

ДИАЛОГ ПОКОЛЕНИЙ: ИЗУЧАЕМ, ОБУЧАЕМ, УЧИМСЯ

**Материалы VII Всероссийской
научно-практической конференции
с международным участием,
посвященной 95-летию ВШТЭ**

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LEARN. TEACH. STUDY**

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TRAINING AS AN EFFECTIVE WAY TO DEVELOP THE PROFESSIONAL ETHICS OF FUTURE TEACHERS

Abstract. The article is devoted to the analysis of the methodological potential of training as one of the most effective interactive forms of developing the professional culture of a modern teacher. The essence and structure of the teacher's professional and ethical culture are analyzed from the perspective of finding innovative ways to develop it within the framework of a pedagogical university. Key structural indicators and psychological and pedagogical conditions are identified to ensure the effectiveness of training work with future teachers, and examples of training programs that have proven effective in shaping the ethics of future teachers are provided. In general, the article substantiates the potential of training as a means that makes it possible not only to transmit knowledge, but also to form the cognitive, value-based, and activity-based parameters of professional ethics in various professional fields, as well as to improve the reflective abilities necessary for successful teaching activities.

Keywords: professional and ethical culture of a teacher, pedagogical conflict, training, pedagogical discussions, reflection.

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ТРЕНИНГ КАК ЭФФЕКТИВНЫЙ СПОСОБ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ ЭТИКИ БУДУЩИХ ПЕДАГОГОВ

Аннотация. Статья посвящена анализу методического потенциала тренинга как одной из наиболее эффективных интерактивных форм развития профессиональной культуры современного педагога. Детализируются сущность и структура профессионально-этической культуры педагога с позиции поиска новаторских способов ее развития в рамках педвуза. Определены ключевые структурные показатели и психолого-педагогические условия, обеспечивающие эффективность тренинговой работы с будущими педагогическими кадрами, а также приведены примеры тренингов, показавших эффективность в контексте

формирования профессиональной этики будущих педагогов. В целом обосновывается потенциал тренинга как средства, позволяющего не только транслировать знания, но и формировать когнитивный, ценностный и деятельностный параметры профессиональной этики в разных профессиональных сферах, улучшать рефлексивные способности педагога.

Ключевые слова: профессионально-этическая культура педагога, педагогический конфликт, тренинг, педагогические дискуссии, рефлексия.

Introduction. The modern education system imposes new requirements on the professional career of a teacher. The focus of this system on federal state educational standards leads to an increase in social and psychological stress, so the teacher must constantly improve his/her professional skills, correcting his/her behavior within the professional ethics. In these conditions, such an integrative quality as professional and ethical culture comes to the fore. The formation of this aspect takes place in a pedagogical university, where there is a shortage of innovative methods for improving the main components of professional ethics. One of these practices is *training*. As a rule, this term is related to the technique of modeling situations to resolve pedagogical conflicts, in particular when teaching foreign languages.

The profession of a foreign language teacher occupies a special place in the system of modern education. In this case, the teacher acts not only as a translator of the linguistic principles of communication, but also as an owner of interdisciplinary knowledge (in the field of geography, history, cultural studies, psychology, sociology, etc.). It is obvious that traditional lecture courses in pedagogy, sociology, and psychology provide the necessary theoretical basis for organizing the ethical components of building a complex learning process for children in the future. It includes knowledge of the behavioral norms, subordination principles, categories of empathy and responsibility necessary for interaction with colleagues and a team of students. However, lectures are not able to form ideal internal mechanisms for regulating behavior in conflict or non-standard situations of professional activity, which makes it *urgent* to look for effective ways to develop the professional ethics of future teachers. Here, active learning methods, and in particular, trainings, come to the fore. The current article is devoted to the methodological features and prospects of this active practice of developing the professional ethics of a future teacher. *The purpose of the research* is to project the theses of well-known scientists concerning the structure of pedagogical trainings into the practice of developing the professional and ethical culture of future teachers.

At the theoretical level of the paper, the main research method was content analysis of contextual scientific literature. At the empirical level, pedagogical experience related to the development and practical implementation of some trainings was generalized. Feedback from students was carried out through a comparative questionnaire and interviews with their assessment through mathematical statistics on the basis of the Pedagogical Institute of Saratov State University named after N. G. Chernyshevsky. 60 undergraduate students of 2-4 courses of the Faculty of Humanities, Russian and Foreign Languages (profile “Foreign language”, bachelor’s degree) took part in the experimental work.

Professional and ethical culture as an object of pedagogical influence. This type of culture is the basic concept of professional pedagogical ethics, which considers moral beliefs as moral knowledge that has become the norm of teacher behavior. Professional ethics in the teaching environment should be understood as “the moral basis for people’s co-activity, which includes certain norms and principles, thanks to which a person is trained, educated, developed and socialized, followed by mastering a qualification” [1, p. 28]. Professional and ethical culture, as the most significant structural component of professional ethics, is “an integrative personal education, a special system of knowledge, values, motives and behavioral models that ensure a humanistic orientation and moral integrity of professional activity” [2, p. 78].

To build an effective pedagogical ethical culture through traditional and innovative methods, it is necessary to understand its structure clearly. In modern contextual scientific literature, they used to distinguish three interrelated levels of professional ethics formation: cognitive (i.e., the level of mental operations), axiological (value orientations), and activity-based (the ability of a future teacher to adapt existing theoretical knowledge to practice) [3, p. 91; 4, p. 33]. This complexity of the concept of professional and ethical culture dictates the use of appropriate training techniques for its formation.

Theoretical foundations of the training concept. If we talk about the introduction of the mentioned concept *in pedagogy*, then the most influential scientists here are: Kurt Lewin, Carl Rogers and Manfred Vorwerk. Back in 1946, Kurt Lewin and his colleagues founded the first training groups (T-groups) in Connecticut (USA), proving that changes in personality and behavior occur more effectively in a group context. Based on the ideas of Kurt Lewin, Karl Rogers actually initiated the social and life skills training movement with its methodological influence on pedagogy. Manfred Vorwerk also developed a method called “socio-psychological training” (SPT) at the Universities of Leipzig and Jena: the method was based on role-playing games and was used to train managers, but laid the foundation for pedagogical training (see this: [5]). Yu. N. Yemelyanov and A. S. Prutchenkov made an important contribution to understanding the structure of the training. Thus, Yu. N. Yemelyanov claims that (a) training is one of the methods of “developing the ability to learn and master any complex type of activity” [6, p. 104]. Professor A. S. Prutchenkov refers training to methods of active social training of the individual [7, p. 110]. Summing up, training – as a pedagogical concept – is a method of active teachers’ developing, when certain skills, abilities and behavioral features are trained regulating the ethics of pedagogical interaction and influence on the students.

The training is aimed at resolving *a pedagogical conflict* – a form of manifestation of aggravated contradictions that arises as a result of professional and interpersonal interaction of participants in the educational process, which most often causes a negative emotional background of communication. It also involves a constructive transferring of the conflict into an active elimination of its causes [8, p. 12]. We note the value of the work of A. E. Tsyrendorzhiev, who offers classification of trainings based on the selection *of a functional* feature:

- on goal setting (educational, developmental, psychotherapeutic);
- according to the forms and content (seminars-trainings, training marathons);

- on the techniques of conducting (see below – A. A.) [9].

It is the third point of classification that is mostly important in our research, because the individual methodological training technique used by the teacher is the most interesting one concerning the improving the quality of professional ethics. Taking into account the fact that the author of the study uses the means of a foreign language, the number of technical techniques can be significantly expanded using a foreign-language scientific base. Next, we highlight the trainings that are being practiced, based on the technique used (a set of developing ethics methods), and also detail their popularity in terms of effectiveness of use among involved students (see this: [10, 11]). To determine the methodological significance of techniques, a questionnaire was used: students had to choose a maximum of three practices that would develop professional ethics more deeply. See the Table.

Table. Classification of pedagogical trainings by technique and their methodological significance among pedagogical university students

Category by technique	Description and focus	Examples of methods	Methodological significance (% of total response numbers)
<i>Game trainings</i>	Practice behavior models in conditions that are close to real ones.	Business, role-playing, and metaphorical games, psychodrama, and dramatizations.	90
<i>Discussion trainings</i>	Development of communication skills, critical thinking, argumentation in a group.	Group discussion, case study (analysis of specific situations), brainstorming.	80
<i>Trainings using psychogymnastics</i>	To relieve tension, develop nonverbal communication skills.	Exercises for developing sensitivity, etudes.	70
<i>Practice-oriented trainings</i>	Developing specific professional actions / competencies.	Practical exercises in the real workplace, simulators.	65
<i>Informational and presentation trainings</i>	Transfer of new theoretical material in a motivating interactive format.	Mini-lectures, interactive lectures, programmed instructions, presentations.	55

As can be seen from the table, the most popular trainings were game and discussion practices. This result, in our opinion, is related to the specifics of the subject taught: a foreign language is primarily an interaction. The structure of such trainings is usually identical and is implemented in stages. Here, again referring to the research of A. E. Tsyrendorzhiev, we state the existence of three universal stages of training:

1. Information block: the task is to provide basic theoretical information in the form of a lecture or article, a multimedia presentation using interactive learning methods (role-playing games, discussions).

2. Pragmatic block: the task is to develop practical skills that form the professional and ethical culture of the teacher (participations in dramatizations of pedagogical conflicts, linguacultural comparative discussions, brainstorming, etc.).

3. Diagnostic block: the task is to carry out reflection and evaluate the lesson with a possible homework assignment to find alternative ways to resolve pedagogical conflicts [9].

The effectiveness of training primarily depends on the teacher, who must master the psychological and pedagogical aspects of training, methods of presenting information and the ability to influence the relationships of participants. At the same time, as O. I. Kitukhina notes in her work, effective pedagogical training should be comprehensive and include several content modules (conditions) aimed at developing specific structural parameters of the professional and ethical culture of the teacher as a whole. This category should include:

1. Communication module: aimed at developing the skills of effective pedagogical communication.

2. Reflexive module: focused on the formation of the teacher's ability to introspect (cognitive and activity levels of professional and ethical culture).

3. Emotional-volitional module (for example, burnout prevention training): it includes techniques for managing stress tolerance, psychological self-regulation, and restoring personal resources (cognitive and value-based training).

4. Creative-design module: developing the ability for innovative pedagogical design (all three levels of professional and ethical culture are involved) [12].

In the practice of organizing discussions and seminars, the author of the current work most often focuses on the first and second modules, i.e., in situations of solving a specific case and / or reflexive aspect.

Practice of using trainings among future teachers. Empirical part. Modeling professional situations as a structural and content basis of training in the framework of the discipline "Foreign Language (English)" is most often carried out by means of "Case-study": immersion in specific stereotypical situations of interaction between a teacher and his/her students. Students are offered the most popular ethical cases:

– A situation of "unfair" assessment (the student expects a higher rating for effort, not for the result).

– A situation of "culture shock" or conflict (discussion of stereotypes about the country of the language being studied).

– A situation of insubordination (familiarity on the part of the student or, conversely, excessive authoritarianism of the teacher, etc.).

At the same time, a teacher whose professional activity is related to teaching a foreign language has a broader base of methodological materials for conducting classes or part of them:

1. numerous articles in both Russian and English on the topic of pedagogical conflicts,

2. podcasts of teacher interviews with comparative elements for discussion,

3. means of cinematography (films on pedagogical subjects).

Below we will give examples of the structure of two classroom trainings that were used in the course of experimental search work. It should be pointed out that in the trainings we relied on the communicative and reflexive modules for the development of professional ethics.

1. Training *“Qualities of patience and striving for justice in pedagogy: problems of evaluation bias”* (short description).

Purpose: awareness and evolution of personal and professional qualities of the teacher in the process of developing the professional and ethical culture of the teacher.

Format: group work, case discussion, reflection.

Case description: parents believe that the child's grade is underestimated due to the teacher's personal dislike; the student is not given due time and attention if s/he has questions for the teacher.

Task: how can the teacher ensure the objectivity of the assessment and remove the suspicions of parents, demonstrating the qualities of patience and honesty?

Content: participants analyze their pedagogical qualities, their impact on pedagogical activity, making a table concerning the formation of the desired qualities, as well as possible ways of their development.

Possible solution: to explain the assessment procedure in detail and offer to conduct an additional test of the child's knowledge together with another foreign language teacher. The teacher, parents and a child should be offered a “trial period”, during which new techniques of responding to a stressful situation will be applied and the results of the discussion will be taken into account.

2. Pedagogical training *“The problem of violation of pedagogical distance and the subsequent loss of teacher authority”* (detailed description).

Purpose: developing teachers' understanding of the boundaries in the teacher-student system, teaching the skills of a constructive way out of a problem case and restoring business authority without suppressing the child's personality.

Format is coordinated: presentation (theory) + role-playing game (practice in two languages) + group reflection (in two languages).

Case description (situation): a young English teacher came to the 8th grade three months ago. To win over difficult teenagers who do not show interest in a foreign language, he chose a democratic style of communication: he allowed them to address him by name, joked in class, turned a blind eye to minor lateness, tried to be “a bro” (to fit in with the class), allowed them to speak only Russian if they could not use a foreign language. At first, this tactic was successful: the class went to him in a crowd. However, the situation has changed. The students stopped taking his remarks seriously. Those students who wanted to develop English were disappointed in the young teacher. The teacher's authority has fallen, and discipline in the classroom has been destroyed.

Training objectives:

1. Analyze the reasons of *problem of violation of pedagogical distance*.
2. Identify signals of insubordination at an early stage.
3. Practice the skill of confident behaviour in response to familiarity.
4. Develop tactics for returning to constructive communication.
5. Teach them to separate the concepts of “familiar” and “unfamiliar”.

Training content (practical part)

Exercise 1. “Golden phrase” (working in pairs)

- Task: practice the technique of “Broken record” (calm repetition of the requirement) and “I-messages” to solve the problem.
- Situation to work out: The student (Egor) says: “Sasha, what are you doing? We’re friends. Don’t give me a D – try it in a foreign language using cliches!”
- Expected response (trained version):
 - *Step 1 (Recognizing feelings but separating roles):* “Egor, I like our informal communication outside the classroom, but now it’s a lesson, now I’m a teacher”.
 - *Step 2 (Back to the point):* “As a teacher, it is my duty to evaluate your knowledge. It has nothing to do with our personal relationship”.

Exercise 2. Role-playing game “Reload” (work in groups of 4 people: Teacher, Problem student, Class, Observer)

- Task: stage a teacher’s conversation with the class the day after the incident. The teacher must admit his mistake in building relationships, but firmly declare new rules.
- Scenario for “Teacher”: on the blackboard, you can write down the phrase “I was mistaken”, the teacher uses the phrase “Let’s agree: in the class I am Alexander Petrovich for you. I promise to treat you with respect, but I will be very strict in my demands”.
- Post-game discussion:
 - Did the “Teacher” manage to keep calm?
 - Did the “Class” believe him? What caused protest what respect?

Analytical stage (discussion and reflection) through answering the questions:

1. What to do with the most active “violation of pedagogical distance”? Possible answer: private face-to-face conversation with no witnesses, where you can recognize their leadership qualities and arrange for help in restoring order.

2. How can I keep my distance with a new class without falling into the same trap?

Possible solution (outcome of the training): the problem of violation of pedagogical distance is solved not through tougher shouting and repression (it will look funny after friendship), but through consistent correction of role behavior.

Algorithm for getting out of the crisis for teachers:

1. Admit a mistake to yourself. Stop blaming the kids for getting into trouble. This is the result of the teacher’s actions.

2. Individual conversation with the leader (Egor). In the “face-to-face” format. Recognize its influence: “You’re a leader, and that’s cool. Help me build discipline so that we can work properly”.

3. General class meeting. Clearly and calmly, identify the new rules of the game (subordination, requirements). Argument: “I want you to pass exams / get knowledge, and in chaos this is impossible”.

4. Absolute calm and “transparency”. For the first weeks, do not respond to provocations to return the “former Sasha” emotionally. Repeat calmly: “I am the teacher in class. This is not up for discussion”.

5. Reward for respecting borders. As soon as the class accepts the new rules, the teacher can allow himself a little “humanity” within reason (for example, a tea co-party at the end of the term, but already in the role of a mentor).

During the above-mentioned trainings, students showed involvement in the process of finding solutions to problems, the degree of expression of which was significantly higher compared to classroom formal practices of developing professional and ethical culture.

Results and discussion. Thus, training activities are an effective methodological aid that allows you to develop the necessary value-semantic, cognitive and activity competencies of the future teacher in a fairly short time and at a minimum of technical costs. In order to confirm this conclusion of our empirical work, students were offered a survey, during which they had to name three points each, which would illustrate the didactic (related to the practice of organizing educational material) advantages of training as a way to develop the professional and ethical culture of the future teacher. Based on the survey results, we came to the conclusion that *training*:

- develops activity and engagement (90 % of all student responses included in the research database): each participant is not a passive listener, but an active subject of the learning process;
- reveals their focus on group practice (80 %): the training simulates real professional situations, allowing you to practice the necessary skills in a “safe” way;
- accumulates feedback for personal growth (70 %): the participant receives diverse feedback from the moderator and colleagues in the group, which contributes to the correction of behavior and the development of reflection.

The main results of the work in the framework of using trainings as a tool for developing the professional and ethical culture of teachers are certain changes in the value, cognitive, and motivational components of the professional competence of participants in these practices. In order for the training to become an effective aid for the development of professional culture, it is necessary, in our opinion, to strengthen psychological security in the group, create an atmosphere of trust, and also ensure the availability of methodological support to consolidate the results in a future profession.

Conclusion. In the context of modernization of education system in our country, *training* ceases to be an unconventional form of work, but becomes a necessary and highly effective tool for developing the professional culture of a teacher. Its interactive, practice-oriented and personal-developing nature allows us to overcome the limitations of traditional forms of professional development.

Training aimed at simultaneously developing communicative, reflexive, emotional and creative components contributes not only to the formation of individual competencies, but also to the holistic professional and personal growth of the teacher, which is a key factor in improving the quality of educational results provided for by the federal state educational standard. Further research may be related to the development and testing of specific training programs for various categories of teachers and the assessment of their long-term effect.

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FEATURES OF TEACHING ENGLISH TO LEARNERS WITH DYSLEXIA: DIAGNOSIS OF DIFFICULTIES AND ADAPTATION OF TEACHING METHODS

Abstract. The article examines the specific features of teaching English to students with dyslexia, emphasizing the importance of early diagnosis of learning difficulties and the individual adaptation of teaching methods. It describes the characteristic manifestations of dyslexia in the process of learning a foreign language, such as difficulties in phonemic perception, reading, writing, and mastering spelling rules. The article analyzes the most effective pedagogical strategies, including multimodal instruction, the use of visual support, step-by-step skill development, and compensatory technologies. Recommendations are provided for creating an inclusive educational environment and adapting tasks to improve the academic performance and motivation of students with dyslexia.

Keywords: dyslexia, English language teaching, foreign language learning, diagnosis of learning difficulties, adaptation of teaching methods, inclusive education, multimodal instruction, phonemic awareness, educational strategies, remedial pedagogy.

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ОБУЧАЮЩИМСЯ С ДИСЛЕКСИЕЙ: ДИАГНОСТИКА ТРУДНОСТЕЙ И АДАПТАЦИЯ МЕТОДИК

Аннотация. В статье рассматриваются особенности преподавания английского языка обучающимся с дислексией, особое внимание уделяется необходимости ранней диагностики трудностей и индивидуальной адаптации методик обучения. Описаны характерные проявления дислексии при изучении иностранного языка, такие как затруднения в фонематическом восприятии, чтении, письме и усвоении орфографических правил. Проанализированы наиболее эффективные педагогические стратегии: мультимодальное обучение, использование визуальной поддержки, поэтапное формирование навыков, а также применение компенсаторных технологий. Представлены рекомендации по созданию инклюзивной образовательной среды и коррективке заданий,

направленные на повышение успеваемости и мотивации обучающихся с дислексией.

Ключевые слова: дислексия, преподавание английского языка, обучение иностранному языку, диагностика трудностей, адаптация методик, инклюзивное образование, мультимодальное обучение, фонематическая осознанность, образовательные стратегии, коррекционная педагогика.

Dyslexia is a specific disorder of reading and writing processes caused by the underdevelopment of phonological processing, visual-spatial functions, and automation mechanisms [1]. When learning a foreign language, dyslexia becomes a significant limiting factor, since mastering a new language system requires the active use of cognitive functions that are not sufficiently effective in learners with dyslexia [2]. This affects the speed of learning, the ability to form stable language skills, and the success of completing academic tasks.

The key manifestations of dyslexia include:

- Difficulties in phonemic perception, manifested in the inability to accurately distinguish and match speech sounds with their graphic representations.
- A slow reading pace, accompanied by multiple pauses, regressions (returns to previously read material), and insufficient smoothness.
- Low decoding accuracy, leading to omissions, transpositions, and substitutions of letters and syllables.
- Errors in writing (dysgraphic manifestations), expressed in spelling violations, letter reversals, and confusion of similar-looking symbols.
- Weak short-term and working memory, which makes it difficult to retain and apply new language units.

These features significantly complicate the process of perceiving and reproducing language material, especially in the context of intensive foreign language study.

Learning English presents particular challenges for learners with dyslexia for several reasons:

- The opaque orthography of English: the mismatch between spelling and pronunciation complicates the development of reading and spelling skills.
- A large number of exceptions, non-standard letter combinations, and irregular word forms lead to frequent errors and make memorization difficult.
- The phonetic features of English, including sounds that do not exist in the learner's native language, require high articulatory precision and well-developed phonemic awareness.
- Difficulties in mastering grammatical structures due to the complexity of tenses, auxiliary verbs, and word order.
- Problems with vocabulary acquisition, since English vocabulary relies on phonological and visual memory, both of which are reduced in children with dyslexia.

Thus, the combination of cognitive characteristics of learners with dyslexia and the structural features of the English language leads to persistent difficulties in mastering a foreign language without specialized pedagogical support [3].

Diagnosing difficulties in learning English in students with dyslexia is an important step in building an effective educational process. It helps determine which components of language activity are impaired and which teaching strategies require

adaptation. In practice, diagnosis includes observing how the student reads, writes, performs sound-letter matching exercises, as well as analyzing the pace, stability, and accuracy of written language perception. Already at this stage, the teacher may notice signs of insufficient phonological awareness, weak working memory, or difficulties with visual analysis.

Various methods are used to identify reading and writing disorders: pedagogical and speech therapy testing, assessment of decoding skills through reading words and pseudowords, exercises on distinguishing similar phonemes, and analysis of errors in written work. An important component is also the assessment of the ability to retain and reproduce new information, since students with dyslexia often experience difficulties with working memory, which directly affects the acquisition of English vocabulary and grammar.

Typical errors help more accurately determine the nature of the difficulties. The most common are letter substitutions and reversals, omissions and transpositions of sounds and syllables, impaired reading fluency, and difficulties reading irregular words or words containing opaque letter-sound correspondences. In writing, spelling errors that are not related to ignorance of rules but are caused by impairments in graphomotor and phonological mechanisms often occur. Furthermore, students with dyslexia may write words incorrectly from dictation, confuse similar letters and letter combinations (th, sh, ch), and demonstrate instability in remembering and reproducing new words.

Thus, diagnosis of difficulties is based on a combination of observation, analysis of written and oral errors, and specialized tests, which makes it possible to accurately determine the level of impairment and select the most effective methods of adapted instruction.

The features of teaching English to learners with dyslexia are determined by the specific difficulties such students experience when working with written and spoken language. The most pronounced pedagogical problems are associated with reading, writing, and phonological processing of information. During reading, students with dyslexia often face low decoding accuracy, a slow pace, and insufficient fluency. Due to the opaque orthography of English, they find it difficult to match letter combinations with sound patterns, which leads to frequent errors, omissions, and distorted reading of words. These difficulties also affect reading comprehension, since a significant part of cognitive resources is spent on “decoding” the graphic form of the word rather than on semantic processing.

Writing also causes significant difficulties: learners often make non-standard spelling errors, write words incorrectly from dictation, confuse similar graphemes, and have difficulty retaining the orthographic image of a word. Instability in spelling skills leads to reduced self-confidence and increased academic anxiety. In addition, phonological difficulties – the inability to clearly distinguish and analyze English sounds – hinder the successful acquisition of both reading and writing, and also interfere with the formation of correct articulation and speech perception.

Traditional teaching methods based on intensive reading, memorizing large amounts of vocabulary, repetitive written exercises, and whole-class instruction prove to be ineffective for learners with dyslexia. Such approaches do not consider the reduced speed of information processing, the features of text perception, and the need

to rely on visual-auditory channels. Monotonous repetition, a focus on completing tasks quickly, and an emphasis on writing create additional barriers to learning. As a result, traditional methods do not provide sufficient support to students who require step-by-step presentation of material, enhanced visualization, reduced text volume, and the use of specialized decoding techniques.

Thus, teaching English to students with dyslexia requires moving away from standard pedagogical schemes and introducing adapted, more flexible, and multimodal strategies that consider the features of their cognitive activity and perception of language material.

Adaptation of teaching methods for English language learners with dyslexia is one of the key aspects of effective pedagogical interaction. The main goal of adaptation is not to simplify the content of the educational material, but to change the methods of its presentation, the pace of learning, the forms of assessment, and the structure of learning activities so that they correspond to the cognitive abilities and individual characteristics of the students [3]. The principles of adapted instruction are based on gradualism, accessibility, systematicity, and reliance on intact analyzers. An important component is considering the reduced speed of information processing: learners with dyslexia need more time to master material, continuous repetition, and consolidation.

One of the key principles of adaptation is the step-by-step nature of instruction, which involves the sequential introduction of language units: from sound to syllable, from syllable to word, from word to sentence, and only then to text. This approach reduces cognitive load and ensures more durable skill formation. The principle of predictability is also important: the lesson structure should be logical and repetitive so that students can understand in advance what tasks will be performed and how the learning process is organized. In addition, the principle of multimodality involves the active use of different types of perception – visual, auditory, motor – which is especially effective when phonological awareness is reduced.

In adapted methods, the use of multimodal techniques and visual support is of great importance. Visual tools compensate for difficulties in phonological processing and help build associations between the graphic and sound images of a word. Color schemes, highlighting individual parts of a word, marking letter combinations, support cards, pictograms, diagrams, and tables are often used. Color coding (for example, highlighting vowels and consonants in different colors) helps the student better distinguish the structure of a word and remember its spelling. Visual models also make it possible to explain English reading rules by showing typical letter combinations and their pronunciation. Multimodal techniques include combining visual, auditory, tactile, and motor components: pronouncing a word aloud while simultaneously writing it, working with plastic or paper letters, creating “support cards” for memorizing words. Such methods activate different channels of perception, which significantly increases the chances of successful mastery of the material.

The use of audio tools is also part of adapted multimodal practice. Tasks that include listening to words, repetition, working with rhythm and intonation help to better distinguish phonemes and form a connection between the spoken and written form of the word. Movement (kinesthetics) can also play a significant role: writing

words in large letters, tracing letters with a finger, using cards placed in space – all this contributes to better memorization through the involvement of motor skills.

A special place in modern education is occupied by compensatory technologies, which make it possible to mitigate the limitations associated with dyslexia. Among the most effective are text recognition and text-to-speech programs, which help the student perceive texts by ear, reducing the decoding load. Speech-to-text programs make it easier to complete written assignments by allowing the child to focus on content rather than the writing process. Electronic dictionaries with pronunciation, interactive reading practice applications, and specialized educational platforms with adaptive presentation of material help the student independently practice skills at a comfortable pace. The use of such technologies not only supports the student in overcoming difficulties but also contributes to the development of confidence and autonomy in learning.

Compensatory tools are supplemented by pedagogical techniques aimed at reducing stress and increasing motivation. The teacher may reduce the volume of text, offer alternative forms of completing assignments, avoid punishing spelling errors, and focus on progress rather than imperfections. It is also important to provide more time to complete tasks and use oral forms of assessment when written ones cause significant difficulties.

Thus, adaptation of English language teaching methods for learners with dyslexia requires a combination of scientifically based principles, multimodal pedagogical techniques, and modern technological solutions [2]. This comprehensive approach creates conditions in which students with dyslexia not only master a foreign language but also develop confidence in their own abilities and gain the opportunity to successfully participate in the educational process [1].

Learning English by students with dyslexia requires a special approach that considers the cognitive and phonological characteristics of these students. Dyslexia manifests itself in difficulties with reading, writing, and sound perception, which makes traditional teaching methods insufficiently effective. Early diagnosis makes it possible to identify individual difficulties and plan adapted pedagogical strategies. Effective instruction is possible by observing the principles of gradualism, accessibility, and multimodality, using multimodal techniques, visual support, and compensatory technologies. An integrated approach ensures the successful formation of language skills, supports student motivation, and contributes to their full inclusion in the educational process.

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COGNITIVE MECHANISMS OF FOREIGN LANGUAGE VOCABULARY ACQUISITION: MNEMONICS AND NATURAL IMMERSION (A COMPARATIVE ANALYSIS)

Abstract. The article examines two approaches to learning foreign vocabulary: mnemonics and natural immersion, and analyzes their cognitive mechanisms and impact on the effectiveness of memorization. Special attention is given to the functioning of long-term memory, the formation of associative links, and the practical application of vocabulary in speech. The advantages and limitations of each method are discussed: mnemonics provide quick memorization at the initial stage, while immersion promotes deep learning and the free use of language in communication.

Keywords: mnemonics, natural immersion, vocabulary acquisition, cognitive mechanisms, long-term memory, associative thinking, learning English, language environment, word memorization, communicative competence.

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КОГНИТИВНЫЕ МЕХАНИЗМЫ УСВОЕНИЯ ИНОЯЗЫЧНОЙ ЛЕКСИКИ: МНЕМОТЕХНИКИ И ЕСТЕСТВЕННОЕ ПОГРУЖЕНИЕ (СРАВНИТЕЛЬНЫЙ АНАЛИЗ)

Аннотация. В статье рассматриваются два подхода к усвоению иностранной лексики – мнемotechnики и естественное погружение, анализируются их когнитивные механизмы и влияние на эффективность запоминания. Особое внимание уделяется работе долговременной памяти, формированию ассоциативных связей и практическому применению лексики в речи. Рассмотрены преимущества и ограничения каждого метода: мнемotechnики обеспечивают быстрое запоминание на начальном этапе, а погружение способствует глубокому усвоению и свободному использованию языка в коммуникации.

Ключевые слова: мнемotechnики, естественное погружение, усвоение лексики, когнитивные механизмы, долговременная память, ассоциативное мышление, изучение английского языка, языковая среда, запоминание слов, коммуникативная компетенция.

Acquiring a substantial vocabulary in English is widely acknowledged as one of the most difficult and time-consuming aspects of language learning. Even with a disciplined study routine, many learners face recurring challenges, especially when it comes to storing new words in long-term memory. Another equally critical issue is the gap between knowing a word in theory and being able to use it quickly in practice – a lexical item that a student can recognize and define may still fail to surface in spontaneous conversation or writing. In response to these problems, contemporary teaching methodology and cognitive linguistics have identified two notably different pathways to vocabulary acquisition that merit serious attention: the deliberate application of mnemonic strategies, and the technique of natural language immersion. Although both share the ultimate goal of making memorization more efficient and durable, they rely on distinct psychological and cognitive principles, structure the learning process differently, and therefore produce dissimilar effects on the final development of lexical competence.

Effective vocabulary retention has a deep neurobiological foundation. It depends on how well long-term memory functions, how actively associative thinking is engaged, and how consistently new neural connections are formed and reinforced. These connections emerge and grow stronger when new words are used systematically in a range of meaningful contexts. A crucial factor here is the creation of multi-level associations – whether semantic, phonetic, situational, or emotional. When such associations are insufficient or weak, a word that has been learned by rote often stays in short-term working memory. In that isolated state, it never truly integrates into the learner's broader knowledge network, which leads either to rapid forgetting or to an inability to recognize the word accurately and instantly in fluent speech. Therefore, the central pedagogical challenge is not simply to present new lexical forms to the student, but to deliberately build communicative and instructional conditions that help embed each new word organically into the learner's existing language system. Only then does a word stop being an isolated piece of data and turn into an active thinking and communication tool, ready for spontaneous use.

Mnemonic techniques work by creating intentional, vivid, and personally meaningful associations that make it easier to encode and later retrieve information. When applied to English, this approach includes a broad set of specific methods: constructing detailed mental images, finding sound similarities or graphic analogies, composing rhyming couplets or short poems, and inventing memorable situational scenes that include the target word. These techniques serve two roles. On the one hand, they act as effective memory “hooks” that directly help the student fix the word, its meaning, or its spelling. On the other hand, the very act of creating such associations – which is creative and subjective – makes the learning process more emotionally engaging, which in itself boosts motivation and recall. Mnemonic strategies vary significantly. Some rely on building logical sequences or paradigmatic links (for instance, grouping words by themes), while others deliberately use humor, surprise, or even absurd, exaggerated imagery. This non-standard, emotionally rich quality often produces stronger and longer-lasting memorization because it breaks routine perception and activates additional brain regions.

The success of mnemonics largely depends on how deeply the learner becomes involved. The more actively and consciously a student generates their own personally significant images and associations, the stronger and more durable the link between the new lexical unit and its meaning will be in memory [1]. Moreover, this method is especially effective at the earliest stages of language learning, when the learner faces the urgent task of accumulating and organizing basic, often disconnected, vocabulary in a short time. Here, mnemonics serve not only as a memorization tool but also as an important psychological support: they help lower the natural anxiety and sense of being overwhelmed by unfamiliar words, and they give the student a feeling of control and tangible progress, which in turn strengthens intrinsic motivation [1].

That said, mnemonics have clear limitations. First, because the associations are artificial constructs, they can be so detached from natural language use that the word is remembered only as an isolated visual or semantic “label”. As a result, even when a word is recognized successfully in a test, it may not be retrieved quickly and spontaneously in real conversation – extra effort is required to activate it. Second, when vocabulary grows large and accumulates quickly, particularly at advanced levels, the method becomes excessively time-consuming. Inventing a unique, vivid, and stable association for every new word, including specialized terms or abstract concepts, places a heavy cognitive load on the learner and can slow down the overall pace of learning. Nevertheless, when used skillfully and systematically, mnemonics remain a valuable motivational tool. They can significantly increase student engagement, lower psychological barriers to new material, and help build a solid foundational vocabulary that enables a transition to more contextual forms of language learning.

Natural language immersion, in contrast, is an approach where the target language stops being just a school subject and instead becomes the everyday environment for communication. This method involves fully placing the learner in simulated or authentic situations that are as close as possible to real life – such as discussions, problem-solving tasks, consuming media, or social interactions. Under these conditions, English vocabulary is acquired not in isolated lists or flashcards, but as an integral, functional part of real speech activity. Consequently, a word ceases to be a passive object of memorization; it gains communicative value, becomes enriched with contextual connections, and gradually turns into an active, flexible instrument for expressing thoughts and achieving practical communication goals. As noted by Shchukin and Frolova, language immersion recreates the natural mechanisms of speech acquisition, where vocabulary is absorbed implicitly through meaningful communication rather than through isolated memorization [2].

Immersion triggers a fundamentally different cognitive mechanism for learning. Through repeated and varied encounters with a word in different yet understandable contexts, the learner’s mind builds a stable connection between the word’s phonetic or graphic form, its meaning, and the typical situations where it is used. Such complex, situation-based neural links are much stronger and more branched than artificial associations. They not only ensure that lexical knowledge is reliably transferred to long-term memory but also create the basis for rapid, almost automatic recognition and accurate production in dynamic, spontaneous communication [2]. At the same time, natural immersion strongly develops listening skills, because vocabulary is learned not

in isolation but through the holistic perception of spoken language at its natural speed, with all its intonation and phonetic patterns. Regular interaction with authentic materials – podcasts, films, series, live conversations, interactive tasks – trains the ability to pick out and recognize words in a continuous stream of speech, which is essential for real communicative competence.

Modern learning conditions have greatly expanded access to natural immersion through digital tools. Thanks to technology, resources such as interactive online courses, international educational collaborations, virtual conferences, and webinars can create an intensive language environment, allowing immersion in language and culture without physically moving abroad [3]. This makes the method available to a much larger population of learners. The fundamental element of successful immersion – whether in real or virtual space – is the principle of repeated and varied exposure to vocabulary. The more often and in the more diverse meaningful contexts a learner encounters a previously studied word, the deeper and firmer their understanding becomes, the more additional semantic connections are formed, and the faster, more accurately, and more automatically that word is activated in their own speech, moving from passive to active vocabulary.

Even though both approaches share the same strategic goal – effective foreign language vocabulary acquisition – the immediate results and competencies they produce are quite different. Mnemonics, with their reliance on artificial linking mechanisms, allow a word to be memorized relatively quickly, with little fatigue and high initial accuracy. But their major drawback is that they do not guarantee equally fast and automatic inclusion of that vocabulary into live, spontaneous communication. The associations created may remain passive and require conscious effort to recall. Natural immersion, on the other hand, aims to build a fundamentally different skill: intuitive, context-appropriate use of words directly in the language environment, where vocabulary exists as part of a whole communicative act. This method develops fluency and naturalness of speech, but it comes with different demands – achieving stable results takes significantly more time, requires constant (preferably daily) contact with the language, and calls for patience, because integration of knowledge happens gradually. Thus, each method addresses different learning tasks and compensates for the other's weaknesses.

The most effective use cases for each approach are therefore distinct. Mnemonics work best at the initial stage of learning and in situations that require intensive, rapid vocabulary growth – for example, when preparing for a specific exam or mastering a body of specialized professional or academic terminology. Immersion, conversely, becomes especially valuable when the main priority is not just passive recognition or isolated reproduction of words, but the ability to speak fluently, spontaneously, and appropriately in context. Ideally, then, English learning should not be a choice between one method or the other, but rather a combination and sequential application of both. The optimal strategy is to use mnemonics first to quickly form a strong initial mental image of a word and create long-term associative links, giving the learner a sense of confidence and a foundation. After that, a necessary step is to transfer and consolidate the acquired vocabulary through natural or simulated immersion – via dialogues, projects, discussions, and content consumption – which ensures that

knowledge turns into active speech skills and becomes integrated into a complete language system.

The challenge of building and retaining English vocabulary effectively remains highly relevant in today's language education. Mnemonics and natural immersion are two of the most promising yet conceptually different methodological directions, each relying on specific cognitive mechanisms for processing and storing information. The first approach focuses on rapid vocabulary expansion and reducing cognitive load in the early stages, greatly facilitating and structuring the learning process. The second aims for a qualitatively different outcome: deep, intuitive, practical command of the language as an integrated communicative system. Consequently, the most pedagogically sound strategy is not to oppose these methods but to combine them sensibly in sequence. Such integration creates an effective learning cycle – using mnemonics during the introduction and initial consolidation phase to accelerate the formation of stable memory traces, and then systematically applying immersion to activate, refine, and embed those words into spontaneous speech. Only this comprehensive path ensures not just a quantitative increase in vocabulary, but its qualitative transformation into a reliable tool for genuine, confident communication.

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**THE TRANSFORMATION OF THE EDUCATIONAL ENVIRONMENT
UNDER THE INFLUENCE OF ARTIFICIAL INTELLIGENCE:
COGNITIVE AND SOCIO-PSYCHOLOGICAL ASPECTS**

Abstract. This article is devoted to an interdisciplinary analysis of the influence of artificial intelligence on the cognitive, motivational, and socio-psychological dynamics of the educational environment. Drawing on a systematic review of empirical and theoretical studies, it examines the effects of generative AI tools on critical thinking, metacognition, self-regulation, and academic motivation. The article also considers how AI is reshaping not only teaching practices but also broader humanistic dimensions of education, including autonomy, reflection, interpersonal communication, and the professional identity of participants in the learning process. Particular attention is given to the ambivalent character of AI's influence: while it can enhance learning efficiency and support the individualization of educational trajectories on the one hand, it may also reduce learner autonomy and intrinsic motivation on the other. The article further addresses socio-psychological risks associated with the reconfiguration of teacher – student interaction, academic integrity, algorithmic bias, and unequal access to educational technologies. The findings underscore that AI's effects on learning are not technologically determined but contingent upon pedagogical design, institutional governance, and the critical literacies of all participants in the educational process.

Keywords: artificial intelligence in education, cognitive development, metacognition, adaptive learning, critical thinking, socio-psychological aspects, digital transformation.

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**ТРАНСФОРМАЦИЯ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ
ПОД ВЛИЯНИЕМ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА:
КОГНИТИВНЫЕ И СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ**

Аннотация. Статья посвящена междисциплинарному анализу влияния искусственного интеллекта на когнитивную, мотивационную и социально-психологическую динамику образовательной среды. На основе систематического обзора эмпирических и теоретических исследований

рассматривается воздействие генеративных ИИ-инструментов на критическое мышление, метакогницию, саморегуляцию и учебную мотивацию. Анализируется, как ИИ трансформирует не только практики обучения, но и более широкие гуманитарные аспекты образовательного процесса, включая автономию, рефлексия, межличностную коммуникацию и профессиональную идентичность участников обучения. Особое внимание уделяется амбивалентному характеру влияния ИИ: с одной стороны, он способствует повышению эффективности обучения и индивидуализации образовательных траекторий, с другой – может снижать самостоятельность и внутреннюю мотивацию обучающихся. Рассматриваются также социально-психологические риски, связанные с изменением взаимодействия преподавателя и студента, академической честностью, алгоритмической предвзятостью и неравенством доступа к образовательным технологиям.

Ключевые слова: искусственный интеллект в образовании, когнитивное развитие, метакогниция, адаптивное обучение, критическое мышление, социально-психологические аспекты, цифровая трансформация.

Artificial intelligence, broadly understood as the capacity of computational systems to perform tasks that previously required human intelligence, has moved from research laboratories into classrooms, lecture halls, and online learning platforms at a pace that exceeds the capacity of educational institutions to develop adequate regulatory and pedagogical frameworks.

The consequent transformation touches every layer of the educational system: the design of curricula, the delivery of instruction, the measurement of learning outcomes, and the psychological experience of learners and teachers alike. Adaptive learning platforms adjust content difficulty in real time based on learner performance data; intelligent tutoring systems provide individualised feedback without human supervision; generative AI tools enable students to produce written text, code, and creative artefacts with minimal cognitive effort; and learning analytics dashboards offer educators unprecedented visibility into patterns of student engagement and knowledge acquisition [1].

These developments generate both enthusiasm and anxiety. Proponents argue that AI can democratise access to high-quality, personalised education at scale, reduce teacher workload, and empower learners to take ownership of their own intellectual development [2]. Critics caution that the uncritical adoption of AI tools may erode the very cognitive capacities that education is designed to cultivate: sustained attention, deep memory encoding, autonomous problem-solving, and the disposition to tolerate intellectual difficulty [3].

This article addresses the cognitive and socio-psychological dimensions of AI-driven educational transformation. A theoretical framework, examining the principal cognitive theories through which the educational impact of AI can be analysed, is provided in this article. There is also the review of empirical evidence on AI's effects on key cognitive competencies. There has been made an attempt to focus on such issues, as the socio-psychological dimension, motivation, identity and teacher – student relations.

For better identifying the cognitive processes we should examine the cognitive theories and classifications of cognitive objectives. Cognitive Load Theory (CLT), developed by John Sweller and reconsidered by Schnotz and Kürschner (2007), distinguishes between extraneous, intrinsic, and germane cognitive load [4]. Extraneous load refers to processing demands imposed by poorly designed instruction; intrinsic load derives from the inherent complexity of the material; germane load refers to the mental effort invested in schema formation and deep learning. AI has the potential to reduce extraneous cognitive load by streamlining information retrieval and adaptive content presentation. However, if AI also reduces germane load – that is, if students delegate to AI the effortful processing necessary for long-term knowledge construction – then the technology risks undermining the very cognitive engagement that learning requires [3]. Research with AI-assisted students at the University of Pennsylvania found that while those using ChatGPT solved 48 % more practice problems, their scores on conceptual understanding tests were 17 % lower than those of the control group, illustrating precisely this tension [3].

Bloom's Taxonomy classifies cognitive objectives across six hierarchical levels, from basic recall to complex synthesis and evaluation. AI tools demonstrate differential effectiveness across these levels. Empirical meta-analytic evidence confirms that chatbots exert a large positive effect on learning performance, a moderately positive effect on learning perception, and a moderately positive effect on higher-order thinking [5]. These findings suggest that the distribution of cognitive benefit depends substantially on how AI is integrated, not merely on its presence.

Self-Determination Theory (SDT), proposed by Ryan and Deci, identifies three fundamental psychological needs: autonomy, competence, and relatedness [6]. The satisfaction of these needs is the precondition for intrinsic motivation, sustained engagement, and psychological well-being. AI has the potential to enhance perceived competence through personalised feedback and adaptive support. However, excessive dependence on AI-provided answers may compromise autonomy by reducing students' opportunities to develop independent problem-solving strategies [3]. As a 2024 study of vocational education students in Nigeria found, AI tools can produce cognitive passivity, with students accepting AI-generated outputs uncritically rather than engaging in an independent evaluation [3, 7].

Albert Bandura's Self-Regulation Theory highlights three core processes:

- self-monitoring (observing and evaluating one's learning progress),
- self-evaluation (assessing performance against goals), and
- self-efficacy (confidence in one's capacity to learn).

These processes are directly implicated in the metacognitive skills that contemporary education aims to cultivate: self-awareness, planning, monitoring, and reflective evaluation [7-9].

Thus, AI tools that embed metacognitive prompts – asking students to articulate their reasoning, identify areas of confusion, or reflect on their learning strategies – have been shown to enhance these processes. Research by Wang and Aleven found through eye-tracking methodology that students who received metacognitive prompts from an adaptive learning system spent more time reflecting on their learning strategies, resulting in measurably improved knowledge retention [2].

The effects of AI on memory retention are nuanced and context-dependent. AI tools that personalise retrieval practice, deliver spaced repetition, and offer immediate corrective feedback have demonstrated positive effects on long-term retention. Intelligent Tutoring Systems, for instance, have been shown to improve reading comprehension in English as a Foreign Language (EFL) learners by prompting students to assess their own comprehension after each passage, thereby moving from reliance on intuitive self-evaluation to structured metacognitive monitoring [2].

However, there are studies made by Bai, Liu, and Su which demonstrate that while AI-based tools enhanced personalised learning, excessive reliance reduced cognitive engagement and long-term retention [3, 10]. An experimental study by Akgun and Toker with university students in Pennsylvania found that participants who engaged in pre-testing before AI-assisted study showed better retention than those who used AI without prior effortful recall, and that prolonged AI exposure without such scaffolding led to measurable memory decline [3]. The implication is clear: AI enhances accessibility to information but may weaken the encoding mechanisms necessary for durable learning.

The impact of AI on critical thinking is perhaps the most debated aspect of AI in education. The meta-analysis by Wang and Fan, based on 51 experimental and quasi-experimental studies, found a moderately positive aggregate effect of AI on higher-order thinking [5]. Yet this effect is significantly moderated by how chatbots are used: when acting as an intelligent tutor, its effect on higher-order thinking is substantially stronger than when used as a general learning tool [5].

An experiment with undergraduate students in a Creative Thinking class found that while AI tools improved fluency and elaboration, they simultaneously introduced cognitive fixation – a tendency to anchor ideas to AI suggestions – and reduced creative self-confidence among students who relied heavily on AI outputs [3, 11].

Among the most consistently positive findings in the literature is AI's potential to cultivate metacognitive skills when it is explicitly designed to do so. Metacognition – the capacity to understand and regulate one's own cognitive processes – encompasses self-awareness, planning, monitoring, and self-assessment, and is widely regarded as a foundational competency for lifelong learning [2, 8, 12].

Studies have demonstrated that adaptive learning platforms embedding metacognitive prompts can significantly enhance self-monitoring behaviours. Lin and Zhang found that AI-powered self-explanation prompts – asking students to verbalize their reasoning as they solved problems – improved students' ability to reflect on their thought processes and resulted in stronger metacognitive skills and better academic performance [2]. Liu and Wu explored AI-based scaffolding for self-regulation in problem-solving contexts, finding that prompts such as “Have you considered trying a different approach?” encouraged students to regulate their strategies more actively [13].

The relationship between AI-mediated learning and student motivation is complex and mediated by pedagogical design. AI tools have been found to enhance student motivation when they provide immediate, personalised feedback, and interactive elements that sustain engagement.

Nonetheless, the risk of motivation erosion through over-reliance is well-documented. If AI assumes all effortful cognitive processing, the satisfaction derived

from overcoming intellectual challenges is diminished. Neji, Boughattas, and Ziadi found that students who became highly reliant on AI-based learning environments showed declining motivation and engagement over time [3].

The integration of AI into education fundamentally alters the professional landscape for teachers. The next research conducted with 1,101 Saudi teachers across different levels of education revealed a characteristically ambivalent response: while a majority acknowledged AI's potential to save time, assist in designing enriching activities, and personalise learning, significant concerns were expressed regarding job displacement, the erosion of human-centered teaching, the potential for AI to reduce creativity and critical thinking, and concerns about trust in AI's error-free performance [14].

The U.S. Department of Education recommends maintaining humans in instructional loops, arguing that while AI can automate routine feedback and content delivery, the interpretive, motivational, and relational functions of teaching require human judgment [1]. The report advocates for AI that is inspectable, explainable, and overridable, ensuring that teachers retain meaningful authority over pedagogical decisions. This recommendation aligns with the metaphor offered by Mazari: “educators must function as conductors, not mere instrument-handlers, able to integrate AI tools into coherent pedagogical strategies rather than deploying them unreflectively” [2].

Vygotsky's concept of the Zone of Proximal Development (1932–1934), the rich tradition of collaborative learning research, and the abundant evidence for peer-to-peer knowledge construction all attest to the social character of cognition [15]. On the positive side, AI can scaffold dialogic learning, create simulated conversational partners, and support peer review processes through AI-generated feedback that directs students to reflect on their assessments rather than merely identifying errors [2]. Brazão and Tinoca observed that structured dialogical interactions with AI enabled students to develop integrative and critically engaging questions across the full spectrum of cognitive complexity [16].

On the negative side, AI-mediated learning environments risk reducing the frequency and depth of peer-to-peer interactions. The substitution of AI dialogue for human dialogue carries psychological costs that extend beyond cognition: the development of social competencies, empathy, collaborative problem-solving, and the capacity for productive disagreement all depend on authentic human interaction that AI cannot fully replicate.

Correspondingly, positive experiences with AI tutors have been associated with enhanced self-efficacy – students' belief in their own capacity to succeed – as the personalised feedback and structured guidance empower learners to approach future challenges with greater confidence [2, 5].

However, these effects depend critically on the quality of AI design. Poorly designed AI interactions that expose students to incorrect information, generate confusion, or reinforce passive consumption habits can amplify academic anxiety, undermine self-efficacy, and cultivate a generalized sense of epistemic helplessness. Research in the context of Russian higher education has highlighted concerns about inadequate training of both students and educators for the critical use of AI tools, with

the risk that unreflective AI adoption may generate learned helplessness and a deterioration in the cognitive skills that education is intended to develop [17].

The transformative potential of AI in education cannot be realised uniformly. As Warschauer emphasized, prioritizing equitable access to technology and Internet infrastructure is a precondition for AI-powered learning to serve as a democratizing force rather than an inequality-amplifying one [18].

The use of external tools to reduce the internal processing demands of cognitive tasks is termed cognitive offloading [19]. Writing a to-do list, using a calculator, or consulting an online dictionary are all forms of cognitive offloading. However, the comprehensiveness and intelligence of modern AI tools introduce a qualitatively different risk: the delegation not merely of low-level processing tasks but of the very cognitive operations – argument construction, problem formulation, creative synthesis – that constitute the core objectives of education.

Educational institutions must therefore develop clear pedagogical frameworks that specify when AI use is appropriate, when it should be restricted, and how AI-assisted and AI-free activities should be sequenced to promote both efficiency and deep learning.

The use of generative AI tools in assessed work raises profound questions about academic integrity. When AI produces text, code, or analyses that students submit as their own, the relationship between academic credentials and demonstrated competence breaks down. Beyond the question of dishonesty, there is a deeper pedagogical concern: the processes of struggle, revision, and intellectual effort that produce academic work are themselves constitutive of learning, not merely means to achieve the educational goals. When AI performs these processes on students' behalf, the educational experience is bypassed rather than enhanced [5].

AI-generated content further introduces the risk of factual errors, outdated information, and confident misinformation. The requirement that students critically evaluate AI-generated content rather than accepting it uncritically demands both information literacy skills and explicit instruction in how AI large language models function and where their limitations lie. This demands, in turn, that educators themselves have sufficient AI literacy to model and teach these critical dispositions [1, 14].

The meta-analysis by Wang and Fan itself notes the limitations of the available sample for higher-order thinking and learning perception, and calls for future studies with expanded scope [5]. In Russia, as Trofimova I. N. demonstrates, research output in AI remains concentrated in a small number of elite institutions and is characterized by limited collaboration between academic and industrial actors, resulting in a gap between AI development and the educational implementation research that would support evidence-based policy [17].

AI tools should be explicitly designed to promote metacognitive processes: posing reflective questions, requiring self-explanation of reasoning, prompting self-assessment after task completion, and making visible the student's own patterns of engagement over time [2, 5]. This requires collaboration between AI developers and pedagogical researchers to ensure that the design of prompts, feedback cycles, and progress-tracking interfaces aligns with evidence-based models of learning.

So, there should be the principle that AI must complement, not replace, and teachers then must be equipped with sufficient AI literacy to evaluate, select, and deploy AI tools purposefully, and must retain meaningful authority over the design and evaluation of student learning.

Drawing on the evidence regarding cognitive load and memory retention, educational institutions should structure AI use to ensure that students engage in effortful processing before and after AI assistance rather than using AI to bypass cognitive challenge entirely. AI-free phases, retrieval practice, pre-testing, and requirement to paraphrase or critically evaluate AI-generated output in the student's own words are all evidence-informed strategies for preserving the cognitive engagement that is necessary for durable learning [2, 3].

Such frameworks, as inspectable, explainable, and overridable as basic design principles are needed at the national and institutional level in other educational systems, including Russia, where the development of specialized AI centers through the federal "Artificial Intelligence" project creates an opportunity to embed ethical governance into the institutional architecture of AI research and deployment from the outset [17].

The transformation of the educational environment under the influence of artificial intelligence is neither uniformly beneficial nor uniformly harmful: it is conditional. The cognitive and socio-psychological effects of AI on students and teachers depend not on the technology itself but on the pedagogical frameworks within which it is deployed, the digital and critical literacies of those who use it, the equity of access to it.

The empirical evidence reviewed in this article supports the view that AI, when deliberately integrated as a metacognitive scaffold and intelligent interlocutor, can meaningfully enhance students' self-awareness, self-regulation, knowledge retention, and critical questioning. The meta-analytic consensus indicates a large positive effect on learning performance and a moderately positive effect on higher-order thinking, particularly in problem-based learning contexts and when AI functions as an intelligent tutor [5]. Case studies of structured dialogical AI engagement document the emergence of critical engagement questions at levels consistent with higher-order thinking across the full cognitive spectrum [16].

At the same time, the evidence is equally clear that the uncritical adoption of AI tools carries the risk of cognitive offloading, diminished intrinsic motivation, compromised academic integrity, and the amplification of existing educational inequalities [20, 21]. The cognitive paradox of AI in education is its capacity to be simultaneously an amplifier and an inhibitor of cognitive activity [3].

The future of AI in education will be shaped by the quality of the decisions made now: decisions about teacher preparation, curriculum design, data governance, and the principled integration of evidence from cognitive science, educational psychology, and learning analytics. The challenge, as it has always been in education, is to keep the learner – not the technology – at the center.

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COLLECTING AND PROCESSING JOB VACANCY DATA FROM THE HH.RU WEBSITE

Abstract. This article examines the collection, processing, and analysis of data on hospitality industry vacancies published on hh.ru, Russia's largest job and personnel search platform. The study's relevance stems from the need to identify trends in demand for professions, analyze employers' language requirements, and other factors influencing the selection of successful applicants for a position in the tourism industry. The practical significance of the proposed methodology lies in its reproducibility for labor market monitoring, career decision support, and HR analytics. The results provide conclusions based on the analysis of a dataset of vacancies (sample size: 101) and the potential for applying the analysis algorithm to vacancies in other sectors.

Keywords: HR analytics, hh.ru, labor market analysis, tourism, tourism business, hospitality, text data processing.

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СБОР И ОБРАБОТКА ДАННЫХ ВАКАНСИЙ С САЙТА HH.RU

Аннотация. Статья посвящена сбору, обработке и анализу данных о вакансиях в индустрии гостеприимства, публикуемых на крупнейшей российской платформе по поиску работы и персонала hh.ru. Актуальность исследования обусловлена необходимостью выявлять динамику спроса на профессии, анализировать требования работодателей к языковым компетенциям и другими факторами, влияющими на выбор успешного соискателя на предлагаемую должность в сфере туризма. Практическая значимость предлагаемой методики заключается в ее воспроизводимости для мониторинга рынка труда, поддержки карьерных решений и HR-аналитики. Результатом являются выводы по итогам анализа массива вакансий (объем выборки: 101) и возможность применения алгоритма анализа для вакансий в других сферах.

Ключевые слова: HR-аналитика, hh.ru, анализ рынка труда, туризм, туристский бизнес, гостеприимство, обработка текстовых данных.

The digitalization of the economy has fundamentally changed the mechanisms of interaction between employers and job seekers, shifting key processes to specialized online platforms (job aggregators), the largest in Russia being hh.ru, which for many serves as a convenient source of up-to-date data on the labor market in near real time. According to Forbes, in 2025, the company was listed among the largest by net profit [1], and the hh.ru Russian employer rating is the main and most authoritative overview of the labor market [2]. This study focuses on the hospitality segment of the Headhunter platform.

It is generally accepted that the term ‘hospitality’ itself derives from the Old French ‘hospice’ and the English ‘hospitality’ [3]. In Russian, the word is defined as ‘warmth in receiving and entertaining visitors, free reception and entertainment of travelers, or hospitality. To be hospitable means to be able to offer a warm welcome to visitors, to create a calm, favorable and friendly atmosphere for them’ [3]. The hospitality industry is developing rapidly, and innovations in the hospitality sector are global in scale [4-6]. In such conditions of dynamic development of the labor market in the field of tourism and hospitality, operational monitoring of the personnel needs of employers is of particular importance. The Institute of Business Communications of Saint Petersburg State University of Industrial Technologies and Design (SPbSUITD) implements the training program 43.03.02 – Tourism (bachelor’s degree) in the following profiles:

- Technology and Organization of Domestic and Inbound Tourism in Russia;
- Technology and Organization of Hotel Services.

This study examined vacancies published between July and November 2025, totaling 101 vacancies related to the hospitality industry (hotels, travel agencies, etc.) [7].

An analysis of a sample of vacancies exceeding 100 units (in our case, $n = 101$) allows us to obtain a fairly objective picture of demand and required professional competencies, which may be of interest to economists, sociologists, human resources (HR) specialists, government agencies, and market participants themselves (Figure 1).

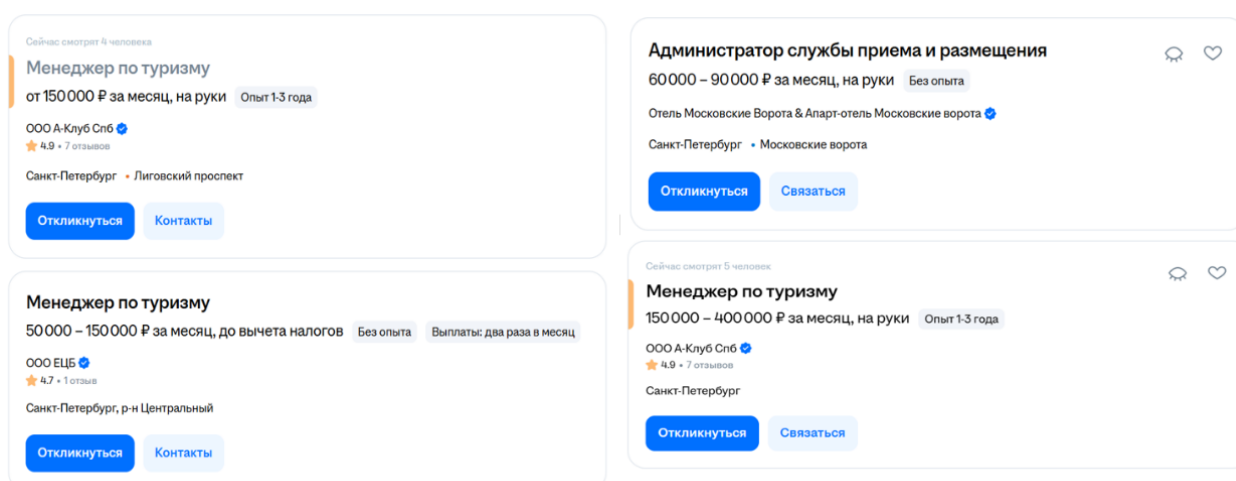


Figure 1. Samples of job advertisements from hh.ru website

Key findings from the analysis of the collected job postings:

1) The B2 category remains the most numerous (up to 29.7 %). Together with the 'Intermediate' (B1-B2) and 'Business English' (which also requires a strong B2 level), the share of vacancies requiring good or higher English accounts for over 50 %, forming the core of the market.

2) The most noticeable trend in the collection is the growth of vacancies with no language requirements. The 'No English Required' category has grown to 6.9 %. These are primarily entry-level positions (administrators, inexperienced tourism managers) or positions aimed exclusively at Russian-speaking tourists (domestic tourism).

3) The importance of the 'Business English' category has been confirmed. Employers are increasingly looking not just for language skills, but for specific skills such as 'business correspondence with foreign partners' and 'direct negotiations with hotels'. This is a distinct skill that is valued above a general conversational B2 level.

The specific nature of tourism and hospitality means that new job postings often include language references in conjunction with the use of professional software:

- Hotel administrators require knowledge of English and software such as Opera, Fidelio, and Travelline.

- Reservation managers require knowledge of English and experience working with a global distribution system (GDS) (Amadeus, Galileo, and Sirena).

Summary of 100+ vacancies:

- High level (C1-C2): ~10% (top positions).
- Strong intermediate and above (B2, B2-C1, Business English, B1-B2): ≥ 50 % (the majority of skilled vacancies).

- Intermediate and basic (B1, A2-B1, A2): ~25 % (positions with occasional use of the language or for beginners).

- Not required/not specified: ~22 % (jobs where language skills are not required).

The results are summarized in Table 1 [8], the data being additionally visualized in Figure 2.

Thus, knowledge of English remains highly important for a career in tourism and hospitality (required in approximately 78 % of vacancies), with the greatest demand for B2 (Upper-Intermediate) level skills, often with a focus on professional vocabulary. However, a significant segment of vacancies has also emerged where language is not required, making the industry more accessible for entry.

Table 1. Analysis of required competencies

English proficiency level (CEFR)	Number of vacancies	Percentage	Notes
C2 (Proficient)	1	1.0%	Native language level requirements
C1 (Advanced)	9	8.9%	Fluent, Advanced. E.g.: guide to Spitsbergen, hotel director
B2 (Intermediate-Advanced)	30	29.7%	Most popular level. E.g.: travel expert, personal assistant, hotel manager
Intermediate (B1-B2)	6	5.9%	Vague category 'confident intermediate'
B1 (Intermediate)	15	14.9%	Clearly marked 'Intermediate'. Many new administrator positions.
Basic (A2-B1)	6	5.9%	'Basic knowledge', 'Elementary'
A2 (Elementary)	4	4.0%	E.g.: reservations manager with A2 level
Business English (B2-C1)	8	7.9%	Separate category: Clear emphasis on correspondence and negotiations in foreign trade, logistics, and MICE (Meetings, Incentives, Conferences, Exhibitions).
Level not specified, but preferred	15	14.9%	Language is mentioned in the requirements as an advantage, but the level is not detailed.
English not required	7	6.9%	New important category: Job postings either explicitly state "not required" or do not mention the language at all. These include inexperienced tourism managers and administrators at 3-star hotels where Russian is the primary language
Total	101	100%	

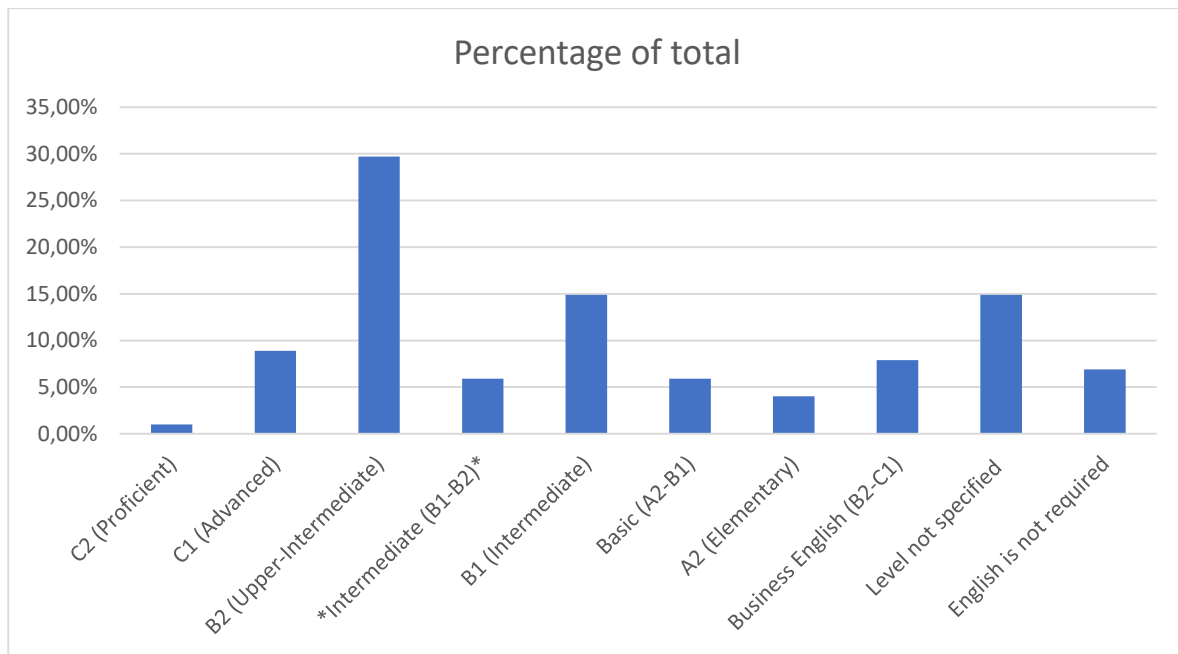


Figure 2. Visualization as a histogram

Thus, we conclude that most vacancies in the tourism and hospitality industry require a confident proficiency in English at the B1-B2 level (over 50 % total). This level is sufficient for face-to-face communication with guests, solving their problems, and conducting business correspondence. A higher level (C1) is required for management roles, working in international companies, or with VIP clients.

Believing that the quality of services in the hospitality industry depends ‘on who provides them and under what conditions’ [9], it is important to identify the specific competencies required by employers. Regarding key competencies and skills related to English, after analyzing the specified duties and requirements, several key competency groups can be identified (Table 2) [8].

Table 2. Competences required by employers

Competence	Description	Number of mentions in vacancies
1. Business correspondence	Maintaining professional email correspondence with hotels, partners, and clients (booking confirmations, inquiries, and issue resolution).	~35 (70 %)
2. Verbal communication (service)	Direct communication with hotel guests and tourists at reception, by phone, and during excursions. Consulting and problem-solving.	~40 (80 %)
3. Telephone conversations	Consulting, accepting reservations, and resolving urgent issues over the phone in English.	~20 (40 %)

Competence	Description	Number of mentions in vacancies
4. Working with booking systems	Understanding of English-language interfaces for systems (Amadeus, Sirena, Galileo, OPERA, Fidelio) and airline fares.	~12 (24 %)
5. Negotiating with partners	Communication with foreign hotels, tour operators, and service providers to negotiate terms, prices, and receive special offers.	~10 (20 %)
6. Translation and localization	Writing and adapting content (descriptions of excursions and services) for an English-speaking audience.	~2 (4 %)

The top most in-demand professions in the selection, mentioning language proficiency (English level A2 and above):

1. Hotel Administrator / Front Desk Manager – A key role requiring constant face-to-face communication with guests. English level: primarily B1-B2.

2. Tourism Manager / Travel Expert – Selecting and organizing tours, communicating with international partners. English level: B2 (often required for work in the luxury segment).

3. Reservation Manager – Working with booking systems, corresponding with hotels. English level: A2-B2 (depending on the complexity of the task).

4. Tour Guide – Conducting excursions for foreign tourists. English level: B2+ (fluency is required).

5. Hospitality Manager (Hotel/Resort Manager, Head of Sales) – Strategic management, working with international partners. English level: B2-C1.

Industry specifics and additional requirements:

– The vast majority of vacancies are in the tourism industry (tourism managers, reservation managers, guides) and hospitality (hotel administrators, managers, hotel sales managers). There are also vacancies in related fields: MICE (Meetings, Incentives, Conferences, Exhibitions, business event management), medical tourism, concierge services, and flight attendant work in the airline industry (Emirates Cabin Crew vacancy). Work is conducted with both B2C (end tourists, hotel guests) and B2B (corporate clients, travel agencies, other hotels).

– Soft skills – the most frequently required are customer focus, stress tolerance, attentiveness, communication skills, organizational skills, and multitasking.

English is a required, not optional, skill. For 70 % of job postings, it is listed as a key requirement, not just a benefit. Level “B2 (Intermediate-Advanced)” is the industry standard for most positions that involve active communication with clients and partners. The emphasis is on practical application, meaning language proficiency is needed not just for show, but for solving specific work-related problems – for example, resolving a conflict with a guest, negotiating an upgrade to a room, explaining the route to a guide, or understanding airfare terms.

As for additional languages besides English, several job postings specify knowledge of other languages as desirable: Chinese, Azerbaijani, French, and Scandinavian languages.

Salaries directly depend on the language level and the complexity of the tasks. Positions requiring fluency (C1) for negotiations or working with the luxury segment offer significantly higher incomes. The geography of work is global – for example, there were vacancies on the polar archipelago of Svalbard (Spitsbergen), in international hotel chains, and in tour operators working with foreign partners. This confirms that English is the language of the international tourism business. English serves primarily as a service and operational tool. Its primary function is to ensure a flawless customer experience and smooth operation in an international environment.

The key required English-related competencies include: business correspondence (email communication, document preparation, CRM), conversational English (communication with clients, negotiations, phone calls), business English (negotiations, drafting commercial proposals), presentation and public speaking skills, and documentation in English (visa support, reporting). It is important to note that the higher the level of English (C1-C2), the higher the salary (especially in event management and working with VIP clients). Business correspondence and phone calls are key skills for most vacancies.

Working with international clients (MICE, airlines, luxury tourism) requires fluency (C1+). Even entry-level positions (administrator, reservation manager) often require English (A2-B1). Applicants with B2+ and business communication skills can expect a salary of 100,000 rubles or more, not only in tourism but also in event management.

The hospitality industry is a service sector closely linked to the tourism industry, uniting numerous businesses of various types based on the principle of hospitality – serving people and organizing their recreation and leisure [3]. Researchers agree with the thesis that the concept of ‘hospitality’ has high social significance and plays an important role in intercultural communication [10] and even see the value in “forming a priority for the development of the hospitality industry” [11]. Meanwhile, the author sees particular promise in interdisciplinary research at the intersection of statistics, economics, and language teaching. A potential avenue for further research would be to test a statistical hypothesis about the significance of differences in the relative frequencies of different levels of language proficiency within the existing sample (for example, using the Pearson χ^2 test).

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HUMANITARIAN EDUCATION AT TECHICAL UNIVERSITY TO ELIMINATE THE GENERATION CLEAVAGE

Abstract. The article discusses the necessity of humanitarian education at the technical university. Two approaches of teaching social and humanitarian disciplines are presented, with the examples of successful implementation of a complex approach being described. The opinion of the leading scientists in the sphere of higher education is provided, with an emphasis on the concept of “generation cleavage”.

Keywords: complex approach, generation cleavage, intellectual environment.

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ГУМАНИТАРНОЕ ОБРАЗОВАНИЕ В ТЕХНИЧЕСКИХ ВУЗАХ КАК МЕТОД ПРЕОДОЛЕНИЯ РАЗДЕЛЕННОСТИ ПОКОЛЕНИЙ

Аннотация. В статье обсуждается необходимость обучения гуманитарным предметам в технических вузах. Рассматриваются различные подходы к объему и количеству дисциплин, предложены примеры успешного применения комплексного подхода в обучении. Приводятся мнения ведущих специалистов в области высшего образования по созданию креативных сред в обучении. Отдельно освещается вопрос разделенности поколений.

Ключевые слова: комплексный подход к гуманитарному обучению, разделенность поколений, креативная интеллектуальная среда.

The goal of humanitarian education is to develop a well-rounded individual, capable of realizing their creative potential in a dynamically changing socioeconomic environment, both for their own personal and societal interests.

It is through the humanities, such as history, political science, law, sociology, psychology, pedagogy, philosophy, cultural studies, Russian, and foreign languages, that a system of values can be developed. This system includes civic responsibility, work as the basis for self-realization, family, moral values, communication and environmental skills, and health-preserving skills. Moreover, education is not only about acquiring professional knowledge but also about developing a mature individual.

Humanitarian and social disciplines create the common cultural background and form resources of creativity. This background has not only the huge practical meaning because it is connected with the future of the human civilization as a whole. Creativity is a key aspect of developing the competitiveness of national economies of different countries.

The majority of scientists today share the opinion of a comprehensive approach to the training of future engineers. The successful decision-making and problem solving and the development of new technologies in any branch of industry can be reached only using such an approach.

Current life conditions demand that a person be flexible in decision-making and able to quickly and effectively adapt to different surroundings. In this respect, it is humanitarian knowledge that constitutes immense value in the life of any person and provides them with necessary skills and abilities.

Humanitarian education makes it possible to meet the challenge of the technocratic society, namely: unification and standardization of both industrial production and world outlook, set of mind and value perception, the goal being mass consciousness and mass mentality. But humanities showed the path to uniqueness saving and maintenance, helping support individuality in any social sphere and first and foremost in socio-cultural sphere, education and upbringing.

Globally, two models of humanitarian education for future engineers, as well as natural scientists, have emerged, they are: minimalist and expanded approaches. While not denying the usefulness and even desirability of providing students with the opportunity to study the humanities and social sciences, the minimalist approach ultimately leaves this issue to the individual discretion of those interested. Preference is given to programs with obvious practical application, such as developing psychological skills for teamwork, engineering ethics, ecology, and economics. The expanded approach, on the other hand, recognizes that engineering and scientific problems are rooted in the broader realities of human existence, and therefore the humanities and social sciences play not a secondary, but a decisive, key role in the preparation of modern, innovative engineers, contributing to the development of their core professional competency – the ability to create human-scale systems

We may find a lot of examples of co-existence of humanitarian disciplines at technical universities. The School of Humanities, Arts and Social Science of the Massachusetts Institute of Technology is considered to be one of the key educational and scientific institutions. Its goal in the students' education is characterized as a mission. All the students enrolled, no matter what specialty they are going to get, are

to complete one of the diversified programs and should pass the exams in no less than eight humanitarian or social courses. It takes a quarter of their training time!

It is up to the university authorities and students to decide what humanitarian approach to get: the expanded humanitarian education or minimalist one.

Traditionally, the humanities component of domestic technical education in our country was closer to the expanded model, which, in principle, corresponded both to the capabilities and needs of the “educational society” created in the USSR in the post-war period and to its place in the system of international relations. Domestic technical universities taught (and continue to teach) a virtually uniform set of humanities disciplines designed to develop specialists with a high level of general culture. However, this set was quite limited and was essentially independent of either the wishes of the educational institutions or the personal interests of the students. Recently, however, minimalist tendencies have begun to emerge in the delivery of humanities education, raising certain concerns about Russia’s ability to participate in the process of reproducing the global elite.

One of the specific “products” of higher education is the combination of cultural and psychological factors that foster a kind of “organized creativity” in a given society. In this regard, the effectiveness of national education systems can be assessed not only in terms of the scale of graduates and the formal quality of their training (calculated in hours, credits, or grade point averages listed in the diploma supplement), but also in terms of the level of innovative activity in professional communities and society as a whole.

The nature of creativity is one of the most exciting scientific problems, one of enormous practical significance, as it is linked both to the future of human civilization as a whole and to the competitiveness of individual countries and national economies. In the popular consciousness, creativity is understood as a function of individual talent. This widespread, everyday view largely determines educational policy. However, a more in-depth analysis, based on a comparison of biographies and a comprehensive study of life circumstances, reveals that personal talents are formed and manifest themselves only in a specific social context, in which specific, collectively affirmed motivations, information flows, and communications play a decisive role. Consequently, by influencing this context, it is possible to manage the creative potential of a given society, including through the regulation of educational technologies and the development of approaches to education that foster a “creative spirit”.

This topic is currently being actively explored from both psychological and sociological perspectives. However, progress in this area has so far been limited by purely empirical generalizations. According to A. A. Andreev, Doctor of Philosophy, this is due to the limitations of the basic frameworks and metaphors used to understand the social nature of creativity, which ultimately remains focused on studying the interpersonal interactions of creatively gifted individuals.

The fact is that such metaphors, while useful for understanding specific cases of creative success and usefully applied in corporate management, are of little help in assessing large-scale social phenomena and trends – for example, the effectiveness of various innovation strategies or the relationship between the choice of an educational

model and the growth of a nation's creative potential [1]. Professor Andreev believes that the fundamental sociological units of creativity should be viewed not so much as situationally formed creative communities and "teams", but rather as broader, long-term formations – social and sociocultural environments. Within the framework of the policy of stimulating innovation and innovative development, it is precisely such environments that should be considered as basic operational units of management.

Therefore, in terms of education, we must shift to a strategy of targeted social construction or perhaps better yet, the cultivation of creative intellectual environments, which, of course, does not preclude the support of talented individuals, but cannot be reduced to this alone.

The task of cultivating a sociocultural environment with certain defined properties and functions is, at its core, a problem of mutual understanding, and therefore a problem of the language that "glues" this environment together (interpreted, of course, not simply as "words", but as a system of meanings and the type of mentality articulated by this language).

Indeed, future specialists primarily acquire professional languages within the walls of higher education, and if we reduce its goal to the graduation of a certain number of people with a certain qualification, this may seem sufficient. It must be taken into account, however, that creative interaction within any given intellectual environment is not an intrinsically indifferent exchange of texts, but rather engaged, personally charged communication. This generally presupposes shared cultural allusions, a certain comparability of worldviews, and the ability to understand each other in a broader sense than purely professional. A certain commonality of existential motivations is also necessary (at the very least, they should not be obviously dissonant with each other). This general cultural "lining" of the intellectual environment is precisely what is created by the study of the humanities and social sciences. Even if it indirectly rather than directly contributes to the development of creative resources, it should be considered no less important than professional training in engineering and the natural sciences.

Sociological data suggest that the natural succession of generations is significantly transforming the intellectual environments upon which the development of both scientific research and engineering and design activities depend.

The consolidating factor of Soviet-style intellectual environments was the "processing" of texts from the Great Culture. Today, it appears that this mechanism is breaking down. One reason for this is that the place of books has now been taken over by computers, which young people generally possess more skill with than older intellectuals do. However, along with erudition, a number of critical competencies are disappearing, primarily those related to literacy and narrative rationality. The ability to express one's thoughts coherently and clearly has now become a rarity even among students at elite educational institutions, and the consequences of this circumstance remain to be seen.

This conceptual framework essentially transforms culture into a "personal matter", creating gaps ("cleavages") in the social experience of the younger generation and destroying the conceptual "bridges" that connected different generations of the Russian scientific and technical intelligentsia. This negatively affects the ability of

young professionals to absorb and accumulate the intellectual and spiritual experience of the older generation, whose efforts transformed the post-war USSR into a leading scientific and technical power. At the same time, the factors that foster young people's creative imagination and the ability to seamlessly transition from one type of activity to another are weakened. More generally, it becomes difficult to integrate the potential of culture into the natural sciences, engineering, invention, and public administration.

We develop some kind of creative environment at our university. Creativity, creative work, understanding of what is right and wrong, what is good and evil may be found in the masterpieces of great world literature and art. To get the essence of their deep thoughts and meaning, younger generation must be prepared. Therefore, the socio-humanitarian block of the disciplines at our university is composed to raise the level of a students' spiritual work. This is the most difficult kind of work – working at one's inner world.

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METHODOLOGICAL APPROACHES TO ORGANISING ENGLISH LANGUAGE LESSONS FOR STUDENTS WITH ADHD

Abstract. This article examines the specific features of designing English language lessons for students with attention deficit hyperactivity disorder (ADHD). It argues for the need to adapt, above all, the format and organisation of the educational process in accordance with the characteristics of attention, working memory, self-regulation, and learning motivation typical of this group of learners. The purpose of the study is to describe a methodology for developing engaging, well-structured, and practice-oriented lessons that can enhance student involvement and improve the quality of learning outcomes. The analysis demonstrates that the most effective lessons are those built around short meaningful blocks, variation in activity types, the use of visual supports, speech templates, professionally relevant topics, and tasks that produce rapid and visible results. The article concludes that, when teaching students with ADHD, the methodological organisation of the lesson becomes especially important, as it helps sustain attention and promotes active participation in the learning process.

Keywords: ADHD, English language, teaching methodology, instructional adaptation, attention, motivation, engagement, students, foreign language learning.

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МЕТОДИЧЕСКИЕ ПОДХОДЫ К ОРГАНИЗАЦИИ ЗАНЯТИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ С СДВГ

Аннотация. В статье рассматриваются особенности подготовки занятий по английскому языку для студентов с синдромом дефицита внимания и гиперактивности (СДВГ). Обосновывается необходимость адаптации прежде всего формы организации учебного процесса с учетом особенностей внимания, рабочей памяти, саморегуляции и учебной мотивации данной категории обучающихся. Целью работы является описание методики подготовки

интересных, структурированных и практико-ориентированных занятий, способствующих повышению вовлеченности студентов и улучшению качества усвоения материала. Показано, что наиболее эффективными являются занятия, основанные на коротких смысловых блоках, смене видов деятельности, использовании визуальных опор, речевых шаблонов, профессионально ориентированных тем и заданий с быстрым результатом. Делается вывод о том, что при работе со студентами с СДВГ особенно важна специальная методическая организация занятия, обеспечивающая устойчивое внимание и активное включение в учебный процесс.

Ключевые слова: СДВГ, английский язык, методика преподавания, адаптация обучения, внимание, мотивация, вовлечённость, студенты, иностранный язык.

In recent years, the adaptation of the educational process to learners' individual characteristics has become an increasingly important issue. This trend is associated both with the development of inclusive and personalised approaches in education and with the practical necessity of ensuring that instruction is effective for different categories of students. Among the groups requiring particular methodological attention are students with attention deficit hyperactivity disorder (ADHD). Research on university students with ADHD indicates that this condition may significantly affect academic performance, attentional stability, the organisation of learning activity, and the ability to cope with substantial cognitive demands. At the same time, scholars emphasise that in higher education this issue is often underestimated, despite its direct relevance to academic achievement and the need for targeted pedagogical support [1, 2].

These challenges become especially apparent in foreign language instruction. Learning English requires students to engage simultaneously in several cognitive processes: understanding instructions, retaining new vocabulary and grammatical patterns in memory, switching between reading, speaking, writing, and listening, and continuously monitoring their own speech production. For students with ADHD, such a multi-component learning process may become a source of overload, particularly when lessons are built around lengthy instructions, monotonous exercises, and abstract material. The relationship between ADHD, attention-related difficulties, and limitations in working memory has been repeatedly emphasised in the literature, including studies highlighting the role of working memory deficits in academic difficulties, particularly in the processing of verbal information [3, 4].

At the same time, both empirical evidence and classroom practice suggest that students with ADHD can become actively involved in the learning process when instruction is appropriately organised. A study exploring the experience of learning and using multiple languages among adults with ADHD shows that many of the difficulties encountered are connected not with an inability to learn languages as such, but rather with attentional features, cognitive overload, and the need to develop compensatory strategies. The authors also demonstrate that adult learners with ADHD often develop effective ways of mastering language material when instruction is sufficiently flexible, interest-based, and clearly structured [5].

Against this background, the purpose of the present article is to describe an approach to designing English language lessons for students with ADHD in which the lesson becomes more engaging, coherent, accessible, and pedagogically effective. The focus is not on simplifying academic content, but on organising instructional material in such a way as to sustain attention more effectively, reduce excessive cognitive load, and increase learners' speech activity.

Contemporary research makes it possible to draw an important conclusion: when working with students with ADHD, formal accommodations alone are insufficient. A systematic review of support measures for university students with ADHD emphasises that effective assistance must be comprehensive and must take into account real difficulties in organising activity, maintaining attention, and self-regulation [1]. Another systematic review devoted to educational accommodations demonstrates that many traditional support measures are widely used, yet not all of them are supported by convincing evidence specifically in relation to learners with ADHD [6]. This suggests that teachers should not limit themselves to formal adaptation of the educational process, but should instead thoughtfully reconsider the structure of the lesson and the character of learning activity itself.

The research base relevant to the design of such lessons may be briefly summarised as follows. First, studies of university students with ADHD indicate that academic difficulties are often associated not only with subject knowledge, but also with the organisation of learning activity, the distribution of attention, and executive functioning [1-3]. Second, research on attention and working memory suggests that, for this category of learners, reducing overload and structuring information are particularly important [4]. Third, studies of active learning and universal design for learning demonstrate that varied presentation of material, multiple modes of representation, and flexible forms of participation increase both accessibility and engagement among learners with diverse educational needs [7-9]. Finally, qualitative studies of language learning among adults with ADHD confirm the importance of interest, self-support strategies, clear structure, and the practical relevance of instructional material [5].

On this basis, the preparation of English language lessons for students with ADHD should rest on several interrelated methodological principles. First and foremost, a clear and repeatable lesson structure is essential. Students are more likely to engage in the learning process when they understand the sequence of stages and do not need to spend additional cognitive resources constantly adjusting to an unpredictable format. In practical terms, this means that lessons should follow a recognisable logic: a brief introduction to the topic, activation of relevant vocabulary or speech patterns, presentation of new material, a short practice task, speech production, and a concluding stage. Such organisation reduces anxiety and helps students maintain attention on the task at hand.

In addition, instructional material should be divided into small meaningful segments. For students with ADHD, prolonged work within a single format is often less productive than a sequence of short but complete stages. Segmenting material in this way facilitates perception, creates a sense of progress, and allows students to experience success more frequently. From a methodological point of view, this is

particularly important in English language teaching, where the same instructional content can often be reorganised into a more accessible sequence. For example, instead of a lengthy grammatical explanation followed by a large exercise, the teacher may use the following progression:

- 1) a short text or example related to the topic;
- 2) identification of one target language pattern;
- 3) one model-based exercise;
- 4) a mini-dialogue or two to three original sentences produced by the student.

Such a lesson structure is consistent with findings on the role of working memory in academic performance: the less information students are required to retain and process simultaneously, the greater the likelihood of successful task completion [4].

No less important is the way instructions are formulated. Students with ADHD often find it difficult to work with long instructions containing several actions at once. For this reason, instructions should be brief, sequential, and, where possible, supported by an example. The presence of a model reduces cognitive load and increases task transparency. In practice, it is advisable to follow several principles:

- 1) present one action at a time;
- 2) use concise wording;
- 3) support the task with a model answer;
- 4) visually highlight the key requirement;
- 5) check students' understanding before the task begins.

This approach corresponds to the general principles of universal design for learning, which place particular emphasis on multiple means of presenting information and reducing barriers to participation in learning [8, 9].

One of the most productive methodological solutions is the use of visual supports. In English language teaching, such supports may include diagrams, cards, tables, lists of key phrases, monologue templates, images, colour highlighting, or brief presentation slides. Their role is not merely to make the lesson more visually appealing, but to reduce the load on attention and working memory. When some of the information is externalised in visual form, students can focus more effectively on performing the speech task itself [4, 8, 9]. This is especially evident in the development of speaking skills. For instance, when students are asked to speak on the topic “My City in 2 Minutes”, it is considerably more productive to provide a structured framework rather than an entirely open-ended prompt. Sentence beginnings such as *My city is...*, *It is located in...*, *It is known for...*, *The best places to visit are...*, and *I like it because...* allow students to focus not on constructing the whole response from scratch, but on filling an understandable model with personally meaningful content.

The content of the lesson is also of central importance. Research on active learning indicates that the engagement of students with ADHD and/or learning difficulties depends to a considerable extent on the degree to which the learning environment enables meaningful and active participation [7]. In the context of English language teaching, this means that abstract and overly formal tasks should, wherever possible, be replaced by topics with clear personal or professional relevance for the learner.

The following thematic groups tend to be particularly effective:

- 1) topics connected with the student's personal experience, such as their city, family, interests, travel, or everyday life;
- 2) topics related to future professional activity, including logistics, technology, transport, business communication, and workplace situations;
- 3) socially significant topics with a clear context, such as ecology, climate, urban development, the digital environment, and communication.

Classroom practice shows that such themes not only help sustain attention, but also allow vocabulary and grammar to be introduced naturally within a meaningful context. Comparative and superlative forms, for example, may be practised through a text about climate, cities, or workplace processes rather than through a disconnected list of adjectives. For students in logistics-related fields, particularly effective tasks are those concerned with delivery, warehousing, routing, picking errors, deadlines, and teamwork. In such cases, language is acquired not as an abstract system, but as a practical tool for solving communicative tasks within a familiar professional domain.

Variation in activity types also plays an important role. Even interesting material may quickly lose its capacity to hold attention if the entire lesson is conducted in a single format. It is therefore useful to alternate reading, short writing tasks, pair work, mini-discussions, matching activities, card-based tasks, brief oral responses, and elements of micro-gamification. This does not mean turning the lesson into entertainment. On the contrary, variability must remain subordinate to the overall educational objective. Its purpose is to maintain a productive rhythm and prevent fatigue. Research on active learning among students with ADHD and learning difficulties emphasises that the organisation of activity itself may either support learning or create additional barriers [7]. It is therefore important for the teacher not merely to “add activity”, but to design it in such a way that it remains understandable, structured, and accessible.

Special mention should be made of tasks that produce rapid results. For students with ADHD, regular feedback is particularly important because it supports motivation and helps sustain attention on the task. The faster students can see the outcome of their effort, the more likely they are to remain engaged. In English language teaching, this may take the form of:

- 1) a short model-based response;
- 2) inserting a missing form with immediate checking;
- 3) choosing the correct option followed by discussion;
- 4) a mini-dialogue in pairs;
- 5) correcting an error;
- 6) a short oral statement lasting 30–60 seconds.

Such tasks make the learning process more rhythmic and predictable. It should be emphasised, however, that this does not imply lowering academic standards. Rather, it represents a different way of organising learning activity so as to make it more accessible and productive (Figure).

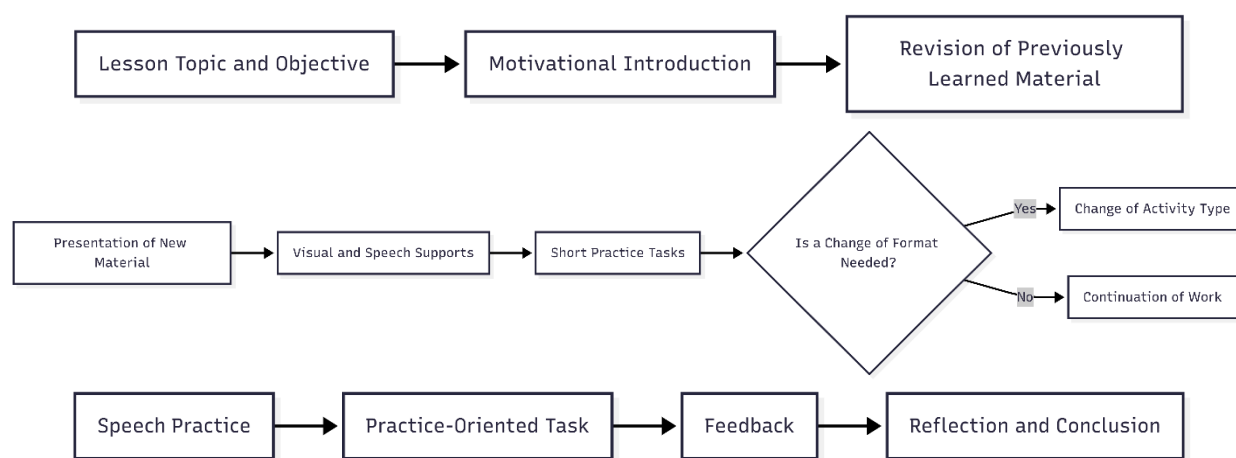


Figure. Structure of an English language lesson designed for students with ADHD

Thus, the methodology for designing English language lessons for students with ADHD may be understood as a system of interrelated pedagogical decisions, including lesson structuring, segmentation of material, visual support, clear instructions, practice-oriented topic selection, variation in activity types, and regular feedback. It is precisely the combination of these factors, rather than any single technique in isolation, that creates the conditions for sustained attention and increased speech activity among students.

The analysis presented in this article makes it possible to conclude that teaching English to students with ADHD requires a specific approach to lesson design. What becomes decisive is not so much the volume of material covered as the way in which that material is organised. Research devoted to university students with ADHD, executive functions, working memory, active learning, and universal design for learning confirms the need for a more flexible and structured pedagogical model aimed at reducing barriers to participation and supporting sustained engagement [1-4; 7-9].

For this category of learners, the following factors are especially significant:

- 1) a logical and repeatable lesson structure;
- 2) brief and clear instructions;
- 3) segmented presentation of material;
- 4) the use of visual and speech supports;
- 5) the practical relevance of topics;
- 6) variation in activity types;
- 7) tasks with rapid results and regular feedback.

It should be stressed that, in this context, interest in the lesson is not an additional but a fundamental condition of effective learning. When a lesson is organised in such a way that students understand its logic, perceive the purpose of the tasks, and are able to participate actively without excessive overload, not only emotional involvement but also the quality of language acquisition increases. Consequently, the methodology for designing English language lessons for students with ADHD should be based on a combination of structure, clarity, variability, visual support, and practical orientation. It is precisely such an approach that makes it possible to create a lesson that is

simultaneously academically meaningful, accessible, and effective in real educational practice.

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THE ROLE OF STRATEGIC COMPETENCE IN TEACHING FOREIGN LANGUAGES TO NON-LINGUISTIC UNIVERSITY STUDENTS

Abstract. This article highlights the growing importance of strategic competence as a core component of foreign language communicative competence for students at non-linguistic universities. This shift is driven by evolving employer demands for practical foreign language proficiency in professional settings. Drawing on an analysis of communicative tasks typical of IT and digital professions, the author identifies six types of learning strategies (scaffolding, negotiation framing, transcreation, distributed communication facilitation, hybrid professional literacy, and cognitive flexibility) that form strategic competence. The article argues that at non-linguistic universities, strategic competence should serve not merely an auxiliary role but an integrative function, bridging developed language skills and their application in real professional contexts. The conclusion offers practical recommendations for shifting from a “language learning” model to a “learning through language” model, in which a foreign language becomes a tool of professional activity.

Keywords: strategic competence, professional communication, foreign language competence/second language competence, learning strategies, professional context.

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РОЛЬ СТРАТЕГИЧЕСКОЙ КОМПЕТЕНЦИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ В НЕЯЗЫКОВОМ ВУЗЕ

Аннотация. В статье подчеркивается растущая значимость стратегической компетенции как ключевого компонента коммуникативной компетенции при обучении иностранному языку студентов неязыковых вузов, что обусловлено меняющимися требованиями работодателей к практическому владению иностранным языком в профессиональной среде. Опираясь на анализ коммуникативных задач, характерных для IT-специальностей и профессий в цифровой сфере, автор выделяет шесть типов стратегий обучения (скаффолдинг, фрейминг в переговорах, транскреация, содействие коллективно-распределенной коммуникации, гибридная профессиональная грамотность и

когнитивная гибкость), которые формируют стратегическую компетенцию. В статье утверждается, что в нелингвистических вузах стратегическая компетенция должна играть не просто вспомогательную роль, а выполнять интегративную функцию, связывая развитые языковые навыки с их применением в реальных профессиональных контекстах. В заключении предлагаются практические рекомендации по переходу от модели «изучения языка» к модели «обучения через язык», в которой иностранный язык становится инструментом профессиональной деятельности.

Ключевые слова: стратегическая компетентность, профессиональная коммуникация, владение иностранным языком/владение вторым языком, стратегии обучения, профессиональный контекст.

In the context of rapid advances in information technology, students must continuously update their knowledge and actively participate in industry transformations. Career success increasingly depends on cognitive flexibility and creative problem-solving. Well-developed strategic competence enables learners to set goals, plan communicative actions, and work effectively with information. It underpins critical thinking, data processing, and the use of compensatory and other techniques when navigating challenges in professional communication. Strategic competence plays a pivotal role in shaping the linguistic personality. It determines the goals and action plans for mastering professional terminology while accommodating individual learner characteristics. This process encompasses the thesaurus level searching for and critically processing information and the motivational level communicative needs, implemented through a triad of planning, execution, and monitoring strategies. The development of these skills is facilitated by instructors using teaching materials that emphasize strategic thinking. A review of the evolution of the concept of “strategy” reveals that most researchers (Tikhomirova E. V., Bachman L. F., Palmer A. S., Candlin C. N., Berard E., Breen M., Canale M., Swain M., Ek J. A. van, Savignon S.) define it as an action plan aimed at creating sustainable advantages and improving outcomes. Strategic competence is built on well-formed techniques and procedures and encompasses a range of strategies, most comprehensively analyzed by Rebecca L. Oxford [1, pp. 17-21] and summarized in Table.

Table. Foreign Language Learning Strategies by R. L. Oxford

Direct Strategies	
1. Memory Strategies	Using associations; grouping material; embedding new vocabulary in context; remembering using visual and auditory learning materials, diagrams, keywords; using action as an association.
2. Cognitive Strategies	Systematic repetition of material; recognizing and using patterns and models; completing practical tasks; working with correspondence; analyzing and reasoning; analysis based on contrast; translation; note-taking; deductive reasoning; structuring input and output; highlighting; summarizing.

3. Compensatory Strategies	Informed guessing; using linguistic and other clues; switching to the native language; asking for help; using facial expressions and gestures; completely or partially stopping communication; simplifying; coining new words; using evasive responses, synonyms; overcoming difficulties related to writing and speaking.
Indirect Strategies	
4. Metacognitive Strategies	Identifying priorities and goals in learning; self-organization, setting goals for completing language tasks independently; focusing attention; shifting focus from speaking to listening; creating general overviews based on previously known material; organizing and planning one's own learning; self-assessment, self-monitoring; seeking opportunities to practice language skills.
5. Affective Strategies	Lowering one's anxiety (using meditation, listening to calming music, laughter therapy, and other techniques); encouraging oneself, using positive affirmations, wordlists, keeping a journal to record achievements; measuring one's emotional tension, discussing one's emotional state with others.
6. Social Strategies	Asking clarifying questions, asking for corrections; interacting with others, asking for help; showing empathy toward interlocutors; understanding representatives of other cultures.

The list of strategies presented in the table allows us to view strategic competence as a complex of skills that must be purposefully developed in students to increase the effectiveness of foreign language acquisition. This material substantiates the necessity of including strategic competence in the structure of foreign language communicative competence. Developing strategic competence in students means teaching them effective ways of learning that enable them to independently organize the learning process, solve work-related tasks using a foreign language, and adapt to intercultural interaction in a professional environment.

The strategies we have identified should be applied in educational communicative situations that simulate communication in a professional environment.

Communicative situations simulating professional communication in a foreign language can be modeled based on the needs of stakeholders, in particular, employers' requirements for potential employees. For this purpose, employer requests published in job advertisements on the hh.ru website were analyzed. In 83 job advertisements for the position of digital content designers, the following communicative tasks that potential employees are expected to perform were identified: processing textual information in a foreign language, extracting information from technical specifications, instructions, or contracts to complete project tasks, actively conducting negotiations with partners, communicating in various professional contexts, presenting results, managing distributed teams, resolving conflicts in English, and communicating with

mass audiences. A candidate must not simply understand the language but also create content (scripts, voiceovers, text) that will engage an English-speaking audience, requiring knowledge of cultural codes, slang, and marketing triggers; writing texts; building brand image; handling audience objections in a language that is not the candidate's native language, which requires high linguistic flexibility; communicating with the instrumental environment and the global professional community.

To teach foreign languages through the educational communicative situations modeled above, the following strategies can be applied:

1. Scaffolding Strategy, which involves gradually reducing instructor support as learners' confidence grows, creating visual templates including diagrams and graphic annotations that help bilingual learners understand complex scientific concepts, reducing cognitive load and providing alternative channels for information processing [2]. This strategy also involves teaching students to recognize the structure of standard documents, contracts, and technical documentation; practicing the skill of quickly scanning textual materials to identify overall structure and obtain specific data (numbers, dates, technical specifications); working with formulaic constructions; studying and automatically recognizing frequent formulations (*whereas, notwithstanding, provided that, subject to*) that carry key legal/technical weight in contracts and specifications.

2. Negotiation Framing Strategy for actively conducting negotiations with partners, resolving conflicts, and presenting results. This is a strategy for structuring spontaneous oral speech that allows maintaining control over dialogue even with a limited vocabulary in stressful situations (conflict, negotiations). Developing these skills and the ability to manage dialogue dynamics requires mastering discourse markers, practicing the use of linking phrases and dialogue-regulating phrases (*To clarify... / What I'm hearing is... / Let's circle back to... / I see your point, however...*), simulating conflict situations (missed deadlines, budget disputes, requirement changes) in English with a fixed goal (not to win the argument but to maintain relationships and reach an agreement), and teaching presentations using visual aids (slides, dashboards, etc.).

Learning strategies for teaching productive professional communication should also include examining religious and institutional contexts, deconstructing the limitations of dominant culture-centric models, and relying on fundamental negotiation theory to create more precise analytical tools [3].

3. Transcreation Strategy, necessary for creating content that engages English-speaking audiences and requires knowledge of cultural codes, slang, and marketing triggers, as well as handling audience objections. This is a strategy of meaningful rather than literal transfer. It synthesizes knowledge from linguistics, marketing, and cultural anthropology. Learning activities for developing these skills include analyzing cultural archetypes: studying cultural contexts, practicing recognition of what works as triggers in different English-speaking audiences, creating a corpus of professional slang and idioms, studying functional terminology, formulating responses for handling objections (*I get where you're coming from, but...*), and rewriting written texts by changing style: presenting the same fact about a product in the form of a formal report, social media post, press release, etc.

4. Facilitation of Distributed Communication Strategy for managing distributed teams and communicating in various professional contexts. This is a metacommunication strategy – managing the communication process in asynchronous and multicultural environments. Learning activities for developing this strategy include mastering asynchronous communication formats, practicing effective writing in various contexts, active listening with verification, visualizing processes, and learning backtracking techniques – the practice of reformulating what has been said in international teams (*Just to make sure we're aligned, I understand that...*).

5. Hybrid Professional Literacy Strategy for communicating with the global professional community and processing information from English-language professional environments. This is a strategy for integrating language development into professional activity, blurring the line between “learning” and “working”. Learning activities include reading foreign-language textual materials necessary for professional activities not as “language exercises” but as primary sources of information [4, p. 118]; active participation in English-language professional communities: writing comments in English, asking questions, creating personal glossaries of interfaces, recording vocabulary in the context of tools. Through reading, students should acquire additional competencies such as using the internet and search engines, reading web pages, and keeping up with the technological level of the professional environment.

6. Cognitive Flexibility and Reframing Strategy for developing linguistic flexibility, building brand image, and handling audience objections in a non-native language. This is a strategy for managing one’s own linguistic identity and the ability to switch between registers of speech. Learning activities include register switching: practicing reformulating the same idea in three registers – technical (with a partner), managerial (with a team), and marketing (with an audience). This develops conscious command of style, studying image-building formulations, creating a bank of phrases for brand positioning and handling objections that sound authentic rather than translated (*Let me reframe that / What we're seeing is an opportunity to... / I appreciate the pushback, and here's why...*), and reflection through recording one’s own presentations, negotiations, or speeches in English followed by analysis.

The key difference between learning strategies for professional use of English and academic study lies in the shift in goal-setting. In academic settings, strategies are aimed at “correctness” and vocabulary expansion. In the professional context described in your material, strategies should be aimed at automating structural patterns (to free up cognitive resources for content), cultural adaptation (the ability to speak not only correctly but also appropriately for a specific audience), and integration (language develops not separately from the profession but through it).

The development of these six strategies allows a candidate to transition from the position of “a person who is learning English” to the position of “a professional who works in English”.

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SCOPING REVIEW OF TESTS IN FOREIGN LANGUAGE EDUCATION

Abstract. The study maps research on tests in foreign language education and identifies the main thematic patterns relevant to the development of a new foreign language proficiency test at the Department of Foreign Languages in the Professional Sphere. The dataset, retrieved from Scopus through a structured query, comprises 940 publications. Bibliometric analysis reveals marked recent growth, broad international participation, and a fragmented co-authorship structure. Topic modeling identifies ten thematic clusters, including technology-assisted test development, artificial intelligence, learner affective factors, online assessment, speech- and reading-related testing, child language assessment, washback, and EFL proficiency. The findings provide an evidence-based foundation for the development of a new language proficiency test.

Keywords: foreign language testing, placement test, topic modeling, language proficiency, assessment, university.

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ОБЗОР ПРЕДМЕТНОГО ПОЛЯ ИССЛЕДОВАНИЙ В ОБЛАСТИ ТЕСТИРОВАНИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. Исследование посвящено картированию научных публикаций, рассматривающих тесты в области обучения иностранным языкам, и направлено на выявление тем, анализ которых значим для разработки теста для определения уровня владения иностранным языком на кафедре иностранных языков в профессиональной деятельности. На материале 940 публикаций показано, что данная область характеризуется заметным ростом числа исследований. Тематическое моделирование позволило выделить десять ключевых тем: разработка тестов с использованием технологий; искусственный интеллект в оценивании; влияние процедур оценивания на обучающихся; онлайн-тестирование; тестирование навыков устной речи и чтения; тестирование учащихся дошкольного и школьного возраста; влияние тестирования на обучение и преподавание; оценивание уровня владения английским языком как иностранным. Полученные результаты формируют доказательную основу для разработки собственного квалификационного теста.

Ключевые слова: тестирование в обучении иностранным языкам, квалификационный тест, тематическое моделирование, уровень владения языком, оценивание, университет.

Assessment plays a pivotal role in foreign language teaching and learning because it supports placement, progress check, and certification. Language tests are used to determine proficiency levels, evaluate specific skills, and make instructional decisions at the university level. In recent years, the field has developed considerably. Research and practice of language testing encompass both traditional proficiency tests and digital framework-based assessment tools [1-3].

At the same time, language testing has become increasingly heterogeneous. Contemporary research addresses tests that differ in purpose, construct, target population, mode of delivery. Some studies focus on lexical knowledge and general proficiency, for example through brief vocabulary-based instruments for learners of English [4]. Others examine institutional contexts, including university entrance examinations and CEFR-based assessment [1, 3]. This diversity makes this review especially important. It makes it possible to identify the main authors and directions of research and clarify how language tests are used in foreign language education.

Research in the field also shows that language testing is shaped not only by linguistic constructs, but by learner-related and contextual variables. Previous studies have demonstrated that anxiety may significantly affect language test performance [5, 6]. Articles on washback show that tests influence teaching practices, learner behaviour, and perceptions of assessment [7, 8]. These findings suggest that test development cannot be reduced to measurement precision alone. It should consider the psychological consequences of test as well.

Recent studies point to increasing interest in automated test generation, digital assessment tools, and the use of large language models in assessment-related contexts [9]. Framework-based and computer-assisted testing has become more visible [10].

Contemporary foreign language education is shaped with the interaction of instructional theory, psychometrics, and digital technology.

Against this background, a review is particularly relevant when a new test is being designed. The current study addresses this need by combining bibliometric analysis with topic modeling in order to map the main research topics and publications in the field and provide an evidential basis for the development of a new placement test.

The bibliographic dataset was retrieved from Scopus database. The search was conducted using a query “TITLE (test AND (language OR ESL OR EFL OR English))”. The search was limited to open-access publications in English, while records indexed in the subject area Medicine were excluded. The study combined bibliometric analysis with scoping review of abstracts. Before analysis, the abstracts were normalized and cleaned through the removal of punctuation, numbers, special symbols, and stop words. The processed corpus was then used to identify thematic clusters using a Python notebook in Google Colab.

Topic modeling identified ten thematic clusters in the literature on tests in foreign language education. The distribution of the most salient terms across topics is shown in Figure 1.

Topic 0 is associated with technology-assisted test development. Its most salient terms include *cases*, *software*, *generation*, *code*, *llms*. This cluster reflects recent interest in automated test generation, software-based assessment tools, the use of large language models in testing.

Topic 1 is centred on large language models and human language processing, with prominent terms such as *models*, *llms*, *human*, *large*, *language*. This topic appears to represent work at the intersection of language assessment, computational linguistics, and AI-based evaluation.

Topic 2 focuses on test anxiety and related affective variables. The most salient terms are *anxiety*, *students*, *language*, *EFL*, *motivation*. This indicates a substantial body of research examining the relationship between language testing and emotional or motivational factors [5, 6].

Topic 3 reflects the integration of online learning and artificial intelligence in language education. Its dominant terms include *online*, *learning*, *students*, *data*, and *AI*. The cluster points to the growing role of digital platforms, data-driven approaches, AI-supported practices in contemporary assessment environments [9].

Topic 4 is linked to speech perception and auditory testing, as shown by the terms *speech*, *hearing*, *noise*, *din*, *oral*. This topic captures research concerned with oral comprehension, auditory processing, and speech-related assessment.

Topic 5 is related to language assessment of children. The most prominent terms are *children*, *language*, *hearing*, *years*. This cluster includes research on child language development and assessment in specific learner populations.

Topic 6 concerns language policy, multilingualism, and educational assessment. Terms such as *language*, *languages*, *national*, *accents*, *teachers* suggest a broader sociolinguistic and educational perspective on testing.

Topic 7 represents research on washback and the classroom consequences of language tests. Its dominant terms include *washback*, *learning*, *teaching*, *students*. This

cluster confirms that the influence of testing on teaching practices, learner behaviour, and educational processes remains an important direction in the literature [7, 8].

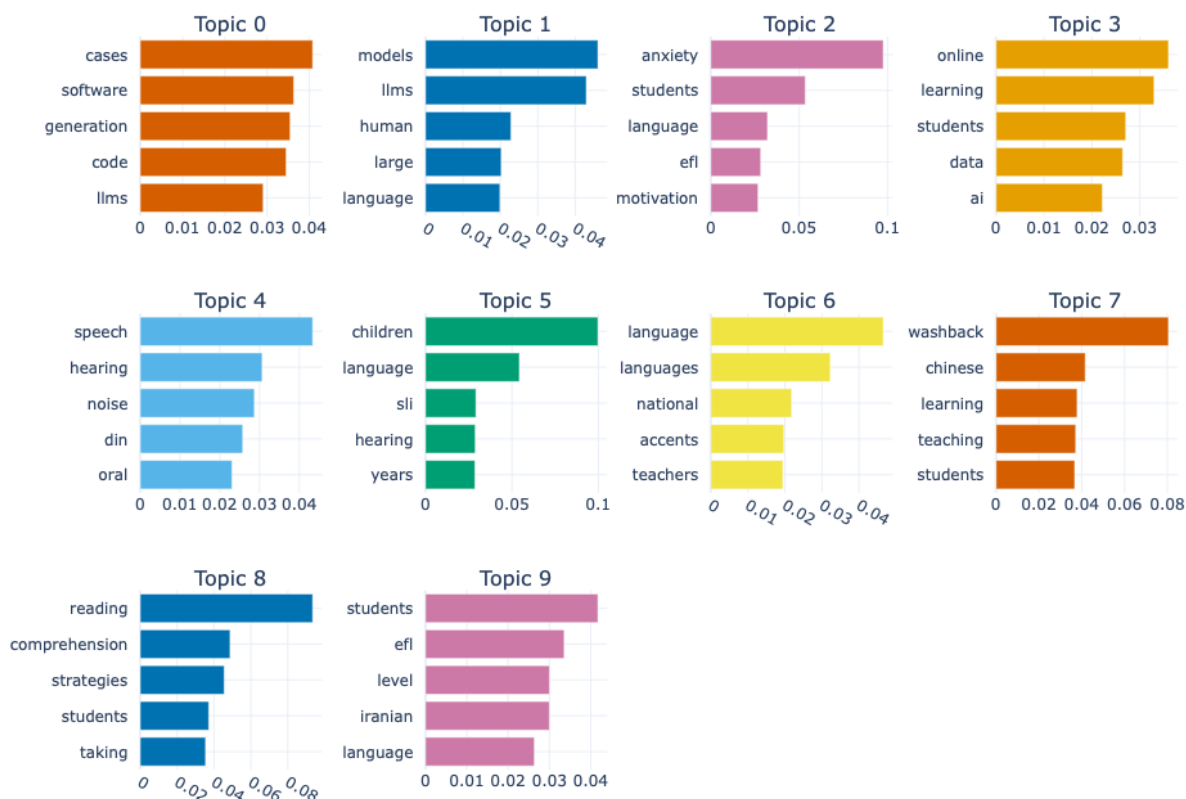


Figure 1. Main topics in research on tests in foreign language education

Topic 8 is centred on reading comprehension and test-taking strategies. The main terms are *reading*, *comprehension*, *strategies*, *students*, *taking*. This reflects a long-standing and still highly visible line of research in language testing.

Topic 9 appears to capture studies on EFL learner proficiency and vocabulary-related assessment. Its salient terms include students, *EFL*, *level*, *language*. This cluster seems to represent empirical work on proficiency measurement in specific EFL contexts [1, 3, 4].

The topic-modeling results indicate that research on tests in foreign language education is organized around several broad directions: technological innovation and AI-based assessment, learner psychology and affective variables, skill-specific testing, population- and context-specific assessment, and the educational consequences of testing. These findings are especially important for the development of a new foreign language proficiency test because they show that test design should take account of linguistic and learner-related variables, mode of delivery, contextual validity, and the possible consequences of test use.

The bibliometric analysis revealed 11,067 citations, with an average of 11.77 citations per publication. Citation-based indicators yielded an h-index of 41, a g-index of 85, and an i10-index of 225. The corpus involved 2,508 unique authors, while 195 publications were single-authored. The collaboration index was 3.06, which indicates the predominance of multi-authored research.

The temporal distribution of publications reveals a clear upward trend. Publication activity increased markedly after 2018. The most productive recent years were 2025 with 135 publications, 2024 with 120, and 2023 with 118. The author productivity profile suggests that the field is led by a relatively small group of highly visible contributors (Figure 2).

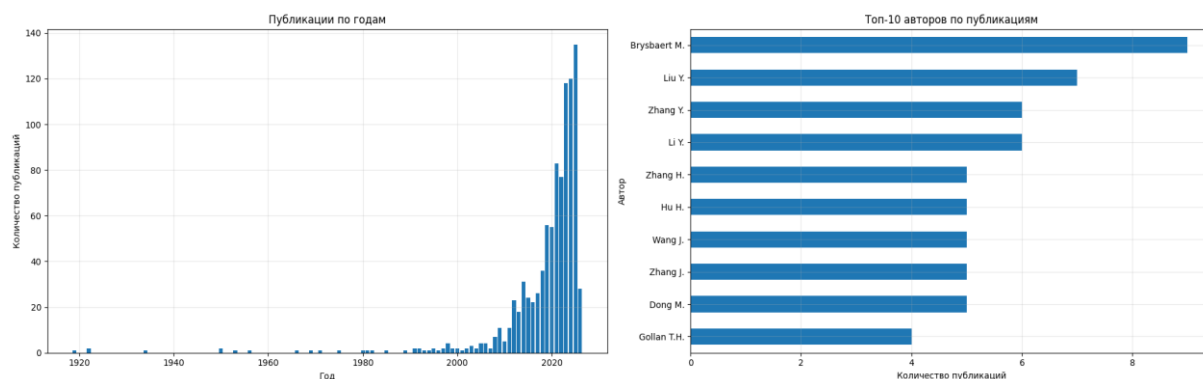


Figure 2. Publications by year and top authors by number of publications

Publication output was concentrated in a limited set of journals, which indicates the presence of a stable publication core in the field. In disciplinary terms, the largest share of publications belongs to Social Sciences (34.0 %), followed by Arts and Humanities (23.4 %), Computer Science (12.5 %), and Psychology (9.1 %). The review demonstrated that the literature is organized around several major directions highlighted with the keywords (Figure 3).

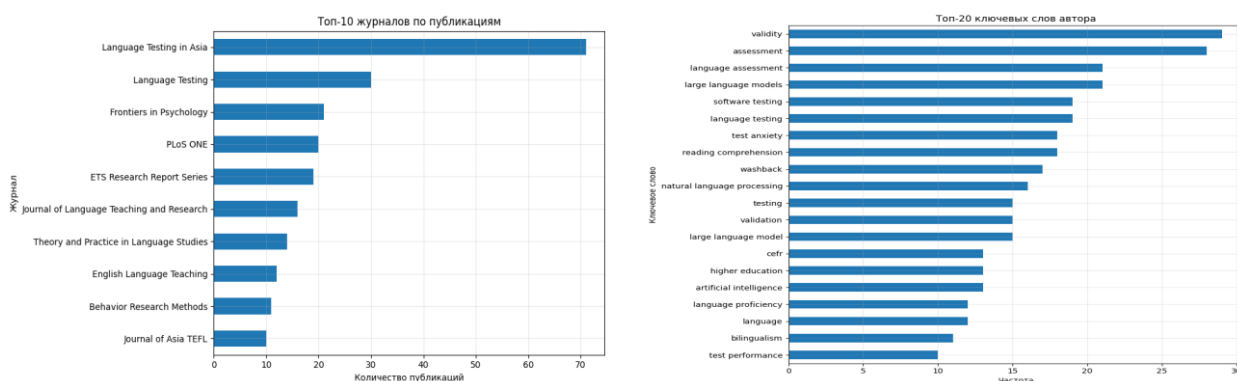


Figure 3. Leading journals and keywords frequency

The findings of this study show that research on tests in foreign language teaching and learning is expanding and becoming more differentiated. The reviewed literature demonstrates that language testing is no longer limited to traditional proficiency measurement. It now encompasses instructional, psychological, technological, and institutional perspectives. The results are consistent with previous studies on lexical testing, CEFR-based competence development and the consequences of test use [1, 3, 4].

One of the most important findings of the review is the coexistence of established and emerging directions. Traditional areas remain highly visible,

particularly work on proficiency measurement and test anxiety. Earlier studies have shown that foreign language anxiety may negatively affect performance [5, 6]. Research on washback concludes that tests influence not only learner outcomes, but teaching practices and perceptions of fairness [7, 8]. These issues remain central because they make clear that testing is not merely a technical procedure, but an educational practice with significant consequences. Particular attention should be paid to the fact that even a relatively simple placement test may have a psychological impact on learners. This topic remains underexplored in the Russian scientific discourse and indicates the need to study this topic in the future research.

The review reveals the growing role of technology in foreign language assessment. Recent work reflects increasing interest in automated test generation [9]. This tendency is reinforced by research on computer-based experimental platforms and test batteries, which have broadened possibilities in language-related assessment [10]. Contemporary test development therefore should explore the topic of digital innovation.

These findings are especially relevant for the purpose of the present study aiming at the development of a new placement test. The reviewed publications indicate that test development should extend beyond the design of individual tasks and consider the broader framework. The review highlights a continuing interest in efficient instruments. Lexical tests such as LexTALE illustrate the value of quick and valid tools for estimating language proficiency in a practical way [4]. The development of a new proficiency-level test may therefore benefit from combining theoretical robustness with practical feasibility, especially in contexts where rapid but reliable language-level determination is required [11].

The review also underscores the importance of population sensitivity. Many studies focus on specific groups, including EFL learners, children, bilingual populations, and students in particular educational settings. A new placement test should therefore be adapted to its target population of the first-year university students majoring in design, economics, management, and IT.

Another important point concerns educational impact. The prominence of anxiety and washback in the literature indicates that test developers should attend not only to psychometric quality, but also to fairness, usability, and the consequences of test use. The growing presence of digital and AI-related themes suggests that new instruments may benefit from technology-enhanced formats, including online delivery, automated support, or digital scoring procedures. Such innovations, however, require careful validation before implementation.

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**“DOMINANT LIFE PROJECT”
AS A TECHNOLOGY FOR FORMING A PERSPECTIVE LIFE PLAN
FOR STUDENTS OF THE SECONDARY PROFESSIONAL EDUCATION
DEPARTMENT AT A PEDAGOGICAL UNIVERSITY**

Abstract. The article analyzes the results of the implementation of strategic life planning technology by students of the secondary vocational education department at a pedagogical university, as an attempt to develop professional and personal scenarios on the way to forming a whole and unique personality. The implementation of this pedagogical trend has provided insight into the goal-setting of modern students and their value orientations.

Keywords: dominant life project, professional and personal values, long-term planning.

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**«ДОМИНАНТНЫЙ ЖИЗНЕННЫЙ ПРОЕКТ»
КАК ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ ПЕРСПЕКТИВНОГО
ЖИЗНЕННОГО ПЛАНА СТУДЕНТОВ ОТДЕЛЕНИЯ СПО НА БАЗЕ
ПЕДАГОГИЧЕСКОГО ВУЗА**

Аннотация. В статье проводится анализ результатов внедрения технологии стратегического жизненного планирования студентами отделения СПО на базе педагогического вуза как попытка разработки профессионального и личностного сценариев на пути к формированию цельной и самобытной личности. Реализация данного педагогического тренда позволила получить представление о целеполагании современных студентов и их ценностных ориентациях.

Ключевые слова: доминантный жизненный проект, профессиональные и личные ценности, перспективное планирование.

He who wants to move the world, let him first move himself.
– Socrates

The modern pedagogical process in educational institutions of secondary vocational education is aimed at training specialists who possess a comprehensive set of general and professional competencies, which serve as the foundation for building a further career and the possibility of continuing education at a university [1, p. 79]. To implement these life strategies, a supportive and motivating aspect for a vocational student may be the development of a certain scenario that includes specific step-by-step planning for subsequent effective implementation – the so-called dominant life project.

A dominant life project is characterized by a time perspective skewed toward the future and smoothed in relation to the present, increased intensity and inharmonious specification of goals, a subjective attitude toward one's own learning and development, and a desire for self-knowledge from the standpoint of high future achievements [2, p. 297].

A dominant life project is a program for the student's future activity, an image of their desired future.

Working with a dominant project is always individual. The main task is to help a teenager or young person specify their life project, make it more realistic based on the analysis of problems of self-regulation, interpersonal and communicative difficulties, challenges of professional development, and, along with this, to find ways (tools) to overcome them [3, p. 126].

It is implied that the dominant life project of a vocational student should be feasible in terms of long-term planning and goal-setting, and therefore realistic, specific, correlating short-term and long-term goals, and should also correspond to the personal individuality of the adolescent.

A dominant life project is characteristic of adolescents and young people with a high need for self-improvement. The content of such a project may include ambitious ideas about personal and professional self-improvement.

To compile the dominant life project within the framework of the study, 45 vocational students were involved, of which 27 were female and 18 were male, aged 17 to 20, who were asked to fill in a table (Table).

Table. Dominant Life Project

Student _____ Group _____ Faculty _____ for 2025–20 _____

			A	B	C	D	E
			Me and My Studies	Me and My Interests (everything I am particularly interested in)	Me and My Health (+ prevention, hygiene, beauty)	Me and People (your relationships with parents, teachers, strangers)	Me as a Person (your traits and individuality, strengths and weaknesses of your character)
1	What do I want to achieve?	1					
		2					

	(State your goal as specifically as possible. Consider your real capabilities.)	3					
		4					
		5					
2	Specific steps I will take to achieve each of my goals.						
3	Who will help me and how? (Whose assistance do you count on? What will it consist of?)						
4	What is the main reason for your successes / failures in life today?						

One of the mandatory conditions for creating a dominant life project is the student's understanding of their strengths, opportunities, abilities, and areas for self-improvement and adjustment. This energizes the project emotionally and equips it with the necessary instrumental tools.

Thus, students were asked to outline their goals in detail for a period of three years (the duration was recommended and corresponds to the length of their studies). The goals had to meet SMART criteria: be specific, measurable, achievable, relevant, and time-bound.

Next, respondents were asked to assess their available internal bodily resources and personal potential by analyzing their knowledge, skills, and energy levels, and to think through specific steps for achieving each of their goals.

Students were also asked to indicate what kind of help and from whom they expected, what form this assistance would take, and to reflect on the main reasons for success or failure in the activities and actions that had taken place up to the present day.

When evaluating the respondents' answers, the level of voluntary self-regulation, business and personal communication skills, the need for interpersonal communication, the necessity of developing and enhancing creative abilities, and the consideration of alternative paths for professional development were examined.

Thus, after analyzing the respondents' questionnaires, answers were obtained across five different blocks.

In the "Me and My Studies/Work" block, the dominant position was occupied by vocational students' desire to "...graduate without C grades...", driven by the need to retain their scholarship as the main motivator in the academic process. The need for positive grades is also regarded as an important marker for self-monitoring the dynamics of educational success. However, academic motivation was generally weak across the group, evidenced by the small number of responses such as "...gain high-quality knowledge in my specialty to carry out professional activities..." or "...achieve success in the profession I am currently studying for...", which were replaced by other motives, for example, "...obtain an honors or high-achiever diploma...". Only one respondent indicated "...deriving pleasure from studying..." as an obligatory and necessary condition of the learning process.

Working students noted in their responses a need to achieve professional victories and heights, demonstrating aspirations such as "...become the employee of the month..." and "...increase my personal earnings...".

In achieving academic goals, students largely placed responsibility on themselves, noting that the current lack of results was due to personal mistakes, shortcomings, or bad habits, for example, "...reduce time spent on the phone...", "...reduce the number of absences...", "...create schedules...", "...learn to listen to advice...".

Several respondents expressed a desire to take initiative in participating in additional personal creative and professional competitions as an alternative form of self-realization and self-improvement, tracking announcements of student events for this purpose.

The role of teachers was significant for the surveyed vocational students – they expected support and understanding, and some wished to improve their existing level of communication with instructors.

When reflecting on the stage following the achievement of immediate goals, opinions were divided: female respondents included long-term prospects such as "...obtaining higher education..." and "...entering university...". In the sphere of long-term planning, male respondents tended to limit their goals to obtaining a diploma and improving professional skills, or they outlined alternative life scenarios, for example, "...starting a business..." or "...becoming a media personality..."; in other words, interest in continuing education or pursuing higher education was absent among males.

Several common trends can be identified across both genders. Most participants strive for academic achievements, personal growth, and an improved quality of life.

In the "Me and My Interests" block, the priority goal for both males and females was developing creative skills and self-improvement through various hobbies: drawing, guitar, ballet, massage and makeup courses, photography, programming, knitting. Despite many being professional athletes, the respondents were not limited to studies and sports but had other interests and a need for creative fulfillment.

A larger number of respondents also expressed a desire to travel, expand their social experience, horizons, and erudition, particularly through reading fiction and visiting cultural venues such as theaters.

No difficulties were noted in determining the steps to achieve goals in this block; students clearly defined their area of responsibility for successfully implementing these activities.

Regarding gender differences and their influence on respondents' answers, this was most clearly observed in the "interests" block. Female respondents expressed a need to start a family and develop intra-family relationships, while males set material goals such as "...increase earnings through sports...", "...find a job and buy a car...", whereas starting a family was not mentioned in their responses. Alongside this, some female respondents also expressed aspirations for business realization and financial independence, for example: "...complete training and start my own business in the beauty industry...", "...improve my existing nail service skills...".

It is very encouraging that students' responses clearly showed an interest in pedagogical activities. Many respondents wanted to "...try being a camp counselor..." and "...improve their teaching skills...", indicating an awareness of their choice to pursue the teaching profession.

When identifying difficulties currently hindering the achievement of results, students largely converged on a common answer – lack of free time or an inability to manage it effectively. They did not expect help in achieving results in the “interests” sphere, clearly leaning toward self-reliance.

In the “Me and My Health” block, the main goals were defined as follows: “...establish a daily routine”, “...develop a habit of regular exercise...”, “...improve body quality...”, “...establish a proper nutrition regimen...”, “...give up bad habits...”, “...treat existing sports injuries...”, “...go running in the evenings...”, “...maintain a healthy lifestyle...”.

A tendency toward caring for one’s health and body and striving for beauty and physical perfection was evident from responses such as “...I try to maintain a sleep and rest schedule...”, “...I need to have blood tests done to identify allergens...”, “...get rid of bad habits...”. Despite the respondents’ young age, many answers revealed dissatisfaction with their appearance and a desire for physical transformation and overcoming insecurities: “...I want to get a tan...”, “...I want to have my wisdom teeth removed...”, “...I want to lose weight...”, “...gain muscle mass...”, sometimes through surgical intervention: “...get rhinoplasty...”, “...change my figure through cosmetic procedures...”.

Overall, a trend toward improving one’s physical condition can be observed, motivated by the desire for professional development in sports. Among those surveyed, there was no one who was entirely satisfied with their current physical state and appearance.

Students demonstrated a high level of awareness regarding health, expressed in their understanding of personal responsibility for achieving desired results.

Examining the “Me and People” block, it can be stated that social interactions occupy a significant place in the lives of the surveyed students.

Both males and females noted that they would like to “...learn to assert their boundaries and comfort zone...”, “...overcome insecurity in communication with others, take initiative in conversations...”, “...improve skills in preventing conflicts in interpersonal relationships...”, “...increase and strengthen self-esteem...”, “...enhance stress tolerance...”.

The most common response concerned vocational students’ need to expand their social circle, as well as the desire to spend more time with and achieve harmony in relationships with relatives and loved ones, learning to forgive and smooth over conflict situations without lashing out at those close to them.

Thus, the issue of social interaction among vocational students appears to be the most problematic and pressing.

On the path to achieving the goal of stabilizing their social position, students see the need to work on personal qualities: reducing aggression levels, changing their response style toward less irritability, and eradicating undesirable traits such as shyness. Female respondents also expressed a desire to improve their emotional intelligence.

At the same time, some students appear to have difficulty setting tasks to address these issues, noting that they expect support from family and peers.

In some cases, goal achievement is hindered by “fear of judgment” and “fear of being rejected or not accepted”.

In the “Me as a Person” block, we also observed certain distinctive and specific traits.

Contrary to the mistaken belief that the younger generation lacks interest in reading, an excellent trend was noted in students’ responses – “...develop a reading habit...” frequently appeared in answers from respondents of both genders. The fact that they placed this goal specifically in the personal development block indicates a conscious understanding of the impact of this activity on the development and formation of individual personality traits, underscoring the importance and need for intellectual growth.

Among the surveyed students, a need for personal self-improvement was identified: “...be able to sustain a conversation for a long time...”, “...improve speech literacy...”, along with a desire to improve and comprehensively develop communication and rhetoric skills, and a trend toward expanding interpersonal connections and contacts.

Interestingly, some students view personal development as striving “...to become more active...”, “...not to be afraid to take initiative in participating in competitions... volunteer activities...”, “...overcome fears of public speaking...”, “...not fear judgment...”, and “...by removing the mask of social approval, learn to be oneself...”.

Also noteworthy was the response of one respondent who sought “...to stop lying...”, an admission rarely characteristic of older adolescents. “...The need for self-reflection and reflection on one’s behavior...” was also stated by several respondents, a rare distinguishing feature among individuals of this age.

In the process of implementing their set tasks, many students expressed a desire to receive support from family and peers.

Students noted that they do not know how to manage their time or experience difficulties with this, which subsequently hinders their path to self-development.

In conclusion, it must be emphasized that the most pressing problem for the surveyed vocational students is socialization; issues with socialization often stem from excessive engagement with social networks, which negatively affect communication, lead to poor academic performance, low self-esteem, and strained family relations [4, p. 162].

Communication and relationships play an important role in students’ lives, with frequent mentions of the need to develop communication skills, increase self-confidence, and overcome fears.

The surveyed respondents are characterized by a high degree of self-awareness. Students understand the importance of setting clear goals and taking sole responsibility for their future and the outcomes of their choices; meanwhile, an inability to manage their time and laziness emerge as the main obstacles in implementing their plans [5].

It can be confidently stated that vocational students demonstrate a fairly high aspiration toward self-formation of resilience as a fundamental integrative personality characteristic and a crucial indicator determining the success of their generation in academic and professional activities, as well as in everyday life.

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INTRODUCING THE INFLUENCE OF JAVANESE CULTURAL CUSTOMS, WITH THE FOCUS ON LANGUAGE VALUES TO THE YOUNGER GENERATIONS THAT MUST BE INSTILLED FROM AN EARLY AGE

Abstract. In this digital era, we often do not realize how culture is of great importance in language we use. Language involvement is deeply influenced by human culture, as humans are inherently social beings who inevitably experience changes in social norms and behavioral patterns. These changes can significantly impact human life, encompassing various cultural elements such as language, knowledge systems, social organizations, religious beliefs, art and livelihood systems. Life is dynamic and unique, wherein individual or community groups can undergo changes like shifts in personal behavior and alterations in social order. Therefore, higher education alone doesn't guarantee success in society unless it is complemented by cultural education, including morals and proper cultural etiquette. Javanese culture emphasizes not only appreciating its reach and magnificent heritage but also learning and practicing cultural norms, particularly in communication, from an early age, which can have a significant impact on future success.

Keywords: Javanese culture, language values, cultural education, cultural etiquette, communication, heritage.

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ЗНАКОМСТВО С ВЛИЯНИЕМ ЯВАНСКИХ КУЛЬТУРНЫХ ОБЫЧАЕВ, С АКЦЕНТОМ НА ЯЗЫКОВЫЕ ЦЕННОСТИ ДЛЯ МОЛОДОГО ПОКОЛЕНИЯ

Аннотация. В эпоху цифровых технологий мы зачастую не осознаем, насколько большое значение имеет культура в языке, которым мы пользуемся. Человеческая культура оказывает глубокое влияние на языковое развитие, поскольку люди по своей природе являются социальными существами, которые неизбежно сталкиваются с изменениями в социальных нормах и моделях поведения. Эти изменения могут существенно влиять на жизнь человека, затрагивая различные культурные элементы, такие как язык, системы знаний,

социальные организации, религиозные верования, искусство и системы жизнеобеспечения. Жизнь динамична и уникальна, и отдельные люди или сообщества могут претерпевать изменения, например, в личном поведении и социальном порядке. Поэтому высшее образование само по себе не гарантирует успеха в обществе, если оно не дополняется культурным образованием, включая нравственность и нормы поведения. В яванской культуре особое внимание уделяется не только признанию ее масштабов и богатого наследия, но и изучению и соблюдению культурных норм, особенно в сфере общения с раннего возраста, что может оказать значительное влияние на будущий успех.

Ключевые слова: яванская культура, языковые ценности, культурное образование, культурный этикет, коммуникация, культурное наследие.

Does higher education guarantee success in career and life without understanding culture and language? The certainly answer in my point of view is NO!

Have you ever heard from a distance, someone whispering to their friend next to them, or someone murmuring, “Whose child is this?..” then continue telling “Their words are so beautifully spoken, and they carry themselves with such grace and courtesy.”

When you are in front of a large audience, for example, as a teacher, speaker, journalist, or perhaps as a singer, the event has come to an end, but the people around you remain calm, do not leave their seats, with smiles and enthusiasm on their faces, faithfully listening to your review or analysis.

If you have experienced or felt the situations described above, then you can be considered *a really successful person* – this is not praise, but a beautiful achievement for everyone.

Introduction

“A knowledgeable person is not necessarily civilized, but a civilized person is certainly knowledgeable”, this statement suggests that while having knowledge does not automatically imply one possesses civility or good manners, those who are civilized and demonstrate good conduct are likely to have acquired knowledge and wisdom. This is the reason, not to diminish my utmost respect for language cultures from other countries and regions, I would like to introduce *the influence of Javanese cultural customs, with the focus on language values to the younger generations that must be instilled from an early age* should be considered to be included in the education curriculum.

Discussion

The Javanese language, as a regional culture, continues to develop and must be preserved to ensure its continued existence. This is clearly stated in article 36 of the 1945 Indonesian Constitution, which states that regional languages that are well-maintained by their people will also be preserved by the state. Furthermore, learning Javanese demonstrates students love for their ancestors, as the Javanese language holds wealth of immeasurable beauty.

Today, we can see numerous tourists and foreign students who are seeking to learn Javanese and its culture. The Netherlands has its own university dedicated to studying Javanese. Suriname is a former Dutch colony, therefore, many Javanese

people are employed there, and as a result, Surinamese people also use Javanese, even though their national language is Dutch.

In Saint Petersburg, Russia, we can name a famous scholar of our time, a linguist and expert on Malay-Indonesian world, and more broadly, on Austronesian linguistics, Professor Alexander Konstantinovich Ogloblin. Since 1966, he chaired text-reading seminars at the Oriental Faculty of the St. Petersburg State University and gave lectures, one of them being on theoretical grammar of Indonesian language and literature, Javanese. In 1988, he defended his doctoral thesis concerning the structure and evolution of Malay-Javanese languages. He, like the character in Javanese mythology, Semar, had an exceptional personality, real Russian-Petersburgian, and in some way a little Javanese – with true Javanese tolerance, complacency with the solid preservation of his ego.

Therefore, I as an Indonesian and as a Javanese decent, believe that it would be wonderful if we used Javanese in our daily lives. Parents, especially those who serve as educators at home, should encourage their children to use Javanese at first as their mother tongue or native rather than encouraging a national language, Indonesian or any other foreign language. Actually, my dream to share the Javanese language and all the cultural and historical aspects that accompany it has eventually come true, and it is a source of pride for me personally. Since 2013, I have been entrusted to become a lecturer at the State University in Kirov VyatSU, under the foreign department, and continued at State University in Saint Petersburg. As a native Javanese language teacher at Saint Petersburg State University, despite simple methods and a relatively young teaching age, gradually-surely, I have been able to see firsthand the complete process, which is achieved by my students,

Why introducing the influence of Javanese cultural customs with the focus on language values is important nowadays? In this digital era everything is easier but one thing, *the language values* cannot be reached by using technology. As we know, the value of language is the order of language itself that is *not only spoken but implied*. The Javanese language has fostered a range of unique linguistic values and skills, enhancing communication skills and linguistic diversity, as well as understanding the nuances of a language that deeply reflects its culture.

The Javanese language is one of the regional languages among about 700 regional languages in Indonesia, originating from the island of Java. Exploring Javanese cultural customs with a focus on language values matters today for several reasons:

1. Identity and cohesion: language and etiquette encode shared histories helping communities feel connected in a rapidly globalizing world.

In Javanese “*tembung*” means words or vocabulary, “*ukara*” means sentences or “*tutur*” means speech, reflecting the success of noble actions, behavior, and exemplary conduct that are highly useful. It emphasizes the idea that the language we use (word => sentences => speech) is a reflection of the quality and success of our behavior, actions, and the examples we set.

This phrase underscores the importance of integrity and nobility in one’s conduct and the powerful role of communication in reflecting and achieving personal and moral success, “*Adiluhung-adiguna concept*”.

2. Respect and social harmony: Javanese language includes several levels:

- a. Ngoko – the language used for people who are younger or who are very familiar with you;
- b. Krama Madya – the language used to show respect to someone older or not very familiar;
- c. Krama Inggil – the language used to show great respect to someone older or someone with a position or title

And politeness norms guide interactions, reducing misunderstandings and conflict in diverse, multicultural settings.

Examples:

- *Tomorrow morning, my mother will go to grandma's house with my father.*

Ngoko: Sesok isuk, Ibukku arepe lunga nek omahe simbah karo bapakku

Krama madya: Mbenjing enjing, Ibukku bade kesah dateng daleme simbah kalih bapakkulo

Krama inggil: Mbenjing enjing, Biyung kawula/kula tindak dateng griyanipun simbah kaliyan rama kawula/kula

- *My little brother wants to eat bananas.*

We cannot not use Krama Inggil, or Krama Madya because the subject is *the young brother*. We should use Ngoko for this sentence.

- *My older sister wants to travel.*

We should use Krama Madya, and cannot use Ngoko or Krama Inggil because the subject is *My older sister*

- *My teacher really likes storytelling.*

We have to use Krama Inggil, cannot use Ngoko or Krama madya because the subject is *my teacher*

- *My grandfather is farming in the garden with my younger brother.*

We have to use Krama Inggil and Ngoko. Do you know why? Because there are two subjects; grandfather and young brother.

3. Intergenerational bridge: young people can connect with elders and local communities through language-aware practices, strengthening family and community ties.

My younger brother and I are playing football in the garden, while my parents are watching TV in the living room

4. Linguistic diversity as resource: preserving nuanced language values supports multilingualism, cognitive flexibility, and creativity

Examples of the good manners at home that are influenced by language culture from early age:

- better patience, sensitivity and care;
- reduced emotional reactivity, preventing damaging, impulsive communication;

- ability to admit one's mistake and be able to apologize first;
- not speaking rudely to parents, siblings, teacher or anyone outside their family;
- avoiding interjections like “ah, um, arg”, etc.
- being willing to help without being asked, being honest and humble;
- avoiding interrupting, raising the voice, ordering to the parents or older to do something that you want;
- preventing mental abuse, tantrum, undisciplined behaviour and dishonesty.

“In the end, a person who understands the norms of language etiquette, without speaking or engaging in lengthy conversation, will understand the implied meaning in a body movement.” A person's speech and behavior reflect their personality. This is especially true because it links politeness to character.

There is a popular poetic traditional kids' song by Sunan Kali Djogo; *Lir ilir*, it has a very deep meaning; is quite profound especially for Javanese people, the song's message is about the values of life that humans must uphold. The song is usually sung by parents to their children, and is written in ngoko form:

*“Lir ilir-lir ilir tandure wis sumilir,
 -tak ijo royo-royo tak sengggo temanten anyar
 Cah anggon – cah anggon penekno blimbing kuwi,
 -lunyu-lunyu penekno kanggo mbasuh dodotiro
 Dodotiro-dodotiro kumiter dedhah ing pinggir,
 -dondomono jlumatono kanggo sebo mengko sore
 Mumpung padang rembulane – mupung jembar kalangane
 Yo surako – surak...iyo”*

The meaning of the *Lir ilir* song:

Lir- ilir => tangi tangi => wake up wake up
 Tandure wis sumiler => the plants have bloomed
 Tak ijo royo-royo => have turned green
 Tak senggguh penganing anyar => like a newlywed
 Cah anggon-cah anggon => shepherd boy-shepherd boy
 Penekno blimbing kui => climb the star fruit tree
 Lunyu lunyu penekno => even though its slippery, keep climbing
 Kanggo basuh dodotiro => to wash your clothes
 Dodotiro-dodotiro => your clothes
 Kumitir bedha ing pinggir => torn at the edge fabrics
 Dondomona jlumatana => sew it and fix it
 Kanggo seba mengko sore => for the afternoon time
 Mumpung padhang rembulane => while the moon is shining bright
 Mumpung jembar kalangane => while there is still plenty of free time

Yo suraka, surak iyo.. => come on, cheer up -cheer up yes

From the brief description above, we can examine the importance of language. Therefore, the saying “language is the main character” is true. Of the many good character traits a person should possess, good language is a priority. Even in a religious context, language or speech is a measure of one’s faith. In a hadith of the Prophet Muhammad (peace be upon him), it is explained that “whoever professes faith in Allah SWT, and the last day, let him speak good or remain silent.” Good speech here can mean good content, good grammar, and good delivery. Therefore, we are encouraged to always speak well. Language is so important in our daily lives, as well as in all cultural norms of all societies worldwide. May God always protect us so that we can always speak well. As parents, we can guide and set an example of good speech for our beloved children.

“My name is Yulia Purnaning Dyah, I am an Indonesian culture, social, education activist expert in Russia and Belarussia. Terimakasih for your attention and love.”

Terimakasih
Matursuwun sanget

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CULTURAL CONNOTATIONS IN THE VOCABULARY ON THE TOPIC “PERSON, CHARACTER AND APPEARANCE”: RUSSIAN AS A FOREIGN LANGUAGE TEACHING EXPERIENCE

Abstract. The study of human vocabulary in the context of two cultures (Russian and Turkmen) is associated with the analysis of linguistic features, national and cultural specifics and adaptation of foreign students from Turkmenistan. This approach makes it possible to identify differences in the perception of personality, character, appearance, and moral and ethical qualities, as well as to understand how these differences are formed in the context of intercultural interaction. As a result, the necessity of taking into account national peculiarities of perception of appearance and character of a person in the process of teaching Russian as a foreign language is substantiated.

Keywords: linguoculturology, Russian as a foreign language (RCT), anthropocentric vocabulary, national culture, connotations, comparative method, intercultural competence.

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КУЛЬТУРНЫЕ СМЫСЛЫ В ЛЕКСИКЕ ПО ТЕМЕ «ЧЕЛОВЕК, ХАРАКТЕР, ВНЕШНОСТЬ»: ОПЫТ ПРЕПОДАВАНИЯ РКИ

Аннотация. Изучение лексики о человеке в контексте двух культур (русской и туркменской) связано с анализом языковых особенностей, национально-культурной специфики и культурной адаптации иностранных студентов из Туркменистана в процессе изучения русского языка. Такой подход позволяет выявить различия в восприятии личности, характера, внешности и морально-этических качеств, а также понять, как эти различия формируются в условиях межкультурного взаимодействия. В результате обосновывается

необходимость учета национальных особенностей восприятия внешности и характера человека в процессе обучения русскому языку как иностранному.

Ключевые слова: лингвокультурология, русский как иностранный (РКИ), антропоцентрическая лексика, национальная культура, коннотации, сопоставительный метод, межкультурная компетенция.

Today's world demands that teachers do more than just pass on language knowledge – we must also build our students' intercultural competence. In Russian as a foreign language classes, it is important to study a person's appearance and character. The perception of a portrait of a person in different languages may vary depending on grammatical features, lexical composition and cultural nuances. Therefore, teaching foreign students vocabulary that is used to describe a person's appearance and character in classes of Russian as a foreign language is especially important.

The author of the article for the last two years has centered around teaching Russian for students who come from Turkmenistan and study Russian as a foreign language at the Higher School of Technology and Energy. These students feel the need to understand the specific features of our culture in order to avoid situations of cultural misunderstanding.

Thus, the relevance of this article lies in the difficulty of Turkmen students' understanding vocabulary about a person's appearance and character in Russian, since in the Turkmen language the ways of describing a person's portrait differ greatly not only in the grammatical structure of the language, but also in lexical composition and cultural characteristics.

The works by Zinovieva E. I., Yurkova E. E. (2009), Karasik V. I. (2001), Passova E. I. and Kuzovleva (2010), K. Byram, C. Kramsch (2008), G. Ph. J Lawrence (2010), Maslov V. A. and others are devoted to the issues of methodology of teaching language in interaction with culture.

The aim of the study is to identify the culturally specific connotations of lexical and phraseological units that characterize a person (appearance / character) based on a comparison of Russian and Turkmen languages and to substantiate the methods of their introduction into the learning process of Russian as a foreign language, taking into account positive and negative evaluative values.

To achieve the set research goal, the following tasks were identified:

- analyze cultural meanings in vocabulary used to describe a person;
- present teaching experience on this topic;
- identify typical difficulties in mastering the material;
- propose effective teaching techniques.

The research is based on comparative linguistic and cultural analysis of lexical units describing human characteristics in Russian and Turkmen, drawing on folklore, art, mythology, and literary texts.

The conclusions drawn in the article can be useful in pedagogical practice to improve the learning process of Russian as a foreign language.

It is well-known that different people see completely different character traits in the image of Gioconda in Leonardo da Vinci's painting. Some see a gentle smile on

her face, others – a hidden mockery. To some, her gaze seems calm, to others it hides anxiety. Some people get the impression that her appearance, gestures and face express openness, while others see it as detachment. This phenomenon perfectly illustrates the main theme of our report: how differently we perceive and interpret the external signs of a person's character.

When teaching a foreign language, we often find that words describing personal traits carry deep cultural meaning. A compliment in one language may be an insult in another. The word “modest” in Russian culture has a positive characteristic, a sign of good breeding and respect for others. In some Eastern cultures it may be perceived as a lack of self-confidence or an inability to stand up for one's own interests. In Western cultures it is sometimes interpreted as a lack of ambition or low self-esteem.

You can tell a lot about a person by their physical appearance: about age, habits, nationality, social status, tastes, even about the properties of character and temperament. In order to understand how adequately foreign students perceive evaluative vocabulary for describing appearance in Russian we need to understand how the description of a person's appearance is perceived in their culture, what the canon of beauty is, what is perceived as common and what is different.

According to E. I. Passov and N. E. Kuzovleva, it is culture that dominates the educational process. The authors argue that a foreign language should be studied through the prism of foreign culture [1, p. 282].

The object of our research is vocabulary, comparisons and metaphors in the framework of teaching Russian as a foreign language.

A comparative analysis of Russian and Turkmen folklore reveals significant differences in the system of value orientations, which are embodied in the images of the main characters. In Turkmen fairy tales, the image of a woman occupies a central place, and her external beauty, acting as an aesthetic and ethical dominant, acquires special importance in the perception of the character. In the Russian folklore epic, the emphasis is on the incredible physical strength of the male hero, which plays the role of a key characteristic: no one can lift his sword, bridle his horse, etc. Thus, while the Turkmen folklore tradition emphasizes a contemplative and value-oriented attitude towards external beauty (predominantly female), the Russian tradition highlights physical strength and its functional role in performing heroic deeds.

The heroes of the Russian folk tale “Ivan Bykovich” are brothers who measure their strength and hit each other on the shoulders with a stick. Their physical strength is hyperbolized. The younger brother was able to drive his brothers knee-deep into the ground, the other drove them up to their chest, and the strongest brother up to their neck, and when the last one threw the stick up, it returned to the ground only an hour later.

The female images in the epics correspond to the heroic ones. Vasilisa Mikulina, Stavr Godinovich's wife, is described as *всех дороднее, всех краше, белее* (all the sturdiest, all the fairest, all the whitest).

In a fairy tale, the heroine is described as *красна девица, ни в сказке не сказать, ни пером описать* (a red maiden, neither in a fairy tale nor in a pen to describe). Her appearance is usually like this: *брови черна соболя, очи ясна сокола*,

на косицах-то у ней звезды (her eyebrows are black as sable, her eyes are clear as a falcon, and she has stars on her braids).

The ideas of modern Turkmenians about the role of women are deeply rooted in the ancient mythology of the Turkic peoples, who had a cult of the mother goddess Umai Ana (or simply Umai), associated with fertility, home and protection, retains its influence in the culture of Turkmenistan to this day despite historical and cultural transformations.

The cult of female beauty in Turkmen culture dates back to Turkmen mythology. In the Turkmen language, a beautiful woman or girl is often called *peri ýaly owadan* (beautiful as peri). *Peri* is a fantastic creature associated with goodness in the image of a beautiful girl from fairy tales [2].

In the Russian language, the word *peri* is found rarely (in the literature of the 19th century) and is used to describe a beautiful Oriental woman to emphasize exotic beauty. But the expressions *красивая как картинка* (beautiful as a picture) in Russian and *surat ýaly owadan* in Turkmen are equivalent. Both languages also have the same expression *фигура как у куколки* / *figurasy gurjagyňky ýaly* (figure like a doll) to describe a beautiful girl's figure.

In the classical Turkmen poetry of the 18th century, created by Magtymguly Fragi, woman is highly revered. He created many poems dedicated to the life and traditions of the Turkmen people, as well as the dignity, behavior, manners and beauty of women. A woman is the "adornment of the family" [2].

Fiction is a storehouse of vocabulary for creating images of characters endowed with character traits, thoughts and feelings of real people. It contains a large number of rich metaphors and descriptions of appearance.

When teaching vocabulary related to a person, character and appearance, one can use a comparative analysis of the ways of expressing a portrait of a person in the works of Russian and Turkmen literature. For Turkmenians, the standard of comparison for a slender figure also includes national musical instruments, such as *figurasy gyjak ýaly* (figure like a gyjak) and *figurasy dutar ýaly* (figure like a dutar). *Gyjak* is a folk instrument shaped like a violin; *dutar* is a folk two-stringed plucked instrument with a long neck and a pear-shaped body. Russians, when speaking about a thin, narrow-waisted figure (usually female), say *figure like a wine glass* [4].

Researchers note similar comparisons in Russian and Turkmen when studying stable expressions despite their structural, typological and genealogical differences [3, p. 104]: *маленький как муравей* – *garynja ýaly kiçi* (small as an ant); *большой как слон* – *pilýaly ýaly uly* (big as an elephant); *высокий как жираф* – *žiraf ýaly beýik* (tall as a giraffe); *здоров как лошадь* – *at ýaly sagdyn* (*gayratly*) (healthy as a horse); *здоровый как бык* – *öküz ýaly sagdyn* (healthy as an ox); *толстый (жирный) как свинья* – *doňuz ýaly semiz* (*ýagly*) (fat as a pig); *толстый как бегемот* – *begemot ýaly semiz* (fat as a hippo). These coincidences are explained by a similar principle of selectivity, developed as a result of observations of representatives of fauna and their appearance. The reason for the coincidence may also be the popularity of the image of comparison to both languages. Compare: *нос как у Буратино* – *burny Buratinyňky ýaly* (nose like Pinocchio's) [3].

The same reality can evoke different associations among representatives of different ethnic groups. So, for Russians, poplar is a standard of harmony, proportionality and beauty of build, for Turkmens poplar is a symbol of tall stature: *boýy derek ýaly* (lit. *высота тополь как*).

The Russian poetic language is characterized by comparisons of a girl with a birch or willow. From the world of flowers, lilies or roses are especially popular, as well as daisies, hyacinths, violets, cornflowers, etc. Of animals, chamois, gazelle, fallow deer are more often mentioned, of birds – eagle, swan, peacock, etc.

The standard of slimness and beauty of a Turkmen girl is *jeýran ýaly dim-dik* (*jeýran*). The name of this gazelle species has become a feminine name in Turkmenistan. In Russian, the word *джейран* is rarely used, usually to convey a local flavor and only in relation to a man [4].

In addition to plants and animals, when creating portraits in fiction, especially in poetry, precious stones and heavenly bodies are used as material for comparisons.

Traditionally, precious stones and metals are used to convey the luster and color of eyes, lips, and hair. In Turkmen poetry, eyes are compared to black pearls or agate; skin is compared to snow-white alabaster or mother-of-pearl; lips are compared to coral or ruby; hair is compared to gold or silk thread.

The moon is the main symbol of beauty in Turkmen lyrics. The beauty is called moon-faced (*лунолика*), her face shines like a full moon. Stars are often used to describe eyes: eyes like stars.

The images can be not only visual, but also olfactory (hair is like musk; fragrance of roses, jasmine, ambergris), and gustatory (sugar lips, sweetness, honey kisses, sweet name, etc.).

These comparisons are important because they contain cultural meanings that influence value orientations, judgments, behaviors, and communication. Value orientations determine how a person relates to nature, to family, to collective values and cultural differences.

Practice shows that it is not enough to simply describe a person using a list of words and expressions with interpretation and translation. It is necessary to provide a broader context for the use of this vocabulary, taking into account cultural, psychological and historical features for a deeper understanding.

Now let us demonstrate the exercises that can be used to teach the “Portrait of a person”. When semanticizing the phraseological unit “not of this world” in its positive connotation at the level of the TRKI II certification level, it is advisable to refer to the image of Ichthyander, the hero of the Soviet film “Amphibian Man”. The external attractiveness of the character, combined with his unusual appearance, allows students to realize that the forced isolation from society was due to objective circumstances (poor health). Despite this, Ichthyander has become a noble, honest person, capable of decisive actions and deep love. It is important to emphasize that in this context, the phraseology “not of this world” is endowed with a positive connotation, whereas in traditional usage its semantics usually has a negative or ironic connotation, indicating isolation from reality and practical inadequacy. To actualize the positive connotation of this phraseology, students are asked to analyze the character’s appearance with a description of his eyes, lips, nose and physique. Based on the cultural standards of

comparison adopted in the Turkmen language, students can easily construct detailed comparative phrases, for example: *стройный, как кипарис* (slender as a cypress), *высокий, как жираф* (tall as a giraffe), *глаза голубые, как небо* (eyes as blue as the sky), *глаза сверкают, как звезды* (eyes sparkling like stars), *красив, как ангел* (handsome as an angel), *одег, как русал* (dressed like a mermaid), *кожа белоснежная, как жемчуг* (skin as white as pearls), *губы алые, как кораллы* (lips as red as coral), *брови чёрные, как у соболя* (eyebrows as black as sable). The use of these comparisons allows us to consolidate a positive perception of a person who is characterized by such idioms as *не от мира сего* (not of this world) through an associative connection with the natural and aesthetic ideals of the national linguistic worldview.

Thus, the study of vocabulary related to personality, character and appearance in classes on Russian as a foreign language not only expands the vocabulary of students, but also introduces foreign students to the understanding of the system of values of Russian culture. In addition, by studying the image of appearance in literature, one can study living and inanimate nature, the subject environment, mental state and position in society. The linguistic means of creating a portrait also include descriptions of clothing, gestures, and facial expressions. A costume says a lot about the character.

Thus, knowledge of the features of describing a portrait of a person in different cultures helps students to better understand the vocabulary about the appearance and character of a person in the language being studied, as well as to draw an analogy with their native language, which contributes to intercultural communication.

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LEARNING THROUGH GENERATIONS: A DIALOGUE OF PHILOSOPHICAL IDEAS AND EDUCATIONAL PRACTICES

Abstract. This article traces the evolution of the concept of “learning” through a dialogue of philosophical ideas and educational practices. It raises the issue of contradictions between accelerating technologization and the conservative inertia of pedagogical thought. Classical, non-classical, and post-non-classical paradigms, as well as the ideas of Plato, Aristotle, Dewey, Mead, postmodernism, and transhumanism, are examined in detail. It is argued that without effort, an encounter with the Other, and conscious boundaries, learning is meaningless.

Keywords: philosophy of education, historical and pedagogical concepts, dialogue of generations, educational practices, transformation of pedagogy, interactive technologies.

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УЧЕБА СКВОЗЬ ПОКОЛЕНИЯ: ДИАЛОГ ФИЛОСОФСКИХ ИДЕЙ И ОБРАЗОВАТЕЛЬНЫХ ПРАКТИК

Аннотация. В статье прослеживается эволюция концепции «учеба» сквозь диалог философских идей и образовательных практик. Ставится вопрос о противоречиях между ускоряющейся технологизацией и консервативной инерцией педагогической мысли. Подробно рассматриваются классическая, неклассическая и постнеклассическая парадигмы, идеи Платона, Аристотеля, Дьюи, Мид, постмодерна и трансгуманизма. Утверждается, что без усилия, встречи с Другим и осознанных границ учение теряет смысл.

Ключевые слова: философия образования, историко-педагогические концепции, диалог поколений, образовательные практики, трансформация педагогики, интерактивные технологии.

Why do we, experienced educators who are well aware of modern approaches such as “student-centered education”, sometimes act in the opposite way? Exams are all about testing memory, not thinking skills. Why do we often accuse students of laziness, when the real reason lies in two thousand years of historical inertia that has taken root in our minds?

Take Plato and his concept of anamnesis. It may seem absurd to say that “knowledge already exists in the soul” [1]. However, if you listen carefully, you will realize that teaching is about creating conditions for students to discover their own potential. Socrates’ method of maieutics is nothing more than pure tutoring and problem-based learning. We play the game of “discovering the truth through questioning” every day without even realizing it. Or consider Aristotle. Who among us has not encountered the gap between theoretical knowledge and practical application? The ancient Greek philosopher was right when he said that knowledge that does not become action remains fruitless [2]. Colleagues, let’s be honest: how many hours of seminars have been wasted because we have forgotten the difference between being able to talk about a profession and being able to perform it professionally?

Then came the era of scholasticism, a time of victorious rationality. Its curse was the fixed view of the student as a passive receiver. While it formally provided science with logic and a conceptual framework, without which no theory would have been possible, the flip side of the coin was disastrous. The student became an object of control, and the teacher became the guardian of truth. The “cathedral-altar” syndrome continues to poison our lives today. Finally, there was Descartes. His small thesis, “cogito ergo sum”, turned the entire system upside down. Knowledge no longer belonged to the temple or the school, but to the individual thinker. Without this breakthrough, there would be no student projects or creative work. The challenge is to figure out how to integrate this demand for effort into the modern reality of clip-based thinking and instant gratification.

The late 19th century revealed the weaknesses of the old paradigm: knowledge for its own sake had lost its value. What was needed were practical experts who could solve specific problems. Universities faced the challenge of educating engineers, doctors, and managers who needed to be more than just knowledgeable; they needed to be able to find answers in a rapidly changing world. This is where John Dewey came in with his revolutionary idea: knowledge is not pre-existing; it is born out of experience and is tested by it [3]. Unlike Plato, who believed in eternal and ideal knowledge, Dewey insisted that all knowledge is temporary and relative. It is constantly being tested by life. This led to the development of the project method and learning by doing. The teacher’s role is to create an environment where students can gain the necessary experiences.

Today, the project approach is sometimes simplified to a set of activities with a formal result. However, Dewey was not talking about form, but about meaning: the student goes through the entire cycle of creating a product, from conception to

implementation. The experience of a real project lays the foundation for genuine knowledge.

The next line is the existentialists. A person is free to choose their own destiny and take responsibility for their own existence. In the context of education, this meant a shift in emphasis: the student decides what and how to learn. The focus is not on transmitting a sum of knowledge, but on helping the student develop their own life strategy. This led to the ideas of individual trajectories, author's projects, and student research.

Another revolution was Margaret Mead's post-figurative culture. The older generation was no longer the sole bearers of wisdom. The era of the younger generation surpassing the older generation in their perception of new developments had arrived [4]. This led to the emergence of dialogue and collaboration: the teacher no longer simply imparts knowledge, but seeks common ground with the students, creating an environment for shared creativity.

These three approaches have given the world entirely new educational tools: problem-based learning, case studies, and project-based activities. Each of these approaches is deeply rooted in the philosophical perspectives of the 20th century. However, implementing these ideas has proven to be a challenging task. Most educators have retained the old stereotype of "I know better." Even when we refer to students as subjects, we still expect them to behave like objects. The system of examinations and ratings has also remained committed to the classical principle of testing what has been learned rather than what has been produced. This creates a vicious cycle: while non-classical approaches provide excellent theory, schools and universities often replicate the old matrix in their daily operations. The reason for this is simple: it is psychologically challenging to give up the status of an expert. It is much easier to remain in the familiar role of a transmitter rather than engage in dialogue and collaboration. As a result, a new challenge has emerged: how can we combine the humanistic approach that requires respect for the student's choices with the requirement of social institutions to provide diplomas that demonstrate a set of competencies?

We have seen how the ideas of pragmatism and existentialism emerged in the 20th century, creating the image of the student as a partner and knowledge as a tool. However, the 21st century has brought about a different turn: the digital environment has transformed the way young people live. The student has arrived at the university as a different being, with an information cloud surrounding them that is more powerful than any textbook.

The philosophical foundation of modernity

Postmodernity: rhizome and multiple truths. Knowledge no longer flows in one direction. It spreads in different directions, connecting subjects and crossing borders. The flow of information has become networked and non-linear. We are used to building programs in a step-by-step manner, from the basics to the top [5]. However, today's students think differently, jumping from topic to topic, taking the necessary pieces and putting them together. The curriculum as a chain of links is an anachronism.

The second change is the death of the author. There are no longer definitive versions of the truth. Any information can be challenged, supplemented, or refuted.

There is truth, but there is no ultimate authority. The teacher has lost its aura of infallibility. Today, they are companions in the search for truth, not infallible authorities.

Transhumanism: the symbiosis of humans and machines, with digital assistants, neurointerfaces, and genetic modifications. Humans are no longer autonomous; they are embedded in a network of devices and services. In this world, the distinction between living and non-living, natural and artificial, is disappearing [6]. Artificial intelligence is writing texts, painting pictures, and solving equations. Is there still a place for the teacher if the machine can do it faster and more accurately?

Educational practices created by this situation

Personalized trajectories. It is a beautiful dream: a student can create their own program based on their favorite subjects. However, the reality is harsher: many students choose easier courses to avoid the complex ones. Finding a balance between freedom and responsibility is crucial.

Microlearning. Courses that last only five minutes, individual lessons, and modules. It is efficient, convenient, and accessible. However, not only is knowledge fragmented, but so is the student's consciousness. The loss of context and the connection between the parts of a whole is the price of convenience.

Neural networks in education. ChatGPT and similar assistants are changing the educational landscape. We need to teach students not only how to write a text, but also how to evaluate the quality of a machine-generated text. The role of the teacher is evolving: they become the guarantor of authenticity, the expert in quality, and the judge of the "human versus AI" competition.

Gamification and immersion. The game-like approach attracts students and increases their motivation. However, it sometimes creates a false impression of successful learning. The game is a good preparation, but it is not a substitute for real activity.

The problematic field of modernity

Clip-based thinking versus conceptual thinking. The younger generation moves rapidly from window to window, from post to post. Deep concentration on the material seems like torture. It is difficult for a student to stay within the framework of a long text and complex arguments. We shorten lectures and divide assignments, but the shorter the material, the less chance there is to form a coherent picture.

The crisis of the lecture. Why attend a lecture when the same material is available online, with the option to view it at double speed? The only justification for physical presence is communication, sharing opinions, and responding to questions. But are we ready to conduct a class not as a presentation, but as a dialogue?

The student's subjectivity. The student of the 21st century wants to be a partner, a customer, and a poker player.

Who are we, teachers in the new reality now? Educational route architects, process facilitators, and outcome verification experts. Our tasks are broader than just knowledge transfer. We need to set up filters, help sort out the ocean of information, and direct the movement. Our position is at the intersection of three worlds: knowledge in action, individual trajectories, and technological assistants. The main challenge is to find a balance between technology and effort. Simplicity and accessibility tempt us to

abandon the difficulty of cognition. But real learning is based on personal work, encountering a problem, and giving birth to a thought. Preserving this in the digital age is the main task of a modern university.

We used to think that paradigms change each other sequentially. In reality, they live at the same time. Three approaches coexist in today's university:

- A classical teacher believes in an ideal truth, which he is obliged to convey to the student.
- A non-classical teacher builds a joint study, dialogue, and project.
- A post-classical student lives in a digital world where knowledge is infinite and relational, and ChatGPT writes an essay faster than a teacher.

This layering creates constant misunderstandings. The teacher waits for the willingness to listen and assimilate, the student expects quick answers and convenient solutions. One is asking for “effort”, the other is looking for “simplicity”.

Major paradigm conflicts

1. Conflict of authority. The classical teacher is proud of his role as the “bearer of truth.” A non-classical teacher is ready to discuss and negotiate. A post-classical student openly doubts: “Where is it written? Why should I believe you?”

Solution: the teacher must prove his expertise not by position, but by the quality of knowledge and depth of analysis.

2. Goal conflict. The classical teacher asks the theory, considering it the basis for further steps. The non-classical teacher focuses on projects and practice. A post-classical student wonders: “Why learn something that is Googled in a minute?”

Solution: you need to introduce clear assessment criteria that will show the connection between theory and future activities.

3. Tempo conflict. The teacher wants to tell you everything in detail. The student is waiting for a quick release of information. “Can I make it short? Will it be on the exam?” Depth is perceived as an irritant.

Solution: create compact presentations, leaving space for detailed explanations of individual points.

4. Evaluation conflict. What is being evaluated? Mastery of the subject (classics)? Application (non-classical)? Or maybe the level of requests to ChatGPT (post-classical)? The criteria are floating, causing dissatisfaction on both sides.

Solution: clearly define the criteria and communicate them transparently, ensuring fairness and transparency.

Dialogue is like a technology, not a slogan. Dialogue is not pleasant chatter. This is a special mode of operation when both sides are ready to hear and change their position. Conditions for a full-fledged dialogue are:

- Recognition of differences. You can't force a student to look at the world through your glasses.
- Willingness to change. It is also useful for the teacher himself to hear the arguments of the students.
- Joint creation of meanings. Find common ground for mutual understanding.

The idea of effort. In the post-neoclassical period, lightness gained power. But knowledge gained without difficulty is rarely delayed. To return the understanding that easy information acquisition is not equal to high-quality assimilation.

The idea of authorship. In the age of digital copies, it is important to cultivate your own opinion and a reasoned position. The teacher can act as a senior companion who accompanies the formation of author's qualities.

The idea of borders. Orientation is difficult without frames. The teacher sets the boundaries of the field, not suppressing initiative, but structuring diversity.

Teacher's practical steps tomorrow morning

- Use AI as an assistant, not a competitor. Give students tasks that check the criticality of the perception of information received from the neural network.

- Return to live communication. The experience that a student gets only in the classroom is your unique competence.

- Do not teach facts, but search. The ability to distinguish good knowledge from bad knowledge will be key in the future.

- Recognize the student's right to ignorance. Open-ended questions arouse curiosity much more than a declaration of truth.

It can be concluded that today's audience is a complex cocktail of three paradigms. The teacher's task is to become a director who will be able to combine disparate ingredients into a harmonious dish.

Going from dogma through an instrument to plurality, we were looking for a single criterion of education. But it turned out that the secret is not to change paradigms, but to preserve the main lines running through all epochs.

The main line is effort. Plato taught us to recall forgotten knowledge, Aristotle taught us to practice, and Dewey taught us to test it in action. Today, a student sits in front of screens, but without effort, knowledge does not become his own. Information turns into knowledge only through the filter of personal experience, reflection, and reinterpretation [3].

The second line is the Other. Meeting with another consciousness is an obligatory element of education. Previously, this Other Person was a master teacher, later a peer or the author of the text. Today, the Other one is a chatbot, a neural network, and a global database. Masks have changed, but the very need for contact with the outside has remained.

The third line is the border. In the classics, these were canons and dogmas, in non-classics, these are experimental zones, and in post-non-classics it is complete pluralism. But a person without borders is disoriented. Reference points are needed, set externally, but freely selected.

All these lines lead to the same conclusion: education is not about pumping brains with data, but about becoming a human being. The transmission of information gives way to the development of human qualities that cannot be "downloaded" or "improved" through a tablet.

These three qualities are:

1. Reflection. Machines collect and process data, but they do not experience doubts, worries, or the joy of discovery. Only a person can look inside himself and ask, "Am I thinking correctly?"

2. Pauses. In the noisy flow of information, a person retains the unique ability to stop, be silent, and think. Without this, learning becomes a simple absorption of content.

3. Authorship. The world is full of ready-made answers, but the real achievement remains to create your own, albeit imperfect, but sincere statement [7].

Therefore, the role of a teacher today is not to compete with the neural network in speed of response, but to teach reflection, stops, and questions. Not to dictate ready-made recipes, but to show the way to a land of uncertainty where the answer has yet to be found.

The bottom line is to refocus your efforts on developing skills that are unique to humans. Learn to let go of control over the content and focus on helping you understand. Become a guide to the world of questions, not the sole owner of the answers. Education never ends. We are facing a huge field of possibilities where the boundary between man and machine is blurring. The future is unclear, but one thing is clear: learning remains important as long as there is a person who strives to understand himself and the world. And remember: learning remains learning only where there is a living person who is ready to spend his strength on understanding.

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CLIL-BASED INTERNSHIP FOR ENGAGING STUDENTS IN READING PROFESSIONAL LITERATURE IN ENGLISH

Abstract. The paper examines Content and Language Integrated Learning (CLIL) as a means of motivating first- and second-year students to read authentic textbooks. It combines a literature review and a case study. The analytical part is based on a Scopus dataset of 273 articles published in open-access journals between 2021 and 2026. It identifies the main thematic patterns in recent CLIL research: content-language integration, scaffolding, disciplinary literacy, vocabulary support, student engagement, technology-assisted learning. The empirical part presents a CLIL-based internship built around an English-language marketing textbook and supported by Quizlet glossaries, a digital reader's diary, workshops on reading strategies and video creation, and group-based learning. The findings indicate that the model contributed to students' engagement in professional reading.

Keywords: Content and Language Integrated Learning (CLIL), reading, authentic materials, higher education, English for Specific Purposes (ESP).

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УЧЕБНАЯ ПРАКТИКА В ФОРМАТЕ CLIL ДЛЯ ПОВЫШЕНИЯ МОТИВАЦИИ К ЧТЕНИЮ ПРОФЕССИОНАЛЬНОЙ ЛИТЕРАТУРЫ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. В статье интегрированное предметно-языковое обучение (CLIL) рассматривается как средство вовлечения студентов первого и второго курса в чтение аутентичных учебников на английском языке. Исследование сочетает анализ научной литературы и изучение опыта практической реализации. Теоретический обзор основан на 273 статьях, отобранных из реферативной базы Scopus и опубликованных в журналах открытого доступа в 2021-2026 гг. Анализ источников позволил выделить основные направления современных исследований в области интегрированного предметно-языкового обучения: вопросы сочетания предметного содержания и языка, поддержка обучающихся, предметные знания, лексическая поддержка, мотивация обучающихся, обучение с применением информационных технологий. В эмпирической части описана модель учебной практики студентов первого курса направления «Маркетинг», реализованная в формате CLIL. Модель основана на работе с англоязычным учебником, цифровым глоссарием и читательским дневником, работой в группах в сопровождении наставника и мастер-классами. Полученные результаты позволяют рассматривать данную модель как средство вовлечения студентов в чтение профессиональной и учебной литературы на языке оригинала.

Ключевые слова: интегрированное предметно-языковое обучение, чтение, аутентичные материалы, высшее образование, английский язык для специальных целей.

One of the persistent challenges in professionally oriented foreign language training is the gap between language instruction and students' use of authentic English-language sources. Professional literature plays an important role in the development of subject knowledge. Yet students do not automatically begin to work with such texts in a sustained way. In many cases, reading remains occasional and largely formal. It does not become part of regular professional learning.

This issue is particularly relevant for Marketing students. Their academic and professional development depends on familiarity with core concepts, subject-specific terminology, analytical frameworks, and case-based thinking. Much of this knowledge is presented in English-language textbooks and professional publications. At the same time, such texts are often perceived as difficult. Students may find them challenging because of dense vocabulary and limited experience of working with authentic materials. As a result, professional reading in English requires carefully planned pedagogical support.

CLIL offers a promising way of addressing this issue. It brings together subject learning and language development within a single educational framework. Its effectiveness, however, does not depend simply on combining content and language in one course. What matters is how this integration is designed and supported in practice.

This makes it important to examine teaching models that help students enter professional reading in English in a gradual, structured, and meaningful way.

The present paper focuses on a CLIL-based internship designed for Marketing students as a way of involving students in reading professional literature in English. Special attention is given to the conditions under which such reading becomes a meaningful part of early professional training.

The present study combined two stages. At the analytical stage, a Scopus corpus was compiled using the search query “CLIL” in the article title. The selection was limited to English-language open-access journal articles published between 2021 and 2026. The final dataset included 273 articles. The corpus was analyzed to identify major fields in recent CLIL research.

At the empirical stage, the study examined a CLIL-based internship for Marketing students. The model was built around an English-language marketing textbook *Principles of Marketing* (2024) by Philip Kotler. The project is still in progress. The present article reports an intermediate stage of the research. For this reason, the analysis is limited to the first observable outcome.

The analytical review shows that CLIL has developed into a broad and internally differentiated field. Earlier discussions often focused on the general idea of combining content and language. More recent studies are more specific. They examine how this integration works in practice and what instructional conditions make it effective [1-5].

One of the main themes in the literature is the relation between subject learning and language development. Researchers point out that this balance is not easy to achieve. In many contexts, teachers tend to give priority either to content or to language, depending on their training and professional role [2, 3]. This means that CLIL cannot be reduced to the presence of both elements in the same course. Its success depends on how the learning process is designed and how clearly the two dimensions are connected in actual teaching.

Another important theme is scaffolding. Studies show that students need structured support when they work with subject content in a foreign language [1, 6]. Teacher guidance helps them follow the logic of the text, understand key concepts, and cope with new terminology. In higher education this becomes especially relevant because students are often expected to read texts that are both conceptually demanding and linguistically complex. Scaffolding therefore has both cognitive and motivational functions. It makes difficult material more accessible and reduces the feeling that professional texts are beyond students’ reach.

Vocabulary support occupies a similarly important place in recent CLIL research. Subject-specific vocabulary does not develop automatically, even in integrated learning environments. It requires repeated exposure, contextual use, and deliberate pedagogical attention [7, 8]. For many students, terminology is the first barrier that prevents meaningful work with authentic texts. Research suggests that this barrier can be reduced when lexical support is embedded in the learning process rather than added as a separate exercise [7, 8].

A further line of research concerns disciplinary literacy. Current scholarship increasingly views CLIL as a way of introducing students to the discourse practices of a discipline [5]. This is particularly important in higher education. Reading

professional literature is one of the main ways in which students enter the conceptual world of their field. Through reading, they become familiar with how knowledge is organized, how arguments are developed, and how professional problems are framed. In this sense, reading should be seen as an early stage of professional growth.

Student engagement is another recurring concern in the literature. Studies suggest that CLIL is more successful when students see a clear purpose in what they are doing and when learning tasks are perceived as meaningful [9, 10]. Motivation does not arise simply because content is taught through another language. It depends on the structure of the task, the relevance of the material, the degree of support that students receive. This point is especially important when students are asked to read authentic disciplinary texts, since this work can easily be perceived as too difficult or too distant from their immediate needs.

Research also shows that digital tools can support both content learning and language development when they are integrated into a coherent model [4]. In the context of reading, such tools may include glossaries, structured digital materials, or interactive support systems. Their value lies in the ability to make complex texts more approachable and to support sustained learner involvement.

CLIL is becoming increasingly relevant in higher education. A growing number of studies examine university contexts and point to the potential of CLIL for disciplinary communication and subject learning [6, 9, 11]. In professionally oriented programmes, English is a medium through which students gain access to professional discourse.

At the same time, the literature reveals a clear gap. Many studies focus on general outcomes such as student attitudes, vocabulary growth, classroom interaction, or writing development [2, 3, 9-12]. Fewer studies describe in detail how CLIL can be used to involve university students in reading professional literature in English through a combination of reading strategies, lexical support, structured note-taking, and collaborative work. Existing research provides strong arguments in favour of scaffolding, disciplinary literacy, vocabulary support, and meaningful task design [1, 4-8]. However, it offers fewer detailed models of how these elements can be brought together in an educational practice.

The reviewed literature suggests that students are more likely to become involved in professional reading when several conditions are present. The content must be professionally relevant. The tasks must be clearly structured. Vocabulary support must be available. Students need guidance in working with difficult texts. They also need to see that reading is part of a larger academic purpose [1, 5-7, 9, 10].

Based on the findings of the literature analysis, a CLIL-based internship model was designed. It was intended as an introductory form of professional immersion for the first year Marketing students. The core material was Philip Kotler's *Principles of Marketing* (2024). To support this work, the project used a digital reader's diary. It combined chapter navigation, pre-reading tasks, short chapter previews, Quizlet integration, progress tracking, and a bilingual term search. The Figure presents the interface of the digital reader's diary.

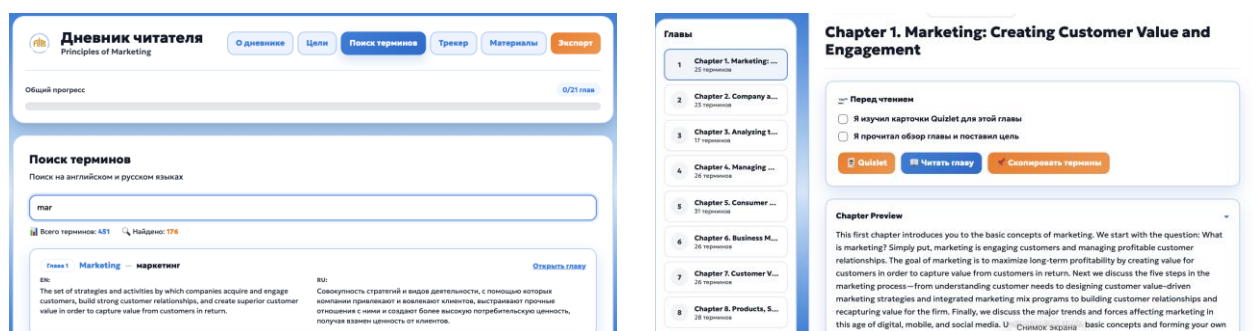


Figure. Interface of the digital reader's diary

The internship opened with an introductory session that presented the structure of the project and its expected outcomes. It was followed by workshops designed to prepare students for the reading task. The first workshop focused on reading strategies. Students then moved to individual reading supported by the glossary and the diary, and later to group-based work built around the assigned chapters. Thus, the internship linked authentic reading, structured support, and collaborative learning. Reading in English became part of a broader academic task and of the students' first professional orientation [13].

The main result of the first stage was the participation of 34 students who started working in 7 groups and, more importantly, their willingness to remain in the project. The present paper does not claim a completed competence outcome. It identifies an earlier and pedagogically meaningful result, namely students' readiness to engage in sustained reading in English.

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LINGUODIDACTIC PRINCIPLES FOR DEVELOPING A RUSSIAN LANGUAGE TEXTBOOK FOR ADULT MEMBERS OF BILINGUAL FAMILIES LIVING ABROAD

Abstract. The article examines linguodidactic principles for developing a Russian language textbook intended for adult members of bilingual families living abroad. The study addresses the shortage of teaching materials specifically designed for this group despite the growing number of intercultural and bilingual families. The research combines theoretical analysis with empirical data obtained through a series of in-depth semi-structured interviews with representatives of bilingual families from different linguistic and cultural backgrounds. The interviews made it possible to identify their main communicative needs, common learning difficulties, and motivational factors shaping the process of language acquisition. Particular attention is paid to family communication as a space of intergenerational dialogue. The article proposes a model for organizing educational content around everyday domestic environments, described as “learning by rooms,” which integrates vocabulary, grammar, and communicative functions into real-life contexts.

Keywords: Russian as a foreign language, bilingual families, linguodidactics, adult learners, in-depth interview.

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ЛИНГВОДИДАКТИЧЕСКИЕ ПРИНЦИПЫ РАЗРАБОТКИ УЧЕБНИКА РУССКОГО ЯЗЫКА ДЛЯ ВЗРОСЛЫХ ЧЛЕНОВ БИЛИНГВАЛЬНЫХ СЕМЕЙ, ПРОЖИВАЮЩИХ ЗА РУБЕЖОМ

Аннотация. В статье рассматриваются лингводидактические принципы разработки учебника русского языка, предназначенного для взрослых членов билингвальных семей, проживающих за рубежом. Исследование посвящено проблеме недостатка учебных материалов, специально ориентированных на

данную аудиторию, несмотря на рост числа интеркультурных и билингвальных семей. Работа сочетает теоретический анализ с эмпирическими данными, полученными в ходе серии глубинных полуструктурированных интервью с представителями билингвальных семей, принадлежащих к различным языковым и культурным средам. Проведенные интервью позволили выявить основные коммуникативные потребности данной аудитории, типичные трудности в изучении языка и мотивационные факторы, определяющие процесс его освоения. Особое внимание уделяется семейной коммуникации как пространству межпоколенческого диалога. В статье предлагается модель организации учебного материала вокруг повседневных домашних пространств, описываемая как принцип «обучения по комнатам», при котором лексика, грамматика и коммуникативные функции интегрируются в реальные жизненные контексты.

Ключевые слова: русский как иностранный, билингвальные семьи, лингводидактика, обучение взрослых, глубинное интервью.

In recent decades, bilingual and intercultural families have become an increasingly visible social phenomenon. Current research shows that language in such families is closely connected with everyday communication, emotional ties, intergenerational transmission, and family well-being [1]. Family language practices are dynamic and context-dependent. They are shaped by parental involvement, home environments, communicative routines, and language management strategies [2]. At the same time, recent studies indicate that adult family members remain less visible in pedagogically oriented research than children and parental language policies [1]. This creates a gap between the real communicative needs of adult learners in bilingual families and the teaching materials available to them.

This context is especially important for adult members of bilingual families living abroad. In many cases, they need to learn their partner's native language in order to participate fully in family life, communicate with relatives, and interact with children. Their language learning is usually motivated by practical communication rather than by formal academic aims. It is linked to daily interaction, emotional closeness, and the wish to become a fuller member of the family community [3]. For this reason, their learning needs differ from those of more typical adult learners of Russian as a foreign language.

At the same time, available teaching materials rarely address this target group directly. Textbooks are often designed either for general foreign language instruction or for children in heritage or bilingual settings. They do not fully reflect the communicative realities of adults whose language learning develops inside family life. This means that everyday family situations, intergenerational dialogue, and domestic routines are often left outside the logic of textbook design. As a result, there is a clear mismatch between the learners' communicative needs and the pedagogical models offered to them.

The present study starts from the assumption that a textbook for this audience should be based not only on linguistic progression, but also on the logic of family

communication. If Russian is learned for use in the home, then educational content should reflect the situations in which it is actually needed. Vocabulary, grammar, and communicative functions should be introduced through contexts that are meaningful for the learners' daily lives. This requires an empirically grounded and linguodidactically consistent model of textbook design.

The aim of the study is to formulate linguodidactic principles for developing a Russian language textbook for adult members of bilingual families living abroad. The object of the study is the process of teaching Russian to adult members of bilingual families living abroad. The subject of the study is the linguodidactic basis for designing a Russian language textbook oriented toward family communication in bilingual households.

The study combines theoretical and empirical methods. The theoretical part is based on the analysis of recent works devoted to family language policy, bilingual family communication, and multilingual domestic interaction [1-6]. The empirical part is based on a series of in-depth semi-structured interviews with representatives of bilingual families from different linguistic and cultural backgrounds. The interview data were used to identify recurrent communicative situations, common learning difficulties, motivational factors, and expectations regarding teaching materials.

The theoretical analysis shows that recent scholarship increasingly treats family multilingualism as a dynamic and relational phenomenon rather than as a static coexistence of two languages [4]. Researchers emphasize the role of emotions, family roles, and domestic routines in shaping language use [4]. Home language practices are described as flexible and context-sensitive. They depend on the structure of the family, the linguistic repertoires of its members, and the broader social setting in which the family lives [5]. These studies suggest that language use in bilingual families cannot be understood apart from the concrete situations in which it occurs.

Another important conclusion from the literature is that family language policy research still pays more attention to children, parental strategies, and heritage language transmission than to adult learners who become part of bilingual families later in life [1]. Even when adults are present in the research picture, they are usually considered in relation to family language management rather than as language learners with distinct educational needs. This confirms the need for a pedagogical model specifically designed for adult members of bilingual families.

The interview data showed that the main domain of Russian language use for the target group is everyday family communication. The participants spoke about situations connected with meals, household routines, childcare, short requests, explanations, emotional support, and informal conversation with partners and older relatives. In most cases, Russian was needed not for institutional or professional communication, but for participation in ordinary family life. This means that the relevant communicative material is highly contextual and closely tied to domestic environments.

The interviews also revealed several recurrent difficulties. Many participants reported that they could understand isolated words or familiar expressions but found it difficult to follow natural speech in real time. They often lacked vocabulary for

spontaneous interaction and felt uncertain when they had to respond quickly in everyday situations. The central problem was not grammar taken separately, but the need to process vocabulary, intention, and context at the same moment. This finding is important because it suggests that textbook design should focus not only on grammatical explanation, but also on the development of context-bound communicative readiness.

Another important finding concerns motivation. For most participants, learning Russian was closely connected with family relationships. The language was seen as a means of becoming a fuller member of the family, strengthening emotional bonds, and participating more actively in intergenerational dialogue. In this respect, motivation was not external or abstract. It grew out of daily interaction and from the desire to understand and be understood within the family. This distinguishes the target group from learners whose motivation is mainly academic, professional, or travel-related.

The interview data also showed that family communication is organized around recurrent spaces and routines. Participants often described language use in relation to the kitchen, the children's room, the living room, or other parts of the home. These spaces were not mentioned simply as physical locations. Each of them was associated with a specific range of actions, topics, and communicative intentions. The kitchen, for example, was linked to food preparation, invitations, requests, and practical coordination. Interaction with children was associated with care, instruction, emotional support, and play. This observation became the basis for the model proposed in the study.

On the basis of these findings, the article proposes a model of organizing educational content that may be described as "learning by rooms." In this model, each unit is built around a familiar domestic space and the communicative situations that typically arise there. Such structuring reflects the real conditions in which the target audience uses Russian. It also makes it possible to combine vocabulary, grammar, and communicative functions within a single meaningful context. Instead of presenting language as a sequence of abstract rules, the textbook can introduce it through the logic of everyday family life.

This model has several linguodidactic advantages. It allows learners to work with vocabulary in contexts where meaning is immediately clear. It makes grammar more functional because forms are introduced through communicative need rather than through abstract classification. It supports memory because lexical and grammatical material is tied to familiar spaces, actions, and routines. Most importantly, it reflects the communicative reality of bilingual families and therefore responds more directly to the needs of adult learners in this setting.

The results of the study make it possible to formulate several general conclusions. Adult members of bilingual families living abroad represent a distinct group of learners with specific communicative needs. Their language learning is closely tied to family interaction and to the emotional and practical demands of everyday life. For this reason, a Russian language textbook designed for this audience should be based on domestic communication, recurrent speech situations, and context-sensitive presentation of material. The proposed "learning by rooms" model offers one

way of meeting this need. It provides a principle for structuring educational content that is both linguodidactically grounded and closely aligned with the communicative experience of bilingual families.

The study also shows that textbook design for this target group should proceed from family communication as a primary learning environment. In such a model, language is acquired not for external performance, but for use in everyday relationships. This shifts the pedagogical focus from abstract progression to functional relevance. It also makes it possible to see intergenerational dialogue not as a secondary theme, but as one of the central motives for learning.

Thus, the development of a Russian language textbook for adult members of bilingual families living abroad requires a linguodidactic model closely connected with real family communication. The interview data make it clear that this group of learners is guided by practical needs, emotional involvement, and the wish to participate fully in everyday interaction with partners, children, and older relatives. In this context, language learning cannot be treated as an abstract process detached from lived experience. It needs to be grounded in recurrent domestic situations and in the communicative logic of family life. The proposed “learning by rooms” model reflects this principle and offers a productive basis for designing teaching materials that respond more directly to the needs of adult learners in bilingual families.

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CULTURAL AND LEISURE ACTIVITIES AS A FACTOR IN THE FORMATION OF VALUE ORIENTATIONS OF YOUNGER SCHOOLCHILDREN

Annotation. The article examines the role of cultural and leisure activities in the process of forming a system of value orientations in children of primary school age. The authors analyze the specifics of extracurricular work, emphasizing its interdisciplinary nature at the intersection of pedagogy and psychology. Special attention is paid to the influence of gaming and creative forms of leisure on the socialization of personality. The results of the study confirm that the integration of cultural values into the leisure environment contributes to the harmonious development of schoolchildren and the strengthening of the moral and ethical foundations of their behavior.

Keywords: value orientations, primary school student, cultural and leisure activities, upbringing, socialization.

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КУЛЬТУРНО-ДОСУГОВАЯ ДЕЯТЕЛЬНОСТЬ КАК ФАКТОР ФОРМИРОВАНИЯ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ МЛАДШИХ ШКОЛЬНИКОВ

Аннотация. В статье рассматривается роль культурно-досуговой деятельности в процессе формирования системы ценностных ориентаций у детей младшего школьного возраста. Авторы анализируют специфику внеучебной работы, подчеркивая ее междисциплинарный характер на стыке педагогики и психологии. Особое внимание уделяется влиянию игровых и творческих форм досуга на социализацию личности. Результаты исследования подтверждают, что интеграция культурных ценностей в досуговую среду способствует гармоничному развитию школьников и укреплению морально-этических основ их поведения.

Ключевые слова: ценностные ориентации, младший школьник, культурно-досуговая деятельность, воспитание, социализация.

Modern society is changing dynamically, so there is a question of forming the value orientations of the younger generation in society. Primary school age is a time when the foundations of a worldview are laid, basic concepts of good and evil, honor and duty, responsibility and patriotism are formed.

The educational process according to the Federal State Educational Standard of Higher Education is not limited only to specific activities. The cultural and leisure environment of the school is the place where values become personally significant [1].

V. A. Slavenin includes the following content in the concept of “value orientation”: it is a system of stable personal relationships to the outside world and to oneself in the form of fixed attitudes towards certain values of the material and spiritual culture of society [2].

A. S. Makarenko paid attention to the formation of moral values such as respect for others, cooperation, responsibility, diligence, justice. He believed that the development of these values in the team contributes not only to the personal growth of each pupil, but also to the creation of a favorable and harmonious educational environment [3].

In pedagogical science, values are considered as a link between the public consciousness and the individual being of the child. Value orientations are an internal regulator of a person’s behavior, reflecting his attitude to the world around him and to himself [4].

A primary school student is characterized by a high degree of trust in an adult and emotional sensitivity. During this period, it is important not just to talk about values, but to create conditions for their emotional experience. Cultural and leisure activities, with their freedom of choice and creative nature, are ideally suited for this purpose.

Figure 1 shows the aspects of cultural and leisure activities.

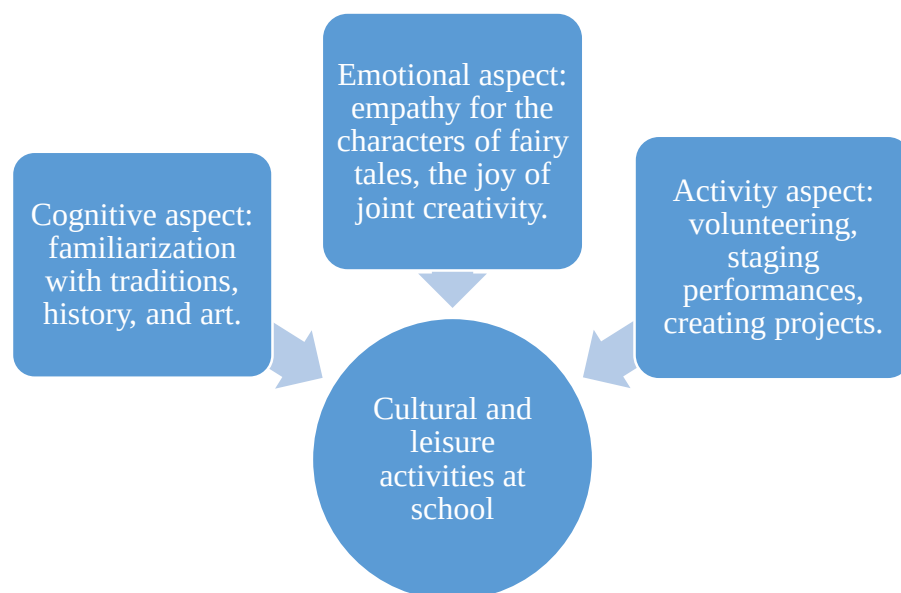


Figure 1. Aspects of cultural and leisure activities

The main difference between leisure time and the lesson is the absence of strict control and evaluative pressure. The child can take the initiative, which contributes to the formation of values such as independence, leadership and respect for other people's opinions. Soviet scientists in the field of age psychology noted that in primary school age children undergo a transition from visual-figurative to verbal-logical thinking, but the emotional sphere remains the leading one [5].

The effectiveness of cultural and leisure activities in primary schools is due to the fact that values are formed here not through direct edification, but through deep emotional living. Pedagogically well-organized leisure involves three key elements of value translation: symbolism, play, and imitation.

The first element is symbolism. It allows you to translate complex, abstract concepts into a language of images that is understandable to a child. At primary school age, "patriotism" or "duty" are not yet recognized as philosophical categories, but they gain meaning through state symbols and school traditions. For example, a solemn line-up with the raising of the national flag and the singing of the national anthem creates a sense of belonging to the great history of the country for a first-grader. Intra-school symbols work similarly: for example, the tradition of "Initiation into Students", where each child is given a badge or tie of a certain color. This ritual creates the value of community and responsibility for the image of one's team.

The second element is the game. This is the leading activity that is used in culture and leisure activities to simulate reality. Unlike in a lesson, in a game a child has the right to make mistakes without getting a bad grade, which makes the parenting process "safe". For example, during the Mystery of the Abandoned Island quest game, the team is faced with a dilemma: take the "treasure" and win right now, or spend time helping a "wounded" friend (actor or another player), risking losing. It is at this point that the value of mutual assistance ceases to be a line from a textbook and turns into a personal experience of choice, for which the child is responsible to himself and the team.

The third element is imitation. It is based on the age-related propensity of younger schoolchildren to search for a benchmark. In the system of cultural and leisure activities, this is realized through a focus on significant adults and characters in the works. During a hike or rehearsal of a play, the teacher is perceived by children as a living example to copy, and discussing the actions of the characters allows them to “try on” their best qualities for themselves. For example, by participating in the volunteer action “Help for the Shelter”, children see how their teacher sincerely cares about animals, without demanding anything in return. This direct action of the teacher becomes more powerful than any lectures on mercy. At the same time, working on a theatrical production, for example, based on the fairy tale “The Little Prince”, the child learns through the role the value of responsibility for those whom he “tamed”, profoundly appropriating this norm of behavior [6].

Thus, cultural and leisure activities create a unique educational environment where symbols set high ideals, play gives practice to moral choice, and imitation indicates the right vector of personality development. The integration of these mechanisms turns school leisure into a powerful factor in forming the value foundation of a future citizen.

For effective education through cultural and leisure activities, it is necessary to use various forms of work, some of which are shown in Figure 2.



Figure 2. Forms of cultural and leisure activities

Let us take a closer look at the content of the forms of cultural and leisure activities, which have a unique set of tools that allow us to translate theoretical moral norms into the plane of a child’s practical experience.

1. Creative workshops. One of the fundamental forms is creative workshops, which primarily form the value of creative work and aesthetic perception. Within the framework of the workshop, the child ceases to be a passive consumer and becomes a creator; for example, conducting a workshop on making bird feeders or painting folk toys. Here, creative work is inextricably linked with a sense of beauty. By creating a useful object with their own hands, a younger student learns to appreciate the efforts of other people and take care of the results of work, while realizing the joy of creating beauty.

2. Theatrical activities. Theatrical activities occupy a special place in the educational process. Its effectiveness lies in the fact that through “living” roles, children learn empathy and a deep understanding of social norms. Theater allows a

child to safely try on different behaviors; for example, the production of the fairy tale “The Ugly Duckling”. Playing the roles of different characters, children realize at an emotional level how painful injustice can be and how important the value of accepting someone who doesn’t look like you is. Passing the feelings of the hero through himself, the student appropriates the norm of human dignity and kindness [7].

3. Sightseeing activities. The formation of a civic position and love for the world is realized through sightseeing activities, which lay the foundations of patriotism and ecological culture. Going beyond the classroom allows the child to see the scale and beauty of his country and nature. For example, an excursion to the memorial of fallen soldiers or a local nature reserve. In the first case, through the story of the heroism of fellow countrymen, a sense of pride and belonging to the history of the great Motherland is born. In the second case, through observing the fragility of the ecosystem, the value of responsibility for the preservation of life on Earth is formed.

4. Collective creative activities. An important tool for socialization is collective creative activities developed according to the methodology of I. P. Ivanov. They foster a sense of teamwork and personal responsibility for the overall result, since collective creative endeavors cannot be realized alone. For example, the organization of the “Festival of the Peoples of the World”. The class is divided into groups, each of which prepares its own fragment of the general holiday: costumes, dances, stories. During the preparation process, each child realizes that the success of the entire event depends on his personal contribution, which creates the value of mutual assistance and camaraderie.

5. Project activities. It allows you to combine the educational process with the personal history of the child. Thus, the project “My Family in the History of the Country” effectively strengthens family values. For example, as part of such a project, a student and his parents study the biographies of their ancestors, their work or military path. Finding a connection between the fate of his family and the fate of the state, the child begins to appreciate the connection of generations more deeply, respect elders and realize the continuity of traditions, which becomes a solid value foundation of his personality [8].

Summing up, we can conclude that the variety of forms of cultural and leisure activities allows us to involve all aspects of a child’s development from his emotions and aesthetic feelings to awareness of himself as part of a family, team and a great country.

The formation of value orientations is a long process and not always linear. Cultural and leisure activities in primary schools are a powerful tool for making the educational process unobtrusive and deep [9].

Through play, artistic and social forms of leisure, abstract moral categories turn into stable inner beliefs of the child. Thus, a well-organized extracurricular school environment lays the foundation for a person capable of conscious choice and creative activity in the future.

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KRITERIENORIENTIERTE BEWERTUNG STUDENTISCHER WISSENSCHAFTLICHER VORTRÄGE ALS INSTRUMENT ZUR FÖRDERUNG DER FORSCHUNGSMOTIVATION

Zusammenfassung. Der Artikel ist der Entwicklung einer analytischen Bewertungsrubrik für wissenschaftliche Studentenvorträge auf einer Konferenz des Lehrstuhls für Fremdsprachen in der Berufstätigkeit gewidmet. Die Relevanz der Untersuchung ergibt sich aus der Notwendigkeit, die Objektivität der Expertenbewertung mit der Förderung der Forschungsmotivation der Studierenden zu verbinden. Im Beitrag werden die pädagogischen Grundlagen der kriterienorientierten Bewertung mündlicher akademischer Präsentationen betrachtet und der Einsatz einer analytischen Rubrik eines analytischen Herangehens an das Problem in der Konferenzpraxis begründet. Vorgestellt wird ein System von Kriterien, das die Bewertung von Inhalt, Struktur, sprachlicher Gestaltung, mündlicher Darbietung, visueller Unterstützung, Fragenbeantwortung und Einhaltung des Zeitrahmens umfasst. Darüber hinaus wird eine Web-Anwendung beschrieben, die zur Bewertung der Vorträge und zur Vergabe von Nominierungen eingesetzt wird. Das vorgeschlagene Modell gewährleistet Transparenz, Reliabilität und pädagogische Begründetheit der Bewertung.

Schlüsselwörter: studentische Konferenz, Bewertung, analytische Rubrik Herangehen, Präsentation, Forschungsmotivation, akademische Kommunikation.

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CRITERIA-BASED EVALUATION OF STUDENT CONFERENCE PRESENTATIONS AS A TOOL FOR FOSTERING RESEARCH MOTIVATION

Abstract. The article focuses on the development of an analytical evaluation rubric for student research presentations delivered at a conference organized by the Department of Foreign Languages in the Professional Sphere. The relevance of the study lies in the need to combine the objectivity of expert evaluation with the support of students' research motivation. The paper examines the pedagogical foundations of criteria-based evaluation of oral academic presentations and substantiates the use of an analytical rubric in conference practice. It presents a system of criteria covering content, structure, language, oral delivery, visual support, responses to questions, and time management. The article also describes a web application for evaluating presentations and assigning nominations. The proposed model ensures transparency, reliability, and pedagogical validity of the evaluation process.

Keywords: student conference, evaluation, analytical rubric, oral presentation, research motivation, academic communication.

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КРИТЕРИАЛЬНОЕ ОЦЕНИВАНИЕ СТУДЕНЧЕСКИХ НАУЧНЫХ ДОКЛАДОВ КАК ИНСТРУМЕНТ ПОДДЕРЖКИ ИССЛЕДОВАТЕЛЬСКОЙ МОТИВАЦИИ

Аннотация. Статья посвящена разработке системы критериев оценивания студенческих научных выступлений на конференции кафедры иностранных языков в профессиональной деятельности. Актуальность исследования определяется необходимостью сочетать объективность экспертного оценивания с поддержкой исследовательской мотивации обучающихся. В статье рассматриваются педагогические основания оценивания устных академических выступлений и обосновывается применение критериального подхода в практике студенческих конференций. Представлена система критериев, включающая содержание и структуру, язык, доклад, визуальное сопровождение, ответы на вопросы и соблюдение регламента. Описано веб-приложение для оценивания выступлений и назначения номинаций. Предложенная модель обеспечивает прозрачность, надежность и педагогическую обоснованность оценивания.

Ключевые слова: студенческая конференция, критериальное оценивание, научный доклад, исследовательская мотивация, академическая коммуникация.

Eine wissenschaftliche Studentenkonferenz erfüllt im Universitätsumfeld eine entwicklungsfördernde Funktion. Sie eröffnet den Studierenden den Zugang zur akademischen Gemeinschaft, stärkt ihre Fähigkeit, Forschungsergebnisse öffentlich zu präsentieren und unterstützt ihre Motivation zur weiteren wissenschaftlichen Arbeit. Für den Lehrstuhl für Fremdsprachen in der Berufstätigkeit ist dies von besonderer Bedeutung, da der wissenschaftliche Vortrag hier zugleich als Ergebnis eigenständiger Forschung und als Form akademischer Kommunikation in einer Fremdsprache verstanden wird.

Der Lehrstuhl für Fremdsprachen in der Berufstätigkeit veranstaltet jährlich die Konferenzen unter dem Namen „Innovationen der Jugendwissenschaft“. In einem ersten Schritt werden die besten Vorträge in den Studiengruppen ausgewählt. Darauf folgt die Lehrstuhlrunde, an der die zehn besten Vortragenden teilnehmen. Anschließend vertritt ein Studierender den Lehrstuhl auf Institutsebene. Gerade auf dieser Stufe erweist sich die Bewertung als besonders anspruchsvoll. Das Finale erreichen in der Regel Studierende, die aktiv in der studentischen wissenschaftlichen Gesellschaft mitwirken und ein hohes fachliches Niveau zeigen. Da die Unterschiede zwischen ihren Vorträgen meist gering sind, zieht sich die Diskussion über die Ergebnisse häufig in die Länge. Für die Kommission entsteht daraus ein Dilemma. Einerseits sind der erste, zweite und dritte Platz zu vergeben. Andererseits gilt es, die Leistungen jener Studierenden angemessen anzuerkennen, die bereits zu den besten unter den rund zweitausend vom Lehrstuhl betreuten Studierenden zählen.

In der pädagogischen Literatur wird heute die Frage, was stärker zur Persönlichkeitsentfaltung und zur beruflichen Entfaltung beiträgt, nicht mehr als Gegensatz von Strenge und Unterstützung verstanden. Forschungsergebnisse zeigen vielmehr, dass nachhaltige Entwicklung dort begünstigt wird, wo hohe Anforderungen mit einer unterstützenden Lernumgebung verbunden sind und Rückmeldungen einen inhaltlichen und entwicklungsfördernden Charakter haben. Im Rahmen der Selbstbestimmungstheorie gelten vor allem jene Bedingungen als besonders produktiv, unter denen die Grundbedürfnisse nach Kompetenz, Autonomie und sozialer Eingebundenheit erfüllt werden. Sie fördern intrinsische Motivation, Engagement und Ausdauer im Handeln [1].

Zeitgenössische Studien stützen die verbreitete Auffassung nicht, dass Misserfolg als solcher automatisch zu Entwicklung führt. Vielmehr wird gezeigt, dass Menschen die Wahrscheinlichkeit überschätzen, mit der auf ein Scheitern gleichsam von selbst ein späterer Erfolg folgt. Eine tatsächliche Verbesserung tritt deutlich seltener ein, als häufig angenommen wird. Daraus ergibt sich, dass nicht das Scheitern an sich entwicklungsfördernd ist, sondern die gezielte pädagogische Arbeit damit, die Reflexion, inhaltliche Rückmeldung und die Möglichkeit eines erneuten Versuchs einschließt [2].

Zugleich ist nachgewiesen worden, dass Fehler tatsächlich eine Ressource des Lernens sein können, allerdings nur unter bestimmten pädagogischen Bedingungen. Die Metaanalyse von N. Keith und M. Frese zeigt, dass Lernformen, in denen Fehler

zugelassen, reflektiert und anschließend korrigiert werden, wirksamer sind als Modelle, die ausschließlich auf Fehlervermeidung ausgerichtet sind [3]. Daraus folgt, dass nicht die Sanktionierung des Scheiterns produktiv wirkt, sondern der pädagogisch begleitete Umgang mit Schwierigkeiten unter Bedingungen inhaltlicher Unterstützung.

Von besonderer Bedeutung sind in diesem Zusammenhang Forschungen zur Anerkennung von Leistungen. Es wurde gezeigt, dass Anerkennung und die öffentliche Sichtbarkeit von Erfolg die Leistungsfähigkeit fördern, während ein starres soziales Vergleichen diese mindern kann, insbesondere bei weniger starken Teilnehmenden [4]. In eine ähnliche Richtung weist eine Studie zum Zusammenhang zwischen Anerkennung von Leistungen und beruflicher Adaptabilität. Frühe Anerkennung stärkt die berufliche Selbstwirksamkeit und die Bereitschaft zur weiteren Entwicklung [5]. Zugleich darf Unterstützung nicht in formelhaftes Lob umschlagen. Die Untersuchung von C. Mueller und C. Dweck zeigt, dass Lob für Begabung weniger produktiv ist als Lob für Anstrengung, Ausdauer und Strategie [6].

Mit diesen Ergebnissen stehen auch Untersuchungen zur psychologischen Sicherheit in Einklang. Für produktives Lernen ist es wichtig, dass Lernende die Bildungssituation als einen Raum erleben, in dem sie Fragen stellen, Neues erproben, Fehler machen und noch nicht vollständig ausgearbeitete Ideen ohne Angst vor symbolischer Bestrafung zur Diskussion bringen können [7, 8]. Auf die studentische wissenschaftliche Konferenz bezogen bedeutet dies, dass die Auszeichnung mehrerer starker Teilnehmender und die Vergabe von Nominierungen nicht als Senkung der Anforderungen, sondern als präzisere pädagogische Form der Bewertung verstanden werden können. Wenn die Unterschiede zwischen den besten Vorträgen gering sind, erweist sich die Hervorhebung ihrer jeweiligen Stärken als produktiver als eine starre lineare Hierarchie [1, 4, 5].

Ein weiterer wesentlicher Aspekt betrifft die Kriterien der Bewertung mündlicher wissenschaftlicher Vorträge. Forschungen zur Beurteilung akademischer Präsentationen zeigen, dass die verlässlichste Form in einem analytisch aufgebauten Kriteriensystem liegt, bei dem sich das Gesamtergebnis aus mehreren Parametern und nicht aus einem bloßen Gesamteindruck zusammensetzt [9, 10, 11]. Vor diesem Hintergrund bestand das Ziel der vorliegenden Untersuchung darin, ein System von Bewertungskriterien für wissenschaftliche Studentenvorträge in der Lehrstuhlrunde der Konferenz „Innovationen der Jugendwissenschaft“ theoretisch zu begründen und praktisch zu erproben. Damit sollte eine transparentere Expertenentscheidung ermöglicht und zugleich die Verbindung hoher akademischer Anforderungen mit der Förderung der Forschungsmotivation der Studierenden gesichert werden.

Als Untersuchungsmaterial diente die Praxis der Organisation und Durchführung der jährlichen studentischen Konferenz „Innovationen der Jugendwissenschaft“ an der Sankt Petersburger staatlichen Universität für industrielle Technologien und Design. Die empirische Grundlage der Untersuchung bildeten das Auswahlverfahren für die besten Vorträge auf Lehrstuhlebene, die Erfahrungen der Expertenkommission sowie die hierfür entwickelten Bewertungsmaterialien.

Die methodische Grundlage der Untersuchung umfasste die Analyse psychologisch-pädagogischer und didaktischer Literatur zu Motivation, Anerkennung von Leistungen, psychologischer Sicherheit, zur Bewertung mündlicher akademischer

Vorträge sowie zur Anwendung analytischer Kriteriensysteme [1–11]. Hinzu kamen die pädagogische Modellierung, das Expertenurteil und die praktische Erprobung eines digitalen Instruments zur Unterstützung des Bewertungsverfahrens.

Als zentrale Arbeitsaufgabe galt die Entwicklung eines Bewertungsmodells, das einerseits die Objektivität der Juryarbeit erhöht und andererseits den pädagogischen Wert der Konferenz als Raum zur Förderung leistungsstarker Studierender wahrt. Zu diesem Zweck wurde ein Kriteriensystem entwickelt, das die Aktualität des Themas, Inhalt und Struktur des Vortrags, Sprache, mündliche Darbietung, Präsentation, Antworten auf Fragen sowie die Einhaltung des Zeitrahmens umfasst. Jedes Kriterium wurde anhand einer dreistufigen Skala bewertet. Der vergebene Punktwert wurde anschließend mit dem Gewicht des jeweiligen Kriteriums verrechnet.

Die praktische Umsetzung des Systems erfolgte in digitaler Form. Das Kriteriensystem wurde mithilfe von Google Apps Script als Web-Anwendung für die Arbeit der Jurymitglieder realisiert. Für die visuelle Begleitung der Vorträge kamen Google Präsentationen zum Einsatz. Dies gewährleistete eine einheitliche Präsentationsvorlage und ermöglichte zugleich die Bewertung nach gemeinsamen Anforderungen an Struktur, Gestaltung und Lesbarkeit. Die Ergebnisse wurden in Google Tabellen erfasst, wo die Gesamtpunktzahlen automatisch berechnet, eine Gesamtübersicht erstellt und die Grundlage für die Vergabe von Plätzen und Nominierungen vorbereitet wurde.

Die durchgeführte Untersuchung führte zur Entwicklung eines Systems von Bewertungskriterien für studentische wissenschaftliche Vorträge, das auf die Aufgaben des Lehrstuhls für Fremdsprachen in der Berufstätigkeit und auf die Bedingungen der Lehrstuhlrunde der Konferenz abgestimmt ist. Dem System liegen Forschungsergebnisse zugrunde, nach denen die Bewertung mündlicher akademischer Vorträge dann besonders verlässlich ist, wenn sich das Gesamtergebnis aus mehreren Parametern zusammensetzt, die Inhalt, Aufbau, sprachliche Gestaltung, Qualität der mündlichen Darbietung, visuelle Unterstützung und Antworten auf die Fragen erfassen [9, 10, 11].

Das entwickelte System umfasst eine Anleitung für die Expertinnen und Experten, eine Tabelle mit Kriterien und Niveaubeschreibungen, einen individuellen Bewertungsbogen, eine Gesamtübersicht sowie ein digitales Instrument zur automatisierten Verarbeitung der Ergebnisse. Auf diese Weise wird die Arbeit der Jury standardisiert, die Grundlage der Punktevergabe transparent gemacht und die Vergleichbarkeit der Expertenentscheidungen gewährleistet.

Als Bewertungsskala wurde ein dreistufiges Modell gewählt, das eine einfache Handhabung mit analytischer Genauigkeit verbindet. Das höchste Gewicht erhielt das Kriterium „Inhalt und Struktur“, da es die wissenschaftliche Substanz des Vortrags am deutlichsten widerspiegelt. Ein erhöhtes Gewicht wurde außerdem den Kriterien „Sprache“, „Vortrag“ und „Antworten auf Fragen“ zugewiesen. Dies entspricht der Spezifik einer Konferenz am sprachlichen Lehrstuhl, bei der nicht nur die wissenschaftliche Idee, sondern zugleich die Qualität akademischer Kommunikation in einer Fremdsprache bewertet wird.

Tabelle. Bewertungskriterien für wissenschaftliche Studentenvorträge

Kriterium	Gewichtskoeffizient	Niedriges Niveau	Mittleres Niveau	Hohes Niveau
Aktualität	1	Das Thema ist nicht begründet oder entspricht nicht den prioritären Richtungen der Strategie für wissenschaftlich-technologische Entwicklung der Russischen Föderation und den Problemen der Branche	Das Thema ist als aktuell klar begründet, entspricht jedoch nicht den prioritären Richtungen	Das Thema ist als aktuell klar begründet und entspricht den prioritären Richtungen
Inhalt und Struktur	4	Ziel, Methoden, Materialien und Schlussfolgerungen werden nur teilweise dargestellt, eine vom Autor durchgeführte Untersuchung fehlt	Die wesentlichen Elemente der Untersuchung sind vorhanden, jedoch bedürfen Struktur oder Schlussfolgerungen der Überarbeitung, Fragen wirft der theoretische Überblick oder die eigene Untersuchung auf	Der Vortrag stellt eine vollwertige wissenschaftliche Mitteilung dar, das Ziel ist klar formuliert, Methoden und Materialien sind korrekt benannt, es gibt eine Stützung auf den theoretischen Überblick und Literaturhinweise in der Präsentation, der eigene Beitrag ist erkennbar, die Schlussfolgerungen sind begründet
Sprache	2	Während des Vortrags und der Antworten auf Fragen treten Fehler in Grammatik, Lexik oder Aussprache auf	Im Hauptvortrag treten keine Fehler auf, jedoch werden sprachliche Formeln und akademische Lexik nur teilweise verwendet, in den Antworten auf Fragen sind grobe Fehler möglich	Fehler fehlen oder sind vereinzelt, sprachliche Formeln und akademische Lexik werden verwendet, in den Antworten auf Fragen sind einzelne Ungenauigkeiten möglich
Vortrag	2	der Text wird abgelesen	Es zeigen sich Probleme mit der Sicherheit, Selbstvertrauen, mit Blicken in den Text oder mit dem Ablesen von der Folie	Der Vortrag ist sicher und selbstständig, ohne Ablesen des Textes
Präsentation	1	Die Präsentation entspricht nicht der Vorlage oder ist mit Text überladen, eine klare Struktur und Literaturhinweise fehlen	Die Präsentation ist nach der Vorlage gestaltet, weist jedoch Mängel in Struktur, Lesbarkeit oder Gestaltung auf	Die Präsentation ist nach der Vorlage gestaltet, Visualisierungselemente werden verwendet, das Material ist ästhetisch und gut lesbar präsentiert
Antworten auf Fragen	2	Der Vortragende versteht die Fragen nicht und gibt keine präzise Antwort	Der Vortragende bittet um Wiederholung oder antwortet ungenau	Der Vortragende antwortet präzise und bedankt sich für die Frage
Zeitreglement	1	Das Zeitreglement wird um mehr als 2 Minuten überschritten	Die Abweichung vom Zeitreglement liegt innerhalb von 2 Minuten	Der Vortrag liegt vollständig innerhalb der vorgegebenen Zeit

Das dargestellte Kriteriensystem bildete die Grundlage einer Web-Anwendung zur Expertenbewertung. Die Jurymitglieder konnten die einzelnen Kriterien direkt eingeben, während das Gesamtergebnis automatisch berechnet wurde. Dies verkürzte die Diskussionen und verringerte das Risiko technischer Fehler. Zugleich machte das digitale Instrument nicht nur die Gesamtbewertung sichtbar, sondern auch das jeweilige Profil eines Vortrags mit seinen Stärken und Schwächen.

Die Umsetzung mit Google Apps Script, Google Präsentationen und Google Tabellen verband die inhaltliche und organisatorische Seite des Bewertungsverfahrens. Sie erhöhte die Transparenz, erleichterte die Nachvollziehbarkeit der Entscheidungen und sicherte eine einheitliche Berücksichtigung von Struktur, Visualisierung, Lesbarkeit und Literaturhinweisen.

Die Ergebnisse zeigen, dass das entwickelte Kriteriensystem nicht nur ein technisches Mittel zur Punkteberechnung, sondern auch ein pädagogisch bedeutsames Instrument der Konferenzpraxis ist. Es reagiert auf ein zentrales Problem der Lehrstuhlrunde, in der die Unterschiede zwischen den besten Vorträgen oft nur gering sind. Beruht die Entscheidung allein auf einem Gesamteindruck, so zieht sich die Diskussion in die Länge, weil starke, aber unterschiedlich profilierte Vorträge miteinander verglichen werden müssen. Das analytische Modell macht diesen Vergleich präziser, da konkrete Merkmale des wissenschaftlichen Vortrags in den Mittelpunkt rücken.

Dies ist besonders im Spannungsfeld zwischen der Vergabe von drei Plätzen und dem Anspruch bedeutsam, die stärksten Studierenden angemessen zu unterstützen. Die Forschung zeigt, dass Anerkennung von Leistungen und öffentliche Sichtbarkeit des Erfolgs Motivation und Leistungsfähigkeit fördern können, während starres soziales Vergleichen demotivierend wirken kann [4]. Zugleich bedeutet dies keinen Verzicht auf akademische Anforderungen. Produktiv erweist sich vielmehr ein Modell transparenter Kriterien, das durch inhaltliche Rückmeldung und differenzierte Formen der Anerkennung ergänzt wird [1, 3].

Das entwickelte System verbindet beide Prinzipien. Es wahrt die akademische Strenge, da jede Endpunktzahl an klar definierte Kriterien, Bewertungsniveaus und Gewichtungskoeffizienten gebunden ist. Gleichzeitig ermöglicht es flexiblere Entscheidungen der Kommission. Bei ähnlichen Gesamtergebnissen können nicht nur Plätze vergeben, sondern auch Nominierungen ausgesprochen werden, die tatsächliche Stärken einzelner Teilnehmender sichtbar machen. In dieser Perspektive sind Nominierungen keine bloßen Trostpreise, sondern eine pädagogisch begründete Form der Anerkennung unterschiedlicher Ausprägungen akademischen Erfolgs.

Die digitale Umsetzung erwies sich dabei als besonderer Vorteil. Die Verbindung des kriterialen Bewertungsmodells mit automatisierter Datenverarbeitung sicherte die Reproduzierbarkeit des Verfahrens, verringerte den technischen Aufwand und erhöhte die Transparenz der Entscheidungsfindung. Für einen Lehrstuhl mit einer großen Zahl von Studierenden besitzt eine solche Lösung auch praktischen Wert, da sie das Verfahren skalierbar macht und seine Anwendung in verschiedenen Phasen der Konferenzselektion erleichtert.

Gleichzeitig sind die Grenzen der Untersuchung zu berücksichtigen. Das Modell wurde für einen konkreten Lehrstuhl, ein bestimmtes Konferenzformat und eine

Gruppe von Studierenden mit hoher Motivation und starker Einbindung in wissenschaftliche Tätigkeit entwickelt. Weitere Forschungen sollten daher seine Anwendbarkeit in anderen institutionellen Kontexten prüfen, den Kreis der Expertinnen und Experten erweitern und die Wahrnehmung des Modells durch die Studierenden selbst einbeziehen.

Das Problem der Bewertung der besten studentischen wissenschaftlichen Vorträge auf Lehrstuhlebene betrifft nicht nur die Bestimmung eines Siegers, sondern auch die pädagogische Aufgabe, die Forschungsmotivation der stärksten Studierenden bei gleichzeitiger Wahrung akademischer Anforderungen zu unterstützen. Unter Bedingungen minimaler Unterschiede zwischen den besten Vorträgen setzt die Lösung dieser Aufgabe den Übergang vom Gesamteindruck zu einem transparenten Kriteriensystem voraus.

Im Verlauf der Untersuchung wurde ein solches System theoretisch begründet und praktisch umgesetzt. Es umfasst die Aktualität des Themas, Inhalt und Struktur, Sprache, Vortrag, Präsentation, Antworten auf Fragen sowie die Einhaltung des Zeitreglements. Die Realisierung als Webanwendung mit Google Apps Script unter Einbeziehung von Google Präsentationen und Google Tabellen sicherte die automatische Berechnung der Punktzahlen, die Transparenz des Verfahrens und die Benutzerfreundlichkeit für die Jury.

Das entwickelte Modell trägt dazu bei, die Dauer der Expertendiskussion zu verkürzen, die Objektivität der Bewertung zu erhöhen, die Stärken jedes Teilnehmenden sichtbar zu machen und fundiertere Entscheidungen über die Vergabe von Plätzen und Nominierungen zu treffen. Damit kann die kriterienorientierte Bewertung nicht nur als Instrument der Expertenselektion, sondern auch als Mittel zur Förderung der Forschungsmotivation von Studierenden verstanden werden.

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AKADEMISCHE MOTIVATION ALS FAKTOR FÜR DEN ERFOLG DES FREMDSPRACHENSTUDIUMS BEI PSYCHOLOGIESTUDENTEN

Zusammenfassung. Der Artikel betrachtet akademische Motivation als Schlüsselfaktor im Bildungsprozess beim Erlernen von Fremdsprachen und konzentriert sich auf ihre Rolle im Lernprozess der Studierenden.

Schlüsselwörter: Bildungsprozess, Persönlichkeit, Studenten, Fremdsprachenstudium, Psychologen.

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ACADEMIC MOTIVATION AS A FACTOR IN THE SUCCESS OF STUDYING A FOREIGN LANGUAGE AMONG PSYCHOLOGY STUDENTS

Abstract. The paper considers academic motivation as a key factor in the educational process when studying foreign languages, and focuses on its role in the learning process of students.

Keywords: educational process, personality, study of foreign languages, students, psychologists.

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АКАДЕМИЧЕСКАЯ МОТИВАЦИЯ КАК ФАКТОР УСПЕШНОСТИ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА У СТУДЕНТОВ-ПСИХОЛОГОВ

Аннотация. В работе рассматривается академическая мотивация как ключевой фактор образовательного процесса при изучении иностранных языков, акцентируется внимание на ее роли в процессе обучения студентов.

Ключевые слова: образовательный процесс, личность, изучение иностранных языков, студенты, психологи.

Laut I. A. Simnjaja [1]: “Motivation – ist eine Reihe sehr unterschiedlicher Triebkräfte – Bedürfnisse, Motive, Gefühle, Wünsche, Interessen. Sie bestimmt, stimuliert und veranlasst eine Person, eine Handlung auszuführen, die zu der von ihr bestimmten Handlung gehört. Motivationsaktivität.”

In seinem Artikel schrieb R. K. Gardner [2] weist darauf hin, dass ein hohes Maß an Motivation dazu beiträgt, dass der Schüler eine immer schwierigere Aufgabe anstrebt, Aufgaben mit der größten Sprachorientierung erledigt und sich mehr Mühe beim Erlernen einer Fremdsprache gibt. I.N. Nikiforowa argumentiert, dass Motivation und Fähigkeiten miteinander verbunden sind [3]. Und wie D. Shirin [4] anmerkt, ist es unmöglich, die Motivation zu beeinflussen, wenn man nicht weiß, „wo ihre Wurzeln liegen“ Motivation bestimmt den Grad der aktiven Beteiligung und Einstellung eines Schülers zum Lernen.

Laut M. N. Smirnova [5] kann die Motivation zum Erlernen einer Fremdsprache beispielsweise in den Anforderungen des Arbeitsmarktes an moderne Fachkräfte liegen, die heute nicht nur mit der Fähigkeit verbunden sind, Wissen zu nutzen und im beruflichen Bereich anzuwenden, sondern auch mit der Bereitschaft, neues Wissen zu erwerben, es klug einzusetzen und sich aktiv an neue Systeme anzupassen, wobei lebenslanges Lernen ein wesentlicher Bestandteil des Lebens ist.

L. N. Anthropoljanskaja [6] bestätigt, dass die Motivation der Lernenden zum Erwerb einer zweiten Sprache durch den Grad des Besens definiert harte Arbeit, attraktiv Zugewiesener Unterrichtsleitfaden, die Wahrscheinlichkeit zu kommen Ziel wird als misstrauisch wahrgenommen Zielerreichung.

Laut G. Crooks und R. Schmidt [7] weist die Motivation, eine Sprache zu lernen, sowohl interne als auch externe Merkmale auf. Zu den Verhaltensfaktoren gehören: Interesse am Sprachenlernen, Relevanz, Ergebnisse. Es gibt drei weitere Verhaltensfaktoren: Entscheidungsfindung, Konzentration auf und Teilnahme am Fremdsprachenlernen, Belastbarkeit, hohes Aktivitätsniveau.

Beim Fremdsprachenunterricht kommt häufig die von J. Keller [8] entwickelte Methodik zum Einsatz, das ARCS-Modell, wobei: [A] Strategien zur Stimulierung und Aufrechterhaltung von Neugier und Interesse; [R] Strategien zur Verbesserung von Fähigkeiten, die mit den Bedürfnissen, Interessen und Motivationen der Schüler verknüpft sind; [C] Vertrauensstrategien, die den Schülern helfen, positive Erfolgserwartungen zu entwickeln; und [S] Wirkungsstrategien, die eine externe und interne Verstärkung der Bemühungen ermöglichen.

Akademische Motivation spielt im Bildungsprozess eine Schlüsselrolle, insbesondere beim Erlernen von Fremdsprachen. Die innere Motivation kommt vom Individuum, Belohnung ist Verhalten. Arten der internen akademischen Motivation: Kognitiv – der Wunsch, Neues zu lernen, das untersuchte Thema zu verstehen, begleitet von der Erfahrung von Interesse und Freude am Lernprozess.

Leistungsmotivation – der Wunsch, beim Lernen maximale Ergebnisse zu erzielen und Freude an der Lösung schwieriger Aufgaben zu empfinden. Motivation zur Selbstentwicklung – Ausdruck des Wunsches, seine Fähigkeiten und sein Potenzial

im Rahmen pädagogischer Aktivitäten zu entwickeln und ein Gefühl von Können und Kompetenz zu entwickeln.

Externe Motivation – Teilnahme an Aktivitäten, um eine Belohnung zu erhalten oder einer Bestrafung zu entgehen. Arten externer akademischer Motivation: Motivation zum Selbstwertgefühl ist der Wunsch zu lernen, um sich wertvoll zu fühlen und das Selbstwertgefühl durch Lernerfolge zu stärken.

Introspektive Motivation ist ein Gefühl der Scham und Pflicht gegenüber sich selbst und anderen wichtigen Menschen. Externe Motivation – beurteilt die Situation einer erzwungenen Lernaktivität aufgrund der Notwendigkeit, dass ein Student den von der Gesellschaft vorgegebenen Anforderungen folgt: Er lernt, um mögliche Probleme zu vermeiden.

Sie heben auch die Amotivation hervor – den Mangel oder die Unzulänglichkeit der Motivation, eine Folge der Unfähigkeit einer Person, den Zusammenhang zwischen Verhalten und den Ergebnissen, die sie anschließend erzielt, wahrzunehmen.

Ziel der Studie ist es, die Zusammenhänge zwischen der akademischen Beurteilung in englischer Sprache und der Art der Motivation studentischer Psychologen zu identifizieren.

Die Stichprobe umfasste 44 Studierende (90 % – Mädchen) im Alter von 18 bis 23 Jahren, die 1 bis 4 Kurse in RUDN und in der Richtung „Psychologie“ studierten. Zur Messung der akademischen Motivation wurde die Academic Motivation Scale (AMS) verwendet – eine Umfrage, die das Niveau und die Art der Motivation der Studierenden gegenüber ihren akademischen Aktivitäten messen soll. Der Erfolg wurde anhand der Bewertung der Fremdsprachenprüfung gemessen. Zur Datenverarbeitung wurde das Programm Jamovi verwendet.

Tabelle

Motivation	Lehrreich	Leistungen	Selbstentwickl ung	Selbstachtung	Introjiziert	Extern	Amotivation
akademische Bewertung	0.199	0.332 *	0.056	0.127	0.076	0.013	-0.002

Hinweis. * $p < .05$, ** $p < .01$, *** $p < .001$

Die Studie ergab (Tabelle), dass in dieser Stichprobe nur die Leistungsmotivation signifikant war. Dies kann bedeuten, dass Studierende es vorziehen, in ihrem Studium die höchsten Ergebnisse zu erzielen und Freude an der Lösung schwieriger Aufgaben zu haben, was durch frühere Studien bestätigt wird [9]. Gleichzeitig werden die Studierenden ermutigt, die Besonderheiten ihres zukünftigen Berufs in spezifischen Kontexten zu untersuchen. Dies ermöglicht es ihnen, ein Verständnis für ihre dringenden sozialen Bedürfnisse zu entwickeln. Die Entwicklung von Motivationsmethoden sollte auf einem umfassenden Ansatz basieren, der eine

gründliche Analyse der Bedürfnisse, Fähigkeiten, Kenntnisse, Fertigkeiten und zwischenmenschlichen Beziehungen der Schüler innerhalb der Gruppe einbezieht. Eine der Prioritäten der Grund-, Sekundar- und Hochschulbildung ist die Entwicklung des kreativen Denkens, der fachlichen und allgemeinen kulturellen Kompetenz der Absolventen; eine der wichtigsten Komponenten ist die Fremdsprachen-, interkulturelle oder sozial-kommunikative Kompetenz, die im Rahmen des Fremdsprachenstudiums erworben wird.

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OB LEXIK, GRAMMAIK ODER LANDESKUNDE – MAN WILL STÄNDIG AUF DEM LAUFENDEN SEIN

Zusammenfassung. Im Artikel geht es um die Aufmerksamkeit zu allen neuen sprachlichen Erscheinungen und ständiger Erneuerung von alle Sprachaspekte betreffenden Lehrstoffen anhand der konkreten Beispiele.

Schlüsselwörter: Sprachaspekte, ständige Erneuerung, Stimulierung des Interesses für deutschen Sprache.

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VOCABULARY, GRAMMAR OR REGIONAL STUDIES – STAYING UP TO DATE WITH WHAT IS HAPPENING IN THE LANGUAGE

Abstract. The article deals with attention to all phenomena constantly occurring in the German language and the continuous updating of materials concerning any of the linguistic aspects, which is demonstrated by specific examples.

Keywords: linguistic aspects, constant updating, stimulating interest in the German language.

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ЛЕКСИКА, ГРАММАТИКА ИЛИ ЛИНГВОСТРАНОВЕДЕНИЕ – ВСЕГДА БЫТЬ В КУРСЕ ПРОИСХОДЯЩЕГО В ЯЗЫКЕ

Аннотация. В статье речь идет о внимании ко всем явлениям, постоянно происходящим в немецком языке, и непрерывной актуализации материалов, касающейся любого из языковых аспектов, что демонстрируется на конкретных примерах.

Ключевые слова: языковые аспекты, постоянное обновление, стимулирование интереса к немецкому языку.

Die Fremdsprache, die wir unterrichten, ist keine “Sache an sich“, sondern ein Phänomen, das nicht als etwas Stabiles, sondern etwas Vitales sich immer weiter Entwickelndes zu betrachten ist. Es ist in dieser Hinsicht verständlich, dass jedes Jahr in Deutschland, wie in jedem anderen Land, etwas Neues, oft Unerwartetes sich ereignet, was in der Sprache eine Widerspiegelung findet.

Deswegen wäre es empfehlenswert, die für die Studenten interessanten neuen Sprach- und Kulturerscheinungen zu fixieren, sowie das Aktuelle sowohl im Leben (insbesondere der jungen Leute), als auch dadurch bedingte Veränderungen in der Lexik und sogar Grammatik herauszufinden, um den Unterricht lebhafter, ja sogar spannender zu gestalten.

Das erste, was genannt werden muss, ist das Wort des Jahres 2025 allgemein und das Jugendwort des Jahres, das seit 1977 infolge einer öffentlichen Diskussion gewählt wird. Dabei spielt nicht die Worthäufigkeit eine Rolle, sondern die wichtigsten Themen, die als eine Trendcharakteristik von der Mehrheit der Bürger betrachtet wird. 2023 war das „Krisenmodus“, der auf solche Weise die Existenz von mehreren Krisen gleichzeitig unterstrich; 2024 – „Ampel-aus“, was auf den Sturz der „Ampel-Koalition“ im Bundestag zurückging; 2025 erschien ein global orientiertes Wort, und zwar „KI-Ära“, das „für einen epochalen Wandel stand“ [1]. Es sei bemerkt, dass, während sich die Deutschen bei der Wortwahl als eine zukunfts bedachte Nation demonstrieren, in Österreich der unseriöse „Elch Emil“ als Wort des Jahres gewählt wurde, dessen Abenteuer in Nieder- und Oberösterreich in allen Medien atemanhaltend von dem ganzen Land verfolgt wurden, und in der Schweiz „Frauen-Nati“ d.h. „Frauenfußball-Nationalteam“, dessen Sieg zu einem Boom bei den Nachwuchsspielerinnen geführt hat.

Und je seriöser das Wort des Jahres bei der älteren Generation lautet, desto seltsamer und inhaltsärmer erscheinen die beliebtesten Wörter des jugendlichen Auditoriums [2]: die ersten von ihnen sind „Das crazy“, „goonen, also langfristige Selbstbefriedigung und „checkst du?“ Das erste (aus dem Englischen *verrückt*) passt immer: wenn man überrascht ist genauso gut wie wenn man nicht weiß, was zu sagen ist, aber man möchte das Gespräch „am Laufen halten“, so der Jury. Auf Russisch würde man das mit «Ну надо же!», «Понятненько» oder «Да что ты говоришь?» ausdrücken. Im Deutschen entspricht dem etwa *aha* oder *krass* (super).

A: Eva wurde gestern von einer Jugendsendung interviewt.

B: Das crazy.

Das zweite „(Hast du) verstanden?“

A: Ich habe deine Chips nicht gegessen. **Checkst du?**

B: Checke. Aber ich *glaube* dir nicht.

Viel interessanter sind Wörter, die zu „Top ten“ gehören. Darunter sind solche wie tuff, lowkey, Rede!, Talahon, Schere, sybay.

„Tuff“ steht heute dafür, was einige Zeit früher durch „Spitze!“, „cool!“, „funky!“, „fresh!“, „groovy!“, „fly!“, „krass!“ ausgedrückt wurde, also für etwas, was „richtig ballert“, d.h. schießt.

„Lowkey“ wiedergibt etwas, was verstohlen, unter vier Augen, nicht für alle gesagt werden darf. Im russischen Slang gibt es auch ein Antonym Highkey, das vor kurzem entstand und das Gegenteil bedeutet: etwas, was man absichtlich öffentlich macht. Im Deutschen wird es bis jetzt nicht oder selten notiert.

„Schere“ bzw. „Schere heben“ heißt, dass man die Verantwortung übernimmt, ohne die Situation dramatisch anzusehen, was besonders oft im Gaming passiert: „Ich heb die Schere“ bedeutet, dass man sein Fehler akzeptiert.

In Chats trifft man oft XOXO als Grußformel, was „Kisses and Hugs“ – also „Küsse und Umarmungen“ bedeutet, aber auch visuell als zwei im Kuss gespitzte Münde erkennen lässt.

„Sybau“ entziffert man wie Shut Your Bitch Ass Up! – Halt dein verdammtes Maul!“ und das Wort "Talahon" bezeichnet junge Männer, die gefälschte Markenklamotten tragen.

Man darf auch nicht, wenn man über die Jugend spricht, solche Entlehnungen aus dem Arabischen vergessen wie „Wallah billah“ – „Ich schwöre bei Allah“, „Yallah!“ – „Auf geht's! Beeil dich! Los!“ oder „Yalla Habibi“ – „Los, mein Schatz!“ Das zeugt davon, dass es kaum irgendwelche wirtschaftliche oder politische Situation im Land eintreffen kann, ohne dass die jungen Leute so oder anders darauf reagieren.

Es gibt auch Trendänderungen in der Grammatikdarlegung in den deutschen Lehrbüchern, wie zum Beispiel in den Heften von „Deutsch perfekt“, einer Anlage zur Zeitung „Die Zeit“. Schon immer fehlte uns in den deutschen Lehrbüchern ein festes konsequentes System, das zugunsten der mannigfaltigen, manchmal ziemlich zufällig gewählten Themen in Dialogen unterbreitet wurde.

Das Lehrbuch, von dem die Rede ist, bietet eine Reihe großer interessanter Artikel, wo aktuelle Probleme, oft mit einer Humornote, zur Debatte angeboten werden. Hier kann man alles finden: Ausländer in Deutschland: Angst vor dem Winter, Budgeterstellung von jungen Leuten aus verschiedenen Sozialgruppen (Budget eines Soldaten, Budget einer Balletttänzerin usw.), was man von einem Gast erwartet wird und welche Deutschtests für welches Ziel richtig sind, sowie eine Frage gestellt, ob es überhaupt heute nötig sei, eine Fremdsprache zu lernen, da heute jeder einen privaten Übersetzer dank der KI hat, usw. Aus diesem Mosaik, dessen Sujets vom „Ministerium der Angst“ über Stasi bis hin zur Umfrage, ob ein Gelb bei den Ampeln notwendig sei oder welche Perspektiven VW-„Elektrowinzling“ hat, wird die Vorstellung vom heutigen Deutschland zusammengestellt.

Was sofort auffällt, ist, dass fast in allen Texten nicht wie früher überall, um die Gleichheit der Geschlechter zu betonen ein Doppelpunkt bzw. ein sogenanntes

„Gendersternchen“ steht (vgl. Leser:innen' = Leser*innen), das allen schon auf die Nerven fällt (es gibt sogar einen Ausdruck „sternchenmüde sein“, sondern das Maskulinum fehlt überhaupt, sodass es ausschließlich um Fahrerinnen, Dachdeckerinnen, Schornsteinfegerinnen oder Lackiererinnen geht. Merkwürdigerweise hat sich aber durch Weiberreihen ein eindeutiger Mann – der Klempner durchdrungen. Mit anderen Worten: Lass einen Narren beten, wird er sich die Stirn wundschlagen. Ohne eine Befremdung scheint es unmöglich zu sein, diese „Innovation“ zu akzeptieren.

Es wird ziemlich viel Platz den Deutsch-Varianten in Österreich, in der Schweiz und in einzelnen Bundesländern gewidmet. Dazu gehört auch eine Erscheinung, die eher eine gesprochene Variante von Pronominaladverbien darstellt, bei uns aber als etwas Unmögliches betrachtet wird. Als Beispiel wird solche Abweichung von der Norm angeführt:

- Vielen Dank **für** deine Hilfe beim Umzug.
- Ach, **da** nicht **für**.
- Doch. Gehen wir am Wochenende in den Goldenen Pudel Club! Ich lade dich ein!
- Goldenen Pudel? **Da** habe ich noch nie was **von** gehört.
- Das ist einfach ein cooler Szeneklub.
- Szene? Da habe ich nichts mit am Hut, du kennst mich doch. Lass uns ins Eck gehen.

Das ist schon mehr mein Ding. **Da** hast du nichts **gegen**?

Einfach erklärt, werden die Pronominaladverbien getrennt, wobei der Satz mit **da** beginnt und die Präposition verselbständigt wird. Als Folge entstehen Sätze wie „**Da** weiß ich nicht **von**“.

Im Unterricht ist das kein Fall, der als eine der Varianten von Pronominaladverbien erklärt werden kann, aber wenn wir eine motivierte Studentengruppe haben, könnte man sich dieses Thema als Abschweifung von einer „klassischen“ Grammatikerklärung, also als eine Lockerungspause leisten, oder bei den von den Studenten getroffenen Fehlern erwähnen.

Als eine ergänzende Information kann man mit den Studenten auch die Ergebnisse der letzten Befragung über die Jugendlichen in Deutschland besprechen, die jährlich durch verschiedene Organisationen veröffentlicht werden. Was aber besonders „tuff“ ist, sind identische schriftliche Kurzbefragungen in den Studiengruppen, deren Vergleich mit den deutschen Antworten immer in einer spannenden Atmosphäre stattfinden. In diesem Jahr zum Beispiel hat sich herausgestellt, dass der Krieg 60 % der Deutschen aber nur 40 % unserer Studenten beunruhigt, indem Sozialprobleme und KI-Fortschritt bei uns und den Deutschen auf dem gleichen Niveau stehen. Wo aber der Abstand groß ist, ist das immer steigende Interesse für Politik in Deutschland (2025 – 55 % gegenüber den 32 % 2005). Bei uns ist die Zahl viel niedriger. Besonders rasant unterscheidet sich das Verhalten der Deutschen zu ökologischen Problemen. 49 % der Jugendlichen fühlen sich in den

Umweltschutz miteinbezogen (im Vergleich zu unseren knapp 20 %, die den Punkt „sehr beunruhigt“ angekreuzt haben).

In diesem Jahr wurden wie immer mehrere Forschungen „Jugend in Deutschland 2025“ veröffentlicht, in denen Trends und Werte der 14- bis 29-jährigen präsentiert sind: Von Gesamtstudie „Junges Europa 2025“ – „Jugend in Deutschland: von der TUI Stiftung [3, 4] über eine Studie, die von Evangelischer Akademie Konferenz der Freiwilligendienste vorgelegt wurde, bis hin zu soliden und anerkannten SINUS-Studien „Wie die Jugend tickt“ des SINUS-Institutes.

Die erste Forschung hat als Themen Leben, Digitales, Finanzen, Arbeit und Politik gewählt und anhand der Infografiken vorgestellt. Sie bietet „wertvolle Anhaltspunkte für Strategieentwicklungen, differenziert nach Altersgruppen und Geschlecht“ [4].

Die zweite Forschung behauptet, dass die Jugendlichen, obwohl sie „Zwischen Enttäuschung und Zuversicht« stehen, im Großen und Ganzen „trotz Krieg und Krisen optimistisch in die Zukunft blicken“ [5]. Besonders wird hier der Wille der Z-Generation unterstrichen, nicht einfach dabei zu sein, sondern an der Gestaltung des Lebens teilzunehmen.

Was in den SINUS-Studien auffällt, ist das ein festgestelltes Paradox, dass die Jugendlichen „pessimistisch oder sogar sehr pessimistisch auf die Zukunft Deutschlands (67 Prozent) und der Welt (72 Prozent) sehen“, und gleichzeitig 83 Prozent von ihnen sich ihre eigene Zukunft sehr optimistisch vorstellen. Das klingt ziemlich naiv, wie bei den Kindern, die Angst vor bösen Märchen mit einem fürchterlichen Schluss empfinden (und deutsche Märchen haben, wie bekannt, oft ziemlich düsteres Ende), und gleichzeitig sich persönlich mit einem katastrophalen Sujet überhaupt nicht identifizieren. (Laut einer schriftlichen Blitzbefragung geht es unseren Studentengenau so). Natürlich ist die erwähnte Diskrepanz durch das Alter erklärbar. SINUS berichtet auch, dass die einzige Änderung im Vergleich zu dem vorigen Jahr, durch das Prisma der Sinus-Milieus-Theorie betrachtet, *das Neo-ökologische Milieu* ist, denn die Unruhe und Angst, die oft als „Klimawandelangst“ bezeichnet wird, stieg um 7 Prozent, und nur die Neo-ökologischen“ können durch ihre hedonistischen Werte und eine auf sich gerichtete Selbstentwicklung diesem Trend widerstehen.

Heute ist in Deutschland eine Sinus-Institut-Klassifikation populär, die ihre Analyse von der Lebenseinstellung ableitet, die auf sozialem Stand, Bildung, Beruf, Einkommen usw. basiert. Das sind [6, 7]:

Oberschicht

1. Konservativ-Gehobenes Milieu

(ein hohes Einkommen, Wert auf Status und Lebensstandard)

2. Postmaterielles Milieu

(betrachtet sich als kulturorientierte Bildungselite, Selbstentfaltung hat einen hohen Stellenwert)

3. Milieu der Performer (Performance versteht sich hier wie „Leistung“)

(schnell und effektiv; multioptionale, effizienzorientierte Leistungselite der deutschen Gesellschaft, schneller Lebensstil, ein hohes Einkommen, hohe Technik- und Digital-Affinität)

Ober- bzw. Mittelschicht

4. Expeditives Milieu (expeditiv – schnell und effizient handeln)

(Hier ist wichtig: mit den Traditionen zu brechen und das System zu verändern.

Man legt großen Wert auf Kreativität und Individualismus)

5. Adaptiv-Pragmatische Mitte

(Prioritäten: Sicherheit und Verlässlichkeit; Bedürfnis nach Zugehörigkeit)

6. Nostalgisch-Bürgerliches Milieu

(strebt nach Sicherheit und Harmonie, bedauert Verlust gelernter Regeln und Sehnsucht nach den alten Zeiten. Angst vor Überforderung)

7. Neo-ökologisches Milieu

(Optimismus, Aufbruchsmentalität, hohes Bildungsniveau, Multikulturalismus, Vielfalt und politische Korrektheit, gegen Ausbeutung von Natur und anderen Menschen, Interesse zu planetaren Problemen)

Unterschicht

8. Traditionelles Milieu

(ältere Generationen, Ordnung und Sicherheit)

9. Das prekäre Milieu (prekär – heikel, misslich)

(wirtschaftliche Unsicherheit und gesellschaftliche Benachteiligung, Wunsch nach Stabilität, sozialer Anerkennung und einfachen Lebensfreuden. Respektvolle und empathische Kommunikation ist hierbei entscheidend)

10. Konsum-Hedonistisches Milieu

(junge Menschen mit einem geringen Einkommen, stark konsumorientiert, geben viel Geld für teure Freizeitaktivitäten aus. Sie leben Hier und Jetzt. Der Spaß steht im Mittelpunkt, sie leben häufig alleine oder mit einem Partner in einer kleinen Wohnung, geringer Bildungsabschluss).

Bunt sind heutige Jugendliche in Deutschland – das ist der Hauptgedanke dieser Theorie, wie auch alle vorher erwähnten Sprachthemen, die einem Meinungs-austausch verhelfen. Man muss das nicht nur berücksichtigen, sondern aktiv akzeptieren: Jeder hat seinen sozialen Hintergrund, seine Ängste aber auch Hoffnungen. „Mannigfaltigkeit ist gut“ – dieser Message wird weitergegeben. Nicht alle hier angeführten Milieu-Typen passen zu unseren Verhältnissen und unserer Mentalität. Deshalb könnte man sich bei einer Diskussion darüber folgende Fragen / (Aufsatz)themen / Besprechungsstichpunkte vorstellen:

- Zu welchem Milieu gehören Sie /wollten Sie gehören;
- Welche Charaktereigenschaften bräuchten Sie dafür und welche besitzen Sie oder zu besitzen hoffen;
- Welche Berufe könnte man für bestimmte Milieus als charakteristisch nennen.
- Wie sehen Sie Ihre Umgebung? Schlagen Sie Ihr eigenes Milieusystem vor.

Und was wichtig ist: Da unsere Lehrbücher heute eine E-Form haben, kann man im Laufe des Jahres sie ständig aktualisieren, ob es sich um Grammatik oder Kultur

handelt, um unsere Studenten zu motivieren und sie immer wieder daran zu erinnern, dass sie nicht eine tote Sprache zu studieren verpflichtet sind, sondern eine Sprache, die sich ständig entwickelt und lebt.

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REMARQUES SUR LES MÉTHODES DE L'ENSEIGNEMENT DU FRANÇAIS

Annotation. Il s'agit dans cet article de l'évolution des méthodes de l'enseignement de la langue française dans les universités. Une brève caractéristique des différentes méthodes est donnée: classique, universelle, directe, communicative, intensive, émotionnelle-sémantique, linguo-socioculturelle, microlearning.

Mots-clés: les méthodes classique, universelle, directe, communicative, intensive, émotionnelle-sémantique, linguo-socioculturelle, microlearning.

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NOTES ON FRENCH LANGUAGE TEACHING METHODS

Abstract. The article discusses the evolution of French language teaching methods at universities. It provides a brief overview of various methods: classical, universal, direct, communicative, intensive, emotional-semantic, socio-cultural linguistic methods, and microlearning.

Keywords: the classical, universal, direct, communicative, intensive, emotional-semantic, socio-cultural linguistic methods of teaching, microlearning.

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ЗАМЕТКИ О МЕТОДАХ ПРЕПОДАВАНИЯ ФРАНЦУЗСКОГО ЯЗЫКА

Аннотация. В статье речь идет об эволюции методов преподавания французского языка в университетах. Дана краткая характеристика различным методам: классическому, универсальному, прямому, коммуникативному, интенсивному, эмоционально-семантическому, лингво-социокультурному, микролёрнингу.

Ключевые слова: методы классический, универсальный, прямой, коммуникативный, интенсивный, эмоционально-семантический, лингво-социокультурный, микролёрнинг.

Les exigences imposées aux étudiants des universités non linguistiques lors des examens de langues étrangères témoignent d'une attention particulière au niveau de développement des compétences communicatives dans le domaine de la communication écrite et orale. L'objectif final de l'apprentissage est le développement de la capacité à communiquer professionnellement avec des collègues étrangers.

Une tâche importante de l'enseignement des langues étrangères dans une université technique est de développer chez les étudiants la compétence de l'analyse approfondie de textes spécialisés pour d'atteindre la précision de l'expression de la pensée lors de la traduction. Il ne faut pas oublier que l'examen de langue étrangère comprend la traduction écrite de textes spécialisés.

En France, l'enseignement du français langue étrangère pour la profession suppose l'enseignement du français fonctionnel. Il s'agit du terme, "lancé en Amérique latine dès le début des années 70 pour désigner un enseignement du français ne se voulant ni culturel, ni usuel, mais souhaitant mettre l'accent sur la communication scientifique et technique. Sont concernées aussi bien les "sciences dures" que "sciences humaines". Dans les différents contextes intéressés par ce type d'objectif, le français instrumental recouvre essentiellement l'enseignement de la lecture de textes spécialisés" [1, p. 58-59].

Le besoin de plus en plus pressant de développer des compétences et des capacités à travailler avec l'information, à s'orienter dans l'espace informationnel, à systématiser les connaissances et à savoir identifier l'idée principale, la capacité à faire des généralisations et des conclusions devient de plus en plus évident. Les compétences mentionnées se développent progressivement, du simple au complexe.

Il est important d'enseigner aux étudiants correctement indiquer une possibilité, exprimer l'importance et la nécessité de quelque chose, localiser un événement dans le temps, exprimer la condition et la conséquence, déduire un fait d'un autre, situer quelque chose dans l'espace, caractériser une situation etc. Toutes ces compétences et capacités doivent être interconnectées et se compléter mutuellement.

À notre avis, il s'agit avant tout de la combinaison habile des moyens disponibles dans l'arsenal de tout enseignant. Se limiter à un seul, même la plus moderne et efficace méthode de l'apprentissage de la langue, est inacceptable.

Les méthodes fondamentales (classiques) ne promettent pas de succès faciles, exigent des étudiants du travail et de la patience.

L'échec des méthodes traditionnelles a souvent été imputé à l'abus qu'elles faisaient de la grammaire. On a contesté d'une part la valeur scientifique de la grammaire, d'autre part son utilité pédagogique. D'une côté les linguistes ont reproché à la grammaire d'être souvent aussi inexacte que dogmatique, de l'autre, certains enseignants ont nié qu'une théorie grammaticale, vraie ou fausse, puisse servir à apprendre une langue étrangère.

En revanche, la méthode classique implique une plongée profonde dans le système de la langue maternelle, ce qui permet de le comparer avec le système d'une autre langue, afin de découvrir la logique là où, au départ, on voyait un enchevêtrement chaotique de couches lexicales. Le petit nombre d'heures consacrées à l'apprentissage d'une langue étrangère dans une université non linguistique limite, mais n'exclut pas, l'utilisation des acquis de cette méthode.

La crise de l'enseignement grammatical a amené à miser sur l'enseignement de la parole par parole, supprimant l'enseignement de la grammaire en tant que tel, pour recréer une situation identique à celle de l'apprentissage "naturel" du langage. Il s'agit en ce cas de la méthode directe.

Les représentants les plus importants de la méthode directe sont le linguiste anglais Harold Palmer (1877-1949) et l'éducateur et méthodiste anglais Michael West (1886-1973).

Les idées principales de la méthode directe sont suivantes: l'enseignement des langues étrangères doit être basé sur les mêmes modèles physiologiques et psychologiques que dans l'enseignement de la langue maternelle; le rôle principal dans l'activité linguistique est joué par la mémoire et les sensations, et non par la pensée. Le rôle dominant dans l'apprentissage est attribué à la parole.

Les méthodes telles que les méthodes communicative, intense, émotionnellement-sémantique ou microléarning, font apprendre à parler et aident à développer plus rapidement des compétences en langage parlé, mais il existe une différence entre la transmission d'informations et l'immersion dans son essence, qu'il ne faut pas négliger.

Les méthodes d'apprentissage rapide des langues ne conviennent pas si une compréhension approfondie de concepts assez complexes est nécessaire.

La méthode de test occupe sa place dans la préparation des étudiants. Cette méthode est remarquable en ce qu'elle ne fournit pas de connaissances supplémentaires, mais elle sert de test des compétences déjà existantes.

La méthode linguo-socioculturelle est née des notions de “langue” et de “culture” et repose sur une attention renforcée à un facteur tel que l'environnement social et culturel.

La méthode communicative vise principalement à communiquer. Sur les quatre aspects de l'apprentissage des langues (lecture, écriture, expression orale et compréhension orale), l'attention principale est accordée aux deux derniers.

La méthode intensive est basée sur l'utilisation répandue de clichés linguistiques dans la communication dialogique. Elle est capable de donner des résultats rapides mais souvent instables.

La méthode émotionnellement-sémantique suppose l'utilisation de la suggestion dans l'enseignement. Cette méthode est fondée sur le développement des problèmes de suggestion en pédagogie, une attention particulière est accordée au lien entre le processus d'apprentissage et les intérêts et motivations personnels des élèves.

La suggestopédie nécessitait la création en classe d'une ambiance relaxante, qui stimule l'atténuation de la criticité de la perception et l'attraction de l'énergie subconsciente. Dans ce cas, le rôle principal dans la perception de l'information est joué par la mémoire à court terme. Une telle mémoire peut s'effacer rapidement sans renforcement, systématisation et répétition, ce qui nécessite l'utilisation supplémentaire de méthodes spéciales.

De nos jours, la méthode de microlearning (micro-apprentissage) est largement répandue en Occident, dans cette méthode l'accent est mis avant tout sur l'engagement accru des apprenants et le changement rapide des tâches.

L'utilisation du microlearning, tout comme l'utilisation de la méthode précédente, garantit l'obtention rapide de bons résultats, mais ne garantit pas l'obtention de résultats durables et à long terme. Les grands succès dans la maîtrise de la mémoire à court terme (et une telle mémoire opérationnelle stocke les informations pour un temps limité de 40 minutes à quelques jours) ne peuvent pas remplacer la mémoire à long terme.

L'importance du travail sur le traitement de l'information, qui a considérablement augmenté ces derniers temps, a renforcé la signification des approches de la psychologie cognitive dans la partie qui se concentre sur l'étude des lois du développement de la mémoire et du déroulement des processus cognitifs. C'est à cette science que nous devons l'apparition de concepts tels que la mémoire à long terme et la mémoire à court terme, qui sont capables de nous éclairer sur les possibilités d'assimilation de certains aspects des langues étrangères.

Pour les enseignants d'université de nos jours, le problème important consiste à créer des conditions pour que l'apprenant trouve des moyens de passer efficacement de la mémoire à court terme à la mémoire à long terme.

Personne ne contestera le fait que la mémoire joue un rôle presque clé dans l'assimilation d'un énorme volume d'informations, dont un cas particulier est la maîtrise d'une langue étrangère inconnue. Et qui ne souhaiterait pas mémoriser et comprendre

énormément de choses en très peu de temps? Après tout, la familiarisation avec le vocabulaire d'une langue étrangère n'est pas seulement une activité de mémorisation, mais aussi une forme d'activité cognitive.

La base de l'apprentissage des langues étrangères est le travail sur la mémoire et la stimulation de la compréhension de la langue étrangère. La mémoire humaine peut être considérée comme un système complexe, dans lequel on peut distinguer plusieurs types, pas tous également importants pour le processus d'apprentissage. Le plus grand intérêt pour nous présente la mémoire verbale-logique à long terme (en termes de durée de conservation), qui exige de l'étudiant une analyse et l'établissement de liens entre les éléments.

Il se peut que l'approfondissement des problèmes de mémoire semble à quelqu'un artificiel ou excessif. Mais... mais! Certaines méthodes habituelles d'apprentissage du travail autonome de traduction de texte technique (dont l'importance pour le futur spécialiste ne peut être surestimée) perdent en quelque sorte leur efficacité en raison de la disponibilité de la traduction automatique sur Internet. La possibilité d'obtenir un résultat acceptable sans se fatiguer et sans passer du temps dans une activité intellectuelle laborieuse incline souvent les étudiants à chercher des voies faciles. Hélas!

L'évolution du développement des connaissances a prouvé qu'il existe un lien entre la qualité de l'éducation reçue à l'université et le niveau de développement de la culture humanitaire des étudiants.

Tout langage est un ensemble structuré à l'intérieur duquel, à partir d'un nombre fini d'éléments doué de sens (les mots) on peut produire un nombre illimité de communications (les phrases). D'autre part, chaque langue diffère des autres "par les mots, leurs formes et leurs valeurs, par structures syntaxiques où ils s'intègrent pour former des énoncés. Impossible donc de déduire un énoncé d'une langue d'un énoncé d'une autre langue en remplaçant seulement les mots par leurs équivalents" [2, p. 113].

Si l'on entend par culture humanitaire des étudiants la maîtrise d'une langue étrangère, il faut se rappeler que toute langue possède non seulement une fonction communicative, mais aussi cognitive. La langue, par définition, est avant tout un système d'expression de la pensée par le mot, les mots sont absolument nécessaires à l'activité de pensée. En d'autres termes, la perception de l'image du monde, non exprimée par des mots, se dissout sans laisser de trace dans l'obscurité de l'inconscient.

La pensée doit être verbalisée: tout ce qui n'a pas de mot pour se désigner semble ne pas exister. Le cerveau humain est par nature systématique. Comme on le sait, l'apparition de nouvelles connexions, leur complexification et leur développement (dans notre cas grâce à l'ajout d'une autre langue) peuvent entraîner des changements qualitatifs positifs significatifs. Une autre langue est une vision du monde avec une palette de couleurs plus riche.

Lorsque, vers le milieu du XXe siècle, la pensée selon laquelle le langage et la pensée coïncident s'était établie dans la philosophie analytique, il devint clair que le

rôle du langage en tant qu'instrument de connaissance est universel. Comme l'a souligné dans ses travaux le philosophe austro-britannique Ludwig Wittgenstein (1906-1919), toute science représente en essence un langage artificiel. Si l'on lui donne raison, on peut considérer cette affirmation comme un argument supplémentaire en faveur du fait que l'ajout à la collection de connaissances de chaque nouvelle langue naturelle élargit nos possibilités de compréhension de phénomènes complexes de toutes sortes.

Plus une personne prend conscience des problèmes de sa langue et des langues étrangères, plus il lui sera facile de comprendre et de transmettre des idées et des concepts complexes. Déjà au XVII^e siècle, le poète français Nicolas Boileau (1636-1711) a formulé dans l'une de ses œuvres une maxime qui a traversé les siècles: celui qui pense clairement s'exprime clairement.

Si auparavant chaque science se développait dans des limites strictes bien définies, l'époque contemporaine tend à privilégier l'idée de l'interdisciplinarité. La division de la culture en humanitaire et technique, en savoir "dur" (technique) et savoir "doux" (culture) continue d'exister, cependant les frontières entre eux deviennent de plus en plus floues. Le scientisme dans la culture du savoir et la science comme facteur constituant de la vision du monde cèdent la place à la multiplicité de différentes formes de savoir utile.

Comme l'ont montré les recherches des dernières années, dans cette situation, l'avantage sera du côté de ceux qui réussiront à surmonter la division de longue date entre la culture humaniste et la culture technique, ceux qui pourront se constituer un contexte, une trame de sens, avec laquelle on peut réussir à mettre en relation toute décision individuelle. La tâche n'est pas aussi simple qu'elle peut le sembler au premier abord, car des études approfondies sur le langage ont montré que souvent, la précision en mathématiques est moins difficile à atteindre que la précision dans le langage.

Par exemple, la séparation de l'économie de l'art et des connaissances humanitaires larges est un frein au progrès. Il n'existe pas de société sans culture, ce qui signifie qu'il n'y a pas de chemin absolument strict, et il n'existe pas de développement de la société sans technologie, ce qui signifie qu'il n'y a pas de chemin absolument doux.

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METASEMANTICS: AN ONTOLOGICAL FRAMEWORK FOR FORMAL CONTEXT ANALYSIS IN NATURAL LANGUAGE

Abstract. This article introduces metasemantics, an original interdisciplinary framework that combines ontology, formal semantics, and computational methods to address the persistent problem of semantic ambiguity in natural language. The central claim is that meaning is constituted by links between entities, and these links exist exclusively within agent consciousness. A formal notation system comprising 27 link types in six categories has been developed, enabling precise representation of context shifts and categorical errors. The approach has been empirically validated through corpus analysis of 1404 Russian verb lemmas from the SynTagRus treebank and computationally through a Julia implementation with 441 automated tests. Practical applications include ontology construction, discourse context tracking, and automated detection of semantic inconsistencies.

Keywords: metasemantics, ontological framework, semantic analysis, formal notation, Popper's three worlds, context tracking, artificial intelligence, corpus linguistics.

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МЕТАСЕМАНТИКА: ОНТОЛОГИЧЕСКАЯ МОДЕЛЬ ФОРМАЛЬНОГО АНАЛИЗА КОНТЕКСТА В ЕСТЕСТВЕННОМ ЯЗЫКЕ

Аннотация. В статье представлена метасемантика – оригинальная онтологическая модель, предназначенная для разрешения семантической неопределенности в коммуникации на естественном языке. Центральным положением является тезис о том, что смысл конституируется связями между сущностями, и эти связи существуют исключительно в сознании агента. Разработана формальная нотация с 27 типами связей, организованными в шесть категорий, позволяющая точно описывать сдвиги контекста и категориальные ошибки. Методология верифицирована на корпусном анализе 1404 русских глагольных лемм из корпуса SynTagRus, показавший систематическую избирательность глагольных предикатов относительно комбинаций миров. Вычислительная реализация на языке Julia подтверждает внутреннюю непротиворечивость нотации через 441 автоматический тест. Практическое применение включает построение онтологий, отслеживание контекста в дискурсе и автоматическое обнаружение семантических несоответствий.

Ключевые слова: метасемантика, онтологическая модель, семантический анализ, формальная нотация, три мира Поппера, отслеживание контекста, искусственный интеллект, корпусная лингвистика.

The problem of context loss and semantic distortion in communication remains one of the central challenges in linguistics, cognitive science, and discourse theory. A single word in natural language may refer to entities of fundamentally different ontological kinds, producing systematic communicative failures. Borges famously illustrated this phenomenon that classifies animals by manifestly incompatible criteria: “belonging to the Emperor,” “embalmed,” “drawn with a very fine camelhair brush,” and “resembling flies from a distance” [1]. The example captures a deep logical problem of mixing classification grounds from heterogeneous domains producing categorical chaos.

Similar difficulties pervade professional and scientific discourse. In the humanities and social sciences, terminological polysemy often goes unnoticed by communicating parties. The same term may refer to a physical object, an informational record, a subjective mental representation, or a social institution – without any formal mechanism to distinguish between these referents. Frege’s distinction between sense (Sinn) and reference (Bedeutung) [2] provided a philosophical foundation for addressing such ambiguities, and Popper’s three-world ontology [3] offered a systematic way to stratify reality. However, neither framework produced a formal notation suitable for systematic text analysis.

This article presents metasemantics, an interdisciplinary approach that extends Popper’s ontology to five worlds and equips it with a rigorous formal notation for recording links between entities across ontological domains. The scientific novelty lies in three contributions: (1) extending Popper’s three-world ontology to a five-world model with Universal and Social domains, (2) developing a formal grammar (EBNF)

with 27 link types for recording contextual relations, and (3) validating the model through corpus analysis of Russian verbal predicates.

Popper's **three-world ontology** distinguishes World 1 (physical reality), World 2 (subjective experience, consciousness), and World 3 (objective content of thought: theories, arguments, scientific problems) [3]. While productive, this tripartite scheme exhibits two significant limitations when applied to systematic text analysis.

First, Popper's World 3 conflates two fundamentally distinct types of entities: sign objects (texts, codes, files) that can be copied without structural loss, and mental states (beliefs, values, ideas) that are experienced by a subject and cannot be directly copied. This conflation obscures a critical distinction: the text of a novel (copyable, transmissible) is not the same entity as the reader's understanding of it (subjective, non-copyable). Second, social institutions (the state, property, professional roles) are reducible neither to physical objects, nor to individual mental states, nor to sign systems. They represent stable patterns of coordinated links among multiple agents.

Metasemantics proposes a five-world ontological model (Table 1).

Table 1. Five worlds of metasemantics

World	Code	Definition	Distinguishing criterion
Physical	P	Spatio-temporal continuum	Coordinates, mass, energy
Informational	I	World of signs, codes, data	Copyable without structural loss
Cognitive	C	Totality of consciousnesses	Experienced and thought by an agent
Universal	U	Invariants representable in P, I, and C	Has representation in each of the three base worlds
Social	S	Sustained coordinated links among multiple agents	Emerges with a sufficient number of agents holding similar links

Worlds P, I, and C form the base tripartite foundation. Upon this foundation, a meta-level U (universal invariants – laws, numbers, time) and an emergent level S (social institutions, norms, statuses) are superimposed. A fundamental ontological constraint holds: without an agent, worlds P and I exist but contain no links or meanings. Links and meanings arise only in world C of a specific agent.

Each entity in each world can be viewed in multiple representations (aspects), such as structural (v), processual (t), and general (u). Thus, a painting can be described as a physical object (Pv – canvas, paint, frame), an informational object (Iv – digital reproduction, photograph of the painting), or a cognitive object (Cv – the artist's vision, the viewer's aesthetic experience). Specifying the aspect at each mention prevents categorical errors.

Metasemantics employs **two fundamental primitives**, the entity (E) and the link (L). A link is a special type of entity existing in world C (agent consciousness), though its reflections may belong to any world.

Entity notation includes an identifier, world and representation markers, and optional parameters for meta-level and temporal tags:

E1Pv – entity 1, Physical world, structural representation
 E_stone Pv – named entity, bound to a word via definition.

Link notation specifies the agent, type, arguments, and optional properties:

La1[=>](E1Pv, E2Pv) – agent A1 believes E1 causes E2

It is crucial that La1[=>] does not assert objective causation but rather that agent A1 holds a causal link. The notation describes reality as given to an agent, not “reality as such.” This agent-relative semantics aligns with constructivist epistemology while maintaining formal rigor.

The link typology comprises 27 types organized into six categories (Table 2).

Table 2. Categories and link types (selection)

Category	Guiding question	Link types
I. Identity and difference	What is it?	== (identity), sim (similarity), != (difference), >< (opposition), compl (complementarity)
II. Structure	What is it made of? Where?	part (part-whole), inst (instance-class), has (containment), adj (adjacency)
III. Causality	Why?	=> (cause-effect), corr (correlation), trans (transformation), gen (generation)
IV. Function	What for?	func (function), tool (instrumentality), cond (condition)
V. Semantics	What does it mean?	ref (reference), defn (definition), interp (interpretation), expr (expression in sign), embod (embodiment in matter)
VI. Operations	What does the agent do?	+ (composition), / (decomposition), up (generalization), dn (specialization), syn (synthesis), ! (negation)

Each link type is justified by a counterexample of irreducibility. For instance, transformation (trans) differs from generation (gen) in that transformation entails E1 ceasing to exist (a caterpillar transforms into a butterfly), whereas generation preserves E1 (a tree generates fruit). Expression in sign (expr) differs from embodiment in matter (embod) in that signs are copyable (a formula can be transcribed) while physical embodiments are unique (a bridge cannot be “copied”).

A key tenet of metasemantics is the **three-world projection principle** stating that any entity of world C (including links) may have a sign in world I and an embodiment in world P. These three projections are distinct entities connected by links of type expr (C-to-I) and embod (C-to-P).

Consider Newton’s formula $F = ma$. It exists as a cognitive object (Cv): the physicist’s understanding of the law; as an informational object (Iv): the string of

symbols on paper or screen; as a physical object (Pv): specific ink molecules on a specific sheet.

Conflating one projection with another produces a categorical error. The statement “this formula weighs 3 grams” erroneously conflates an informational object with its physical carrier. Metasemantic notation formalizes such conflation:

def (formula:I) – binding the word to the Informational world
La1[embod](E_formula Cv, E_ink Pv) – knowledge embodied in ink
– Query “weighs” requires a P-world argument, not I – category error.

This mechanism applies broadly from analyzing terminological disputes in scientific texts to detecting manipulative context substitutions in media discourse.

To validate the ontological model empirically, a corpus experiment was conducted on Russian language data. From the SynTagRus treebank [4], 5,235 verb lemmas were extracted, of which 1,404 were selected for analysis of valency patterns with respect to metasemantic worlds.

The methodology proceeded as follows – for each verb, admissible world combinations (pairings of argument worlds) were determined. For example, the Russian verb “rasplavit” (to melt) is strictly bound to the P-to-P combination: one can melt metal or ice (physical action on a physical object), but the expression “rasplavit’ teoremu” (to melt a theorem) is perceived as absurd – a theorem belongs to world C or I, not P. Conversely, the verb “oprovergnut” (to refute) is bound to the C-to-C or C-to-I combination (cognitive action on an idea or text), but “oprovergnut’ kamen” (to refute a stone) is equally absurd: a stone belongs to world P, to which a cognitive verb is inapplicable.

Results are represented in a 15x15 matrix (five worlds, three representations each), covering 225 possible world combinations. Of these, 35 combinations proved substantively populated with verbs at high and medium confidence levels.

Key findings include:

1. Physical-world verbs (Russian: “udarit” – to strike, “nagret” – to heat, “rasplavit” – to melt) are tightly bound to the P-to-P combination and do not transfer to I-to-I without metaphorical shift.

2. Cognitive-world verbs (Russian: “osoznat” – to realize, “voobrazit” – to imagine, “oprovergnut” – to refute) are bound to the C-to-C combination or to transitions from P/I-to-C.

3. Social verbs (Russian: “naznachit” – to appoint, “uvolit” – to dismiss, “delegirovat” – to delegate) require arguments from world S and do not function with arguments exclusively from world P.

4. A subset of verbs function as “context indicators” – their occurrence in text unambiguously signals the world combination of the utterance. 296 such indicator verbs were identified with high confidence.

These findings confirm that the Russian verbal system contains an implicit ontological markup, which metasemantic notation renders explicit. This is precisely why a native speaker intuitively senses the absurdity of “rasplavit’ teoremu” (to melt a theorem) or “oprovergnut’ kamen” (to refute a stone) – the verb signals membership

in a specific world combination, and violation of this membership is instantly recognized.

The **formal notation of metasemantics** has been implemented as a software package in the Julia programming language. The implementation includes a lexical analyzer (supporting UTF-8 identifiers for natural language words), a recursive descent parser following the EBNF grammar, and a constraint validator.

The package has passed 441 automated tests covering – correctness of entity and link notation, constraint verification (prohibition of world mixing, mandatory agent specification, suffix ordering), overload resolution for symbols (e.g., $\Rightarrow$ serves as causation, state transition, and operator – context determines meaning), and canonical examples from the specification.

The computational implementation confirmed that the proposed grammar is consistent – every valid expression has exactly one parse tree, ensured by overload resolution rules for multiply-loaded symbols [5].

The metasemantic methodology supports the following **application areas**:

1. Construction of correct ontologies. Indexing entities by world prevents mixing classification grounds. Borges's classic example [6] receives a formal explanation: his fictional taxonomy mixes entities from different worlds (P – “that tremble as if they were mad,” I – “included in the present classification,” C – “that from a long way off look like flies”) in a single list.

2. Tracking context shifts in discourse. Text analysis identifies points where a single lexeme “drifts” between the Worlds. For instance, the word “constitution” may denote a printed volume (Pv), a legal text (Iv), or the idea of a social contract (Cv). Unnoticed context shifts between these senses generate pseudo-disagreements.

3. Automated detection of categorical errors. An algorithm checks the compatibility of verbal predicates with the world indices of their arguments. Mismatch signals either metaphor ($\phi < 1,0$ in the notation) or a logical error. For instance, “to melt an argument” would be flagged as metaphorical ($\phi \sim 0,5$), while “to melt justice” would be flagged as incorrect binding.

4. Pedagogical application. The notation can be used in teaching critical thinking and academic writing to visualize hidden assumptions in argumentation.

Thus, metasemantics constitutes an interdisciplinary methodology that unifies ontology, formal semantics, corpus linguistics, and computational methods. The proposed five-world model extends Popper's classical framework by introducing Universal and Social worlds and furnishes it with a formal apparatus suitable both for manual analysis and for automated processing. Corpus analysis and computational testing results attest to the internal consistency and practical applicability of the approach. Future directions include a formal proof of completeness for the link type system, scaling corpus analysis to other languages, and development of tools for automated metasemantic text annotation for research and educational purposes.

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INTERACTION OF GRAMMATICAL AND SEMANTIC CHARACTERISTICS IN ZERO-DERIVED VERBAL NOUNS

Abstract. The article is devoted to the problem of correlation between nominal and verbal features in zero-derived verbal nouns. The semantics and status of these structures are analyzed as well as potential combinability and its limits.

Keywords: transposition, semantic characteristics, verbs with impulse/impact meaning, act, action, activity, object, resultativity, transitive verb, transitivity.

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ВЗАИМОДЕЙСТВИЕ ГРАММАТИЧЕСКИХ И СЕМАНТИЧЕСКИХ ХАРАКТЕРИСТИК ПРИ СЛОВООБРАЗОВАНИИ ПО КОНВЕРСИИ (ГЛАГОЛ > СУЩЕСТВИТЕЛЬНОЕ)

Аннотация. Статья посвящена проблеме корреляции между номинативными и глагольными признаками в глагольных существительных, образованных с помощью нулевого суффикса. Проанализированы семантика и статус этих конструкций, а также их потенциальная комбинируемость и ее ограничения.

Ключевые слова: транспозиция, семантические характеристики, глаголы с значением импульса/воздействия, акт, действие, деятельность, объект, результативность, переходный глагол, переходность.

This topic refers to the field of word derivation, which involves the transposition from one part of speech into another, but without any affixes denoting the morphological class. This is a specific feature of the English language, which is characterized by the predominance of isolating features in expressing grammatical meaning.

The material of the research is verbal nouns with impact meaning such as *cut*, *touch*, *bang*, *rap* taken from the articles IMPULSE, IMPACT in the Roget's thesaurus dictionary.

The purpose of this study is to analyze the role of the lexical and grammatical meaning of a particular subclass of verbs that are characterized by their terminative nature, single-act nature, and high degree of transitivity, implying resultativity. We try to analyze the process of forming a new set of categorical features – nominal features – the degree of preserving of the original verbal meaning, the forming of new semes. We deal with the problem of semantic correlation between zero-derived nouns and deriving verbs as combination of two cognitive spaces – verbal and nominal.

Metonymy takes the main role in this process. Metonymical mechanism lies at the bottom of derivation of the whole class among zero-derived verbal nouns. It involves zero-derived nouns denoting “action/process” and “result/process”: ‘action → product of the action’, ‘action → a way of its implementation’, ‘action → result of the action’, ‘action → the fact of fulfillment of the action’. The main semantic difference is distinct nominal substantial sema (sema is considered as an elementary component of the meaning). Sema “substantiality” or “thingness” is prevailing up to explicit level while “process” sema is fading and reducing. The noun denoting a concrete result (nomina resultatis) is based on the metonymy. Some linguists are of the opinion that due to metonymical shift the sema of “substantiality” or “thingness” actualizes significantly in the semantic contents of verbal nouns [1]. The meaning “result of action” is one of the key semantic components of zero-derived nouns. It usually implies the highest degree of substantiality, it denotes a concrete material thing or object. We can observe it in the following examples:

*I have a new writing-table with a fine surface of red leather. Now I found a clean **cut** in it about three inches long – not a mere scratch, but a positive **cut**.* (A. Doyle, <http://www.lib.virginia.edu/>) [Cut is the concrete material result of the action – scratch].

*He discovered a slight **cut** on his arm.* (J. Galsworthy, <http://www.lib.virginia.edu/>) – [Cut is the concrete material result of the action, wound»].

*...his chin had a brown **cut** on it – a **cut** half healed* (H. G. Wells, <http://www.lib.virginia.edu/>) [an injury takes place when the skin is cut with something sharp].

The analysis of the noun **cut** shows not only metonymical connection between the verb and noun but also metaphorical:

1) method (a short cut is a method of achieving something more quickly or more easily than if you use the usual methods);

2) offence, ignoring as a social snub, “corporal punishment”; an act whereby the feelings are deeply wounded, as a sarcasm, an act of unkindness:

*A most cruel **cut** to a troubled conscience*’ (the Oxford English Language dictionary);

3) intentional absence, missing of lesson:

Attendance at chapel was compulsory, and no ‘cuts’ were allowed (the Oxford English Language dictionary);

Metonymy acts as a mechanism for the substantivization of verbs, focusing attention not on the procedural element, but on the object element bearing the result of this impact.

In the opposite to “substantial” meaning we can distinguish zero-derived verbal nouns with predominating verbal or process meaning. They render the abstract process or action, abstract concept – state or condition – with predominance of the significative component to the denotative one. For example, a “cut” in the meaning of reduction in rates, prices, wage, services. And in card-playing “cut” is an action of cutting a pack of cards obtained: *not fewer than four cards are considered a cut*.

Between these two poles lie such meanings as: act, fulfillment, fact of action, so called “names-events”, condition, state. The boundaries between them have rather indistinctive character. For example, in sport “cut” is a particular stroke in various sport games (*When the player is well in ... he very often makes ... a clean cut. ... a ball strikes upon the ‘cut-line’, which is a fault*).

They wore soiled uniforms that did not match in cut or color (Z. Grey, <http://www.lib.virginia.edu/>) [the particular way clothing looks].

I was off like a shot through the bushes, by the shortest cut. (M. Twain, <http://www.lib.virginia.edu/>) [rather abstract in meaning, way, distance].

As E. Kubryakova says, one of assignments of transposition is to ‘adjust available words to a necessary syntactical position. [2, p. 53].

He took her hand, – a dewy, healthy hand, – the very touch of it meant action and life (Rebecca Davis. *One Week an Editor*) [perceptive effect of the action].

.....when some swift touch of music or human love gave us a cleaving glimpse of the great I AM [very abstract meaning “sound/noise” metaphorical].

Transitivity is not only a grammatical category (syntactic transitivity) but semantic as well. P. J. Hopper and S. A. Thompson gave a list of characteristics of transitivity hierarchy based on the intensity of action [3, pp. 251-255]. From this point of view the chosen verbs are characterized as highly transitive. Due to this fact the predicate and its object can form “a closely connected semantic unity” [4, p. 78]; the meaning of the verb is much determined by the meaning of the object.

The object is considered as the third main part of the sentence, and it is included in the structure of the verb’s intension [5]. This is a semantic-grammatical category. Changes which occur in the object are the focus of attention. The meaning of this group of verbs is more broadly revealed through its correlation with the object, it is multi-aspect. The semantic interpretation of transitivity is equivalent to the semantic valence. I. Meshchaninov noted that the object becomes not only grammatical but also lexical characteristics [6, p. 39]. Syntactical category of object has a prototypical structure.

According to A. V. Bondarko, an object is defined as an inactive substance that is dependent on a predicate and is directed or affected by a predicative feature [7, p. 41]. Thus, the semantics is also influenced by the grammatical aspect of the verb characteristic, and we can talk about the semantic side of grammar. In terms of content, the action and the object form a certain unity or complex. An example of such a unity or complex is the seme “result of the action”. Thus, the seme “sound” can be considered as a particular form of “resultative meaning”. This can be observed in dictionary definitions of the verbs under study. For example, the Oxford English Dictionary provides the following definitions for the following nouns:

bang

1. v. To strike violently with a resounding blow

- n. A heavy resounding blow
- 2. v. To make a violent noise
- n. A sudden, violent or explosive noise

The analysis of this verb shows that the verbal meaning inherent can be traced in a categorical noun:

Three loud raps on the chamber door (Ch. Bronte, <http://www.lib.virginia.edu>.)

The actualization of the sound seme from implicit to hyper-seme is accompanied by the loss of transitivity in the original verb. The loss of transitivity is the stage when the qualitative seme (the sound seme) begins to dominate over the action seme. In the first meaning of the verb under consideration, an object is required to produce a sound effect (to strike something noisily). In the second meaning of this verb, the sound seme is actualized to a hyper-seme, and the verb (the predicate) does not require an obligatory object. The sound is produced directly by the subject of the action: *The jeep rattled and banged. Don't bang the door!* (the Oxford English Language dictionary)

Among the factors which stimulate and increase conversional process we can mention the following:

- metonymy;
- the seme of effectiveness;
- the transitivity of the initial verb.

They actualize and enforce additional substantive meanings.

Conclusion. Semantic similarity of basic verb doesn't always produce the similar semantic type of the derived verbal noun. Also, we can observe significance of other components. The analysis of examples confirms the graduality and variability of derived nouns. Thus, the interaction of grammatical and lexical characteristics is a key and obligatory factor in derivation by conversion.

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LA SÉMANTIQUE DES SUPERSTITIONS FRANÇAISES ET ANGLAISES

Annotation. Le but de l'étude est d'identifier les traits culturels communs et uniques dans la mentalité française et anglaise à travers l'analyse comparative de la forme et du contenu des superstitions. La pertinence de l'étude est déterminée par l'attention constante des chercheurs à l'étude de la sémantique et de la culture des langues. La nouveauté de la recherche est due au fait que l'analyse de la sémantique des superstitions françaises et anglaises n'a pas encore complètement été réalisée. La partie pratique est l'analyse des superstitions en déchiffrant leurs sens positifs et négatifs.

Mots-clés: Superstition française et anglaise, groupe thématique, culture.

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THE SEMANTICS OF FRENCH AND ENGLISH SUPERSTITIONS

Abstract. The purpose of the study is to identify the common and unique cultural traits in the French and English mentality through the comparative analysis of the form and content of superstitions. The relevance of the study is determined by the constant attention of researchers to the study of the semantics and culture of languages. The novelty of the research lies in the fact that the analysis of the semantics of French and English superstitions has not yet been completely carried out. The practical part is the analysis of superstitions by deciphering their positive and negative meanings.

Keywords: French and English superstitions, thematic group, culture.

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СЕМАНТИКА ФРАНЦУЗСКИХ И АНГЛИЙСКИХ СУЕВЕРИЙ

Аннотация. Цель исследования – выявить общие и уникальные культурные черты во французском и английском менталитете посредством сравнительного анализа формы и содержания суеверий. Актуальность исследования определяется постоянным вниманием исследователей к изучению семантики и культуры языков. Новизна исследования обусловлена тем, что анализ семантики французских и английских суеверий еще не был полностью проведен. Практическая часть представляет анализ суеверий путем расшифровки их положительных и отрицательных значений.

Ключевые слова: французские и английские суеверия, тематическая группа, культура.

Malgré la prédominance de la pensée rationnelle dans la société moderne, avec l'aide de certains signes (objets du monde, environnant, animaux, plantes, parties du corps humain, etc.), les gens essaient de prédire l'avenir: chance, échec, bonheur, malheur, richesse, pauvreté, santé, maladie, etc.

Cette étude est consacrée à la sémantique des superstitions liées avec la bonne et mauvaise chance dans la langue française et la langue anglaise. Les matériaux de l'étude sont tirés du dictionnaire multilingue des superstitions et des dictons [1].

Le but de cet article est de déterminer les traits communs et différents, positifs et négatifs dans la représentation de la bonne et mauvaise chance dans la culture des deux langues à l'aide de l'analyse comparative des superstitions françaises et anglaises.

Commençons par la définition du terme “superstition”. La notion de superstition dans plusieurs langues est analysée dans l'article “Le reflet du concept de “superstition” dans l'image linguistique du monde des espagnols, des français, des britanniques, des américains et des russes” [2, p. 3].

En français le terme superstition est défini comme “le fait de croire que certains actes, certains signes entraînent mystérieusement des conséquences bonnes ou mauvaises; croyance ou pratique qui en résulte” [3, p. 1229]. En anglais ce terme désigne “a belief that is not based on reason or scientific thinking and that explains the causes for events in ways that are connected to magic” [4].

L'analyse des 493 superstitions dans les deux langues a montré que selon le résultat qu'elles prédisent la plupart des superstitions peuvent être incluses dans les groupes avec les sens opposés: “Bonne ou mauvaise chance” (Entrer, sortir et se lever du pied gauche attire la **malchance**. En revanche marcher dans un excrément de ce même pied gauche porte **bonheur**; Breaking a green or red glass brings **bad luck**), “Maladie ou santé” (Détruire un nid d'hirondelle attire la **maladie** ou l'accident; If you put a piece of bread in a baby's cradle, it will bring **good health**, “Richesse ou pauvreté” (Outre que pour voyager, le lundi est bon pour la **richesse**; On Monday and Sunday you cannot lend **money**, because otherwise the **borrower will not give it back**, “Vérité ou mensonge” (Quand on raconte un fait et que l'on **ment**, on croise les doigts (derrière le dos) en affirmant le contraire et en espérant de ne pas être puni du **mensonge**), “Fidélité ou trahison” (Il ne faut pas verser de l'eau dans le sens contraire du bec verseur car un temps ce geste était considéré tel qu'un signe de **trahison**;

Dropping a pair of scissors is said to warn that a lover is **unfaithful**), “Retour ou départ” (Se piquer l’auriculaire avec une aiguille implique un **départ** ou un changement; In some regions women avoid emptying ash-trays, ash-pans or tea-pots the day of a husband’s **departure**, otherwise he may never return), “Voeu réalisé ou non-réalisé” (Il faut lancer deux pièces en tournant le dos à la fontaine, l’une **pour faire un vœux**, l’autre pour revenir un jour dans la ville en question; Make a wish and blow the seeds of a dandelion; if they all fly away, your **wish will come true**), “Amitié ou querelle” (Donner ou offrir tout ce qui pique comme aiguilles et broches, **coupe l’amitié** ou l’amour entre le donneur et le receveur; If you stir a drink before pouring it, it will **bring a quarrel**), “Une vie de famille heureuse ou malheureuse” (Pour s’assurer le **bonheur conjugal**, la mariée peut coudre un de ses cheveux, le plus long possible, dans l’ourlet de sa robe; Sapphire symbolizes **marital happiness**).

Passons maintenant à l’analyse de la sémantique des superstitions liées avec la bonne ou mauvaise chance. Notons que ce groupe de superstitions est le plus grand et comprend 180 unités: 107 – anglaises, 73 – françaises.

Dans la langue française le sens de la “bonne chance” est transmis par les lexèmes et leurs combinaisons: signe de bon augure, signe de chance, un bon présage, porte bonheur, un porte-bonheur, aura de la chance, apporte la chance, procure la chance, attire le succès, assure le succès; le sens de la “mauvaise chance” – mauvais présage, un événement malheureux, un présage de mauvais augure, une période de malchance, vouée à l’échec, courir à l’échec, porte malchance, attire la malchance, il ne porte pas chance, virer au fiasco, attire la malchance.

En anglais le sens de la “bonne chance” est traduit par les lexèmes et leurs combinaisons: brings luck or good luck, is considered good luck, for good luck, to symbolise luck, to bring good fortune, to avoid bad luck, it is lucky, is a good omen, to be the luckiest, good things are coming your way; le sens de la “mauvaise chance” – to bring bad luck, bad luck comes, is bad luck, to be unlucky, is considered unlucky, it is thought very unlucky, is said to be very unfortunate, it is ill luck, you’ll cut your luck, bad luck will follow.

Parmi les superstitions françaises on a trouvé 37 superstitions qui expriment la bonne chance, 32 qui expriment la malchance et 4 superstitions qui expriment les deux. En anglais 42 superstitions sont liées avec la bonne chance, 57 – avec la mauvaise chance et 8 superstitions exprimant les deux sens.

Selon les statistiques, les français semblent être plus optimistes que les anglais car on a fixé plus de superstitions exprimant la bonne chance dans la langue française que dans la langue anglaise. Vérifions cette hypothèse et analysons les groupes thématiques dans lesquels cette signification est présentée.

Dans les deux langues “la bonne chance” et “la mauvaise chance” sont exprimées par les superstitions qui comprennent les lexèmes “parties du corps humain et leurs actions”: pied, main, tête, éternuer; foot, hand, sneezing, hiccups. Citons quelques exemples: en français – “Marcher du pied gauche dans un excrément est bénéfique”; en anglais – “It is bad luck if you put your left foot on the floor first when you get out of bed in the morning”. On a trouvé deux correspondances liées avec la mauvaise chance: par exemple, éternuer avant de se mettre au lit est un mauvais présage: “Dans le Sarthe, éternuer à la fin d’un repas est un mauvais présage, même

rapport négatif en Picardie pour celui ou celle qui éternue avant de se mettre au lit”. Sneezing first thing in the morning is considered lucky, while sneezing before going to bed is considered unlucky”; “Se serrer la main au dessus d’une table porte malheur”; “It is unlucky to shake hands across a table”. Il existe quelques superstitions spécifiques qui se rapportent à une seule langue: à l’anglais: “Shaking hands with a chimney sweep brings good luck”, “Hiccups are said to be unlucky and bring the touch of the devil to you”; au français – “Une tête qui gratte porte bonheur”.

“La bonne et la mauvaise chance” est également associée avec les articles ménagers: balai, clef, porcelaine, verre, miroir, couteau, fourchette, cuillère, ciseaux – en français; broom, key, scissors, mirror, plate, cup, towels – en anglais. “Le balai neuf” (new broom) et “les clés” (keys) symbolisent la bonne chance dans les deux langues: “L’on incite à jeter son ancien balai et à en racheter un neuf si l’on veut attirer la chance dans une nouvelle habitation”, “A new broom should always be used for the first time to sweep something into the house, to symbolise luck”; “Les clefs sont devenues des porte-bonheur incontestables. Les plus efficaces sont les plus anciennes, celles qui sont en fer forgé et légèrement rouillées”, “Carrying an old iron key in your right pocket will bring good luck”. Mais en anglais ces objets peuvent aussi provoquer le malheur “If you drop your keys, it means something bad is going to happen”, “Do not lean a broom against the bed as this can bring bad luck”.

“Casser la vaisselle” apporte la chance pour les français: “Casser de la porcelaine ou de verre par accident est signe de chance prochaine” et porte malchance pour les anglais: “If you break a plate or cup, you can expect another breakage before the end of the day unless you deliberately smash some other small item to avoid bad luck”. Mais “briser le miroir” est un mauvais présage pour les deux nationalités: “Évitez de casser un miroir, sept ans de malheur attendant la personne responsable de son bris. Il faut ainsi récupérer tous les morceaux pour les peindre en noir et ensuite les jeter dans une rivière sans se retourner”, “Breaking mirror means seven years of bad luck, to avoid the bad luck you should bury the broken fragments”. Dans ce groupe il y a une superstition unique en anglais: “Burying one of your old dish towels in the garden during a full moon brings luck”.

Le groupe suivant qui présente “la bonne et la mauvaise chance” est lié avec la faune. Il est à noter les images communs pour les deux langues: chat (cat), lièvre (rabbit), carpe (carp), tortoise (tortoise), oiseau (bird), grue (crane), éléphant (elephant), grenouille (frog), papillon (butterfly), coccinelle (ladybug), frelon (hornet). Par exemple, la grenouille est un bon présage pour les français, la tuer est un mauvais présage pour les français comme pour les anglais: “La visite d’une grenouille dans votre demeure augure de la chance. On considère qu’en tuer une porte malchance”, “Frogs are said to be the souls of children who have died and thus is very unlucky to kill one”. Il est intéressant à noter que dans les deux langues “tuer un animal” porte malchance: “Marcher sur la queue d’un chat condamne au célibat; l’enfermer dans un placard augure des querelles; le tuer, même accidentellement, prophétise 17 ans de malchance”, “In Ireland it is believed that killing a cat brings seventeen years of bad luck”. Les images de la mouette (seagull), du chat tortue (tortoiseshell) sont uniques car ne représentent que la culture anglaise: “It is unlucky to kill a seagull”, “Tortoiseshell cats are considered lucky companions”. L’image de la toile d’araignée

n'est propre qu'à la culture française: "Trouver une toile d'araignée près de la porte d'entrée de sa maison porte bonheur à ses occupants".

Le groupe de superstitions "Bonne et mauvaise chance" à la base de la flore n'est pas nombreux. Il est représenté par les lexèmes suivants: gland (acorn), gui (mistletoe), trèfle (clover) dans les deux langues; "pommier", "figier" en français, "chêne" (oak) en anglais. Les superstitions avec les images de gland, gui, trèfle prédisent la bonne chance en français comme en anglais: "Gardez un gland dans votre poche. Les glands, fruits de chêne, sont un symbole de fertilité et de longue vie", "If a lady carries an acorn in her pocket, she will be blessed with perpetual youth. Carrying an acorn in your pocket will bring you good luck and long life"; Chaque feuille du trèfle représente une des vertus théologiques. La première feuille est pour l'espérance, la seconde pour la foi et la troisième pour la charité; la quatrième feuille serait donc pour la chance, "Finding a four-leaved clover is said to be lucky". Mais l'image du pommier en français est négative: "Pommier en fleur dans votre jardin qui donne déjà des fruits anticipe un malheur ou un accident". "Le figier" a un double sens: "Faire la sieste sous un figuier attire la malchance, mais passer entre deux figuiers augure d'un mariage heureux". "Chêne" (oak) en anglais est lié avec la mauvaise chance: "Bad luck will come to anyone who cuts down an oak or an elder tree".

Le groupe thématique suivant est "Vêtements et chaussures". Dans les deux langues on utilise les images de gant (glove), lacet (shoelace), chapeau (hat), chaussures (shoes) pour créer les superstitions désignant bonne et mauvaise chance. "Perdre un gant" porte malheur pour les français et les anglais mais pour les français il y a une chance de changer la situation: "Perdre un gant porte malheur, en ramasser un est un bon présage, mais en oublier une paire chez des amis promet une querelle", "Trouver des gants est favorable aux célibataires, car c'est signe de mariage"; "It is unlucky to drop your glove and to pick it up yourself", "Giving a pair of gloves to a friend will bring bad luck unless you receive something in exchange". "Casser un lacet" signifie le malheur dans les deux langues: "Lorsqu'on casse un lacet cela signifie qu'un événement malheureux est arrivé", "If a shoelace comes undone as you set off on a venture, the venture will be unlucky". Mais pour les deux cette image peut être positive: "Il porte bonheur de trouver un noeud dans ses lacets", "If you tie someone else's shoelaces up, you should make a wish as it is lucky". "Le chapeau laissé sur la table et sur le lit est de mauvais augure": "Il vaut mieux éviter de poser un chapeau sur la table sous peine d'attirer la malchance", "A hat left on a bed brings bad luck". En français "chaussure" est associée avec la bonne chance: "Le matin, enfiler la chaussure du pied droit en premier porte chance". En anglais l'image des chaussures est aussi plutôt positive car une seule superstition dans la série avec cette image a le sens négatif: "Tying shoes to the back of the newlyweds' car is an old custom still used to travellers good luck", "Throwing an old shoe after a person who leaves home is a way of wishing that person luck", "People used to put children's shoes in the attic of their houses to bring good luck", "It is unlucky to put new shoes on the table". Les objets uniques dans ce groupe sont: chandail, slip et t-shirt en français. Par exemple, "Un trou dans un chandail porte chance, mais le recoudre avec du fil plus foncé attire le malheur". Le matin, enfiler la chaussure du pied droit en premier porte chance".

Le groupe suivant qui présente “la bonne et la mauvaise chance” est lié avec les produits alimentaires. “Le pain” (bread) est trouvé dans les superstitions des deux langues et ce produit s’associe avec la bonne chance: “Pour attirer la chance il faudrait porter sur soi une minuscule croûte de pain rassis, un talisman infailible pour se protéger du mauvais oeil”, “For good luck whoever eats the last piece of bread kisses the cook”, “It is good luck to give bread, salt or wine to a new home owner so they will always have plenty to eat and drink”. Mais dans les deux langues il existe un avertissement: “Présenter le pain à l’envers sur une table porte Malheur et attire le Diable. Ceci vient du fait qu’au Moyen-Âge le boulanger gardait le pain du bourreau à l’envers”, “A loaf of bread should be turned down after a slice has been cut from it”. “Le sucre” et “l’huile” ont utilisés pour créer les superstitions uniques en français: “Le sucre même renversé accidentellement, promet une période très heureuse. Très superstitieux, les gens de théâtre portent souvent sur eux un petit morceau de sucre pour attirer le succès”, “Pour y attirer la chance il faut franchir la porte de son habitation avec une litre d’huile et un kilo de sucre. Une variante consiste à faire couler un petit filet d’huile sur la première marche du premier escalier rencontré”. Ces superstitions ont le sens positif. “Thé en feuilles” (leaf tea) en anglais est à la base d’une superstition unique en anglais, aussi avec un sens positif: “If loose leaf tea is accidentally dropped in the house, it will bring good luck”.

Un groupe assez important de superstitions sont des superstitions liées à la chance ou à l’échec pendant le mariage. On voit l’emploi des lexèmes suivants: ris, perle, le 13, robe, pluvieux; confetti, flower petals, pearls, dress, rain. Dans les deux langues la tradition de lancer du ris, en anglais – to shower with confetti and flower petals a un sens positif: “Lancer du ris sur des nouveaux mariés à la sortie de l’office religieux ou de la mairie leur portera bonheur et les préservera des esprits malins tout au long de leur vie à deux”, “The couple is showered with confetti and flower petals to promote fertility, prosperity and continuity”. “Perle” (pearl) est associée avec une mauvaise chance dans les deux langues: “Il est déconseillé d’offrir une bague de fiançailles avec des perles ou d’en porter le jour de son mariage sous peine de courir à l’échec”, “Pearls symbolize tears and are believed to bring sadness. They should only be purchased for someone else. Wearing pearls you purchased yourself is considered unlucky”, “A pearl engagement ring is said to bring bad luck because its shape echoes that of a tear”. Le nombre 13 attire la malchance dans les deux langues: “Choisir le 13 pour un mariage, un baptême, un déménagement ou un départ en voyage attire la malchance tandis que chaque vendredi 13 est un jour de chance pour les jeux de hasard”, “The number 13 is unlucky and Friday the 13 th is said to be very unfortunate”. Coudre sa robe est un mauvais présage dans les deux langues: “La mariée a interdiction de coudre sa robe de mariée sous peine de malheur”, “It’s said that for every stitch of the wedding dress the bride sews herself, she’ll shed one tear during her marriage”. “Louer la robe porte Malheur en français comme en anglais: “En France louer sa robe de mariée n’est pas commun, par superstition, cela portait Malheur”, “A borrowed wedding dress is supposed to bring good luck to the bride who borrows it but bad luck to the wife who lends it”. La pluie est un bon presage pour les deux nationalités: “Mariage pluvieux, mariage heureux”, “Rain on your wedding day is considered good luck”. En anglais les superstitions uniques de ce groupe sont liés avec

la bague (ring): “It is believed to bring bad luck if both the wedding ring and the engagement are purchased on the same day”, “It was thought to be unlucky to wear the wedding ring before the wedding ceremony”: en français – avec la suie: “La suie est annonciatrice d’un autre mariage. Mais si pendant les agapes d’un repas de nocés, de la suie tombe dans l’âtre, c’est un présage de mauvais augure”.

Le groupe thématique “Couleurs” est représenté par le jaune et le vert en français, le vert (green) et le rouge (red) en anglais. Dans les deux langues ces couleurs portent malheur: “Le jaune porte malheur en théâtre car Molière était habillé ainsi lorsqu’il mourut sur scène”, “Le vert n’est pas apprécié ou il est censé porter malheur”, “The green colour is sometimes thought to bring bad luck, as many centuries ago, green forest spirits were said to cause mischief and harm to human beings”, “Breaking a green or red glass brings bad luck”.

Basé sur l’analyse des superstitions avec le sens de la chance et de l’échec en français et en anglais, on peut conclure que les français sont un peu plus optimistes que les anglais. Dans les deux langues, les mêmes groupes thématiques sont utilisés pour transmettre le sens de la chance et de l’échec: “Le corps humain et ses parties”, “Les articles ménagers”, “Les produits alimentaires”, “Les vêtements et les chaussures”, “La faune”, “La flore”, “Le mariage”, “Les couleurs”. Souvent, les mêmes images sont utilisées. Mais l’analyse de la forme et du contenu des superstitions a permis de voir les images uniques qui expérimentent la bonne et la mauvaise chance dans les deux cultures.

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SPÉCIFICITÉ DE LA CULTURE DE LA LANGUE FRANÇAISE (SUR LE MATÉRIEL DES COMPTINES)

Annotation. L'article analyse les spécificités culturelles du français à travers les comptines, genre fondamental du folklore enfantin. L'étude, fondée sur un corpus de textes authentiques, montre comment ces formules rimées transmettent des concepts clés : collectivité, musicalité, joie de vivre. L'approche linguoculturologique révèle que les comptines constituent un vecteur essentiel du code culturel français.

Mots-clés: comptine, folklore enfantin, linguoculturologie, code culturel, rythme, musicalité, identité culturelle, France.

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SPECIFICITY OF THE FRENCH LANGUAGE CULTURE (BASED ON THE MATERIAL OF NURSERY RHYMES)

Abstract. The present study examines cultural specificities of French through nursery rhymes (counting rhymes), a fundamental genre of children's folklore. Based on authentic texts, the analysis demonstrates how these rhymed formulas transmit key concepts: collectivity, musicality, joie de vivre. The linguocultural approach reveals that nursery rhymes serve as an essential vector of the French cultural code.

Keywords: nursery rhyme, children's folklore, linguocultural approach, cultural code, rhythm, musicality, cultural identity, France.

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КУЛЬТУРНЫЕ ОСОБЕННОСТИ ФРАНЦУЗСКОГО ЯЗЫКА (НА МАТЕРИАЛЕ СЧИТАЛОЧЕК)

Аннотация. В статье анализируется культурная специфика французского языка на материале считалочек – ключевого жанра детского фольклора. Исследование, основанное на корпусе аутентичных текстов, показывает, как эти рифмованные формулы транслируют базовые концепты: коллективность, музыкальность, «радость жизни». Лингвокультурологический подход позволяет рассматривать считалочки в качестве французского культурного кода.

Ключевые слова: считалочка, детский фольклор, лингвокультурология, культурный код, ритм, музыкальность, культурная идентичность, Франция.

Le folklore enfantin, et en particulier les comptines, constitue un domaine d'étude privilégié pour la linguoculturologie et l'ethnoherméneutique. Ces formules rimées, traditionnellement utilisées dans les jeux collectifs, ne remplissent pas seulement une fonction ludique, mais servent également de moyen de transmission de représentations culturelles, de modèles comportementaux et de concepts mentaux [1]. Selon le Petit Robert, la comptine est définie comme une "petite pièce rimée et rythmée servant à éliminer les joueurs dans un jeu", cependant cette définition fonctionnelle ne rend pas compte de la richesse culturelle du genre [2].

En effet, la comptine dépasse sa simple utilité de tirage au sort pour devenir un véritable marqueur identitaire. Elle encapsule dans sa structure concise les valeurs, les stéréotypes et les imaginaires propres à la communauté linguistique qui la pratique. L'objectif de cet article est d'analyser les caractéristiques culturelles de la langue française à travers les comptines. L'étude s'appuie sur un corpus de textes authentiques ainsi que sur les travaux de chercheurs consacrés au folklore enfantin [4, 5, 6].

L'actualité de cette recherche réside dans l'intérêt croissant des sciences humaines pour la "naive picture of the world" et dans la nécessité de préserver le patrimoine culturel immatériel, particulièrement dans un contexte de mondialisation où les traditions orales tendent à s'effacer [3].

L'organisation rythmico-phonétique des comptines françaises repose sur le principe syllabique caractéristique de la langue française. Contrairement aux langues accentuelles comme l'anglais ou le russe, le français privilégie le décompte régulier des

syllabes et l'alternance des timbres vocaliques, créant une isosyllabie qui facilite la mémorisation [7].

Comme l'illustre l'exemple suivant : "Un, deux, trois, nous irons au bois, / Quatre, cinq, six, cueillir des cerises", cette régularité syllabique crée une pulsation fluide, propice au mouvement collectif et à la mémorisation [8]. Le rythme n'est pas seulement un support technique ; il incarne le concept culturel de mesure et d'harmonie, valeurs cardinales de l'esthétique française.

La phonétique des comptines françaises est caractérisée par une recherche systématique d'euphonie. Les procédés de sonorité — allitérations, assonances, jeux de mots — ne visent pas uniquement l'expressivité, mais créent un tissu sonore agréable à l'oreille, conforme à l'idéal de clarté et de grâce de la langue française [7]. Des séquences comme "Am, stram, gram, / Pic et pic et colégram, / Bour et bour et ratatam, / Am, stram, gram" illustrent le rôle de la dimension phonique indépendamment du sens lexical [8].

L'alternance des consonnes occlusives et des voyelles ouvertes produit un effet incantatoire, tout en maintenant une légèreté mélodique. Cette attention portée à la matérialité sonore du langage reflète un trait culturel profond : la valorisation de la forme et du plaisir esthétique dans l'usage de la parole. De plus, la présence fréquente de liaisons et d'enchaînements vocaliques dans les comptines renforce cette fluidité, empêchant les ruptures brutales et maintenant une continuité mélodique qui invite à la participation collective [9].

La rime dans les comptines françaises est majoritairement suivie et riche en assonances vocaliques. Elle assure la cohésion du texte et signale les pauses respiratoires, facilitant la récitation collective. La simplicité des schémas rimiques n'exclut pas la créativité : de nombreuses comptines intègrent des néologismes ludiques ou des emprunts à d'autres registres, témoignant de la vitalité et de l'adaptabilité du genre.

Sur le plan sémantique, les comptines présentent un imaginaire culturel spécifique. Les images de la nature occupent une place importante et renvoient à une vision harmonieuse du monde. Le bois, la rivière, les cerises, le pont constituent un paysage culturel codifié. Le pont d'Avignon n'est pas seulement un repère géographique ; c'est un symbole de convivialité, de fête collective et de patrimoine historique [6].

De même, la cueillette des cerises évoque une nature généreuse et accessible, en harmonie avec l'homme. Ces images reflètent une vision esthétisée du monde naturel, caractéristique de la culture française. Selon l'analyse des codes culturels proposée par V.V. Varzinova, on peut identifier dans ces textes un code culturel biomorphique (animaux, plantes), un code géographique spatial (lieux précis comme Avignon) et un code coloratif (souvent lié à la lumière et à la nature) [6].

Contrairement aux comptines russes qui privilégient l'espace forestier mystérieux ou aux comptines anglaises ancrées dans un contexte urbain et domestique, les comptines françaises transforment le paysage en une scène de théâtre joyeuse où l'homme et la nature coexistent dans une relation pacifiée [1].

L'analyse conceptuelle permet d'identifier plusieurs concepts majeurs objectivés dans les comptines françaises. Le concept de collectivité se manifeste à travers l'usage

fréquent de formes verbales au pluriel et d'actions collectives. Le pronom "nous" et les verbes de mouvement collectif soulignent la valeur accordée au lien social et au partage de l'expérience [6].

Le concept de musicalité est inhérent à la structure même des comptines. De nombreuses comptines sont chantées ou scandées sur un air connu, ce qui reflète l'importance culturelle accordée à l'éducation artistique et au plaisir sensoriel.

Enfin, la "joie de vivre" se reflète dans le caractère léger, ludique et souvent humoristique des textes. L'atmosphère émotionnelle des comptines françaises est globalement enjouée, parfois espiègle, mais rarement anxiogène. Même les formules apparemment absurdes sont investies d'une gaieté ludique, illustrant ce concept comme posture culturelle [3].

Cette légèreté apparente ne doit pas masquer la profondeur du processus d'appropriation culturelle : à travers le jeu de mots et le rire, l'enfant intègre les normes implicites de sa communauté. La dimension hédoniste de la langue française, où le plaisir de parler et de sonoriser prime parfois sur l'efficacité communicative pure, trouve ici une illustration parfaite dans le genre de la comptine.

Les comptines remplissent également une fonction sociale importante. En ritualisant le choix du joueur éliminé, la comptine enseigne aux enfants l'acceptation du hasard comme principe d'équité. Cette "justice par le sort" est intériorisée comme une norme sociale, préparant l'enfant à la vie en collectivité [5].

En outre, elles participent au développement linguistique en renforçant la mémoire, la perception phonétique et l'acquisition du lexique. La structure répétitive, le rythme régulier et la richesse phonétique des comptines en font un outil pédagogique naturel pour l'apprentissage implicite des règles de versification française [9].

Les comptines constituent un vecteur de transmission intergénérationnelle de la langue et de la culture. Leur étude et leur valorisation contribuent à la préservation du patrimoine immatériel, enjeu majeur dans un contexte de globalisation culturelle [3]. Dans une perspective didactique, l'utilisation des comptines dans l'enseignement du français langue étrangère (FLE) permet non seulement d'améliorer la prononciation et le rythme des apprenants, mais aussi de les initier de manière sensible aux codes culturels français.

Ainsi, les comptines françaises apparaissent comme un élément essentiel du patrimoine culturel immatériel. À travers leur organisation rythmico-phonétique euphonique, leur imaginaire naturaliste idéalisé et leurs concepts dominants, les comptines objectivent une vision du monde privilégiant l'harmonie, la collectivité et l'esthétique de la forme.

Cette étude confirme que le folklore enfantin, loin d'être un genre marginal, constitue un microcosme révélateur de la macroculture. Les comptines ne se contentent pas d'organiser le jeu : elles initient l'enfant, de manière implicite et sensible, aux valeurs fondamentales de sa communauté linguistique et culturelle.

Les perspectives de cette recherche incluent l'élargissement du corpus à d'autres genres du folklore enfantin et l'étude comparative avec les traditions d'autres aires francophones, afin d'affiner la compréhension de la diversité culturelle au sein de l'espace francophone. En conclusion, la comptine reste un témoignage vivant de la capacité d'une culture à se reproduire et à se réinventer à travers les voix de ses enfants [6].

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LA SITUATION LINGUISTIQUE DANS LE MONDE ARABE

Annotation. L'article est consacré à l'étude de la situation linguistique dans le monde arabe, caractérisée par l'existence parallèle de l'arabe littéraire et de nombreux dialectes régionaux. On examine l'histoire de l'enseignement de l'arabe, on analyse les aspects théoriques de la distinction entre les concepts de «langue littéraire» et de «dialecte», on révèle leurs différences principales dans la sphère fonctionnelle, le niveau de prestige, les modes d'acquisition, la structure grammaticale, le lexique et la phonologie. On présente une classification des dialectes arabes selon un critère territorial, on décrit en détail les particularités des six principaux groupes de dialectes arabes. Une attention particulière est accordée à l'état contemporain des dialectes arabes et au processus de leur nivellement. On conclut à l'adaptabilité de la langue arabe aux conditions changeantes et au maintien de la diglossie comme caractéristique stable du continuum linguistique arabe.

Mots-clés: langue arabe, dialectes arabes, diglossie, langue littéraire, classification des dialectes, situation linguistique, études arabes, langue parler, koinè.

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THE LINGUISTIC SITUATION IN THE ARAB WORLD

Abstract. The article is devoted to the study of the linguistic situation in the Arab world, characterized by the parallel existence of the Arabic literary language and numerous regional dialects. It examines the history of Arabic language teaching, analyzes the theoretical aspects of distinguishing between the concepts of “literary language” and “dialect”, and identifies their main differences in the functional sphere, level of prestige, modes of acquisition, grammatical structure, lexicon, and phonology. A classification of Arabic dialects by territorial criterion is presented, and the features of the six main groups of Arabic dialects are described in detail. Special attention is

paid to the current state of Arabic dialects and the process of their leveling. The conclusion is drawn regarding the adaptability of the Arabic language to changing conditions and the preservation of diglossia as a stable characteristic of the Arabic linguistic continuum.

Keywords: Arabic language, Arabic dialects, diglossia, literary language, classification of dialects, linguistic situation, Arabic studies, dialect, koine.

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ЯЗЫКОВАЯ СИТУАЦИЯ В АРАБСКОМ МИРЕ

Аннотация. Статья посвящена исследованию языковой ситуации в арабском мире, характеризующейся параллельным существованием арабского литературного языка и многочисленных региональных диалектов. Рассматривается история преподавания арабского языка, анализируются теоретические аспекты разграничения понятий «литературный язык» и «диалект», выявляются их основные различия в функциональной сфере, уровне престижа, способах усвоения, грамматической структуре, лексике и фонологии. Представлена классификация арабских диалектов по территориальному признаку, подробно описаны особенности шести основных групп диалектов арабского языка. Особое внимание уделяется современному состоянию арабских диалектов и процессу их нивелирования. Делается вывод об адаптивности арабского языка к меняющимся условиям и сохранении диглоссии как устойчивой характеристики арабского языкового континуума.

Ключевые слова: арабский язык, арабские диалекты, диглоссия, литературный язык, классификация диалектов, языковая ситуация, арабистика, говор, койне.

L'étude de la langue arabe a une longue histoire, indissociablement liée à Saint-Pétersbourg. L'enseignement de l'arabe en Russie a commencé dès 1804, lorsque fut promulgué le statut universitaire qui introduisait progressivement les langues orientales dans le programme éducatif. À Saint-Pétersbourg, à l'Institut pédagogique principal, l'enseignement de l'arabe et du persan a débuté en 1818. Et déjà en 1854, par décret de Nicolas Ier, fut fondée la faculté orientale de l'Université de Saint-Pétersbourg, où, au début du XXe siècle, se forma une école particulière d'enseignement de l'arabe, et apparurent des approches uniques d'apprentissage et de formation des spécialistes : «La Russie pré-révolutionnaire disposait de manuels pour l'étude uniquement de la langue littéraire ; désormais, la langue parlée acquiert droit de cité » [1, p. 149]. À la faculté orientale, on commença à recruter activement des

locuteurs natifs arabes ; par conséquent, l'enseignement ne se limite plus à la langue littéraire mais inclut également les dialectes. Actuellement, au département de philologie arabe, innovations et traditions se combinent harmonieusement dans l'étude et l'enseignement de l'arabe. Sous la direction du professeur O.I. Redkin de l'Université d'État de Saint-Petersbourg, de nouvelles méthodologies d'enseignement sont introduites dans le processus éducatif, parallèlement à la préservation des traditions de l'école russe d'études arabes. Outre le dialecte égyptien, c'est aujourd'hui le dialecte bagdadien qui est étudié au département.

La langue arabe reste de nos jours unique parmi les autres systèmes linguistiques qui lui sont proches, ce qui est confirmé par la richesse du matériel lexical, la diversité des constructions grammaticales et, bien sûr, la préservation de traits archaïques caractéristiques des autres langues sémitiques, ce qui se reflète, par exemple, dans la stabilité de la composition consonantique de la racine. Une particularité importante de l'arabe contemporain réside dans l'existence parallèle de deux systèmes : l'arabe littéraire classique et de nombreux dialectes régionaux.

Ainsi, la langue arabe est un terme générique désignant l'ensemble de toutes ses formes d'existence : l'idiome littéraire relativement uniforme dans tout l'espace arabophone et de nombreux idiomes territoriaux non littéraires [2, p. 6-7]. La population multinationale, la coexistence des cultures arabo-musulmanes sur un vaste territoire du monde arabe ont contribué à la diversité linguistique actuelle de la région. La situation linguistique contemporaine dans le monde arabe est définie par le terme de diglossie, caractérisée par l'existence parallèle, au sein d'une même communauté, de deux systèmes étroitement apparentés de typologie différente, en relation de distribution fonctionnellement complémentaire, ce qui résulte d'un développement culturel et historique conduisant à une dichotomie établie entre la langue écrite et les langues populaires parlées en constante évolution [3, p. 336]. La langue littéraire et les dialectes fonctionnent parallèlement, se complétant mutuellement. C'est pourquoi la dialectologie, qui étudie les idiomes territoriaux non littéraires, a toujours été une partie intégrante des études arabes.

Actuellement, les langues parlées subissent des changements considérables en raison de l'influence active de facteurs extralinguistiques. Le développement du réseau de transports, l'influence des langues internationales, la diffusion de l'alphabétisation, l'augmentation du niveau d'éducation, l'urbanisation et l'intensification des processus migratoires conduisent à un nivellement progressif des parlers locaux et à la perte de leurs traits uniques. Un facteur important influençant la position de l'arabe dans le monde contemporain est le développement du réseau mondial Internet et des médias, ce qui entraîne l'apparition d'une nouvelle variante de l'arabe, assurant la sphère de la communication électronique, qui contredit dans une certaine mesure le postulat de l'utilisation des idiomes territoriaux comme moyen exclusivement oral de communication quotidienne.

Outre ce qui précède, les dialectes existaient également bien avant l'achèvement de la formation de l'arabe littéraire, ils peuvent donc illustrer divers phénomènes linguistiques à un stade précoce de leur existence et expliquer certains problèmes de la grammaire arabe. Par conséquent, les dialectes permettent d'étudier les étapes anciennes du développement de la langue arabe ainsi que sa forme moderne.

Pertinence : les particularités des langues populaires parlées, préservées grâce à leur isolement mutuel, risquent de perdre leur diversité linguistique avec le temps en raison des facteurs mentionnés ci-dessus. À cet égard, on ne peut qu'admettre que le continuum linguistique arabe, comme auparavant, nécessite une étude détaillée encore aujourd'hui.

Objectif du travail : examiner et systématiser les principaux groupes de dialectes arabes, identifier leurs particularités.

Objectifs:

Analyser le dialecte et la langue du point de vue de la linguistique générale.

Décrire les dialectes contemporains et leur classification.

La langue est un système de signes et de règles de leur fonctionnement [4, p. 11]. La langue d'une communauté ethnique n'est pas uniforme sur l'ensemble de son territoire. On distingue ainsi les dialectes et la langue littéraire. La langue littéraire est une langue commune, uniforme sur tout le territoire d'existence de l'ethnie [5, p. 10], tandis que les dialectes sont des langues vernaculaires localement limitées, autonomes, en relation de parenté génétique et de complémentarité fonctionnelle avec la langue littéraire correspondante. Dans le cadre des dialectes, on distingue les parlers, en tant que variété territoriale la plus restreinte de la langue, utilisée comme moyen de communication par les habitants d'une ou plusieurs localités. Les limites de diffusion des parlers ne coïncident souvent pas avec les limites de diffusion des autres particularités du dialecte dans lequel ces parlers existent. Par conséquent, pour étudier et distinguer les dialectes, il est nécessaire d'étudier les limites des phénomènes dialectaux individuels – les isoglosses.

Les différences principales entre la langue littéraire et les langues parlées résident dans plusieurs domaines.

Premièrement, la différence principale entre les deux systèmes réside dans leur domaine fonctionnel d'application : les dialectes sont utilisés dans la communication orale quotidienne, la langue littéraire – dans la langue écrite et les textes oraux officiels.

Deuxièmement, le prestige des deux systèmes diffère : la langue littéraire dépasse les dialectes en niveau de prestige, car elle est associée à la religion et à l'héritage culturel, qui jouissent d'un grand respect au sein de la population.

Une autre différence réside dans les modes d'acquisition : le dialecte est acquis naturellement comme langue maternelle, tandis que la langue littéraire requiert une étude intentionnelle, par le biais de l'éducation et de l'apprentissage spécifique des règles et normes grammaticales. En conséquence, le dialecte devient la langue maternelle du locuteur, et la langue littéraire, sa langue seconde.

L'une des différences les plus significatives entre la langue littéraire et le dialecte réside dans leur structure grammaticale. Dans la langue littéraire, le système flexionnel des noms et des verbes est plus développé, et il comporte certaines catégories grammaticales absentes du dialecte. Par exemple, en arabe littéraire, le verbe se conjugue selon trois nombres – singulier, duel et pluriel – alors qu'en dialecte, le duel est souvent omis, le pluriel étant utilisé à sa place. La grammaire de la langue littéraire, comparée à celle du dialecte, est plus développée et standardisée.

Les systèmes phonétiques et le vocabulaire des deux systèmes diffèrent également. Bien qu'une grande partie du lexique de la langue littéraire et du dialecte

coïncide, bien que modifié dans son usage et son sens, il existe des mots propres à l'un ou l'autre. Ce vocabulaire est utilisé dans certains thèmes qui ne sont abordés que dans un seul système linguistique, tandis que dans l'autre, ils le sont rarement ou pas du tout.

Ainsi, ces différences entre la langue littéraire et le dialecte confirment bien l'existence de la diglossie dans le monde arabe. Examinons la classification des dialectes arabes.

La langue dialectale de chaque pays arabe est un koinè populaire vernaculaire, formé sur la base du parler de la capitale et ayant intégré les traits et propriétés les plus caractéristiques des autres parlers territoriaux [5, p. 10].

La classification des dialectes arabes est très approximative. Selon le type territorial, les dialectes arabes se divisent en groupes suivants:

1. Groupe maghrébin.
2. Groupe arabique.
3. Groupe égyptien.
4. Groupe syro-palestinien.
5. Groupe mésopotamien.
6. Dialectes du Golfe Persique.

La communauté des langues parlées dans les pays arabes situés à l'ouest du Nil et réunis sous le nom de Maghreb a été ressentie très tôt par les Arabes eux-mêmes [6, p. 7]. Les pays du Maghreb comprennent l'Algérie, la Libye, le Maroc, la Tunisie, la Mauritanie.

Trois types de parlers s'y sont formés : urbains, ruraux et bédouins. Les parlers urbains sont apparus aux VIIe-VIIIe siècles, lorsque les Arabes s'installèrent dans les zones côtières, créant de nouvelles villes, chacune se développant isolément, et donc chacune développa son propre parler unique avec des traits particuliers. Les parlers ruraux sont apparus lors de la pénétration des Arabes dans le milieu paysan berbère. Les parlers bédouins, quant à eux, se sont répandus avec l'arrivée des tribus nomades bani Sulaym, bani Hilal et bani Ma'qil, qui faisaient partie des conquérants au XIe siècle et participèrent à la répression de la révolte des habitants du Maghreb. Ces tribus s'installent sur des territoires ne faisant pas encore partie de l'espace arabophone, créant de nouveaux parlers, caractérisés par une moindre présence d'éléments berbères, la préservation de traits archaïques de la morphologie arabe, par exemple le duel des noms, ainsi que la préservation de la prononciation classique des interdentes.

Outre la coexistence de trois types de parlers, les dialectes des pays du Maghreb se distinguent par une influence significative de la langue française. Par exemple, en Algérie, devenue colonie française en 1830, la langue des colonisateurs – le français – a commencé à être activement imposée. Un exemple de cette politique est le décret de 1936 reconnaissant l'arabe comme « une langue étrangère au pays ». Mais dès 1947, l'arabe fut adopté comme langue officielle de l'Algérie, et son introduction active dans le système éducatif et la vie publique commença, renforçant ainsi la position de l'arabe en Algérie. Néanmoins, le français continue de jouer un rôle important dans l'Algérie contemporaine, car il subsiste encore des sphères de la vie étatique, spirituelle et sociale où il sert de moyen de communication et d'éducation.

Le groupe arabique des dialectes arabes. Les dialectes arabiques se divisent en quatre groupes : les dialectes du nord-est, les dialectes sud-arabiques, les dialectes du

Hijaz et les dialectes du nord-ouest. Les dialectes du nord-est comprennent les dialectes du Nedjd. Les dialectes du Hijaz représentent les dialectes bédouins de Tihama et du Hijaz. Les dialectes du nord-ouest comprennent les dialectes de la péninsule du Sinaï, du sud de la Jordanie. Un intérêt particulier, en raison de leur position géographique, présentent les dialectes sud-arabiques, à savoir les dialectes du Yémen et du Hadramaout. Les dialectes du Yémen sont également l'un des idiomes les plus anciens qui ont influencé la formation de l'arabe littéraire et des dialectes arabes, car les processus migratoires des premières années de l'islam étaient dirigés de la périphérie vers l'intérieur de l'Arabie. Les principales caractéristiques des dialectes sud-arabiques : préservation des interdentes, passage $q > g$, utilisation de la préfixation verbale $b-$ pour exprimer le futur.

Les dialectes de l'Égypte. Le territoire de l'État moderne est divisé en deux parties : la Haute-Égypte et la Basse-Égypte. À cette division correspond la coexistence de deux koinès du dialecte égyptien : le koinè du sud et celui du nord. Le koinè du nord s'est formé autour du parler urbain de la capitale, Le Caire. Le dialecte de Haute-Égypte est répandu sur le territoire allant de la ville d'Assiout jusqu'au sud du pays.

Les principales particularités du dialecte égyptien de l'arabe sont : le passage de $/q/$ à $/g/$ (en Haute-Égypte) et de $/q/$ à $/ʔ/$ (en Basse-Égypte), le passage de $/dʒ/$ à $/g/$, l'omission du *dalet* des noms. La phonétique et le vocabulaire du dialecte égyptien ont été considérablement influencés par la langue copte. De nos jours, le dialecte égyptien est largement utilisé non seulement par la population locale, mais aussi par la population d'autres pays du monde arabe, en raison de l'intensification des processus migratoires, ainsi que grâce au cinéma et à la musique égyptiens assez populaires.

Les dialectes syro-palestiniens sont répandus sur la côte orientale de la Méditerranée, sur le territoire de la Syrie, du Liban, de la Palestine et de la Jordanie. Parallèlement à la conquête arabe de ce territoire au VII^e siècle, se produit la diffusion de la culture islamique et de la langue arabe, qui supprime progressivement l'araméen, utilisé ici depuis le premier millénaire avant notre ère, ainsi que le grec. Outre ces langues, un grand nombre de tribus nomades et semi-nomades utilisaient déjà des dialectes tribaux arabes, par exemple les Nabatéens et les Ghassanides, grâce à quoi les dialectes syro-palestiniens ont conservé de nombreuses particularités archaïques. Ainsi, se produit l'interaction entre la langue substrat sémitique et la langue arabe, donnant naissance aux dialectes syro-palestiniens, l'influence de la langue substrat se manifestant au niveau lexical.

Des koinès pour la radiodiffusion et la télévision nationale se forment sur la base des parlers des capitales. Principales caractéristiques : passage $/q/ > /ʔ/$ (à Beyrouth, Damas), $/q/ > /g/$ (à Amman), perte des interdentes.

Les dialectes mésopotamiens sont répandus sur le territoire de l'Irak, de la Syrie, de l'Iran, de la Turquie. Lors de la conquête arabe de la Mésopotamie au VII^e siècle, l'arabe supprime progressivement l'akkadien et l'araméen. Apparaissent d'abord les dialectes urbains arabes dans les centres militaires arabes : Koufa et Bassora. Plus tard, des Bédouins de la péninsule Arabique migrent vers la Mésopotamie, leurs dialectes se mélangent aux parlers urbains déjà formés. Ainsi, se produit l'interaction entre la langue substrat sémitique et les dialectes tribaux bédouins.

Les principales caractéristiques du dialecte bagdadien sont : la contraction des diphtongues, l'apparition de sons supplémentaires – /p/ et /č/, le passage du son /d^h/ à /ð^h/. Le coup de glotte /ʔ/ se maintient dans le dialecte urbain de Bagdad, mais dans les dialectes ruraux, il est souvent remplacé par le son /j/.

Les dialectes du Golfe Persique sont utilisés dans les pays du Golfe Persique, à savoir : Bahreïn, Koweït, Oman, Arabie saoudite, Émirats arabes unis, Qatar. Malgré les différences dialectales mineures propres à chaque État, il existe un koinè compréhensible dans tous ces pays. Ce dialecte arabe est utilisé par les Arabes des différents États du Golfe Persique pour communiquer entre eux. Les pays du Golfe Persique ont beaucoup en commun, par exemple une histoire économique similaire, caractérisée par le remplacement de la dépendance vis-à-vis de la production de perles jusqu'aux années 1930 par la dépendance pétrolière, une tradition de commerce maritime avec l'Inde, l'Afrique de l'Est et l'Extrême-Orient, ainsi que ces pays partagent un ensemble commun de valeurs sociales et culturelles. Cette coopération se reflète donc également au niveau linguistique dans la région. Le koinè, dans sa couche lexicale, sa grammaire et sa phonétique, rassemble les traits de tous les dialectes des États du Golfe Persique. On y voit aussi l'influence de l'arabe littéraire, car les ressortissants des pays du Golfe ont un niveau d'éducation assez élevé, par conséquent, l'arabe littéraire influence considérablement le vocabulaire du dialecte. Le dialecte du Golfe Persique, linguistiquement, est proche de l'arabe littéraire, et culturellement, il reflète les caractéristiques archaïques des parlers bédouins, donnant une idée des valeurs et des conditions sociales qui ont engendré l'islam [7, p. 2].

Les principales caractéristiques des dialectes du Golfe Persique sont : le passage /k/ > /č/, /dʒ/ > /j/, /f/ > /θ/, l'alternance et la chute des voyelles brèves.

Ainsi, après avoir examiné les principaux groupes de dialectes arabes et identifié leurs particularités, on peut conclure qu'en raison du développement des technologies modernes, de l'intensification des processus migratoires et de l'urbanisation, la carte linguistique arabe pourrait subir une perte de diversité linguistique. Par conséquent, l'étude du continuum linguistique arabe devient l'une des tâches les plus importantes de notre époque.

La langue arabe comprend de nombreuses formes. C'est pourquoi, tout au long de son histoire, des discussions ont eu lieu sur la possible perte de son statut par la langue littéraire et son remplacement complet par les langues dialectales. Cependant, à tous les stades de son développement, l'arabe s'est caractérisé par l'existence parallèle de deux systèmes linguistiques de typologie différente, en relation de distribution fonctionnellement complémentaire. Dans les réalités contemporaines, avec le développement des nouvelles technologies de l'information et de la communication, la situation linguistique dans le monde arabe évolue également. Les frontières géographiques s'estompent dans le processus de communication en ligne, et par conséquent, les rôles des dialectes territoriaux changent. De plus, la communication électronique commence à être assurée par un nouvel idiome, qui est un mélange de la langue littéraire et du dialecte, si bien que l'arabe littéraire perd sa fonction de support de la communication écrite. Cependant, la langue arabe s'adapte avec succès aux réalités contemporaines. Elle élargit sa composition lexicale par le biais d'emprunts

désignant de nouveaux phénomènes et technologies, et utilise également la méthode du calque, ajoutant de nouveaux sens aux mots déjà existants dans la langue.

Ainsi, à tous les stades de son développement, l'arabe démontre l'adaptabilité de son système linguistique aux besoins de la société, sa capacité à refléter de nouvelles réalités, manifestant sa stabilité et sa facilité de transformation [8, p. 28]. Par conséquent, les craintes concernant une possible perte de statut de l'arabe littéraire ne trouvent de confirmation ni dans l'expérience historique, ni dans les réalités contemporaines.

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**REVUE DES ASPECTS CONTROVERSÉS RELATIFS
À LA LOCALISATION DU LIEU D'HABITATION DE D. DIDEROT
DURANT SON SÉJOUR À SAINT-PÉTERSBOURG**

Annotation. L'article analyse l'histoire de la localisation du lieu de résidence de Denis Diderot à Saint-Pétersbourg en 1773–1774. À travers l'exemple de la plaque commémorative installée en 1991 sur la place Saint-Isaac, au numéro 9, alors que les preuves documentaires indiquent la maison du 12, perspective Vladimir, l'étude examine les mécanismes de fonctionnement de la mémoire culturelle. L'auteur s'appuie sur les travaux d'E.I. Krasnova, des archives, de la correspondance de Diderot ainsi que des mémoires de sa fille, montrant que la mémorialisation « erronée » ne résulte pas d'une simple négligence, mais obéit à la logique de la mythologie culturelle, pour laquelle la signification symbolique d'un lieu prime sur l'exactitude documentaire. L'installation de la plaque en 1991, année charnière, a actualisé l'image de Diderot en tant que symbole du dialogue avec les Lumières européennes, ce qui a déterminé le choix du centre impérial de parade au détriment du lieu réel du séjour du philosophe.

Mots-clés: Denis Diderot, Saint-Pétersbourg, mémoire culturelle, plaque commémorative, localisation, historiographie, Narychkine, place Saint-Isaac, perspective Vladimir, mythologie culturelle.

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SURVEY OF THE DEBATABLE ASPECTS OF LOCATING D. DIDEROT'S RESIDENCE DURING HIS STAY IN ST. PETERSBURG

Abstract. The article analyzes the history of locating Denis Diderot's place of residence in St. Petersburg in 1773–1774. Using the example of the memorial plaque installed in 1991 at 9 Isaakiyevskaya Square, while documentary evidence points to the house at 12 Vladimirsky Prospect, the study examines the mechanisms of cultural memory functioning. The author draws on research by E. I. Krasnova, archival materials, Diderot's correspondence, and his daughter's memoirs, demonstrating that the "erroneous" memorialization is not merely a result of negligence but is driven by the logic of cultural mythology, in which the symbolic significance of a place outweighs documentary accuracy. The installation of the plaque during the pivotal year of 1991 actualized the image of Diderot as a symbol of dialogue with the European Enlightenment, which predetermined the choice of the grand imperial center over the philosopher's actual place of residence.

Keywords: Denis Diderot, St. Petersburg, cultural memory, memorial plaque, localization, historiography, Naryshkin family, Isaakiyevskaya Square, Vladimirsky Prospect, cultural mythology.

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ОБЗОР ДИСКУССИОННЫХ АСПЕКТОВ ЛОКАЛИЗАЦИИ МЕСТА ПРОЖИВАНИЯ Д. ДИДРО В ПЕРИОД ЕГО ПРЕБЫВАНИЯ В САНКТ-ПЕТЕРБУРГЕ

Аннотация. В статье анализируется история локализации места проживания Дени Дидро в Санкт-Петербурге в 1773–1774 годах. На примере мемориальной доски, установленной в 1991 году на Исаакиевской площади, 9, тогда как документальные свидетельства указывают на дом на Владимирском проспекте, 12, исследуются механизмы функционирования культурной памяти. Автор обращается к исследованиям Е. И. Красновой, архивным материалам, переписке Дидро и мемуарам его дочери, демонстрируя, что «ошибочная» мемориализация не является следствием простой небрежности, а обусловлена логикой культурной мифологии, для которой символическая значимость места оказывается важнее документальной точности. Установка доски в переломный 1991 год актуализировала образ Дидро как символ диалога с европейским

Просвещением, что предопределило выбор парадного имперского центра вместо фактического места пребывания философа.

Ключевые слова: Дени Дидро, Санкт-Петербург, культурная память, мемориальная доска, локализация, историография, Нарышкины, Исаакиевская площадь, Владимирский проспект, культурная мифология.

Introduction

Dans l'espace du Saint-Pétersbourg contemporain, de nombreuses plaques commémoratives ont été apposées, chacune prétendant incarner une trace vérifiée du passé. Cependant, parmi elles, il existe un type particulier de monuments dont la valeur ne réside pas dans l'exactitude documentaire, mais dans leur capacité à transmettre des mythes culturels durables. À cet égard, la plaque commémorative de Denis Diderot, située place Saint-Isaac, 9, et installée en 1991, appartient à cette catégorie d'objets emblématiques. Selon les données des recherches historico-archivistiques contemporaines, présentées dans l'ouvrage d'E. I. Krasnova, le grand encyclopédiste français ne séjourna pas, lors de son passage à Saint-Pétersbourg en 1773–1774, dans cet édifice de prestige, mais bien dans la ruelle Vladimir (aujourd'hui perspective Vladimírskí, 12), dans la maison des Narychkine, même si ces informations appellent quelques précisions. La plaque commémorative, apposée sur la base d'une localisation manifestement erronée sur la place Saint-Isaac, non seulement n'a pas été retirée après que les faits eurent été établis, mais a également acquis une vie culturelle autonome, devenant un élément indissociable du texte urbain.



Figure. Plaque commémorative à l'adresse place Saint-Isaac, 9

Ce cas de figure fait rarement l'objet d'une analyse scientifique autonome, demeurant le plus souvent dans le champ de vision des spécialistes d'histoire locale ou des essayistes. Il constitue pourtant un matériau exceptionnel pour une étude relevant des sciences de la culture, car il permet de mettre au jour les mécanismes du fonctionnement de la mémoire culturelle, laquelle ne se soumet que rarement à la logique de la vérification historique.

Le phénomène même de la mémorialisation «erronée» reste insuffisamment pensé dans le champ des études culturelles: traditionnellement, l'étude des plaques

commémoratives se concentre soit sur leur analyse en tant qu'objets d'art, soit sur leur attribution historico-biographique, alors que leur fonctionnement en tant qu'artefacts autonomes de la mémoire culturelle requiert un autre regard.

La présente recherche envisage l'histoire de la discussion autour de la maison de Diderot comme un exemple caractéristique permettant de suivre la manière dont la mémoire culturelle s'approprie le passé de façon sélective, en le subordonnant aux constructions sémantiques qui sont opérantes pour son époque. Le choix de l'année 1991 comme date d'installation de la plaque n'est pas anodin : il coïncide avec un tournant dans l'histoire du pays, lorsque le besoin de confirmation rituelle des liens avec les Lumières européennes a actualisé la figure de Diderot – ami et interlocuteur de Catherine II, inscrit symboliquement dans le récit impérial. Dans ce contexte, la place Saint-Isaac, associée au pouvoir d'État et à la grandeur impériale, s'est révélée sémiotiquement plus « appropriée » pour accueillir un signe commémoratif que l'hôtel particulier noble de la perspective Vladimírskĭ.

L'attention se porte moins sur les péripéties de la biographie du philosophe que sur les mécanismes culturels qui conduisent les chercheurs à fonder leurs conclusions non seulement sur les seuls documents historiques (dont on ressent une nette insuffisance pour la période considérée), mais aussi sur l'inscription des figures historiques dans un large contexte culturel. Une telle perspective permet d'intégrer ce cas particulier pétersbourgeois dans le champ de la discussion sur la manière dont la culture « dispose » de son passé, créant des lieux de mémoire stables, capables d'exister de manière autonome par rapport à la texture historique qui leur a donné naissance.

Les recherches d'E. I. Krasnova sur l'adresse authentique de D. Diderot à Saint-Pétersbourg : principaux arguments

L'étude fondamentale qui a tenté d'éclaircir la question de l'adresse authentique du séjour de Diderot à Saint-Pétersbourg a été entreprise par la spécialiste d'histoire locale E. I. Krasnova. Dans son article « Diderot à Saint-Pétersbourg. Histoire d'une recherche », publié dans la revue scientifique réputée *Istoriia Peterburga* (2005, n° 3 (25), p. 68–71), la chercheuse, s'appuyant sur un ensemble de documents d'archives, a démontré de manière convaincante que la plaque commémorative située place Saint-Isaac, 9, avait été apposée par erreur.

L'apport principal de Krasnova réside dans l'établissement de l'adresse où séjourna le philosophe. Se référant à l'article de B. G. Raĭski [1, p. 240–251], dans lequel il est solidement établi que le compagnon de Diderot lors de son voyage en Russie était Alexis Vassilievitch Narychkine, au sein de la famille duquel il séjourna par la suite, E. I. Krasnova a déterminé que les frères Narychkine – Sémion et Alexeï Vassilievitch – habitaient dans la partie Vladimírskĭa. Puis, en s'appuyant sur un ensemble de témoignages indirects, elle situe le lieu de résidence de Denis Diderot dans la maison correspondant à l'adresse actuelle du 12, perspective Vladimir, où se trouve aujourd'hui le théâtre LenSoviet.

Dans son article, E.I. Krasnova fait référence aux *Sankt-Peterburgskie Vedomosti* du 13 juin 1774, qui contiennent des informations sur les personnes quittant Saint-Pétersbourg. Y est mentionnée une Française du nom de Tetard, résidant dans la maison du procureur du Collège des Mines Narychkine. Cependant, dans la correspondance de Diderot, c'est non pas une Française, mais un Français nommé Tetar

qui est évoqué, et ce dernier mourut en mars 1779 à Saint-Pétersbourg, comme l'indique l'édition des *Sankt-Peterburgskie Vedomosti* du 12 mars 1779. Ainsi, l'assimilation de l'adresse de résidence de Monsieur Tetard, mentionné dans les lettres de Diderot, à l'adresse d'où Madame Tetard quitta Saint-Pétersbourg en 1774, ne constitue pas, d'un point de vue historique, un argument fiable. Le raisonnement ultérieur d'E. I. Krasnova, bien qu'il ait une valeur historique en établissant des liens entre les propriétaires de la maison du 12, perspective Vladimirskī, ne constitue pas pour autant un argument décisif en faveur de l'idée que Denis Diderot résida précisément dans cette maison.

L'un des arguments avancés est celui des mémoires de Madame de Vandeul, la fille du philosophe, que Krasnova cite. Selon cette source, lorsqu'à son arrivée à Saint-Pétersbourg Diderot ne put loger chez le sculpteur Falconet (ses chambres se trouvèrent occupées par l'arrivée inopinée de son fils), il «demanda une plume et de l'encre et écrivit un mot au prince Narychkine, le suppliant de lui donner asile si cela ne le dérangeait pas trop. Le prince envoya une voiture le chercher et le garda chez lui jusqu'à son départ». Une confirmation supplémentaire provient de l'analyse de la correspondance de Diderot lui-même, dans laquelle il loue hautement l'hospitalité qui lui fut offerte, sans toutefois mentionner le nom complet de Narychkine. Ainsi, Krasnova établit de façon documentée, bien qu'avec une force probante historiquement incomplète, que le lieu du séjour du philosophe à Saint-Pétersbourg était la maison du 12, perspective Vladimirskī, et non l'hôtel particulier de la place Saint-Isaac, 9.

Au moment de l'apposition de la plaque commémorative de Diderot, l'article de Raïski, publié en 1984 et mentionné plus haut, avait déjà été publié dans l'historiographie nationale. Cet article réfutait l'opinion alors établie de l'historien Bilbasov, exprimée dans son ouvrage *Diderot à Saint-Pétersbourg*, paru dès 1884 [2]. Cette opinion consistait à considérer que le compagnon de Diderot parmi les Narychkine et l'hôte généreux ayant accueilli le célèbre encyclopédiste était Sémion Kirillovitch Narychkine, chambellan, qui avait séjourné à Paris et connaissait personnellement Diderot ainsi que d'autres penseurs des Lumières. Il résidait alors rue Millionnaïa, au numéro 6, comme en attestent des documents officiels [3]. V. A. Bilbasov ne connaissait pas les lettres de Diderot à son épouse, dans lesquelles il écrit que Narychkine a une trentaine d'années et que vivent avec lui, son frère et sa femme; ces lettres ne seront publiées que des décennies plus tard.

Il est intéressant de noter que dans l'édition des œuvres complètes de Diderot parue dans les années 1930-1940 en Union soviétique, on trouve également une confusion concernant les Narychkine. Dans le dixième volume, l'auteur de la préface, A. Molok, affirme directement qu'en août 1773, après un séjour de trois mois à La Haye, Diderot se rendit à Saint-Pétersbourg en compagnie de S. K. Narychkine, un seigneur russe éclairé, sénateur et chambellan de la cour de Catherine [4, p. 13]. Cette affirmation contredit les informations contenues dans les lettres de Diderot lui-même, publiées dans le neuvième volume de cette même édition, où il déclare que Narychkine, son compagnon russe, était âgé d'environ trente ans : «Quoique M. de Narischkin, en sa qualité de chambellan de Sa Majesté Impériale, dût être du cortège, il a été obligé de rester à la maison, avec un grand cataplasme sur toute la mâchoire, à cause d'un fluxion qui s'est accompagné d'un mal de dents, et plus encore de la fatigue d'une

longue route et d'un mal universel. D'où vient qu'un homme qui, depuis quatre ans, court le monde en poste, qui a passé les Alpes, puis les Apennins, etc., soit exténué au point que j'ai cru plusieurs fois qu'il faudrait le laisser mort sur le bord du chemin, ou l'amener fou dans son pays, tandis que je ne me suis jamais mieux porté ? Ajoutez qu'il est jeune, car il n'a pas plus de trente ans, et que j'en ai soixante, ou à peu près» [5, p. 17]. Sémion Kirillovitch Narychkine, dont Bilbasov parle dans son ouvrage, était âgé de 63 ans en 1773, ce qui montre qu'il ne pouvait en aucun cas être le compagnon de Diderot lors de son voyage à Saint-Pétersbourg.

Le plus surprenant dans cette histoire embrouillée est que la plaque commémorative de Diderot fut finalement apposée sur la maison de L. A. Narychkine, dont la position était effectivement élevée et proche de la cour impériale. Cependant, il n'existe aucun témoignage historique attestant que Lev Alexandrovitch Narychkine ait connu Denis Diderot ou d'autres penseurs des Lumières, aucune preuve qu'il ait séjourné en France; pourtant, l'emplacement de sa maison est déterminé avec une absolue précision et, surtout, l'aspect imposant de l'édifice et sa proximité avec l'un des principaux itinéraires touristiques de la ville rendent l'emplacement de la plaque commémorative de Denis Diderot idéal pour la présentation de l'image culturelle [6, 7].

Conclusion

L'analyse menée sur l'attribution de la plaque commémorative de Diderot à Saint-Pétersbourg permet de formuler un certain nombre de conclusions qui dépassent le cadre des problématiques locales d'histoire régionale. Le cas de la localisation erronée, qui ne semble à première vue qu'une regrettable erreur factuelle, révèle à y regarder de plus près les mécanismes fondamentaux du fonctionnement de la mémoire culturelle.

Comme l'a montré cette étude, l'installation de la plaque en 1991 et le choix de la place Saint-Isaac plutôt que de la perspective Vladimírskî ne sauraient s'expliquer uniquement par la simple négligence des autorités ou par une connaissance historique insuffisante. Ce choix est dicté par la logique profonde de la mythologie culturelle, pour laquelle la signification symbolique d'un lieu prime sur son exactitude documentaire. Le centre cérémoniel, qui représente l'État et la culture officielle, s'est révélé plus attractif pour l'apposition du signe du «choix européen» que la périphérie ordinaire où Diderot séjourna en réalité. C'est ainsi que s'est matérialisée non pas une géographie factuelle, mais une géographie symbolique, dans laquelle la dominante axiologique (l'absolutisme éclairé, le dialogue avec l'Europe) a déterminé la topographie mémorielle.

Ainsi, «l'erreur sur le lieu de séjour de Diderot» se révèle être le symptôme d'une propriété plus générale de la mémoire culturelle: sa sélectivité, sa capacité à la mythologisation et sa tendance à la construction de sens, plutôt qu'à la simple archivage des faits. Pour les études culturelles contemporaines, cet exemple constitue une illustration éloquent de la manière dont un épisode même local et particulier de l'histoire urbaine peut devenir un modèle heuristique pour la compréhension des mécanismes universels de l'interaction entre passé et présent, texte et contexte, réalité et interprétation.

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LA LANGUE ARABE DANS LE CYBERESPACE EN TANT QU'ÉLÉMENT DE LA COMMUNICATION ÉLECTRONIQUE

Annotation. Cet article examine le développement de l'arabe comme élément des communications électroniques, ainsi que son utilisation dans le cyberspace. Une étude pratique des caractéristiques de l'arabe en ligne est menée à partir de l'analyse des commentaires d'utilisateurs arabophones sur des publications en ligne. Les textes sélectionnés pour l'étude tiennent compte de la présence de formes dialectales ou de particularités atypiques de l'arabe littéraire, telles que l'emploi de vocabulaire emprunté au français, à l'anglais et à d'autres langues européennes. L'analyse permet de conclure que la majorité des commentaires sont rédigés dans un langage littéraire, tandis que les commentaires contenant des formes dialectales ou des écarts par rapport aux normes de la langue littéraire arabe sont beaucoup moins fréquents.

Mots-clés: Langue arabe, communication en ligne, cyberspace, réseaux sociaux.

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ARABIC LANGUAGE IN CYBERSPACE AS AN ELEMENT OF ELECTRONIC COMMUNICATION

Abstract. This article examines the development of Arabic as an element of electronic communications, as well as its use in cyberspace. A practical study of the characteristics of Arabic in the online space is conducted based on an analysis of Arabic-speaking users' comments on online publications. The texts selected for the study took into account the presence of dialectal forms or features not typical of literary Arabic, such as the use of borrowed vocabulary from French, English, and other European languages. Based on the analysis, it is concluded that the majority of

comments are composed in the literary language, while comments containing dialectal forms or deviations from the norms of the Arabic literary language are much less common.

Keywords: Arabic language, online communication, cyberspace, social networks.

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АРАБСКИЙ ЯЗЫК В КИБЕРПРОСТРАНСТВЕ КАК ЭЛЕМЕНТ ЭЛЕКТРОННОЙ КОММУНИКАЦИИ

Аннотация. В статье рассматриваются особенности развития арабского языка как элемента электронных коммуникаций, а также формы функционирования арабского языка в киберпространстве. Проводится практическое исследование особенностей арабского языка в интернет-пространстве на основе анализа комментариев арабоязычных пользователей к онлайн-публикациям. Выборка текстов для проведения исследования учитывала наличие в текстах диалектных форм или особенностей, не свойственных литературному арабскому языку, например, использование заимствованной лексики французского, английского и других европейских языков. На основании проведенного анализа делается вывод, что большинство реплик составлено на литературном языке, тогда как комментарии, содержащие диалектные формы или отклонения от норм арабского литературного языка, встречаются значительно реже.

Ключевые слова: арабский язык, онлайн-коммуникация, киберпространство, социальные сети.

L'intensification du développement technologique et l'expansion du cyberspace – c'est-à-dire “un ensemble de systèmes d'information interconnectés et évolutifs, et les utilisateurs humains qui interagissent avec ces systèmes” – ont créé un nouvel environnement pour la langue arabe, doté de ses propres caractéristiques sociolinguistiques [1, p. 1-2]. Ceci favorise l'évolution de la langue face à ces nouvelles réalités, ce qui souligne l'importance d'étudier l'arabe comme outil de communication en ligne. La nouveauté du sujet abordé explique la diversité des problèmes que la communauté scientifique étudie et tente de résoudre actuellement.

Traditionnellement, la langue arabe littéraire est utilisée pour la communication écrite, tandis que les dialectes servent à la communication orale. Avec la

communication électronique, ce paysage évolue, les particularités dialectales se reflétant désormais à l'écrit.

Dans le domaine de la communication par Internet, une forme nouvelle et évolutive d'arabe émerge, qui représente à bien des égards une synthèse entre l'arabe littéraire et les dialectes. Il est indéniable que l'émergence et le développement de la communication électronique ont eu un impact considérable l'influence sur l'unicité de la situation linguistique dans la zone arabophone, traditionnellement décrite par le terme "diglossie". Selon la définition de Ferguson C., qui a introduit ce terme dans la circulation scientifique, "la diglossie (du grec di- - deux fois et glossa - langue) est la coexistence simultanée dans la société de deux langues ou de deux formes d'une même langue, utilisées dans des sphères fonctionnelles différentes..." [2, pp. 325-340].

Selon le contexte dans lequel l'arabe est présent en ligne (communication en ligne, chatbots, médias, etc.), les transformations qu'il subit peuvent être perçues comme bénéfiques ou préjudiciables à l'arabe littéraire, compte tenu de sa place unique dans la communication numérique. Pour appréhender cette question, il est nécessaire d'examiner les différentes formes de sa présence en ligne.

Il convient de noter que l'étude de la forme numérique de la langue arabe nécessite non seulement une analyse philologique, mais aussi une approche interdisciplinaire qui prend en compte les aspects technologiques et socioculturels [3, pp. 153-154].

Le type principal et le plus commun de communication en ligne, dont les sujets sont les gens, est la communication sur les réseaux sociaux et divers messagers. En raison de la simplicité de leur utilisation et de la disponibilité de la communication qu'ils créent, quelle que soit la distance entre les emplacements des sujets, ce mode de communication apparaît en premier lieu et se développe activement à l'heure actuelle.

La spécificité de la communication sur Internet parmi les utilisateurs arabophones est l'utilisation de la langue littéraire arabe (LLA) et des dialectes. La complexité prédominante de la recherche devient la définition de la variante la plus fréquente de la langue dans le domaine de la communication électronique. Le principal facteur influençant le choix par le communicateur d'une forme particulière de langue devient la situation de la parole spécifique, pour laquelle la forme littéraire ou les dialectes sont les plus acceptables. Un rôle important est également attribué aux caractéristiques personnelles de l'utilisateur et au but de la communication.

Il convient de noter le fait que la forme familière de la langue est souvent utilisée en dehors de la correspondance privée des utilisateurs. Par exemple, dans les publications vidéo enregistrées dans un dialecte et destinées à un public d'une région spécifique qui possède une version parlée de l'arabe. Il s'ensuit que dans les espaces ouverts des réseaux sociaux, où la forme simplifiée de la langue est répandue, son idiome parlé devient le principal moyen de communication. À son tour, l'arabe littéraire est souvent utilisé dans les genres de livres, par exemple, dans les textes des styles formels et artistiques [4, pp. 176-180].

La principale caractéristique de l'arabe dans la communication en ligne de type "personne-personne" est le passage fréquent d'une forme de langue à une autre dans un seul texte, ainsi que l'utilisation du vocabulaire emprunté des langues européennes, par exemple, les anglicismes et les gallicismes [5, pp. 30-31].

La spécificité de la communication de type “personne-personne” est particulièrement évidente dans le cadre de la communication informelle sur Internet, par exemple, dans la correspondance personnelle des utilisateurs ou dans les discussions, les expressions de leurs propres émotions ou opinions dans les commentaires sous les publications de diverses communautés en ligne. Un examen plus détaillé des caractéristiques de ce type de communication nécessite une partie pratique de l'étude, pour laquelle les commentaires ont été analysés sur les pages des principales chaînes de médias arabes Aljazeera [[AlJazeera](#)], AlArabiya [[AlArabiya](#)], Elsharq [[Elsharq](#)]. L'analyse des textes a été réalisée sur la base d'une étude pratique, au cours de laquelle les commentaires sur divers sujets (histoire, sport, etc.) publiés sur les pages des canaux de médias ont été examinés de manière fragmentaire. Cette approche a permis de mettre en évidence quelques-unes des caractéristiques les plus importantes de l'utilisation de la langue dans les commentaires.

Dans les commentaires des publications, on peut remarquer l'utilisation d'un vocabulaire emprunté à la langue française. Ce mélange d'arabe et de français est typique des pays du Maghreb (Maroc, Algérie, Tunisie, Libye, Mauritanie). Bien que la communication sur Internet soit caractérisée par l'absence de lien avec une région particulière, l'utilisation fréquente de gallicismes dans les textes arabophones peut indiquer le public cible de la publication. Par exemple, certains utilisateurs, lorsqu'ils remercient l'auteur de la vidéo pour avoir fourni des informations utiles, ont utilisé la phrase suivante: “c'est génial، شكرا على المعلومات” (“Merci pour l'information, c'est génial”). Il convient également de noter que l'auteur d'un commentaire peut souvent utiliser des expressions françaises stables pour transmettre son opinion [7]. Par exemple, l'utilisation fréquente d'une expression française telle que “Déjà vu” pour exprimer une situation récurrente ou le mot “pardon” pour exprimer une forme polie d'excuses.

L'utilisation d'anglicismes est également courante parmi les commentaires des utilisateurs arabophones. Il n'est pas rare de trouver des commentaires utilisant la translittération arabe des abréviations anglophones. Par exemple, l'acronyme Internet populaire “LOL”, qui signifie “laughing out loud” (“rire Fort et à haute voix”) dans les commentaires en arabe est souvent transmis par translittération arabe et prend la forme suivante: “لول”.

Parmi les caractéristiques de l'utilisation de l'arabe dans les commentaires sous les vidéos, il convient de noter un système de translittération unique, également connu sous le nom d'Arabisi, qui est souvent utilisé par les locuteurs natifs de l'arabe. La principale caractéristique de ce système est l'utilisation de l'alphabet Latin et des chiffres de 0 à 9, avec lesquels les utilisateurs complètent les phonèmes absents de la langue arabe. Par exemple, 2nte, qui correspond au mot arabe “أنت” (tu). L'absence d'équivalent pour la lettre arabe أ en anglais conduit à l'utilisation du chiffre 2 à la place [5, pp. 169–170].

Il convient de noter que la fréquence de l'utilisation de formes spéciales de la langue arabe, qui ne sont pas sa forme littéraire, augmentera avec l'augmentation du niveau d'émotivité des déclarations des utilisateurs. Dans ce contexte, un exemple est une autre caractéristique importante de la langue arabe en tant qu'élément de la communication sur Internet: la répétition répétée d'une voyelle longue dans un mot. Par exemple, la phrase "Nous sommes très fiers" peut être écrit: "كثير فخورين" *kathiir* au lieu de "كثير فخورين" *kathir*. Parlant de l'expression des émotions dans la communication sur Internet en arabe, il convient également de prêter attention à un phénomène tel que la répétition répétée d'onomatopées. Par exemple, le graphème ههههه *hahahaha* dans la correspondance des utilisateurs est utilisé pour désigner l'émotion "rire".

La caractéristique la plus courante de l'arabe dans la communication en ligne est l'utilisation privée de formes dialectales et parlées qui ne sont pas propres à la langue littéraire arabe. Par exemple, l'utilisation fréquente d'une forme particulière, inexistante dans la norme littéraire, de négation مش ("non"): "مش فاهم" ("Je ne comprends pas"). Dans les formes dialectales, le remplacement des graphèmes dans les mots est également courant. Par exemple, l'utilisation fréquente de la forme modifiée du mot "اين": dans les commentaires sous les publications, vous pouvez trouver une variante dialectale de l'orthographe: "وين". Cette caractéristique se manifeste également lors de l'écriture du mot "كثير", dont la forme dialectale d'écriture est caractérisée par la perte d'une voyelle longue et le remplacement du graphème: "كتير". En outre, l'utilisation de formes modifiées de pronoms indicatifs est courante. Ainsi, dans les commentaires des publications, vous pouvez voir, au lieu de la forme littéraire habituelle du pronom indicatif "cette", هذه - دي la forme dialectale.

Malgré les exemples ci-dessus de caractéristiques propres à la langue arabe dans la communication électronique, il convient de noter que le nombre de répliques écrites dans la langue littéraire l'emporte largement sur le nombre de commentaires rédigés dans des formes dialectales ou présentant des caractéristiques qui ne sont pas propres à la langue littéraire arabe. Cependant, les exemples donnés confirment la nécessité d'étudier l'état actuel de la langue arabe dans le cyberspace, car les progrès rapides du développement de l'intelligence artificielle entraîneront probablement de nouveaux changements linguistiques et ouvriront de nouvelles pistes pour de futures recherches scientifiques.

En résumé, il convient de noter que le cyberspace, agissant comme un nouvel environnement pour l'existence de la langue arabe, contribue à son développement, car il permet aux idiomes déjà établis – la version classique de l'arabe, les dialectes et la forme littéraire moderne – de se combiner et, par conséquent, de former de nouvelles versions de la langue. Le travail a examiné la formation continue de l'idiome, dont le champ d'application est l'espace Internet. Sa spécificité devient l'affichage des caractéristiques dialectales sur l'écriture, c'est-à-dire la combinaison de la version littéraire de la langue et des dialectes. Le travail a été considéré comme une variante

commune de la communication dans l'espace Internet, les sujets de communication dans lesquels les gens sont.

Donc dans l'étude de la communication de type «homme-homme» est que ce type de communication est caractérisé par un changement fréquent des formes de la langue et l'utilisation du vocabulaire emprunté. Ainsi, il est difficile de déterminer la variante la plus fréquente de la langue, car le choix d'une forme particulière dépend de la situation de la parole.

En conclusion, il convient de noter que la poursuite de l'étude de la situation de la langue arabe dans l'espace Internet est nécessaire, car c'est le principal domaine dans lequel les changements que la langue arabe subit actuellement sont les plus visibles.

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* Деятельность компании Meta Platforms Inc., а также ее продуктов (Facebook) запрещена на территории Российской Федерации

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THE EFFECT OF QUESTION CONTENT ON THE FREQUENCY OF COGNITIVE OUTSOURCING IN ONLINE SURVEYS

Abstract. The study examines how the content characteristics of survey questions affect the frequency of cognitive outsourcing – the delegation of responses to generative artificial intelligence. A sample of 234 participants from the 2025 International School of Student Research Societies was used to compare the frequency of non-responses and AI-generated answers in two types of open-ended questions: those appealing to unique personal experience (feedback questionnaires) and those without such appeal (registration questionnaire). AI-generated content was detected using aidetectorwriter.com; statistical analysis employed a paired-samples t-test. The frequency of cognitive outsourcing was 2.23 % for questions appealing to personal experience versus 24.07 % for those without such appeal ($t(233) = -11.728$; $p < .001$; $d = -0.767$). Temporally and situationally grounded questions create an organic barrier against cognitive outsourcing and may serve as a methodological tool for enhancing data validity in the era of generative AI.

Keywords: cognitive outsourcing, cognitive offloading, generative artificial intelligence, survey methodology, data validity, open-ended questions.

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ВЛИЯНИЕ СОДЕРЖАТЕЛЬНЫХ ХАРАКТЕРИСТИК ВОПРОСОВ НА ЧАСТОТУ КОГНИТИВНОГО АУТСОРСА ОТВЕТОВ В ОНЛАЙН-АНКЕТИРОВАНИИ

Аннотация. Статья посвящена изучению влияния содержательных характеристик вопросов анкеты на частоту когнитивного аутсорса – делегирования ответов генеративному искусственному интеллекту. На выборке из 234 участников Международной школы студенческих научных обществ 2025 года сопоставлялась частота не-ответов и ИИ-генерированных ответов в двух типах открытых вопросов: апеллирующих к уникальному личному опыту

(анкеты обратной связи) и не содержащих подобной апелляции (регистрационная анкета). Обнаружение ИИ-контента осуществлялось с помощью сервиса aidetectorwriter.com; статистический анализ проводился посредством Т-теста парных выборок. Частота когнитивного аутсорса составила 2,23 % в вопросах, апеллирующих к личному опыту, против 24,07 % в вопросах без такой апелляции ($t(233) = -11,728$; $p < 0,001$; $d = -0,767$). Вопросы, темпорально и ситуативно заземленные в личном опыте, создают органический барьер для когнитивного аутсорса и могут служить методическим инструментом повышения достоверности данных в условиях широкой доступности генеративных моделей.

Ключевые слова: когнитивный аутсорс, когнитивная разгрузка, генеративный искусственный интеллект, методология опросов, достоверность данных, открытые вопросы.

According to the established methodology of social research in Russia, the key effects that destructively influence the quality of empirical data are refusals to participate in the survey, omissions of specific questions (non-responses), and socially desirable, that is, insincere, answers [1]. Today, this list has been supplemented by the phenomenon of cognitive outsourcing – the delegation of responses to survey questions to artificial intelligence [2] which fundamentally changes the relationship between these forms of behavior and their methodological implications.

The theoretical foundation for studying cognitive outsourcing is the broader concept of cognitive offloading – the use of external environmental resources to reduce mental load [3]. While offloading tools have traditionally expanded the capabilities of the cognitive system without replacing it (notebooks, search engines, calculators), generative AI has for the first time created the possibility of complete substitution of the product of thought: the agent not only stores information but also formulates substantive statements for the user. It is this fundamental difference that turns the use of AI in completing surveys into a methodological problem, rather than merely an issue of digital literacy.

The scale of the phenomenon is confirmed by both foreign and domestic data. Zhang, Xu, and Alvero established that about 34% of online survey participants resort to the help of generative models when formulating answers; comparative analysis showed that AI-generated answers are more homogeneous and positively colored than human answers prior to the ChatGPT era-especially in sensitive questions about social groups, which threatens data validity [4]. In the Russian context, the rate of spread of the phenomenon is particularly pronounced: while in early 2023, 16 % of students used neural networks for educational tasks, by early 2024 their share had grown to 62 % [5].

Concurrently, data on the substantive determinants of appealing to AI are accumulating. According to Skulmowski's theoretical model, high perceived task difficulty and high intrinsic cognitive load act as triggers for offloading – external tools are used to reduce cognitive costs [6]. Bernabei and colleagues, exploring the attitudes of engineering students towards ChatGPT, showed that practically none of the users consider applying AI to be more cognitively costly than completing the task independently, and the majority associate its use with saving time [7]. Thus, perceived

difficulty and cognitive costs of task completion are described in the literature as factors promoting externalization.

In Russian methodology, it has been shown that skipping a question as an independent behavioral strategy is multi-factorially determined: by a reluctance to answer, incompetence, as well as the desire to avoid socially unapproved self-disclosure [1; 8]. Western studies clarify that optional open-ended questions reduce the forced-response effect and can weaken social desirability through the self-selection of motivated respondents [9]; a similar logic is traced by Cibelli, who showed that removing the compulsion to answer can improve the quality and sincerity of responses [10]. However, both studies were conducted in the “pre-GPT era” and do not account for an alternative strategy of non-valid response behavior – delegating the answer to AI instead of genuine self-expression.

Along with general cognitive predictors of offloading, a direction specifically investigating the role of content characteristics of questions in determining the frequency of cognitive outsourcing is gradually taking shape in the literature. Traylor, using the material of an open-ended question about hydrogen energy, showed that in topics where respondents lack formed knowledge and opinions, the frequency of AI responses is significantly higher than in well-known areas – with comparable quality of the generated text, making AI responses harder to detect using standard verification methods [11]. Thereby, the lack of a respondent’s substantive resource for an answer is put forward as a key predictor of cognitive outsourcing. A similar conclusion was reached in the methodological study by Veselovsky and co-authors: in the task of summarizing scientific texts – labor-intensive for a human but easily solved using language models – from 33 % to 46 % of workers resorted to AI; at the same time, attempts to reduce outsourcing through a direct ban halved its frequency, whereas tasks requiring genuine personal expertise organically reduced the motivation to delegate [12].

Thus, a pattern is outlined in the existing literature: questions that do not require unique personal experience and allow for a plausible generalized answer create conditions for mass cognitive outsourcing, whereas an appeal to unrepeatable subjective content – insights, situational impressions, specific experience – potentially reduces this possibility. It is this logic that the present study unfolds, comparing questions from feedback questionnaires that appeal to unique personal observations with questions from a registration questionnaire that imply positioning regarding the tasks of the Strategy for Scientific and Technological Development (SSTD).

The purpose of the study is to examine the effect of question content on the frequency of cognitive outsourcing of answers.

The research hypothesis is that the frequency of cognitive outsourcing will be significantly lower in questions appealing to unique personal experience compared to questions without such an appeal.

The responses to the registration questionnaire and the feedback questionnaires of the first, second, and third days of the International School of Student Scientific Societies (SSS) were analyzed. The wordings of the questions in the latter were identical (except for the school day number). The following questions from the feedback questionnaires were subjected to analysis: “Why do you consider this

particular event to be the most useful?”, “Share an insight (a sudden epiphany) if you realized something interesting while participating in day 1/2/3”, “Your impressions and comments for day 1/2/3 of the School”. In the registration questionnaire, the analyzed answers were to the questions: “What contribution, in your opinion, does your SSS make to solving the tasks of the SSTD Strategy? What contribution can it make, what is necessary for this?”, “If you have a specific proposal or topic for discussion at the School, write about it in more detail”, “Would you like to present a project/idea for a project? Describe it”. All the above-described questions were open-ended and optional.

In order to study cognitive outsourcing within the system of non-valid response behavior [2], the number of non-responses and instances of AI use by each participant for each question was calculated. The aidetectorwriter.com software with an accuracy of 71 % was used as a tool for detecting AI-generated content [13]. A paired-samples t-test was used for statistical data processing.

The sample consisted of 234 in-person and remote participants of the 2025 International School of SSS, aged 18 to 57 years, mean age 25, median 21, of which 175 were women and 63 were men. The majority of the subjects were 2nd-4th year students. Subjects who completed all the feedback questionnaires of the school for the first, second, and third days, as well as the registration questionnaire, were included in the study.

Within the feedback questionnaires, the frequency of non-responses was 47.82 %, and in the case of registration questionnaires, it was 67.1 %. Student’s t-test for paired samples justifies the significance of the difference ($t(233) = -5.845$; $p < 0.001$; $d = -0.382$). The frequency of cognitive outsourcing averaged 2.23 % in feedback questionnaires versus 24.07 % in registration questionnaires. This difference is also significant ($t(233) = -11.728$; $p < 0.001$; $d = -0.767$).

The obtained results are consistent with the research hypothesis: the frequency of cognitive outsourcing in questions appealing to unique personal experience turned out to be significantly lower than in questions without such an appeal – 2.23 % versus 24.07 %, respectively, with a large effect size ($d = -0.767$).

The mechanism of calibrating validity by personal appeal can be understood through the prism of an epistemological barrier: feedback questionnaires request information that the generative model inherently does not possess – specific events of the School day, situational insights, personal impressions of certain events. Delegating the answer to AI would require the respondent to first independently describe the context and then edit the model’s output to match the real experience – that is, the cognitive costs of outsourcing turn out to be comparable to or exceed the costs of an independent answer. This is consistent with Skulmowski’s theoretical model: cognitive offloading is economically viable precisely when the task allows for the complete substitution of the product of thought without additional effort [6]. In the questions of the feedback questionnaires, the condition of economy is not met.

The described mechanism complements and clarifies Traylor’s finding [11], who established that unfamiliar topics (hydrogen energy) provoke an increase in outsourcing because respondents lack the substantive resource for an independent answer. The present study demonstrates a symmetrical case: questions for which the answer inalienably belongs only to this specific respondent at this specific moment

create the opposite effect – not “I cannot answer without AI”, but “AI cannot answer instead of me”. Both mechanisms, apparently, are reduced to a single variable: the degree of substitutability of individual knowledge by generalized language modeling.

The structure of the data for the registration questionnaire questions is noteworthy, where both indicators of non-valid response behavior decrease in the case of an appeal to personal experience. This correspondence may indicate that both types of behavior serve the same function – evasion of cognitive costs when answering questions with a high level of required generalization and positioning. Registration questions required articulating the contribution of the student scientific society to the tasks of the SSTD Strategy, proposing a topic for discussion, or describing a project idea – that is, to develop and formulate a position, which the feedback questions did not require.

At the same time, a number of limitations must be considered. First, the key characteristics of the two types of questions – an appeal to personal experience, may be confounded with the level of generalization of the required answer. Second, the sample is represented by participants of a single specialized event – the International School of SSS – which limits the possibilities for external generalization.

The present study demonstrates that the content characteristics of questions are a significant predictor of the frequency of cognitive outsourcing. The hypothesis about a lower frequency of delegating answers to AI in questions appealing to unique personal experience received empirical confirmation: the gap between the two types of questions was 2.23 % versus 24.07 % with a large effect size.

The practical significance of the obtained results is as follows: appealing to the unique situational experience of the respondent – specific impressions, subjective reactions at a certain point in time, personal insights – provides an organic barrier against cognitive outsourcing without the need to introduce technical barriers. This pattern can serve as a basis for revising the principles of questionnaire design: substituting or supplementing generalized positioning questions with questions temporally and situationally grounded in personal experience can significantly enhance data validity under conditions of widespread availability of generative models.

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THE SPECIFICS OF GROUP COHESION AND INFORMATION ADDICTION OF MODERN STUDENTS

Abstract. The specific characteristics of group cohesion and information addiction in modern students are identified. Group cohesion characterizes a student group in terms of the closeness and stability of interpersonal relationships, group and personal meanings and values, and group norms. This cohesion is influenced by interpersonal relationships, pedagogical conditions, students' psychological characteristics, and social factors. Information addiction manifests itself in students' focus on a single area of their specialty, a specific topic, and research theory, while persistently ignoring other perspectives. These phenomena are related to the age of the students, the characteristics of the university environment, and the pedagogical conditions of student learning.

Keywords: cohesion, group cohesion, addiction, information addiction, students.

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СПЕЦИФИКА ГРУППОВОЙ СПЛОЧЕННОСТИ И ИНФОРМАЦИОННОЙ АДДИКЦИИ СОВРЕМЕННЫХ СТУДЕНТОВ

Аннотация. Определена специфика групповой сплоченности и информационной аддикции современных студентов. Групповая сплоченность характеризует студенческую группу с точки зрения тесноты и устойчивости межличностных отношений, групповых и личностных смыслов и ценностей, групповых норм. На эту сплоченность влияют межличностные отношения, педагогические условия, психологические особенности студентов, социальные факторы. Информационная аддикция проявляется в сосредоточенности студентов на одной области своей специальности, на конкретной теме и теории исследования, при этом игнорируются другие перспективы. Эти явления связаны с возрастом студентов, особенностями университетской среды, педагогическими условиями обучения студентов.

Ключевые слова: сплоченность, групповая сплоченность, аддикция, информационная аддикция, студенты.

Introduction

Increasing information flows shape the modern subject of activity as a passive recipient of diverse data [1]. The global process of informatization actualizes widespread modes of perception and neutralizes individual ones [2].

Post-industrial society creates the preconditions for the development of information addiction as a social phenomenon of psychological dependence [3]. Information addiction is particularly pronounced in small and medium-sized groups, work and educational teams, where there are no clearly defined biosocial prerequisites for a high level of interconnectedness between participants [4].

Developed cohesion and active collaboration contribute to the formation or development of a highly organized communications system, characterized by information addiction [5]. This phenomenon can be considered a natural consequence of progress, which has identified information as a primary value [6]. Humanity has reached a new level of competition between opinions and ideologies [7].

The goal is to determine the specifics of group cohesion and information addiction of modern students.

Methods

To assess group cohesion in modern students, the following questionnaires were used: “Determination of the Group Cohesion Index” (author – K. E. Sishor, authors of the adaptation version: N. P. Fetiskin, V. V. Kozlov and G. M. Manuilov) [8, pp. 179–180]; “Diagnostics of the Level of Development of a Small Group” (authors: N. P. Fetiskin, V. V. Kozlov and G. M. Manuilov) [8, pp. 155–156]; “Assessment of the Microclimate of a Student Group” (authors: V. M. Zavyalova and N. P. Fetiskin) [8, pp. 134–136].

To identify information addiction in modern students, the following diagnostic procedures were used: “Numbers” (author – D. V. Lamberg, goal – diagnostics of group response in situations of complete uncertainty); “Definition of cognitive-activity style” (author – Rebecca) [8, pp. 198–203]; “Level of information culture” (author – N. V. Zbarovskaya) [9].

Mathematical data processing was performed using the Spearman correlation coefficient and Student’s t-test.

The study involved 33 students from the Russian State Social University.

Results

Group cohesion is the result of group dynamics, primarily constructive in nature, that foster the development of a sense of community among individuals. The key characteristics of group cohesion include: similarity in the basic value orientations of group members; clarity of group goals; the level of mutual sympathy among members of the group; the degree of attractiveness (usefulness) of the group for its members; the ability to work and the level of mutual support; and the degree of external attractiveness.

Addiction is a compulsive need for certain states or activities. Addictive behavior is a form of destructive activity used as a means of escaping a frustrating reality by altering one’s mental state through the use of psychoactive substances or by constantly focusing on specific objects or activities, accompanied by the development of intense emotions. Characteristics of addictive behavior include: a cumulative

withdrawal from reality; a disruption of self-control and reflection; physical and social isolation; and personality destruction.

Information addiction is a group phenomenon of mutual correction or adaptation of individual information processes with a tendency toward their identity under the influence of the same or similar stimuli. The main characteristics of information addiction are: an artificial group convergence of the processes of perception, retention, evaluation, and use of information; the presence of corresponding stimuli of physiological, psychological, and social types; and a more prolonged and profound nature compared to mass phenomena (which are fleeting and based on basic mental properties).

The specific nature of information addiction in modern society lies in the deliberate cultivation of uniform, homogeneous population strata. They are easier to manage, easier to market, and allow for stable, long-term planning. Individuals themselves often strive to belong to a particular class, acquiring the corresponding spiritual and material values.

The following are characteristics of information addiction among students: the presence of long-term joint educational activities as a forced convergence of information processes; the joint achievement of critical goals and the formation of new formations in early youth as the most important initial stages of professional and family development; and student participation in student organizations, which serve as catalysts for the artificial convergence of information processes during the implementation of critical existential tasks.

The hypothesis about the presence of a statistically significant positive relationship between group cohesion and information addiction of modern students is partially confirmed, since the relationship between group cohesion and information addiction of future psychologists is nonlinear and difficult to determine by statistical analysis methods standardly used in scientific papers.

A high level of group cohesion was found in 40 % of students, random numerical matches in the range of 5–7 in 73 %, and exact matches in the range of 1–4 in 78 %.

An average level of information culture was diagnosed in 73 % of students, an extroverted communication style in 67 %, the use of intuitive abilities in 52 %, situational preferences for labor regulation in 55 %, and preferences for synthesis operations in 52 %.

Statistical calculations between the integrated indicators of the diagnostic blocks of group cohesion and information addiction showed that the Spearman correlation coefficient was 0.302 with a critical value of 0.45 (with a sample of 33 measurement objects and a significance level of 0.01, which is standard for scientific works).

Results of calculations using formulas are: correction A = 5, correction B = 10.5, sum of squares of rank differences $\sum D^2 = 4167$. The obtained values are substituted into the formula, and the value of the coefficient is found.

Spearman's correlation coefficient is as follows:
$$\rho = 1 - (6 \cdot 4167 - 5 \cdot 10.5) / \sqrt{((35937 - 33 \cdot 12 \cdot 5) \cdot (35937 - 33 \cdot 12 \cdot 10.5))} = 0.302$$
 (Tables 1 and 2). Since the absolute value of the obtained correlation coefficient is less than the critical value, the hypothesis of a significant positive relationship between group cohesion and information addiction of modern students is rejected. For a sample with

the number of elements $n = 33$ and a significance level of $p = 0.01$, the critical value of the Spearman's coefficient ρ -critical = 0.45.

A subsequent Student's t-test calculation yielded an empirical result of 1.852, with the critical value from the table being 2.750 (with similar sample values and significance levels). Since the empirical t-test value is lower than the critical value, the hypothesis of a significant positive relationship between group cohesion and information addiction in modern students is confirmed.

To evaluate the significance of the obtained Spearman rank correlation coefficient, the Student's t-table is used. The significance of the t-empirical rank correlation coefficient is: $t\text{-empirical} = 0.302 \cdot 5.568 / (1 - 0.302^2) = 1.8522$. Comparison of the t-empirical with the tabular t-value: the row number in the Student's t-table is $n-2 = 31$, the column number is $p/2 = 0.005$, that is, the $t\text{-tabular} = 2.750$. Since the $t\text{-empirical} > t\text{-tabular}$, the hypothesis of the absence of a correlation between the samples is rejected and the hypothesis of the statistical significance of the difference of the correlation coefficient from zero, and the presence of a relationship, is accepted (Table 1).

Automatic calculation of statistical indicators led to contradictory results, the joint interpretation of which is variable (Table 2).

Table 1. Integrative indicators of group cohesion and information addiction of modern students

No.	X	Y	No.	X	Y	No.	X	Y
1	33	41	12	81	41	23	87	38
2	70	31	13	55	44	24	74	30
3	49	32	14	32	31	25	75	40
4	56	41	15	19	38	26	74	41
5	31	35	16	23	27	27	81	27
6	54	47	17	32	28	28	59	33
7	41	44	18	32	24	29	62	23
8	40	26	19	69	42	30	56	52
9	42	32	20	74	56	31	34	29
10	47	36	21	80	47	32	44	46
11	38	30	22	65	32	33	52	23

Table 2. Results of ranking each of the feature elements (X and Y) in ascending order of values

No.	X	rank, R_x	Y	rank, R_y	difference in ranks $D, R_x - R_y$	D^2
1	33	7	41	23.5	-16.5	272.25
2	70	25	31	11.5	13.5	182.25
3	49	15	32	14	1	1
4	56	19.5	41	23.5	-4	16
5	31	3	35	17	-14	196
6	54	17	47	30.5	-13.5	182.25
7	41	11	44	27.5	-16.5	272.25
8	40	10	26	4	6	36
9	42	12	32	14	-2	4
10	47	14	36	18	-4	16
11	38	9	30	9.5	-0.5	0.25
12	81	31.5	41	23.5	8	64
13	55	18	44	27.5	-9.5	90.25
14	32	5	31	11.5	-6.5	42.25
15	19	1	38	19.5	-18.5	342.25
16	23	2	27	5.5	-3.5	12.25
17	32	5	28	7	-2	4
18	32	5	24	3	2	4
19	69	24	42	26	-2	4
20	74	27	56	33	-6	36
21	80	30	47	30.5	-0.5	0.25
22	65	23	32	14	9	81
23	87	33	38	19.5	13.5	182.25
24	74	27	30	9.5	17.5	306.25
25	75	29	40	21	8	64
26	74	27	41	23.5	3.5	12.25
27	81	31.5	27	5.5	26	676
28	59	21	33	16	5	25
29	62	22	23	1.5	20.5	420.25
30	56	19.5	52	32	-12.5	156.25
31	34	8	29	8	0	0
32	44	13	46	29	-16	256
33	52	16	23	1.5	14.5	210.25

Conclusions

The specificity of group cohesion (a phenomenon that characterizes a student group in terms of the closeness and stability of interpersonal relationships, group and personal meanings and values, group norms, which are influenced by interpersonal

relationships, pedagogical conditions, psychological characteristics of students, social factors) [10] and information addiction (a phenomenon that manifests itself in students' concentration on one of the branches of their specialty, on a specific topic and theory of research with a persistent disregard for other points of view) [11] of modern students lies in their interrelationship taking into account the age of student youth, the characteristics of the university environment, and the pedagogical conditions of professional training of students [12].

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PSYCHOLOGICAL ANALYSIS OF THE PROBLEM OF VIOLENCE AGAINST CHILDREN IN THE FAMILY

Abstract. This article presents the results of a psychological analysis of various forms of violence against children by parents in the family, based on scientific and empirical data. Domestic violence is a form of destructive influence on a child by a parent or guardian, in the form of physical, psychological, emotional abuse, or neglect. The consequences of negative aspects of family relationships leading to violence and gender differences are discussed, and opinions and conclusions based on shared experience are highlighted.

Keywords: family relations, gender differences, gender, domestic gender, psychological risk, psychological traits, physical traits.

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ПСИХОЛОГИЧЕСКИЙ АНАЛИЗ ПРОБЛЕМЫ НАСИЛИЯ В ОТНОШЕНИИ ДЕТЕЙ В СЕМЬЕ

Аннотация. В данной статье представлены результаты научно обоснованного и эмпирического психологического анализа различных форм насилия в отношении детей со стороны родителей в семье. Домашнее насилие – это деструктивная форма влияния, проявляющаяся в виде физического, психологического, эмоционального насилия или пренебрежения со стороны родителя или опекуна по отношению к ребенку. Обсуждаются последствия негативных аспектов семейных отношений, приводящих к насилию, и гендерные различия, а также выделяются мнения и выводы, основанные на результатах общего опыта.

Ключевые слова: семейные отношения, гендерные различия, насилие, домашнее насилие, психологическая безопасность, психологические насилие, физические насилие.

Introduction

Nowadays, the development of society is directly dependent on the stability of the family institution and a healthy psychological environment. Domestic violence is a form of destructive influence manifested in the form of physical, psychological, or emotional neglect by parents or guardians towards a child. The family is the primary socialization space for the formation of a personality, and the system of relationships in it has a decisive impact on the emotional, intellectual and moral development of the child. In recent years, socio-economic problems in families, an increase in stress factors, and a decrease in communicative culture have in some cases increased the violent behavior of parents towards children. This poses a serious threat to the psychological safety of children.

In today's conditions of globalization, socio-psychological transformations taking place in the family institution have a significant impact on the system of relationships between parents and children. Conflicts in the family, economic pressure, migration processes, a decrease in the culture of interpersonal communication and an increase in stress factors in some cases increase the violent behavior of parents towards children.

The problem of violence against children has been recognized as a global socio-psychological problem by international organizations, including the World Health Organization and UNICEF. Studies show that domestic violence negatively affects children's emotional development, self-esteem, social adaptation, and future interpersonal relationships.

It is known that domestic violence causes anxiety, depressive states, aggression, low self-esteem, and social adaptation problems in children. At the same time, the roots of violence are often associated with the parents' own personal psychological characteristics, traumatic experiences in childhood, and insufficient development of affective regulation mechanisms. The fact that this problem has not been sufficiently studied theoretically and practically, especially the lack of a comprehensive analysis of the individual psychological determinants of parents, determines the relevance of this study.

Methodology

The theories of former Soviet psychologists are the main scientific source in the analysis of domestic violence and the psychological development of the child. Vygotsky, through the theory of cultural-historical development, emphasizes that the child's mental processes are formed through family communication and social experience [1]. Bozhovich describes the role of personality formation and parental warmth as a protective factor. From the point of view of Leontiev's activity theory, the child's external activities and parental disciplinary actions directly affect psychological development [2]. At the same time, Zaporozhets and Lisina emphasize the importance of the social environment in the development of skills and communication processes in children. Empirical studies show that psychological violence has a deeper and more lasting effect than physical violence. Parental warmth acts as a protective mechanism that significantly reduces the development of traumatic symptoms.

One of the domestic scientists, Professor Sh. Barotov, emphasizes the importance of the family environment in the development of the child and analyzes the socio-psychological consequences of violence [3].

M. Davletshin's work shows that an unhealthy upbringing environment is a key factor in the development of emotional disorders in children [3].

Z. T. Nishonova studied the long-term impact of stressful situations on the child's psyche and scientifically proved the importance of early psychological intervention [3]. As can be seen from the above analysis, both foreign and domestic studies equally confirm that childhood violence poses a serious threat to personal development. The most common metric used to assess the prevalence of violence against children is the statistics of the Ministry of Internal Affairs on the number of registered crimes. According to these data, up to 2 million children under the age of 14 are beaten by their parents every year. More than 50,000 children run away from home to escape violence [4]. Children account for 38 % of domestic murders. Among foreign researchers, the problem of family violence against children is studied in the works of M. Strauss, L. Lerman, R. Burke, L. Sherman, L. Berkowitz, B. Crahi, and others. In Russia, this topic is just beginning to be studied [4].

The problem of domestic violence in Russia has gained particular importance over the past fifteen years. Such researchers as E. I. Tsymbal, L. S. Alekseyeva, E. I. Kholostova, I. A. Alekseeva, T. Ya. Safonova, N. V. Kurasova and others have contributed to the study of this problem [5].

The detection of signs of violence against children usually prompts a call to law enforcement agencies and leads to long-term psychological difficulties associated with the investigation process, the initiation of a criminal case, the preliminary and trial proceedings. Each time a minor victim has to be questioned in accordance with legal requirements, this creates a risk of re-traumatization and deterioration of his mental state. At the same time, such trials are necessary to bring criminals to justice. Therefore, the task of a psychologist is to help the investigator organize a constructive interrogation, while protecting the interests of a minor and creating the most protective conditions for them. The main competence of a psychologist is to know the techniques of investigation with the participation of minor victims.

In the family, children are often treated based on the concept of "My child, I can do whatever I want". Violence against children, cruel treatment and sexual exploitation – all these are urgent social problems today. There is currently no single definition of "child abuse" in the scientific literature. Scholars disagree about what actions of adults towards children should be considered abuse. Many children experience abuse and do not consider it abuse, because they consider the use of force to be normal. In many cases, some of the actions that harm the child's health, that is, fall under the criminal code, are considered abuse [6].

Although the benefits of parents using physical punishment to raise children have been debated and discussed among scholars for years, we can see that we have not reached a complete understanding of how physical punishment affects children. This is precisely what scholars who previously argued that the relationship between physical punishment by parents and children's behavior and experiences requires a meta-analysis note [7]. They argue that parental physical punishment is associated with a

range of child constructs, including high levels of impulsive compliance, aggressiveness, and low levels of moral and psychological well-being [8].

They present a process-context model to explain how parental physical punishment may have a variety of unusual consequences as a result of its negative effects on specific children's behavior, and they argue that alternative explanations should be considered [5].

A feminist analysis of domestic violence suggests that physical violence is one of the tactics that abusers use to exert control over their partners [6]. In this paradigm, physical violence, emotional violence, sexual violence, social isolation, and withholding of financial resources all serve to undermine a child's autonomy and limit their power in relationships. Physical punishment has long been discussed as a method of correcting children, but other methods of discipline also need to be rigorously examined. In the debate about corporal punishment, the task of scientists is to establish empirical links between corporal punishment and potential outcomes for children, especially in long-term and prospective studies.

Methods

The main objective of the study was to determine the relationship between family violence (physical, psychological, and neglect) and traumatic symptoms in children. For this purpose, 365 children and their parents participated.

1. Parent-Child Conflict Tactics Scale (CTSPC) [4] – was used to measure the level of physical and psychological violence by parents. This scale assessed the indicators of physical violence (hitting, verbal threats, use of force) and psychological violence (criticism, insults, neglect).

2. Questionnaire for measuring traumatic symptoms in children was used to identify signs of anxiety, fear, sleep disorders, and mental stress in children.

Statistical methods:

1. Descriptive statistics – the level of violence, gender differences, and a general description of traumatic symptoms.

2. t-test – to identify gender differences, to compare the level of violence in boys and girls.

3. Pearson correlation – to identify the relationship between physical and psychological violence and traumatic symptoms.

4. Regression analysis – to assess the impact of independent factors such as physical, psychological violence and parental warmth on the dependent variable.

Results

This study involved 365 children and their parents. The standardized Parent-Child Conflict Tactics Scale and specially designed questionnaires were used to collect data. The variables were defined as follows:

1. Dependent variable: Traumatic symptoms

2. Independent variables: Physical violence, Psychological violence, Parental affection.

Analysis methods: descriptive statistics, t-test, Pearson correlation, and regression analysis.

Table 1. Level of violence

Type of violence	Average (M)	SD	High level (%)
Physical	2.41	0.88	32 %
Psychological	3.12	0.94	47 %
Neglect	2.05	0.76	21 %

The data in Table 1 allow for a comparative analysis of the prevalence and intensity of types of violence in the family. Based on the mean (M), standard deviation (SD), and percentage of high levels (%), it is possible to determine which type of violence is more common and how stable it is. According to the results, psychological violence has the highest mean ($M = 3.12$; $SD = 0.94$) and is observed at a high level in 47 % of respondents. This means that almost every second participant experiences constant emotional pressure, discrimination, criticism, or rejection in the family. The relatively high mean value indicates that psychological violence is widespread in the family communication system. The standard deviation of 0.94 indicates that there is a certain degree of variation between the indicators, that is, in some families it is very high, and in others it is relatively low. Nevertheless, the general trend confirms that psychological violence is the dominant form.

The mean score for physical abuse is 2.41 ($SD = 0.88$), with a high prevalence of 32 percent. This result is lower than for psychological abuse, but it means that one in three children is exposed to physical punishment. The fact that the mean value is in the middle range suggests that physical abuse is regular in some families and episodic in others. The standard deviation of 0.88 indicates that the indicators are moderately distributed, that is, there is a significant difference among the respondents. The indicator of neglect has the lowest mean value ($M = 2.05$; $SD = 0.76$) and the highest percentage is 21 percent. This means that one fifth of the respondents experience a lack of adequate care, control, or emotional support from their parents. The lower mean indicates that neglect is less common than other types of violence, but the percentage of 21 percent is a serious indicator from a socio-psychological point of view. The standard deviation of 0.76 indicates a relatively stable distribution of this type of violence. A comparative analysis of these results shows that domestic violence is more manifested in a psychological form. The high rates of psychological violence can be explained by the fact that it is often a hidden and less socially stigmatized form. While physical violence is more open and obvious, psychological pressure may be embedded in the process of everyday communication. Therefore, its average rate is higher. Percentages also lead to an important conclusion.

The high share of each type of violence is more than 20 percent. This means that the problem is not individual or sporadic, but systemic in nature. In particular, the 47 percent level of psychological violence indicates a lack of emotional security in the system of family relations. In general, the data in the table show that there are various forms of violence in the family, and psychological violence occupies a leading place among them. This situation scientifically justifies the need to focus priority attention on improving the culture of emotional communication when planning preventive and

psychocorrectional work. The results showed that psychological violence has the highest rate.

Table 2. Differences by gender (t-test)

Indicator	Boy (M)	Girl (Q)	t	p
Physical	2.58	2.24	2.73	0.007
Psychological	3.05	3.19	-1.45	0.14

According Table 2, the rate of physical violence is higher in boys ($M = 2.58$) than in girls ($M = 2.24$). The t value = 2.73 and the significance level of $p = 0.007$ indicate that this difference is statistically significant. Boys are more exposed to physical violence ($p < 0.01$). The results of the t-test conducted by gender indicate that there are differences in some forms of domestic violence.

Since $p < 0.01$, the null hypothesis is rejected and the conclusion that boys are more exposed to physical violence than girls is scientifically confirmed. This result indicates the presence of a gender-based differential approach in family education practices. The use of more physical discipline measures against boys can be explained by social stereotypes. In many cultural contexts, boys are expected to be “tough,” “strong,” and “resolute.” As a result, parents view physical punishment as an acceptable or effective method of discipline for boys. As a result, physical abuse is reinforced by gender role expectations. However, the mean scores for psychological abuse are slightly higher for girls ($M = 3.19$) and boys ($M = 3.05$), but the results of $t = -1.45$ and $p = 0.14$ indicate that this difference is not statistically significant.

Since $p > 0.05$, it is not possible to conclude that the level of psychological abuse differs significantly by gender. This suggests that psychological abuse affects both sexes almost equally. The results suggest that while physical violence is gender-specific, psychological violence is more universal. This suggests that psychological pressure may be a common feature of family communication styles. Physical punishment is more likely to be used against boys as a disciplinary strategy aimed at controlling behavior.

Table 3. Correlation analysis (Pearson r)

Variable	1	2	3
1. Physical abuse	1		
2. Psychological abuse	0.62**	1	
3. Traumatic symptoms	0.71**	0.78**	1

$p < 0.01$

Violence is strongly positively correlated with traumatic symptoms. The results of the correlation analysis (Table 3) show that there are statistically significant and

meaningful relationships between the variables. The values determined based on the Pearson r coefficient confirm the existence of a positive relationship between all the main indicators, and all of them are noted to be reliable at the $p < 0.01$ level. This means that the identified relationships are not random, but are empirically stable. The correlation coefficient between physical and psychological violence is $r = 0.62$, which indicates a positive relationship of above average strength. This result shows that as the level of physical violence in the family increases, the indicators of psychological violence also increase. Therefore, these two types of violence often occur together and are not independent phenomena. In practical terms, this means that in families where physical punishment is used, behaviors such as emotional pressure, humiliation, or discrimination are also more likely to occur. These forms of violence are complex in nature and reflect a general dysfunctional environment within the family. The relationship between physical violence and traumatic symptoms is expressed by the indicator $r = 0.71$. This is a strong positive correlation. This result means that as the level of physical punishment increases, anxiety, fear, sleep disturbances, and emotional instability in children increase. The indicator 0.71 is a very high correlation level for psychological research, indicating a significant impact of physical violence on mental health. The highest correlation was found between psychological violence and traumatic symptoms, $r = 0.78$.

Constant insults, threats, rejection and discrimination undermine the child's sense of internal security and lead to long-term emotional damage. The coefficient of 0.78 means that a large part of the variation in traumatic symptoms is associated with psychological violence. The results show that both types of violence have a direct and strong impact on children's mental health, but the impact of psychological violence is relatively higher. This is a scientifically important conclusion, confirming that, although physical violence is often considered more dangerous, emotional violence has a deeper and more lasting impact on internal psychological processes.

In general, the results of the correlation analysis confirm that physical and psychological violence in the family are complex phenomena that are inextricably linked to each other, and both of them have a strong positive relationship with traumatic symptoms. This scientifically justifies the fact that preventive and psychocorrectional work should be aimed at reducing all forms of violence in a comprehensive manner.

Table 4. Regression analysis

Variable	Beta	t	p
Physical abuse	0.31	5.21	0.000
Psychological abuse	0.48	8.43	0.000
Parental warmth	-0.29	-4.76	0.000

Model $R^2 = 0.64$

The results of the presented regression analysis (Table 4) show that family factors play an important and statistically significant role in the formation of traumatic symptoms. The model includes traumatic symptoms as a dependent variable, and physical violence, psychological violence, and parental warmth as independent

variables, together with a control factor, as an indicator of the family environment. The overall explanatory power of the model, $R^2 = 0.64$, means that these factors explain 64 % of the variance of traumatic symptoms. This is a very high figure for socio-psychological research, indicating that the model has strong prognostic potential.

According to the results, psychological violence emerged as the strongest predictor, $Beta = 0.48$; $t = 8.43$; $p < 0.001$. The high standardized Beta coefficient indicates that, even after controlling for other variables, an increase in the level of psychological violence leads to a significant increase in traumatic symptoms. The high t-value and the significance level of less than 0.001 confirm that this relationship is not accidental, but rather stable and reliable. This result is explained by the long-term and cumulative effect of psychological pressure: constant discrimination, humiliation and emotional rejection have a deeper impact on the child's internal psychic system and intensify traumatic reactions.

Physical violence was also identified as a significant predictor of traumatic symptoms $Beta = 0.31$; $t = 5.21$; $p < 0.001$. Although the Beta coefficient is lower than that of psychological violence, its positive and statistically significant effect indicates that physical punishment is also an independent risk factor. This indicates that for each unit increase in physical impact, the level of traumatic symptoms also increases. Physical abuse can often be episodic, but its psychological consequences remain long-term. Parental warmth appeared as a negative predictor in the regression model, $Beta = -0.29$; $t = -4.76$; $p < 0.001$. A negative Beta coefficient indicates that traumatic symptoms decrease as parental affection, support, and emotional closeness increase. This indicator empirically confirms that parental warmth acts as a protective factor. The sufficiently high and statistically significant t-value indicates a stable effect of this factor.

Thus, if there is a warm emotional environment in the family, the negative psychological consequences of violence are significantly mitigated. The combined effect of the variables in the model shows that the formation of traumatic symptoms is a multifactorial process, in which risk and protective factors interact. While psychological and physical violence act in a positive direction as risk factors, parental warmth acts in a negative direction as a compensatory mechanism. These results indicate that the structural and emotional components of the family environment are important determinants of child mental health. Also, a comparison of standardized Beta coefficients shows that the impact of psychological violence is higher than that of physical violence. This is a scientifically important conclusion, confirming that, although physical violence is often considered more harmful, emotional pressure leads to deeper and more lasting psychological consequences. At the same time, the negative Beta coefficient of parental warmth justifies the need to emphasize the strategy of increasing emotional closeness in family prevention programs. In general, the results of the regression model indicate that factors of family violence play a decisive role in the development of traumatic symptoms and that parental warmth is an important protective mechanism.

The widespread prevalence of psychological violence is closely related to its invisible and relatively normalized form in society. While physical punishment is a behavior that is more criticized and manifested in an open form, emotional pressure is

often perceived as a method of family communication. Constant scolding, comparing the child with others, or ignoring his opinion has become a typical communicative model in many families. Therefore, children are also more likely to perceive such behavior not as violence, but as a “normal situation”. This complicates the identification of psychological violence and further expands its real scope. Theoretically, these results are consistent with social learning mechanisms. These aspects form the child’s sense of internal security. According to the attachment theory put forward by John Bowlby, the secure attachment model formed in the early stages of a child’s development determines his subsequent social and emotional adaptation. If the parents show a warm and stable attitude, the child forms an internal working model that says “the world is safe”. This model also provides psychological stability in stressful situations.

Research results show that in families with high parental warmth, children have higher self-esteem, lower aggressive reactions, and better social adaptation. This situation is also explained by social learning mechanisms. According to Albert Bandura’s theory, the child models the behavior of adults. If the parents resolve conflicts constructively, show affection and respect, the child will also adopt such behavior. Conversely, coldness and rejection can lead to the formation of aggressive or internally isolating behavior.

Conclusion

This analysis shows the importance of the family environment for children’s mental health, sense of security and social adaptation. Higher levels of physical violence are observed more often in boys than in girls, while psychological violence affects all children equally. At the same time, parental empathy is an important protective mechanism in maintaining the psychological stability of the child and preventing traumatic symptoms. Psychological studies show that children exposed to violence are more likely to experience depression, low self-esteem, difficulties in social adaptation, and even aggression or criminal tendencies. Therefore, an in-depth study of the issue of parental violence against children, its causes, consequences and work on preventive measures remains one of the important tasks of society today.

Violence against the two most vulnerable segments of the population, including domestic violence, is becoming a serious and widespread problem in Uzbekistan, which causes many other social and individual problems. We believe it is necessary not only to punish criminals, but also to work to rehabilitate victims of violence and prevent recurrence.

As is known, the detection of signs of violence against children usually prompts a call to law enforcement agencies and leads to long-term psychological difficulties associated with the investigation process, the initiation of a criminal case, preliminary and trial proceedings. Each time a minor victim has to be questioned in accordance with legal requirements, this creates a risk of re-traumatization and deterioration of his mental state. At the same time, such trials are necessary to bring criminals to justice. Therefore, the task of a psychologist is to help the investigator organize a constructive interrogation, while protecting the interests of the minor and creating the most protective conditions for them. The main competence of a psychologist is to know the techniques of investigation with the participation of minor victims.

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