, к примеру, на основе указанного подкаста студентам может быть предложено выбрать 3 темы из предложенного списка и написать по ним свой комментарий, состоящий из 7-10 предложений (Choose three points from the following list and comment them on. Each commentary is about 7-10 sentences). Это задание способствует развитию критического мышления обучающегося, нацелено на формирование и совершенствование навыков письменной речи, а также выражение собственного мнения: the power of morning routines; the significance of healthy eating; the habit of early rising; the value of planning; the influence of keeping in touch with loved ones.

Подкасты также можно использовать при групповой работе студентов для формирования разговорных навыков в неформальной обстановке. Упражнениями, направленными на развитие данных навыков, могут выступать пересказ и обсуждение, ролевые игры, интервью, дебаты и

дискуссии, презентации и монологи. Мы предлагаем деловую игру-дебаты, в которой необходимо подготовить аргументированную позицию по каждой теме (You need to come up with 5 arguments for each debate topic and defend your opinion):

Is being late always wrong?

Paper vs. Digital: which is the better to-do list?

Early marriages: a blessing or a curse?

Ghosting on social media: acceptable or unacceptable?

Affirmations: a powerful tool or just wishful thinking?

Данное упражнение развивает критическое мышление, навыки аргументации, уверенность, исследовательскую активность и уважение к различным точкам зрения, что способствует формированию интеллектуальных, коммуникативных и социальных компетенций у обучающихся.

Таким образом можно сделать вывод, что использование подкастов в обучении иностранному языку открывает перед студентами и преподавателями новые возможности. Это не просто еще один инструмент обучения, а целый мир живой речи, где язык звучит естественно и увлекательно. Подкасты позволяют изучать язык в контексте, развивая не только грамматику и лексику, но и навыки аудирования, понимания речи на слух, а также способность вести диалог и выражать свои мысли.

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ИСПОЛЬЗОВАНИЕ ИНОСТРАННОЙ ЛЕКСИКИ В ЗАГОЛОВКАХ И ЛОГОТИПАХ В КОНТЕКСТЕ МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ
USE OF FOREIGN VOCABULARY IN HEADLINES AND LOGOS IN THE CONTEXT OF INTERCULTURAL INTERACTION

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In the modern world, the issue of intercultural interaction is becoming increasingly important and relevant. In this context, the use of foreign vocabulary in titles and logos becomes an effective way to attract the attention of the audience and create a unique style.

The purpose of this work is to find out whether it is correct to use Russian words in titles and logos but written in foreign letters, as well as the opposite situation with the use of several languages at once. The main task is to analyze the current situation with this kind of logos.

Many international companies use English words or phrases in their logos, such as "Nike" or "Coca-Cola". This helps them create a recognizable brand and achieve global recognition. It is worth noting that some Russian companies use foreign letters in their logos to write words from the Russian vocabulary. As an example, we can cite some Russian companies that have chosen the above-mentioned method of creating a logo: BRUSNIKA (a Russian brand of women's clothing), jewelry brand Avgvst [1].

Such headlines are created with the aim of better advertising the company and its rapid promotion on the market. It should be said that the emotional and expressive potential of linguistic means in advertising become more powerful when they interact with visual components, which ensures a successful impact on the consumer [6]. But it is worth noting that despite the fact that such signs attract customers from a marketing point of view, they can also interfere with the visual perception of the text for both Russians and foreigners. [2]. Many citizens of our country find it easier to perceive the text of the headline written in Russian letters and making up a familiar word. In turn, foreigners can be tense and confused by headlines made up of letters of their alphabet, but at the same time denoting the word is not from their vocabulary [5].

It is important to remember that the use of foreign vocabulary should be consistent with the target audience and context. Incorrect use of foreign words or phrases can lead to misunderstandings or even negative reactions [3].

Also, in order to avoid intercultural conflict when creating a logo, the following recommendations should be taken into account:

1. Study the culture and traditions of the target audience. Understanding the characteristics and preferences of consumers will help to avoid misunderstandings and mistakes when creating a logo.

2. Avoid using symbols, colors or images that may cause a negative reaction in a certain culture. For example, the use of certain letters, colors or numbers may be associated with failure or death in another culture.

3. Conduct market and competitor research. This will help to avoid similarities with the logos of other companies and eliminate possible misunderstandings or accusations of plagiarism.

4. Contact a professional designer or agency specializing in intercultural design. Experienced specialists will help to create a logo that will be unique, attractive and will not cause negative associations.

5. Test the logo on representatives of different cultures and get feedback. This will allow you to identify possible problems or misunderstandings and make the necessary adjustments [4].

Following these guidelines will help create a logo that is understandable and appealing to different cultures.

Based on the above, it can be concluded that when using foreign vocabulary in titles and logos, it is important to take into account the cultural characteristics of the audience and strive to create a harmonious, memorable and exciting image of the company. Creating a cross-cultural logo may require following several important steps, which in turn will help make it unique and understandable to representatives of different cultures and countries.

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ВЛИЯНИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ НА РАЗГОВОРНЫЙ РУССКИЙ ЯЗЫК
THE INFLUENCE OF INTERCULTURAL COMMUNICATION ON SPOKEN RUSSIAN

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Today’s world is increasingly interconnected, with people from diverse backgrounds interacting daily. This globalization has fostered a dynamic environment where languages evolve and adapt to accommodate new ideas, cultures, and ways of thinking. Russian, a language with a rich history and unique characteristics, is no exception to this phenomenon. The influence of intercultural communication, particularly in the realm of spoken Russian, is a complex and multifaceted topic that warrants exploration [1].

One of the most evident effects of intercultural communication is the emergence of loanwords in spoken Russian. With exposure to foreign languages, particularly English, many Russian speakers have adopted loanwords to express concepts or ideas that lack direct equivalents in their native tongue. This phenomenon has been particularly pronounced in such areas as technology, business, and popular culture. Examples of loanwords include. Компьютер(compyuter): From English computer. Интернет (internet): From English internet. Менеджер (menedjer): From English manager.

While these words often appear in written Russian, they have also permeated spoken language, demonstrating the influence of foreign languages on everyday communication.

The immense popularity of foreign entertainment, from music and cinema to TV series and anime, plays a significant role in shaping the modern Russian language. Individuals immersed in these global trends often seek to incorporate expressions mentioned by their favorite actors, performers, and characters [2]. This has resulted in a fascinating blend of influences, with American series like "Friends" and "How I Met Your Mother," Turkish dramas like "Magnificent Century," Korean dramas, and Japanese anime all contributing to the evolution of spoken Russian. These sources introduce new phrases, slang, and even grammatical patterns, which young people readily adopt and adapt, adding a vibrant and dynamic dimension to the language.

Furthermore, the emergence of new slang and colloquialisms is a direct result of intercultural communication. As Russian speakers interact with people from different cultures, they develop new ways of expressing themselves, adopting slang terms from other languages or creating unique expressions that reflect the evolving social landscape. The borrowing of foreign words makes the Russian language more flexible and receptive to new concepts and technologies. This simplifies communication, especially among young people and those who use the Internet actively.

The influence of intercultural communication extends far beyond linguistic changes, profoundly impacting social and cultural dynamics within Russia. It acts as a catalyst for a more nuanced and interconnected society, prompting a shift in attitudes and perspectives [3]. Interactions with people from diverse backgrounds foster greater tolerance and understanding, as Russian speakers gain insights into diverse viewpoints and perspectives, contributing to a more inclusive society. This exchange not only broadens horizons but also leads to a greater appreciation for the complexities of human experience, fostering empathy and understanding across cultural divides.

Beyond this, intercultural communication also leads to shifts in individual and collective identities. Russian speakers, exposed to other cultures, may develop a hybrid identity, incorporating elements of their native culture with influences from other cultures. This hybrid identity, a fusion of traditions and values, reflects the evolving landscape of contemporary Russia, where global influences are increasingly intertwined with local heritage.

The rise of the Internet and social media has further intensified this impact, exposing Russian speakers to global trends, music, and entertainment, which has an impact on their values, beliefs, and consumption habits. This constant exposure to diverse cultural expressions leads to a re-evaluation of traditional values and a reassessment of social norms, fostering a dynamic interplay between global influences and local cultural identities. This dynamic interaction creates a complex and ever-evolving cultural landscape, where the boundaries between "local" and "global" become increasingly blurred. «Nowadays, the modern world

does not stand still, it is constantly evolving. It is difficult for mankind to imagine life without innovations, namely the telephone, the computer and the car, which have already become commonplace. Modernization is the main driving force of economic, social and cultural development. Innovative activity has led the world community to a new, higher level of development» [4, c.11].

While the influence of intercultural communication on spoken Russian presents numerous benefits, it also raises some concerns. Critics argue that the influx of loanwords and grammatical deviations may lead to a dilution of the Russian language, eroding its unique identity and cultural significance. Russian, with its rich history and unique literary traditions, is a vital part of Russian culture, and some fear that excessive borrowing from other languages may lead to the loss of its distinctiveness [5].

The adoption of new vocabulary and grammatical structures might create language barriers within Russia itself. One of the reasons for this is that people of younger generations are more exposed to intercultural communication and may develop language habits that are different from older generations. This could lead to communication difficulties between generations together with misunderstandings between people from different social groups.

Additionally, the borrowing of cultural elements from other languages can sometimes be perceived as cultural appropriation, leading to concerns about cultural sensitivity and respect. It is important to remember that every language and culture is unique, and distinctiveness should be respected. Borrowing should be done with caution and respect for the source, avoiding the inappropriate use of elements of another culture.

The influence of intercultural communication on spoken Russian is a complex phenomenon with both positive and negative implications. It has led to linguistic adaptations, social shifts, and cultural changes, demonstrating the dynamic nature of language and its role in shaping our world. As the world continues to grow more interconnected, it is crucial to approach these developments with a nuanced perspective, embracing the opportunities for cross-cultural understanding while acknowledging potential challenges.

The future of spoken Russian will likely continue to evolve as intercultural communication shapes the language and its relationship with global culture. We can foster a more inclusive and interconnected world through continued dialogue and understanding, embracing the richness and diversity of language and culture.

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ЛОКАЛИЗАЦИЯ ФИЛЬМОВ: ПРАГМАТИЧЕСКИЙ АСПЕКТ
LOCALIZATION OF FILMS: PRAGMATIC ASPECT

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Cinema is an integral part of our culture. The films raise global problems, highlight important issues and tell personal stories. “...With the help of cinema, you can get in touch with the spiritual substances of the soul,” said the great Russian director Andrei Tarkovsky. Due to globalization, films have become available all over the world, and people have the opportunity to learn about the culture, traditions, thoughts and feelings of other people and entire nations. That is why quality movie translation is so important, which should be able to convey the meaning and idea of the author. This type of translation is always difficult in linguistic and practical terms. It affects the correspondence of the translation to the original, as well as its technical implementation on the screen. It is necessary to adapt the text so that it looks suitable on the screen, fits during speech, and sounds natural. All these criteria may seem like trifles, but they greatly affect the understanding of the text and the movie meaning as a whole. Audiovisual translation, one of the most difficult areas of translation, deals with all this. And, at the same time, it is also one of the most interesting types of translation.

According to Anthony Pym, Professor of Translation and Intercultural Studies, in general, localization is the adaptation and translation of a text (like a software program) to suit a particular reception situation [1]. Localization involves taking a product and making it linguistically and culturally appropriate to the target locale (country/region and language) where it will be used and sold (the web site of the Education Initiative Taskforce of the Localization Industry Standards Association (LISA 2003)). If we talk about the localization of films and TV series, it includes the translation of titles, dialogues, comments, names, subtitles and various graphic elements designed to ensure maximum perception and understanding of content by viewers in another cultural environment.

Localization plays a crucial role in conveying the meanings and ideas of cinema to audiences from all over the world. And depending on the type of source materials, it is necessary to choose the optimal type of audiovisual translation (AVT). AVT comprises various subfields, each with its unique methods and considerations. These are some of the most prevalent types of audiovisual translation: subtitling, dubbing and voice-over [2].

Cintas (2003) has defined subtitling as “a linguistic practice which consists in offering, generally in the lower portion of the screen, a written text which sets out to recount the actors' dialogues and the discursive elements that form part of the image (letters, graffiti, captions, hoardings, etc.) or the sound track (songs, off-screen voices, etc.)” [3]. This is the most popular type of audiovisual translation because localized content is released very quickly (often right on the day the series is released) without voicing the text. However, subtitles still have difficulties translating. The translator needs to consider the limit on the symbols, words and lines number. The text must fit on the screen of different devices. Another feature is the synchronization of subtitles with a change of plans in the frame, as well as the binding of subtitles to timestamps. By the way, that is why subtitles often do not display the full version of the actor’s replica, but its short translation – the task is to convey the meaning, so nuances have to be sacrificed. As, for example, in the translation of the phrase "Be nice, be nice" – "Поласковей": the meaning of the statement is not lost when the repetition is omitted. Another example, "It's all about the coffee" – "Кофе бы.” By reducing the remark to two short words, the meaning and desire of the character have been preserved, and the presence of a verb in this situation is optional and unnecessary [4].

Another type of audiovisual translation is dubbing. It refers to any technique of covering the original voice in an audio-visual production by another voice. The speech coincides as much as possible with the articulation and facial expressions of the actors on the screen. This is the most labor-intensive, expensive, but at the same time the most convenient type of translation for the viewer. There are a lot of sophistications here. In different languages, the same

phrase can have completely different length and intonation load. Translators need to change the vocabulary of the characters, adapt jokes, shorten the thought in the dialogue or stretch the replica on the contrary. The most important thing is not to lose the original artistic idea of the movie. Thereby, text changes due to the need to synchronize the original text and the translation text can be external and internal. External changes can be achieved, for example, by maintaining the number of syllables: “This is a small village.” (5 words, 5 syllables) – “Город маленький,” (2 words, 5 syllables). The transmission of the internal content of audiovisual texts is carried out through literal and transformational translation. “I was wrong about you,” - “Я ошибался в тебе.” “You’ll die protecting this world,” - “Ты умрёшь, защищая этот мир” [5].

And finally, the third kind of AVT is a voice-over. This is a translation of the film's speech soundtrack and its superimposition on the original soundtrack. Almost simultaneous broadcasting takes place in such a way that the viewer hears both the translation and the original sound of the picture. The text should still be synchronized with what is happening on the screen in time and duration, but it is no longer necessary to get into the lips. The voice actor (often the translator himself) only needs to get into the intonation approximately, since the viewer hears the actor's original voice and his emotions in the background. Lipsinc is not taken into account in voice-over translation, which makes this type of translation a little easier, nevertheless, the translator is still limited by the visual syntax of an audiovisual work. Translators often resort to abbreviations and syntactic usage. Also, in order for the length of the translation phrase to coincide with the original, a literal translation was used, as in Soviet unlicensed translations of American films by A. Gavrilov, L. Volodarsky, A. Mikhalev, V. Gorchakov, P. Kartsev, e.g. “What’s your real name, Baby?” - “Какое твое настоящее имя, Бэйби?” (translated by V. Gorchakov) [6].

It seems important to add that localization is directly related to translation transformations. Using the example of the movie "Léon" (1994), you can see the omissions. For example, "Leave it to me, we're checking out." - "Предоставь это мне." A literal translation or zero transformation is often used. "You don't like Beethoven" - "Ты не любишь Бетховена." "I'm in good shape" - "Я в хорошей форме." "We'll take it and live together" - "Мы заберем их и уедем вместе." There is also an antonymous translation: "But if they are not here" - "но только в том случае, если они посещают занятия." And there is a holistic transformation of phrases: "Keep it" - "Можешь не отдавать платок." In other words, considering the examples of the movie translation, we can conclude that in order to convey the meaning and adapt it to the national characteristics of the audience, translators have to use different translation techniques.

In summary, the process of localization of films and, in general, audiovisual translation is quite complicated due to the wide range of duties of the translator

and the rules that they must comply with. The translator of audiovisual content has a huge responsibility, so they must not only speak the language, but also be familiar with the culture, moral values, and government directives of a particular audience. Certain language, images, or secondary subjects may be inappropriate or even illegal. In the process of adaptation, such moments are replaced or completely removed for a more comfortable perception. All this is very important, because if you skip localization, then the film may even be banned, which, of course, will affect sales, or the valuable meaning that the director wanted to convey will be lost.

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ЧЕШСКИЕ ПОСЛОВИЦЫ И ИХ КУЛЬТУРНОЕ ЗНАЧЕНИЕ В РАМКАХ МЕНТАЛИТЕТА СТРАНЫ
CZECH PROVERBS AND THEIR CULTURAL SIGNIFICANCE IN TERMS OF THE COUNTRY'S MENTALITY

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This article is dedicated to the study of Czech proverbs and their cultural significance. Proverbs, passed down from generation to generation, provide deep insights into the worldview of society, social norms, and collective experience. The article highlights how Czech proverbs reflect key aspects of the culture. The aim is to explore traditional Czech expressions and proverbs as reflections of cultural values and the unique psychology of the Czech people. By examining various traditional expressions, this project seeks to uncover the close relationship between language and culture, demonstrating how these proverbs not only shape but also preserve the identity of the Czech nation. The relevance of this article lies in the thorough analysis of Czech proverbs as an essential component of national culture and language, which retains its importance in contemporary Czech Republic. In terms of globalization, when traditional cultural traits are often lost or transformed, the study of proverbs becomes a vital tool for preserving and understanding a nation's cultural identity [1].

Proverbs and sayings, as an integral part of folklore and a marker of the culture of a particular nation, reflect the life of the people they belong to; they represent the mindset and character of the people. Proverbs and sayings are diverse, existing almost outside the boundaries of time. Indeed, no matter of the era, proverbs and sayings remain relevant, always fitting the moment. In proverbs and sayings, one can find a reflection of the nation’s rich historical experience, as well as ideas related to labor, daily life, and culture. The correct and appropriate use of proverbs and sayings adds an inimitable uniqueness and special expressiveness to speech [2]. "By a phraseological unit, we mean a relatively stable, reproducible, expressive combination of lexemes, which (as a rule) has a holistic meaning" [3]. These units, particularly in the case of proverbs, contain

complex cultural and social ideas in a compact form, making them powerful tools for understanding both language and society.

Czech proverbs, like many other folk expressions, have developed over centuries, reflecting history, folklore, and everyday life, offering profound reflections on beliefs, behavior, and values that define Czech society. Each expression carries deep symbolism and life experiences accumulated over the centuries. They reveal not only perceptions of life but also the social norms and traditions that have shaped the Czech people.

As it was mentioned earlier, Czech proverbs largely reflect certain individual features of the Czech mentality. Let us examine these, along with the psychology of the Czech people, through the specific examples.

One of the central aspects of Czech psychology is hard work, which is reflected in numerous proverbs that emphasize the importance of labor, patience, and the ability to be a resourceful person. For example, the proverb: "Bez práce nejsou koláče" (No pain, no gain) [4]. This saying highlights that to achieve something meaningful, effort is required. The Czech people have traditionally valued hard work and self-sufficiency, leaving little room for excessive hope in luck or randomness. In this proverb, not only practicality is evident, but also a pragmatic approach to life – nothing is given without an effort. In addition, a good example of this aspect of Czech character is also the proverb "Ranní ptáče dál doskáče" (The early bird catches the worm). This expression is also linked to the value of hard work and organization. The Czech people highly value discipline, the ability to plan, and taking responsibility, which are associated with success in life. It also demonstrates a tendency towards stability and gradual progress toward goals.

Czechs often display modesty in their judgments and are not inclined to boast about their success. This quality is reflected in proverbs that teach caution and the avoidance of excessive self-confidence. One such proverb is: "Mluviti stříbro, mlčeti zlato" (Speech is silver, silence is golden). This saying expresses respect for silence and caution in speech, reflecting the Czech people's tendency towards restraint and avoidance of open conflict or unnecessary words. It also emphasizes the importance of inner harmony and prudence.

Czechs are known for their sense of humor, which often manifests itself through self-irony and a light approach to life. Proverbs that touch on this aspect not only lift the spirits but also help cope with life's difficulties with a smile. An example of such a proverb is: "Kdo se směje naposled, ten se směje nejlíp" (He laughs best who laughs last). This proverb means that patience and perseverance lead to the greatest rewards. It emphasizes that those who endure until the end, rather than boasting early, will experience the most satisfying success. The Czechs have a strong tradition of wit and humor, often with a dose of irony. The proverb's use of laughter as a metaphor for success highlights a cultural appreciation for

humor, especially in overcoming challenges. Laughter is seen as a way to cope with life's difficulties, and the proverb emphasizes that the "best laugh" is reserved for those who outlast their struggles.

The Czech people traditionally place great importance on sincerity and decency, and any forms of deception is considered not only immoral, but also dangerous. A good example of this is the proverb "Kdo lže, ten krade" (He who lies, steals). This proverb emphasizes the high moral value of honesty and truthfulness in Czech society. It highlights the belief that dishonesty is not just a moral failing but a form of theft, as it robs others of trust and integrity. In Czech culture, truthfulness is seen as the basis of personal relationships. Deception is viewed as a threat to social harmony and trust, which are essential to the community. This mentality reflects the Czech emphasis on straightforwardness and the importance of building relationships based on mutual respect and transparency.

The pragmatism and accuracy of the Czech people are well reflected in the proverb "Dvakrát měř, jednou řež" (Measure twice, cut once). [5] This saying emphasizes the importance of careful planning and consideration before taking action. It suggests that rushing into decisions or tasks without proper preparation can lead to mistakes and wasted effort. In Czech culture, this proverb reflects a strong value placed on precision, caution, and thoroughness. It emphasizes the importance of thoughtful actions and avoiding hasty decisions. It also indicates a deep respect for accuracy in works and deeds, which is typical of Czech culture.

Another interesting Czech proverb that also represents peoples's mentality is "Darovanému koni na zuby nehleď" (Don't look a gift horse in the mouth). The proverb highlights the value of being grateful for what is given, regardless of its apparent flaws or shortcomings. Czechs, as was said earlier, known for their modesty and pragmatism, tend to appreciate practical and meaningful gestures rather than expecting perfection. It highlights the importance of humility in accepting kindness without overanalyzing or being overly critical. This reflects Czech values of gratitude and humility, emphasizing that gifts should be accepted without judgment, even if they're not perfect.

Unlike Russians, for whom porridge can symbolize confusion in the mind, disorder, or garbled speech (as with the other "culinary" image – vinaigrette: "he has porridge/vinaigrette in his head" or "porridge in his mouth"), for Czechs, porridge symbolizes intellectual wealth and wit, as reflected in the phrase jídat vtipnou kaši (literally "eat witty porridge") – meaning "to be witty and quick-witted." In Czech linguistic culture, the symbol of confusion or disorder in the mind and mouth is represented by another culinary image – the Czech national dish, knedlíky (dumplings): má jako knedlík v ústech, v puse, v hubě (literally "he has a dumpling in his mouth"); má jako knedlík v krku (literally "he has a dumpling in his throat") – meaning "he has a lump in his throat" (due to emotion,

tears, etc.). Czechs also humorously compare an open mouth to one ready for a dumpling: brat míru na knedlíky (literally "to take a measurement for dumplings") (similar to the Russian expression "to yawn widely") [6].

In conclusion, Czech proverbs offer a unique and insightful reflection of the Czech people's mentality, culture, and values. They not only provide a window into the historical experiences of the nation but also reveal the collective psyche and cultural identity that has been shaped over centuries. Through proverbs, we gain a deeper understanding of Czech society's focus on hard work, discipline, pragmatism and modesty. These proverbs also emphasize the importance of patience, organization, and gradual progress, while demonstrating the Czech people's strong sense of humor and ability to navigate life's challenges with resilience. In sum, this article highlights that proverbs are much more than linguistic relics; they are cultural treasures that embody the values, social norms, and psychological traits of the Czech people. As such, the study of Czech proverbs serves as an important tool in preserving cultural identity and understanding the deep connection between language, tradition, and national pride.

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РОЛЬ ИНОСТРАННОГО ЯЗЫКА В МЕЖКУЛЬТУРНОМ ВЗАИМОДЕЙСТВИИ THE ROLE OF A FOREIGN LANGUAGE IN INTERCULTURAL INTERACTION

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The key factors of intercultural interaction are foreign languages and linguistic and cultural studies. However, to fully reveal the role of these factors in intercultural communication, it is worth taking a comprehensive approach to the issue and first understand how the stages of communication themselves are arranged. Sociologists distinguish the following stages of a promise. They are sender, encoding, message, channel, receiver, decoding, feedback [1]. Our subject of consideration is specifically intercultural interaction. In the context of communication between representatives of two different cultures, the "translation" stage cannot be attributed to all the above stages of building communication. It is impossible to include it in the above list by allocating a specific item to it, since “translation” directly accompanies the entire process of intercultural interaction. For example, at the “encoding” stage, a person formulates a message relying on the means of the interlocutor's language. “decoding” is the opposite of “encoding”, that is, here the addressee, relying on the means of the sender’s language, will interpret the message he hears. At both stages, it is impossible to do without translation, which is direct proof that knowledge of foreign languages is an important factor in intercultural interaction. Against the background of the ever-increasing interest in studying the cultures of different nations, close attention to the issues of intercultural communication, the task of the teacher is to teach not only to understand a foreign language and speak it, but also to give specific knowledge about the features of a particular culture in the field of professional, social and partly interpersonal communication. The result of the effectiveness of such training programs is a dialogue of cultures, mutual understanding, tolerance and respect for the culture of communication partners [2].

In the second part of our thesis, we put linguistic and cultural studies on a par with foreign languages in terms of importance in the context of the formation of intercultural interaction. To reveal this part of the thesis, it is necessary to

consider “translation” no longer as a unit of communication between representatives of different cultures, but from the point of view of an independent extensive social and linguistic concept. There are many different classifications of the concept of “translation”, but we will focus specifically on two: “literal translation” and “adequate translation.” Literal translation - the expressive means of the two languages do not match, but the translator does not know this [3]. Such a translation is possible only in cases where the means of two different languages completely coincide, then the interlocutor can translate the sender’s sentence “word for word”, moreover, without losing the meaning of the statement. Let us consider such cases using the example of idioms: “Apple doesn't fall far from the tree” - which literally translates into Russian as: “Яблоко от яблони недалеко падает.” Another example: “to look for a needle in a haystack” - this idiom also sounds similar in Russian: “Искать иголку в стоге сена." However, often the means of the two languages do not match or only partially match, because the literal translation here will not be correct: “Black sheep” has a Russian equivalent of “белая ворона”, which literally translates into English as: “white crow”. Another example: “when pigs fly,” - the Russian equivalent is “Когда рак на горе свистнет.” This expression literally sounds like “When crayfish whistles on the mountain”, which, without context, completely distorts the meaning of the English idiom.

So, in the above statements, it is impossible to reflect the meaning of the statements with the help of a literal translation. Such contextual discrepancies concern not only lexical, but even grammatical units of the language, when there are no similar means of expression in one language that exist in the sender’s language. For example, in Russian there is no concept of the article, whereas in English it exists. Thus, the indefinite article “a” is used to express the category of uncertainty. As a rule, a Russian person does not translate this grammatical unit, however, in some cases, depending on the context, the article requires translation: “We have not a minute to waste” - in this case, it is worth translating the article as “одна лишняя” (“single extra one”) that is, the sentence will sound like: “У нас нет ни одной лишней минуты” [4]. This leads to the conclusion that a literal translation based only on the vocabulary of the sender’s language cannot be accurate. Its use can subsequently lead to disharmony in intercultural interaction. To avoid inaccuracies, it is worth resorting to the use of “adequate translation”. This is the second classification of the concept of “translation”, which we want to focus on. An adequate (equivalent) translation expresses everything that the original does and produces the same emotional effect.) [3]. For high-quality use of “adequate translation”, it is necessary to understand the context of the sender’s message. The discipline that provides a linguist with such an understanding is linguistic and cultural studies.

Linguistic and cultural studies is a section of linguoculturology that considers the characteristics of the country of the language being studied in their linguistic expression, the vector of which is determined by the professional orientation of the researcher [4].

Studying this discipline allows representatives of different cultures to avoid misunderstandings. There are many examples in history of how misunderstanding of the cultural context led to erroneous translation and even conflict between the parties.

In 1956 Nikita Khrushchev, the General Secretary of the USSR, spoke at a reception at the Polish embassy. He uttered the phrase: “Нравится вам или нет, но история на нашей стороне. Мы вас похороним.” (“Like it or not, history is on our side. We will bury you”) It was obvious to Soviet citizens that Khrushchev had paraphrased Marx's thesis that “the proletariat is the gravedigger of capitalism.” TheUS diplomatic Embassy took the phrase: “We will bury you” as a direct threat. Due to a misunderstanding of the cultural context, the simultaneous interpreter incorrectly translated the words of the Secretary General.For Khrushchev's statement, there would be a more accurate translation: “We shall outlive you.” A year later, speaking to Yugoslavia, the Secretary General commented on this situation as follows: What I had in mind was the outlook for the development of human society. Socialism will inevitably succeed capitalism [5]. This example illustrates how important linguistic and cultural studies are in situations of cultural interaction and how important it is to understand the cultural context when communicating with foreign people. Knowing the meanings and rules of grammar is clearly not enough to actively use language as a means of communication. It is necessary to know as deeply as possible the world of the language being studied. In addition to the meanings and rules of grammar, you need to know: 1) when to say/write, how, to whom, in front of whom, where; 2) how a given meaning/concept, a given subject of thought lives in the reality of the language being studied [6].

So, after all the above, we can say that knowledge of foreign languages is the “foundation” of building intercultural communication, it plays a major role in the interaction of representatives of different cultures, at the same time, linguistic and cultural studies affect the quality of this communication, providing the addressee and sender with an understanding of the cultural context,sothatinterlocutors can more accurately interpret each other's words, avoiding cross-cultural misunderstandings.

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СОВРЕМЕННЫЙ МИР И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
MODERN WORLD AND INTERCULTURAL COMMUNICATION

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The history of the development of intercultural communication as an academic discipline convincingly demonstrates that it was initially formed on the basis of the integration of various humanities. The founders of intercultural communication were the representatives of various scientific fields, such as linguistics, anthropology, psychology, sociology, ethnology, folklore, etc. In the process of their collaborative work, the theories and methods of these areas of knowledge were mixed, giving intercultural communication an integrative character, which became and remains fundamental in it to this day.

Communication is an object of study in many sciences, e.g. sociology, ethnography, psychology, rhetoric, as well as cybernetics and a number of other natural science disciplines. Today this concept is used in two meanings. The first is a communication route, a connection between one place and another (for example, transport communications, underground communications). The second one is communication, transmission of information from one person (group) to another; a specific form of their interaction in the process of life with the help of language and other signal forms of communication. The term "communication" appeared in scientific literature relatively recently and over several decades of the 20th century has become, in essence, the key term in social and humanitarian knowledge [1]. This is apparently explained by its special capacity, which allows the word to be filled with various meanings and used for various cognitive purposes. But no matter what form of communication we are talking about, there are units inherent in this process, the presence of which allows us to speak about communication. These are concepts such as information (message or text), understanding (both rational and sensory), which is the goal of communication, and technology that allows information to be effectively transmitted from the point of view of understanding. It is also necessary to note the necessary conditions of communication, the first of which is the orientation of the participants to some common intersubjective norms, and the second is communicative competence. Why do we communicate? The answer is obvious. We transmit messages in order to warn other people (road signs or a shout), inform other people (a newspaper or a press release), explain something (a textbook), entertain (a joke or a feature film), describe something (a documentary or an oral story), convince someone (a poster or a banner). These are the goals of communication. The original reason why people need communication is the needs of a person or a group of people. The goals of communication serve certain needs. They are survival, cooperation and maintaining relationships with other people, motivating others to act, exercising power over other people (which includes propaganda), receiving and communicating information, etc. The emergence of the discipline "Intercultural Communication" is due to the fact that in the process of intercultural interaction people face problems caused by the discrepancy in the perception of the surrounding world by bearers of different cultures, which entails misunderstanding and even conflict situations [2]. In modern humanities, the concept of "culture" is one of the fundamental ones. It is natural that it is central in intercultural communication. According to the definition of American cultural anthropologists A. Kroeber and K. Kluckhohn, culture is a complex phenomenon that includes both material and social phenomena, as well as various forms of individual behavior and organized activity [3]. Various manifestations of culture are observed in the form of differences in human behavior and certain types of activity, rituals, traditions. We see only individual manifestations of culture, but

we never see it as a whole. Cultural anthropology considers culture as a product of the joint life activity of people, a system of agreed methods of their collective existence, ordered norms and rules for satisfying group and individual needs, etc. As a result, an independent cultural system is formed, which is usually called the ethnic culture of a given people. Its core is a set of "rules of the game" adopted in the process of their collective existence [4]. Unlike human biological properties, they are not inherited genetically, but are learned only through training. For this reason, the existence of a single universal culture that unites all people on Earth becomes impossible. The presence of local cultures is a natural form of existence of the entire human culture as a whole. No culture exists in isolation. In the process of its life, it is forced to constantly turn either to its past or to the experience of other cultures. Voluntarily or involuntarily, throughout their lives, people become part of certain socio-cultural groups. Each such group has its own microculture (subculture) within the parent culture and has both similarities and differences with it. Differences can be caused by social sentiments, education, traditions and other reasons. Subcultures are based on the mutual self-perception of their members, determined by the racial, religious, geographical, linguistic, age, gender, work, family affiliation of their members. And depending on this kind of affiliation, they adhere to a particular model of behavior. Cultural diversity influences the selection of information in the communication process, the choice of motivational strategies, conflict resolution styles, personality, social relations and interaction skills. The process of establishing intercultural communication as an academic discipline began in the 1960s, when this subject began to be taught at a number of universities in the United States. On the European continent, the formation of the academic discipline "intercultural communication" occurred somewhat later than in the United States, and was caused by other reasons. The creation of the European Union opened the borders for the free movement of people, capital and goods. Practice posed the problem of mutual communication between representatives of different cultures. Against this background, scientists gradually developed an interest in the problems of intercultural communication. In domestic science and the education system, the initiators of the study of intercultural communication were teachers of foreign languages, who were the first to realize that for effective communication with representatives of other cultures, knowledge of a foreign language is not enough. Each culture has its own language system, with the help of which its speakers have the opportunity to communicate with each other. In science, various forms of linguistic communication are called verbal means of communication. The most well-known verbal means of communication include, first of all, human speech. However, human speech is only one element of language, and therefore its functional capabilities are much less than those of the entire language system as a whole. Language does not exist outside of culture. It is one of the most important

components of culture, a form of thinking, a manifestation of specifically human life activity, which in turn is the real existence of language. Therefore, language and culture are inseparable from each other. The relationship between language and culture is a complex and multifaceted issue [5]. Nevertheless, their close relationship is obvious. Language is not just a tool for reproducing thoughts, it itself shapes our thoughts. Language does not simply reflect the world, it builds an ideal world in our consciousness, it constructs a second reality. Therefore, people speaking different languages see the world differently. Thus, between the real world and language there is thinking, the word reflects not the object or phenomenon of the surrounding world itself, but how a person sees it, through the prism of the picture of the world that exists in his consciousness and which is determined by his culture. After all, the consciousness of each person is formed both under the influence of his individual experience and as a result of communication, during which he masters the experience of previous generations. A promising direction in the study of intercultural communication in modern society has become the emergence and development of trends aimed at studying the features of verbal etiquette (language tendency) and non-verbal etiquette (cultural-behavioral tendency). So, what is verbal communication etiquette? Communication etiquette refers to the accepted ways of communicating with others in the workplace. Good communication etiquette includes behavior and strategies that can help you relay information clearly while maintaining positive relationships with your supervisors, colleagues and clients. Don't be scared to voice your concerns or opinions. It is necessary always be polite and openminded to the differing viewpoints others may express. It is important to pay attention to features of the voice. Vocal volume, tone, and rate of speech should be appropriate. Too loud a voice may unnerve, and too soft requires listeners to ask you to repeat yourself. Too fast of speech is difficult to understand, while too slow may try the listener's patience. Thus, intercultural verbal communication is an extremely interesting process. In this sense, effective verbal intercultural communication is not an easy and accessible mechanism for interaction in intercultural contacts.

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ЯЗЫК ИСКУССТВА И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ
THE LANGUAGE OF ART AND ARTIFICIAL INTELLIGENCE

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We live in the age of high technology. The world around us is changing rapidly. New tools and machines appear to make person's life easier. There are also great changes in the world of art. In recent years, many new techniques, methods and tools have appeared for artists to express their feelings and thoughts. Artificial intelligence is not the exception. The emergence of AI-image generators, such as DALL-E 2, Discord, Midjourney, and others, has stirred a controversy over whether art generated by artificial intelligence should be considered real art and whether it could put artists and creators out of work. What is Artificial Intelligence and can we refer the pictures made by it as ART? First of all, it is the intelligence demonstrated by machines, particularly computer systems, i.e. software that enables machines to perceive their environment and use learning and intelligence to perform actions that maximize their chances of achieving their goals [1]. It is important to clarify that artificial intelligence does not mean that a machine has consciousness. It is a technology that organizes data, and is used in a variety of areas: from optical character recognition, handwriting, faces and speech, image processing and editing, to data mining and processing, and the composition of virtual reality [2]. A neural network is a mathematical model that imitates the work of the human brain. And, artificial intelligence is a technology that uses these models to solve a user's problem. So, a neural network is a subspecies of artificial intelligence. Artificial intelligence art is any artistic work created by using artificial intelligence systems (such as text-to-image models and music generators). While both AI art and digital art involve the use of

technology, AI art is characterized by the use of generative algorithms and deep learning methods that can autonomously create works of art without the direct involvement of artists. Artists began to use AI systems in their creative work in the latter half of the 20th century, when the discipline emerged. In the early 21st century, the availability of AI artistic tools to the general public increased. It opened up the opportunities for using AI tools for creativity beyond academia and professional artists. Throughout history, AI-assisted art has raised many issues, including copyright, fraud, and its impact on artists and their value [3]. One of the first significant AI artistic systems is AARON, which was developed by Harold Cohen in the late 1960s at the University of California. AARON is the most prominent example of a symbolic approach to creating an AI programme. Harold Cohen, who invented the AARON drawing programme, at first, drew abstract pictures by using a printer-like device, but over time the images became more representational: engineers taught AARON to imitate shapes from nature and add colour to the images. To help the machine master drawing “understand” that a nose should be placed on a face and not somewhere else, Cohen entered 4,000 rules into the programme. In essence, the artist created an automated version of himself, capable of working in the same style and by using the same methods. In the 1990s, Cohen modified AARON to draw with special brushes and paints that were chosen by the programme itself. Along with colour, complex shapes were added to it. In the early 2000s, AARON returned to abstract images, this time in colour. Since the software was not open source, its existence effectively ended with Cohen’s death in 2016. This drawing machine could not generate anything entirely of its own. It was guided by the instructions of its creator. Nevertheless, it can be considered as a bright representative of neuro-art, the ancestor of neural networks.

In what areas of art is AI used? It is used to analyze works of art, create texts, songs, music, special effects in films, plots for films and generate images. Some research methods have been created to identify fakes, search for distinctive features of the work of artists of different eras. There are also AIs, such as ArtEmis, that contain and process data with emotional reactions to works of art, and can also predict the emotions of the viewer. Studying existing art with AI can help organize art exhibitions and support the decision-making process of curators and art historians. AI programmes can automatically generate new paintings, i.e. create copies and imitates the works of famous and lesser-known artists. No doubt, now it is possible for a person to generate any image by using a neural network. You need to send a text request-description, and the system will give you the result. To use text-to-image models, such as DALL-E, Midjourney, Leonardo.AI and the domestic Kandinsky 3.0, no special skills or equipment are required. Artists use machine algorithms for various purposes. For example, at the art exhibition of the future, shown by the Multimedia Art Museum (MAMM) in

Moscow and in the regions, you could see about ten works created by AI [4]. Sofia Crespo, based on images of real animals, created strange biomorphic images in which several birds, animals, fish could be guessed at once, and at the same time it was impossible to recognize any specific creature. Her work reminds us that a neural network cannot create something completely new, but only copies learned forms and combines them. However, not everything is so clear-cut. While some artists see neural networks as an innovative tool for self-expression, others are suspicious to this branch of art development, especially when it comes to payment and the value of works. In 2018, “Portrait of Edmond Belamy” was sold at Christie’s for $432.5 thousand, and in 2019, Sotheby’s raised $42 thousand for the installation “Memories of Passers-by I”. Both works were created by AI. However, we should not forget that real digital artists are behind each of the mentioned works. Generated images are sometimes used as sketches and small illustrations of ideas at the concept stage. Then, manual editing and image adjustments are used to develop the work. Neural networks are used to create corporate identity designs for companies, backgrounds for concept art, characters, and much more. Many competitions now have separate categories for participants with works generated by neural networks.

People use new ways of creating, because it simplifies the work and makes it more accurate. There is digital art, which can be seen often now. Computer graphics create or edit images, hypertext fiction and net art are created. With the help of artificial intelligence, people earn money and create new art that destroys stereotypes. Technologies simultaneously simplify people’s lives, and at the same time, complicate them. Each new invention must be mastered, understood how it works and be able to interact with it. When artificial intelligence is better tuned to the creation of art, it will be able to create art objects that will be difficult for a person to make. For example, if we talk about 3D modeling, then artificial intelligence will be able to sculpt huge objects according to a person's idea. There is an online gallery that sells paintings created by artificial intelligence and the gallery's earnings are more than a million dollars. In 2018, the first painting created by artificial intelligence was sold. It was "Portrait of Edmond Belami" and it was sold for $ 432,500. The "Belamy family" was painted, which is fiction, but the developers received quite real amounts from these paintings. Before that, in 2017, a painting created by the AICAN program was sold. The cost of the painting was $ 16,000 [5].

Artificial intelligence is used in the field of music (from music creation and composition to analysis and distribution), in literature (writing texts on request), in cinema (creation of special effects), in the computer game industry, etc. In 1991 and 1992, Carl Sims won the Golden Nica award at the Prix Ars Electronica for his 3D animated videos using artificial intelligence using artificial evolution. In

2001, Scott Draves won the Fundacion Telefonica Life 4.0 prize for his Electric Sheep project, which used artificial intelligence to create infinite animation.

The nature of human creativity is even less studied than the nature of intelligence. However, this area exists, and here the problems of computer-generated music, literary works (often poems), and fine art are posed. Synthetic media or neuroart was named as a major technology trend in 2022. It will impact businesses in the near future. Synthography is a term used to describe the creation of photo-like images by using Artificial Intelligence. Due to the widespread use of artificial intelligence in art, the music industry, etc. the problem of authorship arises. Who should be considered as the author of a work generated by a neural network? The programmers who created the artificial intelligence? The user who entered the text query or the artificial intelligence itself? Thus, art can be created not only by humans, but also by robots. Artificial intelligence in art is gaining momentum at a rapid pace. Human abilities are no longer rare and unique, because almost everything we do can now be done by artificial intelligence. Somewhere human work is even worse than the work performed by a robot, since a person does not have the same precision. The only advantage of people over robots is that a person has unlimited imagination and can create something that no one has seen before.

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ОСОБЕННОСТИ КУЛЬТУРЫ АНГЛИЙСКОГО НАРОДА В ПОСЛОВИЦАХ И ПОГОВОРКАХ
THE PECULIARITIES OF CULTURE OF ENGLISH PEOPLE IN PROVERBS AND SAYINGS

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Proverbs and sayings constitute a genre of the oral tradition, which exist in every culture, an integral part of the human life. They encapsulate wisdom, worldview and peculiarities of mentality. They have stereotypes summarised by past experience about particular nations. It is not known for certain when proverbs and sayings first appeared. But it is safe to say that such expressions have deep roots in one's own history and perception of the world, formed over thousands of years. It is the specific experience of previous generations that is reflected in the modern world. All of this is expressed in the mentality and it represents the special mindset of each nation, which is expressed through the prism of language. Language is a key to understanding another society, and it can also greatly improve speech in a foreign language, making it more expressive and interesting. It helps to get in touch with tradition, cultural values and the perception of another people's world.

The main types of proverbs and sayings: Character traits of the British; Moderation; Politeness; Self-control; Pragmatism; Hard work; Ability to exercise composure; Reflection of unequal treatment and class inequality in society; Attitude towards home.

First of all, the character of an Englishman is shown by his restraint, poise, and primness. It is a rather popular one, and probably one of the first stereotypes about the British that comes to mind when people talk about their cultural trait. They are famous for their complaisance, politeness and ability to show themselves without losing face. Politeness and self control, refinement of manners is an important aspect in conversation with other people. Strict standards of behaviour support this state of affairs, where such communication can appear arrogant or even cold towards the other person.

It is worth noting the cultural love for conservatism. ‘The most striking and celebrated example of conservatism is the still reverently preserved traditions of the English monarchy"[1, pg. 3]. The royal dynasty is a symbol of stability and

unification of the nation as an indicator of the country's stability for its citizens. Customs and traditions are still firmly held in the mentality of the British and are strictly observed under all circumstances.

Probably one of the most famous English sayings is: ‘Silence is gold’ - this expression perfectly emphasises the identity of the nation. However, in addition to this, there are equally interesting proverbs and sayings that will help to reveal more clearly the cultural peculiarities of the British.

‘Anger and haste hinder good counselling’ - this proverb warns that one should make a decision with a clear mind [6]. ‘Brevity is the soul of wit’ - a brief person will not say nonsense and will seem smarter [3]. ‘Manners make the man’ - manners are an integral part of a person and can create the right impression as well as look dignified [9]. ‘All doors open to courtesy’ - polite people achieve their goals more easily [7].

Observance of etiquette and the ability to self-control, even if their opinion with the other person may not coincide in some places, this is one of the postulates in communication of the inhabitants of the English kingdom.

‘Live and let live’ - it is implied that a person should live his/her life and not judge others [1]. ‘So many men, so many minds’ - every man has his own opinion and it should be accepted [2].

The British are also well known as excellent businessmen and people who have great energy and fortitude. The desire to explore, something new and look for original approaches to solving problems. They are pragmatic and think well about their actions, looking at the situation from the point of view of profit. It is not without reason that England was a great empire over which ‘the sun never sets’.

‘Where there's a will, there's a way’ - he who wants to achieve something will strive for it because of all his strength [2]. ‘A bargain is a bargain’ - it is always worth fulfilling one's obligations, even if something might have changed [3]. ‘You can't make an omelet without breaking a few eggs’ - you can't get what you want without sacrificing something in return [3]. ‘Rome wasn't built in a day’ - the result cannot come instantly, everything must have its time and patience [7].

This proverb demonstrates the English attitude to life hardships and the ability to overcome them with the help of perseverance and persistence. Hard work is an important aspect of their life, without diligence nothing would happen.

‘A cat in gloves catches no mice’ - to achieve what you want, you have to work hard [9]. ‘Diligence is the mother of success’ - this proverb emphasises the importance of hard work for success [3]. ‘Keep calm and carry on’. One of the most famous expressions appeared during the World War II and became a symbol of endurance in hard times for the British people [8].

There are also weather-related sayings with a slightly different connotation.

‘Fair weather friends’ - these people will be friends as long as everything goes well [10]. ‘Save it for a rainy day’ - the importance of proper resource allocation and being prepared for adversity is emphasised here [10]. ‘Sow the wind and reap the whirlwind’ - before doing anything, one should think about the consequences [4].

A negative stereotype should also be noted. Unequal treatment and class inequality among the population, which can be expressed in sayings and proverbs. There is a very strong class stratification in Britain, which is expressed in various aspects of their lives. ‘Beggars can't be choosers’ [1]. ‘Fools build houses and wise men live in them’ [1]. ‘East or West, home is best’ - almost everyone has heard this phrase at least once [5]. People in Britain have a great affection for their home. And first of all, it is a physical place where you can feel safe and relax. But the Russians, saying the word ‘home’, have a slightly different meaning, it is something more abstract and beyond the limits of the living space, having a connection with his homeland, meaning the region or country where he lives and linking his warm memories with it. The British, on the other hand, don’t have such notion at all and for him it is two completely different words that have nothing to do with each other.

‘An English man's house is his castle’ - home is a place where one feels safe and secure [1]. ‘Home is home though it be never so homely’ - this expression emphasises simplicity, but a separate meaning for the word home [4]. ‘There is no place like home’ - wherever you are, home will always be the most homely place [3].

To summarise, the British people are distinctive and contradictory, but they also have strong values that are deeply rooted and, if they change, with quite a lot of difficulty. English folklore helps us to understand their values and beliefs better. In turn, studying proverbs and sayings from other cultures helps us to broaden our horizons and get a feel for the world of other people on our planet, making our speech more ‘alive’ and helping us to understand the language we are learning.

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ИНОСТРАННЫЕ ЯЗЫКИ И ИХ РОЛЬ В РАЗВИТИИ МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ И ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ
FOREIGN LANGUAGES AND THEIR ROLE IN THE DEVELOPMENT OF INTERCULTURAL INTERACTION AND PROFESSIONAL SKILLS

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In today’s world, where borders between countries are becoming increasingly blurred, foreign language knowledge is no longer just a useful skill but one of the key elements of successful professional activity. «In connection with the development of countries, there is a significantly increasing need for knowledge of a foreign language for the development of an international community with communicants who belong to different ethnic cultures within their country or abroad» [1, с. 190]. The globalization of business and the expansion of international connections opens opportunities to engage with

colleagues, clients, and partners worldwide. In this context, language proficiency serves not only as a means of communication but also as a way to strengthen professional competencies, from improving communication skills to developing critical and analytical thinking.

Enhancing Communication Skills. Learning a foreign language greatly improves the ability to express thoughts clearly and precisely, which forms the basis of effective communication in a professional environment. While studying a new language, students learn to structure their ideas differently, aiming for maximum clarity and conciseness [2]. This practice enhances skills of structured thinking and hones the ability to express complex ideas in simple terms which are highly valued in many professions.

Empathy and Audience Understanding. Foreign language acquisition also develops empathy, as successful communication requires consideration of the context and cultural nuances of the interlocutor. Awareness and respect for cultural differences foster intercultural communication skills which are essential when interacting with international colleagues, clients, and partners. Such competencies help prevent misunderstandings and promote a more open and constructive dialogue [3].

Active Listening Skills. Language learning also fosters active listening skills. To understand a speaker in another language, one must pay close attention to their speech, capturing language nuances and intonations. This skill is highly valuable in professional settings, as it enhances the understanding of the needs and intentions of other people, leading to more accurate responses and effective solutions.

Improving Written Communication. Mastering a foreign language often involves learning written communication: conducting business correspondence and writing essays, messages and reports. The skill of creating logical and structured texts in another language enables students and professionals to express their ideas more clearly, which is especially valuable in written exchanges with colleagues and partners, particularly in remote work or international collaboration settings.

Expanding Creativity and Problem-Solving Abilities. Learning foreign languages stimulates creativity and helps find innovative solutions in complex situations. When a person learns a new language, they encounter unfamiliar structures and expressions, requiring mental flexibility and adaptability. The ability to quickly adjust to new rules, linguistic forms, and cultural nuances boosts the capacity to find alternative approaches and solutions which are highly appreciated in the professional sphere.

Knowledge of a foreign language often involves studying the culture and mindset of another country, which helps to view the world from a different perspective. This broadens one’s horizons and contributes to a deeper

understanding of alternative viewpoints. In a professional context, such a skill allows individuals to discover original ideas and find inspiration in cultural differences, enabling more creative approaches to tasks and projects [4].

Enhancing Problem-Solving Abilities. Learning a new language involves working through complex grammatical structures, memorizing numerous new words, and consistently applying learned material in real-life situations [5]. This process fosters logical thinking and promotes an effective approach to problem-solving. For instance, when facing a professional challenge, a person accustomed to linguistic difficulties is more likely to apply a structured and analytical approach, which aids in tackling even the most complex issues.

Increasing Competitiveness and Career Prospects. Proficiency in foreign languages significantly boosts competitiveness in the job market and reveals new career opportunities. In a global economy, employers increasingly prefer specialists who can easily communicate with international clients and colleagues. The ability to speak one or more foreign languages has become an important hiring criterion, especially in fields such as science, education, and IT [6].

Salary Advantages. According to research from the American Council on the Teaching of Foreign Languages (ACTFL), 25% of employers in the U.S. miss business opportunities due to inadequate foreign language skills among employees. The job market has responded to this demand: according to hh.ru, companies in Russia are willing to pay employees who know English 15% more, with this advantage reaching 30-35% in certain fields like science or IT. Thus, foreign language proficiency can be a key factor not only in securing a job but also in achieving a higher salary [5].

Expanding Career Prospects. Beyond directly impacting salary and demand, knowledge of foreign languages fosters professional development. Language proficiency grants employees access to educational resources in other languages, such as lectures, seminars, and webinars, which, according to VCIOM, is relevant for 17.9% of workers. Additionally, 17.4% of employees in international companies study foreign languages specifically to communicate with clients, enhancing service quality and strengthening client relations abroad.

Knowing foreign languages not only expands professional opportunities but also becomes a crucial element of career growth and income potential. This skill supports effective communication, partnership maintenance, and competitiveness in the global economy. «Almost all the countries use English due to multinational links and opportunities that lead to the growth of their companies and corporation as it is known that to be able to communicate in English is a sign that the person is smart, intelligent and tends to attract more attention in conversations if their vocabularies are full of complex phrases that one may read in publications of intellectual thinking» [7, с. 205].

Language learning offers numerous prospects and advantages for professionals, from improved communication to boosted global market competitiveness. Language proficiency enables employees to be more adaptable, creative, and confident in multicultural environments, which is especially important in a rapidly changing and globalizing economy. This skill contributes not only to salary growth and career opportunities but also to expanding the range of professional resources and knowledge, accessible only through foreign languages.

Overall, investing in language skills brings immense results, making specialists more valuable and sought-after across various fields, which increases their significance in the job market and broadens global horizons.

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ЛИНГВОСТРАНОВЕДЕНИЕ КАК ВАЖНЫЙ ФАКТОР МЕЖКУЛЬТУРНОГО ВЗАИМОДЕЙСТВИЯ
LINGUISTIC AND COUNTRY STUDIES AS AN IMPORTANT FACTOR IN INTERCULTURAL INTERACTION

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Without communication there is no society. Without society there is no social man, no cultural man, no rational man, no homo sapiens. Words, forming a language, distinguish man from the animal world. The modern world is characterized by a high degree of globalization and close interaction of various cultures. The study of foreign languages and linguistics plays a key role in creating intercultural dialogue. Mastering languages allows one not only to broaden his horizons, but also to deepen understanding of other people, their traditions and cultural characteristics. Learning foreign languages opens access to new information, literature and scientific achievements. However, languages are not only means of communication, but also conductors of cultural values and traditions. Each language contains unique features of thinking, perception of the world and understanding of social norms. Thus, knowledge of a foreign language contributes to the formation of a more tolerant and open attitude towards different cultures. Linguistic and regional studies is a discipline at the intersection of

linguistics, and cultural studies, studying the relationship between language and culture, as well as the reflection of national and cultural characteristics in language [1]. The main goal of linguistics is to deepen the understanding of the cultural context of language, make communication more effective and avoid intercultural misunderstandings. This discipline helps native speakers of one language understand the worldview, cultural norms and behavior of representatives of another culture through the language study.

Linguistic and cultural studies and intercultural interaction have a huge impact on art, enriching it and creating unique cultural phenomena. Painting and architecture often borrow elements from different cultures. Fine art has always been a powerful tool for cultural exchange, influencing the formation of ideas about the world, style and values of different peoples. Cultural influence in art is manifested through borrowing, adaptation, integration of symbols, techniques and subjects, which contributes to the emergence of new artistic trends and helps different cultures to better understand each other. Cultural influences are manifested throughout the history of art, starting from antiquity. Ancient Roman artists and architects borrowed much from ancient Greek culture, including the style and technique of sculpture, the proportions of the human body, and architectural elements such as columns and pediments. Eastern traditions and Byzantine art influenced European icon painting, which is evident in the use of gold and bright colors, symbols, and static poses in iconography. For example, Byzantine mosaics inspired European artists to create works using similar techniques. During the Renaissance, European artists were inspired by antiquity and the humanistic ideas of Italy. These influences spread throughout Europe, and Renaissance elements became the basis for the development of art in other countries. Chinese and Japanese art have had a huge influence on Western art since the 18th century, when Europe began to actively study the art of the Far East. Japanese painting, graphics, porcelain, silk, and the idea of minimalism became an important part of European culture: Japonism is a European art movement that emerged in the 19th century and was inspired by Japanese ukiyo-e woodblock prints. Artists such as Claude Monet, Van Gogh and Edgar Degas borrowed Japanese techniques for working with color, space and composition. In the 20th century, international cultural exchange became more intense, which significantly influenced the visual arts. Exhibitions became a platform for intercultural exchange, where artists could see the works of their colleagues from other countries. Russian avant-garde artists such as Wassily Kandinsky and Kazimir Malevich interacted with European artists, which led to the development of new movements such as Suprematism and abstract art. In the 21st century, with the growth of globalization, cultural influences have become more diverse and interpenetrating. Today, artists from different countries actively use cultural motifs, raising social and political issues. New technologies and international

collaborations. The Internet and digital technologies allow artists from different parts of the world to collaborate in real time, combining techniques and styles. This contributes to the emergence of international artistic movements such as digital art, which is not limited to one culture. Visual art is a vital channel for intercultural interaction, where each new era brings new forms and ideas, developing on the basis of the past. Through cultural influences, art becomes a universal language that connects people, helping them better understand their values, traditions, and worldviews. In today's world, cultural influences in art have become even more multi-layered, as artists strive to integrate different styles and traditions, creating works that unite different eras and cultures.

Linguistic studies contribute to the greatest extent to the fact that a foreign language, along with fulfilling its main, communicative function in the educational process at universities, carries out a cognitive-communicative function, since in foreign language classes students become acquainted not only with new ways of expressing and perceiving thoughts, but also receive information about the national culture of the people [2]. It is known that three main methodological approaches to the study of intercultural communication have been developed: functional, explanatory and critical. These approaches are based on different ideas about human nature, human behavior and the nature of human knowledge. Each of them contributes to our understanding of the process of intercultural communication. The functional approach was developed in the 1980s and is based on the methods of sociology and psychology. According to this approach, the culture of any nation can be described using various methods. Any changes in culture can also be measured and described. Culture determines human behavior and communication, and therefore they can also be described and predicted. The main goal is to show the specifics of the influence of culture on communication. Comparison of cultural differences between interacting parties allows us to predict the success or failure of their communication. The result of the functional approach was the theory of communication adaptation, which states that in situations of intercultural communication, people often change their communicative behavior patterns, adapting to the patterns of their communication partners. At the same time, the change in communication style occurs faster during relaxed, calm communication. Even from our own experience of communicating with representatives of other cultures, we can conclude that we prefer to adapt to the interlocutor if we evaluate him positively. For example, when communicating with a foreigner, we can speak more slowly, more clearly and distinctly, facilitating the communication process for the interlocutor. The functional approach allows us to study communication styles in different cultures. The explanatory (or interpretive) approach also gained popularity in the late 1980s. The purpose of the explanatory approach is to understand and describe, but not predict human behavior. Supporters of the explanatory approach view

culture as a human habitat, created and changed through communication. This approach uses methods of anthropology and linguistics: role-playing games, participant observation, etc. The main focus is usually on understanding communication patterns within a separate cultural group. The critical approach includes many provisions of the explanatory approach, but the emphasis in intercultural communication studies conducted on its basis is on the study of the conditions of communication: situations, environment, etc. Supporters of this approach are interested primarily in the historical context of communication [3]. In their studies, they proceed from the fact that power relations are always present in communication. From this point of view, culture is viewed by them as a field of struggle, a place where numerous explanations and interpretations of cultural phenomena come together and where there is always a dominant force that determines cultural differences and the nature of communication. The goal of studying intercultural communication is to explain human behavior, and through it, to change people's lives. According to supporters of the critical approach, studying and describing the dominant force in cultural situations will teach people to resist it and more effectively organize their communication with other people and cultures.

Foreign languages and cultural studies play a vital role in intercultural interaction, creating the basis for a deep understanding and respect for other cultures. Language opens access to the cultural values, customs and worldviews of other peoples, allowing not only to communicate, but also to understand the hidden meanings and nuances embedded in words and expressions [4]. Cultural studies, in turn, helps to master the cultural context of a language so that people can see the world through the eyes of its speakers. However, it is important to remember that intercultural interaction goes beyond the linguistic sphere. Art, cinema, theater, fine art and other forms of cultural expression also serves as a powerful channel for mutual understanding between peoples. Through paintings, plays, films and music, people convey their emotions, ideas and perceptions of the world, finding common themes and meanings that do not require translation. Therefore, foreign languages and art complement each other, together creating a more complete and deeper understanding of the cultural diversity of humanity.

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ФОРМИРОВАНИЕ КРОСС-КУЛЬТУРНЫХ НАВЫКОВ ПРИ РАБОТЕ С ИНОЯЗЫЧНЫМИ АЭРОКОСМИЧЕСКИМИ МАТЕРИАЛАМИ
CROSS-CULTURAL SKILLS FORMATION WHILE STUDYING FOREIGN LANGUAGE AEROSPACE MATERIALS

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The development of cross-cultural communication competence is becoming an important component of any educational program, providing access to global scientific, technological, and humanitarian achievements and contributing to the development of students' intellectual potential at universities [1]. The necessity of instilling traditional values of one's own people in students, while maintaining a tolerant attitude towards the cultures of other nations for successful communication and accurate understanding of foreign language aerospace materials, underscores the relevance of this research.

The nationally defined scientific worldview is reflected more in the linguistic community where scientific traditions and concepts are more developed and acquire national linguistic expression [2, p. 9]. Therefore, the achievements of Russian aerospace science serve as a leading technological platform, and the Russian language, as a ‘cosmic language’, remains relevant at all times [3, p. 78]. At the same time, it is impossible to detach oneself from the global scientific culture, which requires, among other things, cross-cultural skills [4, p. 136]. The development of this competence can be facilitated through the study of foreign languages [5].

The hypothesis of this thesis is an assumption that the use of the training tasks and materials on aerospace topics prepared by the authors in a foreign language will help students perceive the international picture of the world more cohesively, respect the traditions and communication methods of other nations, and appreciate the history and cultural values of their motherland.

The research aims and objectives of this thesis were to study theoretical sources related to the topic of the work; to systematize existing training tasks and develop educational materials focused on aerospace topics in a foreign language for the development of cross-cultural skills in professional communication.

The materials of the research included an analysis of the works of scholars such as A.P. Sadohin, T.B. Frik, T.N. Persikova, Yu.N. Karaulov, E. Hall, and V.V. Vinogradov; the study of Russian-language websites such as science-education.ru, s.fundamental-research.ru, elibrary.ru, cyberleninka.ru, roscosmos.ru, rostec.ru, uacrussia.ru; and English-language websites such as sciencedirect.com, ntrs.nasa.gov, webofscience.com, ieeexplore.ieee.org, as well as Spanish-language websites like dialnet.unirioja.es, redib.org, and scielo.org. The theoretical methods included analysis and systematization of materials. The empirical methods comprised the conduct of a experiment involving the application of developed methodological materials to develop cross-cultural competencies in students, as well as systematic observation of students' communicative behavior during classes. The observation was carried out to record changes in the communicative behavior of the experimental group students and to assess the effectiveness of the developed materials in the context of forming cross-cultural skills.

A problem-oriented approach to the study of aerospace vocabulary for international business communication was presented on the example of interactive tasks aimed at developing cross-cultural communication skills for aerospace professions. The presentations (‘Analysis of cryogenic propellant based launch vehicles Russian Angara-A5, American Falcon 9, Falcon Heavy to put payload in LEO’), reports (‘The prospects of using partly reusable domestic launch vehicle, a conceptual model Amur, which is expected to replace the Soyuz family’), comparisons of the characteristics (Long March-5, Long March-9 Chinese vehicles, called «Чанчжэн» or «Великий поход») were given. Training tasks based on visualization and discussion of documentary films ‘Other Worlds’ (the documentary created using materials from the James Webb Space Telescope) and ‘Space Out’ (the documentary about our Solar System) were organized.

Interactive methods for studying foreign-language materials and specialized vocabulary, business games (‘Solve the Problem’, ‘Debate con el profesor’, ‘International Space Collaboration’), discussions (‘The Ethics of Space Tourism’, ‘The Future of Space Exploration: Public vs. Private Initiatives’) were developed. A press conference with student debates (‘The Challenges of Sustainable Space Development’, ‘Commercializing Space: Opportunities and Risks’, ‘Space Debris Mitigation Strategies: A Global Perspective’, a round table (‘The Role of AI in Space Exploration’, ‘The Economic Impact of Space Technologies’), brainstorming (‘Designing a Sustainable Lunar Base’), and case study (‘Case Study: The Hubble Space Telescope’) were used. Assessment of

vocabulary in the aerospace specialty through a student competition titled ‘Designing a Space Mission’, in which students are divided into groups to develop a space mission project, was provided. The projects can include technical specifications of the spacecraft, flight plan, description of scientific objectives, and more.

The advantages of such methods include a deep understanding of terminology, development of design skills, and teamwork experience.

An example of acquiring cross-cultural skills through a foreign language is the Round Table on aerospace topics featuring Spanish-speaking students titled ‘Debate Espacial’ on the topic ‘Las tendencias de desarollo de aeronaves y cohetes de lanzamiento’. The preparation for this event involved the authors of the study. To coordinate the students' work, a Telegram channel was created, serving as a platform for exchanging information and news. An analysis of communication features revealed cultural differences in the communication style between Russian and Latin American students, which manifested in the speed of message exchange, degree of emotionality, and use of informal language. These noted linguistic and cultural features highlight the need for developing cross-cultural communication skills for effective interaction in international teams.

In order to develop cross-cultural skills while studying the vocabulary of aerospace specialties, a series of cards titled ‘Proper Nouns in the Names of Aircraft from Different Countries’ has been created (Russian: МиГ-29, КАСА С-295, Боинг 787 Дримлайнер; English/Spanish: MiG-29, CASA C-295, Boeing 787 Dreamliner) Heroes of Space – International Victories.’ (Russian: Валентина Терешкова, Педро Дуке, Салли Райд; English/Spanish: Valentina Tereshkova, Pedro Duque, Sally Ride)

In English and Spanish terminology, the names of Russian aircraft are usually reproduced through transliteration from Cyrillic. The lack of adequate lexical equivalents in English and Spanish for certain designations (such as «МиГ») leads to the use of the transliterated form (‘MiG’) in international practice, ensuring consistency and simplifying interlingual communication in the field of aviation technology. This approach is a standard procedure for conveying proper names and terms from other language systems in an international context.

Digital Resources were presented in the form of authorial electronic dictionary in three languages (Russian-English-Spanish with QR code access). Also flashcards (Обитаемая зона / a region around a star, where conditions allow liquid water to exist on the surface of a planet; Метод транзита / a method of detecting exoplanets by measuring the reduction in brightness of a star when a planet passes in front of it; Багажная полка / a luggage compartment above the seats for storing passengers' carry-on luggage; Шаг кресел / the distance between points on the same seat location of two adjacent seats; Аддитивное производство / a technology for creating objects by layer-by-layer addition of

material, used in 3D printing; Использование местных ресурсов / the concept of using materials available on-site (ISRU), for example, aboard the ISS or on other planets, for 3D printing and other purposes) were developed.

Based on the results of the study, a resource bank to develop cross-cultural skills among students of aerospace universities while studying foreign sources was created. Examples are provided as follows: 1) Methods of cross-cultural training: Problem-based approach; problematic situations for developing argumentation, critical thinking, and soft-skills; interactive testing; task-based learning for developing technical writing skills. 2) Forms of cross-cultural training: Educational interviews for developing critical thinking and information analysis in a professional context. Quiz 'Aerospace Science - Reflection in Languages'. Role-playing games 'Meeting Elon Musk'; 'Plan a Trip to Mars'. Round table 'Manned Modular Orbital Station Tiangong'. Search learning 'Intercultural Communication through English as a Lingua Franca'. Dividing students into teams to defend their position. Online debates 'Space Tourism: Benefit or Threat to Science?'; 'How to become a leader'; 'Creating an Operating Manual for Passenger Seats'. Debates 'Emotional Communication Among Students While Working on Projects "My future design aerospace bureau". 3) Materials for cross-cultural training: Online dictionary of basic aerospace vocabulary (Russian – English - Spanish). Flashcards «Язык МКС», 'Science in business', 'Get in touch with aircraft history'. Crucigramas '¡Vamos a Vía Láctea!', 'Turistas en el espacio. Quiz 'Culturas difirentes "Questions about SpaceX". Handout 'Roscosmos: New Horizons'. Interview question cards. Audio 'Tareas para el auditor: Aceptación de la documentación de apoyo', 'Investigation of the Boeing 737 MAX 8 Crashes: Is the Autopilot to Blame?'. Document fragments (reports, eyewitness accounts) in a foreign language, slides with terminology.

It is noted that the most problematic factors in conducting such classes are the following: student engagement, fear of direct contact among learners, and time constraints [6]. Also, there are the problems of correcting mistakes during discussions, the need to switch to Russian in discussions (as it is the native language), the fear of making mistakes (which halts communication and engagement in the process), preparing extensive handout materials for each session and the need for rapid adjustment to unforeseen situations [7]. The solutions to these problems we see in the increase engagement and reducing the fear of direct contact with the use of game techniques (role plays, simulations). Dividing students into small groups for discussion, applying warming-up strategies to relieve tension at the beginning of the session, as well as clearly explaining the goals of the session before it begins should be used. Developing clear assessment criteria, focusing on content and the attempt to express an idea rather than grammatical accuracy; to introduce a signal to prevent switching to

the native language (for example, a visual signal or a special term) is a useful way. Also, controlled use of the native language as a helper in complex situations with subsequent translation into the foreign language and optimizing the organization of classes are in need. By using more compact and structured handouts, as well as digital resources (interactive platforms, online boards) to reduce preparation and distribution time for materials and developing a clear lesson plan with backup options in case of unforeseen situations the cross-culture skills can be formed.

As a result of the study, the following conclusions were made.

1. The use of cross-cultural education methods for forming scientific traditions confirmed the hypothesis about the positive impact of specially designed training materials related to aerospace themes in foreign language education, contributing to the formation of a holistic worldview among students. This fostered intercultural respect and national identity.

2. The proposed approaches validated the effectiveness of the developed foreign learning for higher cross-cultural communication level and adaptability skills, deeper students' understanding of the aerospace topics when enriching the necessary cross-cultural skills.

3. The learning formats used, particularly the experience of organizing and conducting a round discussion using a Telegram channel, convincingly demonstrate the high effectiveness of integrating online platforms into the process of forming cross-cultural competencies.

4. The developed materials foster a deeper understanding of international cooperation in the aerospace industry and promoting a tolerant attitude towards cultural diversity. Additionally, the data obtained can be used for further improvement of foreign language teaching methods in technical universities.

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УДК 81

ОТРАЖЕНИЕ РУССКОЙ КУЛЬТУРЫ И СОЦИУМА В КНИГЕ АМЕРИКАНСКОЙ ПИСАТЕЛЬНИЦЫ ЛИ БАРДУГО «ТЕНЬ И КОСТЬ»

REFLECTION OF RUSSIAN CULTURE AND SOCIETY IN THE BOOK «SHADOW AND BONE» BY AMERICAN WRITER LEIGH BARDUGO

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In general classic fantasy has long been based on the culture of European countries. However, the world of the book “Shadow and Bone” was inspired by Russian culture. The writer of the work is Leigh Bardugo, the New York Times bestselling author and creator of the Grishaverse which includes a series of fantasy books [1]. However, the American vision of Russian culture and society could not but be reflected in the text of the book.

The main actions of the book take place in the fictional country “Ravka”, and its prototype was Russian culture. First of all, the names of the towns are consonant with Russian: Balakirev, Poliznaya, Tyla, Chernitsyn, Kribirsk and the new town on the western coast Novokribirsk. However, the names have nothing in common with the possibly similar-sounding cities in real life, but are merely chosen at random to create an atmosphere on an elementary level for the reader with low knowledge of Russian culture.

The author of the book uses Russian names familiar to other nations. The main character's name is Alina, and the female names are Genya, Nadia, and Zoya. Full names are not used, only their abbreviations, which are easier to read and

pronounce for non-Russian-speaking readers. Various male names are also used: Ivan, Fedyor, Sergei, and Mikhael. All these names are popular in different countries to a greater or lesser extent and foreigners find them quite nice by ear.

Nevertheless, there were some grammatical difficulties with surnames. For example, the main character is introduced as Alina Starkov. One the one hand to simplify perception, the author did not separate surnames into masculine and feminine, leaving them gender neutral. But on the other hand there was a historical person with the first and last name Ilya Morozova. In English there are no generic endings, which is why there was negligence in choosing surnames for the characters. However, this sounds strange because then the author uses the Latin version of the word “Saints”, namely “Sankt”, and if the word remains unchanged in the masculine form, such as “Sankt Ilya” and “Sankt Petyr”, then the ending “a” is added to the feminine as in Russian: “Sankta Lizabeta”.

Russian words appear in the text, often in the characters' lines, associating them with the Russian language. Words similar in sound to English or common words were used so that the non-Russian reader would be immersed in the atmosphere of the fantasy world without losing the essence of what was being said.

An example is the address “Da, kapitan”. The Russian “Da” meaning “Yes” is familiar to English-speaking people, and the word “kapitan” is consonant with the English analogue “captain”. The use of the word “lapushka” is ambiguous, but the context of a drunken man grabbing Alina, offering to spend the night together, may intuitively hint at “sweetie” or “cutie”.

However, when using words that are not instantly readable by English-speaking audiences, the author provides explanations. For example, “odinakovost” in meaning “thisness” and “etovost” is “thatness”, used when describing the rules explaining the magical abilities of people practicing small science and called “Grisha”. Namely “Grisha”, as told by the author, is formed from the name Grigori [2]. The word “otkazat`sya” is also used in these rules in meaning “the abandoned”. When the protagonist was on the run and hiding from her pursuers in the forest among the bushes, the soldier looking for her, shouted “Nichyevo”, so then Alina thinks “Nothing”. This example is even more suitable for fiction and it is correctly written into the text. Such usage does not make it difficult to read and fits into the fantasy world, giving non-Russian-speaking readers a sense of fantasy.

The Russian language basically served as a model for the fictional language of Ravka. Grisha are divided into three types: Corporalki, Etherealki, Materialki. The roots of the words are consonant with English words, but the endings are similar to the Russian analogue. The book begins with the nickname of the protagonists “malenchki”, given to them by the servants, referring to small ghosts, because they “...were the smallest and the youngest, and because they haunted the

Duke`s house like giggling phantoms...". "Malenchki" is formed from the word "maleni" using the Russian diminutive suffix "chk".

At the King's reception, the characters address him as "Your highness, moi tsar" and the Queen as "Moya tsaritsa". Their eldest son, the pretender to the throne, was called "the tsarevitch". Titles King and Queen were used for intuitive understanding of the title of rulers, because Kingdoms existed in Europe, and Russia was the Russian Tsardom. Hence the references associated with Russian culture. Nevertheless, the description of the nobility and the dresses at feasts and the army as "...long olive coats and the rifles on their backs" is more a description of the Russian Empire, where, for example, the Emperor was addressed as "Your Imperial Majesty" and "Your Imperial Highness" to the Emperor's children and grandchildren.

However, the address "moi tsar" was only more associated with Russian culture and set the tone of the narrative, helping to feel the atmosphere of the palace. But at the same time the address "Your highness" to the King is still not correct, because, for example, in England the King was also addressed as "Your Majesty".

It is worth saying about the architecture of churches and palaces. Onion-shaped domes are seen by many as a distinctive feature of Christian churches. For instance, in the text, before setting off to the dangerous Unsea border crossing in Kribirsk, there is a description of a small church for everyone who wants to pray how "the little church with its whitewashed walls and gleaming onion domes".

In Russia, Saintt Petersburg has the Winter Palace, the main imperial palace of Russia. In the book, the Grand Palace is described as Ravkan King`s winter home, clearly referring to the Winter Palace. The second palace, the Little Palace has "a cluster of dark wood walls and golden domes". It is a popular stereotype of golden domes in Russia. Also the national symbol of Russia is the double-headed eagle, which was borrowed for the coat of arms of Ravka.

Russian symbolism known to foreigners is present in the book. The characters drink tea only from samovars: "pouring tea from samovar", "a servant brought us hot tea from one of the large samovars". There is also a mention of balalaika "I heard the strings of balalaika being plucked". The characters also use the word "banya" instead of "bathhouse".

The arrival of Grisha's examiners at the orphanage is described as "...hoping to catch a glimpse of the mail coach. Instead, they saw a sleigh, a troika pulled by three black horses..." Grisha are described how "three figures emerged in elegant fur hats and heavy wool kefta: one in crimson, one in darkest blue, and one in vibrant purple". The word "kefta" sounds similar to its analogue "caftan". In the Russian Empire, the caftan was extremely popular for several centuries. There was also decorating caftans with embroidery, galloons and trim, which is reflected

in the book: “the sleeves and neckline were delicately embroidered in gold and glittered with tiny jet beads”.

The book also contains descriptions of holidays. In winter, the characters “celebrated the feast of Sankt Nikolai with huge bowls of dumpling soup and kutya”. Kutya is a Slavic dish, a porridge made of whole grains of wheat, barley, and more rarely of millet or rice. Honey or sugar is added to it, sometimes dried fruits, nuts. The Eastern and Western Slavs prepared this dish just on Christmas Eve, New Year's Eve and Epiphany [3].

The fictional country, inspired by Russian culture, did not do without its analogue of Maslenitsa, so called “butter week”. One of the Pancake week activities was horse-drawn sleigh rides. Especially for the festive week everyone painted their sleighs and rode in them around the city. Often travelled in lines, one after another [4]. This served as a prototype for the description of the celebrations in the book: “In the week before the spring fast, every nobleman was expected to ride out among his people in a dom cart, a cart laden with sweets and cheeses and baked breads”. The “blini” familiar to foreigners was used in the text together with the also known word “sarafan”, namely “the local girls wore red sarafan and flowers in their hair to celebrate the coming of spring”.

As a result to create his own fantasy world, the author used Russian culture for inspiration, mostly resorting to symbols familiar to non-Russian-speaking people, stereotypes about Russian society to build a coherent picture of culture and world in the book. A slightly more in depth knowledge of Russian culture was also used and explained to the readers. The difference in language and culture led to some inaccuracies, creating a vivid and familiar picture.

However, “Shadow and Bone” is a well-known fantasy that used Slavic countries rather than European ones for its basis, which had a popular effect among its readers.

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УДК 81

ОШИБКИ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО И ИСПАНСКОГО ЯЗЫКОВ
ERRORS OF STUDENTS WHEN LEARNING ENGLISH AND SPANISH LANGUAGES

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This article examines the mistakes that students make while learning English and Spanish, and how these mistakes affect communication between cultures. The author of the article analyzed common errors that arise during the learning process, including the influence of the native language and social factors.

The paper also proposes ways to correct these mistakes and ideas for educational materials that can help students improve their language skills. This topic is important because there is a need to enhance the effectiveness of language learning in modern educational institutions.

Relevance of the Work. In recent decades, there has been a significant increase in interest in learning foreign languages, which is linked to the development of technology and the necessity of intercultural communication. In this context, special attention is given to language errors that inevitably occur during the learning process. Language errors encompass not only lexical and grammatical mistakes but also deeper issues related to understanding cultural contexts, norms, and traditions, which is particularly relevant for students studying languages such as English and Spanish.

These languages are among the most widely spoken in the world and play an important role in international communication, science, and culture. However, despite the significant efforts that students put into learning these languages, many encounter various linguistic errors that can negatively impact their ability to engage in intercultural communication.

Introduction to the Problem of Language Errors. Errors in learning foreign languages are a common phenomenon, and they can be quite complex. Often, the desire to speak perfectly hinders learners, and due to the fear of making mistakes, they avoid communication. This can complicate the learning process, especially when it comes to pronunciation.

One of the main reasons for errors is the influence of the native language. Students often transfer the rules of their language to the new one, leading to misunderstandings.

Mistakes can occur in both spoken and written language: incorrect grammatical forms, syntax errors, and phonetic issues create additional challenges.

However, when feedback is given regarding errors, it is important to know how to do this so as not to disrupt the communication process.

Note on Error Correction in Conversation It can be perceived as a disruption of the dialogue, which, in turn, may lead to anxiety in the student. Simplified forms of feedback, such as repeating a mispronounced word with a gentle comment, can be more effective than a sharp transition to error correction.

In the process of language learning, it is important to develop not only grammatical and lexical skills but also intercultural competence.

The ability to make mistakes and learn from failures opens new horizons for communication and understanding between cultures. A sense of confidence in students can significantly increase their level of activity and engagement in language learning, which, in turn, will lead to more effective intercultural communication.

Typical Language Errors of Students. When learning languages, students may make errors related to the differences between languages and their structures. Lexical, grammatical, and phonetic errors can hinder communication, and it is important to understand them.

Lexical errors are mistakes in word choice. Students may misuse words by translating them from their native language. This often happens when they try to translate phrases literally. To avoid such errors, it is helpful to learn fixed expressions and phrases to understand how words are used in context.

Grammatical errors are related to the incorrect use of word forms, articles, or prepositions. For example, students may apply English grammar rules to Spanish. To improve grammar, it is important to engage in practical exercises and pay attention to the peculiarities of each language.

Phonetic errors are related to pronunciation. Students sometimes mispronounce words due to the characteristics of their native language.

To improve pronunciation, it is beneficial to listen to native speakers and repeat after them.

Through observation methods, it was determined that students in the linguistics department make a number of characteristic errors when studying English and Spanish.

The observations covered both written and spoken forms of communication, allowing for the identification of the most common issues.

Errors in Learning English. 1. Grammatical Errors: Incorrect Use of Tenses: Students often confuse tenses; for example, instead of saying "I have seen," they say " seen."; Errors with Articles: For instance, using the indefinite article "a" before words starting with a vowel sound, such as saying "a apple" instead of "an apple."

Lexical Errors: Calquing from the Native Language: For example, using the phrase "make a photo" instead of the correct "take a photo."; Incorrect Choice of Synonyms: Students may use words that are not appropriate in context, such as saying "I am boring" instead of "I am bored".

Pronunciation Errors: Incorrect Stress: For example, the word "record" can be pronounced with stress on the first syllable, which changes its meaning (noun vs. verb).

The Impact of Errors on Intercultural Communication. Communication between different cultures requires students not only to know languages but also to understand cultural nuances.

Language errors can significantly affect the success of communication, creating barriers and misunderstandings.

The main causes of such misunderstandings can be divided into three categories: linguistic, pragmatic, and socio-cultural.

Linguistic errors are related to incorrect use of grammar and vocabulary. For example, if a student misuses prepositions or word forms, it can change the meaning of the message. Even a small mistake can lead to misunderstanding and negative emotions.

Pragmatic errors occur when people misunderstand the context or intentions of their interlocutor. This often happens due to differences in cultural norms. For instance, certain phrases that are considered normal in one culture may be offensive in another.

Students often realize that they have not taken into account the unspoken rules of communication that depend on culture.

To better respond to misunderstandings, students should develop their intercultural competence. Those who have a good command of the language find it easier to understand the context of communication and avoid common mistakes. They begin to realize how their words and actions may be perceived by others, which helps facilitate communication. The support of teachers is also important-they help students recognize cultural differences and provide feedback.

Methods to Overcome Language Barriers and Improve Intercultural Communication. There are methods that help overcome language barriers and enhance intercultural communication. Role-playing and dramatizations based on real situations develop communication skills. Interaction with native speakers is also effective–it not only helps in learning the language but also in understanding cultural nuances.

Error Correction Methods in Language Learning. Error correction is an important part of foreign language learning, especially when it comes to intercultural communication. Mistakes can hinder effective communication and lead to misunderstandings, so it is crucial to know how to correct them.

Interactive Methods. One effective approach is interactive methods, where students actively participate in the process. For example, group discussions can be conducted where students analyze their mistakes together and suggest corrections.

This helps them remember the correct forms and develops critical thinking skills.

Classification of Errors. A classical approach to working with errors involves their preliminary classification into grammatical, lexical, and phonetic errors. This helps select the most effective correction methods for each type of error. For example, specific exercises can be used for grammatical errors, while tasks focused on word substitution can be employed for lexical errors.

Psychological Aspects. It is also important to consider the individual characteristics of students, such as their levels of anxiety and motivation. Timely error correction can reduce stress if the teacher adopts a supportive approach. This creates a comfortable atmosphere where students are not afraid to make mistakes.

Use of Technology. Technologies such as language apps and online platforms can be integrated into the educational process. They make learning more interactive and accessible. Students can complete assignments, receive instant feedback, and self-correct their errors, which enhances their confidence and progress.

Overall, it is essential to integrate error correction into the broader teaching strategy. This requires collaborative efforts from both teachers and students to achieve common goals.

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УДК 81

РОЛЬ ИНТЕРНЕТ-КУЛЬТУРЫ В ЯЗЫКЕ НОВОГО ПОКОЛЕНИЯ
THE ROLE OF INTERNET CULTURE IN THE NEW GENERATION LANGUAGE

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Since the beginning of the twenty first century, the concept of generations has become a significant category in sociology, psychology, and cultural studies. Each generation is unique in its cultural experiences and worldview, which are reflected in their language, behavior, and values. Modern research often focuses on three key generations: Generation X (born approximately between 1965 and 1980), Generation Y or “Millennials” (1981-1996), and the youngest, Generation Z (born after 1997). Unlike their predecessors, Generation Z was shaped in an environment of constant exposure to digital technologies and the internet, which has been a defining factor in their socialization. For Generation Z, internet culture has become an inseparable part of daily life and has influenced the development of their unique language, behavior, and communication style.

Generation Z is the first generation to grow up in the era of digital technologies, unable to imagine life without the internet. The unique environment in which their values and habits were formed is the digital space, particularly internet culture. Interactive platforms such as social media, messaging apps, and online games have become integral to their everyday lives, profoundly influencing their language.

Internet culture is a collection of practices, norms, and cultural elements that have emerged and exist in the digital space. It encompasses a vast range of forms of self-expression and communication, including slang, memes, videos, emojis, specialized forums, and social networks. Unlike traditional culture, internet culture evolves at an incredibly dynamic pace and is in constant interaction with users who actively participate in its creation and dissemination. Because of these characteristics, internet culture has become a crucial part of the identity and worldview of the younger generation, especially Generation Z, which actively shapes and utilizes new cultural codes.

Under the influence of internet culture, language has become more concise and visually enriched. Short, instantly understandable formats like GIFs, emojis, and stickers have become essential elements of communication, bridging gaps between people and accelerating the transmission of meaning. These elements, in turn, create a new “visual language,” where a single image can convey a complex, layered message.

The significance of internet culture lies in its impact on societal norms, language, communication styles, and perception of information. It fosters new forms of connection and interaction, erasing boundaries between countries, cultures, and social classes. For the modern generation raised with the internet, these modes of communication feel natural and familiar, making the study of internet culture vital to understanding the values and preferences of young people.

Internet culture consists of numerous elements, among which memes stand out as a key means of expressing ideas and emotions online. Memes are visual or textual representations that can instantly convey complex emotions, ideas, and cultural codes. They spread rapidly and evolve, allowing users to adapt them to current social and political events, making memes a kind of "folk culture" of the internet. Emojis are another visual communication tool that has become an alternative to words. Emojis allow users to add emotional nuance to their messages. For the younger generation, the use of such visual elements has become a habitual way of communicating, which, in turn, shapes a new visually oriented language.

With the rise of platforms focused on photo and short video content, formats like "stories" and challenges have emerged. These content forms actively set trends, with users engaging by replicating, creating, and personalizing them. Challenges and flash mobs have become a means of mass participation and idea transmission, contributing to the broader dissemination of internet culture.

Generation Z’s slang is rich with vibrant expressions that convey complex emotions and cultural codes inherent to internet culture. These words often have layered meanings, helping young people quickly share their impressions and reactions. For example, the word "vibe" meaning "atmosphere," "energy," or "feeling." For Generation Z, it is used to describe a specific mood or sensation evoked by a situation, place, or person. For instance, one might say, "This place has a great vibe," implying that the environment promotes a particular mood. Such terms reflect the rapid changes and creative adaptation of language influenced by internet culture. These words allow young people to express emotions and reactions in a concise, generation-specific manner, making their slang a unique tool for describing shared experiences.

Thus, internet culture has not only transformed language but also profoundly impacted the very nature of interpersonal communication. For the younger generation, the digital environment has become natural and familiar,

shaping their worldview and interactions. The influence of internet culture is evident on all levels, from visual symbols to social trends and mass movements like challenges and flash mobs that foster unity and create new forms of interaction. Understanding these aspects of internet culture offers deeper insights into the values and preferences of Generation Z and sheds light on how the digital space has become an integral part of their lives and worldview.

Ultimately, internet culture has not only reshaped the language of the new generation but has also become a vital element of their self-expression, a tool for communication, and a medium for socialization. It unites people across physical borders and enables the expression of emotions and ideas in ways that resonate with modern society. Generation Z uses internet culture as a means of self-identification and communication, allowing them not only to integrate into contemporary society but also to actively influence its cultural norms and perceptions. Internet culture does more than transform communication; it acts as a global integrator, enabling young people from different parts of the world to find common ground and establish new cultural norms. This generation lives in a world where the boundaries between the local and global have nearly disappeared, offering unprecedented opportunities for self-expression and mutual understanding. Furthermore, internet culture influences economic and social processes, shaping new models of consumer behavior, participation in educational platforms, and societal engagement. This phenomenon underscores the importance of the digital realm not just as a space for entertainment but as a tool for influence, uniting generations and shaping new standards of communication and interaction.

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РОЛЬ СОЦИАЛЬНЫХ ФАКТОРОВ В МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ THE ROLE OF SOCIAL FACTORS IN INTERCULTURAL COMMUNICATION

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In today's world of globalisation and cultural diversity, intercultural communication is of particular importance, as every day we face the need to interact with people from different cultures, with their own rules, customs and traditions, speaking different languages. Without taking into account the qualities of language as a tool of communication and its relationship with social factors, this interaction is impossible.

Social class is one of the significant factors from which the language of communication is formed. Dialects, vocabulary, accents, slang and acronyms all vary according to social status. For example, people may use the same words, but put different meanings into them, which can lead to distortion and misunderstanding of information. Specific terms and phrases used in a certain social stratum can form the basis for outside bias, which in turn complicates intercultural communication.

Gender differences also play a significant role in intercultural communication. Men and women experience language differently. Although both men and women may say the same things and have the same meaning of what is said, they may not understand each other and may even cause conflict because their communication style and vocabulary preferences will differ.

Age is also an important factor in language comprehension and perception of intercultural communication. Different age groups use different words, expressions, grammatical constructions. For example, young people use modern language consisting of slang and abbreviations, while elderly people use traditional norms and styles of communication. It is difficult for young people to understand older people, as well as older people to understand young people because of the differences in language.

Language is an important emotional and social factor reflecting the social reality of speakers. The social factor determines the choice of vocabulary and communication styles, it also determines aspects of understanding in intercultural communication.

Peter Trudgill in his book «Sociolinguistics: An Introduction to Language and Society» observes that language is a product of social structure and culture. Social classes are manifested through the use of specific vocabulary and grammar. For example, this can be illustrated by the following case, members of the upper class use a more formal language with a lot of borrowed words from other languages, complex syntactic structures, avoiding the use of slang expressions and abbreviations. In contrast to this case, lower class representatives use more simplified constructions, abbreviations and colloquial expressions. These differences may cause misunderstandings in intercultural communication: when members of different social classes communicate, they may understand the meaning of what is said differently. For example, the use of abbreviations, dialect words and slang by lower social classes may be interpreted by higher social classes as unprofessional or disrespectful, which will complicate interaction and may lead to conflict.

Trudgill also points out that social factors are influenced by socio-cultural norms, which in turn influence the perception of language. In some societies, language standards may be perceived as markers of a person's status. An example of this tendency is the use of an accent or dialect associated with a particular class, which can be understood as signalling class membership, which in turn creates additional difficulties in intercultural communication.

Gender is also an integral social category that affects how people use language and how language shapes their perceptions of each other. David Crystal points out that differences in language practices between the sexes can be caused not only by biological factors but also by social factors including cultural expectations and roles.

Lia Litosseliti in her paper «Gender and Language: Theory and Practice» writes that women are more likely to use emotionally coloured words and expressions, a more empathic and caring speech style, while men may rely more on directness and confidence in their utterances, as well as competitiveness, which is often perceived as a sign of leadership. These differences can lead to misunderstandings in intercultural communication, especially if interlocutors expect a certain communication style from the other gender.

As Ehrlich, Meyerhoff, and Holmes point out in their book «The Handbook of Language, Gender, and Sexuality», the perception of gender in language can vary from one culture to another. In some cultures, certain words and forms of communication have a clear separation of gender, which in turn can create barriers

to understanding between different cultures. On the other hand in more egalitarian societies, the emphasis on gender may be shifted, which facilitates understanding.

Age determines not only a person's vocabulary, but also his or her ability to perceive and interpret different cultural codes.

According to the book «Sociolinguistics: An Introduction to Language and Society», language is a reflection of the social context in which it functions. Different age groups use the same words, but depending on the age of the speaker, the meaning and use of these words differs. The younger generation often adopts new language forms and slang, which in turn can cause confusion or misunderstanding among the older generation. For this reason, a situation arises in which different age groups may have poorly overlapping cultural codes, which can make intercultural communication difficult.

In «Gender and Language: Theory and Practice» by Lia Litosseliti and «The Handbook of Language, Gender, and Sexuality», it is discussed that in the context of age, it is important to note that women and men of different age groups have their own unique language styles and preferences. For example, younger women use collaborative, cooperative and empathic language, while more mature women may stick to traditional forms of communication.

Age also affects the perception of stereotypes and biases in language. Older people may have more conservative views on language and communication, which may be considered strange by a younger generation with a more progressive view of language. This can create additional barriers in intercultural communication when some participants in a conversation use concepts and expressions that the other does not perceive.

The influence of social class, gender and age on language and comprehension in intercultural communication is a complex and multifaceted phenomenon. These three factors interact with each other and shape expectations and stereotypes.

Social class, as shown in the works of Peter Trudgill, Lia Litosseliti and others, influences language practices by creating differences in lexical choices and stylistic approach. These differences can be a source of misunderstanding and bias in intercultural communication as language becomes a reflection and representation of the speakers' social position.

The issue of gender is equally significant as gender differences in language behaviour determine the communication style and perception of the speaker. Language serves as a tool for asserting identity, shaping not only intergender interaction but also intercultural understanding, which is recorded in various socio-cultural contexts.

Age, in turn, adds another dimension to language understanding in communication. Expectations and communication styles differ according to the

analogies inherent in each age group, which can create barriers to understanding between generations as language is constantly evolving and changing.

Recognising and understanding these factors - social class, gender and age - is paramount to improving intercultural communication. Conscious interaction and sensitivity to these differences can contribute to a more inclusive environment where the unique language practices and cultural codes of each group can be appreciated and understood without prejudice. Such knowledge provides the basis for effective and respectful communication in a diverse world.

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ВЛИЯНИЕ МУЛЬТИПЛИКАЦИОННОЙ КУЛЬТУРЫ НА ЛЕКСИЧЕСКИЙ СОСТАВ ЯЗЫКА
THE INFLUENCE OF CARTOON CULTURE ON THE LEXICAL COMPOSITION OF THE LANGUAGE

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Nowadays, animation has one of the leading positions in mass culture. In terms of box office receipts, cartoons surpass other products of the film industry, topping all ratings of rentals and online film platforms. They are stood out for their bright characters, exciting plots and unusual universe, allowing viewers to immerse themselves in a fairy-tale world. From an early age, children watch not only entertaining cartoons, but also educational ones, parents and teachers in various creative children's studios and schools include cartoons that in one way or another influence the child's assimilation of new, previously unknown material.

For instance, in English classes, teachers use episodes from animations, applying new methods for memorizing new vocabulary. Thus, favorite characters turn into faithful assistants in learning. But cartoons are popular not only with kids. Teenage cartoons, the plots of which concern important topics for the vulnerable younger generation, become an outlet for teenagers. For adults, streaming services release animated series that are similar in structure to regular multi-episode telenovelas, but at the same time have more colorful drawing. They give them the opportunity to relax and go back to childhood, where watching cartoons was one of the best ways of pastime.

It is no secret that the first animated works were released without sound. In 1898, A.E. Smith and J.S. Blackton created the first puppet cartoon[1], each cinema still of which consisted of a simple displacement of toys. Similar types of animation without auding had been appearing on the market until 1928, when the Walt Disney Studio, under the direction of its creator Walt Disney and Ub Iwerks, its chief animator, developed the first short cartoon "Steamboat Willie" [2] with a synchronized sound track. Since then, we can see full-fledged voiced stories on the screen, scriptwriters create texts for characters, and dubbing actors lend them their voices. In parallel with various animation techniques, units of language and its lexical richness are used in the creation of cartoons. And this influence of language, which brings colors to the final picture, is not one-sided.

Cartoon culture directly influences the development of language, especially its lexical component. With releases of cartoons, new universes appear, in accordance with the features of which unusual thematic words and expressions, which later turn into slang, that is used not only by fans of the series, but sometimes also by people unfamiliar with it, are created.

One example is the web series Monster High, based on the line of fashion dolls produced by Mattel, and first launched on YouTube in 2010, and later on the YouTube Kids platform in 2017. This multimedia franchise consists of 6 seasons of the animated series, feature-length cartoons and musical films released on Nickelodeon and Paramount TV channels. The characters, their biographies, graphics and plots, inspired by thriller fiction, myths, folklore and legends about monsters, together give us a new multiworld with an unusual scenario. The announcer voiceover and the characters themselves often contain a huge number of puns made by monstrifying the language (roommates - tombmates; collector - scullector, sheriff - scariff). But the most common words and expressions are with the words "claw", "scare", "scream", "ghoul" and "creep". One more example is the case when the superlative degree of comparison of the adjective "good" - "best" is replaced by "beast", although initially "beast" has the meaning of a wild animal, a monster. So, first of all, the word gets a new meaning, and secondly, it moves from one part of speech to another, undergoing the process of transposition. "Curdy" is made up of the seemingly incompatible pair of words

"cute" and "nerdy" and is used to describe something or someone that is overly cute and sweet (positive connotation). A similar process occurs with the word "fantastic", which is used in the cartoon as "scaretastic". The first half of the original root changes to "scare", the suffix "-ic" remains the same, forming a word with a different morphemic composition, but the same lexical meaning. It should be noted that the slang found in the characters' dialogues also changes its usual forms. Particularly, in English to denote a person who has achieved success and climbed the social ladder we use the slang word "boujee", which has turned into "Booo-jee" in the Monster High universe. Monstrification does not ignore set expressions either: bad hair day - bad scare day, easy peasy - easy queasy. In addition, the lyrics of the soundtracks written for the cartoons also make their own modifications to the vocabulary that we are already familiar with. After the phrase "drop dead", that was mentioned in "Fright Song" by Wendy Trilling, which can be heard during the start of each episode of the cartoon series («You're drop dead gorgeous» - you are very beautiful/you are perfect), people online began to use it with other adjectives in a positive sense, although the true definition makes us understand that "drop dead" is a rude way to tell someone that they irritate you, or to express dissatisfaction with something.

An analysis of the vocabulary of the children's animated adventure series "My Little Pony", developed for Hasbro, allows us to trace the tendency towards the process of word compouding again. For example, "birth-iversary" is a mix of the words "birthday" and "anniversary", and "torainndo" is "tornado" plus "rain". Moreover, in each episode there are many words that have undergone morphemic changes, especially the replacement of the root with "pony", a root that reflects the peculiarity of the fictional world in this cartoon ("My little pony" shows us a world whose inhabitants are ponies with special magic). Examples: anybody – anypony; mani-pedi – pony-pedi ("I had a pony-pedi and I am not about to chip a hoof because you dislike my style of digging"). Other species of the equine family and related thematic vocabulary are often used in words and phrases (kidnap - fillynap, naysayer - neighsayer, walk of life - trot of life, best man – best mare). The multiverse of magical horses does not ignore expressions already known to everyone, changing them in its own way. The expression "to blow/knock someone’s socks off", that we use when something make a huge impression on someone, sounds like "blow someone’s horseshoes off" in the cartoon. In this expression, the word "socks" is replaced by an analogue consisting of two roots: "horse" and "shoes". Thanks to the first root, the word acquires a special semantic connotation, relating the word to the theme of the pony world.

Of course, the use of this vocabulary is mostly inherent to certain groups of people, in particular, it is typical for fans of the considered cartoons. But there are those words and expressions that are fundamentally included in the vocabulary of the language and are used everywhere, although their appearance is initially due

to the comparison of native speakers of some characters, phrases or phenomena from the cartoon with real, life situations. The word "embiggen" can often be heard in the speech of Americans, it first appeared in the cartoon series "the Simpsons" ("a noble spirit embiggens the smallest man") in 1996, became widespread in colloquial speech and was added as a neologism to the US Merriam-Webster dictionary in 2018[3]. Friend Owl in the cartoon "Bambi", that appeared on screens in 1942, describes the feeling of affection and tenderness between two characters with the term "twitterpated," which is now used in informal English as a synonym for "love-struck" or "obsessed".

Thus, cartoon culture creates universes for the viewer, the characteristic features of which are unique characters with their individual qualities, special scenery, drawing and, of course, the presence of unusual vocabulary, which is created by adding thematic affixes, replacing ordinary words with consonant ones, but with a suitable thematic shade, by word compounding and so on. Phrases and expressions that are often found in the speech of everyone's favorite characters, first pass into the colloquial speech of fans of the cartoon series, and later from them - into the speech of all native speakers. The vocabulary originally created for the cartoon becomes slang, sometimes even fixed in dictionaries in the form of neologisms.

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ВЛИЯНИЕ СОВРЕМЕННЫХ КУЛЬТУРНЫХ ПАТТЕРНОВ НА ПОЯВЛЕНИЕ НОВЫХ ПОСЛОВИЦ И ВЫРАЖЕНИЙ В АНГЛИЙСКОМ ЯЗЫКЕ

THE INFLUENCE OF CONTEMPORARY CULTURAL PATTERNS ON THE EMERGENCE OF NEW PROVERBS AND EXPRESSIONS IN THE ENGLISH LANGUAGE

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Modern English, as evidence of a dynamically developing cultural environment, is a multilayered and changeable phenomenon that is subject to the influence of various social, technological and media factors. The relevance of the study of the influence of contemporary cultural patterns on the emergence of new proverbs and expressions in English stems from the need to understand how changes in society shape language practices that reflect new realities and attitudes. In the conditions of globalization and rapid development of digital technologies, language becomes a tool not only for communication, but also for marking cultural identities and socio-cultural changes. The scientific development of the topic is demonstrated by the presence of a number of studies devoted to the evolution of language, the influence of media on the lexicon and the development of Internet culture. However, many aspects concerning specifically new proverbs and expressions have an insufficient degree of study. The lack of a comprehensive analysis of the interaction between contemporary cultural elements and linguistic change makes this study a necessary contribution to linguistic science. The aim of this paper is to investigate and analyze the influence of contemporary cultural patterns on the emergence of new proverbs and expressions in English, as well as to identify trends and patterns reflecting the interaction between language and culture. The research methodology includes qualitative and quantitative analysis of linguistic data collected from various sources: social media, media, literature and everyday speech. Content analysis will also be used to study the spread of new expressions in different cultural contexts. The object of the study is contemporary English, while the subject is new proverbs and expressions that have emerged as a result of cultural changes caused by technology, social change

and media. The practical significance of the work lies in the possibility of using the results obtained for educational programs, lexicography and linguistic research, as well as in the creation of resource materials for teachers and learners of English. The novelty of the study lies in the systematization and analysis of new elements of language, which will not only reveal current trends, but also keep the connection between language and culture at the current stage of its development.

In the modern world, language is a dynamic system undergoing changes under the influence of various factors, among which cultural patterns play a key role. The emergence of new technologies, globalization, social changes and media development have a significant impact on the formation and evolution of language. This paper is devoted to analyzing the influence of contemporary cultural patterns on the emergence of new proverbs and expressions in English.

Proverbs and phraseological expressions are stable combinations of words expressing certain thoughts, life observations or advice. They often reflect the cultural characteristics of a society and serve as a means of transmitting wisdom and experience to generations. Unlike common phrases, proverbs have depth and multiple meanings, often based on historical context [1].

Contemporary culture is shaped by technology, media, art and social change. In recent decades, the influence of the Internet, social networks and youth culture has become particularly noticeable. This leads to the creation of new forms of communication, including slang and informal expressions, which quickly become popular and commonplace [2].

With the development of technology, new realities emerge that affect language. For example, words and phrases related to Internet culture, such as «going viral», «unplug», become part of everyday communication. These expressions are often transformed into proverbs, generalizing new societies and modes of communication.

Globalization and social movements also contribute to the emergence of new proverbs. For example, the increased focus on equality and diversity reveals new aspects of culture that give rise to phrases such as «diversity is strength». These statements can become fixed in language as proverbs, reflecting changes in social consciousness.

Media, especially TV shows, movies and music, play an important role in spreading new expressions. Phrases originally uttered by characters in popular shows often become part of the spoken language and later become proverbs. For example, the phrase «Winter is coming» from series Game of Thrones has become a symbol of warning of impending hardship.

Consider examples of new proverbs and expressions.

«Stay woke». Originating from social movements, this expression has become popular in youth culture and means “stay aware.” It emphasizes the importance of social and political consciousness around racial and social issues.

«Ghosting». Studying the dynamics of relationships in the digital age, the term «ghosting» - disappearing from a person's life without explanation - has become a phrase expressing a new type of social interactions. It is important to note that such terms that have become popular can transform into proverbs over time [3].

«Fake it till you make it». It is an approach in which a person behaves as if they are already successful or have the right qualities, even if they are not, with the goal of eventually becoming so in reality. The phrase is based on the idea that assertive behavior can help develop real-world skills and confidence [4].

«FOMO» (Fear of Missing Out). It is a psychological condition characterized by an anxious feeling that other people are having more interesting or important experiences while you are missing out on something. It can manifest itself in a craving for constant connection to social media and a desire to be in the know, which in turn creates feelings of insecurity and inadequacy. FOMO is often amplified by popular media and cultural trends that emphasize the highlights of others' lives, causing people to compare their own accomplishments and emotions to those of others [5].

«Cancel culture». A culture of withdrawal is a social phenomenon in which individuals, groups or organizations are publicly criticized and boycotted for their actions, statements or opinions that are deemed unacceptable or offensive. This manifests itself in withdrawal of support, withdrawal of power or influence, and sometimes attempts to remove them from public discourse. A culture of withdrawal often emerges in the context of social media, where information spreads quickly, and can be used as a way to fight injustice, but is also criticized for possibly stifling free speech and overreacting to mistakes [6].

These expressions illustrate how language changes under the influence of cultural realities, technology, and social change.

Let's try to imagine what the old proverbs would look like in a new way.

«Curiosity killed the cat». The modern version: «Scroll at your own risk.». Explanation: Immersing yourself in endless social media newsfeeds can lead to excessive information and negative consequences, reminding us how curiosity can sometimes be dangerous.

«A stitch in time saves nine». The modern version: «A quick DM can solve big problems.». Explanation: In today's world, quick communication via Direct Message (DM) on social media can prevent many misunderstandings and resolve potential conflicts before they start to escalate.

«The early bird catches the worm». The modern version: «The first meme wins the internet». Explanation: In the age of digital media, whoever is the first

to create or share an original meme gets recognition and attention, the equivalent of “catching the worm”.

Therefore, the influence of contemporary cultural patterns on the emergence of new proverbs and expressions in English is a multifaceted process. Web culture, social changes and media influences allow language to adapt to new realities, supplementing it with new phrases and proverbs that summarize contemporary aspects of life. Language serves as a mirror of the society in which it exists and reflects those changes in culture and society, creating unique and relevant stable expressions.

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ЭТИЧЕСКАЯ СОСТАВЛЯЮЩАЯ НЕЙРОМАРКЕТИНГА
ETHICAL COMPONENT OF NEUROMARKETING

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Neuromarketing is an approach to interaction with consumers based on a deep understanding of neuropsychology and cognitive processes, allowing marketers to identify the true motives and needs that underlie consumer behavior.

That is, it is a field of marketing that combines the principles of neurobiology and marketing tools to influence consumer behavior. Its main idea is that consumer decisions are made primarily not on the basis of reason, but on an emotional level, and the main task is to study and understand how our brain works when we make decisions about buying a product or service [1].

Neuromarketing also raises significant ethical concerns, particularly in relation to privacy, consent, and the potential manipulation of consumer decisions. One of the primary ethical issues in neuromarketing is privacy and consent, as the collection of neurological and physiological data often involves sensitive information that goes beyond traditional marketing research methods. Unlike surveys or focus groups, neuromarketing techniques, such as fMRI, EEG, and GSR, capture subconscious responses that consumers may not even be aware of themselves. This raises concerns about how such data is collected, stored, and used. Consumers must be fully informed about what data is being gathered and how it will be used, yet the complexity of neuromarketing techniques can make it difficult for individuals to fully understand the scope of the research they are participating in [2].

Furthermore, the need for informed consent is heightened in neuromarketing studies, as the data collected can reveal intimate details about a person's emotions and cognitive processes, which raises the potential for misuse if proper safeguards are not inplace. Researchers and marketers must ensure that participants are aware of the nature of the data being collected and obtain explicit consent, while also implementing robust data protection measures to safeguard consumer privacy.

Another key ethical dilemma in neuromarketing is the distinction between manipulation and influence. While all marketing seeks to influence consumer behavior, neuromarketing has the potential to cross ethical boundaries by manipulating decision-making at asubconscious level. By tapping into the neural mechanisms that drive emotions and preferences, marketers can craft highly targeted campaigns that exploit consumers' psychological vulnerabilities [4]. For example, fMRI studies have shown that certain stimuli can trigger reward-related brain regions, making consumers more likely to engage with a brand or make a purchase without fully rationalizing their decisions [3]. This raises ethical concerns about whether neuromarketing is being used to manipulate consumers into making decisions that may not be in their best interest, particularly in contexts where vulnerable populations, such as children or those with limited financial literacy, are involved. The ethical line between influence and manipulation is blurred when marketers use subconscious triggers to drive consumer behavior, leading to questions about whether consumers are being unfairly coerced or misled by neuromarketing practices. It is crucial for marketers to maintain ethical standards by ensuring that their campaigns are designed to inform and persuade,

rather than exploit. The need for transparency and regulation in the field of neuromarketing is also a pressing concern. Given the potential for misuse of neurological data, there is a growing demand for regulatory frameworks that can govern how neuromarketing research is conducted and how the data is used. Transparency in neuromarketing practices is essential to ensure that consumers are fully aware of how their neurological data is being collected and for what purposes. However, the complex nature of neuromarketing techniques often makes it difficult for consumers to fully understand the implications of participating in such research, underscoring the need for clearer communication from researchers and marketers. Additionally, there is a lack of comprehensive regulatory oversight in the field, which has led to calls for the establishment of industry standards that can guide ethical practices in neuromarketing [4]. These regulations would help ensure that neuromarketing data is used responsibly, protecting consumer rights while allowing for the continued advancement of research in this area. As neuromarketing continues to evolve, it is essential that both researchers and marketers prioritize transparency, ensuring that ethical guidelines are adhered to and that consumers are protected from potential exploitation. In conclusion, while neuromarketing holds great potential for enhancing marketing effectiveness, it also raises serious ethical issues related to privacy, manipulation, and transparency. Addressing these concerns requires a careful balance between leveraging neuromarketing insights to influence consumer behavior and ensuring that such practices do not infringe on consumers' rights or exploit their vulnerabilities. By prioritizing informed consent, maintaining ethical boundaries, and advocating for transparency and regulation, the neuromarketing industry can continue to grow responsibly and ethically.

The review of neuromarketing techniques and their applications highlights the transformative potential of neuroscience in understanding consumer behavior. Neuromarketing tools such as functional magnetic resonance imaging (fMRI), electroencephalography (EEG), eye-tracking, and galvanic skin response (GSR) have provided deeper insights into how consumers emotionally and cognitively engage with marketing stimuli. These techniques offer marketers a more nuanced view of the subconscious drivers of decision-making, helping them design more effective advertisements, build stronger brands, and optimize product development and pricing strategies [5]. Moreover, by capturing real-time reactions to marketing content, neuromarketing helps businesses understand consumer preferences with greater precision than traditional methods, which often rely on self-reported data. However, the ethical concerns surrounding privacy, data manipulation, and the need for transparency present significant challenges that must be addressed as the field continues to evolve. For marketers, the practical implications of integrating neuromarketing techniques into their strategies are substantial. By utilizing neuromarketing, businesses can better align

their messaging with the emotional and cognitive responses of their target audiences, creating campaigns that resonate more deeply and foster stronger brand loyalty. Neuromarketing's ability to identify key emotional triggers can enhance the effectiveness of advertisements, while tools like eye-tracking and EEG can inform product design and development, ensuring that consumer preferences are incorporated early in the process [6]. Additionally, neuromarketing's insights into price sensitivity and decision-making provide valuable data for optimizing pricing strategies in ways that minimize resistance and enhance consumer satisfaction. However, marketers must also be mindful of the ethical implications of these techniques, ensuring that their use of neuromarketing respects consumer privacy and does not cross into manipulation. Looking ahead, neuromarketing has the potential to shape the future of marketing in profound ways. As technology advances and tools become more accessible, the integration of neuromarketing with fields like behavioral economics, psychology, and data analytics will offer even deeper insights into consumer behavior.

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КОНТЕКСТНАЯ АДАПТАЦИЯ: КАК КУЛЬТУРНЫЕ РАЗЛИЧИЯ МЕНЯЮТ СМЫСЛ СКАЗОК ПРИ ПЕРЕВОДЕ НА ПРИМЕРЕ ПРОИЗВЕДЕНИЯ А.А. МИЛНА «ВИННИ-ПУХ»

CONTEXTUAL ADAPTATION: HOW CULTURAL DIFFERENCES CHANGE THE MEANING OF FAIRY TALES IN TRANSLATION, USING A.A. MILNE'S «WINNIE-THE-POOH» AS AN EXAMPLE

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Contextual adaptation of fairy tales represents an important aspect of cultural communication, as they are not only artistic works, but also carry the knowledge, traditions and values of different peoples. Original texts undergo changes to meet the expectations and norms of the target audience. That is why contextual adaptation becomes a key element shaping the perception of fairy tales in another culture.

The relevance of the article is due to several factors. Firstly, globalisation and the development of communication technologies contribute to the growing interest in fairy tales of different nations, which makes the study of their adaptation particularly important. Secondly, the methods of adaptation used by translators can both preserve and change the original meaning of the work, and this, in turn, affects the understanding of cultural codes and identities. In today's world, where cultures actively overlap, an awareness of the impact of cultural differences on the translation and adaptation of fairy tales opens new horizons for intercultural communication. This knowledge not only enriches the perception of literary heritage, but also promotes deeper respect and understanding between peoples. Thus, the study of the contextual adaptation of English fairy tales in translation becomes an important task for linguists, translators and cultural scholars who seek to comprehend the complex mechanisms of interaction between languages.

The aim of this article is to examine the influence of cultural differences on the contextual adaptation of fairy tales in the process of their translation, and to analyse the strategies used by translators to preserve the original meaning and convey cultural values in a new linguistic environment.

First of all, cultural context plays a key role in the art of contextual adaptation, because it determines the reader's perception of a literary text. It requires the translator's ability to interpret and convey the underlying meanings, taking into account the traditions and customs of the original culture. Successful translation requires a subtle understanding of cultural norms, which often necessitates changes in the plot and characters. Neglecting this aspect can lead to distortion of meaning and loss of important elements. «Winnie-the-Pooh» is not just a children's fairy tale, it is a work with deep cultural significance in both English and Russian contexts. Boris Zakhoder's work on the adaptation of A. A. Milne's «Winnie-the-Pooh» illustrates how cultural aspects can influence the perception of a text. Let us consider a few specific examples that emphasise these differences.

The first and most prominent example is the image of honey. In Milne's original text, honey is often referred to as «honey», which is a symbol of pleasure and happiness for Pooh. For example, Pooh says, «Oh, bother! I can't find any honey» [1]. Zakhoder's translation retains this idea, but he adapts the phrase, making it more colloquial to the Russian reader: «Ой, беда! Где же мой мед?» [2]. Here Zakhoder uses language more accessible to children, which emphasises Pooh's anxiety.

In English texts, friendship is one of the central themes. For example, the dialogues between Winnie-the-Pooh and Piglet emphasize mutual help and support. Milne's famous phrase states, «You're braver than you believe, stronger than you seem, and smarter than you think» [1]. This phrase entrenches the idea of support and acceptance, expressing the high values of friendship. Zakhoder's Russian version also retains the importance of friendship, but the pitch can be expressed slightly differently: «Ты смелее, чем думаешь, сильнее, чем кажешься, и умнее, чем знаешь» [2]. The emotional intensity of the sentence is retained, but the emphasis may be shifted slightly towards the characters' inner feelings. In the original, Milne conveys the central value of friendship through the actions of the characters. For example, Winnie-the-Pooh says, «I think we should all go together» [1]. In Zakhoder's translation, this phrase takes on a more emotional colouring: «Давайте все вместе пойдем, так будет веселее!» [2]. This change of emphasis on spending time together creates a sense of a more friendly atmosphere.

The concept of simplicity and innocence is presented through children's adventures. In the English original, we read: «The things that make me happy are the small things» [1]. This simple wisdom emphasizes the importance of small joys in life. In the Russian version, Zakhoder expresses this idea more poetically: «Счастье – это когда есть кто-то, кто лежит рядом» [2]. This point emphasizes emotional connection and humanity, which is in keeping with Russian traditions of relating to others. Such adaptations reveal the translator's skill in not just

transposing words, but also in maintaining the spirit of the original text while ensuring it resonates with the cultural sensibilities of the target audience.

Each character in Winnie-the-Pooh has unique character traits. Proper adaptation of character names plays a key role in conveying these traits. For example, the name «Winnie-the-Pooh» was translated as «Винни-Пух», which not only preserves the sound of the original, but also evokes associations with kindness and gentleness. The name «Eeyore», transformed into «Иа», conveys the melancholy and sadness of the donkey, with the phonetic similarity contributing to its perception as a sufferer. In Zakhoder's Russian version, Иа is presented with depth, adding a philosophical aspect: «Жизнь Иа – это тень, которая всегда следует за ним» [2]. This description gives the character more weight and makes the reader think about the themes behind it.

Nature and the environment also play a significant role in both versions. Milne describes the woods as: «In the woods, where the trees grow thick and tall...» [1]. Zakhoder adapts this description for a Russian-speaking audience, turning it into, «В лесу, где деревья стоят высоко и густо...» [2]. The use of the word «густо» makes the description more familiar to the Russian reader and conveys the atmosphere of the forest, immersing them in a setting that feels both inviting and mysterious. In essence, Zakhoder's adaptations serve not only to translate but to deepen the readers' connection to the characters and their surroundings. This thoughtful approach ensures that the essence of friendship, simplicity, and the beauty of nature remain at the forefront, resonating profoundly within different cultural contexts, while encouraging young readers to reflect on important themes.

A.A. Milne is full of humour, which makes his work appealing to children and adults alike. For example, when Winnie-the-Pooh finds himself in a difficult situation because of his fascination with honey, he says: «What happens to the bee, happens to me» [1]. There is a slight self-irony and observation inherent in English humour. In Zakhoder's Russian adaptation, the humour is also retained, but there may be nuances that make the characters more relatable to the Russian reader. In the case of Winnie-the-Pooh, he may comment on his failures as: «Если я не могу добраться до меда, значит, он мне не нужен» [2]. This playful take on the situation showcases a practical attitude toward life that resonates well with many Russian readers.

Thus, «Winnie-the-Pooh» in English and Russian contexts not only retains its basic elements, but also acquires unique features. The Russian version emphasizes emotional aspects, while the original focuses on playfulness and spontaneity. Both texts, nevertheless, convey universal themes of friendship, simplicity, and innocence, making Winnie-the-Pooh a truly multifaceted work that can resonate with readers across cultures. This work remains relevant, illustrating how children's literature can bring people together through the values

of friendship and mutual understanding. A competent approach to translation facilitates the integration of different cultural contexts, ensuring that the warmth and wisdom of Milne's characters continue to inspire and delight readers of all ages, fostering a sense of connection that transcends language barriers.

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СПРАВОЧНИК РЕПЕТИТОРА ИНОСТРАННЫХ ЯЗЫКОВ
FOREIGN LANGUAGE TUTOR'S HANDBOOK

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In the modern world, integration processes are becoming more characteristic and irreversible. Proficiency in foreign languages acquires professional, social and personal importance [1]. New methods and applications for foreign language tutors are emerging. In this work, we will identify the best way to teach a foreign language to people preparing for a tourist trip with the possibility of further residence in the visited country.

In order to effectively use the tourist discourse, it is necessary to develop thematic competence. Reading specially selected topics from the field of tourism helps students deepen their basic knowledge and accumulate valuable information useful for consumers in this field [2].

The plan of teaching foreign languages to tourists: 1) Greeting phrases – Hello, how are you doing? /Could you help me, please? /Can you tell me...?; 2) Phrases of the presentation – I am a tourist/ My name is…/ I live in…; 3) Instructions on how to get to a certain place: basic words of places that will definitely be useful; phrases-questions and phrases-answers: toilet/ subway/shop; how to get to ... / which bus goes to .../ go straight; Basic transport terms such as "arrival", "Departure" and "ticket" to navigate airports and train stations; 4)

Numbers. Ordinal and quantitative. Rules of use; 5) Numbers and currency for bargaining, budgeting and shopping; 6) Shops and what you can use in them: Pharmacy. Phrases that will help explain what hurts and where, Grocery store. Expressions that are often used in the store: how much does it cost ... / where to find ... / card payment. Food words: meat/ vegetables/ drinks; A clothing store. Phrases that are often used in the store: my size is.../ where can I find .../ how much does it cost ... Words: jacket/pants/shoes/skirt/T-shirt; 7) Time. Expressions: how long is it? / in how long...?/ When...? Words: 1 hour/ 2 minutes/ 3 seconds/ 4 days/ 5 months/ 6 years; 8) Weather and degrees. Expressions: what is the weather like today? / Will it rain today?/ How many degrees of heat will it be at 6 p.m.? Words: cold/heat/sun /rain/hurricane; 9) Order in a restaurant or cafe. Expressions: bring the menu, please/ can I...? Words: menu/breakfast/lunch/dinner/forks/spoons/salt/pepper; 10) The times. The most basic rules about the times. The past, the present, the future; 11) Simple communication. Words and expressions about mood: how are you? – everything is fine/ how are you feeling? – I'm tired; 12) Emergency vocabulary such as "help", "hospital" and "police" can save lives in unforeseen situations; 13. Accommodation conditions to discuss room preferences, learn about amenities and understand check-in and check-out procedures.

Pedagogical technology is a set of methods and a field of pedagogical knowledge that demonstrate the main aspects of deep educational processes and their interaction. Effective management of these processes is necessary to achieve the desired results in the educational context. The introduction of modern pedagogical technologies in teaching foreign languages allows you to recreate various educational situations, enriches traditional approaches and helps to develop key skills of foreign language communication. This ranges from the ability to express thoughts in another language to the ability to independently cope with communication tasks. The use of such technologies increases students' motivation and interest in learning, testing their creative and intellectual abilities, as well as contributes to a new perception of the studied disciplines and reveals their talents [3].

When studying modern and innovative technologies, it is important to consider in more detail the use of Internet resources in the process of teaching foreign languages.

Using the web space, you can perform the following tasks: Integrate online materials into the content of the lesson; Allow students to independently search for information during project work; Organize and develop reading skills using sources of any complexity from the web; Improve listening skills with the help of audio materials from online resources; Expand vocabulary through vocabulary and abbreviations of a modern foreign language; To study the culture of the relevant language [3].

One of these online resources is iSLCOLLECTIVE. It is a platform for ESL/EFL teachers to share their lessons to help other teachers find useful materials and for students to study on their own. Using iSLCOLLECTIVE is absolutely free.

This site presents worksheets with fascinating tasks and illustrations on various topics. Interesting and fun interactive videos and presentations are also available.

On iSLCOLLECTIVE, you can find assignments in several languages, including English, Spanish, German, French, Russian and Portuguese.

This resource has a wide range of features. The interface is intuitive: You can enter all the parameters of your lesson, such as language, topic and types of practice tasks (audio, grammar, reading, conversational topics) and much more.

You can also specify the level of language proficiency, and the system will offer the appropriate tasks.

As a teacher, you can create and upload your videos or documents to the site, which will be reviewed and published.

A great way to learn a foreign language is the simulation method.

We are talking about various simulation games that provide students with the opportunity to practice their skills, apply knowledge in order to solve a particular task in a so-called "safe environment" that simulates real situations, for example, on a tourist trip. The simulation provides an opportunity to try yourself in a certain role -a customer in a grocery store; a tourist who chooses a room for himself; a customer in a clothing store who did not fit the size of a sweater and many other scenarios. The participants of the game are given certain tasks – to politely address the interlocutor, explain their problem, reach an understanding with the participant of the conversation, and the like. The simulations are characterized by a high degree of interest among the participants. Thanks to the simulation, communication skills and the ability to find ways out of difficult situations are formed. It will also help to reduce the student's anxiety when faced with a real-life situation being played out [4].

So, effective teaching of foreign languages in a tourist context requires an integrated approach, which includes not only the study of vocabulary and phrases, but also the introduction of modern pedagogical technologies. Thematic competence, developed through purposeful reading and communication practice, plays a key role in deepening students' knowledge.

The use of online resources such as iSLCOLLECTIVE expands the horizons of learning by providing access to a variety of materials and opportunities for self-study. This allows tutors to develop the skills of their students at a pace and style convenient for them, which significantly increases motivation and interest in learning.

The introduction of innovative methods, such as simulation games, creates real conditions for language practice and helps students confidently apply their knowledge in various situations. All these aspects, when combined, contribute to the formation of deep and solid language competence necessary for successful communication in the tourism sector.

Conclusion. Learning foreign languages for tourists is not just about transferring knowledge, but also creating self–confidence when communicating in another country. Effective mastering of language skills requires an integrated approach that includes a theoretical basis and practical application. Simulations and modern pedagogical technologies play a key role in this process, helping students not only memorize phrases and phrases, but also master them in real life situations.

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МЕЖКУЛЬТУРНЫЙ АСПЕКТ С ТОЧКИ ЗРЕНИЯ КОГНИТИВНОЙ ЛИНГВИСТИКИ CROSS-CULTURAL ASPECT FROM THE PERSPECTIVE OF COGNITIVE LINGUISTICS

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Cognitive approach started as a reaction to behaviorism, which was focused on the analysis of observable behaviour. Behaviourial science proclaimed evidence-based research and dismissed internal mental processes. It was to be expected that the views faced criticism. The main assertion concerned lack of explanation on the complex decision-making patterns. The cognitive approach filled the gap.

The cognitive approach includes different sciences. Its main guideline is interdisciplinary research. It is extremely important to understand that the cognitive approach cannot be represented by one separated science. The subject of studies is the human mind which is so complex that it requires insights from different perspectives. They include psychology, philosophy, neuroscience, artificial intelligence, linguistics and anthropology.

In the field of cognitive linguistics there is a phenomenon called cognitive commitment. It implies that studying language has to correspond to other cognitive sciences' data and actively use it. The purpose of such commitment is to stop researchers from coming back to studying language as its own but instead study mental processes with the help of language. For this purpose, there were created some theories, key concepts and research approaches. Some of the most popular ones are image schemas, cognitive metaphors [2].

We can employ them for cross-cultural studies as it is stated that different languages shape unique perspectives and build thinking processes. By this means, we can provide an alternative perspective on culture studies with the help of cognitive linguistics. We have presented such cognitive models as image schemas and cognitive metaphors as one of the most interesting parts of research in the field. We will now demonstrate the practical application within the context of cultural studies.

Our focus is on cognitive models as they serve as the foundational framework for understanding cognitive processes. They provide insights into how

people understand, interpret and respond to the world which are used in the fields of psychology and linguistics. Cognitive models origin from the perspective of categorization.

We are to start with the schemas. The concept was introduced by M. Johnson and borrowed into the field of linguistics by R. Langacker. The researchers define image schemas as basic cognitive structures originated from sensorimotor experience. They serve as the foundation for more complex models [4].

For example, in the English language emotions are perceived from the CONTAINER schema: «one is filled with anger», «one is consumed by grief», «one is overwhelmed by joy», etc. For some cultures it will be relatable but for others this perception will be meaningless.

Image schemas can be applied for cross-cultural studies as a part of studying the differences of primary experience and its interpretation. Moreover, we can reveal how different cultures categorize and perceive the world around them. However, they are more significant if we describe cognitive metaphors.

Cognitive metaphors have something in common with image schemas but their nature is more complex, figurative. It is built on the representation of an abstract concept through a more concrete or basic one. Introduced by G. Lakoff and M. Johnson they represent the metaphorical thinking through the performance of language [3]. Metaphorical thinking can be observed not only in daily use but also in a scientific discourse [1].

The most archetypal example of cognitive metaphor is «ARGUMENT IS WAR». It is represented in the language: «He attacked every weak point in my argument», «He shot down all of my arguments», «His criticisms were right on target», «I've never won an argument with him», «I demolished his argument», etc. By this means, the Englishmen perceive the argument or confrontation as a dangerous, destructive phenomenon.

However, cognitive metaphors are not stated or absolute and can be contextual. The classical cases in the English language are «LOVE IS A JOURNEY» (for example, «we have come a long way as a couple» and «we are at a crossroads in the our relationship»), «LOVE IS A PHYSICAL FORCE» (for example, «i am attached to her» and «his charisma is irresistible»), «LOVE IS WAR» (for example, «i surrendered to her charms» and «i conquered her heart»).

The diversity is explained through the different experiences and complexity of the concept. In order to make it clear, we have to emphasize the possibility of different metaphors and their usage frequency depending on the particular culture. Considering cognitive metaphors is essential when it applies to cross-cultural studies because they can contribute to the real culture content.

Cultural narratives shape cognitive models as our language does not exist apart from society and culture. As we could understand from the previously

discussed matters, language as a phenomenon can represent cultures. At this point let us demonstrate the possible variant of applying cognitive linguistics research to cross-cultural studies through the example of the concept «live» in English and «жизнь» in Russian language.

In the case of fundamental research, the linguistic corpus can be used. For the demonstrational purpose we have chosen 20 random common sayings about life in each language.

There is the ranking of the concepts for English metaphors: growth («live and learn», «you live, you learn», «the more you live, the more you learn», «bloom where you are planted», «growth is the only evidence of life»); challenges («what doesn't kill you makes you stronger», «to live is to suffer», «a life of ease is a life of care»); opportunity («live is what you make it», «the early bird catches the worm», «when one door closes, another opens»); consequences («look before you leap», «live by the sword, die by the sword», «as you sow, so shall you reap»); journey («life is a journey, not a destination», «the journey of a thousand miles begins with a single step»), tolerance («live and let live», «let sleeping dogs lie»), value («you only live once», «life is a gift»).

By this means, we cannot speak as a matter of fact but we are able to suggest that Englishmen perceive life as a path of growing through challenges but do not omit the enjoyment and harmony.

There is ranking of the concepts of Russian metaphors: journey («жизнь прожить - не поле перейти», «тише едешь - дальше будешь», «жизнь – это странствие», «на этом пути нам встречаются как радость, так и печаль», «дорога жизни полна поворотов и удивительных встреч»); value («жизнь - как драгоценный камень: ее нужно беречь», «цени дар жизни», «живем один раз», «жизнь – это дар Божий»); challenges («жизнь – это борьба», «без труда не вытащишь и рыбку из пруда», «терпение и труд все перетрут»), consequences («что посеешь, то и пожнешь», «семь раз отмерь, один раз отрежь», «жизнь – это зеркало наших решений»), luck («не было бы счастья, да несчастье помогло», «кто не рискует, тот не пьёт шампанское», «не знаешь, что найдёшь, а что потеряешь»); growth («жизнь – это постоянная работа над собой», «как дерево, мы растём через трудности»).

In this case we cannot speak as if it is a rule but we imply that Russians tend to perceive life as a valuable journey through challenges with a hope for a chance to pass it easily.

It is remarkable that even this brief selection is representative of the concept of life in Russian and English cultures. We were able to notice some similarities (as the presence of the metaphor of journey, consequences, growth and value) and differences (for example, the ranking or exclusive concepts of tolerance and luck). Both of them contribute to linguistic and cultural studies.

To summarize, cognitive linguistics methods prove to be successful in cross-cultural studies. Moreover, the fields are connected through anthropological focus and should contribute an alternative point of view to each other.

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ЛИНГВОСТРАНОВЕДЧЕСКИЕ КОМПЕТЕНЦИИ И КУЛЬТУРНЫЙ ИНТЕЛЛЕКТ КАК ВАЖНЫЕ НАВЫКИ ДЛЯ КОММУНИКАЦИИ В XXI веке

LINGUISTIC AND CULTURAL COMPETENCE AND CULTURAL INTELLIGENCE AS IMPORTANT COMMUNICATION SKILLS IN THE XXI CENTURY

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The modern world is very changeable, a huge amount of information is generated every minute, the exchange rate of which is very high. Rapidly developing information and other technologies, environmental disasters represent global challenges for modern man. People are interested in what a person of the XXI century should be like in order to cope with such challenges on a universal scale. Scientists from different fields reflect on this issue and offer different visions of what skills a modern person should have. The most important skills of the XXI century according to the “концепция 4 к” are the skills of communication, collaboration, critical thinking and creativity. This article

examines the competence of communication on the example of research of a linguistic and cultural nature and the theory of cultural intelligence.

Linguistic and cultural studies is a relatively new discipline in the teaching of foreign languages. Linguistic and cultural studies deal with the issues of linguistic analysis of language in order to identify specific national and cultural semantic units and techniques for introducing and consolidating them in teaching a foreign language. The purpose of this discipline is the formation of linguistic and cultural competence. Linguistic and cultural competence means understanding the national customs, traditions, and realities of the country whose language is being studied, as well as the ability to extract country-specific information from linguistic units and effectively use it to achieve meaningful communication [1]. The linguistic and cultural competence includes the following components:

speech component. This is a set of speech skills, abilities and communicative knowledge, the study of which will provide a future specialist with the opportunity to create, develop and change his speech in a foreign language depending on the conditions of communication, as well as accurately and literarily correctly translate specialized texts from a foreign language into his native language.

language component. It implies the possession of the necessary professional vocabulary, as well as knowledge and skills sufficient for an accurate linguistic understanding of what is heard or read.

a regional component. It is a set of knowledge, skills and abilities in the field of regional studies, the qualitative development of which will allow the future specialist to correctly interpret the content of nominative units in the context of national and cultural aspects of vocabulary and phraseology, as well as to correctly apply country-marked linguistic units [2].

Now let's turn to the model of cultural intelligence. Cultural intelligence is a new concept based on the carefully conducted empirical work of scientists Chris Early and Sun Ang. This model is described in more detail in David Livermore's book Cultural Intelligence. The author formulates the concept of cultural intelligence as the ability to successfully act in intercultural communication, taking into account religious, national and other differences. It helps to develop interpersonal and practical skills that need to be used in intercultural communication and business. There is a four-stage process, the correct application of which contributes to successful international communication, namely: CQ drive (motivational component), CQ knowledge (cognitive component), CQ strategy (metacognitive component) and CQ actions (behavioral component). All of them are inextricably linked, forming a set of rules for successful communication. Let us examine these components:

motivational. It implies developing enough energy and self-confidence to gain the necessary knowledge and make a plan for intercultural interaction.

cognitive. This component provides a person with an understanding of cultural aspects (language, and basic cultural systems) that are important for this discussion.

metacognitive. Using the acquired cultural knowledge in order to make a plan and understand the problems of this situation.

behavioral. The ability to effectively and adaptively use skills to accomplish a given task [3].

Now let's move on to comparing these concepts presented in the form of a table 1.

Table 1 – Comparison of components of linguistic and cultural competence and components of cultural intelligence.

Linguistic and cultural competence	Cultural intelligence
Language component (Possession of vocabulary, knowledge and skills)	Motivational component (development of energy and self-confidence)
Speech component (Correct use of speech skills, knowledge and skills)	Cognitive component (Having knowledge about cultural aspects)
The regional component (Knowledge of national and cultural layers of vocabulary)	Metacognitive component (Using the acquired cultural knowledge to make a plan and further actions)
	Behavioral component (Using the acquired plan and skills to complete the task)

Based on the data presented in the table, it can be seen that, cultural intelligence is a much broader concept and contains linguistic and cultural competence in a cognitive component. The remaining components of cultural intelligence complement CQ knowledge and provide an impetus for the proper use of cultural and linguistic knowledge. In addition, the cultural intelligence model is of great practical importance in the development of soft skills among employees and managers of international companies and projects.

Linguistic and cultural competence is a part of cultural intelligence and has a narrower focus. Cultural intelligence is a model that aims at the practical application of knowledge and skills to solve specific tasks. These competencies help a person in intercultural communication for successful negotiations in management, business, international projects and effectively manage a team in a modern multicultural environment.

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АУТЕНТИЧНОСТЬ VS. КОММЕРЦИАЛИЗАЦИЯ: КАК ПУТЕВОДИТЕЛИ ФОРМИРУЮТ ПРЕДСТАВЛЕНИЕ О «НАСТОЯЩЕЙ» КУЛЬТУРЕ САНКТ-ПЕТЕРБУРГА

AUTHENTICITY VS. COMMERCIALIZATION: HOW GUIDEBOOKS FORM AN IDEA OF THE "ORIGINAL" CULTURE OF ST. PETERSBURG

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Tourism and related services, and in particular, the choice of certain places to visit by a tourist during a trip – sights, hotels, restaurants, shops, museums, certain events – become markers of social status of a person and determine his lifestyle. Printed and electronic guidebooks play an important role in the choice of certain goods and services during a trip: they create an attractive image of the cultural capital for the reader. Using the technique of "friendly advice", both commercial and independent, they lead their readers along certain routes, focusing his attention on specific places and activities, and increasing the popularity of routes designated as "unique" and "non-tourist". On the basis of this, foreign audiences form ideas about the city, which aspects of culture are perceived as "authentic" and others as commercial baits, while guidebooks balance (or do not balance) between presenting an authentic cultural experience and satisfying economic benefits.

In 2023, 573 thousand tourists from other countries visited St. Petersburg. This is 68% more than a year earlier. The contribution of inbound tourism to the city's economy increased by 84% over the year and amounted to 54.3 billion rubles [1]. The development of the tourism industry in St. Petersburg is carried out in accordance with the instructions of the President of Russia Vladimir Putin and within the framework of the national project "Tourism and Hospitality Industry", which involves an increase in the export of tourist services in Russia to 22.3 billion US dollars by 2030. They expect to return to the record tourist flow that was recorded in the pre-pandemic 2019 [2].

The concept of "authenticity" in the context of tourism remains debatable, because it is a social construct that largely depends on perception and interpretation. A foreigner has certain expectations and stereotypes, he sees the

object and rethinks the images. The travel industry often uses "authenticity" as a marketing tool and plays on people's psychology, offering tourists non-trivial experiences and adventures in an unusual or "strange", "wrong", "different" place. Another theoretical assumption is based on the understanding of authenticity as a staged phenomenon. MacCannell (1976) uses the concept of "staged authenticity", which means that tourists are in a constant search for authentic sensations of a certain kind: they seek to find such tourist spaces that correspond to their beliefs, stereotypical assumptions or their own imaginary world. However, the desire for authenticity can lead to the "staging" of culture, turning it into a commodity for consumption. In the context of St. Petersburg, "authenticity" can be associated with the imperial past, rich cultural heritage, or, conversely, with "non-touristy" areas and the daily life of Russians, the "voice" of the local population.

On the pages of the guidebook, a space is created that is filled only with amazing, unusual objects, in which there is no place for the "unworthy". Therefore, the reader of the guidebook travels in two worlds – in reality – complex, intricate, filled with a variety of objects living in an organic and indissoluble unity, as well as chaotic and incomprehensible – and at the same time in the space created by the guidebook, in which everything is ordered, provided with annotations, highlighted, where all the sights are placed by number, from where all the "useless" is removed. Interpretation and evaluation of the object, rather than reference information, forms a special attitude and increased attention to the object. That is why the information about the attraction in the guidebook often goes beyond the boundaries of objective reference information. In addition, the inclusion of an object in the guidebook as an attraction acts as a clear, important sign for the traveler - "this is the object that you need to pay attention to". Thus, companions influence on the behavior and perception of a person's assessment and preferences.

Most English-language guidebooks (The Companion Guide to St Petersburg, Lonely Planet, Rough Guides) focus on the "classical" view of St. Petersburg: The Hermitage, the Peter and Paul Fortress, St. Isaac's Cathedral, Nevsky Prospekt, churches, palaces of the royal family and mansions of the nobility. Descriptions of these places often include historical references, however, the approach to presenting information varies. Some English-language guides offer an in-depth analysis of the historical context and cultural significance of the sites, emphasizing their uniqueness and authenticity. Others are limited to a brief description and practical advice for tourists (opening hours, ticket prices, location).

Visual content also plays an important role in shaping perceptions. Many travel guides use photographs to illustrate famous landmarks in a favorable light. Unfortunately, there are often no images of everyday life, unique locations outside

the main tourist routes, such as modern street art routes. The predominance of traditional, "beautiful" views creates an idealized and superficial view of the city.

Guidebooks inevitably reflect the commercialization of the tourism industry. Often the recommendations are focused on expensive restaurants, hotels and excursions - everything that is located in the historical center of St. Petersburg or around Palace Square. "Authenticity" is used as a marketing tool, offering the tourist a "exclusive" experience for equal pay. For example, excursions to "secret" courtyards or "real" Russian baths, forbidden excursions with access to the roof to fullfill the "willingness to take risks" are presented as an opportunity to fit into original Russian culture.

At the beginning of the 21st century, there was a need for highly specialized guidebooks covering a certain type of tourism (alcohol tourism, extreme tourism, shopping, unique thematic trips to literary attractions, concert tourism) or a separate aspect of travel (restaurants - gastronomic tourism). Traditional brochures and pocket-type books are being converted into electronic format, interactive applications and sites are appearing where it is possible to build a route in advance. Guides to the new map of public spaces are required (there are already more than 60 of them) for young people and people who come not for the first time and need a new program for walks - Sevkabel Port, New Holland, Third Place, Nikolsky Rows, VOKZAL 1853, etc.

Some guidebooks try to offer a more detailed view of St. Petersburg, including information about local traditions, cuisine, and life outside the main tourist routes. However, even in these cases, the line between "authenticity" and commercialization is often blurred. At present, the following trends can be noted within the framework of the travel guide market in Russia:

publication of thematic guidebooks covering a specific aspect of the trip: shopping, food, alcohol such as "A walk on the wild side. Public Catering", dedicated to restaurants and bars in St. Petersburg and "Informal Petersburg. Along the rivers and canals of St. Petersburg";

publication of author's guidebooks written and compiled by media personalities. Such guides include "GeekTrip: Geek Guide to St. Petersburg". The author of the guide is video blogger, translator and voice actor Dmitry Karpov, known under the pseudonym Syenduk;

Expansion of the usual boundaries of the guidebook format and mixing of different types of publications. For example, the author's guide by Yana Frank "Walks in St. Petersburg", which combines the formats of a guide and a sketchbook, providing the user with the opportunity to create their own memorable book about travel;

Work with different audiences. For example, at present, there are guidebooks aimed at a family audience and developed specifically for children (the series "Guides for Children" published by AST). A series based on a play on

words in Russian: the phrase "trip" and "drive" is replaced by the phrase "trip" and "walk" to highlight the distance that tourists have to cover. It includes routes in different parts of the city - the Petrograd Side, on Vasilievsky Island, etc.

Such guidebooks need to be translated into foreign languages in order to emphasize other statuses and roles of St. Petersburg.

International city. The European gateway of Russia, its strategic center, bordering the countries of the European Union. The principles of tolerance and religious tolerance have always been and are the basis for the development of the city.

Legendary city. St. Petersburg mythology, the possession of a separate soul (for some, St. Petersburg is a woman or a man, an old man or a young entrepreneur), individual evil spirits that live in historical buildings and new districts, restless spirits in the subway.

Center for International Youth Tourism.

Northern capital of culture, cultural mecca, city of white nights and bridges. More than 70 theaters, over 200 museums and their branches. A city of street artists and musicians, a metaphor for freedom by the sea – the expanse of thought.

Guidebooks for independent travelers in Europe and the United States have existed for decades. They are designed for those who are not satisfied with the standard routes offered by travel agencies, but who want to spend every night in comfortable conditions. It is this subtype that can and should be monetized and promoted in the market.

This study shows the importance of a critical approach to the information presented in guidebooks and the need to find alternative sources for a deeper understanding of the culture of St. Petersburg. A guidebook as the most important source of information about the natural, economic, cultural and domestic features of the country is a visiting card of the people, providing a connection between representatives of different countries in the cultural space. Further research could focus on comparing the representation of St. Petersburg in popular abroad series of guidebooks. Then foreign tourists will come for the sake of art, museums, theaters and accompanying inspiration, they will feel the "authenticity" of not only merchandise, but will understand what is fun to walk in the rain in the "city of all shades of gray". They will fall in love with St. Petersburg.

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ЖИВОТНОВОДЧЕСКАЯ ОТРАСЛЬ И ОБЕСПЕЧЕНИЕ СОЦИАЛЬНОЙ УСТОЙЧИВОСТИ КИТАЯ
LIVESTOCK INDUSTRY AND SOCIAL SUSTAINABILITY IN CHINA

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China's livestock industry is the first agricultural sector to undergo market reforms. Over the past 40 years, China's livestock industry has continued to develop and expand. From a traditional family production, it has developed into one of the important sectors of agriculture and rural economy, which plays an indispensable and important role in satisfying the consumption of meat, eggs and milk, increasing the income of farmers and maintaining environmental safety [1].

Under the influence of the market mechanism and government support, the level of livestock production is constantly increasing, and the market is effectively supplied with meat, eggs, milk and other products. China currently produces 1/2 of the world's pigs, 1/3 of its poultry, 1/5 of its sheep and 1/11 of its cattle. In terms of scale, livestock farming occupies one of the first places in the world. In 2020, China had 440 million pigs and 700 million pigs for slaughter, 90.387 million cattle and 300 million sheep; production of meat, eggs and milk in China is 86.544 million tons, 30.963 million tons and 31.486 million tons, respectively [7]. Meat and egg production has been ranked first in the world for many years, and milk production is third. On a per capita basis, China's per capita meat consumption reached 62.3 kg in 2020. Although it is lower than developed countries such as Europe and the US, it is higher than the global average; consumption of poultry eggs per capita is 22.3 kg, which exceeds the level of developed countries; Per capita milk consumption is 22.7 kg, less than 1/3 of the world average, but still rising.

In recent years, the production structure of livestock farming has been gradually optimized, the development of poultry farming, cattle and sheep breeding has accelerated, the supply structure of livestock products has become more reasonable, and the nutritional structure of urban and rural residents has continued to improve. Meat consumption was characterized by decreased pork consumption, increased poultry consumption, and high consumption of beef and lamb. In 2020, pork production accounted for 62.2% of meat production, which is 23.7% less than in 2015; the share of poultry meat accounted for 22.1%, which is 13.8% higher; the share of beef and lamb accounted for 13.9%, which is 8.4% higher. At the same time, dairy production expanded rapidly and milk consumption continued to rise. In 2020, per capita milk consumption was approximately 9.3 times higher than in 2015. A system for ensuring the quality and safety of livestock products has been mainly established, safety standards, testing and certification, technology promotion, law enforcement supervision and information system construction have been completed, and Hidden risks to the quality and safety of livestock products are further reduced.

Since 2007, the Chinese government has actively supported the development of standardized large-scale breeding. Models of standardized production technologies were demonstrated and promoted. The scale and level of intensification of livestock production has accelerated significantly. Livestock and poultry farming has evolved from decentralized, small-scale livestock production to a historic leap toward large-scale operations. According to the livestock statistics of the Ministry of Agriculture and Rural Affairs, in 2021, the share of large-scale livestock and poultry farming in the country exceeded the share of free-range farming for the first time, and the trend of an annual increase of 1-2% has continued in recent years. In 2022, the country's livestock and poultry production reached 58%, up 9% from 2012. It is expected to exceed 60% in 2024. Large-scale livestock farming gradually became the mainstay of the production and supply of meat, eggs and milk. Large-scale development contributed to increasing the efficiency of livestock and poultry farming. Over the past five years, feed conversion rates for pigs and laying hens have increased by more than 10%. With the development of large-scale livestock farming, industrial concentration continues to increase, and market competitiveness and risk tolerance also continue to increase. Currently, there are 583 leading industrialized enterprises of the republican level operating in the livestock industry. The ten largest pig-breeding enterprises account for more than 5% of pig production in the country. Compared to 2012, market sales of the 20 largest dairy companies increased from 47% to 55%. China accounts for almost half of the world's 20 largest feed companies.

The implementation of macro policies has enabled the majority of livestock farmers to actively respond and improve equipment and software conditions for

handling livestock and poultry manure. The concept of green development is deeply rooted in people's hearts. The institutional system, political system, technical system and working mechanism have been basically established, and the utilization of livestock and poultry waste resources has been fully launched and achieved step-by-step results. Currently, the coefficient of integrated use of livestock and poultry manure in China reaches 70% [3].

The pace of transformation and upgrading of China's livestock industry has accelerated, sustainable development has made significant progress, and the ability to ensure supply, environment and safety continues to be strengthened. However, overall, China's livestock production methods are still relatively extensive, the industrial system is imperfect, and resource and environmental constraints are increasingly increasing. The challenge of ensuring efficient supply of livestock products to the market continues to face great pressure, and the sustainable development of the livestock industry continues to face major challenges.

The Chinese diet is changing from high-carbohydrate foods such as grains and vegetables to high-protein foods such as livestock and poultry. Livestock products such as meat, eggs and milk are an important part of the diet of urban and rural residents. Currently, the consumption of livestock products by urban and rural residents of China shows two trends:

1) consumption of livestock products by urban residents is relatively stable, and growth is slowing down. Future potential lies in new urban residents and consumption of medium to high quality livestock products;

2) the market for consumption of livestock products by rural residents has great potential. With the growing population and increasing incomes of residents, the demand for livestock products will continue to show a steady growth trend for a long time.

Taking into account the potential and space of resources, factors, technologies and livestock production regions, the demand and supply of meat and eggs in China will generally be balanced in the future, and the gap between the supply and demand of milk will further widen [4, 5]. At the same time, the problems of periodic regional imbalances in supply and demand for popular livestock products and the structural shortage of local specialized livestock products will still exist for a certain period of time. In addition, livestock product production in China is mainly intended to satisfy the domestic market. Imports and exports of key livestock products such as meat and eggs account for a small share of China's domestic production. However, some products, especially milk, have gradually suffered from imports in recent years. Due to China's low tariffs on dairy products, the duty-paid price of imported dairy products is significantly lower than China's domestic production costs, resulting in a sharp increase in dairy product imports. Currently, 80% of new dairy product consumption in China

comes from imports. With the lifting of milk production quotas in the European Union, tariffs on dairy products in the China-New Zealand Free Trade Area continue to decline, and the China-Australia Free Trade Agreement has been fully implemented, international competitive pressure on dairy products will further increase [6].

Although the condition of facilities and equipment, as well as the comprehensive production level of some large high-level breeding enterprises in China are not inferior to foreign countries, but in general, labor productivity, livestock and poultry productivity, and feed conversion ratio are still lower than those in developed countries, resulting in high cost of livestock production and insufficient use of resources, and comprehensive competitiveness is relatively weak. According to the livestock industry monitoring data of the Ministry of Agriculture and Rural Affairs, each pig farmer in China now produces about 40 pigs for slaughter annually, while the average pig production in the United States is about 1,700. In the past, the main advantage of China's livestock and poultry industry was its advantage in workforce. However, as livestock and poultry farming has evolved from a family side business without wages to a specialized operation, the number of workers has increased, significantly increasing labor costs. At the same time, the comprehensive production performance of improved livestock and poultry breeds in China still lags behind that of foreign countries. The capacity for breeding innovation is weak due to the lack of long-term policy support and effective protection of local livestock and poultry resources. However, some local breed resources continue to decline and are even on the verge of extinction.

Accelerating the optimization of the production system and creating a modern production chain with close connections and balanced distribution of benefits is the key to achieving sustainable development of the livestock industry. China's livestock industry has developed based on decentralized animal rearing from household to household, with small and medium-sized livestock farms still playing an important role in production. Whether now or in the future, China's supply of livestock products cannot be entirely dependent on a few large enterprise groups. Moderate-scale breeding production will certainly become the backbone of the country's livestock production. However, a current socialized livestock service system for small and medium-sized livestock farms has not yet been created. The degree of organization and integration of livestock production is still low, and problems of disunity in production, processing and marketing, weak communications and uneven development are noticeable. A large number of small and medium-sized farmers do not have effective connections with leading enterprises and are not organized through cooperatives. They suffer greatly from market fluctuations. Sometimes blind production has a negative impact on market fluctuations. In addition, the problem of irregular production in small and

medium-sized breeding farms is acute, and very few of them continue to misuse antibiotics. The problem of overmedication cannot be ignored. Processing and circulation of livestock products lags behind. The share of deep processing of meat and eggs is 25-30% lower than in developed countries, and the space for added value is very limited [4].

The specific situation in China is that there are too many people, but not enough land and water. Water and land resources are severe constraints that have long limited the sustainable development of China's livestock industry. As demand for livestock staples such as meat, eggs and milk continues to rise in China, resources are becoming increasingly limited. The tension between ensuring an efficient supply of livestock products and resource constraints is becoming increasingly acute.

The problem of land for large-scale livestock and poultry farming is the most pressing in the modern development of livestock farming. Local governments are becoming increasingly strict in approving land for new breeding farms and are actually refusing to approve it; some existing breeding farms have been forced to close due to environmental protection, urban development, industrial development and other reasons. It is difficult to obtain reasonable replacement of tribal lands if they continue to engage in animal husbandry without construction, even if the resource conditions in the Northeast and Northwest are in relatively calm areas, it is difficult to find suitable land for the development of livestock and poultry farming.

The limitation of feed resources in livestock farming is also very obvious. China's food security problem is largely related to the secure supply of feed grains. Due to insufficient soybean production in China, China imported 95.53 million tons of soybeans in 2021, an increase of 11.62 million tons from 2020. Its dependence on imported protein feed raw materials exceeded 80%. This situation will be difficult to reverse in the short term. In 2022, China imported 2.83 million tons of corn, and also turned from an exporting country to an importing country. Although the government reserve currently has about 240 million tons of corn in stock, China still needs to import large quantities of corn due to import costs and periodic shortages of mobile corn supplies. With the development of grass-fed farming, feed imports have also increased rapidly. Before 2008, China imported virtually no herbal products. In 2023, China imported 1.856 million tons of grass products, approximately 93 times more than in 2008, and almost 80% of alfalfa seeds are imported [5].

Through the promulgation and implementation of laws and regulations such as the new "Environmental Protection Law of the People's Republic of China", "Rules for the Prevention and Control of Pollution from Large-Scale Livestock and Poultry Farming", "Action Plan for the Prevention and Control of Water Pollution" and "Action Plan on the Prevention and Control of Soil Pollution,”

livestock development is facing unprecedented environmental pressures. It has always been difficult for some places to take the right position: from the extreme of “only development, no protection” to the current extreme of “only protection, no development”; and there is a one-sided emphasis on pollution problems caused by livestock and poultry farming. At present, the structure of China's agriculture and livestock farming is separated from animal planting and breeding. Due to the lack of land resources, most livestock and poultry farms do not have sufficient area for waste disposal, and incentive measures for livestock and poultry farming to utilize poultry manure resources, such as biogas energy production and subsidies for the production and use of organic fertilizers, are difficult to implement. Factors such as the lack of cost-effective models of waste processing and disposal technology have led to difficulties in the release of livestock and poultry manure, and the level of resource use is not high, which leads to overconsumption of manure resources [6, 7].

The situation with the prevention and control of animal diseases is serious. There are many types of diseases, complex pathogens, and a wide range of diseases. Multiple pathogens coexist in the same location, and the occurrence of multiple viral hosts and infections in the same animal is common. From an international perspective, China frequently trades with neighboring countries, illegal smuggling is difficult to eradicate, and the risk of importing foreign diseases is huge. In the process of preventing animal epidemics, too much emphasis is placed on protecting susceptible animals and not enough investment in eliminating sources of infection and controlling transmission routes; in terms of protecting susceptible animals, it simply emphasizes vaccine immunity and ignores the development of self-resistance. In the context of a complex environmental environment associated with pathogens and strong pressure from vaccine immunity, pathogens often mutate and are difficult to eliminate, leaving animals in poor condition for a long time.

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СТРАТЕГИИ ВЫБОРА ВУЗА МОЛОДЫМИ ЛЮДЬМИ С РАЗНЫМ УРОВНЕМ ВОЛЕВЫХ ХАРАКТЕРИСТИК

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Во многих официальных источниках заявляется, что у страны есть проблемы с кадрами. Государство вкладывает достаточно большие средства в бюджетные места, на которых ведётся подготовках специалистов. Однако, согласно статистическим данным, 40-50% выпускников вузов по окончании их не работает по специальности. Это связано с тем, что выбор вуза часто осуществляется на основе случайных обстоятельств, внешней, а не внутренней мотивации. На наш взгляд, стратегии выбора высшего учебного заведения напрямую зависит от определённых характеристик личности, в том числе от волевых ее характеристик.

Проблемы профессиональной ориентации, мотивов выбора профессии разрабатывались в трудах таких авторов, как И.С. Кон, Н.С. Пряжников, Е.А. Климов, В.А. Бодров, Э.Ф. Зеер, А.М. Кухорчук. Под профессиональным выбором можно понимать процесс принятия решения относительно своей дальнейшей профессиональной деятельности, с учетом своих интересов и склонностей, профессиональной готовности в определенной сфере деятельности и ведущих трудовых мотивов [1, 2, 3, 4].

Чаще всего исследователи в этой области выделяют внутренние и внешние мотивы профессионального выбора. К внутренним мотивам

относят потребности личности и личностные особенности. К внешним мотивам - влияние семьи, друзей социального окружения, требования общества [5].

Выбор вуза для прохождения обучения и профессиональный выбор не всегда совпадают по времени. Иногда профессиональный выбор происходит во время обучения, а иногда и после окончания вуза. Поэтому мы обратились к проблеме выбора вуза, основаниям и мотивам.

Под стратегией выбора вуза мы будем понимать поведение, направленное на реализацию определенного мотива в выборе вуза, (внутреннего или внешних) лежащих в основании выбора [6, 7].

Эмпирическое исследование стратегий выбора вуза, места обретения компетенций будущей профессии проводилось на выборке, состоящей из 17 человек, которые являются первокурсниками. Целью исследования является выявление связи между основанием выбора вуза и волевыми характеристиками личности. В качестве методов эмпирического исследования нами использовались: авторская анкета с вопросами, выявляющими различные варианты выбора вуза, и опросник «Волевые качества личности» М.В. Чумакова [8]. Гипотезой нашего исследования является предположение о том, что активная стратегия выбора вуза связана с высоким уровнем волевых характеристик личности, пассивная стратегия связана с низким уровнем волевых характеристик личности.

В результате проведённого нами исследования было выявлено, что большая часть опрошенных, 47%, ответили, что они изначально хотели в это учебное заведение. Выбрали это учебное заведение, потому что прошли в него по баллам ЕГЭ 29% опрошенных. Близость к дому и удобство добраться – такое решение о выборе вуза принимали 20% опрошенных. Небольшое количество (6%) приняли решение поступать в данный вуз, потому что друзья выбрали его. 6% опрошенных выбрали это учебное заведение, из-за понравившегося подхода к образовательному процессу. На основании результатов данной анкеты мы можем сделать вывод о том, что большинство опрошенных использовали внутренние мотивы при выборе вуза.

На основании результатов применения авторского опросника мы разделили испытуемых на тех, кто придерживался стратегии реализации внутреннего мотива и тех, кто руководствовался иными, внешними основаниями выбора. Сравнительный анализ волевых качеств испытуемых с различными стратегиями выбора вуза показал, что наиболее выраженные отличия наблюдались по такому параметру воли, как энергичность. Энергичность более свойственна людям с внутренней мотивацией выбора вуза. По некоторым параметрам волевого потенциала различий не наблюдалось. Это такие параметры как: самостоятельность, выдержка,

решительность. При этом выдержка является наиболее значимым волевым качеством для опрошенных с внешней мотивацией выбора вуза. Для респондентов с внутренней мотивацией выбора вуза главными волевыми качествами являются инициативность, целеустремленность, настойчивость

На наш взгляд, по результатам данного исследования можно сделать предварительные выводы, что предположение о связи волевых характеристик и стратегии выбора вуза подтверждается, так как по 5 из 8 волевым качествам были отмечены различия. Для проверки гипотезы необходимо проведение исследования на более многочисленной выборке.

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ВОЛЕВАЯ САМОРЕГУЛЯЦИЯ И УРОВЕНЬ СТРЕССОУСТОЙЧИВОСТИ МОЛОДЫХ ЛЮДЕЙ

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Адаптация человека к динамичным изменениям окружающей среды требует высокого уровня психологической устойчивости, включая способность справляться со стрессами. Волевые процессы играют важную

роль в управлении поведением, эмоциями и мышлением, что делает их ключевым аспектом исследования стрессоустойчивости. Цель данной работы – изучение взаимосвязи между волевыми процессами и уровнем стрессоустойчивости. Объектом исследования являются личности молодых людей, а предметом – особенности взаимодействия их волевых качеств и стрессоустойчивости. Гипотеза состоит в том, что высокий уровень развития волевых процессов способствует повышению стрессоустойчивости.

Понятие воли в психологии определяется как способность человека принимать осознанные решения, регулировать эмоции и контролировать поведение. Уильям Джеймс рассматривал волю как акт выбора, обусловленный внутренним конфликтом между различными желаниями и мотивами, выделяя «волевые акты» и «волевые состояния» как ключевые формы проявления воли [1]. Л.С. Выготский связал волевые процессы с высшими психическими функциями, подчеркнув их значение в социальном контексте [2].

Стресс определяется как совокупность неспецифических адаптационных реакций организма на внешние и внутренние стрессоры [4]. Стрессоустойчивость – это способность человека эффективно адаптироваться к стрессовым ситуациям, минимизируя их негативное воздействие. Исследования Ю.В. Щербатых подчеркивают роль волевых качеств в повышении стрессоустойчивости [5].

Исследования показывают, что развитые волевые качества, такие как настойчивость и самоконтроль, способствуют снижению уровня восприимчивости к стрессу. Например, люди с высоким уровнем волевой регуляции демонстрируют низкий уровень тревожности и депрессивных симптомов в стрессовых условиях [6].

Эмпирическое исследование включало 44 респондента (29 женщин и 15 мужчин). Средний возраст – 23 года. Респонденты в основном являются студентами разных вузов и направлений. Использовались следующие методики: Тест «Диагностика волевого самоконтроля» (Зверков, Эйдман), оценивающий настойчивость и самообладание; Тест «Стрессоустойчивость» [5], измеряющий стрессо-чувствительность. Данные обрабатывались с использованием корреляционного анализа по коэффициенту Пирсона. Результаты исследования показаны на рис. 1-2.

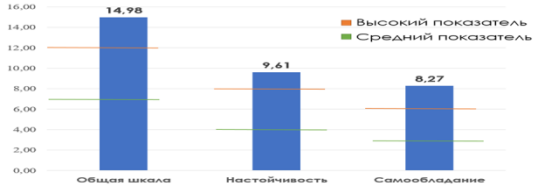

Рисунок 1 – Уровни волевого самоконтроля

У респондентов был выявлен высокий уровень волевого самоконтроля (средний балл 14,98). Настойчивость (9,61) и самообладание (8,27) также показали высокие значения, что свидетельствует о сформированной способности управлять эмоциями и достигать целей.

Люди, которые показывают высокие показатели по общей шкале волевой саморегуляции, обычно обладают эмоциональной зрелостью, активностью и независимостью. Они обычно спокойны, уверены в себе, стойки в своих убеждениях и реалистичны в своих целях. Часто они хорошо понимают свои мотивы, последовательно достигают своих целей и умеют контролировать свои действия.

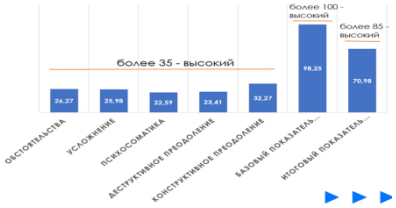

Рисунок 2 – Средние показатели стрессочувствительности

Средний итоговый показатель стрессочувствительности составил 70,98, что соответствует нормальному уровню стрессоустойчивости. Высокие значения наблюдались по шкале конструктивного преодоления стресса, что подтверждает адаптивные стратегии участников.

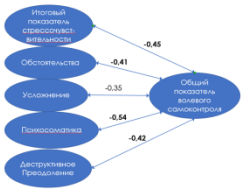

Рисунок 3 – Результаты корреляционного исследования

Выявлены значимые обратные корреляции между уровнем волевого самоконтроля и стрессочувствительностью ($r = -0,597$, $p < 0,01$). Это подтверждает гипотезу о том, что развитые волевые качества снижают восприимчивость к стрессу (рис. 3).

Методика Ю.В. Щербатых оценивает уровень стрессочувствительности – показатель, обратный стрессоустойчивости. Следовательно, чем выше показатели данного теста, тем ниже стрессоустойчивость человека. Соответственно высокий уровень параметров волевого самоконтроля будет отрицательно коррелировать с уровнем чувствительности к стрессу, и можно сделать вывод о положительной связи выраженности волевых характеристик со стрессоустойчивостью.

Анализируя результаты исследования, можно предположить, что высокий уровень волевого самоконтроля способствует формированию устойчивости к стрессу. Это может быть обусловлено тем, что такие качества, как настойчивость и самообладание, позволяют эффективнее

управлять эмоциями и адаптироваться к сложным ситуациям. Результаты исследования могут быть использованы для разработки программ тренингов по развитию волевых качеств у молодежи. Особое внимание следует уделить методам повышения настойчивости и самообладания, включая когнитивно-поведенческие подходы.

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ВЗАИМОСВЯЗЬ КАРЬЕРНЫХ ОРИЕНТАЦИЙ И ПОКАЗАТЕЛЕЙ АВТОНОМНОСТИ У МОЛОДЕЖИ

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В настоящее время, в эпоху стремительно развивающихся информационного и социального пространств, ярко выраженной является проблема профессионального самоопределения молодых людей. Преобразование личности в «эталон» профессионала предопределяется не только узконаправленными знаниями и практическими навыками, но и психологическими особенностями и паттернами поведения с окружающими социальными группами.

По причине многообразия выбора трудовой деятельности, неадекватных ожиданий молодые люди сталкиваются с трудностями профессионального самоопределения и формирования профессиональных ценностей [2]. Кроме того, в современном мире наблюдается увеличение уровня инфантилизма среди молодежи, признаком которого является

«несамостоятельность, неумение принимать самостоятельные решения, <…> неспособность к адаптации, подневольность» [3, с. 56].

Важным показателем автономности является сепарация – способность личности отделяться, приобретать индивидуальные черты, самодостаточность [4]. В связи с этим, актуально рассмотреть особенности отношения между карьерными ориентациями современной молодежи и уровнем их автономности и способностью к индивидуально-ориентированной деятельности.

В исследованиях К.А. Абульхановой-Славской было выявлено, что личностную толерантность к деструктивным процессам социума и кризисам обеспечивают такие личностные факторы, как автономность, активность, инициативность, ответственность. По ее мнению, независимый и самодостаточный человек – это подлинный субъект профессиональной жизни и межличностных взаимоотношений [4]. Таким образом, подчеркивается важность перечисленных личностных характеристик в формировании устойчивых профессиональных ориентаций.

В. Чикер выделяет основные факторы положительного развития профессионализма и карьеры: субъективный (удовлетворенность жизненной ситуацией) и объективный (социальный успех). По мнению автора, внешней стороной карьеры являются последовательно занимаемые личностью профессиональные должности; внутренней – его самоопределение себя как активную, сепарированную и психологически-устойчивую личность. Формирование внутренней стороны профессионализма связано с переживанием профессиональной идентификации, взаимоотношением с близкими людьми и социальными установками [5]. Таким образом, в рамках современных исследований отмечается связь карьерных ориентаций с личностными характеристиками молодежи, в том числе с автономностью и уровнем сепарации.

Китайские исследователи Цзяньчао Ни, Цзявэнь Чжан и др. исследовали взаимосвязь между карьерной зрелостью, психологической сепарацией и профессиональной самоэффективностью среди аспирантов местных университетов. Результаты показали, что уровень профессиональной зрелости, автономности отражает способность студентов к трудоустройству и связан с дальнейшим карьерным развитием. Кроме того, психологическая сепарация определяет качество трудоустройства молодых людей [6].

В исследовании Н.В. Лукьянченко описано рассмотрение взаимосвязи карьерных ориентаций с параметрами Я-центрированных характеристик личности среди студентов гуманитарных направлений. По результатам исследования было установлено, что молодые люди ориентированы на устойчивость в трудовой деятельности, установку надежных

взаимоотношений с работодателем, предпочитают дифференцировать личное и рабочее время [1]. По мнению автора, Я центрированные ориентации (активность личности, социальная вовлеченность и инициативность) положительно связаны с успешным формированием профессиональных компетенций. Таким образом, анализ современных исследований показал важность исследования карьерных ориентаций молодежи и показателей их автономности.

Цель данного исследования: изучение взаимосвязи карьерных ориентаций, сепарационной тревожности и автономности молодежи. В исследование приняли участие 20 человек (16 девушек и 4 юноши) в возрасте от 18 до 30 лет. Методами исследования выступили: опросник «Якоря карьеры» (E. Schein, адаптация В.А. Чикер, В.Э. Винокурова); «Тест сепарационной тревоги взрослых ASA-27» (Manicavasagar, адаптация А.А. Дитюк); опросник «Автономности-зависимости» (Г.С. Прыгин).

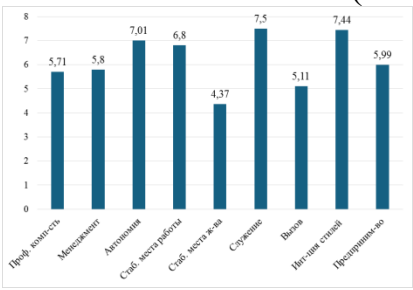

Рисунок 1 – Средние значения показателей карьерной ориентации у молодежи (n=20)

По результатам методики «Якоря карьеры» (рис. 1) было выявлено, что самое высокое значение по выборке набрали шкалы «Служение» (7,5) и «Интеграция стилей жизни» (7,44). Это свидетельствует о том, что молодые люди при выборе карьеры ставят в приоритеты помощь другим, взаимодействие в коллективе со схожими ценностями и сохранение баланса между карьерой и личной жизнью. Низкий показатель шкалы «Стабильность места жительства» (4,37) характеризует людей адаптивно-гибких к территориальному расположению работы. Возможно, это говорит о нарастающей тенденции к удаленному формату профессиональной деятельности.

По результатам проведения методик «Тест сепарационной тревоги взрослых ASA-27» и «Автономность-зависимость» выявлен средний уровень сепарационной тревожности (30,4). Следовательно, молодые люди склонны испытывать тревогу при адаптации к изменениям в социальной среде, однако стремятся ее контролировать и преодолевать такую дезадаптацию. Значения шкалы «автономности-зависимости» соответствуют смешанному типу адаптации к профессиональным задачам (9,15). Это говорит о том, что молодым людям свойственны примерно в равном отношении особенности «автономности» и «зависимости»:

целеустремленность, частичная независимость, не ярко выраженная инициативность и т.д.

Отрицательные взаимосвязи выявлены у следующих параметров:

1. Автономность-зависимость – сепарационная тревожность (-0,4812): чем больше у молодежи выражен уровень автономности, тем меньше выражен уровень сепарационной тревоги. Это говорит о том, что автономная личность склона в меньшей степени иметь эмоциональную, физическую зависимость от окружающих людей.

2. Сепарационная тревожность – профессиональная компетентность (-0,7609): чем меньше уровень сепарационной тревожности, тем больше выражены показатели профессиональной компетентности. Поэтому, чем меньше у человека проявляется эмоциональный дискомфорт при сепарации, тем больше он профессионально успешен и способен подняться по карьерной лестнице.

3. Стабильность места жительства – автономность (-0,5093): чем выше уровень автономности, тем меньше показатели стабильности места жительства. Следовательно, чем больше человек является самостоятельным при решении жизненных задач, тем он меньше зависим в отношении территориального месторасположения работы, и может работать в удаленном формате.

Положительные взаимосвязи были выявлены у следующих показателей:

1. Автономность – вызов (0,5011): чем больше уровень автономности у молодых людей, тем больше у человека желание решать трудные задачи. Это показывает, чем больше человек готов к конкуренции в профессиональном поле и активен при решении трудных задач, тем больше он проявляет инициативу и самодостаточность в социуме.

2. Предпринимательство – автономность (0,4873): чем выше уровень автономности, тем больше личность стремиться создавать новое. Обособленная и независимая личность в большей степени способна на профессиональную креативность и готовность к риску при видении своего бизнеса.

Таким образом, по результатам исследования можно сделать следующие выводы. Выявлено, что молодые люди в профессиональной деятельности ориентированы на помощь окружающим, ценят межличностные отношения в коллективы и стремятся сохранять баланс между работой и личным временем. Такие результаты объясняются желанием молодых людей стать полноправным участником социальных отношений. Современное поколение ценит свободу, гибкость, ставит в приоритет свое личное время и досуг, поэтому для них важно уравновесить карьеру и личную жизнь. Выявлен средний уровень сепарационной

тревожности и смешанный тип автономности-привязанности. Молодые люди только формируют детерминированное поведение. Это можно объяснить тем, что молодые люди находятся на пути к становлению взрослыми, независимыми личностями.

В итоге проведенного исследования можно сформулировать общий вывод о том, что существует тесная взаимосвязь между показателями карьерной ориентации, сепарационной тревожности и автономности-зависимости у молодых людей. Это объясняет тот факт, что у молодых людей при формировании профессиональной направленности деятельности учитывается наличие автономности личности и ее социальной независимости.

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УРОВЕНЬ ЭМОЦИОНАЛЬНОГО СТРЕССА У КУРЯЩИХ И НЕКУРЯЩИХ ДЕВУШЕК

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Курение – это одна из наиболее распространенных зависимостей среди студентов. Тенденция к курению вызывает серьезные опасения - как у специалистов-психологов, так и у представителей педагогического состава в учебных заведениях. Несмотря на большое количество исследований в этой области, влияние курения на психологическое состояние недостаточно изучено. Данное исследование направлено на изучение уровня стресса и тревожности в условиях потребления табачной продукции и ее отсутствия.

Проблема зависимого девиантного поведения рассматривалась в трудах таких исследователей у нас и за рубежом, как А.Е. Личко, В.Я. Крутецкий, А.Л. Зеланд, Д.Р. Котляр, Г.Е. Сухарев. Вопросом изучения протекания реакции стресса под действием тех или иных факторов посвящены работы таких ученых, как Г. Селье, Р. Лазарус, И.Ю. Костюченко, М.И. Рожков.

Понятие аддиктивного поведения включает в себя психологическую и физическую зависимость от определенных веществ или действий, которые становятся необходимыми для человека для достижения состояния удовлетворения или избегания негативных эмоций. Характеристики зависимости личности от психоактивных веществ включают необходимость увеличения дозы для достижения эффекта, потерю контроля над потреблением, физические и психологические симптомы отмены.

Понятие стресса определяется как реакция организма на внешние или внутренние раздражители, которые воспринимаются как угроза или вызов. Этапы его протекания включают фазу тревоги, фазу сопротивления и фазу истощения. Большинство студентов начинают курить в возрасте 16–17 лет, когда происходит вхождение во взрослую жизнь без контроля родителей и влияния семьи. В последние годы отмечается неуклонное увеличение курящих девушек и значительное ухудшение состояния их репродуктивного здоровья [6].

Табакокурение сигнализирует о социальном неблагополучии студентов и повышает риск развития нарушений нервной, сердечно-

сосудистой, эндокринной, иммунной систем и др. [3]. У курящих студентов когнитивные варианты копинг – поведения чаще всего бывают следующими: диссимуляция, растерянность, религиозность – формы поведения, направленные на пассивный уход от проблемы. Когнитивные варианты у некурящих – это чаще всего сохранение самообладания с анализом возникших трудностей и поиском путей выхода из них, повышение самооценки и само контроля, повышение веры в свои силы для преодоления сложных ситуаций. У курящих студентов эмоциональные варианты копинг-стратегий чаще всего были представлены активным возмущением и протестом по отношению к трудностям, а также путем передачи ответственности по разрешению ситуации другим людям.

В проведенном нами пилотажном эмпирическом исследовании уровня эмоционального стресса у курящих и некурящих девушек выдвигается гипотеза о том, что курящие студенты будут демонстрировать более высокий уровень стресса и тревожности по сравнению с их некурящими сверстниками. Такой выбор позволяет провести сравнительный анализ между двумя группами и выявить возможные различия в их психологическом состоянии. В пилотажном эмпирическом исследовании приняли участие 12 студентов в возрасте от 18 до 25 лет. Участники были разделены на две группы: курящие (6 человек) и некурящие (6 человек). Такой выбор позволяет провести сравнительный анализ между двумя группами и выявить возможные различия в их психологическом состоянии. Для оценки уровня стресса, тревожности и общего психологического состояния студентов использовались следующие методики: анкета для оценки уровня стресса, анкета для оценки уровня тревожности и анкета для оценки общего психологического состояния по 10-балльной шкале. Процедура исследования включала подготовку, сбор данных и анализ результатов. 1. Подготовка. Участникам объяснили, что они участвуют в исследовании, направленном на изучение влияния курения на психологическое состояние. 2. Сбор данных. Участники заполнили анкеты, оценивая уровень стресса, тревожности. 3. Анализ данных.

Таблица 1 – Процентные доли лиц с различными уровнями стресса среди курящих и некурящих студенток

Группы испытуемых	Низкий уровень	Средний уровень	Высокий уровень
курящие	16,7%	33,3%	50%
некурящие	50%	33,3%	16,7%

Сравнительный анализ данных табл. 1 позволяет констатировать то, что большинство курящих девушек студентов испытывают средний или высокий уровень стресса и тревожности в то время, как среди некурящих девушек больше распространен низкий уровень стресса.

Гипотеза подтвердилась, что курящие девушки студенты испытывают больше стресса и тревоги, чем некурящие.

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ПСИХИЧЕСКОЕ ВЫГОРАНИЕ И УДОВЛЕТВОРЕННОСТЬ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТЬЮ У МЕНЕДЖЕРОВ

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Деятельность менеджеров по продажам призвана обеспечить результат деятельности банковского учреждения, однако это становится возможным только при высоком потенциале их физического и психического здоровья.

Известно, что среди всех профессий имеет место перечень наименований тех, работая в которых человек начинает испытывать чувство внутренней эмоциональной опустошённости. Это связано с тем, что нужно постоянно контактировать с другими людьми. Например, сюда относятся педагогические, социальные и медицинские работники, психологи и банковские служащие [3].

Психическая напряженность является одной из основных особенностей в работе в продажах. В работе менеджера основополагающим профессионально важным качеством является способность к эмпатии. На сегодняшний день достаточно противоречиво трактуется практическая роль

эмоций в деятельности менеджера. Менеджеры не проходят специализированную подготовку по преодолению стресса и других эмоциональных трудностей. У них не формируются такого рода знания, умения, навыки и личностные качества [2].

Изучением проблемы эмоционального выгорания занимались как в отечественной, так и в зарубежной психологии. Среди наиболее разработанных концепций и подходов, можно выделить работы отечественных авторов В.В. Бойко, Н.В. Гришина, Э.Ф. Зеер, В.Е. Орел, Т.В. Форманюк, а также зарубежные исследования К. Маслач и Дж. Джексона, но необходимо обратить внимание на то, что на сегодняшний день отсутствует какое-либо единое понимание данного феномена. Недостаточно исследованы особенности, причины и механизмы возникновения эмоционального «выгорания» у менеджеров по продажам с учетом специфики их профессиональной деятельности. К. Маслач развивала понятие о выгорании в социально-психологической науке и сформулировала концепт «выгорания» как синдрома, состоящего из: физического и эмоциональное истощения, отрицательной самооценки, отрицательного отношения к работе, утрата понимания и сочувствия. Ей были установлены ситуативные факторы выгорания в работе с другими людьми: большое количество клиентов, преобладание негативной обратной связи от них, недостаток личностных ресурсов для совладания со стрессом [4].

В отечественной психологии Б.Г. Ананьев ввёл термин «эмоциональное сгорание» у представителей профессий типа «человек-человек» как негативное явление, которое можно описать как «отравление людьми». Т.В. Решетова дополняет, что выгоранию наиболее подвержены люди, имеющие: малую эмоциональность или неспособность к общению, неспособность выразить свои чувства словами, трудоголизм, когда происходит маскировка каких-либо проблем с работой, люди без социальных и семейные связей, любови, профессиональной состоятельности и других межличностных близких связей.

В целом психическое выгорание – это совокупность психоэмоционального истощения, личностного отдаления и снижения мотивации. Концепцию выгорания, в русле социально-психологического направления, представили К. Маслач, С. Джексон, А. Пинч. В своем исследовании они представили трех симптомный комплекс выгорания. К. Маслач в 1986 году в своем исследовании говорила о том, что специфика работы людей в социальной сфере подразумевает нахождение человека в условиях тесного контакта с другими людьми. Вместо сочувствия, сопереживания человек чувствует раздражение, тревогу, наступает апатия и понимание бессмысленности собственных усилий. Также К. Маслач

обращала внимание, на то, что выгорание не является реакцией на скуку и потерей творческого потенциала. Она говорила о том, что выгорание, это «эмоциональное истощение», которое вызвано интенсивным общением с другими людьми на фоне стресса. Модель выгорания, которую предложила К. Маслач, легла в основу для дальнейшего изучения феномена эмоционального выгорания. Проведенные зарубежные исследования сходятся во мнении, что профессиональные стрессы являются основой выгорания (Вальтер, Полин, Лэвлор, 1997).

Выборка исследования психического выгорания проводилось на 30-ти менеджерах, работающих в городе Москва и имеющих стаж от 1 года до 25 лет. Они проходили методику В.В. Бойко «Методика диагностики синдрома эмоционального выгорания» в выходной в первую половину дня [1]. Респондентам предлагался ряд утверждений, на которые было необходимо дать ответ «да», «нет» в зависимости от того, насколько часто он испытывал описанное в утверждении. После обработки ответов менеджеров можно было определить уровень психического выгорания каждого из них, также степень выраженности каждой фазы психического выгорания.

Проанализировав данные, мы можем утверждать, что у 20% менеджеров сформирован синдром эмоционального выгорания, у 46,7% находится в стадии формирования и лишь у трети менеджеров по продажам данные синдром не сформирован. Таким образом, 66,7% менеджеров реализуют свою профессиональную деятельность, взаимодействуют с клиентами, родителями и коллегами на фоне разворачивания физических, эмоциональных, поведенческих, интеллектуальных и социальных симптомов эмоционального выгорания в различной вариации. В целом фаза «напряжения» сформировалась у 60% менеджеров со стажем профессиональной деятельности 10-25 лет, находится в стадии формирования у 40% менеджеров первой и третьей группы, во второй группе формируется у 60% респондентов. В большей степени данный симптом не сформирован у менеджеров со стажем 1-5 лет.

В фазе «резистенция» доминирующим является симптом «расширения сферы экономии эмоций». Этот симптом доминирует у 33% менеджеров, у 33 – складывается. Из них 23% приходится на третью группу, 7% на вторую и только 3% на первую группу.

В фазе «истощение» доминирующим является симптом «эмоционального дефицита» – 23% менеджеров. Из них 13% относится к третьей группе и 3% и 7% к первой и второй. Складывается данный симптом 17% менеджеров, из них: 3% относится к первой группе и по 7% ко второй и к третьей. Он проявляется в ощущении своей неспособности помочь субъектам своей деятельности в эмоциональном плане, не в состоянии

войти в их положение. При этом личность переживает появление этих ощущений. Если положительные эмоции проявляются все реже, а отрицательные чаще, значит, симптом усиливается. Грубость, раздражительность, обиды – все это проявления симптома «эмоционального дефицита». В целом фаза «истощения» сформировалась и находится в стадии формирования у 90% менеджеров третьей группы с профессиональным стажем 10-25 лет. У менеджеров из первой и второй групп данная фаза сформирована в 10% случаев.

Таким образом, мы можем говорить о том, что синдром эмоционального выгорания и его фазы в большей степени выражен у менеджеров с большим профессиональным стажем. Проанализировав данные, можно сделать вывод о том, что все фазы наиболее выражены у менеджеров со стажем 10-25 лет.

В фазе «резистенции» заметно постепенное возрастание уровня сопротивления от первой к третьей группе.

Можно сделать вывод о том, что чем продолжительнее профессиональный стаж, тем более человек подвержен синдрому эмоционального выгорания. К тому же средний возраст является кризисным моментом в жизни человека, моментом переосмысления достигнутого, поэтому менеджеры в этот момент могут быть подвержены симптому эмоционального выгорания.

Итого, менеджеры, проработавшие в банке 1-5 лет, характеризуются достаточно высокой степенью удовлетворенности своей выбранной профессией (70% опрошенных), умеренным риском развития эмоциональной и физической усталости.

Синдром эмоционального выгорания не является полностью сформированным, но доминирует ощущение загнанности в клетку, в процессе становления симптом редукции профессиональных обязанностей.

Менеджеры банка со стажем профессиональной деятельности 5-10 лет имеют преимущественно среднюю и высокую степени неудовлетворенности своим трудом (60%), в умеренно степени подвержены риску эмоциональной и физической усталости. Многие менеджеры имеют один и несколько полностью сформированных симптома эмоционального выгорания, а наиболее выраженными являются такие симптомы как «тревога и депрессия», «эмоционально-нравственная дезориентация».

Менеджеры банка, имеющие стаж 10-25 лет чувствуют неудовлетворенность своей профессией (90% опрошенных), достаточно сильно подвержены возникновению усталости на работе при контакте с клиентами, родителями, коллегами, то есть любые межличностные взаимоотношения на почве профессиональной деятельности способствуют у данной группы педагогов возникновению сильной эмоциональной и

физической усталости. У большинства менеджеров данной возрастной категории имеется несколько полностью сформированных симптома эмоционального выгорания. Наиболее выражены «Переживание психотравмирующих обстоятельств», «Неудовлетворенность собой», «Загнанность в клетку», «Тревога и депрессия», «Эмоционально нравственная дезориентация», «Расширение сферы экономии эмоций», «Редукция профессиональных обязанностей».

Результаты данного исследования могут быть использования для дальнейшего изучения феномена психического выгорания, для психотерапевтического сопровождении менеджеров отдела продаж и при создании новых методов работы с психическим выгоранием менеджеров среднего звена.

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СУБЪЕКТИВНОЕ ОЩУЩЕНИЕ ОДИНОЧЕСТВА И СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ХАРАКТЕРИСТИКИ

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С древних времен одиночество часто ассоциировалось с негативными психическими состояниями и переживаниями. В различных культурах и философских традициях существовало понимание того, что изоляция и отсутствие значимых социальных связей могут вызывать различные

психологические проблемы. К примеру, у Платона и Аристотеля одиночество рассматривается в контексте философских размышлений о природе человека, общества и их взаимоотношениях. Они считали одиночество злым недугом, спасением от которого являлись исключительно дружба и любовь. За всю историю изучения данной проблемы одиночества ее объяснение и осознание было довольно многогранным. В давние времена одиночество рассматривалось на Востоке, как некая ценность, но в то же время, на Западе считалось совершенно неприемлемым и нежелательным. По некоторым оценкам, такое состояние иногда необходимо для саморазвития и более глубокого познания себя, но нередко одиночество воспринимается людьми как некое несчастье.

В настоящее время особую актуальность в процессе организации психологической помощи личности приобретает проблема формирования субъективного ощущения одиночества, возникающего как у мужчин, так и у женщин, и его коррекции. Её актуальность объясняется тем, что наличие негативных психологических переживаний, связанных с формированием субъективного одиночества, оказывает негативное влияние на процесс выстраивания межличностных взаимоотношений [1].

В психологии субъективное ощущение одиночества рассматривается как состояние, когда человек ощущает отсутствие значимых социальных связей, независимо от реального количества взаимодействий. Это чувство может привести к негативным эмоциям, таким как грусть и тревога, и связано с повышенным риском возникновения психических расстройств, таких как депрессия. Одиночество может быть вызвано как внутренними факторами (например, низкой самооценкой), так и внешними условиями (например, социальной изоляцией).

В психологической литературе, как в отечественной, так и зарубежной одиночество стало объектом внимания многочисленных психологов. Одними из ключевых фигур в изучении одиночества выступают И.С. Кон; Д. Перлман; Л. Пепло; Д. Рассел; Р. Вейс. Эти и многие другие психологи внесли значительный вклад в понимание природы одиночества, его причин, последствий и способов преодоления.

Одиночество – психическое состояние человека, отражающее переживание своей отдельности, субъективной невозможности или нежелания чувствовать адекватный отклик, принятие и признание себя другими людьми [2]. Также одиночество можно рассматривать в разных формах проявления. Как чувство. Переживание человеком своей непохожести на других, вследствие чего возникает психологический барьер в общении, ощущение непонимания и неприятия себя другими людьми. Как процесс. Постепенное утрачивание способности личности воспринимать и реализовывать имеющиеся в обществе нормы, принципы, ценности в

конкретных жизненных ситуациях. Как отношение. Невозможность принятия мира как самоцели и самоценности. При этом индивид, анализируя свои отношения с другими людьми, не интегрирует себя в окружающее социальное пространство. Как жизненная позиция. Осознанное нежелание поддерживать близкие отношения с кем бы то ни было. Человек отчуждён не только от других, но и от мира в целом - его ценностей, идеалов, норм.

Одиночество связано с различными социально-психологическими характеристиками личности и социальной среды. Социально-психологические характеристики, такие как тревожность, самооценка, враждебность и тип личности, играют важную роль в восприятии и опыте одиночества. Они могут влиять на то, как человек взаимодействует с окружающими, как воспринимает социальные ситуации и справляется с эмоциональными переживаниями.

Тревожность – индивидуальная психологическая особенность, проявляющаяся в склонности человека к частым и интенсивным переживаниям состояния тревоги, а также в низком пороге его возникновения [3]. Спилбергер Ч.Д. выделяет два вида тревожности:

Ситуативная (реактивная) тревожность (состояние) характеризуется напряжением, беспокойством, нервозностью в конкретный момент или промежуток времени. Подобное состояние может появиться у любого индивида в преддверии возможных проблем и жизненных осложнений.

Личная тревожность (черта характера) указывает на устойчивую тенденцию воспринимать широкий спектр ситуаций как угрожающие и реагировать на такие ситуации состоянием тревоги. Она характеризуется состоянием безотчетного страха, неопределенным ощущением угрозы, готовностью воспринять любое событие как неблагоприятное и небезопасное.

Люди с высоким уровнем тревожности могут испытывать более частое ощущение одиночества. Тревожность может мешать формированию и поддержанию социальных связей, так как тревожные люди часто боятся оценки со стороны других и это может привести к избеганию социальных взаимодействий (избегание общения).

Самооценка в психологии – это оценка человеком самого себя (своих качеств и возможностей, внешности, места среди других людей и др.). Существует общая самооценка, которая отражает уровень самоуважения, принятие или непринятие себя в целом, и частная, характеризующая отношение человека к различным сторонам своей личности, поступкам, успешности в отдельных видах деятельности. Низкая самооценка может приводить к чувству одиночества, так как люди с низкой самооценкой могут воспринимать себя как менее достойных дружбы и поддержки. Они могут

также быть менее уверены в себе, что мешает им инициировать и поддерживать социальные контакты.

Враждебность в психологии – это комплексная эмоция и поведение, характеризующиеся негативным отношением к другим людям, предвзятостью, агрессивностью или желаниями причинить вред. Враждебность может быть, как временным состоянием, так и устойчивой чертой характера. Враждебность определяется как основа для вражды и агрессии, впрочем, не всегда приводит к соответствующему показному поведению, враждебность не обязательно ведет к агрессивности и агрессии. Высокий уровень враждебности или агрессивности может вести к конфликтам с другими и, как следствие, к социальному отвержению, что увеличивает чувство одиночества. Такие люди могут иметь трудности в поддержании положительных социальных взаимодействий. Враждебность может затруднять построение доверительных отношений, так как люди, испытывающие тревогу, могут быть склонны предполагать, что другие люди относятся к ним с недоброжелательностью или враждебно, что приводит к напряженности в отношениях.

Тип личности – это совокупность устойчивых психологических характеристик, которые определяют индивидуальные особенности восприятия, мышления, поведения и эмоциональных реакций человека. В психологии существуют различные теории, классификации и модели типов личности, каждая из которых предлагает свои категории и способы их понимания. Различные типы личности по моделям, таким как модель Большой Пятерки (экстраверсия, нейротизм, открытость, доброжелательность и сознательность), могут по-разному влиять на уровень одиночества. Например, экстраверты, как правило, меньше подвержены чувствам одиночества, в то время как интроверты могут чаще испытывать это чувство, особенно если у них ограниченные социальные контакты. Интроверты предпочитают проводить время в уединении и саморефлексии, а не в социальных взаимодействиях.

Таким образом, одиночество является многогранным явлением, которое находит выражение в различных социально-психологических характеристиках, и его понимание требует учета как индивидуальных, так и социальных факторов. Эти характеристики могут взаимодействовать друг с другом и совместно влиять на восприятие одиночества. Например, высокая тревожность может снижать самооценку, что, в свою очередь, может усиливать чувство одиночества. Понимание этих взаимосвязей может помочь в разработке стратегий для преодоления одиночества и улучшения качества жизни.

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ОДЕЖДА КАК ИНСТРУМЕНТ ОБЩЕНИЯ: О КАКИХ ОСОБЕННОСТЯХ В ОБЩЕНИИ ГОВОРИТ ПРЕДПОЧИТАЕМЫЙ НАМИ СТИЛЬ ОДЕЖДЫ

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Мода − «крайне изощренный механизм, позволяющий людям упорядоченно и сообща адаптироваться к изменчивому миру, который в потенциале изобилует возможностями анархического развития» [1]. Социальный психолог Г. Блумер выделяет 7 функций моды, с помощью которых личность регулирует свои отношения в обществе и направляет общение в правильное русло, например, мода обеспечивает идентификацию людей. Также она предоставляет возможность выразить свою индивидуальность, продемонстрировать свое «Я», отказаться от привычного и позволить внедриться в область новизны [2].

Стиль одежды выступает как совокупность модных приемов, адаптированных к индивидуальным особенностям, вкусам, предпочтениям человека. Он призван отражать характер, увлечения, потребность в общении и прочие факторы, по которым у окружающих складывается общее мнение о человеке. Иногда стиль одежды используется для демонстрации власти и статуса. Это особенно важно в профессиональной среде, где одежда может помочь создать образ уверенного и компетентного человека [3].

Развитие стилей происходило в разные времена и имеет различную и многообразную историю. История возникновения стиля связана с появлением ярко выраженного неравенства в обществе, когда появилась и потребность в создании различных облачений для разграничения слоев. И,

если, в древние времена одежда отражала образ жизни людей, то в наши дни это, прежде всего, способ самовыражения. Разделение на стили в том смысле слова, который мы понимаем сейчас, произошло только в 20 веке. Чаще всего нам встречаются такие стили, как классический, спортивный, гранж, кэжуал и романтический [4]. Классический стиль отличается строгостью, сдержанностью и консервативностью. Данный стиль не терпит небрежности и является самым неэмоциональным стилем из-за своей умеренности. Спортивный стиль подразумевает ношение легкой и удобной одежды, чтобы не ограничивать движения и быть активным. Этот стиль практичен, динамичен и довольно прост в своих формах. Гранж больше всего примеряет молодежь в своих образах. Он выступает как культура протеста и отрицания, не поддерживает эстетику, дает неограниченные возможности для самовыражения и творчества. Кэжуал стиль считается повседневным в нашем гардеробе и сочетает в себе комфорт, эстетику и практичность. Романтический стиль же акцентирует внимание на хрупкости и женственности.

Стиль одежды влияет на то, как человек воспринимает себя и как его воспринимают другие. Выбирая конкретный стиль одежды, личность таким образом стремится донести до социума определенную информацию о себе, показать свою индивидуальность. А для того, чтобы узнавать достоверную информацию о новинках в стиле, необходимо общаться, устанавливать как можно больше новых социальных связей с другими людьми и поддерживать эти контакты. Так, в процессе общения люди обмениваются мнениями относительно новых модных веяний, по-разному выражая свое отношение к собеседнику, т.е. принимая определенную позицию при взаимодействии. Некоторые разговаривают, подчеркивая значимость своей позиции в жизни и принижая позицию других. Они выбирают эгоцентричную позицию активного манипулятора. Ее отличительными чертами являются манипулятивное отношение к социуму и ощущение своего превосходства над другими [5]. Адекватная позиция характеризуется равным, уважительным отношением к другим, осознанием сопричастности к делам окружающих, взаимопомощью. Может дополняться ощущением родства и единства, гармонии сосуществования. Позиция пассивного манипулятора или мишени манипулятора может быть обусловлена недовольством собой, заниженной самооценкой, страхом пред другими, враждебностью и недоверием. Проявляется в том, что личность не признает значимость своего «я», ставит ценности других на первое место. Кроме того, личность не проявляет самостоятельность, ответственность за свои поступки, склонна уступать личное пространство. И, последняя позиция предполагает в принципе незаинтересованное отношение к общению, следовательно, как и

к манипулированию. Человек не осознает себя как личность, он чувствует себя комфортно от слияния с такими же людьми, как он.

В результате исследования взаимосвязи предпочитаемого стиля в одежде и позиции в общении были получены следующие результаты (табл. 1). Выявлены положительные взаимосвязи: между классическим стилем и адекватной позицией в общении, стилем кэжуал и позицией пассивного манипулятора и между стилем гранж и незаинтересованностью в общении.

Таблица 1 – Взаимосвязь стиля одежды и позиции в общении

Стиль одежды	Позиция в общении			
	Активный манипулятор	Жертва манипулятора	Адекватная позиция	Незаинтересованность в общении
Классический			0,645497	
Романтический			0,228217	
Спортивный				
Кэжуал	0	0,816496		
Гранж	0			0,866025

Это означает, что лица, предпочитаемые в повседневной жизни строгость, минимализм, четкие и прямые линии в одежде, оценивают значимость себя и других, демонстрируя равное отношение к окружающим. Личность, для которой наиболее привлекательными характеристиками стиля являются сдержанность, элегантность, базовые цвета чаще всего склонны уступать свое личное пространство и зависимы от мнения других. Лица, оценивающие в одежде грубость, бесформенность, возможность использования множества аксессуаров, вероятнее всего не заинтересованы в общении вообще.

Таким образом, стиль одежды может влиять на то, насколько человек открыт для общения. При этом стиль говорит нам не только об общительности или необщительности, но и о позиции человека в общении. Предположить будут ли нами манипулировать или уважать нас, помогут или же только добавят нам ответственности за собственные поступки, можно исходя лишь из внешнего облика человека, а именно, его предпочтений в одежде, отраженных через выбор конкретного стиля, будь то классический стиль, спортивный, кэжуал, гранж или романтический. Так, помимо отражения наших увлечений, интересов, принадлежности к определенной социальной группе или профессии, выбранный стиль влияет и на то, как воспримет нас общество.

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ТЕОРЕТИЧЕСКОЕ ОБОСНОВАНИЕ ВЛИЯНИЯ СЕМЕЙНЫХ ОБСТОЯТЕЛЬСТВ НА ФОРМИРОВАНИЕ КАЧЕСТВ ВЗРОСЛОГО ЧЕЛОВЕКА

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Семья является центральной частью жизни человека в детском возрасте и безусловно очень сильно влияет на развитие ребёнка: видение отношений между мужчиной и женщиной, семейных ценностей, отношение к себе, другим и многое другое. В данной статье рассматривается влияние семьи на развитие ребенка.

Сейчас проблема семьи и воспитания стали особенно актуальными. Семья – это самая древняя социальная группа, характеризующаяся в первую очередь отношениями между мужчиной и женщиной с целью продолжения рода. К сожалению, в последнее время участились случаи разводов, увеличилось количество неполных и неблагополучных семей, что не может не отражаться на развитии ребёнка и формирования качеств взрослого человека. Психологи считают, что детям из неполных семей может не хватать разных примеров для подражания от обоих родителей. Это может создать трудности в их развитии: эмоциональная депривация и фрустрация потребностей приводят к задержке развития, а в особо тяжелых случаях – к формированию отрицательных эмоциональных установок и разрушительных тенденций, которые начинают доминировать и мотивируют дезадаптивные, деструктивные формы поведения.

Что же такое неполная семья? Неполной является та семья, в которой есть только один родитель и один или несколько несовершеннолетних детей. Так же существуют различные категории и виды, конкретизирующие данное понятие. Одна из таких категорий – функционально неполная семья. Характеризуется она тем, что в семье есть оба родителя, но из-за работы или других причин они не могут полноценно участвовать в жизни ребенка и

семьи в целом. Зачастую в таких семьях общение возможно, к примеру, только на выходных. Также может быть такое, что работает только один родитель из-за чего общение ребенка с ним сводиться к минимуму и в таких семьях дети растут как бы в неполной семье.

Неполная семья образуется в следствии развода, смерти одного из родителей, внебрачного рождения ребенка или при раздельном проживании родителей. Таким образом можно выделить разновидности неполных семей: осиротевшая, разведенная, распавшаяся, внебрачная. Рассмотрим каждую из них подробнее.

Осиротевшая неполная семья образуется в результате смерти одного из родителей. Зачастую в будущем овдовевший отец или мать вновь вступают в брак и при благоприятных условиях негативные влияния на ребенка сводятся к минимуму. Взрослые члены семьи в спокойной обстановке могут рассказать об умершем родителе самое хорошее. Здесь есть как плюсы, так и минусы влияющие на формирование личности ребенка и его взросления, но зачастую не возникает таких проблем, как, к примеру, в семье, распавшейся из-за развода.

Неполная разведенная семья – по мнению специалистов следствием развода является психологическая травма ребенка, связанная с тем, что родители по какой-то причине не смогли жить вместе. Младший член семьи начинает испытывать чувство неполноценности, страх, стыд, обвиняет себя в произошедшем. Часто, особенно у маленьких детей возникает желание всеми силами воссоединить родителей. Из-за очень сильного эмоционального напряжения у ребенка могут появиться психические отклонения, которые останутся с ним на всю жизнь. Также нередко после расторжения брака мать с детьми возвращается к своим родителям, что может привести к инверсии воспитательных ролей – мать берет на себя роль отца, зарабатывает, приобретает твердые черты характерам и теряет мягкость и заботливость, в которой нуждается ребенок. Роль матери же берет на себя бабушка. Наиболее травматичной такая ситуация является для мальчиков, которые в итоге остаются и без материнской любви, и без отцовского авторитета и примера для подражания. Матери довольно часто начинают препятствовать встречам отца с сыном и проявляют к мальчикам большую строгость, которую можно расценить как реакцию на неприятие в них нежелательных черт характера бывшего мужа. Поэтому по отношению к мальчикам матери чаще применяют угрозы, порицания и физические наказания. К девочкам матери относятся бережнее. Тем не менее, оставшиеся с матерью дети нередко становятся своеобразными «козлами отпущения» для уменьшения у нее эмоционального напряжения и обиды на супруга. Закономерное следствие отсутствия эмоционального признания и понимания со стороны матери – увеличение психического напряжения у

детей и появление у них аффективных расстройств, невротических и поведенческих нарушений, которые влияют на ребенка во взрослой жизни.

Внебрачная семья (семья мамы-одиночки) – по каким-то причинам женщина в такой ситуации решает оставить «незапланированного» ребенка. Будущая мать еще во время беременности начинает подвергаться порицаниям со стороны общества, что повышает ее эмоциональное напряжение. Из-за отсутствия второго родителя мать становится единственным кормильцем в семье и зачастую ребенок остается лишенным семейного тепла из-за постоянного нахождения в круглосуточных группах детского сада, интернатах и других подобных учреждениях. Такие дети почти не отличаются от тех, кто вырос вовсе без родителей. Нередко мать воспитывает ребенка по своему образу и подобию из-за чего тот шаг за шагом повторяет сценарий матери во взрослом возрасте.

У ребенка, выросшего без отца, как считают психологи, может нарушиться развитие интеллектуальной сферы, страдают математические, пространственные, аналитические способности ребенка так как мужчины зачастую обладают более высокими математическими способностями, логикой и умением размышлять над проблемой и решать ее. Женщины, в свою очередь, часто лучше мужчин умеют оперировать понятиями, способны к быстрому интуитивному схватыванию ситуации в целом. Они обычно лучше разбираются в людях, более тонко чувствуют нюансы межчеловеческих отношений. Для полноценного развития интеллекта ребенка очень важно, чтобы в его жизни начиная с раннего детства, были в качестве примера оба типа мышления – и мужской, и женский. Отсутствие отца в семье часто отрицательно сказывается на развитии математических способностей как мальчиков, так и девочек. Также у мальчиков и девочек усложняется процесс половой идентификации. В будущем возникают проблемы в научении навыкам общения с противоположным полом из-за полного отсутствия примера отношений между мужчиной и женщиной в семье. Например, для развития девочки как будущей женщины отец играет также важную роль, прежде всего общая оценка отцом ее внешности даже в самые юные, дошкольные годы, а тем более в подростковом возрасте. Если в детстве девушка была лишена какого-либо мужского примера, повзрослев, она не понимает, как общаться с противоположным полом, так как всю жизнь она видела только дружественное общение между, к примеру, мамой и ее подругами.

Семейные обстоятельства, такие как наличие одного или обоих родителей, оказывают значительное влияние на формирование качеств взрослого человека. Полные семьи, как правило, предоставляют более стабильную и поддерживающую среду, что способствует развитию эмоционального благополучия, уверенности в себе и социальных навыков.

Дети из таких семей чаще имеют возможность наблюдать за разнообразными стилями взаимодействия между родителями, что помогает им адаптироваться к различным социальным ситуациям и формировать здоровые отношения в будущем. С другой стороны, неполные семьи сталкиваются с множеством трудностей, которые могут негативно сказаться на психоэмоциональном развитии детей. Эмоциональная нестабильность, финансовые трудности и недостаток внимания со стороны родителя могут привести к повышенному уровню стресса и тревожности у детей. Эти факторы могут затруднить процесс социализации и формирования идентичности, что в конечном итоге отражается на их способности строить крепкие и здоровые отношения во взрослом возрасте. Понимание этих факторов важно для разработки эффективных стратегий поддержки как детей, так и родителей в различных семейных ситуациях.

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ВЗАИМОСВЯЗЬ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА И ТРЕВОЖНОСТИ: ТЕОРЕТИЧЕСКИЙ АНАЛИЗ

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В современном обществе, на фоне ускоренного темпа жизни и возрастающих требований к адаптации, психологическое благополучие становится важным предметом исследования. Тревожность приобретает особую актуальность в контексте её влияния на качество жизни и профессиональную деятельность. Однако, рассматривая тревожность

изолированно, упускается ключевой аспект – взаимосвязь с эмоциональным интеллектом. Эмоциональный интеллект, определяемый как способность распознавать, понимать и управлять эмоциями, становится важным фактором для успешной адаптации в современном обществе [2, с. 71].

Алексей Николаевич Леонтьев определял эмоциональную сферу через призму своей теории, рассматривая эмоции как отражение успешности или неуспешности деятельности и выполняющие оценочную функцию, сигнализируя о степени соответствия результата деятельности ожиданиям и потребностям субъекта. Эмоции, по Леонтьеву, тесно связаны с мотивацией, выступая показателями значимости различных мотивов и целей для человека, и мотивируют к продолжению или прекращению определенной деятельности, влияя на выбор и приоритеты [3, с. 55]. В теории Леонтьева деятельность структурируется на уровни: операции, действия и деятельность в целом, где эмоции могут проявляться на каждом уровне, отражая как выполнение отдельных операций, так и общий ход деятельности, и могут быть связаны с процессом выполнения деятельности или с её результатом [7, с. 589]. Леонтьев также подчеркивал социальную природу эмоций, которые формируются и проявляются в контексте социальных взаимодействий и культурных норм, и развитие эмоциональной сферы, происходящее в процессе включения индивида в различные виды деятельности, что происходит параллельно с развитием когнитивных и мотивационных структур [3, с. 101]. Его работы расширили понимание эмоциональной сферы, интегрировав её в общую структуру психической деятельности человека, показав, что эмоции являются неотъемлемой частью деятельности, выполняя важные регулятивные и мотивационные функции, отражая её успешность и значимость для человека, и акцентировав внимание на социальной природе эмоций, их развитии и взаимодействии с другими психическими процессами, что оказало значительное влияние на дальнейшие исследования в области психологии эмоций, подчеркивая их центральную роль в человеческой жизни и деятельности.

Согласно теории Карен Хорни, тревожность определяется как беспокойство, возникающее у человека в ответ на переживание внутреннего или внешнего давления, естественная реакция на различные стрессовые ситуации или чувство неуверенности в себе, своих способностях и ценностях [9, с. 254]. Тревожность может быть как позитивной, мобилизующей энергию для преодоления трудностей, так и негативной, парализующей и мешающей нормальному функционированию [9, с. 255]. Эмоциональный интеллект, в свою очередь, определяется как форма социального интеллекта, которая включает в себя способность отслеживать свои и чужие эмоции и чувства, различать их и использовать знания о них для того, чтобы управлять своим мышлением и действиями [9, с. 133].

Люди с высоким уровнем тревожности могут испытывать трудности в точной оценке и выражении своих эмоций. Тревожность часто приводит к гиперчувствительности к негативным эмоциональным стимулам, что может искажать восприятие и интерпретацию эмоциональных сигналов. В результате, такие индивиды могут неправильно оценивать эмоциональные состояния других людей, что снижает их способность к эмпатии и социальным взаимодействиям [6, с. 91]. Тревожность также может снижать способность использовать эмоциональный интеллект для продуктивного решения задач и поддержания мотивации. Высокий уровень тревожности часто связан с когнитивными искажениями, такими как катастрофизация, что препятствует рациональному мышлению и снижает эффективность принятия решений. Кроме того, тревожные состояния могут снижать мотивацию и вызывать избегающее поведение, что негативно сказывается на достижении личных и профессиональных целей [6, с. 125].

Таким образом, взаимосвязь между тревожностью и эмоциональным интеллектом является многогранной и значимой для понимания и улучшения психического здоровья. Развитие эмоционального интеллекта представляет собой перспективный подход для снижения тревожности и улучшения общего благополучия индивидов.

В современной психологии существует множество способов, благодаря которым можно определить уровень тревожности отдельно взятого человека. Например, наиболее часто используется шкала оценки уровня ситуативной и личностной тревожности Спилбергера-Ханина (STAI). Под личностной тревожностью в данном случае понимается устойчивая индивидуальная характеристика, отражающая предрасположенность субъекта к тревоге и предполагающая наличие у него тенденции воспринимать достаточно широкий «веер» ситуаций как угрожающие, отвечая на каждую из них определенной реакцией. Значения по шкале личностная тревожность отражают чрезмерную чувствительность к стрессу, что проявляется в постоянном беспокойстве по поводу различных аспектов жизни [8, с. 3]. Они часто видят мир в более негативном свете и могут относиться к себе с излишней критикой и сомнениями. Эти люди могут избегать социальных ситуаций из-за опасения выглядеть смешно в глазах других или получения негативной оценки. Если психологический тест выражает у испытуемого высокий показатель личностной тревожности, то это дает основание предполагать у него появление состояния тревожности в разнообразных ситуациях, особенно когда они касаются оценки его компетенции и престижа.

Ситуативная тревожность как состояние характеризуется субъективно переживаемыми эмоциями: напряжением, беспокойством, озабоченностью, нервозностью. Это состояние возникает как

эмоциональная реакция на стрессовую ситуацию и может быть разным по интенсивности и динамичности во времени. Значения по шкале реактивная тревожность отражают эмоциональную стабильность и высокий уровень самоуверенности. Такие люди обычно спокойны и уверены в своих способностях, что позволяет им эффективно справляться с различными жизненными ситуациями. Им присуща гибкость в адаптации к изменяющимся обстоятельствам, они легко приспосабливаются к новой среде и стремятся к решению проблем [8, с. 14].

Существует также большое разнообразие методов, позволяющих определить уровень эмоционального интеллекта человека. К числу таких методов относится тест эмоционального интеллекта Д.В. Люсина. Автор данного опросника исходил из определения эмоционального интеллекта как способности к пониманию и управлению эмоциями, как своими собственными, так и чужими. По мнению автора опросника, представления человека о каком-то своем свойстве отличаются от истинной выраженности этого свойства, но измерение представлений о своём эмоциональном интеллекте, с одной стороны, даёт важные для психолога сведения о человеке, с другой стороны, предоставляет косвенную информацию и о подлинном уровне его эмоционального интеллекта [4, с. 261].

Теме анализа взаимосвязи уровня тревожности и уровня эмоционального интеллекта человека были посвящены многие труды современных психологов. Можно отметить ряд работ на данную тему И.Н. Андреевой, но здесь обязательно стоит упомянуть одну из них – «Взаимосвязь эмоционального интеллекта и личностной тревожности в подростковом возрасте». В ней автор делает вывод, что высокий уровень эмоционального интеллекта позволяет снизить уровень личностной тревожности у подростков [1, с. 13]. Также уменьшению показателей личностной тревожности способствует развитие эмоциональной саморегуляции.

В статье В.В. Потаповой и М.В. Федоренко «Сравнительный анализ показателей агрессивности и тревожности у студентов творческой специальности» представлены результаты сравнительного анализа различий в показателях эмоционального интеллекта, агрессивности, враждебности, ситуативной и личностной тревожности у юношей и девушек, студентов второго курса Высшей школы искусств. У половины респондентов был выявлен высокий уровень эмоционального интеллекта – они умеют понимать собственные чувства и чувства других людей, умеют управлять своей эмоциональной сферой, они легко адаптируются в обществе. У таких студентов выявлены низкие показатели личностной тревожности [5, с. 10]. У студентов со средними или низкими показателями

эмоционального интеллекта выражено преобладание высоких показателей личностной тревожности [5, с. 11].

Подводя итоги к вышесказанному, следует заключить, что обзор научно-психологической литературы показал, насколько сегодня актуальны проблемы эмоционального интеллекта и личностной тревожности. Исследования в этих областях ведутся и отечественными, и зарубежными учеными. Высокая степень тревожности действительно связана с низким уровнем эмоционального интеллекта, и особенно, теми его компонентами, которые отвечают за умение контролировать свои эмоции и управлять ими. Высокая степень тревожности связана с низкой способностью понимать свои эмоции, контролировать их внешние проявления, вызывать и поддерживать желательные эмоции и держать под контролем нежелательные, а также со слабым умением вызывать те или иные эмоции и снижать интенсивность нежелательных эмоций. И напротив, люди с высоким уровнем эмоционального интеллекта располагают эффективными стратегии регуляции эмоций, лучше понимают свои эмоциональные особенности и способны адекватно реагировать на стрессовые факторы [2, с. 74]. Поэтому развитие навыков эмоциональной саморегуляции, понимания собственных эмоций и эмпатии является эффективным способом снижения уровня тревожности у людей.

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ОСОБЕННОСТИ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОГО ПОРТРЕТА СОТРУДНИКОВ ПОЛИЦИИ

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Сотрудник полиции сегодня – это гражданин Российской Федерации, который выполняет служебную деятельность в органах внутренних дел. К каждому сотруднику предъявляется большое количество требований, относящихся к его профессиональным, физическим и психологическим возможностям. Работа в подобных структурах всегда сопряжена с высокой степенью риска и различными экстремальными нагрузками, а выполнение должностных задач зачастую связано с возможным применением оружия, физической силы, взаимодействием с различными людьми, в т.ч. криминогенного контингента. Все эти аспекты, безусловно, отражаются на психологическом и физическом состоянии сотрудников. Поэтому очень важно, чтобы сотрудник полиции не только соответствовал стандартам, имеющимся в этой сфере, но и имел возможность получать психологическое сопровождение, своевременную консультацию, а при необходимости психологическую помощь в случаях, когда либо сам сотрудник полиции, либо его коллеги отмечают изменения, которые негативно сказываются не только на нем, но и на работе коллектива в целом. Ведь от психологической устойчивости и профессионального мастерства сотрудника полиции зависят не только личные и общие результаты служебной деятельности, но также жизнь и здоровье людей.

С целью изучения социально-психологических характеристик сотрудников полиции и обозначения особенностей «портрета» данных работников, было проведено исследование на базе одного из управлений вневедомственной охраны г. Москва. Выборка составила 150 человек (75 женщин и 75 мужчин). Возраст испытуемых – от 25 до 55 лет.

В работе были рассмотрены такие параметры, как эмоциональное состояние, психологический стресс, ситуативная и личностная тревожность, агрессивность в отношениях. Так, анализ самооценки эмоционального состояния по методике «Самооценка эмоциональных состояний» А. Уэссмана и Д. Рикса среди опрошенных сотрудников показал, что в обозначенной выборке преобладают сотрудники полиции с совокупной низкой оценкой эмоционального состояния, а также склонные к пребыванию в состоянии тревожности, утомленности, возможно, и физической, и моральной. Также они испытывают подавленность, а иногда и чувство беспомощности (рис. 1).

Рисунок 1 – Результаты оценки эмоционального состояния сотрудников полиции

Среди психологических и физических факторов, которые могут обуславливать высокие показатели по данным параметрам могут быть: сложные или противоречивые для сотрудников полиции задачи на работе, ненормированный график, ограниченные сроки выполнения служебных обязанностей, постоянное взаимодействие с различными людьми, в т.ч. криминогенного контингента, сохранение высокого уровня резистентности, сложности во взаимоотношениях с коллективом, возникающие на профессиональной, личностной или эмоциональной почве. Все эти аспекты, безусловно, отражаются на эмоциональном состоянии сотрудников, на их здоровье и психике в целом, что мы и видим по полученным результатам.

Для изучения выраженности психологического стресса у сотрудников полиции была подобрана методика «Шкала психологического стресса PSM-25» Лемура-Тесье-Филлиона» (рис. 2). Согласно данным рис. 2, у 38 сотрудников, что составляет 25,33% от общего числа опрошенных, наблюдается высокий уровень стресса. Эти респонденты могут находиться на пределе возможностей сопротивления стрессу и быть психологически истощенными. Больше половины опрошенных сотрудников полиции – 122 человека (с высоким и средним уровнем психологического стресса), остро реагируют на стресс (стрессовые ситуации, высокую рабочую нагрузку, кризисные моменты). У таких сотрудников со временем может снизаться продуктивность и концентрация внимания, повыситься тревожность, раздражительность и появиться профессиональное выгорание в целом.

Рисунок 2 – Уровень психологического стресса сотрудников полиции

Для замера параметра тревожности была подобрана методика «Шкала оценки уровня ситуативной и личностной тревожности» (Спилбергера Ч. – Ханина Ю.Л.). Результаты представлены в табл. 1.

Таблица 1 – Оценка уровня ситуативной и личностной тревожности сотрудников полиции

Виды тревожности	Уровень	Выборка	
		Количество человек	%
Ситуативная тревожность	Низкий уровень (до 30 баллов)	64	42,67
	Умеренный уровень (31 – 45 балла)	84	56
	Высокий уровень (46 баллов и более)	2	1,33
Личностная тревожность	Низкий уровень (до 30 баллов)	22	14,67
	Умеренный уровень (31 – 45 балла)	66	44
	Высокий уровень (46 баллов и более)	62	41,33

Можно заключить, что по результатам данной методики для большего числа сотрудников полиции в усредненном показателе и ситуативная, и личностная тревожность. Таким лицам свойственно проявлять незначительную нервозность и беспокойство в ходе выполнения служебной деятельности, однако данные состояния не является постоянными для сотрудников. На протяжении они так или иначе становятся участниками ситуаций, которые повышают интенсивность переживаний, беспокойство. В этом случае ситуативная тревожность играет роль усилителя, который способствует внимательному, осторожному, сосредоточенному подходу к выполнению работы. К тому же можно предположить, что у данных сотрудников сформирован определенный навык психологического самоанализа, саморегуляции в момент выполнения профессиональных задач даже в напряженной обстановке.

На заключительном этапе исследования была выбрана методика «Оценка агрессивности в отношениях» Ассингера А. Методика позволила определить, насколько сотрудники полиции корректны в отношениях со своими коллегами, насколько легко им взаимодействовать по рабочим вопросам (рис. 3).

Рисунок 3 - Уровень агрессии сотрудников полиции

Базируясь на полученных данных, можно заключить, что для большего числа респондентов характерен средний показатель по агрессии. Чаще всего агрессия сотрудников полиции характеризуется наличием мотивов, однако существует также и агрессия, связанная с физическими или

эмоциональными проблемами. Провоцировать их могут: нехватка времени, стрессогенные ситуации, невозможность полноценного контроля происходящих событий, высокий уровень ответственности, профессиональный снобизм (характерный для сотрудников-ветеранов) и т.п.

При получении первичных данных по прохождению методик сотрудниками полиции, можно сформировать примерный социально-психологический «портрет» сотрудника полиции: он склонен ожидать неблагоприятное развитие событий ввиду имеющегося опыта работы, иногда излишне зациклен на потенциальных трудностях, находится на начальном этапе эмоционального истощения, возникающим в результате чрезмерной работы. Такой сотрудник демонстрирует пассивно-агрессивное поведение, иногда испытывает эмоциональную напряженность в общении с окружающими и повышенную психическую и физическую утомляемость.

Результаты проведенного исследования позволяют предполагать, что большая часть опрошенных сотрудников в значительной мере испытывает негативное влияние специфики их профессиональной деятельности. Чтобы снизить, а на будущее и предотвратить возникновение профессионального стресса и его последствий, необходимо проводить следующие профилактические мероприятия: психологическую диагностику и сопровождение, выявление и обозначение признаков профессионального стресса, признаков психологической дезадаптации, обучение методам саморегуляции, проведение различных специальных тренингов, развитие психологической резистентности и совершенствование навыков работы в условиях напряженности.

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ЧУВСТВО ОДИНОЧЕСТВА И АГРЕССИЯ

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Феномен одиночества стал одной из самых серьезных социально-психологических проблем нашего общества. Одиночество чаще всего трактуется как тяжелое психологическое состояние, сопряженное со страданием. Одинокие люди чаще всего имеют небольшое количество социальных контактов, которые их не удовлетворяют, чувствуют себя несчастными, их личные контакты с другими людьми можно охарактеризовать как поверхностные. Вместе с тем одинокий человек испытывает желание быть включенным в какую-либо социальную группу и имеет потребность быть в контакте с кем-либо. Реакции на переживание одиночества у всех людей разные: аффекты с негативной эмоциональной окраской, печаль и подавленность эмоциональных реакций, чувство страха и тревоги, приступы гнева или истерики.

Мы испытываем чувство одиночества в каждом возрастом периоде. Впервые оно появляется в детстве, сопровождая формирование самосознания. В подростковом возрасте одиночество дает о себе знать внутриличностным конфликтом, который порождает ощущение отдаленности от социума. В юности меняется стиль жизни и окружение, формируются более тесные и значимые романтические отношения, которые являются источником переживаний.

Это состояние студентов оказывает большое влияние на успешность прохождения ими социальной адаптации и самореализации. Особенность социального капитала современного студента такова, что он имеет большое количество друзей, а с некоторыми из них коммуникация имеет место только в мессенджерах и социальных сетях. Зачастую складывается ситуация, при которой у студента виртуальных друзей больше, чем реальных. В интернет-пространстве проще выстроить свою идентичность, чем в режиме реального времени. Это приводит к тому, что человек не может поделиться своими переживаниями, опасениями, страхами и радостями в оффлайн-формате. В связи с этим имеет место чувство одиночества, которое усиливается из-за смены образовательного учреждения со школы на вуз, а иногда и переездом из одного региона страны в другой. Взаимодействуя с новым социумом, молодые люди могут

встретиться с довольно высоким уровнем враждебности со стороны других людей, что вынуждает их проявлять агрессию. Таким образом, исследование агрессивности и чувства одиночества у студентов являются актуальными феноменами в жизни общества.

В зарубежной психологии существует 4 основных подхода в изучении феномена агрессии – это психоаналитическая, этологическая, фрустрационная и поведенческая модели.

В рамках психоаналитического подхода З.Фрейд рассматривал агрессию как реакцию на механизмы блокирования и разрешения либидозных сигналов. А. Адлер считал, что организация деятельности в состоянии гнева происходит за счет наличия мотива агрессии и отсутствия оргастического удовлетворения [1]. Лоренц К. в рамках этологического подхода рассматривал агрессию как источник адаптации живого существа. Агрессия в его понимании является энергией, которая копится в организме и выходит благодаря воздействию внешних факторов, если же этого не происходит, то она выходит самостоятельно [2]. Представители фрустрационной модели Дж. Долард и Н. Миллер рассматривали агрессию как реакцию не на влечение, а на фрустрацию. В отечественной психологии П.А. Ковалев рассматривает агрессию как личностную особенность человека, при этом ее проявление меняется от вспыльчивости к мстительности и подозрительности. Т.Г. Румянцева и И.В. Бойко рассматривают агрессию как форму социального поведения, которая реализуется в момент социального взаимодействия.

Понятие агрессии так или иначе связано с чувством одиночества. З. Фрейд, Дж. Зилбург, Х. Салливан в своих работах связывают одиночество с младенчеством и детством. Если, будучи ребенком у человека не удовлетворялись потребности в любви, близости и принятии, то с возрастом они будут усиливаться, превращаясь в чувство одиночества [3].

Представители когнитивного подхода Л.Э. Пепло, М. Мицели и Б. Морош предполагают, что чувство одиночества появляется, когда происходит несоответствие между желаемым количеством межличностного общения и реальным [4]. В рамках интимного подхода Дерлега и Маргулис понимают одиночество как отсутствие близости и доверительного контакта в межличностных отношениях [5]. Так, Ю.Н. Давыдов, Ю.А. Левада, Г.В. Осипов считали, что чувство одиночества зачастую ощущается даже при большом количестве общения ввиду недостаточной близости и поверхности, что схоже с интимным подходом, описанным ранее. Ж.В. Пузанова также отмечала, что одиночество появляется по причине кризиса межличностного общения [6]. Интересной является точка зрения М.И. Михайлова.

Таким образом, агрессия и одиночество изучались как в зарубежной, так и в отечественной психологии, но представители каждого подхода и направления рассматривали эти понятия в разных аспектах. Одиночество представляет собой комплексное чувство, которое связывает воедино нечто утраченное внутренним миром личности. Под агрессивностью понимается свойство личности, характеризующееся наличием деструктивных тенденций, в основном в области субъектно-объектных отношений.

В данном исследовании будут представлены некоторые результаты исследования взаимосвязи чувства одиночества и агрессии у студентов. В исследовании приняли участие 30 студентов в возрасте от 18 до 22 лет, из них 13 девушек (43%) и 17 юношей (57%). Для диагностики были использованы «Дифференциальный опросник переживания одиночества» Е.Н. Осина, Д.А. Леонтьева и опросник «Диагностики состояния агрессии» А. Басса и А. Дарки. По результатам исследования были выявлены следующие средние значения показателей чувства одиночества и агрессивности у студентов (табл. 1).

Таблица 1 – Средние значения по показателям чувства одиночества у студентов; средние значения по показателям агрессивности у студентов

Показатели чувства одиночества	Средний балл	Показатели состояния агрессивности	Средний балл
Общее одиночество	23,9	Физическая агрессия	4,6
Зависимость от общения	29,9	Косвенная агрессия	4,3
Позитивное одиночество	31,5	Раздражение	4,7
		Негативизм	1,9
		Обида	2,8
		Подозрительность	3,9
		Вербальная агрессия	5,7
		Угрызение совести	4,7

По результатам обработки методики «Дифференциальный опросник переживания одиночества» Е.Н. Осина, Д.А. Леонтьева можно сказать, что в выборке имеет место уровень общего одиночества ниже среднего, средняя выраженность зависимости от общения и уровень позитивного одиночества выше среднего. Это может говорить об отсутствии страданий от одиночества и положительном отношении к состоянию одиночества.

Анализируя результаты респондентов по методике «Диагностика состояния агрессии» А. Басс и А. Дарки можно отметить, что для выборки характерен средний уровень по показателям физической, косвенной агрессии, раздражению и угрызению совести. Наблюдается низкая выраженность негативизма, обиды и подозрительности, что говорит об отсутствии борьбы, зависти и ненависти, а также о доверительном отношении к миру. Однако имеет место высокий уровень вербальной агрессии, обозначающий тенденцию к выражению агрессивного поведения в словесной форме. Для выявления взаимосвязи между показателями одиночества и агрессивности был проведен корреляционной анализ при помощи коэффициента Спирмена (табл. 2).

Таблица 2 – Корреляционные связи между показателями чувства одиночества и агрессивности у студентов

Факторы	Коэффициент Спирмена
Общее одиночество – подозрительность	0,382
Общее одиночество – угрызение совести	0,404
Зависимость от общения – угрызение совести	0,426

В результате корреляционного анализа выявлены следующие взаимосвязи чувства одиночества и агрессивности. Во-первых, положительная взаимосвязь между показателями «Общее одиночество» и «Подозрительность» означает, что человек, испытывающий нехватку общения и эмоциональной близости, переживает изоляцию и осознает себя как одинокого человека, склонен к недоверию и осторожностью по отношению к другим людям, а также к мыслям о том, что другие люди планируют и приносят ему вред. Во-вторых, положительная взаимосвязь между показателями «Общее одиночество» и «Угрызение совести» означает, что человек, испытывающий нехватку общения и эмоциональной близости, переживает изоляцию и осознает себя как одинокого человека, склонен к убеждению в том, что он является плохим человеком, что поступает зло и испытывает угрызения совести. В-третьих, положительная взаимосвязь между зависимостью от общения и угрызением совести заключается в том, что человек, который воспринимает одиночество в негативном ключе, склонен искать общение любой ценой с целью избежать уединения, если одиночество равноценно болезненным переживаниям, то он убежден в том, что он является плохим человеком, что поступает зло и испытывает угрызения совести.

Таким образом, по результатам исследования можно сделать выводы о том, что существуют значимые взаимосвязи между чувством одиночества и агрессии: студенты, испытывающие одиночество, склонны к подозрительности и угрызениям совести, а студенты, проявляющие зависимость от общения, склонны к угрызениям совести.

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СТРЕССОУСТОЙЧИВОСТЬ И УРОВЕНЬ УДОВЛЕТВОРЕННОСТИ ЖИЗНЬЮ СТУДЕНТОВ

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В настоящее время с развитием психологии все большее внимание уделяется изучению процессов человеческой психики. Различные исследования показывают, что способность справляться со стрессом напрямую влияет на общее самочувствие и уровень удовлетворённости жизнью у человека. Люди, обладающие высокой стрессоустойчивостью, чаще ощущают удовлетворение от жизни, лучше справляются с трудностями и имеют более стабильное психическое состояние. Студенты, являясь переходной социальной группой, чаще задумываются о качестве своей жизни, в частности, оценивают удовлетворённость обучением. Удовлетворённость обучением, являясь одной из основных сфер деятельности молодых людей, напрямую влияет на общую оценку качества жизни. Проблема психологического благополучия подрастающего поколения приобретает все большую актуальность, поэтому полученные данные могут быть полезны для развития методик тренировки стрессоустойчивости, а также для выявления факторов, влияющих на уровень удовлетворённости жизнью [1].

Студент как личность находится в процессе активного становления и развития, переживая различные этапы своего образования. Одной из важных черт личности студента является его учебная мотивация, которая напрямую зависит от общей удовлетворённости жизнью и удовлетворённости обучением. В современном образовательном процессе важным аспектом является уровень удовлетворённости студентов своим обучением. Этот показатель отражает не только качество знаний, но и преподавательский состав, взаимоотношения студента со своей группой,

выбранную специальность. Исследования показывают, что студенты, которые чувствуют себя удовлетворёнными образованием, имеют более высокие успехи в учёбе, менее склонны к пропуску занятий и демонстрируют большую мотивацию к достижению своих учебных целей. Это понятие является одной из составляющих удовлетворенности жизни студента [2, 3].

Уровень удовлетворённости жизнью – это способность индивида самостоятельно дать оценку различным сферам своей жизни, не включая в себя оценку текущих чувств. Этот показатель отражает не только материальное и социальное положение индивида, но и его внутреннее состояние. Удовлетворённость жизнью может быть определена как субъективно, так и объективно, по показателям уровня комфорта, уровня стресса, уровня удовлетворённости отношениями с окружающими людьми, уровня самореализации и достижения поставленных целей [3, 4].

Стрессоустойчивость – это собственная оценка способности и возможности реагирования в экстремальной ситуации, связанная с ресурсом личности или запасом, потенциалом различных структурно-функциональных характеристик, обеспечивающих общие виды жизнедеятельности и специфические формы поведения, реагирования, адаптации [5].

В исследовании приняло участие 60 студентов в возрасте от 18 до 25 лет. Для измерения уровня удовлетворённости обучением была разработана авторская анкета. Под удовлетворённостью понимается общая оценка чувств относительно учебной деятельности в текущий момент времени. По результатам исследования было выявлено, что студенты в большинстве имеют средний уровень удовлетворённости обучением – 68,3%. Это говорит нам о том, что студенты в настоящее время не в полной мере удовлетворены обучением [3]. Для исследования уровня стрессоустойчивости студентов использовался «Тест на стрессоустойчивость» Щербатых Ю.В. Исходя из результатов исследования стрессоустойчивости, можно прийти к выводу, что в среднем респонденты имеют низкий уровень стрессоустойчивости (в среднем – 90,7). Это говорит нам о том, что большинство студентов не справляются с эмоциональной нагрузкой, в их жизни присутствуют факторы, вызывающие у них сильные переживания и тревогу. Для исследования уровня удовлетворённости жизнью использовалась методика «Индекс жизненной удовлетворённости, LSIA» Ньюгартен Б. (адаптация Панина Н.В.). Исходя из результатов исследования уровня удовлетворённости жизнью, можно прийти к выводу, что в среднем опрошенные студенты имеют средний уровень жизненной удовлетворённости (средний показатель – 23,1). Это свидетельствует о том, что большая часть студентов испытывают интерес к жизни, положительно

оценивают себя и свои поступки, их общий фон настроения не снижен, однако есть факторы, отягощающие реализацию какой-либо деятельности.

Проверка гипотезы о существовании взаимосвязи между удовлетворённостью жизнью, стрессоустойчивостью и уровнем удовлетворённости обучением проводилась с помощью коэффициента ранговой корреляции Спирмена. Результаты корреляционного анализа представлены в табл. 1.

Таблица 1 – Взаимосвязь факторов удовлетворённости жизнью, стрессоустойчивости, уровня удовлетворённости обучением

Переменная	Удовлетворённость жизнью	Стрессоустойчивость
Уровень удовлетворённости обучением	0,512335	-0,312421
Преподаватели	0,422318	-0,186493
Выбранная профессия	0,414673	-0,172023
Группа	0,404151	-0,112757
Уровень образования	0,350426	-0,392234
Удовлетворённость жизнью	-	-0,446286
Стрессоустойчивость	-0,446286	-

На основании полученных теоретических и эмпирических результатов можно сделать общий вывод, что уровень удовлетворённости обучением, стрессоустойчивость и уровень удовлетворённости жизнью имеют взаимное влияние друг на друга.

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ВЗАИМОСВЯЗЬ УРОВНЯ ТРЕВОЖНОСТИ И САМООЦЕНКИ У СТУДЕНТОВ

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Актуальность описываемого исследования обуславливается увеличением количества подростков с низкой самооценкой. Данную тенденцию можно объяснить увеличением количества стрессоров, повышающих уровень личностной и ситуативной тревожности. Данную взаимосвязь необходимо изучить как можно глубже, так как с течением времени количество подростков и студентов с низкой самооценкой становится все больше.

Как объект данного исследования нами будут рассмотрены уровень самооценки и тревожности у студентов. Под предметом исследования – взаимосвязь уровня тревожности и самооценки студентов. Была сформулирована следующая гипотеза: существует зависимость самооценки и уровня тревожности у студентов. Для исследования были использованы методики диагностики самооценки Ч.Д. Спилбергера, Л. Ханина для установления уровня тревожности и Г. Айзенка «Самооценка психических состояний» для изучения шкалы самооценки. После получения результатов была выявлена взаимосвязь показателей тревожности и уровня самооценки. Рассмотрим выбранные методики подробнее.

Методика диагностики самооценки Ч.Д. Спилбергера, Л. Ханина состоит из 40 вопросов и является надежным способом получения результатов об оценке человеком степени своей тревожности в настоящий момент (ситуативная тревожность) и личностной тревожности (в виде устойчивой черты личности). Тест был создан Ч.Д. Спилбергом и адаптирован Ю.Л. Ханиным.

Методика Г. Айзенка «Самооценка психических состояний» – одна из самых распространенных тестов на виды психических состояний. Данный тест-опросник состоит из 40 вопросов и делится на 4 блока по 10 вопросов, благодаря ему можно оценить уровни следующих четырех психических характеристик: тревожность, фрустрация, агрессивность, ригидность. Тревожность – индивидуальная психическая черта, которая выражается в наклонности к сильным и частым переживаниям состояния тревоги. В данном случае тревога является эмоциональным переживанием, связанным с предчувствием угрожающей опасности. Фрустрация является

психическим состоянием, которое вызвано неудачей в достижении цели. Данное состояние возникает в виде отрицательных переживаний, отчаяния, раздражения, разочарования и так далее. Агрессивность – ничем не вызванная враждебность человека к окружающим людям и миру. Она проявляется в виде действий со склонностью к нападениям, принесению вреда людям, природе и животным. Ригидность определяется трудностью изменения запланированных человеком действий, которые могут требовать перемен.

Исследование уровня тревожности у студентов было проведено с помощью методики диагностики самооценки Ч.Д. Спилбергера, Л. Ханина, результаты приведены на рис. 1.

У большинства опрошенных студентов был выявлен низкий уровень ситуативной тревожности, что говорит о спокойствии и уверенности в себе, и высокий уровень личностной тревожности, что означает восприятие большинства ситуаций как угрожающие самому человеку или его самооценке. В результате исследования было выявлено, что у студентов преобладает уровень личностной тревожности над ситуативной. Это означает, что у опрошенных людей имеется склонность реагировать состоянием тревоги практически на все ситуации и воспринимать их как угрожающие. Вследствие этого, у студентов могут развиваться психосоматические болезни, а также эмоциональные и нервные срывы. Также необходимо отметить, что на уровень данных показателей непосредственно влияют индивидуальные особенности каждого человека, такие как темперамент, характер и воспитание.

Рисунок 1 – Общие показатели уровня тревожности студентов

Исследование самооценки у студентов было выполнено с помощью методики Г. Айзенка «Самооценка психических состояний», результаты приведены на рис. 2. По средним значениям методики Г. Айзенка у всех показателей выявлен умеренный уровень, что означает отсутствие явно выраженных проблем с рассматриваемыми психическими состояниями. В результате исследования было выявлено, что у большинства опрошенных студентов средняя выраженность тревожности. У людей из этой категории может возникать тревожность, но ее уровень не мешает полноценно жить, их не ограничивает эта психическая особенность.

Показатель уровня фрустрации у большинства студентов низкий, что означает наличие высокой самооценки, и студентов с данным уровнем

фрустрации не боятся неудач, а также обладают устойчивостью к трудностям.

Результаты по шкале агрессивности показали, что половина студентов имеет умеренную степень данного психического состояния. Это говорит о том, что у опрошенных отсутствуют проблемы с агрессией, они способны культурно и вежливо себя вести, при этом адекватно и без вреда для окружающих отстаивать свои интересы и мнение.

Результаты ригидности показали, что практически все опрошенные имеют умеренный уровень этого свойства поведения. Это свидетельствует о том, что в случае необходимости изменения каких-либо условий в определенной ситуации, студентов это не пугает, они обладают пластичностью поведения.

Рисунок 2 – Показатели уровней психических состояний процента студентов

По общим результатам проведенной методики можно сказать, что студенты способны контролировать себя и свои действия, а также придерживаться своего мнения и своих интересов и без вреда для себя и окружающих отстаивать их.

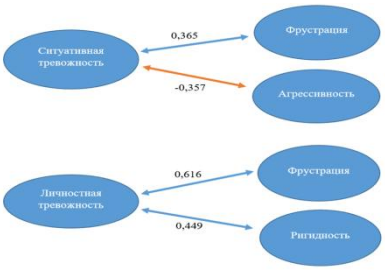

Рисунок 3 – Корреляционные плеяды

Проведя анализ, можно увидеть прямые и обратные корреляционные связи. Шкалы ситуативной и личностной тревожностей имеют прямую корреляционную связь с показателями шкалы фрустрации. Что говорит о том, что чем выше ситуативная или личностная тревожность человека, тем выше фрустрация, тем сильнее переживания человека в случае столкновения с трудностями при достижении цели или неудачи ее достижения. Шкала ситуативной тревожности имеет обратную корреляционную связь со шкалой агрессивности. Это говорит о том, что уровень ситуативной тревожности не влияет на принесение человеком вреда себе и окружающим. Шкала личностной тревожности имеет прямую корреляционную связь со шкалой ригидности. Это означает, что чем выше

уровень личностной тревожности, тем сильнее человек переживает незапланированные изменения в определенной ситуации.

Делая общий вывод на основании полученных теоретических и эмпирических данных, можно сказать, что чем выше уровень личностной или ситуативной тревожности, тем сильнее студенты переживают по поводу трудностей, возникающих на пути достижения целей, а также по поводу незапланированных изменений в каких-либо ситуациях. Данный вывод подтверждает гипотезу, так как уровень тревожности взаимосвязан с самооценкой респондентов, так как на основании проведенного исследования, уровень тревожности взаимодействует с фрустрацией, что может мешать достижению поставленных целей. Полученные результаты могут быть использованы для работы в учебных заведениях с целью повышения продуктивности учебной деятельности.

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