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ATI - Dragoman

Dragoman Special Issue
Contents

Welcoming Notes

Ahmed Allaithy

As President of Arabic Translators Association (ATI), which oversees the publication of the Dragoman Journal of Translation Studies, it is both my privilege and pleasure to extend my deepest gratitude to our guest editor Dr. Iryna Suima for her invaluable editorial guidance in orchestrating this special issue. Additionally, my sincere appreciation extends to all the contributors whose rigorous research, perceptive critiques and insightful analyses have significantly enhanced the depth and breadth of this edition. Last, but by no means least my thanks go to Vladyslav Kripak for his coordination efforts and tireless follow-ups.

The articles presented here, ranging from the translation and adaptation of ancient philosophical texts to the integration of digital tools in translator training, reflect the dynamic interplay between tradition and innovation that characterizes our discipline. Each contribution has not only advanced our understanding of specific translation phenomena but also underscored the broader implications for cultural exchange, linguistic diversity, and the evolving role of translators in an increasingly interconnected world.

Dr. Suima's editorial leadership has been instrumental in shaping the thematic coherence and scholarly rigor of this issue. Her expertise and dedication have ensured that each article not only meets our high standards for academic excellence but also contributes to a cohesive and meaningful dialogue within the translation studies community.

To our contributors, your work embodies the spirit of inquiry and the commitment to excellence that defines the Dragoman Journal. Your diverse perspectives and methodological approaches have provided a rich tapestry of knowledge that not only advances our field but also serves as a foundation for future research. Your contributions have tackled complex issues with both depth and clarity, offering valuable insights into the challenges and opportunities that lie at the intersection of language, culture, and technology.

As we reflect on the articles within this issue, it is clear that the field of translation studies continues to evolve, driven by both the timeless principles of linguistic and cultural fidelity and the transformative potential of technological advancements. The research presented here highlights the importance of a nuanced understanding of translation as both an art and a science, one that requires not only linguistic proficiency but also cultural sensitivity, technological literacy, and a deep appreciation for the ethical dimensions of our work.

It is in this great spirit of rigorous scholarship that I present, as my humble contribution to this Special Issue, a treatise that I append at the end of this edition.

In closing, I extend my sincerest thanks again to our guest editor, our esteemed contributors, and the dedicated reviewers who have contributed their time and expertise to this issue. Your collective efforts have not only enriched this volume but also contributed to the vibrant and ongoing discourse that defines our field. As we look to the future, may the work presented here inspire continued exploration, collaboration, and innovation in translation studies.

Foreword

Iryna Suima

Department of English Language for Non-Philological Specialties, Oles Honchar Dnipro National University, Dnipro, Ukraine

As societies have become more interconnected through advances in technology and globalization, the translation landscape has expanded far beyond converting texts between languages. Localization now plays a pivotal role in adapting products and services to linguistic, cultural, and technical requirements of target markets. At the same time, machine translation and AI continue to evolve, influencing human translation norms and practices.

This complex modern context has created an imperative for innovation within translator education programs to equip students with essential competencies for the 21st century. Curriculums must integrate technology literacy and provide specialized training in domains like software and website localization. Building cultural understanding is equally important to facilitate adaptation across global markets. Teaching methodologies should also continue moving towards more interactive approaches tailored to learner needs.

Simultaneously, while embracing technology, human creativity and critical analysis remain indispensable, particularly when interpreting literary, philosophical, and historical texts. This special issue includes several articles outlining unique dimensions and recommendations for translating ancient works with linguistic and cultural complexities. Other contributions compare the ethnolinguistic specificity between diverse languages to reveal implications for the translation process.

Golovatska, Tereshchuk and colleagues provide concrete recommendations for integrating digital tools into translator training programs. They analyze the effectiveness of technologies like CAT tools, multimodal corpora, and neural machine translation for developing core competencies needed for modern localization jobs.

Hong, Guan and co-authors examine prevalent lexical collocation errors in Chinese college students' English writing through a mixed methods study. They categorize the most common mistakes and utilize a questionnaire

to uncover contributing factors including L1 interference, passive learning attitudes, and inadequate vocabulary exposure.

Several works investigate unique dimensions of translating ancient Asian and Eastern philosophical texts. He, Yang and colleagues outline specific challenges in interpreting metaphorical language and terminology when adapting the Confucian Analects into English. Luchkanyn, Chakal and Gnatchuk conduct a comparative analysis of how classical philology education differed in 20th century Soviet Ukraine versus Romania.

Additional articles analyze cross-cultural communication issues that translators must consider. Jiao develops an effective foreign language teaching model to improve Chinese students' intercultural competence. Hurko and team compare how the category of affirmation is expressed differently in Ukrainian and English from a linguocultural perspective.

Collectively these articles underscore how translation and localization now intersect with technology, globalization, language education, cultural adaptation, and more. I hope this scholarship provides a foundation for ongoing research at the cutting edge of an evolving field.

My heartfelt thanks go to all contributors and reviewers whose insightful efforts have propelled our scholarship and research forward in these vital fields. I hope the insights shared will spark further investigations into the converging realms of translation studies, linguistics, culture, and technology. I encourage our readers to engage with the content as a catalyst for ongoing dialogue and advancement in addressing the dynamic demands of our globally connected society.

Short Bio

Iryna Suima is an Associate Professor at Oles Honchar Dnipro National University in Ukraine. She holds a PhD in English Philology. Her research focuses on the intersection of language, culture, and communication, with an emphasis on dialogue, interpersonal communication, and cross-cultural/intercultural communication in educational settings.

1. Specific features of translation and adaptation of the Analects of Confucius into English

Jianyu He[1], Yan Yang[2], Kai Shi[3], Yue Wang[4], Iskhar Shisyr[5]

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Abstract

The relevance of this research is the need for a new perspective on the specific features of translating and adapting the statements of ancient philosophers into English and analysing these features on the example of the Analects of Confucius. The purpose of this research is to summarise information about the features of translation and adaptation of ancient philosophers' statements into English and to analyse them on the example of the Analects of Confucius. The following general scientific methods were used for the research: analysis, synthesis, deduction, induction and generalisation. In the process of the research, information was obtained about the specific features of translation and adaptation of ancient philosophical texts into English, which included: the difficulty of interpreting the author's terms of philosophers, the metaphoricity of statements and disagreements in the scientific community itself in the choice of approaches and strategies of translation and adaptation. In addition, the research considered the specific features of translation and adaptation of the Analects of Confucius, which included: the physical nature of the original text of Lun Yu and the complexity of translation from ancient Chinese into English. Separately, the research considered the multifaceted nature of some ancient Chinese terms that display voluminous concepts that are difficult to translate, in one word, due to the nuances of the context. In addition, there was a generalisation and consideration of the materials and opinions of various researchers related to the significance of the translator's personality and the necessity of having professional qualities that are necessary to conduct deep research of a philosophical text in the process of translation and adaptation. The practical significance of the obtained information is that it can be considered by researchers for further research of the features of translation and adaptation of the statements of philosophers of Ancient China.

Keywords: *Analects of Confucius, physical nature of text, Confucianism, semantic saturation, ancient Chinese characters.*

Short Bios

Jianyu He is a dedicated doctoral student in Philological Sciences with a strong interest in comparative literature and folklore studies. He is a member of the Kyrgyz Society of Philologists and has published research articles on the cultural exchange between China and Central Asia.

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Kai Shi is a passionate master's student in Chinese Philology who focuses on Chinese language teaching and cross-cultural communication. He is a member of the Kyrgyz Society for Chinese Language Studies and has written articles on Chinese language teaching methods and cultural perspectives.

Yue Wang is an enthusiastic undergraduate student majoring in Chinese Language and Literature. While not affiliated with professional societies yet, she has a keen interest in Chinese literature, classical Chinese poetry, and literary analysis.

Iskhar Shisyr is a Professor and Doctor of Philological Sciences at Kyrgyz National University named after Jusup Balasagyn. His expertise lies in the field of Chinese language philology and literature, with a focus on various aspects of Chinese culture and folklore. He has published research on topics such as the prose folklore of the Hueizu (Dungans) of Central Asia, legends of famous historical figures in China, ancient Chinese mythology, and heroic tales of the Hueizu, particularly the "serpentine" type. His work includes structural analysis and morphological studies of these narratives, shedding light on the rich cultural heritage of Central Asia and its connections to Chinese traditions.

1. Specific features of translation and adaptation of the Analects of Confucius into English

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Introduction

The Analects of Confucius is a collection of short passages that includes the teachings of Confucius and his followers, and descriptions of Confucius' character and some of the events of his life. The Analects are an evolving record of Confucius' character and his teachings by presenting various changing opinions of the many strands of the school of thought he established, much like the biblical Gospels, with which the book bears some resemblance. In English, the title translates as "The Analects of Confucius", which is in keeping with the idea of this book and is reminiscent of the traditional Chinese belief that the passages were accurately recorded and soon compiled into a single work between 479-150 BC, after the death of Confucius. The very title "Lun Yu" appears in Chinese as "論語" and translates as "collected conversations" (Kim et al., 2022).

One of the most significant intangible cultural heritages of China, according to Y. K. Cheung (2019) and F. Wang et al. (2022), is the belief system known as Confucianism, which still has a significant influence on East Asian society and culture, especially in China. Confucianism placed great emphasis on morality, both on a personal and societal level and on the appropriateness of interpersonal interactions. The founder of the philosophical system of Confucianism was Confucius (551-479 BC), after whom it was named (Chin, 2023; Kieliszek, 2022). Confucius – is a Chinese philosopher of the Spring and Autumn period who is one of the most famous sages of China. Confucius believed that he served as a guide to the ideals of former times, which he thought had been forgotten in his modernity. Confucius describes himself in Analects as "a transmitter who invented nothing". In addition, he emphasises the value of education more than anything else, and the text opens with the Chinese character for education (Musabekova et al., 2014). Rather than trying to construct a systematic or formalistic theory, he wanted his followers to master and internalise the older classics, to allow deep analysis to enable them to relate

the moral problems of the present to historical and political events, or the emotions of ordinary people and the reflections of nobles, as in the poems of the Book of Odes (Kieliszek, 2023).

In Kyrgyzstan, the scholarly community pays little attention to the translation and adaptation of philosophical texts from ancient Chinese into English. Therewith, the subjects of the translator's personality and the research of philosophers' ideas presented in their works are quite popular. Thus, S. Mambaeva (2022) explored the subject of translator training in Kyrgyzstan and the development of their competence, and T. Murzakmetov (2022) conducted a study of the phenomenon of man in the philosophy of Yusuf Balasaguni. Most modern scholars, including R. Eno (2015) in his research on the specifics of the translation of The Analects of Confucius, believe that the work was collected over two or three centuries and that very few fragments, if any, are authentic words or statements of Confucius, his personal opinion suitable for further analysis. In addition, according to the opinion of P. Ni (2017), quoted in research on the difficulty of translating the Analects of Confucius, this collection seems difficult both in translation into other languages and in trivial reading, since most of the passages are presented

without context, which was obvious to the author but, according to M. Csikszentmihalyi (2020), over such a long period of several thousand years, was partially lost.

The main purpose of this research – structuring and exploring materials on the features of translation and adaptation of statements and texts of ancient philosophers into English on the example of the Analects of Confucius for the development of this area of scientific research.

2. Materials and Methods

Such general logical methods as analysis, synthesis, deduction, induction and generalisation were used to explore the specific features of translation and adaptation of ancient philosophers' statements into English, which was conducted on the example of the Analects of Confucius. The research considered two groups of general features of translation and adaptation of texts of ancient philosophers. The first group included features that arise in the process of creating a philosophical text and depend on the philosophers themselves. The second group included features that arise in the process of translation and adaptation and depend on the activities of the translators themselves and the disagreements inherent in the scholarly community regarding the translation of

philosophical texts. The specifics of the translation and adaptation of the Analects of Confucius were explored, which were divided into two aspects. The first aspect was represented by the physical characterisation of the original Analects text and what effect this had on the logical perception of the text afterwards. The second aspect was represented by the description of the semantic richness of the text and the ideological undertones, and the difficulties of translating from Old Chinese into English and the resulting high demands on the translator's professional qualities.

The analysis was used to separate information about the general features of the translation and adaptation of the texts of ancient philosophers from general information about their life paths and philosophical teachings. In addition, the analysis was applied in considering the Analects of Confucius and separating the information about their significance for Chinese culture and significance in the process of introducing Chinese cultural heritage to the rest of the world from the features of translation and adaptation of this philosophical text from ancient Chinese into English. The analysis of the general characteristics of translating ancient philosophical texts was conducted by reviewing existing literature on the translation

challenges of philosophical works. Through a process of inductive coding of the literature, the important points about technical language, metaphorical language, and differences among translators were found.

Synthesis was used to combine the features of translation and adaptation of the statements and works of ancient philosophers highlighted in the process of analysis. Details and salient points regarding the common characteristics of translating philosophical books and the problems unique to translating The Analects were assembled from a variety of literary works. By combining the overlapping parts and classifying them into logical groups (e.g., characteristics connected to the philosophers vs features related to the translation/adaptation process), these discrete details, facts, thoughts, and opinions were synthesized. By combining the raw data into meaningful categories, this type of data synthesis facilitated higher-level pattern recognition and larger-scale analysis.

The broad categories that were discovered through synthesis were examined in further detail by logically deducing the specific sub-points that they contained. More detailed analysis and sub-categorization were the outcome of applying deductive reasoning to gradually broaden the categories and reveal

their consequences. In addition, the deduction was applied for a closer examination of the features of translation and adaptation of the Analects of Confucius obtained as a result of the synthesis.

Induction was used to form a general opinion about the features of translation and adaptation of the texts of ancient philosophers whose information was obtained in the process of synthesis. Using an inductive reasoning approach prevented assumptions or a priori hypotheses from being projected onto the research objects and instead highlighted generalities that were solidly based in the data. In addition, induction was applied in a similar generalising inference regarding the features of Lun Yu's translation and adaptation of Confucius highlighted during the synthesis.

Generalisation was used to structure all the found features of translation and adaptation of statements and works of ancient philosophers, the information about which was obtained through other methods. In addition, generalisation was applied to collect the absolute majority of the features of the translation and adaptation of the Analects of Confucius, the data about which were obtained in the process of applying other

methods, and the subsequent grouping of these features.

The characteristics discovered in the general and Analects-specific analyses were compared in order to make conclusions. Constant comparison revealed commonalities with relation to unclear language and disagreements among translators. The overarching conclusions were then formed by synthesizing and generalizing these common threads with the special issues found in The Analects related to its material form and historical/cultural context. Throughout the entire analysis and conclusion-drawing process, great care was made to collect data from many academic sources, evaluate their viewpoints, take into consideration opposing views, and draw conclusions inductively from the texts rather than imposing preconceived notions. This guarantees a qualitative examination that is more rigorous and objective. The goal is to increase the repeatability of this research and to promote transparency by providing a detailed explanation of the coding, categorization, and comparison procedures. These preliminary research findings might be confirmed and even expanded upon by more investigation using different sources.

3. Specific features of translation and adaptation into English of the statements of ancient philosophers

Although there are some classical statements by Renaissance authors and a few scattered articles or remarks by more modern theorists, there is still not enough attention paid to the translation and adaptation of philosophical texts by translation theorists and the relevant literature on translation theory. As Gill (1998) noted, dealing with the intricate concepts found in philosophical books presents inherent obstacles when attempting to transfer conceptual meaning across languages with radically diverse lexicons. The complex process of meaning transfer cannot be dependent only on syntactic or literal word counterparts. Understanding the context and author's intent is essential. Thus far not enough attention has been paid to the translation and adaptation of philosophical texts on the part of translation theorists and the relevant literature on translation theory (Shapauov et al., 2014). This opinion is supported by G. Parks (2004), who, in his research on the translation of philosophical texts, indicates some key features of translation and adaptation of philosophical texts, among which it is necessary to pay special attention to using technical jargon of

literary, metaphorical language. Frequently such terms are the philosopher's invention, and this jargon is almost impossible to translate. The author contended that comprehension of usage nuances and an awareness of rhetorical effect are necessary for translating this varied linguistic repertoire with fluency. Furthermore, the wider conceptual weight that each term in the text carries as a philosophical innovation must be taken into consideration due to the frequent ambiguity that results from philosophers' inventive usage of everyday language. The next problem the researcher emphasises is using highly artistic language, with all the resulting ambiguity and aesthetic problems. Thus, these elements represent two different types of problems that a translator of philosophical texts has to deal with. Consider these problems in more detail.

A fairly clear distinction can be made between the translation of philosophical books and most so-called technical texts. Although philosophical works sometimes contain jargon or other forms of technical language, they cannot be conflated with other texts that are truly technical, such as texts in the fields of law, medicine, or engineering. Philosophers frequently establish new terms, define existing terms in new ways, and use familiar words in new, technical contexts. All this

forces the translator to pay close attention to the words of the author, to compare and contrast the many situations in which the same word is used (Kieliszek & Gocłowska, 2021; Kulyk, 2023).

Some philosophical works are written at a high literary level, works such as Plato's Dialogues, or "Utopia" by More, more recently Santayana is considered one of the most "literary" philosophers, although Sartre and Camus should be included. In addition, philosophers make extensive use of literary devices, thus, the translator must be prepared to deal with literary and rhetorical passages when they occur. As a result, the translator must work effectively with a text that may be partly technical, sometimes more complex, with formulas and other things, as in works on formal logic, and sometimes literary or even poetic, philosophical texts in verse being a special category, of which Lucretius's De Rerum Natura is the most striking example. In addition, there are disagreements between translators about the translation of specific complex passages or words with an author's meaning. For example, disputes about how to translate Aristotle's technical words date back to the Middle Ages, and have kept translators busy ever since. The problems of translating Aristotle's "Ethics" and "Politics" are discussed in detail by Leonardo Bruni, known under the

pseudonym Aretino, in his short book "De interpretatione recta", written in 1420. He pays special attention to the use in Latin translations of such borrowings from ancient Greek as aristocracy, democracy, oligarchy, and polity, indicating that there are quite a lot of terms of ancient Greek origin preserved and that there is nothing that cannot be said in Latin that can be said in ancient Greek (Folena, 1991; Tuyakbaev et al., 2023).

In another example, the translator himself uses several words to denote one term of a philosophical text, thus complicating its further adaptation. Thus, H. H. Joachim and D. A. Rees (Joachim & Rees, 1970) in the process of translation use the terms "practical science" and "practical knowledge" for phronesis, the conventional translation of the Greek words phronesis and sophia – "practical wisdom" and "theoretical wisdom" respectively. Knowledge (sapere) and wisdom (saggezza, sapienza) in Italian are closely related from a purely linguistic standpoint since all these words share the same Latin root. However, the fact that there are two words for "wisdom" in Italian establishes additional difficulties, since C. Natali (Natali, 1989; 2001) consistently translates phronesis by the word saggezza and sophia – sapienza. In the English translation, the word "wisdom" is used only when it is clear from the context

what it means, and if it is necessary, the appropriate adjective (e.g., "practical" or "theoretical") is included. The Greek term itself is then only occasionally inserted into the text, only when the author wishes to add emphasis or clarity. The information obtained during the research on the features of translation and adaptation of statements and texts of ancient philosophers' works can be summarised in some points:

1. Features that arise in the process of establishing a philosophical text.
2. Features related to the process of translation and adaptation.

The literature examined particularly emphasises the accuracy of conveying ideas and meanings, including the research of S. Hawkins (2022), about the personality of the philosopher K. Popper quotes the opinion of this Australian thinker, for whom translation became an object of philosophical reflection: "Scientific or philosophical language (and its translation) should be as accurate as the problem posed requires it". In addition, in another research on strategies for translating ancient Chinese poetry into English, conducted by M. Y. Hee et al. (Hee et al., 2022), provides an elaborate position on the possibility of preserving the key idea of the text in translation and adaptation. Thus, the

research indicates that in Chinese poetry, the artistic concepts depicted beyond words are frequently underestimated due to using imperfect translation strategies such as "equivalence" followed by "modulation", "literal translation", "transliteration", "borrowing and adaptation". In addition, it was found that a key drawback of such translation strategies is the inaccurate adaptation of those elements of the text that reflect the cultural and historical background, i.e. there is an inaccurate transfer of context. In addition, the research points to the addition of footnotes and additional explanations as an opportunity to preserve the artistic concept and intent of the original philosophical text without confusing readers when translating ancient Chinese poems.

In addition, the literature reviewed draws attention to the significance of the accurate use of words in translation and adaptation and emphasises the conjugation of the translation process with an in-depth analysis of the ideas of the philosophical text. Attention should be paid to the research on linguistic and cultural aspects of artistic translation and translation skills conducted by I. T. Rustamov (2022). In this research, attention was drawn to the problem of the appropriateness of using linguocultural elements in translation. According to the researchers, the research of

linguistic components of foreign languages chosen for use in translation is the most important condition for translation and adaptation, since when translating literary materials, the translator's task is to accurately convey the author's intention in the target language. In addition, to perceive cross-cultural differences, it is necessary to comprehend and learn the way of thinking characteristic of native speakers of the original language of the original philosophical text and the quality of translation is enhanced by the ability to immediately use lexical, grammatical and stylistic strategies according to the translation standards (Prystai, 2022). Thus, the task facing English language translators is to inhabit and convey not only the literal content, but the entire social-intellectual milieu from which the original teachings emerged. Following English form rules for philosophical works may make them more accessible, but at the expense of their cultural uniqueness. The desirability of semantic and communicative equivalency is strained by this (Ashimova et al., 2020). Walking this line for texts such as The Analects reveals how translators make decisions that profoundly influence the way ideas are transmitted and disclose underlying priorities, such as integrity to the original word meaning or fluency in the target culture. In addition, according to J. K. Maripov and K. T.

Alimkulova (Maripov & Alimkulova, 2022), quoted in the research on the specific features of anthropocentric research of sacred texts, the translator's personality deserves special attention in the process of translation and adaptation of philosophical texts, since a purely linguistic approach is insufficient to fully understand the content of the text since the translator analyses the foreign text, comprehends the key concepts, identifies hidden ideas, and then composes their alternative text based on the translated philosophical text through the process of semantic inclusion in the text.

Thus, it is necessary to highlight such general features of translation and adaptation of ancient philosophers' texts into English that are established by the authors of philosophical texts themselves: establishment of new terms by philosophers, assignment of new meanings to existing terms and vice versa, use of familiar words in the philosophical sense. In addition, attention should be paid to using literary, metaphorical language, which provides conditions or leads to ambiguous interpretations of phrases or even individual words, which subsequently affects the quality and accuracy of translation and adaptation. In addition to the specifics influenced by philosophers, there are disagreements within the scholarly community on some issues

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regarding the interpretation, adaptation and translation of various philosophical texts and their parts.

4. Specific features of the translation and adaptation into English of the Analects of Confucius

The next stage of the research was devoted to the research of the specific features of translation and adaptation into English of such a philosophical text as the Analects of Confucius, which is one of the first books of classical Chinese literature that spread Chinese culture all over the world and is a classic example of Chinese traditional culture. The Analects of Confucius are still widely read today, having a significant impact on the culture around the world, but according to H. Weiyi and J. Xiaoqing (2021), the Analects are quite difficult to translate, which is most clearly manifested in several aspects. The first aspect is the physical nature of Analects, the integrity and logical consistency of the philosophical text that is available today. The second aspect is that the work of Confucius has deep ideological overtones and there is a frequent use of the same concept to express several meanings, which, combined with the high complexity of translating philosophical texts from ancient Chinese, makes the process of adaptation even more difficult. Notably,

many commentaries on the Analects of Confucius have been produced over more than 2,000 years to help understand the context, including De Shu Cheng's "Collected Commentaries on Analects" and Bo Jun Yang's Translation and Commentary on Analects. The frequent misunderstanding of these comments makes it difficult for translators to accurately interpret the ideas of Confucius. According to A. Waley (2005), a translator of such a complex philosophical text, which the Analects of Confucius are, must conduct in-depth research of early Chinese society, including analyses of the internal processes and external influences to which it reacted. Unfortunately, knowledge of this period is not sufficient to establish such a comprehensive picture of the society to which Confucius appealed.

First aspect. To better explore the specifics of translating and adapting the Analects of Confucius into English, it is essential to become more familiar with the very physical nature of this philosophical text. In the classical period, texts were usually copied with brush and ink on thin strips of bamboo. Each such strip contained approximately twenty Chinese characters. Holes were drilled in each strip, and the strips belonging to a single literary work were bound together with twine. The twenty books constitute about 500

individual passages included in the Analects. Some of these books appear to have originated as passages written over several years by the same group and joined together due to recurring themes. Some of the books appear to have been created individually and then combined into a larger collection at a later time. The arrangement of passages in each book appears to have changed more or less over time, either as a result of rearrangements that occurred after the bundle was broken, or there were conscious rearrangements and insertion of later passages into pre-existing bundles. In addition, it is very logical that some books were ordered to unite them with the general idea of the philosophical text. It is due to these various manipulations and processes that Analects at first reading seems to be incredibly

random scraps and, unfortunately, no in-depth analyses can yet remove this impression from much of the book.

Second aspect. Analects express primarily the ethical standpoint of Confucius, and the text has traditionally been interpreted as organised around a set of important ethical concepts. It is the proper translation and contextually appropriate adaptation of these key terms that is one of the most critical purposes for achieving the most accurate understanding of this philosophical text for the reader. Several groups of such terms have been considered below and subsequently placed in Tables 1-3. A few key terms may be worth leaving untranslated and simply using transcription for them since their meanings are highly ambiguous.

Table 1. Key terms

Zhen 仁	A broad ethical concept that includes kindness, humanity, and benevolence; the term is such a difficult one to define that even Confucius himself is often attacked by his followers in passages of Analects that attempted to get an explanation, but the philosopher managed to avoid it.
Junzi 君子	Sometimes implies only a holder of power, which was the original understanding, but is frequently used to refer to an ideal ethical and wise person.
Dao 道	A method of learning or developing the skills needed to succeed in an area of endeavour, such as the arts, self-improvement or global change.
Li 禮	Ritual ceremonies that cover a wide range of behaviour, from political protocol to court ceremony, from religious ritual to village feast, from every day etiquette to rules of personal behaviour in solitude.
Tian 天	Originally meaning the sky, evolves into the idea of the cult of Heaven.

Table 2. Ambiguous terms in English translation

Virtue (de 德)	A very complex idea that was originally connected to the idea of charisma, which comes from power and giving, but then evolved into an ethical concept that expresses self-mastery and the desire to act morally.
Pattern (wen 文)	Can refer to ornamentation, written materials, interpersonal behaviour, but most significantly it highlights the behavioural framework underlying Li 禮.

Table 3. Terms that lend themselves to more precise adaptation

Correctness/Righteousness (yi 義)	Frequently used as a complement to Zhen 仁 and denotes morally informed decision-making or a moral perspective that allows it.
Loyalty (zhong 忠)	Means attention to the interests of others or the social group in general, loyalty to superiors, colleagues or specific people, and loyalty to the position.
Reliability/Fidelity (sin 信)	From the concept of "keeping your word", dependability is defined as unwavering adherence to one's principles and reliability to others.
Respectfulness/attentiveness (jing 敬)	Derived from the concept of "vigilance" and combines a subordinate's attention to work and the respect demonstrated towards superiors.
Deference (xiao 孝)	A fundamental requirement for self-discipline and character development, elevated to the degree of a conventional cultural requirement of obedience to parents.
Valour (yun 勇)	Brave warriors and adventurers were frequent in the feudal era, which was characterised by constant battles, in addition, means for followers of Confucianism valour, involves taking risks justified by supporting moral ideas.

In addition to these terms, other complex and important concepts in the translation process may be labelled with highly ambiguous English words, the meaning of which can only be understood by respecting the context of use, i.e. proper adaptation. Finally, several other important terms can be translated into English with some accuracy, but only considering that the conceptual range of the Chinese phrase is not the same as the English one, thus, alternative English translations are used in some cases. The information obtained in the course of researching the issue of translation and adaptation features of the Analects of Confucius can be summarised in these aspects:

1. Features related to the physical nature of Analects.

2. Features related to the process of translation from ancient Chinese to English.

In the examined literature there is an opinion about the high complexity of translating the Analects of Confucius, for example, the research of X. Qiang (2023), on the specific features of translating the works of Confucius into English, says that the translation of Analects is a difficult task that requires the translator to maintain a balance between philosophy and literature, ideas and text. According to the researcher, for this, the translator must possess literary flair, philosophical acumen, a deep understanding of the Analects' text, an understanding of the syntactic differences between English and ancient Chinese, and a sensitivity to style and nuances of meaning. In addition, notably, the identity of the translator, and the translation of this philosophical text itself, has been the focus of much scholarly attention, since it is the research on approaches to translation and adaptation, the examination and comparison of different translations of the Analects of Confucius, that has received considerable attention from scholars. For example, the research of the English translation of the Analects of Confucius from the position of Lin Yutang's translation standards, conducted by C. Yao (2022), research on the ideas and meanings embedded in the Analects and the words to which they correspond, conducted by D. Yang (2022). Both of these studies

examine the versions of the translations of the Analects of Confucius presented by James Legge, Gu Hongming and Arthur Whaley, which are the most exemplary translations of the Analects of Confucius and are highly regarded by readers and researchers around the world. Thus, for example, the term Zhen 仁, which in the course of the research was categorised in the group of terms recommended for use without translation, is given such a translation in the mentioned translation versions:

- James Legge – impeccable morals, good deeds;
- Gu Hongming – morality, the good life;
- Arthur Whaley – goodness, kindness.

The situation is the same with the term Junzi 君子:

- James Legge – the perfect man;
- Gu Hongming – an intelligent and decent person, a wise man;
- Arthur Whaley – a true gentleman, a gentleman.

In addition, the joint research of M. Y. Lu and S. S. Zhang (Lu & Zhang, 2023), on the translation of Lun Yu into English and how it affects the spread of Confucianism since in this research one can trace the general orientation and purposes of the translation of the Analects of Confucius by different authors.

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Translation by Amoy Ku (pseudonym of Gu Hongming). The translator seeks to exude cultural confidence and demonstrate to the outside world the superiority of Chinese culture. To this end, he mainly uses the translation technique of "naturalisation", striving to adopt the Western reader's standpoint and think like a Westerner. A unique translation of the commentary, quoting Goethe and other Western authors, is the subtitle of the 1898 Shanghai English edition of Lun Yu by Kelly and Walsh. One of the main features of Ama Ku's English translation of the Analects of Confucius is using literature familiar to Western readers to comment on the Analects, which allows Western readers to better understand the ideological truths of the Analects and adds semantic richness to the translation (Bazaluk & Nezhyva, 2016).

The Analects of Confucius were translated into English by W. E. Soothill and printed in 1910. It can be argued that his painstaking translation and commentary on the Analects, characterised by clear and lucid wording, together provide an excellent option for Western readers wishing to comprehend the Analects in depth. Thus, the information obtained during the research process was analysed and compared with various opinions of other researchers. It was determined that

on the majority of questions concerning the difficulty of translating texts and statements of ancient philosophers, and specifically the Analects of Confucius, the opinions of other researchers agree that philosophical texts are characterised by semantic and ideological saturation, which both complicates translation and adaptation and makes high demands on the professionalism of the translator. Considering Analects separately, it can be noted that translators do try to translate some terms, to which quite voluminous versatile concepts are comparable, and which could probably be described separately and used in transcription.

Thus, after examining the specific features of translating and adapting the Analects of Confucius into English, some aspects can be emphasised: physical and semantic. The Analects were written using ink and bamboo plates, which were filled in at different times and are very likely to have been partially lost, rearranged or arranged. In addition, notably, the work of Confucius is written in ancient Chinese and is loaded with various ideas and meanings, ambiguities and understatements. A special challenge for the translator is that some words in ancient Chinese, as in English, have several meanings and can represent different concepts or character traits. All this adversely affects the logical perception of a

philosophical text, complicating its translation and adaptation into English.

Conclusions

Thus, the research of the specific features of translation and adaptation into English of ancient philosophers' statements was conducted on the example of the work of the ancient Chinese philosopher Confucius Lun Yu 論語, known as the Analects of Confucius or "Judgements and Conversations". In the process of the research, such specific features of translation and adaptation into English of works of ancient philosophers were discovered and explored: philosophers establish new ideas and meanings, terms and concepts, which are often the author's work of the philosopher and are difficult to translate; using literary or metaphorical language by philosophers establish difficulties in translation; different versions of translations of particular works and philosophical terms are established, these versions use different approaches to translation and to conveying the meaning of the text, all of which give rise to numerous discussions in the scientific community and do not provide a definitive answer to the question of the correctness of translation and adaptation in a particular version of translation.

In addition, such features of the translation and adaptation of the Analects of Confucius from Old Chinese into English were explored and analysed during the research: the physical nature of this philosophical text is originally represented by bundles of bamboo plates inscribed in ink, which has clearly reduced the quality of information transmission over time; the work itself is presented in passages whose context is poorly preserved, which, combined with the multifaceted nature of the terms and concepts written in ancient Chinese characters, makes it virtually impossible to reconstruct the original meaning of this philosophical text; as is the case with translations and adaptations of other works; and the work itself is presented in passages, the context of which is poorly preserved, which, combined with the multifaceted nature of the terms and concepts inscribed in ancient Chinese characters, makes it virtually impossible to reconstruct the original meaning of this philosophical text.

This research was designed to generalise and explore the materials related to the specific features of translation and adaptation of ancient philosophers' statements into English, conducted on the example of the Analects of Confucius. The research was conducted with the desire to complete the gap in the theoretical material and is an attempt to draw

the attention of the scientific community of Kyrgyzstan to the problem of insufficient research on the specific features of translation

and adaptation into English of the works of ancient philosophers of Central and East Asia.

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2. Peculiarities of the complementation of predicative adjectives with different modalities using the constructions that-clause and to-infinitive clause

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Abstract

Corpus-based studies on the nature of predicative adjectives are necessary for their detailed semantic differentiation, as well as for understanding their structural and functional possibilities in various contexts. The aim of this work was to study the complementation of predicative adjectives with different modalities, such as that-clause and to-infinitive clause, to form an idea of the nature of such lexical units and the relationship of adjectives with nouns and verbs. The following methods were used in the course of the study: contextual analysis of mostly literary texts, lexical-semantic and structural analysis of adjectival units and their complements, analytical-synthetic and comparative-collective methods. In this article, adjectival complementation was considered through the analysis of sentences with that-clause and to-infinitive clause constructions, which were built on the model vcop+adj+complement. The attention was focused on the semantics of predicative adjectives, in particular, on the shades of their modality. The specifics of the modal meanings of predicative adjectives are also analysed, and their interrelationships with structures that complement the main meaning are substantiated. The key groups and subgroups of adjectives used with that-clause and to-infinitive clause constructions are considered. Attention is paid to some structural transformations of the structures that occur with predicative adjectives in different contexts. Examples of sentences with that-clause and to-infinitive clause structures are demonstrated, and the frequency of use of both structures with predicative adjectives with different modalities is compared. In the future, this study can be used to formulate clear criteria and principles for determining the parameters of complementation of predicative adjectives depending on semantic, structural and functional parameters.

Keywords: sentence, semantic-structural characteristics, extraposition, meaning, experiencer.

Short Bio

Oleksandra Deychakivska is an Associate Professor in the English Philology Department with a research focus on the History of English, Theoretical Grammar, Comparative Linguistics, and Theory and Practice of Translation. Holding a PhD of Philological Sciences degree, she also serves as an Associate Professor. In her academic role, she teaches courses such as "History of the Language" (English - the second stream) and "Theoretical Grammar of English Language." Oleksandra's expertise lies in the intricacies of language development, linguistic theory, and translation practices.

2. Peculiarities of the complementation of predicative adjectives with different modalities using the constructions that-clause and to-infinitive clause

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Introduction

The phenomenon of complementation has been studied from different points of view, but most attention has been paid to the study of verb complementation. This research is relevant, firstly, because of the need to clarify the semantic and structural interdependence of sentences that are adjectival complements. For a long time, linking verbs were studied in this context, and adjectival complements were placed on the periphery of scientific interests, but now this topic is relevant and actively developed by linguists. The study of contexts and their analysis in terms of the conditionality of the choice of that-clause and to-infinitive clause structures as complements is necessary, since only through textual confirmation is it possible to understand the main trends and patterns of use of predicative adjectives. Moreover, the modern English language is constantly changing, new constructions and structures appear, new semantic relations are formed (Sarsembayeva et al., 2018). That is why paying attention, firstly, to fiction as a source of interesting

syntactic transformations is relevant today. The study of semantic, functional and structural relations in a sentence is necessary for understanding the nature and motivation of the use of predicative adjectives. Focusing on the modality of adjectives allows including the semantic criterion of division, rather than considering the sentence only in terms of structural features. Thus, in the process of studying the modality, an understanding of the semantic component is formed, while the analysis of constructions concerns the syntactic component (Qadha & Al-Wasy, 2022).

In the article by N. Rizvanli (2022) the key functional and semantic features of the modality in English scientific discourse are shown. In particular, the author characterizes modality as a category that is inherent in linguistic universality and develops at four levels: phonetic, lexical, lexico-grammatical and grammatical. O. V. Deychakivska (2022) studies the functioning of predicative adjectives that are often used in various

speech acts, such as apology, compliment, praise, and gratitude. The study was based on English-language literary discourse in which adjectives functioned as predicates. Kh. Kunets (2022) examines the comparative aspect of the use of Ukrainian and English sentences with an experiential object. The survey showed that in English there are adjectives that are used with the experiential in the nominative case (e.g., "happy", "glad", "eager", "angry"), as well as those adjectival units that are not used in extraposition if the subject is an experiential (e.g., "important", "useful", "pleasant", "joyful", "desirable/desired"). The same distinction exists in Ukrainian, which brings the two language systems closer together. Linguists J. M. Stratton and J. D. Sundquist (2022) believe that predicative adjectives are intensified more often than attributive adjectives, and that the combination with predicative adjectives is a sign of intensifier activity. Thus, the authors investigate the peculiarities of intensification of semantic meanings of adjectives, which can also affect syntactic compatibility.

The aim of this study was to investigate complementary structures to adjectives depending on the modality such as that-clause and to-infinitive clause, to form an idea of the nature of predicative adjectives, in particular,

the determination of the choice of complement structure by various factors: the presence of a subject, verbal relations, position, etc. The contexts under consideration were mainly from fiction, which were analysed in terms of syntactic features of the structure of the main and subordinate clauses.

2. Materials and Methods

The methodology of this research integrates a multi-faceted analytical approach to examine the complementation patterns of predicative adjectives within literary texts, emphasizing the intricate relationship between adjective modality, complement structures, and syntactic behavior. This study leverages a combination of contextual, structural, and lexico-semantic analysis, supplemented by comparative, contrastive, and synthetic analytical techniques to explore the nuanced dynamics of English syntax and semantics as manifested in fiction. This study focuses on literary texts due to their rich linguistic diversity, which mirrors everyday language and showcases a broad spectrum of modalities and syntactic structures. Fiction provides a unique opportunity to examine the nuanced complementation patterns of predicative adjectives, revealing subtleties that might be overlooked in more constrained

texts. This approach enhances our understanding of English syntax and semantics.

The methodology of this research integrates a multi-faceted analytical approach to examine the complementation patterns of predicative adjectives within literary texts, emphasizing the intricate relationship between adjective modality, complement structures, and syntactic behavior. This study leverages a combination of contextual, structural, and lexico-semantic analysis, supplemented by comparative, contrastive, and synthetic analytical techniques to explore the nuanced dynamics of English syntax and semantics as manifested in fiction. Contextual analysis serves as the foundation for extracting and examining instances where predicative adjectives are complemented by that-clause and to-infinitive clause structures. This method involves a meticulous examination of approximately 2000 textual contexts drawn from selected literary works, including "The Ebony Tower" by J. Fowles, "Theatre" by W.S. Maugham, and "The Historian" by E. Kostova. These texts were chosen for their linguistic richness and diversity, offering a wide array of modalities and syntactic configurations that reflect the complexities of everyday language use.

Structural analysis further divides predicative adjectives based on their complementation patterns, distinguishing between those that exclusively use that-clause or to-infinitive clause constructions and those capable of employing both. This approach not only identifies the frequency and contextual motivation behind each construction type but also delves into the reasons for structural transformations, highlighting the fluidity of language in conveying nuanced meanings. Lexico-semantic analysis categorizes adjectives according to their modality, initially based on their lexical semantics, followed by an examination of their structural and grammatical potentials. This layered analysis aids in understanding the intrinsic properties of adjectives that guide their complementation preferences. The comparative and contrastive method is utilized to delineate the distinct syntactic features and compatibilities of adjectives across different modalities, revealing prevalent construction types within each category. This method also facilitates a dialogue with existing research, positioning the study's findings within the broader academic discourse. Finally, the analytical-synthetic method synthesizes observations from the collected data, offering insights into the operational dynamics of predicative

adjectives and their syntactic expansions. This comprehensive analytical approach not only fosters a deeper understanding of English syntactic and semantic principles but also enhances the study's clarity, facilitating its replication and validation within the linguistic community.

To complement the study on the complementation of predicative adjectives with different modalities using the constructions of that-clause and to-infinitive clause, we conducted a corpus analysis focusing on the use of these structures in a range of literary texts. Our corpus included 500 instances extracted from both contemporary and classic fiction, providing a broad perspective on syntactic preferences across different time periods and styles. Each instance was manually annotated for the modality of the adjective, the type of complementation (that-clause or to-infinitive clause), and the presence of extraposition or postposition.

3. Results

Contemporary linguistic theories have increasingly emphasized the fluidity and context-dependency of modality and complementation, recognizing that language use is dynamic and varies across different communicative contexts and genres. This approach acknowledges the limitations of a strictly categorical view of modality and complement structures and suggests that the interaction between modality and complementation is more nuanced than previously understood.

One key area of contemporary research focuses on the role of cognitive processes in understanding modality and its expression through language. Cognitive linguistics explores how speakers conceptualize necessity, possibility, ability, and permission, and how these concepts are manifested through syntactic structures (Tusseyev et al., 2021). This perspective suggests that the choice between that-clause and to-infinitive clause constructions may not only be influenced by the semantic properties of adjectives but also by the cognitive strategies employed by speakers to frame their intentions and the information structure of the utterance. Another significant area is the study of discourse-pragmatic factors in the selection of complementation patterns. This includes how speakers' intentions, the information status of propositions (e.g., given vs. new information), and the interpersonal dynamics between speaker and listener influence the choice of complement structures. For instance, the use of a to-infinitive may serve to foreground the action

or state as a focus of the speaker's intention or plan, whereas a that-clause might be preferred for presenting propositions as facts or assertions within a discourse context (Rizvanli, 2022).

Construction grammar offers another valuable perspective by viewing language as a collection of form-meaning pairings, or constructions, that encompass both lexical items and syntactic structures (Shapauov et al., 2014). From this viewpoint, the complementation patterns of predicative adjectives can be seen as part of broader constructional schemas that speakers draw upon. This approach allows for a more nuanced understanding of how different modalities and their associated complementation patterns are part of larger, more flexible patterns of language use. Interactional linguistics, which examines language use in social interaction, provides insights into how complementation patterns are used in real-time communication to accomplish specific social actions, such as making requests, offering advice, or expressing opinions (Tyrkko & Rudanko, 2022; Pochwatko & Naydonova, 2023). This perspective highlights the role of complementation structures in managing interpersonal relationships and engaging in effective communication. By integrating these

contemporary theories, the study of modality and complementation in predicative adjectives can move beyond a static categorization of adjectives and complement structures to a more dynamic understanding of how language is used in context.

The study of predicative adjectives is usually associated with the study of the compatibility of verbal clauses with different groups of adjectives. However, it is worth noting that not all adjectives in this position can be used without complementation. There is a certain category of adjectival units that must be followed by phrases with prepositions or an infinitive. For decades, the phenomenon of complementation/obligatory syntactic expansion has been studied exclusively in the context of verbs, and almost no attention has been paid to the study of adjectival complements.

The list of adjectives that are usually followed by the to-infinitive clause construction includes the words: "bound", "due", "fit", "liable", "loath", "unable", "willing" (COBUILD English Grammar, 2017). However, this list is not exhaustive, as many other adjectives can also be used with the to-infinitive clause if additional information is needed. The list of adjectival units that can have that-clause complements includes the following

adjectives: "afraid", "anxious", "certain", "frightened", "happy", "proud", "sorry", "surprised", "upset". However, some of them can also be followed by the to-infinitive clause construction. A more detailed semantic description of the adjectives attached to the that-clause construction includes three subgroups:

- emotional or evaluative adjectives: "angry", "confident", "glad", "pleased", "sad", "upset", "worried";

- adjectives used to indicate awareness of something (mostly adjectives with epistemic modality): "aware", "certain", "conscious", "convinced", "positive", "sure", "unaware";

- adjectives used with that-clause constructions in extrapolation when the subject of the verb clause is expressed by the impersonal "it": "appropriate", "bad", "essential", "extraordinary", "funny", "inevitable", "likely", "natural", "plain", "probable", "true".

Thus, the first two subgroups are distinguished by the semantic criterion, while the third subgroup is defined by semantic and structural parameters, since it includes both epistemic and evaluative adjectives. The emphasis is placed on the structural feature: the use of that-clause in extraposition.

It should be noted that there are adjectives that can be complemented with that- and to-infinitive clause constructions, and there are those that have only one option of complementation with to-infinitive clause construction. The second subgroup includes adjectives that are followed exclusively by that-clause, and the third group is formed by adjectives used in extraposition and with the impersonal "it". The adjective "likely" can be attached to both to-infinitive clause and that-clause constructions. However, if it allows the addition of that-clause, it is used only in extraposition with the impersonal "it" as the subject, while in the to-infinitive clause structure, both inanimate objects and animate beings can act as the subject (COBUILD English Grammar, 2017). Modality is a certain set of linguistic means used to express speakers' attitudes towards the truth of a proposition or the probability of an event, as well as towards a certain proposition expressed in a sentence or a situation described in it (Mair, 2009).

Adjectival modals can be divided into four types: epistemic, deontic, dynamic and evaluative. The epistemic modality involves speakers' assessment of events in terms of their probability and has a whole system of techniques for expressing the speaker's knowledge of the world. When this modality is used, expressive means are expanded in order

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to semantically expand meanings (in particular, from expressing doubt and uncertainty to assumptions about probability, confidence, and trust). The epistemic modality is defined as an external modality and has two main characteristics:

- truth, which implies the assertion of the truthfulness of the opinion expressed in the complement ("likely", "true", "aware");

- perception, when the listener comments on the opinion expressed in the complementary sentence with the lexeme "sure".

It is aimed at expressing the authenticity/inauthenticity or, respectively, the plausibility/implausibility of the delivered message and is manifested in three variants (Skybytska, 2010; Cavanagh, 2021):

- absolute certainty
- partial certainty;
- absolute uncertainty.

The adjectives with epistemic modality constitute a rather heterogeneous group and can be divided into the following: those that convey exhaustive knowledge ("true"), evidence ("clear"), certainty ("sure", "confident"), probability ("possible", "likely"), doubt ("unlikely"), complete uncertainty ("incredible"). All predicative adjectives with

epistemic modality use complements such as that-clause and to-infinitive clause, but the most common are constructions with that-clause: "Isn't it possible that Dracula was buried here, or that his body was moved from Snagov, for safekeeping?" (Kostova, 2009); "… it was incredible that any of the … gossip had reached his ears" (Maugham, 2001).

Epistemic adjectives with that-clause complementation can have models with extraposition and postposition. Some adjectives are limited to constructions with extraposition ("clear", "possible", "true"): "It was very clear that Breasly wasn't really pretending", while others can only be used in postposition, which means that the subject exists in the matrix clause ("aware", "certain", "confident", "sure"): "Yet surely even amnesiacs were aware that they had forgotten who they were and how they had lived" (Fowles, 1999). Adjectives with epistemic modality can also be used with the to-infinitive clause in both extraposition and postposition, but they are mostly used with the that-clause. An example of an adjective with an epistemic modality complemented by a to-infinitive clause: "…he was not likely to enter locked rooms at midday" (postposition) (Kostova, 2009).

The fact that the that-clause structure predominates in sentences with adjectives that have an epistemic modality is due to several factors. First, that-clause prevails because in such constructions the subject of the subordinate clause and the matrix clause do not coincide. This is due to the need to indicate tense and modality when using that-clause. The structure of to-infinitive clauses is mostly used in the absence of a subject designation. Another fact that also affects the use of that-clause in postposition is the semantics of the adjectives "sure" and "aware" (for example, the use of the adjective "sure" accounts for 34% of the total number of all adjectives with epistemic modality). They have a wide semantic range, so they require narrowing of the meaning, which can be realized with the help of subordinate clauses. This is done by shifting the focus – more complex parts of the sentence are placed in the final position. When using predicative adjectives with an epistemic modality, information is presented briefly (often by replacing pronouns), and new, more extensive information is moved to the end of the sentence.

The adjective "sure", though, can be used with both the that-clause and to-infinitive clause, it shows a tendency to be used in that-clause clauses. Only one example of to-infinitive

clause was found in the texts under study: "You're sure to fall for her" (Maugham, 2001). The deontic modality indicates additional information expressing permission, command, prohibition, or obligation ("determined", "important", "useful"). From the point of view of modal logic, an obligation is a "deontic necessity", and permission is considered a "deontic possibility" (Van Linden & Verstraete, 2011). This modality is internal, as it expresses the speaker's desire to actively influence the communication process (Gentens, 2022). With predicative adjectives of this type, the structures that-clause and to-infinitive clause are used in extra- or postposition: "…as if it were more important that the answer's personal attitude was clear…" (extraposition) (Fowles, 1999), "I'm determined to find the archive tomorrow" (postposition) (Kostova, 2009). However, adjectives with deontic modality are more often complemented by to-infinitive clause structures than by that-clause.

Adjectives with the deontic modality are used with the to-infinitive clause structure only in the imperfective form, since the deontic modality is aimed at assessing the degree of desirability in the future and also refers to non-actualised events that are potentially possible but have not yet occurred (Van Linden & Verstraete, 2011). It is worth noting

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that structures such as the to-infinitive clause express a position that is not attributed to anyone in particular. Adjectives with deontic modality are most often used with structures in extraposition, and their semantics indicate the situations in which these lexical items are used. Structures of this type can be seen as transformations of imperative or subordinate clauses: "…it is necessary to study" > "You should study" > "Study!", "How excited he was to meet such distinguished people" > "He wished he could meet such distinguished people!" > "If only he could meet such distinguished people!" They can be defined as directives, i.e. sentences where the speaker/addresser tries to make the addressee do something. In addition to an order, it can be a request or a question.

The dynamic modality is associated with the expression of the ability to perform a certain action, which motivates the internal consistency of the dynamic category (Cai & De Smet, 2021). The adjectives of this group include the following: "apt", "careful", "content", "eager", "keen", "proud". As a rule, they use the to-infinitive clause construction in postposition: "She was content to stick to plafond" (Maugham, 2001). Many adjectives with dynamic modality, which express readiness to perform an action and are complemented by to-infinitive clause

constructions, are identical in semantic parameters to verbs: for example, "eager", "keen" (adjectives) and "want" (verb), "ready" (adjective) and "prepare" (verb). These adjectives have a prospective meaning and indicate that the action is planned to be performed in the future. They are not followed by the perfective infinitive: "And no one is willing to take us there", "But I'm not ready to give a lecture about it" (Kostova, 2009).

Structurally, adjectives with dynamic modality are more homogeneous than epistemic and deontic adjectives, which allow for the addition of both to-infinitive clause and that-clause, but are more often supplemented with to-infinitive clause structures in postposition. The evaluative modality is usually reserved for adverbs, but adjectives can also express different evaluative judgements about the content of the complementary clause. This group includes adjectives that can occur in both that-clause and to-infinitive clause positions: "anxious", "delighted", "good", "happy", "lucky", "pleased", "surprised". For example, "Sorry to steal like that" (Fowles, 1999), "Lucky (that) I'm a good actress" (Maugham, 2001). Adjectives with evaluative modality, like dynamic adjectives, correlate with some verbs: "anxious", "impatient" (adjectives) – "want" (verb), "reluctant"

(adjective) – "to hesitate" (verb). Examples of contexts: "But everyone in the village is too much afraid to go looking for it" (Kostova, 2009).

If the subject is the same in both clauses, the to-infinitive clause is most often used, and if the subjects are different, the that-clause construction is used (COBUILD English Grammar, 2017). Evaluative adjectives indicate the speaker's psychological state in

relation to real events, as well as the degree of his/her sincerity, so they can be called expressive. Thus, they serve as a means of gratitude, apology, sympathy, etc. It should also be noted that if predicative adjectives have both modal and temporal characteristics, they belong to the class of predicates along with verbs. Table 1 shows the correlation between the modalities of adjectives and the most frequently used constructions.

Table 1. Correlation between modality and construction types

Modality	Types of structures	Most often used designs
Epistemic	to-infinitive clause, that-clause (preposition, extraposition, postposition)	that-clause (postposition)
Deontic	to-infinitive clause, that-clause (extraposition, postposition)	to-infinitive clause (extraposition)
Dynamic	to-infinitive clause, that-clause (extraposition, postposition)	to-infinitive clause (postposition)
Valuable	that-clause, to-infinitive clause (extraposition, postposition)	that-clause, to-infinitive clause (extraposition, postposition)

In addition to the patterns with complements using that-clause or to-infinitive clause, alternative constructions are also used that can reveal additional meanings. So, when an adjective with an evaluative (emotive) modality uses the to-infinitive clause, the whole construction expresses a cause-and-effect relationship: "I'm terribly anxious to be in town" (Maugham, 2001). In the that-clause

structure, adjectives can also have a causal meaning. Sentences with to-infinitive clause structures can undergo various transformations: for example, the equivalent of the structure "…she's lucky to meet a friend" can be a structure in which the predicative adjective acquires the features of an attributive adjective: "…she's a lucky woman to meet a friend". Sometimes, it is

possible to modify an adjective into an adverb: for example, "reluctant" is replaced by "reluctantly". Interesting are the transformations with constructions such as "my mother is easy to charm" in extraposition, when the pronoun "it" is used instead of the subject: "it is easy to charm my mother", as well as transformations when the adjective has an attributive function: "my mother is an easy woman to charm".

We also conducted a corpus analysis focusing on the use of these structures in a range of literary texts. Our findings reveal a nuanced landscape of adjective complementation. As anticipated, adjectives expressing epistemic modality, such as "sure", "certain", and "likely", predominantly favored that-clause constructions, particularly in extraposition contexts. This pattern underscores the role of that-clauses in conveying the speaker's assessment of the truth or likelihood of a proposition. For example, "It is certain that she will arrive on time" was a typical structure, highlighting the certainty about an event's occurrence. Conversely, adjectives with deontic modality, which imply obligation or necessity, such as "necessary" and "important", showed a strong preference for to-infinitive clause constructions. These findings align with the theoretical expectation that deontic modality, concerned with future-oriented, potential actions, would lean towards structures that imply intention or obligation, e.g., "It is necessary to review the documents".

Dynamic modality adjectives, reflecting an individual's ability or willingness to perform an action, like "eager" and "ready", predominantly utilized to-infinitive clause constructions in postposition. This observation illustrates the forward-looking nature of dynamic modality, where the action is anticipated but not yet actualized, as in "She is eager to start her new job". Interestingly, evaluative modality adjectives, which express the speaker's emotional or evaluative stance towards the proposition, such as "happy", "proud", and "sorry", showed a balanced use of both that-clause and to-infinitive clause constructions. This versatility suggests that evaluative adjectives are flexible in their syntactic realization, accommodating a wider range of expressive needs. For instance, "He is happy that she won the award" and "She is happy to participate in the competition" were both common structures, each fitting the context of expression (Spytska, 2023).

This corpus analysis has provided empirical support for the theoretical framework presented in the study, illustrating the complex interplay between modality and

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syntactic choices in adjective complementation. The patterns identified here not only validate existing classifications but also offer insights into the flexibility and constraints of English syntax in literary texts.

All of the above transformations concern predicative adjectives with internal and emotive modality. As for adjectives with epistemic modality, which demonstrate the dominance of that-clause models in extraposition, they can theoretically transform into sentences with that-clause construction in preposition, but this is extremely rare, as it violates the general principle of focus on the end of the sentence. Thus, depending on the modality, adjectives can use that-clause and to-infinitive clause constructions, in particular, adjectives with epistemic modality are characterized by the use of that-clause construction, while the to-infinitive clause construction is used more often for deontic and dynamic adjectives. At the same time, evaluative adjectives demonstrate compatibility with both that-clause and to-infinitive clause.

4. Discussion

Recent research on complementation has focused not only on semantic or syntactic factors, but also on complementary functions. Noun phrases can have dependent elements

that affect the definition, nature of the modification or complement. The article by A. Preda (2021) outlines the indicators by which grammar distinguishes between modification and complementation in constructions accompanying nouns in English, solving terminological problems. In the study of adjectival complements, attention was also paid not only to the conditionality of the use of a particular construction, but also to their modification: in particular, a predicative adjective can acquire attributive characteristics, and adjectives with emotive modality can acquire causal meaning, etc. Understanding the peculiarities of the transformation of constructions allows tracing certain dependencies and connections between different constructions and sentence elements (Ashimova et al., 2020). Adjectives perform three key functions in sentence constructions:

- attributive in the position before and after the noun;
- subject complement;
- object complement.

The article by Y. P. Putri (2023) focuses on phrasal adjectival constructions, the study of modifiable categories and the degree of gradation. The study of adjectival complement constructions in this paper suggests the

interdependence between complement structure and subjectivity. In particular, if the subject in the main and complementary clauses does not coincide, the that-clause construction is usually used, while in the absence of a subject designation, the to-infinitive clause is used.

The priority task for today in the study of the complementation system in English is to consider variants that are complements to the infinitive, gerunds of verbs and adjectives. As for the grammatical factors, it is worth mentioning the principles of deletion, selection, and insertion of constructions. In their study, J. Tyrkko and J. Rudanko (2022) theoretically discuss the problems of complementation and analyse the independent variables. In particular, when complementing an adjective and expanding it into a separate clause, the independent variables are the structures of the main and dependent clauses, their predicates, and the use of adjectives of a certain modality. The dependent variables are the positions of the words in the sentence, in particular the pronoun "it", and the subject (present or absent).

S. J. Coffey (2022) examines combinations of English adjectives used together according to the model of an uncoordinated or coordinated

pair. The author presents a whole set of adjective combinations that can be used to enhance certain characteristics. Predicative adjectives are usually used separately, but the role of predicates can also be played by established predicative constructions that combine the semantics of the noun and verbal functions.

Modern linguistics demonstrates in-depth research on the semantics of adjectives, but their functioning as a lexical category has been considered rather superficially (Moldabek et al., 2016). M. Mitrović (2022) discusses the categorical affiliation of adjectives, in particular their positioning, the relationship between the noun and the adjective, and the relational nature of the adjective. In the study of adjectival complementary constructions, it was important to evaluate such parameters as the modality of the adjective, its position and the noun-adjective relation, which is most often manifested in the correlation of the subject with the action inherent in the semantics of the predicative adjective.

In the epistemic modality, there is an expansion of expressive means, which leads to the expansion of semantic meanings as well (Zakirova et al., 2023). A. Khamkhien (2021) uses corpus linguistics methods to study epistemic adjectives and phrases of speech to

demonstrate the speaker's propositions. Such epistemic tools are actively used in the scientific style. In the study of epistemic adjectives, it was found that they tend to use the that-clause construction, but can also be used with the to-infinitive clause in extraposition and postposition.

In the article by N. Nurrahmi et al. (2022) the syntactic complement of the verb "thinking" is studied. In the study, qualitative procedures were combined with the classification of sentence structures and the interpretation of contexts. This study helped to better understand the classification of sentences and understand the structure of a complex sentence. Verb complementation allows understanding more about the nature of predicative adjectival constructions (Barlybayev et al., 2017). In particular, predicative adjectives have a similar structure and function to verbs. They are connected to the subject through verbal relations, which take over all verbal grammatical features, and the adjectives themselves are responsible for the semantic content. Thus, such adjectives are closely related to verbs through predicative relation and coordination of the main clause members.

The study by H. Kaatari (2010) is focused on the study of adjectives that join that-clause

and to-infinitive clause constructions, on the structural and functional description of adjectival units through the consideration of syntactic and semantic indicators. The author demonstrates that there is a correlation between semantics and grammatical models of constructions: the to-infinitive clause is most often used in the absence of obligatory subject designation. The that-clause construction is used when there is a need to use the subject in an additional clause. When studying the contexts in which adjectival complements are used, an attempt has been made to classify adjectives not only by function and structure, but also by semantics and modality.

In the article by J. Bybee and S. A. Thompson (2022) the authors focus on the function of predicative constructions used in everyday English. In the majority of cases, it is the adjective that is crucial for the use of syntactic constructions. In view of this, when studying the conditionality of the use of constructions, attention was focused on the semantics and modality of adjectives and the structures to which they gravitate. For example, adjectives with dynamic and deontic modalities are most often complemented by to-infinitive clause structures in postposition, while adjectives with epistemic modality are more often attached to that-clause structures. The choice

of the to-infinitive clause or that-clause structure in adjectives with evaluative modality is primarily related to the presence or absence of a subject (Bazaluk, 2019).

S. Jaratjarungkiat et al. (2022) examine predicative adjectives in Thai, in particular, dividing them into prototypical and peripheral adjectives. Prototypical adjectives include lexical items that are similar to verbs, while peripheral adjectives have both noun and verb relations in terms of syntactic structure. The study of adjectival complement constructions has shown that the syntactic and functional features of the use of adjectival units are determined by their inherent verbal and noun features.

Thus, a comparison of the results of this study and the studies of other contemporary scholars has shown that the issue of studying the conditionality of the use of various constructions (in particular, the to-infinitive clause and that-clause) is one of the priorities. Scientific interest is aroused by the predicative nature of the adjective, its properties, modifications in the structures of sentences with complements, etc. The study of complementation has revealed that predicative adjectives combine noun and verb nature, depend on the subject and its position in the sentence. The demonstration of the

research results was accompanied by a contextual analysis of syntactic constructions, which is appropriate in the context of studying predicative adjectives.

Conclusions

This study has shown the relationship between the semantics of adjectives and complement structures, in particular, it has indicated which adjectives most often require the use of that-clause and which adjectives require the use of to-infinitive clause. This relationship between semantic and structural features was characterized by dividing predicative adjectives into groups according to modality. Adjectives with epistemic modality are most often used with the that-clause construction, while adjectives with deontic modality use that-clause constructions in extraposition, but after adjectival participles the to-infinitive clause is used. The to-infinitive clause construction is typical for dynamic adjectives, which can be considered less heterogeneous than epistemic and deontic adjectives. The category of evaluative adjectives includes lexical items that can be used with that-clause and with to-infinitive clause.

The study also examined the structural transformations of sentences with complements. In particular, examples of

interchangeable constructions were given: participle with emotive modality with a to-infinitive clause > construction with causal relationship, predicative adjective > predicative adjective with attributive functions, predicative adjective > adverb, subject of action > pronoun "it". The main groups and subgroups of adjectives in terms of their compatibility with the to-infinitive clause and that-clause constructions were also considered, in particular, a list of adjectives used only with the to-infinitive clause or that-clause was presented. Subgroups of predicative adjectives used with that-clause are considered in more detail, in particular: emotional (evaluative) adjectives; those denoting awareness (epistemic); adjectives used with the subject expressed by the pronoun "it" in the extraposition.

The priority research tasks in the future will be the following: studying grammatical features and structural transformations based on communicators' oral speech, collapsing and expanding constructions with predicative adjectives, studying the nature of predicative adjectives based on contexts, forming an idea of equivalent and irreplaceable constructions, creating criteria for determining predicative adjectives, their groups, and subgroups.

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3. Gender issues in the modern Spanish language: The concept of "woman"

in the Spanish language

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Abstract

The relevance of the study lies in the development of new aspects of the language of the modern Spanish-speaking world, such as gender, as well as the concept of "woman", its high prominence and the special place of this concept in the linguistic consciousness of the individual. The aim of this paper is to study gender issues in the modern Spanish language and to define the concept of "woman" in Spanish. In the study of the chosen topic, the method of analysis, the method of synthesis, analogies, comparative and typological methods, as well as the method of deduction were used. The article deals with the key notions of "gender" and "concept", its structure and features, gender stereotypes and gender problems, the concepts of masculinity and femininity inherent in the modern Spanish-speaking world, and shows the image and characteristics of the character traits of a Spanish woman. The content of the concept of "woman" is revealed and examined from different angles through the phraseological units of the Spanish language. The concept of "woman" reflects the attitude of society towards women, so in the Spanish-speaking world they are assigned the role of housewife, wife, mother. It is shown that men and women have different attitudes towards their linguistic behaviour and representatives of the opposite sex, and evaluate differently the properties and qualities that belong to linguistic gender stereotypes. Men appreciate women's appearance, friendliness and hospitality, moral qualities, loyalty, chastity, but condemn excessive talkativeness, laziness, and untidiness. The practical significance of the results of the work is that the materials obtained on the topic under consideration can be used in the development and conduct of classes in linguistics, cultural studies, lexicology of the Spanish language, in writing master's and course papers.

Keywords: Communication, Masculinity, Femininity, Courage, Stereotypes, Gender.

Short Bios

Yuliia Andriichenko is a distinguished scholar with a Doctor of Philology degree and the rank of Associate Professor. She holds the position of Professor at the Department of Romance Philology. Her academic journey is marked by significant contributions in the field of linguistics and gender studies. In her pursuit of academic excellence, Dr. Andriychenko completed her Ph.D. dissertation on "Linguistic means of expressing emotionality in the texts of Gabriel Garcia Marquez's works" in 2007. Later, she attained the highest academic recognition by earning her Doctor of Sciences degree with a dissertation titled "Gender stereotypes in the Spanish-speaking worldview" in 2018. Dr. Andriychenko's expertise extends to various international conferences and advanced training programs. She has shared her insights on topics such as the reflection of gender stereotypes in the names of professions and positions in Spanish at the "Linguistic and Conceptual Worldviews" conference in 2013. Her commitment to professional development led her to participate in programs like the one at DICE Centro Didáctico de Españ̃ol in Salamanca, Spain, and collaborations with Universidad Rey Juan Carlos in Madrid. With over 60 scientific and methodological publications, including articles in esteemed journals, Dr. Yulia Andriychenko continues to make valuable contributions to the fields of linguistics, gender studies, and Spanish language studies. Her work on Ukrainian social realities, lexical changes in modern Spanish, and gender stereotypes in the Spanish language reflects her dedication to advancing linguistic knowledge and cultural understanding.

Nataliia Popova is a highly accomplished scholar with a Doctor of Philology degree, holding the position of Professor at the Department of Romance Philology. Her research interests include cognitive linguistics, linguoculturology, discourse pragmatics, Spanish stylistics, and Spanish language teaching methods. She has earned recognition through two significant dissertations: one on "Spanish-language socio-political discourse" in 2005, and another on "Evolution of nationally labeled concepts in the linguistic picture of the world in Spain (XVI-XX centuries)" in 2019. Dr. Popova has actively participated in conferences, presenting research on various linguistic topics, including intellectual reflection in linguistic and cultural concepts, comparative analysis of concepts, and parallel studies between Ukrainian and Spanish linguistics. She has also contributed to research on plagiarism checks and international projects in linguistics.

Nataliia Chorna is a dedicated scholar with a Ph.D. in Philology, currently serving as an Associate Professor at the Department of Romance Philology. Her extensive research interests encompass cognitive linguistics, linguistic and cultural studies, text linguistics, sociolinguistics, discourse studies, theoretical grammar of Spanish, and methods of teaching Spanish. Dr. Chorna has made significant contributions to the field of linguistics through her dissertation titled "Linguistic and stylistic features of postmodern Spanish-language literary discourse (on the basis of contemporary Latin American novels)," which she completed in 2009. She has actively engaged in conferences, presenting her research on topics related to international projects and their impact on intercultural communication competence. Her commitment to professional development is evident through her participation in a Didactic Course for Teachers of Spanish as a Foreign Language at the University of Cadiz, Spain. Dr. Chorna's scholarly work has resulted in numerous publications in professional journals, including her exploration of citation thinking in Latin American postmodern discourse.

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3. Gender issues in the modern Spanish language: The concept of "woman" in the Spanish language

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Introduction

Most of the phenomena that occur in society affect the development of the language, as the language is closely related to the culture of the nation, mentality, and traditions. The gender aspect of Modern Spanish is directly affected by changes in the norms of speech in the modern world. Scientists and scholars from all over the world have been studying gender issues for many years: gender equality; what makes a man a man and a woman a woman; why gender roles are formed; whether there are other gender roles in nature besides male and female (Challenge of gender…, 2022; Saifnazarov & Saifnazarova, 2023).

In the 70s and 80s of the last century, the first gender studies in linguistics appeared. In modern linguistics, a paradigm based on an anthropocentric approach to the study of linguistic phenomena is gaining ground (Kieliszek, 2022). Today, gender linguistics is still in its infancy, and there is a lack of methodological issues related to the construction of gender and the use of linguistic theories and methods in the study of

this process. According to the researcher of gender issues of language H. Chulanova (2023), the current ideology and moral norms of society are the basis for the formation of the language policy of states, and gender is a product of the development of this society and culture. It is worthwhile to study the concept of gender in more depth, as the study of gender issues in professional communication is in great demand, where attention is paid to the ways of nominating people of different genders.

Society has the ability to impose relevant stereotypes, including gender stereotypes. According to Yu. V. Andriichenko (2020), gender stereotypes are part of social attitudes that have differences in relation to people's belonging to different types of cultures, and are simplified and emotionally coloured established patterns of behaviour of men and women who belong to a particular community. The same behavioural patterns are evaluated differently in society, and this is reflected in the language. According to O. B.

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Pavlyk (2021), the concepts of masculinity and femininity are present in every culture of the world, they are represented in rituals and traditions, folklore and music. A gender role is a sex role that embodies fundamental information about the history of a nation, its significance and the accumulated experience of more than one generation of men and women.

Social psychology researcher J. Zhurenko (2022) notes in her work that femininity or femininity is a broad space that includes certain gender stereotypes. It is an ethical and aesthetic category that indicates the personal, social and psychological qualities of a woman and describes the normative standards of an ideal woman. Gender issues that highlight the relationship between an individual and society and the world around them are popular topics of contemporary scientific research. Gender studies occupy one of the main places in modern linguistics and require a detailed development of theoretical concepts, with the processing and accumulation of the studied amount of factual material (Spinelli et al., 2023; Musevych, 2023). In today's Spanish-speaking world, the most common stereotype is masculinity (masculinity), which is almost always endowed with a positive meaning. Society's stereotypical perception of a man as the head of the family and a woman as a

submissive housewife has changed significantly, as evidenced by the emergence of new feminine lexemes to denote professions, and the character traits of the female image are gradually changing from negative to positive.

The scientific work of the Ukrainian researcher O. Volgina (2021) highlights the issue of studying the means of verbalizing the concept of "woman" in the Italian language, where the author emphasizes that women occupy an influential place in Italian society, this is reflected in the culture and language of the people, the image of a woman is described as a creature without whom a man cannot do, loses his common sense, takes risks, achieves the impossible, and is taken care of. Gender stereotypes that are intertwined with masculinity and femininity are a prominent phenomenon in the modern Spanish language, which leads to the simplification of the myth of the decisive gender influence of speakers on each other in the process of communication (Hubeladze, 2023).

After analysing the works of these scholars, it is important to note that the studied aspects motivate the search for new principles of researching gender issues in language and gender stereotypes. This is a part of the social attitudes of any society, as well as the role and

place of women in the life of this society, in the national culture, and in the linguistic and cultural direction of the linguistic data that characterize it. Therefore, given the above, the purpose of the article is to study gender issues in the modern Spanish language and the concept of "woman" in the Spanish-speaking world.

2. Materials and Methods

The material of the study is lexicographical sources (books, articles, conference proceedings), the subject of the study are lexemes and phraseological units from the lexical composition of the Spanish language that reproduce gender images of men and women in communication. Such phraseological units were selected from various Internet sources. The main selection criterion was that all of them contain stereotypical and original evaluations capable of reflecting the value content on the basis of which the concept of "woman" is formed, as well as the description of the image of a man in the Spanish-speaking world-view. The 69 lexical items are shown as words or word combinations, phraseological units of the Spanish language. The choice of such units for analysis is determined by the purpose and internal logic of this topic.

The research methodology is based on the cognitive-pragmatic and translation analysis of lexical units expressing the concepts of masculinity, femininity, the concept of "woman", as well as theories and concepts developed within such scientific fields as cognitive linguistics, linguistic and cultural studies, general concept theory, conceptology, text linguistics and discourse theory. The methodology is based on the identification of linguistic and cultural factors interacting with each other, which determine the ordered nature of evaluative values and the structure of the concept included in the concept representatives, as well as on the study of the dynamics and stability of the evaluative system of the Spanish language formed on a conceptual basis.

The method of analysis was used to determine in detail the lexical changes in the modern Spanish language, namely the phraseological units that reproduce gender images in communication. A number of different sources have been considered using this method. This study includes the analysis of phrases and lexical units, and the use of the main elements of this method made it possible to identify those units that highlight gender issues in the Spanish language. The analysis made it possible to determine the role of the concept of "woman" in the Spanish language, to

consider gender stereotypes intertwined with masculinity and femininity, and to identify the basic principles on which they are based; the method shows the experience of researchers from different countries in the study of gender issues in modern Spanish and other languages, and assesses their effectiveness. This helped to identify the main features of the concept of "woman" in gender stereotypes.

The method of synthesis in this article explores lexical changes and gender issues in the modern Spanish language. The method of analysis and synthesis made it possible to note the reliability of the conclusions obtained in the work, as well as the validity of the information studied. Thus, they are used for a clear understanding of the topic under study, revealing its general characteristics and principles.

The method of analogy in this work provided a general overview of the words studied. It is with the help of this method that the experience of researchers from other countries in the field of linguistics, cultural studies, and Spanish lexicology devoted to the study of gender issues in modern Spanish communication was studied. The method of deduction helps to get acquainted with its individual sections, such as lexicology, linguistics, linguistics, on the basis of the

general characteristics of the Spanish language in order to study gender issues. Comparative and typological methods are the basis for a comprehensive consideration of lexical units in modern Spanish and the emergence of new ones related to the image of a modern Spanish woman.

This study explores the concept of "woman" in the context of language, mainly through the use of lexicographical sources and phraseological unit analysis. Through a close examination of lexicographic allusions and a close analysis of phraseological idioms, this study seeks to unlock the complex meanings associated with Spanish language usage in relation to the representation and understanding of women.

3. Results

Sex and gender roles are of great importance for the normal socialization of an individual. Gender is a set of social and role-based self-identifications that are intertwined with biological sex and role stereotypes or may contradict them. Masculinity and femininity are one of the main properties of social consciousness, for example, if the concepts of man and woman are understood in terms of sex, then masculinity and femininity are represented in terms of gender.

If considering gender from the point of view of attitude to a person, it's possible to distinguish the following components (Table 1).

Table 1. Constituent components of gender in relation to personality

Component	What does it mean?
Sex	From a biological point of view, gender depends on the genitals
Gender identity	Perception of one's sexuality
Gender marital status	Representation of reproductive behaviour and parental roles
Sexual orientation	Accepted samples of sexual preferences
Gender structure of the individual	Acquired patterns of acceptable emotions and feelings
Gender processes	Social lessons of education and training in gender behaviour
Gender beliefs	Acceptance of the prevailing ideology of society or resistance to it

Source: based on (Kaplan et al., 2023).

Gender is a broad concept that represents a modelled system of values in society, characteristics, and norms of behaviour of men and women, a reflection of their lifestyle, way of thinking, relationships and communications that determine the overall impression of a person depending on their gender. Gender is characterized by the following communication features (Table 2).

Table 2. Comparative characteristics of gender differences in male-female character

Signs	Men	Women
Received information	Accuracy, numbers, facts, results are important	Communication atmosphere
Communications in society	Social statuses, position held, asymmetric role of communication	Partner equal communication, symmetrical advantage
Distance in communications	Followed	Efforts to reduce between oneself and one's partner

Relations in the team	Hardly adapted	They feel better than men
Speech, discussions	Colourless, in fact, the accuracy of the names of the subjects is characteristic. They focus on their own position.	They use politeness, means of describing moods, feelings, emotions, respond more calmly to interruptions in their speech, do not use rude and abusive expressions
Expression of one's own wishes, thoughts	Categorical in requests, oriented more often to direct requirements	Formulate their requests indirectly, more often expect men to "guess" their desires, make suggestions in the form of questions
Conflicts	They solve in a rational way, with the help of arguments, arguments, convictions	Prone to emotional solutions, often abandon their own views
Third-party assistance	Asking for help is seen as weakness	They easily ask for help

Source: based on (Pavlyk, 2021).

The gendered world-view is a social and cultural phenomenon that comprises a systematic, internally connected and consistent set of social and cultural orientations, ideals, values, stereotypes that reflect the differentiation of the sexes. Such concepts as man and woman are common and are represented in every language in the same way, because they have a characteristic biological distribution of human beings by sex. However, different linguistic cultures reflect different principles of lexical verbalization. Spanish is not characterized by androcentrism

(Degtiarova et al., 2023). The basis of linguistic sexism lies in discrimination and humiliation of a person on the basis of gender, which are expressed in Spanish and manifested in stylistically reduced vocabulary. However, it should be noted that modern Spanish has a number of erroneous uses of nouns to prevent language sexism. Linguistic sexism is generally defined in the addressee's interpretation of information, not in the language itself (Cabrera, 2022).

Among foreign speakers of Spanish, there are the following mistakes caused by the incorrect

use of the gender aspect. Typically, feminine words have the ending "a" and masculine words "o", as do the corresponding adjectives. However, there are exceptions: el problema is masculine. Therefore, foreigners use the incorrect and intuitive "la problema". Nouns starting with "a" have the masculine article "el" or the indefinite "un" to simplify and avoid the collision of two letters "a", e.g: el agua, el azúcar, un alma (water, sugar, shower). There are also nouns that have both masculine and feminine genders: la radio (radio), or words that have one meaning in the masculine gender and another in the feminine gender: la cometa (kite), el cometa (comet), la frente (forehead), masculine el frente (front, facade of a building). There are pronouns that change their endings to reproduce gender: nosotros can be nosotras (which means we).

In traditional Spanish, mixed-gender groups and professions typically employ the masculine form by default. However, there have been suggestions to adapt the language in line with the shifting perspectives on gender equality in the Spanish-speaking community. One major impact we're seeing is the introduction of gender-neutral language alternatives in Spanish. For example, the ending "e" is sometimes used instead of the traditional "o" or "a" endings to refer to people without specifying their gender. Terms like "Latine" and "todes" (instead of "Latinos"/"Latinas" and "todos"/"todas") have emerged. For gender neutrality, the "@" symbol is also occasionally used in written Spanish (Núñez-Román et al., 2023; Ashimova et al., 2020), albeit speaking in his case requires some adjustment. In addition to new word endings, gender-neutral pronouns like "elle" are being proposed as alternatives to the masculine "el" and feminine "ella". Some contend that changing the pronoun to something other than "men" or "women" will make it easier to integrate non-binary people, while others believe that this will ruin Spanish language (Gómez-Camacho et al., 2022). But usage seems to be slowly increasing, especially among young progressive groups.

Gender issues in Spanish linguistics began to develop actively in the late 1980s, when the movement for equality between men and women started in society. Its participants criticize the society and its social distribution of roles depending on a person's gender, including the unequal ratio of men and women, which is reflected in the country's language. The expression of masculinity in Spanish is very clear, with the masculine image prevailing over the feminine. Its idea revolves around the assumption that men are superior to women. As a result, women are expected to serve their partners. This leads to certain

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gender roles and expectations in Spanish-speaking culture. Traditional Spanish gender roles are embodied in the cultural stereotypes of machismo and marianismo. Therefore, Spanish men have the image of a manly, strong, powerful, handsome, head of the family, who makes all the important decisions for family members: Es un toro! Ser muy hombre (A real man); Estar hecho un toro (Strong as an ox); Hombre de pelo en pecho (Strong, brave); tener un rey en el cuerro (to be in charge, not to obey anyone); hombre de palabra, hombre de hecho (master of his actions) (Gutiérrez Rubio, 2018; Tkachyova et al., 2021).

The opposite actions can be condemned, for example, it is not acceptable for a man to be subordinate to a woman: estar arrimado a las faldas (to be a "henchman"); Casado pero no capado (married, but not a prisoner), mas necio (mas ruin) que su zapato (a complete fool), poco hombre (literally: little man), mediohombre (half man). A Spaniard does not have feminine traits of character and behaviour, appearance: gallina en corral ajeno (beautiful (when it comes to a young man). The image of "macho" includes the idea that it is acceptable for a man to be sexual, as well as to have outside relationships outside of marriage: Ir detras de cada falda (to chase after every skirt), andar entre faldas (to prefer

female companionship). Machismo is a cult of strength and masculinity, a special kind of masculinity.

When studying gender issues in Hispanic world-views, it is important to note their variability, as cultures differ significantly from each other and have differences in terms of gender. Many activists in the movement are working to eliminate toxic masculinity in Hispanic communities. Awareness of the effects of toxic masculinity can help save lives as more men realize how their violence contributes to crimes against women (Spytska, 2023b). For example, Latin American speakers are characterized by the synonymity of the concepts of hombre and macho (heightened sense of personal dignity, desire for respect in society and leadership). But unlike in Spain, machismo in Latin America has its own distinctive indicators, including contempt even for death (Sáez, 2020).

In Spanish, the highest basis of the word-formation paradigm is the lexeme hombre, which establishes the primary status of a man in relation to a woman. The internal forms of hombre nominate him as a man and a man in general, indicate a certain status and contain patriarchal gender stereotypes, since only a man can be a man. The meaning of "masculine" is present in almost all forms of

hombre: the lexemes hombracho, hombron, hombreton ("healthy", "rough", "commoner"). In general, the scope of masculine content is conveyed by the lexemes hombredad and hombría. The lexeme hombre is used in modern Spanish as a gender-neutral lexical unit, the word forms hombría and hombredad as a conveyance of qualities inherent in the male gender. The concept of "woman" is represented in the Spanish language by a vivid national colour and a rich palette of meanings, and is also the mental essence of the Spanish nation. In its structure, one can distinguish quite vivid perceptual images of women associated with ethical, aesthetic, rationalistic and other assessments: business, young, talkative, weak, free.

In Spanish, a woman is represented as a weak and not quite intelligent young lady who likes to talk a lot, lies too much and flirts too much. The following antonyms can be used to describe her: beautiful-ugly, chaste-wench, faithful wife-old maid. When it comes to social status, all professions typical for women are intertwined with the household. The lexeme hombre is the main one, and mujer (woman, wife) has a secondary meaning. Mujer does not mean man. The noun hembra means a female creature, if it refers to a plant or animal. A negative connotation is conveyed by Esa hembra es mala (a vulgar reflection of an image of a woman). That is, it should be said that there is a polite attitude in referring to the male gender and a negative attitude towards the female gender. For example, in Mexico, the polite form of addressing a man or boy, Usted, remains to this day, but there is no such form of addressing a woman or girl.

The cognitive consciousness of the Spaniards attributes a number of features to the concept of "woman" that are determined by social status: a man's companion, sexual partner, wife, mother (Spytska, 2023a). The content of the concept of "woman" indicates the most essential features of the female sex that distinguish her from a man. Such semantic features can be easily identified when analysing dictionary definitions of the lexical meaning of mujer (woman), they are universal, as they are associated with a constant semantic component that remains unchanged at all times. When analysing the structure of this concept, it is possible to distinguish peripheral conceptual features characterized by relative abundance and explaining the following meanings:

- kin: madre (mother), abuela (grandmother), hija (daughter);
- nationality: francesa (French) italiana (Italian);
- education: sabia (educated);

- social status: reina (queen), duquesa (duchess);

- marital status: viuda (widow);

- inter-family relationships: querida (beloved);

- psychological characteristics: débil (morally weak), caprichosa (capricious);

- mental characteristics: lista (intelligent);

- profession or occupation: monja (nun);

- sexual orientation: lesbiana;

- appearance: encantadora (attractive);

- inner world: honrada (honest), valiente (brave).

For a better understanding of the world of men and women and their attitudes towards each other, it is worth considering phraseological units from different perspectives, especially when studying appearance, character and life, in general, the whole world in which people live. Appearance is of great importance not only for women but also for men. A man appreciates in a woman, firstly, her external beauty and only then her inner world. This makes a woman take care of herself and pay attention to her appearance (Aparicio-García et al., 2018).

Feminine beauty in the concept of "woman" is often associated with the ease and grace of gait: gacela (gazelle), sílfide (in the Middle Ages – fairy, nymph). When evaluating a Spaniard's appearance, they take into account the parameters of height, weight, volume, and proportions. Spaniards condemn a woman whose physique does not meet the norm: escurrida (too thin), pandorga (carcass, pedestal). A woman is considered attractive: tiene buena delantera, tiene buen culamen (looks good), tiene jamones apetitosos (appetizing, like a ham). If talking about an attractive and beautiful Spanish woman, it should be called real hembra (a real female). The following lexemes are used to describe a female vamp: leona (lioness), tigresa (tigress), bombón (candy), caramelo (caramel), vampi, vampiresa (vampire).

The idea of an unattractive woman in Spanish culture has the following evaluative directions: shapelessness of the figure, disproportionality, distortion, coarseness, unattractiveness, and mediocrity. An unattractive Spaniard is associated with livestock, a cow, a donkey, a ragged cat: vaca, vacaburra; gata parida. Sensuality, chastity, and fidelity are the standard norms of women's behaviour: no haber roto nunca un plato (to be quiet, a quiet woman). The lexeme sargentona characterizes masculine, domineering women who are masculine in their personal character traits. It is worth noting that Spanish men do not perceive women who are devoid of femininity, softness,

and submissiveness: hombruno (masculine), andar hombruno (masculine gait (in relation to a woman), matar a uno con cuchillo de palo (to rub (wrap) nerves). Such character qualities as untidiness, inability, and unwillingness to keep their homes clean are also condemned by men: cerdo, puerco, cochino (pig), cochina (dirtbag) (Makhmudova et al., 2023).

As for the language of Spanish women, excessive talkativeness and loudness are considered a negative trait: vaca huertera (gossipy woman), la tía costilla (loudmouth); arrabalera (market woman), soto las has del arroyo de la calle (loud, with vulgar manners, like a market woman). Men have a negative attitude towards coquettish women: la dama de los veinte novios (the spinster), la dama de la media almendra (the prim). However, it is worth noting that such phrases can also have a positive connotation: más coqueta que un mirlo (a coquette), reirse como una tarta (laughter, mirth). Thus, the presented analysis shows that the values embedded by the Spaniards in the concept of "woman" have remained unchanged for many centuries and describe a woman primarily as a housewife and the main complement to a man's character. The concept of "woman" reflects all aspects of life situations – from appearance and character to various behavioural actions. The sphere of relations between men and

women and the division of domestic spheres is a social type of human activity that has been largely differentiated in language and gender manifestations (Naisbayeva et al., 2018).

The study of gender issues in the Spanish language has made it possible to recreate the Spanish-speaking picture of the world in terms of assessing the qualities and behaviour of men and women. Over time, under the influence of social factors, changes in society and its views, phraseology that was previously popular is being replaced by new units in which gender has no place. Today, a woman is on an equal footing with a man in all spheres of activity. The modern language is developing along with society, and machismo, which is still present in the Spanish language and society in general, is gradually disappearing.

4. Discussion

The presence in the cultural space of society of unjustified expectations of representatives of different genders and their interpersonal relationships can provoke conflict situations. According to Ukrainian researchers T. V. Yermolaeva and K. V. Shvab (2017), the image of a man and a woman in society is built and rooted in the form of gender stereotypes, which are then expressed in the course of human interaction and leave an imprint on the nature of this interaction. Gender stereotypes

are the basis that shows the principles of perception of people, oneself, and a set of social interactions. It is worth agreeing with the researcher's opinion, because such interaction can be decomposed according to the following scheme: the objective side is constructed gender stereotypes, the subjective side is mutual expectations of people regarding gender-appropriate behaviour.

The problem of studying gender is popular in different cultures, and the analysis of discourses that portray a negative image of gender is of interest to linguists. It is worth agreeing with the conclusions of researchers N. Farid and M. A. Dinakhel (2023), who studied the use of the concept of "woman" in proverbs, concluded that proverbs paint a negative image of women that affects the social and economic aspects. Using the examples of Pashto proverbs, the researchers managed to define the roles of men and women. The researcher concluded that women are excluded from economic and social responsibilities. The proverbs themselves glorify the character traits of men who assume social and economic responsibility. Gender relations are based on imbalances and inequalities that maintain the status quo.

The languages of the world may also differ in the way sexual orientation is communicated. For example, M. Weirich and A. P. Simpson (2018) investigated the relationship between gender identity and acoustic correlates in a group of young native speakers. Based on the results of their own study, they conclude that men who consider themselves less masculine demonstrated larger vowel spacing and a higher average fundamental frequency, and there was a significant correlation between speakers' self-assessment and listeners' gender identity, with a stronger relationship observed in women. The acoustic parameters used by listeners to define gender identity include those used by speakers to define masculinity and femininity. It is worth noting that German researchers in their work demonstrate the importance of including self-attributed gender identity as a potential source of interpersonal differences in speech production and perception.

The asymmetry of the language system and its deep-seated gender stereotypes are also reflected in phraseology. Phraseology often imposes standard forms on native speakers to evaluate feminine or masculine qualities, and the experience of patriarchal society studies women and assigns them secondary roles. It is the proverbs and sayings of folk dictionaries that characterize women as unintelligent and

short-sighted, negatively assessing women's qualities, and in turn, mark them as positive qualities in relation to the male gender. Likewise, phraseology imposes certain stereotypes of male behaviour, and violation of the rigid boundaries of masculinity and femininity is always assessed extremely negatively. Americans N. Hsu et al. (2021) also state that freedom of action and involvement are gender stereotypical traits that have been specifically designed to reflect the desirable qualities of men and women, respectively.

Gender differences shape the distribution of tasks and responsibilities, the basis of family life, and patterns of socialization. Depending on how gender is defined, the notion of shaping the world of individuals and the societies in which they live emerges. According to the Australian researcher A. Y. Aikhenvald (2016), natural gender, or sex, refers to the division of beings into men and women, and social gender reflects the social consequences and norms of being a man or a woman (or perhaps someone else). It is reasonable to agree with this thinking because men and women speak and behave differently depending on the societal conditions in which they live, and their roles in language maintenance may also differ.

In Spanish, the masculine gender has an unmarked default status that sharply distinguishes it from the feminine. One of the proofs is borrowed words, which are overwhelmingly masculine. In a linguistic study by Americans A. L. Beatty-Martínez and P. E. Dussias (2019), which examined the asymmetry of distribution between masculine and feminine gender in Spanish, it is shown that in the literature on second language acquisition, grammatical gender has served as a criterion for achieving a level similar to the native language, with some studies reporting different sensitivities to the second language and others opposing such differences. Having reviewed the paper, it should be noted that the results contribute to the discussion of grammatical gender between men and women, and the consideration of distributional factors in explaining differences in grammatical gender complement the topic studied. The way men and women communicate needs to be studied. In some cases, men and women use language differently. These differences may be related to structure, form, vocabulary, syntax. Women usually tend to use colourful words and support adjectives such as beautiful, sweet and favourite, which are rarely used by men (Skliarenko et al., 2019).

The Spanish researchers S. A. Iglesia et al. (2023) studied the female roles of peasant women during the Franco dictatorship and concluded that the aim was to turn women into housewives, erasing traces of their peasant identity, create a space for them called "home" and assign them specific tasks in it. It should be added that it was not only in the time of Franco that Spain tried to create this space for women.

The image of women and attitudes towards them are of interest in science and society. Researchers from Turkey, A. M. Elubay and N. A. Aldabek (2022), analysed the expression of the concept of "woman" in the culture of Turkic-speaking peoples, and in their work studied cognitive features in the interpretation of the image of a woman. According to scientists, the modern linguistic sphere of the nation's linguistic wealth and the study of spiritual treasures is expanding in comparison with the linguistic units in the lexicon of related languages. Referring to the research, it is worth noting that the article is part of the attempts that draw attention to gender and women's issues as a perspective for studying the rural world. The article will be useful for linguists to get acquainted with the topics of Spanish lexicology.

For example, according to Kazakh researchers G. S. Sagidolda and G. A. Abdimaulen (2022), the concept of "woman" is based on the national character of the concept of woman in general, as well as cultural and linguistic features of public consciousness, mentality, traditions of the people, national values, views on the world, which are represented in the Kazakh world picture through phraseological fragments. It is worth agreeing with the above opinion and adding that the most important issue for any nation is to determine the place and role of women in culture and society, to take into account their national interests that characterize them, and to interpret the lexical and semantic, conceptual content of the concept of "woman" in the context of basic knowledge.

A scientist from Uzbekistan A. Tkachova (2023) in her study identified the main types of morphological and syntactic relations and lexical and semantic groups of the studied concepts of "masculinity" and "femininity" in the Spanish language. The researcher describes, as well as in this work, that the concept of "masculinity" in Spanish is expressed by the lexemes masculinidad, virilidad, hombría, and "femininity" by the lexeme feminidad. The analysis of these lexemes representing the studied concepts has shown their high compatibility with other

parts of speech and helped to identify universal features of masculinity and femininity, as well as the fact that the essence of the concept of "masculinity" can be supplemented with semantic units "strength", "certainty", and the concept of "femininity" with "mystery", "boundary". It should be added to this analysis that these concepts are also largely conditioned by cultural traditions, since the diversity and complexity of ideas about femininity and masculinity in the language determine the important role of these concepts in Spanish culture. In accordance with belonging to these categories, an individual is assigned certain functions and roles in society.

Thus, the results obtained in the course of this work, as well as the reviewed works of researchers, helped to study gender issues in the modern language, to get acquainted with the concept of "woman" not only in Spanish but also in the languages of other countries.

Conclusions

This study has made it possible to consider the issue of gender in the Spanish language. This paper reveals the concepts of "gender" and "concept", its structure and features, stereotypes and gender problems inherent in the modern Spanish-speaking world. The article analyses the image of a woman and

characteristic features of a Spanish woman. The content of the concept of "woman" is revealed and considered from different angles through the phraseological units of the language.

By studying the lexemes of the Spanish phraseological fund, it was determined that gender-marked phraseological units are the most striking examples of national and cultural stereotypes of the Spanish-speaking world picture. This allowed identifying differences in the historical development of the state and in social conditions of life, as well as the psychological peculiarity of perception of the images of men and women, the concepts of masculinity and femininity. Gender relations are built on emotionality, which is the main means of conveying a person's attitude to a person, in this case, society's attitude to men and women.

The study's observations regarding how gender is portrayed in Spanish have important practical application as well. Curriculum designers may need to consider incorporating more gender-inclusive linguistic forms into teaching materials when creating language education resources. This means including more gender-inclusive linguistic forms. Educators will also be crucial in validating and normalizing new gender-neutral terminology

among younger Spanish speakers. From a policy standpoint, language guidelines issued by governments and institutions may eventually need to support gender-inclusive language norms. This is similar to how style manuals are already moving away from favoring the usage of the generic masculine. Public sectors that influence language use, such as the media, government communications, and technology interfaces, should also be aware of the role they play in promoting or impeding the adoption of more inclusive and diverse Spanish language norms. As this investigation has demonstrated, societal advancements in gender identity and roles are already changing the discourse in Spanish; therefore, organizations that shape language use must take proactive measures to accommodate these developments if they hope to communicate inclusively with all genders in contemporary society.

The article has achieved its goal. By solving such tasks as an overview of gender issues in Spanish linguistics, gender differences in the character of a man and a woman, defining the concept of "woman", and getting acquainted with the main features of masculinity and femininity. This study has shown that the concept of "woman" reflects the attitude of society towards the fair sex, so in the Spanish space, women are assigned the role of wife,

housewife, mother. Men are attracted by women's beauty, friendliness and hospitality, moral qualities, loyalty, chastity, but condemn women's talkativeness, laziness, and untidiness.

An important feature of the study was the familiarization with the works of researchers from other countries who study gender issues in language, masculinity and femininity, masculinity and femininity. Based on the above, it can be concluded that further research will be aimed at studying the gender problems of modern language not only in Spanish but also in other languages of the world, as well as a more in-depth study of the concepts of "gender", "woman", "masculinity" and "femininity".

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4. An analysis of Chinese college student's lexical collocation errors in their English writing

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Abstract

This study examines the prevalent issue of lexical collocation errors in the English writing of Chinese college students. These errors impact the overall fluency of their writing. The participants from Luoyang Normal University comprised 133 students initially, with 130 eventually considered after exclusions. This study utilized two research tools: a writing task to gather data for analysing lexical collocation errors among students and a questionnaire to delve into the underlying causes of these errors. The authors selected a writing task with a difficulty level equivalent to the writing section of the College English Test Band 4 (CET-4), a standardized English proficiency test for Chinese college students, making it suitable for both English and non-English majors. The questionnaire was divided into two sections. The initial section captured participants' personal details, including their names, genders, and majors. The second section comprised 20 items designed to probe into the factors influencing students' writing processes. To ensure a comprehensive understanding of the questionnaire's content, all items and instructions were presented in Chinese. Data analysis was conducted using SPSS, involving a writing test and a questionnaire with Likert-scale responses. Six types of collocation errors were identified, including noun+noun, noun+verb, verb+noun, adjective+noun, verb+adverb, and adverb+adjective errors. Verb+noun errors were the most frequent. Factors contributing to these errors were explored, such as reliance on the first language (L1) strategy, inadequate vocabulary learning methods, lack of writing practice, and passive learning attitudes. The study includes pedagogical recommendations to assist students in mitigating collocation errors. The study provides insight into addressing these lexical collocation errors in Chinese college students' English writing.

Keywords: *Writing Practice, Education, Vocabulary Learning, L1 And L2 Strategies, Fluency.*

Short Bios

Dan Hong is a dedicated Ph.D. student at the Kyrgyz-Chinese Faculty of Kyrgyz National University named after Jusup Balasagyn. Her research interests lie at the intersection of Writing Practice, Education, Vocabulary Learning, L1 and L2 Strategies, and Fluency. Through her academic journey, Dan is committed to advancing our understanding of effective language learning strategies and enhancing language education.

Wenyi Guan is an aspiring Ph.D. student hailing from the Kyrgyz-Chinese Faculty at Kyrgyz National University, Jusup Balasagyn. Her academic pursuits center around Education. Wenyi is driven to contribute valuable insights to the field of language education and proficiency.

Kai Shi a dedicated Ph.D. student at Kyrgyz National University's Kyrgyz-Chinese Faculty, is deeply passionate about research in Writing Practice and Fluency. With a strong commitment to enhancing language education, Kai strives to make significant contributions to the field through rigorous academic inquiry.

Asel Toksonalieva, affiliated with KNU named after J. Balasagyn in Kyrgyzstan, is a scholar with a focus on Chinese language philology, literature, and history. Her research contributions have spanned various topics within these fields, shedding light on important aspects of language and culture. Notable works include "The Role of Chinese Characters in the Global Socio-Cultural Space," published in the Bulletin of the Kyrgyz State University of Construction, Transport (2021). Additionally, her research has explored topics such as sound-imitation words in Chinese and Kyrgyz languages and the state of the Dungan language and Dungans living in Kyrgyzstan. Asel Musurapshayevna Toksonalieva's work contributes to a deeper understanding of linguistic and cultural dynamics in the region.

Madina Valimamedova is a Senior Lecturer in the Department of Foreign Languages Writing Practice. Her expertise and research interests encompass various aspects of language and language acquisition. Madina's areas of focus include education, vocabulary learning, strategies for both first language (L1) and second language (L2) acquisition, and the development of fluency in language skills. Through her work, she contributes to the understanding of effective language learning and teaching strategies, benefiting both educators and learners in the field of foreign language instruction.

4. An analysis of Chinese college student's lexical collocation errors in their English writing

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Introduction

In second language (L2) learning, writing ability is an important indicator of learners' foreign language proficiency. For L2 learners, it's not an easy job to combine several single letters into a phrase and make it correct grammatically and semantically. For most of the time, when they use the words intuitively according to the language rules in their mother tongue, without considering its appropriate usage in the target language, collocation errors will occur. Too many collocation errors will make the English writing obscure and difficult to understand. P. Lennon (1991) once said that helping students reduce collocation errors and achieve the collocation competence is crucial in the process of the second language leaning.

Currently, there are quite a number of studies focusing on vocabulary teaching and learning. However, L2 learners can't acquire the knowledge of collocation simply by learning vocabulary (Bahns & Eldaw, 1992). Therefore, it's understandable that even if a L2 learner has mastered a large number of words, his lexical collocation proficiency might still be not so satisfactory. Actually, compared with other errors, collocation errors are the most common errors that are made by L2 learners in their English writing, and even high-level L2 learners can't be totally immune to such errors.

Therefore, collocation errors require extreme attention. But until now, studies on the L2 learners' collocation errors are far from enough (Xing & Wenzia, 2017). Therefore, this study will take college students as samples, focus on the collocation errors in their writing and try to find out the rules behind it.

The present study aims to answer the following questions.

1. What types of lexical collocation errors do Chinese college students have in their English writing? Which type of collocation errors has the largest number?
2. What are the possible reasons for them to commit these errors?

While several studies have been conducted on the broader aspects of vocabulary learning, and even on formulaic language proficiency (Albelihi, 2022), there is a lacuna in research when it comes to the specific collocation errors made by Chinese college students in their English writing. Further studies like those by M. Cancino and J. Iturrieta (2022) have shown the implications of the lexical approach and its impact on perceived oral proficiency. However, the focus on writing, specifically around the errors in lexical collocation, remains an area less ventured.

Additionally, research such as that by D. Cao and R. Badger (2021) has delved into the cross-linguistic influence on the use of L2 collocations, hinting at the potential reasons behind such errors. Their work around Vietnamese learners can provide a framework for understanding similar challenges faced by Chinese learners. Furthermore, understanding strategies that enhance grammar and writing skills, as explored by C. Mouri (2020), can be insightful. Though her research is centred on Algerian University students, the principles can potentially be applied to Chinese college students, emphasizing the universality of some linguistic challenges.

Thus, the aim of this research is to comprehensively investigate the lexical collocation errors in the English writings of Chinese college students.

2. Literature Review

Collocation is a technical term. Since the British linguist J. R. Firth in 1957 raised the definition of "collocation" as "a word is to be understood by its companion", it has aroused the interest of researchers for centuries (Zhao & Lin, 2023). Researchers define it from different perspectives according to different research purposes. For example, S. Greenbaum holds that collocation are two lexical items appear in one place at the same time; M. A. K. Halliday and G. Kress in 1977 puts forward that collocation is a way to show the lexical cohesion (De Santis et al., 2023). M. Lewis (1997) suggests that collocations are predictable, since they are "common" combinations of words. Until recently, there is not a unique definition of it, but there is one thing that are recognized by most of the people, that is, collocations are not casually generated, but are made in accordance to certain grammatical rules and are linked by history, custom and even the development of the society (Yensenov et al., 2022). In this study, the authors of this study define collocation as a set of regular combinations of words that appear together in a grammatical structure, and is accepted by the society of the

target language. Collocation errors are the wrong combinations of words that violate the grammatical rules or social language habits (Karasayev et al., 2018).

One thing that need to be mentioned here is that errors are different from mistakes. Generally speaking, a collocation error is due to the lack of the grammatical knowledge; however, a collocation mistake is due to a slip of pen in writing (Rybchynska, 2023). An error may not be corrected by the L2 learner himself, but a mistake can be avoided by the L2 learner when he is more careful in writing. However, it's very hard for researchers to distinguish collocation errors from collocation mistakes (Tleubekova et al., 2023). Therefore, in this study, the authors of this study regard all the wrong combinations of words as collocation errors.

There are different classifications of word collocations. Word collocation actually refers to the choice of words. Generally speaking, the traditional assortment of word collocations includes nouns, verbs, adjectives, and adverbs, without prepositions, infinitives, and clauses (Kim & Chung, 2023). F. J. Hausmann et al. (1989) divided word collocations into six different types: noun-nouns, noun-verbs, adjective-nouns, adverbial-adjectives, verb-nouns, and verb-

adverbials. M. Benson et al. (1997) refined Hausmann's classification by adding a combination of noun prepositions, prepositional nouns, and adjective prepositions. In the same year, J. Hill and M. Lewis (1997) grouped collocations into noun-verbs, adjective-nouns, verb-nouns, verb-adverbs and auxiliary-adjectives. J. Hill (2000) supplemented adjective-prepositions and noun-nouns into his classification. There is also a broad division of word collocations, that is, lexical collocations and grammatical collocations. The former means that words are combined according to their fixed meaning. The latter means that words are combined by grammar, and these combinations are agreed within the realm of grammar. A slight alter of the structure might create a grammatical error.

Y. Chen and S. Liu (2022) explored the utilization of an online bilingual dictionary in EFL writing. Their research suggests that while dictionaries are beneficial tools for vocabulary enhancement, they might not always be the most effective solution for collocation accuracy. Learners often fail to understand the nuances of word pairings, underscoring the importance of more targeted collocation training and resources. L1 interference, as highlighted by S. Kazazoğlu (2020), is another significant element in the L2 learning process.

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The impact of native language structures and conventions can deeply influence how learners approach their second language. Given that most Chinese L2 learners are heavily influenced by Mandarin's syntactical and semantic structures, the role of L1 interference in English collocation errors cannot be understated.

In the arena of error detection and correction, S. M. Cheng et al. (2014) shed light on Chinese word ordering errors. Their insights into non-native Chinese language learners provide a contrasting perspective that can be juxtaposed with English collocation errors made by Chinese students. Understanding how errors manifest in different languages can give us a broader perspective on the cognitive processes at play. The study by C. Fuchs and S. Garnier (2021) delves deep into the learning and teaching of verb-noun collocations. Their focus on the "constructions" aspect is especially noteworthy. By understanding the structural components of these collocations, educators can devise strategies that don't just focus on rote memorization but on the constructional patterns of language. This is paramount in ensuring that L2 learners not only recognize correct collocations but are also equipped to construct them accurately.

Another pivotal contribution to the discourse on collocation comes from F. Khonamri et al. (2020), who explored the impact of explicit instruction on EFL learners. Their research primarily revolves around two methodologies: awareness-raising and explicit collocation instruction. The underlying premise of their study is the belief that learners can benefit significantly when they are made consciously aware of their lexical errors and are provided with direct instruction to rectify these gaps. The researchers study uniquely addresses the practicality of teaching collocations. While numerous studies have diagnosed the problem and have even identified potential root causes, few have explored concrete pedagogical solutions. Their research found a marked improvement in the writing fluency of EFL learners who were subjected to awareness-raising and explicit collocation instruction. This underscores the importance of not just recognizing and categorizing collocation errors but also actively intervening to mitigate them.

In sum, while collocations are intricate and multi-faceted, they are undeniably pivotal in the mastery of a language. The corpus of literature reviewed here underscores the complexities involved in understanding, categorizing, and rectifying collocation errors.

3. Materials and Methods

In October, 2022, a total of 141 second-year college students (Grade 2021) at Luoyang Normal University (Luoyang, China) participated in the study. They were chosen randomly and were all in intact classes, with two classes from English major and two classes from non-English majors. In this study, all the participants turned in their own questionnaires. However, 8 of them failed to respond to some items in the questionnaire or forgot to supply their personal information, and the 8 students were thus excluded from consideration. Consequently, it resulted in a

sample size of 133. However, among the 133 participants, 3 students were absent in the English writing test due to their personal reasons. So, the final number of participants examined in this study was 130 students.

The general information of the 130 students is shown in Table 1. All of them had studied English for more than one year in college and hadn't taken TEM-4 or CET-4. Among them, 33 were males (25.4%) and 97 were females (74.6%). It is not surprising that the number of female students is predominant in normal universities. As for the major of the participants, 69 were English majors (53.1%) and 61 were non-English majors (46.9%).

Table 1. General description of the participants in the main study

Major / Gender	English majors	Non-English majors	Total
Male	16	17	33 (25.4%)
Female	63	54	97 (74.6%)
Total	69 (53.1%)	61 (46.9%)	130 (100%)

Two instruments were employed in this study: a writing text to collect data to analyse students' lexical collocation errors and a questionnaire to explore the reasons of their errors. The authors of this study choose a writing task of the same difficulty as the writing section of College English Test Band 4 (CET-4). CET-4 is the national standardized English proficiency test designed for Chinese

college students, thus it's suitable for both English and non-English majors.

The questionnaire consists of two parts. The first part is about the personal information of the participants, including name, gender, and major. The second part is composed of 20 items, aiming to examine the factors that affect the students in their writing process. In order to make students thoroughly understand the contents of the questionnaire,

all the items as well as the requirements in the questionnaire were written in Chinese. Students were expected to respond on a five-point Likert Scale ranging from 1 (disagree strongly) to 5 (agree strongly).

The four intact classes were tested during their regularly scheduled English class time by their teachers. The two teachers were quite familiar with the procedures since the authors of this study had discussed the instructions with them. The measures were given over a one-week period; the questionnaire was given on the first day, and the English writing proficiency test one week later. The authors of this study did this since it is desirable to counterbalance the order of administration for experimental rigor (Baker & Wigfield, 1999). The decision to administer the questionnaire first was based on the concern that students might respond differently if they had just completed a writing test. And the decision to administer the writing test one week later was to make students believe the writing proficiency test was not part of the research, but part of their final evaluations, and thus they would treat the test more seriously.

For the questionnaire, students were told that they were going to answer questions about their English writing, and that the questions had no right or wrong answers, since it would be used only for the purpose of doing the research on how to improve their writing ability. And their answers would be kept strictly confidential. It took approximately 10 minutes for students to complete the questionnaire. For the English writing proficiency test, students were told that it was part of their final evaluations. And they were required to finish their writing within 40 minutes and then hand in their answer sheets. The collected data were firstly coded and input into the computer, and then analysed with the help of SPSS.

It is important to note that a key limitation of the research methodology is that it relies heavily on self-reported data from student questionnaires. Because the questionnaires ask students to rate factors such as the use of L1 strategies and vocabulary learning methods, they introduce subjectivity and potential bias. Students may not have accurate self-awareness of their learning strategies and collocational errors, and their responses may be skewed by perceptual biases. Their self-reports, while providing useful information, do not allow for an objective assessment of lexical errors in their writing. To mitigate this limitation, the incorporation of computational linguistics tools, such as automated collocation analysis,

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will provide an unbiased quantification of collocation errors, complementing subjective questionnaire data. This mixed-methods approach will offset biases arising from relying on self-reports alone and strengthen the overall methodology.

4. Results

4.1. Distribution of lexical collocation errors

In this study, the types of collocation errors in students' English writing were highly consistent with Hausmann's classification. Altogether 346 collocation errors were found in students' English writing, with verb+noun error occupying the largest number (132) and noun+verb error occupying the second (70). The remaining types of errors in descending order of number were adj+noun error (59), noun+noun error (42), verb+adverb error (35), and adverb+adjective error (8). Figure 1 shows the actual distribution of each type of errors clearly.
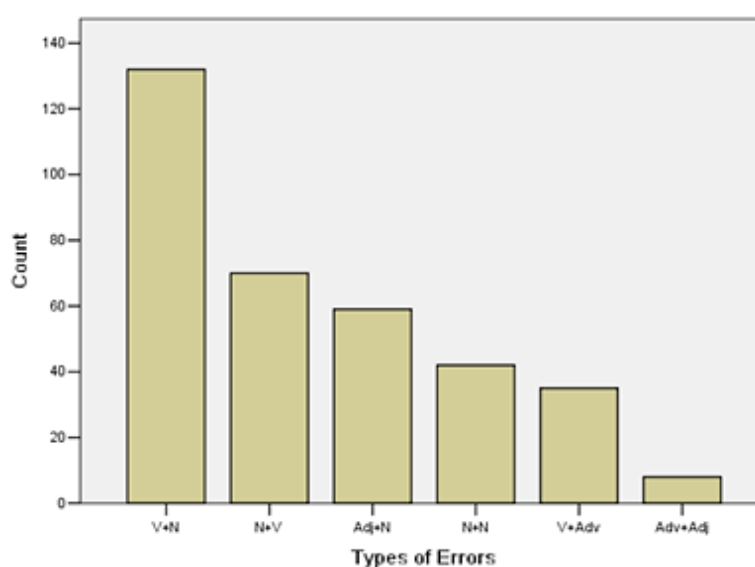
Figure 1. Distribution of each type of word collocation errors

There were 132 verb+noun errors, and it took up the largest proportion of all the collocation errors in students' writing. On the one hand, verb+noun combination is the most frequently used types of collocation in students' writing. On the other hand, it can be seen that it's still a big challenge for Chinese college students to construct their timed writing essays with highly associated and exact verb-noun collocations. Here are several examples of verb+noun collocation error:

1. "It's better to make sports every day in order to keep healthy".

2. "If you keep trying and never give up, you'll finally reach your dream".

3. "One of my most unforgettable experiences was driving the horse in the countryside".

4. "When faced difficulties, the Chinese people should be together".

For L2 learners, it's not so easy to find appropriate verbs from so many semantically similar words of the target language to express their ideas. There are plenty of verbs conveying the similar meaning but differing in their usage. Simply combining the words together without considering the semantic restrictions will result in a large proportion of verb errors. For example, in the first sentence, the correct words should be "do sports" or "play sports" instead of "make sports", since the verb "make" can't govern the object "sports". In the second sentence, "reach your dream" should be changed to "realize your dream". In the third sentence, the verb that collocates with "horse" should be "ride". As for the error of the last sentence, it's the outcome of the word-for-word translation. In Chinese, it can be said "面对困难", but in English, the word "with" has to be added in between, so it should be changed to "face with the difficulty".

This study found that both verb+noun and noun+verb collocations were relatively poorly mastered by the students. There were 70 noun+verb collocation errors in students' English writing, ranking second among the six types of errors in this study. A noun+verb error occurs when a verb is assigned to a noun that is not governed semantically, that is, when the action or the verb's state does not belong to the noun. Here are some examples of this type of error in students' writing:

1. "There has a fierce competition among college students".

2. "Today, our lesson learn how to deal with these tough problems".

3. "In 2020, the whole world outbreak the COVID-19".

There is an obvious feature of the errors in the first two sentences, that is, the verb of the sentence can't be governed by the subject. In the first example, the wrong use of the words "there have" was actually influenced by the Chinese sentence structure "这里有". But in English, the logical subject of the word "have" should be the living creatures, so "there have" needs to be changed to "there is". In the second sentence, "our lesson learn", which is a typical Chinese expression, should be changed to "we learn". The error in the third sentence is because of an incorrect use of

grammar. "Outbreak" is usually used in the form of the phrase "outbreak of". Therefore, it can be changed to the following sentence: In 2020, there was an outbreak of the COVID-19 in the whole word.

In this study, 59 adjective+noun errors were found in students' English writing. Some of them were due to the lack of grammatical knowledge, and others were because of the word-for-word translation. Some examples are given below:

1. "Each of you should deliver a five-minutes speech".

2. "I don't want to stay in a crowd place".

3. "Don't get frustrated, and we will give you our encourage".

4. "People should wear good mask, in case of the infection".

In the first sentence, the student failed to change the form of the word, thus making the grammatical error. The correct one should be "five-minute speech". In the second sentence, "crowd" should be changed to its adjective form "crowded". In the third sentence, the student probably didn't make clear the part of the speech of the word "encourage". "Our" should be followed by a noun, so "our encourage" should be changed to "our encouragement". The error in the last sentence was the result of the word-for-word

translation. In the Chinese phrase "戴好口罩", "好" plays the function of an adverb to modify the verb "戴". "好" indicates the manner of wearing the mask. It means to "wear the mask appropriately".

There were 42 noun+noun collocation errors in students' English writing. The improper noun combination means that when writing in English, students failed to find the exact words in their interlanguage system and thus borrowed words from their mother tongue. They produced new expressions by putting so-called equivalents together. Here are some examples:

1. "We have to take advantage of the job chance".

2. "Sometimes you will make a mistake decision".

3. "In my university, the study equipment is very good".

4. "There is a sanitation exam every month".

In the first sentence, "job chance" is not an exact collocation since native speakers seldom correlate the two words together. The correct collocation should be "job opportunity". However, for Chinese students, "chance" and "opportunity" have the same meaning, since their Chinese equivalent is the same. Therefore, they tend to mix them up and make

collocation errors. The errors in the other three sentences are also due to the similar reason. For example, in the second sentence, "mistake decision" should be changed to "wrong decision". In the third sentence, "study equipment" should be "study devices". In the last sentence, "sanitation exam" should be "sanitation inspection".

A total of 35 verb+adv errors were found in students' English writing, accounting for a relatively small percentage of all errors. The examples are as follows:

1. "It's a good habit to wash your hands mostly".
2. "If you want to pass the exam, you need to study hardly".

It's obvious to find from the above two examples that the students translated the sentences literally and chose the wrong adverbs. In the first example, "mostly" means "mainly", which deviates from what the author was trying to express. It can be changed to "wash your hands frequently." In the second example, "study hardly" should be changed to "study hard", since "hardly" means "almost not", while "hard" means "with great effort". The student over generalized the rule of the adverb by blindly adding "ly" at the end of the word.

In this study, only 8 adverb+adjective errors were found in students' English writing, which was the smallest number among all the other types of errors. It indicates that Chinese students had a comparatively good grasp of adverb+adjective collocation. Some of the errors of this type are shown below:

1. "It's my best proud if I can join in this competition".
2. "It is more safe than go out".
3. "You have to wash your hands very usual".

In the first sentence, the word "best" was used to modify "proud" to express the meaning of "最大的荣幸" in Chinese. Obviously, it was translated word by word, and made the sentence sound odd. In English, "best" actually does not collocate with "proud". The correct one should be "feel greatly honored…" In the second sentence, the wrong form of comparative adjectives was used, and it should be changed to "safer". In the last sentence, the student mistakenly thought that "very usual" equalled "very often", without knowing that the latter was a fixed collocation.

A study of collocation errors among Chinese college students, such as incorrect verb+noun, noun+verb and adjective+noun combinations, reveals significant language difficulties. These errors usually arise from semantic ambiguity,

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grammatical misunderstanding, and lack of awareness of word combinability. Misuse of verbs may indicate unclear meaning or implications, errors in combinations of nouns with verbs may reveal problems with grammatical structure, and errors in pairs of adjectives with nouns may indicate difficulties in making accurate descriptions.

Teachers can address these problems by including specific exercises that target the most problematic areas, using corpus linguistic resources to expose students to real language use, and developing methods to minimize interference from students' native language. Practical assignments may include correcting sentences with common errors in collocations, constructing phrases from a list of correct collocations, or translating sentences from the source language into English with an emphasis on collocations. In addition, exposure to authentic materials such as articles, books, and videos in English can help students understand how to apply collocations in real-life situations.

4.2. Reasons of the collocation errors

The questionnaire aims to explore the reasons why L2 learners make collocation errors in their English writing. The questions in the questionnaire focus on four major aspects: L1 strategy, vocabulary learning strategy, writing

practice time and attitude towards errors. The detailed results are listed in each of the following sections. The results show that 98% of the students in this study have ever used L1 strategy in their writing, and 81% of them rely heavily on it. It's understandable that when students learn a new language, they will turn to their mother tongue for help. Especially in their English writing, they think in Chinese, organize their language in Chinese and then translate it into English. There is no doubt that L1 strategy will sometimes help them a lot, and in this case, it's called the positive transfer. However, for other times, the mother tongue will have some bad influence on their second language, leading to the negative transfer. J. I. Saeed (1997) once said that the exact synonyms can't always be seen in two different languages, though there exists the semantic overlapping. In two different language systems, it's not easy to find out the complete translation equivalence. For a lot of times, the authors of this study just find the "assumed synonyms". Chinese College students have the relatively limited authentic L2 vocabulary but a large quantity of Chinese words and phrases which denote the similar referential implications in contrast with the English. Therefore, in English writing, Chinese students tend to select their familiar words and the assumed synonyms, and translate

literally without considering whether these words may have different collocating contexts, resulting in the wrong collocates and odd expressions.

According to the results of the questionnaire, over 82% of the students only memorize words without paying attention to the collocations or context. Therefore, they only know the literal meaning of the words, and still don't know how to use the word appropriately. Besides, learning vocabulary in this way will make students forget the words quite easily, since at the very first beginning, they just learned the words on the surface. Actually, memorizing the fixed collocation of words is one of the useful and effective methods. L2 learners need to read more English articles to learn how words are used in the authentic context and thus memorize more collocations of the words. However, in this study, 70% of the students choose to buy specialized vocabulary books to enlarge their vocabulary and 86% of the students memorize the words according to the word list of the textbook. Only 17% of the students read English newspapers, magazines, novels or articles to expand their vocabulary. This ineffective learning strategy makes a lot of students only know the Chinese meaning of the words, and fail to use the word correctly.

In English study, practice is especially important. Through practice, students can put what they have learned into practice and have a deeper understanding of the word collocation in different contexts. 90% of the students in this study hold the same view, and they think a lot of writing practice is beneficial for English learning. However, surprisingly, the results also show that the vast majority of students (91%) didn't have enough writing practice or even no practice for the recent two months. This paradox may be due to two reasons. On the one hand, college students are very busy, since they have a lot of subjects, and other activities, and they can't focus all of their attention on English learning. On the other hand, many college students are a little lazy in their studies. They tend to complete the tasks assigned by the teachers without giving themselves extra practice. In this case, teachers should let students know that writing ability and word collocation ability can only be trained step by step and help them build a plan to practice their writing.

According to the results of the questionnaire, 78% of the students hold the view that a few lexical collocation errors will make no difference for the whole writing, and more than half of the students (65%) don't have the habit to check their compositions when finish writing. However, more than 80% of the

students say they'll correct the errors after they get the feedback from the teacher. The results indicate at least two facts. The first is that most college students have a relatively passive attitude towards collocation errors. Maybe one or two incorrectly collocated words won't affect the reading process, but they can disrupt the overall flow of the language. What's more, as the saying goes, attitude is everything. If students don't have a serious attitude towards English learning from the start, they are only going to make more and more errors down the road, and even come to the stage of "fossilization" (Chang et al., 2012). The second fact is that if the teacher can help them, they are willing to re-examine their errors and correct them. Therefore, teachers should give full play to their guiding role and help students correct errors in their writing.

This study provides a useful cross-sectional perspective on errors in word combinations at one point in time. A longitudinal study tracking changes in errors could demonstrate the effectiveness of different instructional approaches in improving comprehension. The cohort of students could be divided into groups that would receive different collocation instructional strategies over the course of the semester. Their written work could be analysed periodically to measure the number of errors. Individuals who receive direct collocation instruction may show a greater reduction in the number of errors associated with verb+noun combinations than those who simply learn isolated vocabulary words. Longitudinal data can reveal consistency effects, where certain architectures may be more resistant to change or in need of ongoing intervention. Teachers can adjust their methods in real time according to the results of continuous error analysis. Extending the study to a longitudinal design can clarify the relationship between teaching methods and changes in lexical errors over time. Adding another temporal component may increase the significance of the findings for creating effective collocation training.

5. Discussion

The landscape of second language (L2) acquisition is vast and multidimensional, as many researchers' remark. V. Lismani (2023) in his work brings forth an intriguing intersection between L2 acquisition theories and their practical applications in teaching. The technique of translanguaging, which involves fluidly moving between languages, could potentially explain some of the collocation errors seen among Chinese college students. This is especially relevant when compared

with W. Liu (2023), who delves deep into the theory of second language development for international students. Recognizing the unique challenges and experiences faced by this demographic, the researcher proposes a holistic understanding of the L2 acquisition process. The author accentuates the importance of cultural assimilation and its intrinsic relationship with language acquisition. For international students, language learning is not just about grammar and vocabulary; it's deeply intertwined with understanding and adapting to a new cultural milieu (Tynybaeva et al., 2023). To substantiate his claims, the researcher incorporates several case studies detailing the experiences of international students across different educational institutions. These real-life accounts offer a poignant and tangible insight into the challenges, successes, and unique journeys of L2 learners in an international setting. Both studies underscore the inherent challenges of L2 acquisition, especially for students immersed in multicultural environments.

M. Monica (2022) provides an empirical dimension to this discussion. By focusing on chunking as a strategy to enhance speaking fluency, she offers a practical tool that might be adapted for writing. Chunking, or learning phrases as holistic units, could potentially reduce collocation errors. This ties in well with the study by A. Nergis (2021), who compares the effectiveness of teaching formulaic sequences with academic vocabulary. The effectiveness of such sequences in improving the complexity, accuracy, and fluency of EAP speakers lends weight to the argument for targeted teaching of collocations. The paper delineates between the two teaching strategies. While formulaic sequences involve teaching commonly used phrases or expressions in academic contexts, academic vocabulary focuses on specific high-utility words used in scholarly writing and discussions (Kulakhmet et al., 2022). The researcher's results indicate that while both teaching methods have their merits, the group exposed to formulaic sequences showcased better fluency and complexity in their language outputs. However, the academic vocabulary group demonstrated slightly better accuracy (Degtiarova et al., 2023). The core of the paper revolves around the principle of 'chunking', which Monica defines as the process of learning and internalizing sets of words or phrases as singular, holistic units. By focusing on these "chunks", learners can more naturally and fluidly reproduce them in real-time speech.

T. Omidian and A. Siyanova-Chanturia (2021) take a slightly different route by focusing on

the variation in word use in empirical research writing. This study could provide a benchmark against which Chinese college students' writing can be compared, especially in terms of collocation accuracy in academic contexts. Recognizing that academic writing, particularly empirical research writing, holds its own set of conventions, standards, and expectations, the authors set out to identify patterns and nuances in word choice and arrangement that make this style of writing distinct. Their results unveiled certain lexical and phraseological patterns endemic to empirical research writing. Some collocations and phrases were identified as particularly common, even though they might not be as prevalent in other forms of academic writing. Conversely, they also highlighted words and phrases that, while common in general academic prose, were underrepresented in empirical research writing.

E. De Santis et al. (2023) introduce a novel angle by exploring the multifractal characterization of texts for pattern recognition. While their focus is on morphological structures, their findings on the complexity of language patterns could potentially shed light on why certain collocation errors are more frequent than others, especially when considering the morphological differences between Mandarin

and English. The paper dives deep into the concept of multifractality. In essence, multifractal analysis examines structures at various scales, revealing patterns and features that might be overlooked in a single-scale analysis. By applying this to language, the researchers can extract intricate morphological structures and patterns within texts. From an educational perspective, the study offers a fresh lens through which language instruction can be viewed. By understanding the multifractal nature of languages, educators could potentially develop strategies that specifically address the morphological pitfalls that students, especially those transitioning between languages with different multifractal spectrums, might encounter (Koshoeva et al., 2023).

The work of M. Terai et al. (2023) is especially pertinent. Their exploration into the learnability of L2 collocations and the influence of L1 on L2 collocational representations can offer direct insights into the challenges faced by Chinese college students. The researchers discovered that L1 plays a significant role in how learners conceptualize and use collocations in an L2 setting. For Chinese learners, certain Mandarin collocations might have direct equivalents in English, leading to correct usage. However, other Mandarin-specific

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patterns might not have direct parallels in English, leading to errors when these patterns are transposed onto English collocations. While both research endeavours touch upon the influence of L1 on L2, their perspectives differ slightly. T. Omidian and A. Siyanova-Chanturia (2021) concentrate on variations in word use in empirical research writing, shedding light on the macro-level nuances of academic language. They highlight how academic discourse in one language might not directly translate into another due to differing conventions and phraseologies. M. Terai et al. (2023), on the other hand, zoom in on the micro-level intricacies of language learning, particularly the acquisition of collocations. Their study indicates that even when EFL learners master the broader conventions of academic English, as discussed by T. Omidian and A. Siyanova-Chanturia (2021), they might still falter at the more granular level of collocations, primarily due to interference from L1. The work of R. Wijitsopon (2017) paper addresses the nuanced topic of collocations, particularly focusing on the role and representation of quantifiers within English essays written by learners. Given the pivotal role quantifiers play in shaping the meaning and precision of language, the researcher's exploration offers a unique dimension to the broader discussion on

collocation errors in learner English. The researcher sets the context by emphasizing the importance of quantifiers in English. These linguistic elements, while seemingly simple, can profoundly influence the clarity and precision of statements. For English learners, mastering the right collocations involving quantifiers can be a daunting challenge. The research unveiled several recurrent errors and misconceptions. Learners often miscollocated quantifiers, leading to semantic ambiguities or inaccuracies. Furthermore, the misuse of quantifiers sometimes stemmed from direct translations of structures in the learners' native languages, leading to non-standard English expressions (Karibayeva & Kunanbayeva, 2017).

In conclusion, while each study offers its unique perspective, the collective body of research paints a comprehensive picture of the intricate dance between L2 learning, L1 influence, and the challenges of mastering collocations. The fusion of theoretical insights with empirical evidence underscores the need for targeted teaching strategies, as well as the importance of understanding the deeper linguistic processes at play.

Conclusions

The present study analyses Chinese college students' lexical collocation errors in their

English writing and explores the reasons of the errors. Using a questionnaire and an English writing proficiency test as the main instruments, the present study has obtained the following findings: There are altogether six types of collocation errors in college students' English writing, among which the verb+noun error is the most and the adverb+adjective error is the least. These errors are made because of the overuse of L1 strategy, inappropriate vocabulary learning strategy, little writing practice and passive attitude towards collocation errors.

The present study has important pedagogical implications for college English vocabulary teaching. First, in vocabulary teaching, teachers should focus on lexical collocations in different contexts instead of teaching the single words only, since lexical collocation learning is a process of accumulation over time. Second, teachers should cultivate students' reading habit by providing students with interesting and appropriate English reading materials, or by recommending students some English books or magazines to let them acquire a large number of lexical collocations during the reading process. Third, teachers should assign the right amount of writing practice and give students timely feedback. Feedback can be given in a variety of ways, for example, peer assessment, group discussion, auto-check software, to help students identify and correct errors in their writing in a timely manner.

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5. Discourse analysis of the role of the teacher in the model of teaching English with Chinese characteristics

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Abstract

The necessity to examine the features of pedagogical discourse in China when teaching English is driven by constant changes in the education system, the transformation of the teaching model, and the balance between pedagogical roles (identities). The purpose of this study is to explore the formation of pedagogical roles in the process of teaching English in China during the transition from the traditional model to a communicative and learner-centred approach. The following methods were used for analysis: pedagogical, communicative discourse analysis, statistical, graphical, and analytical-synthetic methods. This study revealed that the Chinese education model is undergoing a transformation from the traditional to a communicative and learner-centred approach. Specifically, quantitative data showed that teachers are inclined towards motivating students, facilitating all-round development, seeking effective teaching methods that meet students' needs, improving their own linguistic skills and knowledge, developing teaching strategies, and utilising online platforms for autonomous learning. Such pedagogical goals and values align with innovative teaching models; however, elements of the traditional teaching model persist, such as the use of classical educational programmes and materials, focus on exam preparation without attention to communicative skills. In the course of the study, it was established that there are four main roles in Chinese pedagogical discourse: motivator, mediator, researcher, and teacher. The study identified four main roles in the Chinese pedagogical discourse: motivator (32%), mediator (28%), researcher (26%), and teacher (5%) among educators. This research can be further applied to enhance educational programmes and materials, develop new methodologies and strategies for working with students, analyse pedagogical discourses in other countries, and conduct comparisons between the experiences of learning English in different contexts.

Keywords: pedagogical identities, communicative approach, traditional education, pedagogical activities, motivation.

Short Bio

Huanjie Jia is a dedicated scholar with a passion for linguistic and cultural studies. Currently pursuing a doctoral degree in Philological Sciences, Huanjie's research focuses on the intricate relationship between language and culture, particularly in the context of cross-cultural communication. With a commitment to understanding the nuances of language, Huanjie's work contributes to bridging cultural divides and fostering intercultural understanding.

Yan Yang is a research enthusiast specializing in language contact, bilingualism, and translation studies. As a diligent researcher and member of the Kyrgyz Association for Linguistics and Language Teaching, Yan Yang is dedicated to unraveling the complexities of language dynamics in Central Asia. With a strong academic background, Yan Yang's publications have shed light on the fascinating interplay of languages in the region.

Lihua Zhao is a scholar known for her expertise in Chinese language pedagogy and cross-cultural communication. With a focus on teaching methods and cultural perspectives, Lihua has made significant contributions to the field of Chinese language education. As a passionate advocate for effective language teaching, Lihua's work continues to influence language educators and learners alike.

Ishar Shisyr is a Professor and Doctor of Philological Sciences at Kyrgyz National University named after Jusup Balasagyn. His expertise lies in the field of Chinese language philology and literature, with a focus on various aspects of Chinese culture and folklore. He has published research on topics such as the prose folklore of the Hueizu (Dungans) of Central Asia, legends of famous historical figures in China, ancient Chinese mythology, and heroic tales of the Hueizu, particularly the "serpentine" type. His work includes structural analysis and morphological studies of these narratives, shedding light on the rich cultural heritage of Central Asia and its connections to Chinese traditions.

Aisuluu Moldobaeva is a Senior Lecturer with a Master's degree in Chinese Philology. She is affiliated with Kyrgyz National University named after J. Balasagyn in Kyrgyzstan. Aisuluu's research primarily focuses on the Chinese language, particularly in the area of comparative analysis. Her notable work includes a study titled "Comparative Analysis of the Range and Formation of Words Denoting Colors in Chinese and Russian," which contributes to the understanding of color-related vocabulary in both Chinese and Russian languages. Her research enriches the field of linguistics and language comparison.

5. Discourse analysis of the role of the teacher in the model of teaching English with Chinese characteristics

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Introduction

The study of learning English is particularly relevant in the context of globalisation and technological advancement, where international employability is often evaluated based on foreign language proficiency. Therefore, the search for new strategies and methods for working with students is crucial in modern education. Focusing on developing communicative skills is especially important for establishing effective work connections. Chinese English has distinct phonetic, grammatical, stylistic, and syntactical features, adding unique interest to its investigation. Moreover, the swift transformation of the Chinese English teaching system, transitioning from a traditional model to a communicative and learner-centred approach, is noteworthy. Consequently, the main interest lies in understanding the modification of pedagogical discourse in the classroom, particularly through exploring pedagogical identities (roles). From a pedagogical perspective, crucial aspects to investigate

include pedagogical goals, values, and the content of education. From the standpoint of pedagogy, such parameters as pedagogical goals and values, the content of training can be considered relevant.

The role of a foreign language teacher, according to L. S. Turopova and S. R. Q. Jumayeva (2021), is primarily associated with motivation for learning, both inside and outside the classroom. The study examined the main roles of the teacher, providing detailed descriptions, but lacked statistical data regarding the distribution of these roles in percentage. A study by A. Bezborodova and S. Radjabzade (2022) focused on English language teaching in higher education institutions in Central Asia, specifically in Kyrgyzstan, Tajikistan, and Uzbekistan. The study revealed that students were sufficiently motivated to learn, but there was a lack of materials and resources in all countries. The study provided detailed characteristics of students' knowledge levels and curricula but

did not emphasise the teacher's function in the educational process.

In the paper by N. Holovatska (2023), the relationships between three main forms of education (face-to-face, distance, and blended) and the improvement of English language skills were examined. In surveys, 80% of students stated that their English proficiency significantly improved after the implementation of innovative approaches compared to traditional teaching methods. The main focus was on surveys of students, not teachers. A study by A. Tlepbergenova (2023) aimed to explore extracurricular English language education principles in Kazakhstan. The author noted that many students engaged in extracurricular learning due to career prospects, exam requirements, and the need to create an interactive learning environment. The study focused solely on extracurricular education without analysing classroom discourse. According to R. Ysmailova et al. (2022), active globalisation processes have intensified the role of foreign languages in contemporary realities, facilitating communicative interactions. The study emphasised the high intensity of English language use in higher education and its significance in science but did not provide a comprehensive analysis of pedagogical discourse.

The purpose of this study is to examine the main pedagogical roles (identities) in the context of the transition of the education system from a traditional model to a communicative and personality-oriented one using the example of Chinese pedagogical experience. The main objectives of this study are the following: conducting a discursive analysis of the four main pedagogical roles (motivator, mediator, researcher, teacher), forming an idea of the Chinese language teaching model and its transformations. The subject of study is the communicative interaction between a teacher and students, approaches to teaching English in China.

2. Materials and Methods

The theoretical framework of this study Is based on the works of contemporary scholars that explored key issues related to the analysis of pedagogical discourse, particularly in the process of teaching the English language. The main achievements and applied strategies were examined, along with the experiences of different countries in foreign language education. Statistical data related to English language education in the Chinese context were also examined. The analytical-synthetic methodology involves breaking down the object of study into its constituent elements and then reconstituting them into a unified

whole. This method was used to analyse the components of pedagogical discourse and teaching models for English language education in China. The analytical aspect examined the core features of discourse analysis as an approach, including the study of language use in social contexts, the relationships between language and meaning, and how reality is constructed through communication. This method was used to break down the specifics of classroom discourse, teaching materials, linguistic patterns, and educational values/goals evidenced in the data.

Synthesis was then utilized to integrate the findings into a coherent understanding of the overall teaching discourse and models. The results of the analytical decomposition were brought together to characterize the key roles, activities, and transitions occurring in Chinese English language pedagogy. For example, the discourse analysis allowed identification of the main communicative acts and intentions associated with each teaching role (motivator, mediator, etc). Statistical data revealed the distribution and emphasis of different teaching approaches. Synthesis of this information provided a unified profile of how language instruction is changing from more traditional models to communicative and learner-centred methods.

Pedagogical analysis in this study involved examining materials, especially experimental data (results of surveys and questionnaires), to form an understanding of learning English in the Chinese context. Specifically, quantitative correlations between the primary skills used in modern pedagogical practice were presented. This information was compared with pedagogical roles (motivator, mediator, researcher, and teacher) and teaching models (traditional, communicative, and learner-centred) actively utilised in China. Discursive analysis in this study was employed to investigate communicative processes in English language classes in China, as well as the fundamentals of pedagogical activities. Emphasis was placed on the following characteristics: features of communicative interaction between participants in the educational process; pedagogical goals; pedagogical values; content of education; linguistic features.

Elements of communicative analysis were utilised in this study to examine the linguistic culture of the teacher and analyse communicative activities in English language classes in China. This analysis delved into communicative acts, communicative goals (intentions), and strategies in pedagogical activities. The data obtained were necessary for conducting pedagogical and discursive

analysis. Statistical analysis in this study was employed to present a set of quantitative data regarding English language education in China. Specifically, information about the main characteristics of teachers using traditional, communicative, or learner-centred teaching models was represented. A diagram illustrating the correlation between teacher roles (identities) in China was also provided.

Graphical analysis in this study was used to present statistical data in the form of figures and tables. Diagrams were employed to showcase the main skills of teachers in communicative and learner-centred teaching models, while a table was used for traditional teaching. A diagram was utilised to present statistical data (in percentage) related to teachers' roles (identities). In this study, a diverse array of methodologies was employed to tackle the complexities of teaching English within the context of Chinese-specific nuances. The primary methods utilized encompassed pedagogical and discursive analyses, serving as foundational tools for understanding the intricacies of language instruction and communication dynamics. Complementing these primary methods were supplementary approaches, including statistical analysis to quantify trends and patterns, graphical representations to visually highlight data, communicative strategies to engage with participants, and analytical-synthetic techniques

to synthesize findings and draw robust conclusions. By employing this multifaceted approach, the research achieved a comprehensive exploration of the multifaceted issues inherent in teaching English in the context of Chinese cultural and linguistic particularities.

3. Results

Discourse analysis involves analysing communicative processes in a sociocultural context, the interconnections between signs, their semantics, and the social-historical conditions of their formation. It is an approach to analysing written or oral speech from the perspective of the means through which reality is constructed. Discourse analysis provides an understanding of how language is used in different contexts (Zaki, 2021). The analysis of pedagogical discourse includes parameters such as the characteristics of communicative interactions between participants, pedagogical goals, values, and educational content. It also considers the combination of cultural and social conditions in which communication occurs, the context and situation of communication, communicative acts, and participants' intentions (Wang & Mason, 2023).

Chinese English is based on traditional English but incorporates Chinese features in vocabulary and syntax. Among the main phonetic features are the absence of reduced

vowels, vocalisation of /l/, changes in rhotic consonants, use of epenthetic sounds, diphthong variants, and substitution of non-equivalent sounds (/θ/→/s/, /ð/→/z/). Lexically, techniques such as combining borrowed and original parts (Chinese and English) within a word, broadening the meaning of a word in the target language, and rearranging original words leading to new meanings are frequently used. Grammatically, key features of Chinese English include optional plural marking and the use of zero article. Syntactically, changes in word order and tense sequence, open sentence beginnings and endings, passive voice usage, compound structures, and omission of auxiliary "be" are notable (Albrecht, 2023; Eaves, 2011).

The traditional model of teaching English in China primarily focuses on the teacher, who acts as a guide, distributing tasks among students. In this method, teachers become the sole knowledge providers, and students passively absorb the material. The method of grammatical translation corresponds to a teacher-oriented learning model. In China, grammar study is prioritised, followed by vocabulary acquisition and reading skills. In this teaching model, the teacher becomes the main (and sometimes the only) speaker in the classroom, with students responding briefly to their questions. The continuous dominance of the teacher in English classes prevents students from being proactive, independent, and full-fledged participants in the communicative process, gradually hindering the development of their linguistic skills. For a long time, English language education in China was solely focused on practising grammatical skills through translating texts from English to Chinese and using the traditional teaching model, where the teacher was at the centre without active, communicative exchange among all participants in the educational process. These limited opportunities for practical spoken English, and significant issues regarding the authenticity and practicality of educational materials persisted until recently (Luo et al., 2023). Table 1 outlines the main activities under the traditional teaching model and their percentage distribution. Based on the presented data, it can be concluded that traditional teaching methods are used quite often (columns "often" and "very often"), but not on a permanent basis. Thus, most of the modern teachers alternate the traditional teaching model with others, which indicates significant changes in the Chinese education system in recent years.

Table 1. The main activities of an English teacher utilising a personality-oriented teaching model

Assessment criteria	Sometimes	Infrequently	Often	Very often	Constantly
Preparation for the tests	1.2	12.8	36.1	38.5	11.3
Teaching according to standard educational materials	4.9	30.0	39.4	22.6	3.1
Application of traditional teaching methods	11.9	35.8	40.7	9.8	1.8

Source: prepared based on the study by S. Chen et al. (2023).

To develop communicative skills, a different teaching model is employed: the teacher should act as an observer, guiding students in finding the correct solution to tasks. Thus, it is necessary to transform the teacher-oriented model into a student-oriented model. In such pedagogical practice, the teacher's priority tasks include personal development, effective strategies, facilitating reflective language practice, and orientation towards diverse teaching methods. Professional development programmes for teachers should promote continuous improvement and self-reflection. The transition to new models began in 1958 when significant changes were introduced in China's educational system: writing new textbooks, developing new programmes with an applied character relevant to contemporary realities. In the 1980s, China actively started implementing Western technologies and adapting European educational materials focused on communicative learning. Foreign experts were also invited to teaching. By the end of the last century, the "daily communication language" strategy was announced, forming the basis for developing students' communicative skills. Since the early 2000s, there has been active promotion of learning English using interactive materials, electronic resources, and applications, inevitable in the context of globalisation and technological advancement (Rybchynska, 2023). Thus, three main language teaching models are employed in China today: traditional, communicative, and student-centred.

The communicative teaching model maintains the central role for students and a guiding role for the teacher. In this approach, the teacher focuses on developing communicative aspects, particularly clarity and fluency in speech, rather than grammatical errors, emphasising content over form. Speech errors that do not impact the essence of the message can be ignored by the teacher. The most important communication factors become expressing thoughts and ensuring their

understanding by the message recipients. After the student's (or student's) performance, the teacher can address the mistakes made and reinforce their skills through exercises. The main activities of the teacher using the communicative teaching

model, based on the survey results of Chinese university teachers, are outlined in Figure 1. The most prioritised tasks include increasing engagement in the learning process (52.8%), motivating students (40.7%), and promoting autonomous learning (39.3%).
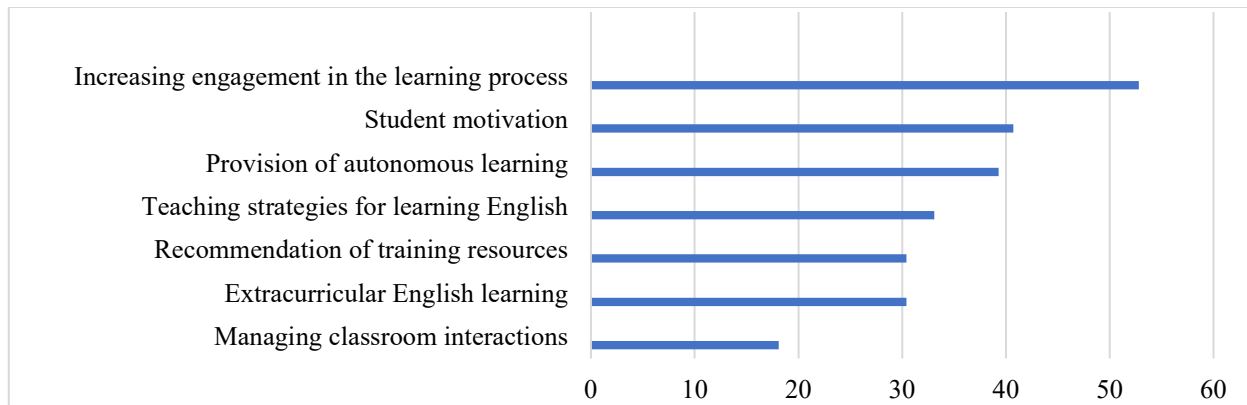
Figure 1. The main activities of an English teacher utilising a communicative teaching model. *Source: compiled by the authors based on the study by S. Chen et al. (2023).*

To achieve maximum progress in oral communication, it is necessary to adhere to the principles of communicative language teaching:

- semantics, sentence structure, and social language functions are equally important;
- developing communicative abilities is more crucial than grammatical ones;
- the use of authentic texts and consideration of the national factor in English language learning, particularly active engagement with the culture of English-speaking countries worldwide, are essential;

- the more diverse methods and forms employed in teaching, the better;
- prioritising fluency in speech, with error correction occurring after communicative interaction.

In the student-centred model, students' initiative is stimulated, creating a relaxed learning environment, and students' independence levels are increased. An essential element of this approach is boosting students' confidence in their abilities and forming positive associations with learning English. Teachers utilising the student-centred model strive to motivate and engage all participants in the learning process (Xie,

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2022). The activities of teachers in the student-centred model are outlined in Figure 2. The most frequent among them include finding effective pedagogical methods and

forms of work (31%), seeking ways to enhance pedagogical practice (28.4%), and understanding students' needs (25.8%).
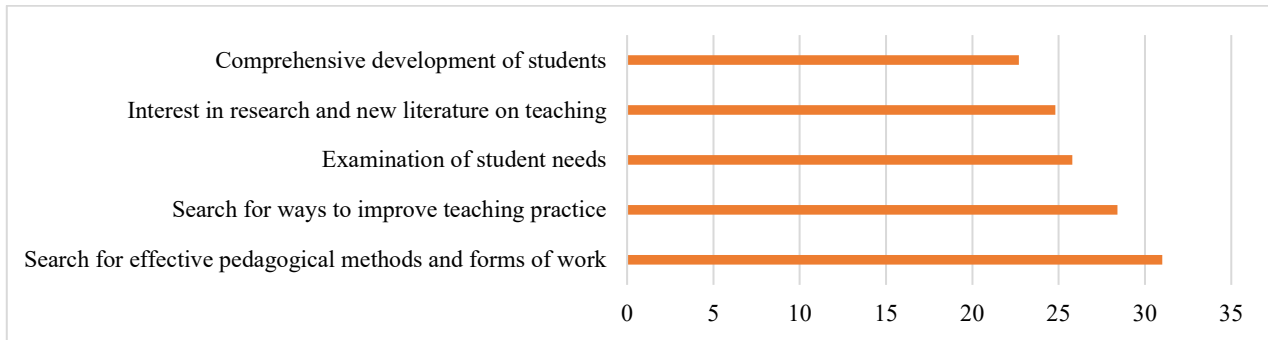
Figure 2. The main activities of an English teacher utilising a personality-oriented teaching model
Source: compiled by the authors based on the study by S. Chen et al. (2023).

In accordance with contemporary models of Chinese education, a teacher's role can be represented in the following categories: motivator (advocate), mediator, researcher (reflective practitioner), and educator. These roles can be loosely associated with pedagogical models: the traditional model aligns most with the teacher's role, the communicative model aligns with the

motivator and researcher roles, and the student-centred model aligns with the mediator and researcher roles. According to surveys conducted with educators in Chinese universities, as presented in Figure 3, the majority consider themselves motivators (32%), mediators (28%), practitioners (26%), and teachers (5%).
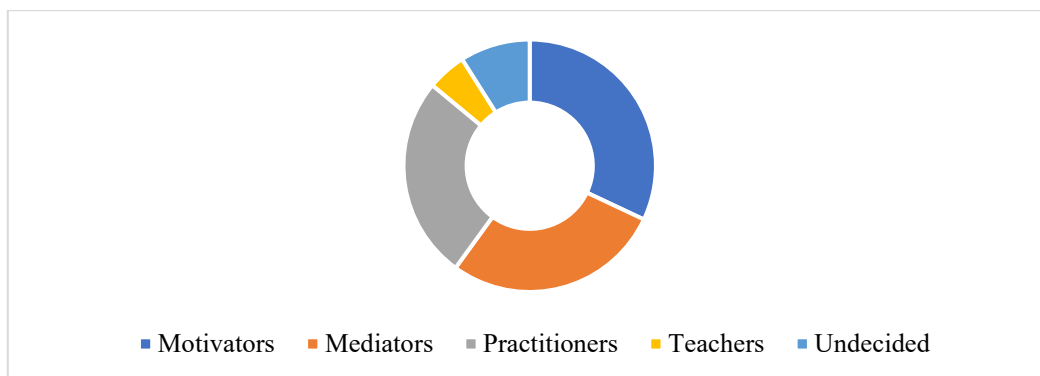
Figure 3. The relationship between the roles of teachers in the Chinese educational process
Source: compiled by the authors based on the study by S. Chen et al. (2023).

The two most common roles of motivator and mediator align with more modern learner-centered and communicative approaches, together accounting for 60% of responses. This suggests that the majority of university instructors view their role as actively engaging students, facilitating personalized learning, and developing communicative abilities. However, a sizeable portion (26%) still characterize their role as that of a researcher, reflective practitioner focused on honing their skills and testing innovative methods. This indicates many teachers are in a transitional phase between traditional and modern teaching models. Only 5% maintain a strictly traditional teacher role, confirming that China's English instruction is rapidly modernizing. The motivator role will likely continue to gain prominence, as energizing and encouraging students is critical for success in communicative teaching models. They suggest training programs should build skills for inspiring student participation and engagement. The mediator role may also increase, as 1-on-1 facilitation aids individualized learning. However, the researcher role will remain important for pedagogical innovation and development.

The primary pedagogical goal in the role of a motivator is to stimulate interest in the language, inform about its importance, raise awareness, strive to engage all students, and manage interaction in the classroom. For instance, teachers can share examples from their travel experiences, discuss employment prospects for those proficient in English. Values for motivator teachers include creating a positive and psychologically favourable atmosphere in class, showing respect for all communication participants, and maximising involvement of each participant in the learning process. This strategy is implemented by incorporating various methods and forms of work both in and outside the classroom, utilising interactive methods for teaching (such as simulating communicative situations), actively implementing group work formats (for example, in solving research tasks), expanding opportunities for exploring language phenomena and self-directed learning. In the speech practice of motivator teachers, expressive acts (indicating emotional attitudes toward situations, such as support), directives (motivating specific actions), and promissives (promises regarding outcomes) are most frequently used communicative acts. Phrases characteristic of motivator teachers include: "Believe in yourself", "It's okay, next time everything will work out", "I see positive results from working with you today", "Don't be afraid to speak, it's normal to make mistakes", "This is the only

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way you can watch your favourite cartoons (films) in the original", "English will definitely be useful to you for work", "With knowledge of English, you can freely travel around the world".

The role of a mediator entails achieving the following pedagogical goal: teaching students strategies for independent language learning (reading, oral communication, vocabulary), enhancing students' metacognitive abilities, focusing on improving communicative skills, critical thinking, and holistic personal development. The values of a teacher in the mediator role include treating each student as an individual, providing comfortable conditions for communicative interaction in the classroom, being attentive to diverse perspectives, managing time effectively during lessons, empathising, and understanding students' needs. During English language education, the mediator teacher supports the comprehensive development of each student, employing materials about British culture (such as watching film excerpts, listening to audio files), incorporating creative methods (essay writing, debates), offering support and feedback on tasks, recommending various web resources for in-class and out-of-class learning, and encouraging independent English learning. In the educational process, the mediator teacher

employs inquisitives (questions), expressives (expressing attitudes toward communicative situations), and declaratives (naming social actions in the class). Phrases typical of the linguistic culture of a mediator teacher include: "What do you see as our next lesson?", "What would you like to know about British culture?", "Now I will approach each group and answer all your questions", "I understand that you want to listen to music, but first, you need to learn new material", "You can learn new vocabulary using flashcards on the Anki website", "Now I'll tell you how to quickly master the passive voice".

The role of a researcher (reflective practitioner) is associated with the implementation of the following pedagogical goal: constant improvement of one's own linguistic and pedagogical skills, searching for new techniques for effective work with students. The values of a teacher in the researcher role include being organised, progressive, results-oriented, paying attention to linguistic details, a tendency toward experimental practice with language tools. The speech of a researcher teacher often includes communicative acts such as performatives (expressions equivalent to actions) and inquisitives (interrogative sentences). This type of teaching involves continual enhancement of teaching strategies,

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testing innovative approaches and technologies, dedication to participation in different programmes, online learning in chat rooms, continuous monitoring, and critical evaluation of work results. In the linguistic practice of a researcher teacher, you might encounter phrases like: "Today we will try a new strategy for practicing phonetic skills", "Please fill out the questionnaires about the effectiveness of teaching methods in the classroom", "What did you remember most about the lesson?".

In the role of a teacher, the educator pursues the following goals: preparing students for exams and tests, teaching from approved textbooks, and adapting the educational process due to changes in the curriculum. The values of the teacher include adherence to the traditional teaching model, focus on developing basic reading and translation skills, consistency, and avoiding unnecessary experimentation. In the linguistic practice of the teacher, representatives (conveying a set of information), directives (expressing imperative direction, urging action), performatives (nominating an action while simultaneously performing it), and constatives (statements) predominate. The educational content in this teacher's approach is limited to official materials for exam preparation, with an emphasis on grammatical translation as the primary teaching method in the classroom. Experimental strategies and interactive methodologies are rarely used, and the teacher pays little attention to their own linguistic development (Chen et al., 2023). The teacher uses formulations such as: "To prepare for the exam, you must complete the following tasks", "It is imperative to study the material presented in paragraph 5 of the textbook", "Our main task is to prepare as best as possible for the exam".

Thus, the Chinese education system is undergoing a transformation from the traditional model to a student-oriented model focused on holistic student development and a communicative model aimed at forming speaking practices. During English language teaching with Chinese characteristics, educators can take on four roles: motivator, mediator, researcher, and teacher. However, it is worth noting that most educators today tend to adopt motivational or mediating types of interaction with students.

4. Discussion

Linguists P. Li and C. Tian (2022) indicate that in Chinese-English translation, there are many literally translated phrases, so this trait can be considered a feature of this particular language pair. The authors emphasise the need to enhance this contrast to officially

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establish the status of Chinese English. When teaching English to students, it is essential to consider Chinese features at various levels (phonetic, grammatical, syntactical, stylistic), focusing on effective strategies for translating non-equivalent vocabulary or syntactical constructions to convey the text's content maximally.

In the paper of B. Adamson (2001), educational activities aimed at learning English are analysed, with a focus on developing new educational programmes. The author asserts that these programmes should be designed considering international cultural awareness, orientation towards communicative competence, and underscores the importance of blending traditional approaches with new strategies. As English language education in China has undergone significant changes in recent decades, it is crucial to note the educational system's inclination towards innovative methods, particularly problem-solving and interactive approaches. Thus, the development of English in Chinese schools and universities occurs with the active introduction of experimental technologies into the traditional learning model (Karhina, 2023).

M. Lei and J. Medwell (2022) indicate that the introduction of new English language learning

programmes in the People's Republic of China is linked to a shift towards a learner-centred approach. A survey of teachers revealed that many educators feel uncertain about the changes in the educational process and their alignment with new requirements for professional development. Research determining pedagogical identity (roles) showed that the majority of teachers in China do recognise the need to shift from a traditional language learning approach to a communicative and learner-centred one. This thesis was confirmed by the results of a survey of teachers in Chinese universities. At the same time, there is a small percentage of teachers who are not ready for such a transition (about 3%).

Researchers A. Mašić and S. Bećirović (2021) note that students' attitude towards the process of learning significantly affects their English language proficiency. A survey of Bosnian schoolchildren showed that the attitude to the language had a significant impact on the academic performance of students in general. The introduction of a personality-oriented learning model into the educational process of China allows implementing not only a communicative strategy but also positively influencing the development of a holistic personality, paying attention to the socio-cultural, national,

historical contexts of modernity (Karibayeva & Kunanbayeva, 2018). With this approach, students develop metacognitive skills, gain self-confidence, and understand the direction of their future professional development.

According to the research by Z. Pei (2015), Chinese education necessitates a shift in the discourse regime in English language instruction from pedagogical to natural. This transition is essential for enhancing students' communicative skills. Examination of the Chinese educational model for teaching English highlighted the fundamental steps towards transforming traditional teaching methods. Natural teaching incorporates parameters such as focusing on students' linguistic needs, exploring effective teaching and communication strategies during speech practice, aiming for fluent and understandable speech without excessive emphasis on minor errors, utilising playful methods and group activities, and maintaining a positive and friendly classroom atmosphere (Kulakhmet et al., 2022; Marzhan et al., 2022).

In the study by Q. Aini et al. (2023), the analysis focuses on directive communicative acts used in online English language teaching. Among these acts, directives, commands, requests, proposals, invitations, and warnings are distinguished. Various communicative acts

are used in English language education in Chinese schools and universities. Directives are most frequently used in traditional teaching models and the teacher's pedagogical role. They can also be employed to motivate students in learner-centred and communicative teaching models (Burganova et al., 2016).

In the paper of H. Deng (2022) speech patterns in classroom discourse were analysed based on the structure: "initiation" – "reaction" – "feedback" in English language classes with Chinese characteristics. It was revealed that the teacher holds a dominant position in the classroom. Chinese experience in teaching English is rooted in extensive practice of grammatical translation and the central role of the teacher in classroom discourse. However, today, most teachers demonstrate readiness to transition to innovative teaching approaches, including experimental methods and forms of work (Khrystych, 2023). Survey results from teachers in Chinese universities showed that around 50% of educators regularly use traditional teaching methods in their work.

According to X. Pan and Y. Jiang (2022), a multimodal discourse analysis is necessary for studying Chinese language teaching in the classroom. The authors used ELAN 6.0 to

analyse multimodal discourse in the classes of four different English language teachers to identify teaching models. When analysing Chinese practices in teaching English, factors such as pedagogical goals and values, specifics of communicative interaction among participants, and educational content were considered. The discourse analysis revealed that most teachers aim to transition from traditional teaching models to communicative or learner-centred approaches (Kenzhebekova et al., 2020). Their primary goals include fostering communicative skills and linguistic practice in language classes. Their values emphasise autonomy and interactive learning, testing new strategies in teaching, and encouraging student initiative and independence in class (Komilova et al., 2023).

The impact of information technology on the educational process and the teacher's role in it are discussed by T. Nagy (2021). Interactive classrooms are among the tools used for working with students today. For effective teaching, it is necessary to consider various aspects, especially the ability to choose useful resources and evaluate their impact on learning outcomes. In the learner-centred model of education, focusing on students' needs becomes the foundation of teaching (Baidalinova et al., 2014). Educators serving as motivators, mediators, and researchers are oriented towards studying all parameters of classroom communication and organising it effectively. Researchers are focused on constantly updating resources, materials, teaching strategies, and adapting programmes to the language level of students or student groups (Serdiuk, 2023).

The analysis of pedagogical strategies by X. Zhou and S. Mann (2021) in Chinese English language classrooms demonstrated the maximum accumulation of linguistic resources to achieve educational outcomes and create a positive classroom atmosphere. The shift of the teacher from being the sole source of information in the classroom to becoming a motivator and mediator during independent work and communication in student groups represents a significant step towards transforming the Chinese educational system.

The research by C. Bardel et al. (2023) is based on Swedish experience and focuses on materials related to foreign language learning. The authors note that recently, in addition to the national Swedish language and international English, students' linguistic interest in other languages is increasing. The study discusses trends and students' pedagogical experiences. Therefore, innovative approaches to teaching implemented for English can be effective for

learning other languages as well. Specifically, an orientation towards developing communicative skills contributes to the formation of overall linguistic competence (Mynbayeva et al., 2019).

Thus, when comparing the results of this study with other findings, it was discovered that key issues today still include developing effective strategies for enhancing communicative skills, implementing innovative teaching methods, and raising the level of teachers' professional competence. Special attention is given to the problem of transitioning from the traditional educational model to communicative and learner-centred approaches and shaping the teacher's identity (role model) in classroom discourse.

Conclusions

This study focused on exploring the fundamentals of the Chinese model of teaching English and the key roles (identities) of teachers: motivator, mediator, researcher, and teacher. Emphasis was placed on the transformation of the Chinese education system from a traditional model to a communicative and learner-centred approach. Discourse analysis of teacher activities in the classroom was conducted. Quantitative data were presented regarding the main activities of teachers instructing

English under traditional, communicative, and learner-centred teaching models. Specifically, in the learner-centred model, teachers were inclined towards effective pedagogical methods and forms of work (31%), seeking ways to enhance pedagogical practices (28.4%), understanding students' needs (25.8%), and fostering students' all-round development (22.7%). In the communicative model, increased student engagement (52.8%) and motivation (40.7%), autonomous learning (39.3%), formulation of English language learning strategies (33.1%), and extracurricular English language learning (30.4%) were observed. Under the traditional teaching model, the following results were presented: test preparation was a priority for about 50% of students, teaching with classical educational materials was predominant for around 26%, and the use of traditional teaching methods was favoured by approximately 12% of teachers. The majority of teachers frequently employed traditional teaching methods (ranging from 36 to 41%).

The motivator role involves stimulating students to learn the language, increasing awareness of the relevance and possibilities of mastering English, and actively involving students in the educational process. The mediator role is characterised by exploring language learning strategies in class,

enhancing metacognitive and communicative skills, and fostering holistic personality development. The researcher role is associated with continuous improvement of the teacher's professional skills, seeking new methodologies to address educational tasks. The teacher role is linked to active exam preparation and the use of proven and approved educational materials.

Future priority tasks include the development of new educational programmes incorporating a comprehensive approach to teaching, particularly by integrating interactive and developmental elements. This also involves creating educational materials focused on aspect-based communicative approaches, analysing psychological means and resources used to overcome language barriers, and studying the language concurrently with elements of cultural identity. However, it should be noted that the present study's findings are situated within the specific context of English language education in China during a transitional period in teaching models. While some conclusions may offer insights for research in other cultural settings, the quantitative results and details of the discourse analysis are tied to the Chinese educational context explored. Further comparative research would be valuable to determine which findings have relevance

beyond this specific case study and which may require validation before being generalized more broadly.

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6. Methodical aspects of learning foreign languages by future specialists in the legal field

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Abstract

The processes of globalization and modernization demonstrate the importance of mastering foreign languages for future specialists in various fields. Foreign languages play an important role for future lawyers as a means of international communication and international cooperation. Specialists can most effectively form speech competences during their studies at a higher educational institution, however, in the modern world there is a need to optimize the process of foreign language training of legal specialists, especially within the framework of distance education. The purpose of this study is to reveal the peculiarities of mastering foreign languages, in particular English, by future lawyers in the modern educational environment. To achieve the goal, the methods of analysis and synthesis, the method of comparison, the logical-analytical method, the methods of induction and deduction were used. This work describes the features of modern legal activity within the framework of globalization and modernization. The communication competencies that a lawyer must master for successful professional activity are revealed. The need for future lawyers to acquire foreign language skills has been demonstrated. The methods that can be used by teachers of higher educational institutions to teach foreign languages to future specialists in the legal field have been determined. Modern approaches to the formation of speech competences are described. Features of training of future specialists in the legal field within the framework of distance education are described. The possibility of using innovative approaches and modern technologies in teaching future specialists foreign languages is considered. The role of the teacher in the professional training of future lawyers, as well as in the formation of foreign language communication skills in them, is revealed. Recommendations are given for improving the process of mastering foreign languages by future specialists in the legal field. The results of this study can be used by the management of higher educational institutions to improve the process of foreign language training of future lawyers, by teachers to optimize the educational process and better training of future specialists, directly by students of legal specialities for self-improvement and formation of communication skills.

Keywords: *Communication Competences, Higher Education, Legal Education, Educational Process, Innovative Approaches.*

Short Bios

Oksana Starostina holds the title of Ph.D. in Pedagogical Sciences and serves as an Associate Professor at the Department of Foreign Languages for Professional Communication at the International Humanitarian University. Her research interests encompass various aspects related to education and language, including the professional development of teachers, English language teaching, foreign languages in education, training for lawyers, and legal education. Her academic pursuits also extend to the unique challenges and methods involved in teaching foreign languages to law students.

Olena Horytska is a lecturer at the International Humanitarian University with a focus on various aspects of education and its impact on students. Her research interests and publications cover topics such as the formation of scientific and creative culture in students majoring in economics at institutions with I-II accreditation levels. She has also contributed to research on preparing future economists for the automation of accounting processes in enterprises. In addition, Olena has explored the influence of the neuro-educational environment on socialization in an era of total digitalization. Her work emphasizes the role of education, particularly neuropedagogy, in shaping society's socio-cultural patterns in the context of rapid digital development. Furthermore, Olena Horytska has examined the role of adaptive-digital environments in higher education institutions in developing students' professional competence and has contributed to research on educational integration through the lens of students' academic mobility.

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Introduction

Today, a competitive specialist, who is highly valued on the Ukrainian and international labour market, must be proficient in foreign languages, in particular English, which is the basis of international communication and cooperation. Specialists in the legal field are no exception, because in addition to protecting the rights and freedoms of citizens, a lawyer must protect the international interests of the state in the field of trade, economy, and international law. Specialists in the legal field can most effectively form foreign language competences within the framework of the educational process in higher educational institutions. It is in the process of obtaining an educational and qualification level that a specialist acquires the basic knowledge and skills that he will need during his professional activities (Degtiarova et al., 2023).

N. M. Shapovalenko (2023), investigating the need for language training of legal professionals in the context of European integration, notes that language training is one of the key elements of training future lawyers, which affects the establishment of international relations between Ukraine and other states. A. M. Lesko (2020) investigated the problems of developing linguistic abilities in future lawyers and noted that communication competences occupy the main place in the activity of a lawyer, which is based on communication and interaction with other people. S. O. Shestakova (2020), who in her work revealed the importance of speech competence for future lawyers, noted that it is precisely those skills that he acquired during his studies at a higher educational institution that are important for a modern specialist in the legal field. The main requirement for the speech competence of a modern specialist was defined by the author as free communication in national and foreign languages, mastery of terminology, as well as the ability to express one's thoughts in an accessible manner, which a specialist can

achieve within the framework of the educational process.

V. Bondarenko (2021), researching the factors of the formation of communicative competence in future lawyers, also emphasizes the importance of mastering foreign languages and the importance of acquiring foreign language skills precisely in a higher educational institution, because legal activity requires professionals to be fully included in the work process and leaves no opportunities for self-improvement during professional activity. S. V. Medvedenko and O. M. Sytko (2023) investigated the peculiarities of the intercultural competence of specialists in the legal field and came to the conclusion that the activity of a modern lawyer involves a unique language practice: in addition to the correct use of terminology, the correct translation of legislative acts and the correct preparation of documentation in a foreign language, the specialist must understand that the success of international interaction is determined the ability to understand not just the language, but also the cultural features of another country, which can affect the effectiveness of the specialist's international activities.

O. Kaniuk (2023) described the features of remote monitoring of English language

acquisition by future lawyers and also noted that future lawyers acquire basic skills and abilities precisely in an educational institution, but currently this process is complicated by the introduction of distance education. However, Yu. Korotkova (2020) revealed in her work interactive methods of improving the speaking competence of future lawyers and came to the conclusion that the use of modern approaches will help, even within the framework of distance education, to prepare lawyers as effectively as possible for the use of foreign languages in professional activities, and will also help to develop important social skills.

In the analysed scientific sources, the confidence of scientists can be traced that future lawyers acquire basic abilities and skills (including foreign languages) precisely in a higher educational institution. However, methods for optimizing foreign language training were not provided. Scientists also note that there is currently a problem of quality training of lawyers through distance education. Based on this, the purpose of this study is to provide effective methods of optimizing the foreign language training of future lawyers. The task of the research is to reveal the peculiarities of foreign language training of future lawyers within the

framework of distance education using modern methods and technologies.

2. Materials and Methods

The following theoretical methods of research were used in this work: methods of analysis and synthesis, method of comparison, logical-analytical method, methods of induction and deduction. The analysis method was used to reveal the peculiarities of legal education and the peculiarities of legal activity in modern Ukraine and to describe the importance of this activity for international cooperation, the development of international trade and the economy. The analysis method was also used for a detailed consideration of the importance of future lawyers acquiring foreign language and, in particular, English language competence and its impact on the further development of the specialist and the formation of his competitiveness on the Ukrainian and international labour market. This method helped to make an overview of pedagogical practice in the field of teaching foreign languages of future legal professionals and to describe programs, teaching methods and approaches that are effective and can be used by teachers of higher educational institutions to optimize the educational process. Analysis and synthesis were used to reveal the aspects of distance training of

students, as well as to describe those modern technologies that can be used in foreign language training. Thanks to the analysis, those technologies, methods and approaches that can be the most effective in foreign language training of future specialists in the legal field were selected, and the comparison method helped to correlate the selected technologies, methods, and approaches and determine the most effective of them. Analysis and synthesis also helped to reveal the importance of cultural enlightenment for legal professionals in the aspect of their international activities on international cooperation. The synthesis helped to draw general conclusions about the need for future lawyers to master foreign languages and about the peculiarities of the modern educational process in higher educational institutions.

The logical-analytical method was used to reveal the key aspects of foreign language training of legal professionals, to highlight the connections between research elements: approaches, methods and technologies of foreign language learning. The logical-analytical method also helped in the formulation of recommendations for optimizing the process of learning foreign languages by future specialists in the legal field within the framework of a higher

educational institution. With the help of the deduction method, general information was collected about the peculiarities of foreign language acquisition by future specialists in the legal field, and separate conclusions were made about each of the possible approaches to learning foreign languages and about the possibility of optimizing this process. The deduction method, based on conclusions about the possibility of optimizing the process of mastering foreign languages by future specialists in the legal field, helped to understand the process and features of the use of modern technologies, innovative methods and approaches that contribute to the more effective formation of foreign language competences, in particular within the framework of distance education. The method of induction helped to reveal regularities in the foreign language training of future specialists in the legal field, based on previously obtained data. With the help of this method, a conclusion was made about which approaches will help optimize the process of mastering foreign languages by future specialists in the legal field, as well as general conclusions about the process of learning a foreign language. Using the methods of induction and deduction, the general conclusions of the research were made, the prospects of future research were outlined,

and it was also determined by whom and for what purposes its results could be used.

To enhance the study on the methodical aspects of learning foreign languages by future specialists in the legal field, a comprehensive survey was conducted targeting students from various universities across Ukraine. The survey aimed to gather student feedback and experiences with the instructional methods recommended in the study, particularly within the framework of distance education. The survey involved a total of 200 students, comprising a balanced mix of both male and female participants from first to fourth-year law courses. These students were selected from five different Ukrainian universities, representing a broad spectrum of the country's legal education landscape. The disciplines covered included not only general law but also specialized areas such as international law and corporate law, to ensure a diverse range of perspectives. The questionnaire consisted of 15 questions, blending both quantitative and qualitative types to capture a comprehensive view of the students' experiences. Questions ranged from rating their satisfaction with the CLIL approach and virtual reality simulations to open-ended queries about their personal challenges and suggestions for improvement. The survey was conducted online and anonymously via a

secure platform to encourage honest and uninhibited responses.

3. Results

3.1. Innovative Methods for Legal Language Training

The legal sphere of activity is in constant development, because in parallel with changes in the world and society, there may be changes in legislation and the legal system, which can affect both the citizens of the state and the state in general. Qualified lawyers can not only effectively protect public rights and freedoms, but also participate in international processes and international activities of the state, however, the basis of such activities is the knowledge of foreign languages, in particular English, as the language of international cooperation and international exchange of experience (Kuteeva, 2023). In addition, a modern lawyer who wants to be competitive on the Ukrainian and international labour market and participate in international legal activities must study not only the legal system of his country, but also the legal system of those countries with which he can theoretically cooperate, which is impossible without possession in foreign languages (Pallathadka & Pallathadka, 2022). The goal of a higher education institution in this aspect is to train a fair specialist in the

legal field, who, in addition to high moral qualities, a high level of knowledge and skills, will possess foreign languages at a level sufficient for effective communication with foreign specialists and effective resolution of legal issues.

Speaking about legal English, it is worth understanding that it occupies a key place in the professional activity of a lawyer (Dundon, 2021). If for specialists in other fields, foreign languages can only be an auxiliary tool for improving their professional competences, then for a specialist in the legal field, a foreign language is one of the main tools for performing official duties, especially if the specialist applies for work in international legal organizations or aspires to work in the field of international law. All basic legal tasks: protection of the rights and interests of citizens and/or the state, preparation of documentation, legal consulting involve working with a large amount of information, live communication with citizens, representatives of companies or representatives of the state, which is impossible without mastering speech skills. However, mastering a legal foreign language has certain features and is a problem in the field of professional language teaching, because a legal foreign language requires accurate translation, a detailed understanding

of the legal standards of other states and their culture (both state in general and legal) (Al-Jarf, 2023). In addition, in higher educational institutions there is often a lack of curricula or approaches that would emphasize the study of legal English, while several classes of a foreign language per week most likely will not be able to form high-quality foreign language competences in students.

Based on these features, the Content, and Language Integrated Learning (CLIL) approach can be used to effectively master a legal foreign language (Durlo & Gentil, 2022). The CLIL approach is based on the integration of language and learning. That is, it is assumed that future specialists in the legal field will not only study a foreign language as a separate discipline, but will also have other legal disciplines in a foreign language. All or most of the legal disciplines (based on the level of training of students and the decision of the management of the higher educational institution and teachers) will be taught in a foreign language, for the complete immersion of future lawyers in a foreign language environment and better formation of speech competences (Bandur & Sidiropulo, 2023). So, for example, such disciplines as constitutional law, civil law, criminal law, administrative law, financial law, international law and other disciplines, which are usually taught in the

state language, may be partially or completely taught in a foreign language. This approach will help future specialists in the legal field to comprehensively and comprehensively master legal terminology, documentation, and all aspects of legal activity. Another advantage of the CLIL approach is the development of students' cultural awareness, which is very important in the aspect of international law, because it is almost impossible to understand the legal norms and standards of other countries without understanding their culture (Sapargaliyeva et al., 2015). The CLIL approach also includes the involvement of all available resources, as well as modern technologies and approaches, in the educational process.

The use of modern technologies and approaches is especially appropriate in the framework of distance education, which since 2020 has been leading for Ukrainian students, first due to the COVID-19 pandemic, and later due to military armed aggression against Ukraine. In the analysed scientific sources, the problem of qualitative formation of skills and abilities within the framework of distance education is highlighted, and the importance of modern technologies and innovative methods in distance education is also emphasized (Bebykh & Kotelevska, 2020; Kaniuk, 2023; Korotkova, 2020). Scientists single out six innovative approaches to

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teaching future lawyers foreign languages (Figure 1).

| Online methods | Flipped classroom | Virtual reality |
| Social networks | Podcasts | Gamification |
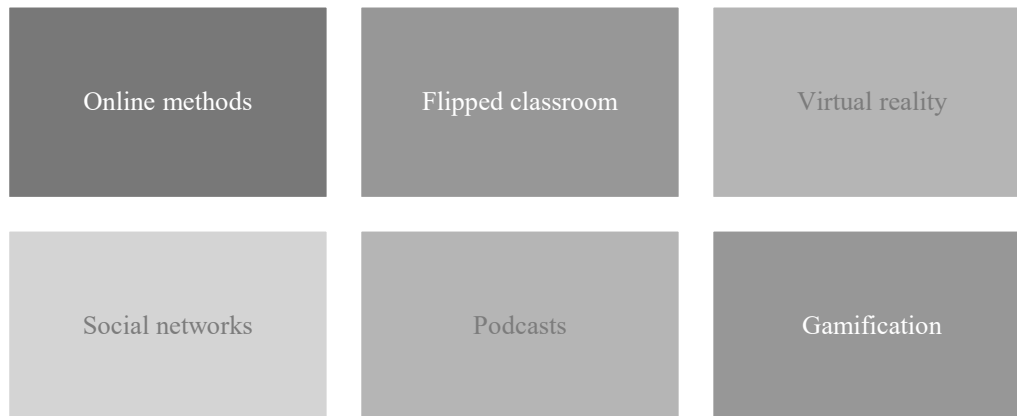
Figure 1. Innovative approaches to learning a foreign language in the educational process of future specialists in the legal field.

Source: C. Storr & C. McGrath (2023).

It is advisable to reveal in detail the specifics of using each of the proposed approaches in teaching foreign languages to future specialists in the legal field. Online methods directly include any online interaction: conducting lectures and practical classes online, online discussions, online learning can also include a mixed form of education (when one part of the educational process takes place in classrooms, and the other part – in online format through special software, such as Moodle, Microsoft Teams, Zoom).

The flipped classroom approach is based on the fact that students master the theoretical material before the class, and the theoretical material is discussed, debated, interactive exercises, and the learning material is learned directly in the class. The traditional approach involves mastering the theoretical material in class, and the assimilation of the material mostly occurs by students independently (Kunanbayeva, 2016). The flipped classroom approach is useful in the study of a foreign language by future lawyers, because having familiarized themselves with terminology, certain articles or legislative documents in a foreign language during extracurricular hours, students can improve their practical skills during the lesson itself (Karhina, 2023). This can be implemented through discussions on the given material, a more detailed examination of it, the use of brainstorming or

team work on the material under the supervision of the teacher.

Virtual reality can be used both to simulate being in a classroom during distance learning and to simulate court hearings and full immersion in a foreign-language legal environment (Balykbayev et al., 2021). So, H. McFaul and E. FitzGerald (2020) investigated the Open Justice virtual reality application and the features of its use in legal education and noted that the virtual reality method in training legal professionals is a unique approach that allows obtaining a realistic practical environment for any needs, including for learning foreign languages. The Open Justice application allows entering the following virtual worlds: a classroom with students (can be used by teachers and students for lectures and practical classes, to improve self-presentation skills, public speaking, in particular in a foreign language), as well as a public place, a prison, and a court hall (can be used to simulate interrogations, court hearings or direct participation in dialogues in a foreign language). Virtual reality is the innovative method that can bring students closer to real life situations that they may encounter in the course of their professional activities (Abudaqa et al., 2021). In the aspect of foreign language learning, virtual reality can be used for practical

improvement of speaking competences, as well as for understanding one's strengths and weaknesses, which are worth working on (Meruyert et al., 2022).

Social networks can also be a way to improve professional foreign language skills for law students. Social networks relevant in Ukraine include Instagram, TikTok, Twitter, and Facebook. In these social networks, future specialists in the legal field can improve their foreign language skills by viewing foreign legal blogs or by independently maintaining a blog in a foreign language on legal topics, by participating in conversations and discussions on legal topics. These social networks can also be used to better understand the culture of other countries, which is important for international legal activities, this can again be helped by browsing foreign blogs, participating in conversations and discussions, communicating with foreign lawyers and sharing experiences (Berdykulova et al., 2019). Another method that has been highlighted by scientists is the method of podcasts. It is based on listening to short monologues, discussions, and dialogues on certain topics. Thanks to this method, future specialists will be able to improve their legal knowledge and skills in a foreign language. In addition, this method can include not only listening to podcasts, but also recording them independently in a foreign

language on certain topics. Later, during listening, the student will be able to assess his level of mastery of the topic, see his mistakes, shortcomings, and advantages of his mastery of a foreign language. The recorded podcast will also be able to be listened to by the teacher and other students, which will help to get an assessment and perspective and improve one's foreign language skills (de Oliviera Fornasier, 2021).

Scientists also proposed a gamification method based on the inclusion of game elements in the learning process. Games can be introduced into the educational process directly by the teacher, and modern gadgets and software can also be used for this. In the case of the introduction of games into the educational process by the teacher, they can be well-known entertainment games, such as "Crocodile" (a game in which the participants have to explain the words of a certain topic using only movements, facial expressions and gestures), or board games, such as "Erudit" (a game in which the participants must make words from letters on a certain topic), "Monopoly" (a game in which the participants must buy as much real estate as possible and develop it), but adapted for the acquisition of a foreign language by future specialists in the legal field. The use of games in teaching future lawyers foreign languages will not only

improve their speaking skills, but also develop strategic and creative thinking, form teamwork skills, and help develop cognitive processes. In the case of using gadgets, it is advisable to use software or applications aimed at the development of foreign language competences of a certain topic, for example: Duolingo, Memrise, Rosetta Stone, Quizlet, Babbel. According to scientists, the introduction of games into the educational process can make the learning process longer, but at the same time, gamification can motivate and encourage the acquisition of new knowledge, because a sense of competition and rivalry can appear (Tavares, 2019). The researcher also stated that only a creative, energetic, result-oriented teacher who is ready for changes in traditional teaching methods can effectively use modern technologies and innovative approaches in the educational process.

The teacher plays an important role in the educational process of the legal field, because it is his experience, outlook, vision of the profession, and professional image that students will observe and adopt (Yermentayeva et al., 2018). Scientists note that a legal teacher must have high moral qualities, a sense of justice, have high pedagogical and professional skills, comprehensively develop students and

prepare them for honest legal activity for the benefit of their state (de Azevedo Gonzaga et al., 2023). Speaking of foreign language training, in addition to the described aspects, a teacher who teaches future lawyers foreign languages must have highly developed foreign language skills, understand the legal system of other countries, their culture and cultural and legal peculiarities. In addition, a teacher of foreign languages must be ready to use modern technologies, innovative methods and approaches and constantly improve the educational process (Kunanbayeva, 2017).

Taking into account all the described aspects, recommendations were made to optimize the foreign language training of future specialists in the legal field, which will help teachers to improve the educational process, and students to engage in self-education and self-improvement. Recommendations regarding optimization of foreign language training of legal professionals are as follows:

1.   Language immersion. During the training of specialists in the legal field in higher educational institutions, it is advisable to introduce integrated learning models (for example, CLIL) into the educational process, which will help the student to find himself in a foreign language environment. Some legal disciplines should be partially transferred to

teaching in foreign languages, for example, English, as the language of international communication. Language immersion will help future specialists to acquire comprehensive speech competences and comprehensively develop their mastery of a foreign language of professional direction.

2.   Introduction of exchange programs into the educational process. To master a legal foreign language, it is not always enough to acquire only communication skills, it is important to understand the cultural and legal features of the countries with which the specialist will cooperate, because cultural factors can affect the entire legal system, fundamentally change it and change the professional activity of a specialist in the legal field. For a better understanding of the cultural features of other countries, it is advisable to introduce exchange programs into the educational process, thanks to which Ukrainian students will be able to get acquainted with the culture and legal system of other countries, and vice versa – foreign students will be able to get acquainted with the culture and legal system of Ukraine. Such experience can affect the effectiveness of international cooperation and increase the competitiveness of Ukrainian specialists on the international labour market.

3. Creation of "legal laboratories" that can function in the online environment. These "laboratories" can be implemented by creating a special site that will include not only all necessary materials, but also all possible modern technologies, methods, and approaches for the comprehensive development of knowledge and foreign language competences. On the site, it is advisable to place legal literature in foreign languages, legal documentation, create separate sections with video recordings and podcasts (these can be video or audio recordings of famous court hearings, fragments from films/series/videos on legal topics). In addition, in these "legal laboratories" it is useful to create an opportunity for students to take surveys and tests that can be gamified, which can be another method of improving the foreign language training of future lawyers. Gamification can include the development of special applications in which future specialists can pass levels using their knowledge of a professional foreign language (supplement dialogue with terms or phrases, translate a legislative document, record an oral answer to a certain question).

Thus, the legal foreign language really has a number of features, in particular in the aspect of distance education, but a qualified teacher

who is able to interest and motivate students, the use of modern technologies, methods and approaches, and the application of the provided recommendations can improve the process of foreign language training of future legal professionals. Despite the large number of modern methods, it is important to keep a balance between traditional teaching methods and innovative ones, because effective professional activity of future lawyers is possible only if they have established knowledge.

3.2. Insights from the Innovative Teaching Methods Survey

In the detailed exploration of the survey results on the effectiveness of innovative teaching methods for future legal professionals, the feedback from students offered rich insights into their learning experiences. The survey included questions on their satisfaction with different teaching approaches, such as the Content and Language Integrated Learning (CLIL) method, the flipped classroom model, virtual reality simulations, and the use of social networks and gamification in legal education.

A significant portion of students, about 65%, reported that the CLIL approach notably enhanced their understanding of legal terminology in a foreign language and made

the learning process more immersive. They appreciated the direct application of language skills in legal contexts, which was seen as a valuable preparation for their future careers. One student mentioned, "Learning legal concepts in English has made me feel more confident in my ability to engage in international legal discussions." The flipped classroom model received positive feedback from approximately 70% of the participants. Students valued the opportunity to delve into theoretical materials at their own pace before applying this knowledge in practical, interactive class sessions. "The flipped classroom approach transformed our classes into dynamic workshops where we could actively practice our language skills," a respondent reflected.

Virtual reality simulations were highlighted as particularly impactful by 60% of the students. These simulations provided an innovative way to experience real-life legal scenarios and practice language skills in a simulated professional environment. "Virtual court hearings in a foreign language were challenging but incredibly effective for practical learning," shared one participant. The use of social networks and gamification was found to be engaging by 80% of the students, who reported that these tools made the learning process more enjoyable and less

daunting. Gamified elements, such as quizzes and interactive games, were mentioned as effective ways to memorize and practice legal vocabulary. "Social media discussions and legal games made learning much more fun and accessible," commented another student. Despite the overall positive reception, the feedback also pointed to areas needing improvement. About 30% of students expressed a desire for more frequent and structured online interactions with instructors, suggesting that increased direct communication could enhance the distance learning experience. Additionally, some students, approximately 20%, called for a greater variety of legal disciplines taught in foreign languages to broaden their expertise and exposure. The survey illuminated the students' appreciation for innovative teaching methods while also underscoring the need for a balanced approach that incorporates traditional teaching methods. This feedback from the future specialists in the legal field is invaluable for refining educational strategies to better suit their needs and aspirations in the evolving landscape of legal education.

Based on the survey findings, it is evident that while modern instructional methods are appreciated by law students, there is a clear need for further refinement and increased interaction. The feedback underscores the

importance of aligning these methods more closely with the students' expectations and the realities of distance education. The positive reception of the CLIL approach and virtual reality suggests that these could be key areas for future development. Nevertheless, the survey also points to the necessity of maintaining a balanced approach that includes traditional teaching methods to ensure a comprehensive and effective legal education. The study recommends the adaptation of teaching strategies to incorporate more real-time interactive sessions and a greater emphasis on legal English to better prepare students for the international legal arena.

3.3. Innovative vs Traditional Legal Education

In the evolving landscape of legal education, a comparative analysis between innovative teaching methods and traditional approaches reveals significant insights into their effectiveness, especially in the context of learning foreign languages by future legal specialists. This examination, informed by the study on methodical aspects of foreign language acquisition in the legal field and supplemented by survey results, illuminates the strengths and areas for improvement in both educational strategies. It also considers how different educational and cultural

contexts might adapt or modify these methods to meet their specific needs. Traditional teaching methods in legal education have primarily focused on lectures, reading assignments, and individual study, with a strong emphasis on rote memorization of legal terminology and principles. This approach, while providing a solid foundation of legal knowledge, often lacks the dynamic engagement and practical application that are critical for mastering a foreign language and understanding its application in legal contexts. In contrast, innovative teaching methods such as the Content and Language Integrated Learning (CLIL) approach, flipped classrooms, virtual reality simulations, social networks, and gamification introduce an interactive and immersive learning experience. These methods not only engage students more deeply but also enhance their ability to apply legal concepts in real-world scenarios, especially in a foreign language setting. For instance, the CLIL method integrates foreign language learning directly into the study of legal disciplines, providing students with the opportunity to learn both the language and the subject matter simultaneously. This integration fosters a deeper understanding of legal terminology and concepts in the context of their practical use.

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The survey conducted among future legal specialists highlights a general preference for these innovative methods over traditional ones. Students reported greater satisfaction with the engagement and practical language skills developed through approaches like virtual reality simulations, which allow them to participate in simulated legal proceedings in a foreign language. This hands-on experience is something that traditional methods rarely offer. However, the effectiveness of these innovative approaches can vary significantly depending on the educational and cultural context. For instance, in cultures where traditional educational practices are deeply ingrained, there may be resistance to adopting methods like gamification or social networks for learning. Similarly, the availability of technological resources can limit the implementation of approaches such as virtual reality simulations in less affluent regions.

Adapting innovative teaching methods to different educational and cultural contexts requires a nuanced understanding of local educational norms, resource availability, and the specific needs of students. For example, in regions where access to technology is limited, the flipped classroom approach can be modified to use more accessible forms of media, such as radio broadcasts or printed materials, to deliver the preparatory content.

Moreover, the integration of cultural elements into the teaching process can enhance the relevance and effectiveness of these methods. For instance, using legal case studies and materials that reflect the local legal system and cultural practices can make the CLIL approach more relatable and engaging for students. Similarly, gamification elements can be tailored to incorporate local legal traditions and practices, making the learning process more culturally relevant and interesting. The involvement of local legal professionals in the development and delivery of course content can also ensure that the innovative teaching methods are aligned with the practical needs of the legal profession in that region. This collaboration can help to bridge the gap between theoretical knowledge and practical skills, making the education more applicable and valuable to students' future careers.

Thus, while innovative teaching methods offer significant advantages over traditional approaches, especially in the context of learning foreign languages in the legal field, their effectiveness is contingent on careful adaptation to the educational and cultural context. A balanced approach that combines the best elements of both traditional and innovative methods, tailored to the specific needs and circumstances of students, is likely to be the most effective strategy for legal

education. This approach not only respects the educational traditions and resources of different regions but also leverages the unique benefits of innovative methods to prepare future legal professionals for the challenges of a globalized world.

4. Discussion

This study determined that the basis of modern foreign language training of legal professionals is the application of modern technologies, methods, and approaches. Legal English was the object of research of Š. Bilová (2022), who also noted that the introduction of modern elements into the English language education of future legal specialists is effective and helps students develop not only speaking skills, but also personal qualities. At the same time, some students participating in the author's research noted that they prefer the traditional form of education, because modern technologies, innovative methods and approaches, in particular gamification, cause a feeling of fatigue and their use in the educational process should be dosed, which echoes the conclusion of this study about the need for a balance between traditional and innovative teaching methods. R. L. Maldonado Manzano et al. (2022) came to a similar conclusion in their study of the use of game methods in legal education, they believe that

gamification is a modern method of motivating future professionals to acquire knowledge and skills, covering the cognitive, social and emotional spheres of students' lives, but it is important to combine it with standard teaching methods, otherwise the educational process can only be turned into a game. Š. Bilová (2022) also came to the conclusion in her research that the key role in mastering foreign languages is assigned to studies at a higher educational institution, because it is within its framework that basic knowledge and skills regarding the legal profession are formed, and the researcher assigns an important role in this process to the teacher and his ability to understand his students and use an individual approach in his work.

In this study, it was determined that one of the effective methods of teaching future legal professionals foreign languages is the flipped classroom method, thanks to which students get more practical skills. H. T. Nhac (2021), who investigated the effect of the flipped classroom on students' academic achievements in learning a legal foreign language, came to the conclusion that the flipped classroom approach really affects the acquisition of knowledge, the formation of foreign language skills and abilities. The results of the study conducted by the scientist

showed that the experimental group, in which the flipped classroom method was used for foreign language training, improved their English language skills, while the students of the control group remained at the same level or improved their skills slightly. In addition, the students of the experimental group expressed their satisfaction with this approach to learning and noted that they are ready to test the flipped classroom method in the future and when studying other disciplines. M. Hyttinen and J. Suhonen (2022) also investigated the flipped classroom approach in legal education and agreed with its effectiveness. The scientists noted that this approach contributes to the in-depth assimilation of knowledge and increasing the motivation to study, which is important in the aspect of mastering foreign languages of professional direction.

Another effective method of learning foreign languages revealed in this study is the method of podcasts. R. Killean and R. Summerville (2020) investigated the method of creative podcasting and its effectiveness in the formation of legal knowledge, and agreed with its effectiveness in the educational process. The researchers noted that this method will be most effective if the student records his own podcasts in a foreign language, which echoes the results of this study. Scientists also believe

that the use of podcasts in the educational process of legal professionals can not only improve legal knowledge and skills, but also help in the development of creativity, and teamwork skills, in the process of self-analysis, and in the formation of healthy self-evaluation and self-criticism.

Speaking about the use of modern technologies in foreign language training of future specialists in the legal field, scientists note that in addition to gamification, podcasts and the flipped classroom method, the use of artificial intelligence in the educational process is interesting. So, Q. An (2023), investigating the features of artificial intelligence in the training of specialists in the legal field, notes that traditional teaching methods should be gradually excluded from the educational environment, because thanks to innovative methods, positive changes are taking place in education. With the help of artificial intelligence, future lawyers will be able to access professional literature and find information about court cases necessary for theoretical training. In addition, according to the author, a modern specialist, in addition to professional skills, should possess such qualities as creativity, ingenuity and critical thinking, which are almost impossible to form during traditional forms and methods of education. However, the scientist notes that

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the use of artificial intelligence must be responsible and take into account professional ethics, confidentiality rules and moral standards. Despite the importance of foreign languages for legal activities and the large list of modern approaches and technologies revealed in this study, V. V. Tuan and T. T. Ngan (2023), who studied the demotivating factors of learning legal English, noted that according to the results of their research, the most demotivating factor is the management of a higher educational institution, and in particular the educational faculty, and their decisions regarding the educational process, which proves the need to revise the existing educational system.

Thus, the views of scientists regarding the mastering of foreign languages by future specialists in the legal field are quite contradictory. Researchers unanimously agree with the importance of foreign languages for the professional activity of legal specialists, as well as with the fact that future specialists can acquire foreign language competences and professional skills in general during the educational process at a higher educational institution. Scientists also agree that the teacher, his professional, pedagogical and personal qualities play a decisive role in the formation of students' foreign language competences. However, there are

contradictions in views on modern technologies, methods, and approaches in teaching foreign languages to future legal professionals. Gamification, the flipped classroom approach, podcasts, virtual reality, social networks and artificial intelligence are considered to be the methods that are able not only to develop foreign language competences in law students, but also to form teamwork skills, self-analysis skills, and desire for self-improvement (Gusak & Vorobiova, 2023). Some researchers note that the future of legal education lies in innovative methods, and traditional teaching methods should be phased out of the educational process (Sarsekeyeva et al., 2019; Berdykulova et al., 2021).

Other studies by scientists emphasize the need for traditional elements in the educational process, and the participants of one of the studies noted that the excess of innovative approaches in the educational process is very tiring. The participants of another study, on the contrary, were satisfied with the innovative approach to learning a foreign language and noted that they are ready to test it further in the educational process. However, some experts noted that there are demotivating factors in the study of legal English, among which students most often singled out incompetent educational

decisions of the management of educational institutions and the management of individual faculties, which indicates the need for changes in the traditional educational process. The results of this study nevertheless point to the need to maintain a balance between traditional teaching methods and innovative technologies, methods, and approaches for the most effective mastery of foreign languages by future specialists in the legal field and successful professional activity.

Conclusions

This work reveals the peculiarities of foreign language acquisition by future specialists in the legal field. It was determined that a modern lawyer should acquire foreign language competences in order to protect the international rights of Ukraine, effectively cooperate with other states in the sphere of economy and trade. It has been proven that the basic skills and abilities of a specialist are formed precisely within the framework of the educational process in a higher educational institution. The main professional and foreign language competencies that a modern specialist in the legal field must master are revealed, including: free communication in state and foreign languages, the ability to express one's thoughts in a foreign language, knowledge of basic legal terminology in a

foreign language, the ability to accurately translate documentation, a detailed understanding of cultural legal standards of other countries. The CLIL method is described, which is based on the integration of language and learning and can be effective in mastering a foreign language of professional direction. The problems of distance education in legal education and modern methods that can be used for foreign language training of future specialists are revealed, both in the framework of online education and in the classroom form of education, in particular: online methods, flipped classroom, virtual reality, social networks, podcasts, gamification. It was determined that the role of the teacher in the foreign language training of specialists in the legal field consists in the comprehensive development of students and their preparation for future professional activities.

Methodological recommendations are given for optimizing the process of English-language training of future specialists in the legal field, including language immersion (unification of language and learning in the educational process, changing the teaching of legal disciplines in Ukrainian to partial or full teaching in English), the introduction of exchange programs into the educational process (for exchange of experience between

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Ukraine and partner states and for the formation of cultural and legal perceptions of other states), creation of "legal laboratories" (in the form of a website or application, in which future specialists can improve their foreign language skills and develop professionally). It was determined that the modern process of mastering foreign languages by future specialists in legal fields needs changes, but it is important to combine innovative technologies, methods, and approaches with traditional teaching methods, because they form a certain basis for the future professional activity of lawyers. Prospects for further research are the study of the effectiveness of integrated foreign language training of future legal professionals (in particular, the Content model and Language Integrated Learning), as well as a more detailed study of the role of the teacher in the process of foreign language training of future specialists in the legal field.

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7. Comparative Teaching of Chinese and English Idioms to Improve Chinese ELL Learners' Intercultural Competence

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Abstract

Learning a foreign language as a second language through comparative learning plays a key role in the modern world to acquire the skill of intercultural competence, considering the development of internationalisation and globalisation processes. Idioms act as a convenient tool for understanding the specificity of cultural elements of multinational awareness in the educational sphere. As an established form of language, idioms reflect various features of a particular society and have an important practical application and value for foreign language teaching in the framework of intercultural communication. The purpose of the research – to examine the linguistic and cultural features of the educational process in enhancing intercultural competence through a comparative analysis of English and Chinese phraseological expressions. To achieve the research objectives, the following methods were used: descriptive, content analysis, and comparative. The results of the work determined that Chinese and English idioms in comparative learning have both certain similarities and differences, which depend on historical, literary, cultural and grammatical features. They are effective mechanisms for the holistic teaching of a foreign language, considering its culture, everyday life and traditions. In addition, it was found that this educational model can fully function in teaching activities to develop intercultural competence and sensitivity. However, for its full implementation, it is necessary to involve various tools such as: dialogues, interpretation of various situations with students, watching films, videos, serials, audiovisual materials, and implementation of various cultural activities. Only in this way, it is possible to fully involve students in the language learning process and prepare them for the future challenges that the globalised society is preparing for them. The practical significance lies in using the results of the research by researchers and pedagogical specialists.

Keywords: *internationalisation, learning model, communication, foreign language, cultural differences.*

Short Bios

Hengxi Wang, based at the School of Education, UNSW Sydney, has made significant contributions to the field of language education and applied linguistics, with a focus on English language teaching and learning strategies. Wang's publications reflect a diverse range of interests within this field. One of Wang's notable works is the "Evaluation of the College English Curriculum of China," which examines the effectiveness and implications of English language education in Chinese colleges. This chapter, published in September 2023, highlights Wang's expertise in curriculum evaluation in the context of English language teaching in China. In May 2023, Wang co-authored an article titled "L1 As a Tool For Reducing the Affective Filter," exploring the use of the first language (L1) as an instructional tool in second language (L2) classrooms. This work delves into the debate around the use of L1 in teaching English as a second or foreign language, particularly for adult learners. Wang also contributed to a conference paper on "English for Specific Purposes (ESP) Teaching in Chinese University" in January 2022. This paper likely discusses the specialized approach to teaching English for specific professional or academic purposes. Another significant article by Wang, "Game Design in TBLT Classes: Exploring Pragmatics," published in January 2022, examines the integration of Task-Based Language Teaching (TBLT) and Game-Based Language Learning (GBLL) in enhancing language pragmatics. In October 2021, Wang and Jing Xu co-authored an article on "The Application of Cloud Computing Intelligent Optimization Algorithm in the Investigation of College Students' English Autonomous Learning under the Multimedia Teaching Mode." This paper explores the use of cloud computing algorithms to assist college students in English autonomous learning, demonstrating Wang's interest in the intersection of technology and language education.

Chengxiu Suo, affiliated with the School of Foreign Languages at Zhengzhou University, has a notable profile in the field of communication, with a specific focus on strategic communication and its role in international contexts. Suo's expertise spans a broad range of areas within communication studies, including strategic communication, communication management, international relations theory, communication theory, communication science, interpersonal communication, and crisis management. This diverse skill set indicates a deep understanding of the complexities and nuances of communication in various settings, from organizational to international levels. One of Suo's significant contributions is the publication titled "Charting the Waters of Globalization: An Analysis of Haier's Strategic Organizational Discourse," co-authored with Nilanjana Bardhan in July 2013. This article delves into the strategic communication practices of Haier, a leading China-based transnational corporation. The study is particularly relevant in the context of globalization, exploring how non-Western corporations engage in strategic communication and how their discourses shape the meanings and dynamics of contemporary globalization.

Zhuowen Shi is a student at the School of Public Administration, Sanmenxia College of Social Administration, located in Sanmenxia, People's Republic of China. Specializing in public administration, Shi is engaged in an academic program that likely focuses on the intricacies of governance, public policy, and administrative processes within the context of China's evolving social and political landscape. Given the institution's emphasis on social administration, Shi's studies may encompass a broad range of topics including but not limited to public sector management, social welfare policies, government operations, and public service ethics. This academic pursuit places Shi at the heart of understanding and potentially shaping the administrative mechanisms that drive public service delivery and governance in China.

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Introduction

In modern society, globalisation facilitates communication and exchange between people from different cultures, and learning a widely spoken language such as English is a promising investment in human capital. Nevertheless, it is far from sufficient for those who understand foreign speech to master only grammar, vocabulary, sentence patterns and other linguistic knowledge. Language as a carrier of identity and its important component cannot exist in isolation from culture. Moreover, various distinctive features can become an obstacle to the rapid acquisition of a foreign language in the course of cultural interaction. With this in mind, it is crucial that learners master the history and humanities, lifestyles and values of different peoples to better acquire intercultural competence and communicate effectively. Languages of different countries and regions often have distinctive national characteristics, reflecting a vast culture, worldview and centuries-old history (Yerkin et al., 2018). It is related to many aspects of social, economic, political, ideological and cultural practices. Speech is a factor of identity that unites a community using the same code (Karibayeva & Kunanbayeva, 2017). It acts both as a method of intercultural communication and transcends it as it is a social institution, an undeniable bond that unites cultural meanings and is an engine of identification. R. Dávila-Romero (2022) and Y. Mu and B. Yu (2023) in their studies consider the elements of the development of intercultural competence in foreign language students. However, the authors do not cover specific educational aspects of comparative teaching of Chinese and English.

Intercultural competence encompasses the field of cultural and linguistic competence. It includes both the acquisition of relevant cultural knowledge and translation skills and interactive skills that develop critical awareness. It is for this reason that the development of this competence is attracting the attention of more and more regional education systems, considering the factor of intercultural sensitivity. Intercultural sensitivity is the human tendency to organise or establish cultural differences. There are six stages of its growth (Li & Liu, 2017). The first stage is denial when the learner believes that there are no cultural differences. The second is the defensive stage, where the realisation of cultural differences occurs. The third stage characterises the minimisation process where the learner considers their cultural worldview as universal and believes that differences can be ignored. By the fourth stage of acceptance comes the recognition that the culture to which learners belong is only one of many equally complex worldviews and virtues, developing the value of perceptions. The fifth stage is an adaptation, where behaviour and attitudes change to accommodate different cultural provisions. And the final stage is integration, where cultural differences become part of the learner's own cultural identity and the learner no longer considers

themselves a member of one particular culture (Doszhan, 2023). Considering this sensitive approach to the issue of cultural similarities and differences, foreign language teachers facilitate learners' development from ethnocentrism to ethnorelativism while providing an appropriate environment for autonomous and effective learning. L. Huang (2023), J. Lee and J. Song (2019) in their works explore the stages of intercultural competence development through various tools. But the authors do not fully disclose the intercultural aspects of education within the framework of globalisation and modern teaching methods.

The study by I. Alyeksyeyeva et al. (2022) examined Master's students' sense-making of various second language texts and the need to enhance their cultural awareness and intercultural competence. Later, E.C. Barrow (2023) investigated how pre-service teachers developed a more complex understanding of intercultural competence through a student teaching abroad programme in Germany. The study collected data before, during, and after the experience via focus groups, individual interviews, journal entries, and programme evaluations and analysed the data using a priori codes compiled from characteristics of affective, cognitive, and behavioural competencies of intercultural competence.

The findings suggest that comparative idiom teaching may contribute to the development of intercultural competence by providing opportunities for critical reflection and understanding of the complexity of intercultural interactions.

Denial and resistance to cultural differences is the initial stage of students' foreign language learning. Teachers should work to arouse students' curiosity about the existence of different cultures and overcome related anxiety. In the process of implementing the curriculum, students need to acquire specific knowledge of the target culture and overcome the limitations of the source culture (Cao et al., 2017). Therewith, teachers can reduce students' misunderstanding of cultural differences by teaching similarities along with differences between two languages. This will help overcome cross-cultural anxiety and increase tolerance for cultural differences. Contrasting idioms is an effective way to stimulate curiosity in learning a foreign language as the short structure of idioms makes them easy to read through rhythm and rhyme, making them easy to dictate and memorise. Due to their short expressions, idioms fully express the richness of emotions and thoughts (Ashimova et al., 2020). For this reason, using idioms in teaching can be more interesting and help learners to improve their

intercultural skills. Thus, first introducing the differences between Chinese and English idioms and then identifying the cultural reasons for these differences allows students to successfully experience the stages of denial and resistance to these processes. Their comparative teaching provides insights into their characteristics and features in everyday usage. Thus, X. Qin (2014) and B.H. Nam et al. (2023) expose the issues and difficulties of foreign language teaching by exploring intercultural misunderstanding. However, the authors do not consider specific examples of English and Chinese idioms that can be used by teachers when teaching students.

The purpose of the research is to analyse the differences in the structure and origin of English and Chinese idioms that influence the enhancement of students' intercultural competence in the context of comparative learning. For this reason, this research is challenged to discover the mechanisms of English and Chinese language teaching, considering the phenomenon of intercultural competence and analysing the specific features of implementing an approach that enhances students' intercultural competence learning.

2. Materials and Methods

The following methods were applied to achieve the research objectives: descriptive, content analysis, and comparative. The descriptive method at the stage of discovering the properties of intercultural competence allowed identifying the characteristic features of the functioning of comparative teaching, which considers the differences in teaching English and Chinese. It helped to identify the main driving and fundamental elements of the educational model for the development of intercultural sensitivity, which is the foundation of foreign language learning. Its elements conditioned the establishment of the possibilities of incorporating comparative learning of Chinese and English idioms into the teaching process, considering intercultural components and their sensitivity. This method allowed presenting a deep connection between the language learner, its history and culture, which develops in a complex way the students' correct understanding of cultural meanings and worldviews while establishing a holistic linguistic picture of the world. It helped to emphasise the main criteria of comparative teaching of Chinese and English idioms, considering their cultural reasons for differences, which somehow affect students' daily communication in the process of education.

The content analysis method at the stage of qualitative-quantitative data collection allowed establishing a list of idioms that most clearly convey to Chinese learners a particular degree of intercultural competence, considering the phenomenon of sensitivity. It helped to develop introspective elements through specific examples while achieving the necessary intercultural component that characterises the main parameters of the idioms presented. Its elements conditioned the systematisation and analysis of the textual material to identify the main cultural ideas present in this content. The list of idioms consisted of Chinese and English expressions of relevant scientific studies that disclose the cultural potential of the languages in the framework of comparison. This method allowed coding the main parameters of idiom analysis, considering factors such as the semantic meaning of the word or expression, the context of use, and cultural features. It helped to interpret the textual data and its meanings in the context of cultural and social aspects of Chinese and English while identifying the variety of contexts used.

The comparative method at the stage of examining English and Chinese idioms allowed identifying structural differences influenced by historical, cultural and social mechanisms. It helped to establish the degrees of

intercultural sensitivity of certain examples and their prevalence and representativeness, which are the main criteria used in the foreign language teaching process. Its elements conditioned the establishment of useful tools for the learning of English and Chinese idioms and their role in everyday communication and expression. This method helped to identify similarities and differences between the two languages in using phraseological expressions, considering their relationship with history, literature and social context. It helped to establish the peculiarities of idioms' forms, structures and lexical meanings, which develop specific themes and semantic intersections that can influence their interpretation and use. Its elements allowed the identification of different levels of formality and use in the speech of textual examples and their communicative effect in both languages.

3. Results

Comparative teaching involves comparing and contrasting two or more languages or cultures to facilitate language learning and intercultural competence. This research employs descriptive content analysis and comparative methods to explore these idioms' linguistic and cultural features. Practical teaching strategies for intercultural competence and comparative teaching include a variety of methods and materials (Figure 1). These approaches aim to fully engage students in the language learning process, preparing them for global societal challenges by developing their intercultural competence and sensitivity through a deep understanding of idiomatic expressions and their cultural contexts. They are increasingly important in today's multicultural and globalised world
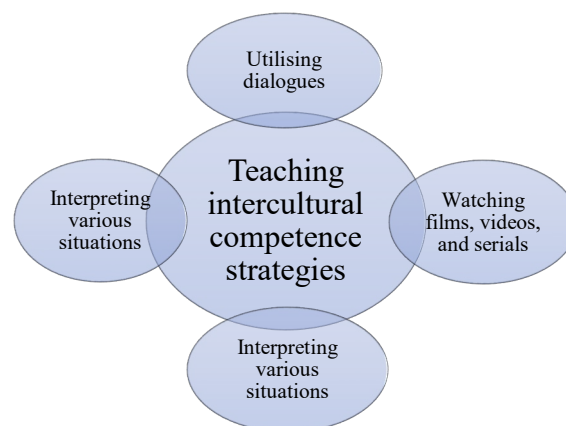
Figure 1. Strategies for teaching intercultural competence
Source: compiled by the authors.

3.1. Structural differences between Chinese and English idioms in a comparative source analysis framework for improving students' intercultural communication

Students' intercultural communication when exploring Chinese and English idioms allows an understanding of the linguistic picture of the world, considering the cultural and historical characteristics of the people (Maele & Jin, 2022). Such a process provides an opportunity both to expand vocabulary and to appreciate the cultural characteristics of both countries through linguistic comparison (Cui, 2022). When students encounter a variety of idioms, they are faced with the fact that the same expression can have different meanings and be used in different situations. It causes them to understand cultural contexts, customs and traditions to use the idioms correctly and effectively. Students' intercultural communication while learning idioms stimulates their abilities to express themselves in another language and develops empathy skills, flexibility of thinking and the ability to adapt to different cultural environments (Bao, 2023). Students discover that language is both a set of words and a reflection of a people's way of life and values.

The differences between Chinese and English idioms are essential when teaching students to improve intercultural communication. Here are some of the main structural differences that are considered in this educational approach:

1. The form of idioms. Chinese idioms usually consist of several characters that together establish a figurative expression. These characters often have their meaning, which may be different from the meaning of the idiom in general. For example, the idiom "一箭双雕" ("one arrow, two eagles") means to achieve two purposes with one action, emphasising efficiency and effectiveness. This cultural concept reflects the value placed on resourcefulness and the ability to achieve multiple goals simultaneously in Chinese society. While the English version uses groups of words that together form the symbolic expression "the ball is in your court", which denotes that the decision or answer is in the hands of another person (Zhao & Zhang, 2021).

2. Grammar. Chinese idioms do not usually change according to grammatical categories such as tense, number or person. They remain unchanged in different contexts. English phraseological expressions, on the other hand, may undergo changes depending on the context and grammatical requirements of the sentence. For example, the idiom "break a leg" is used to wish good luck, but its form may

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change according to grammatical requirements and circumstances (Wang et al., 2022).

3. Translation. In comparative teaching students to improve intercultural communication, it is important to consider the differences in the translation of Chinese and English idioms. The translation of an idiom should consider both its literal meaning and its cultural connotations and figurative meaning. Some idioms may have similar counterparts in the foreign language, while others may require explanation or use equivalent constituents.

Teaching students the structural differences between Chinese and English idioms helps them to better understand and use idioms in cross-cultural communication. It promotes more accurate and effective use of idioms, avoiding lexical and cultural misunderstandings and fostering deeper understanding between cultures. As an important part of traditional Chinese culture, idioms come from a variety of sources. Some contents are most often developed from historical events. Thus, for example, the Chinese idiom "程门立雪" ("to stand in the snow at the gate") is based on the story of the ancient Chinese philosopher Yang Shi (Strong & Boers, 2019). The idiom represents the idea

of showing great respect and dedication to one's teacher or mentor. In Chinese culture, the concept of filial piety, or respect for one's elders and ancestors, is highly valued. This extends to the relationship between teacher and student, where the teacher is seen as a figure of authority and wisdom who deserves great respect and deference. The story of Yang Shi standing in the snow at the gate is seen as an example of this kind of devotion, and this idiom has become a shorthand for this kind of behaviour. Accordingly, fairy tales and literary works are the main sources of Chinese phraseological expressions. If the cultural background is not explained, it will be difficult for learners to understand the denotations of such language units. In addition, the idiom "八仙过海" ("eight immortals crossing the sea") developed its meaning against the background of the ancient story about eight gods who demonstrated their powers by crossing the sea (Liu & Su, 2021b). The idiom has come to represent the idea of people with different skills and abilities working together to achieve a common goal. The cultural concept behind the idiom is one of cooperation and collaboration, emphasising the importance of teamwork and the idea that everyone has something valuable to contribute. In addition, notably, the

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expression "世外桃源" ("paradise of the world"), which originates from the Chinese poet Tao Yuanming's utopian novel Peach Spring and is used to describe an ideal place to live isolated from the real world (Zhu & Fellbaum, 2015). The cultural concept behind this idiom reflects the human desire for a perfect, idyllic place, and it is often used to convey the idea of an unattainable or unrealistic dream. The idiom is deeply rooted in Chinese literature and is used to evoke the longing for an unspoiled and tranquil haven away from the complexities of the real world. Nevertheless, one of the biggest obstacles to learning phraseological terms is that students may have problems understanding the deeper meaning as students have different ideas about how to solve the same problem.

Some idioms may originate from literary works, legends or folklore, which are summaries of the life experiences of ancient workers or particular stories. Thus, an example in Chinese is the Buddhist phrase "烘炉点雪" ("to kindle the cooker during snowfall") and the expression "画龙点睛" ("to put the finishing touch" or "to give perfection"), which was developed from the legend of an artist who painted a dragon and added the final touch (the eye) to give it life (Wang, 2016). These cultural concepts are deeply rooted in

Chinese culture, reflecting the traditional values of practicality, efficiency, attention to detail, and the pursuit of perfection. In turn, the English idiom "to steal someone's thunder" comes from John Dryden's play and describes stealing someone's ideas or fame, where the historical context of the idiom refers to theatre works (Wang & Luo, 2021). When exploring such language units, it is essential to consider them in a particular context, thus, students can better understand and use them in their speech. These can be tasks of matching idioms with their meanings, composing sentences using phraseological expressions or even role-playing games in which students have to apply the phrases in the communication process. Discussion of the origin and history of idioms and their cultural meanings will provide a better understanding and application of them according to cultural provisions. Incorporating and reading literary works in which various phraseological expressions are used expands vocabulary and improves reading and text analysis skills.

In terms of sources, there are similarities between English and Chinese idioms. Thus, the Chinese idiom "卧薪尝胆" and the English version "burning the midnight oil" express the idea of hard work and self-sacrifice; "一寸光阴一寸金" and "time is money" condition the

value of time; "班门弄斧" and "carrying coals to Newcastle" are used to describe meaningless actions or sentences; "落井下石" and "to add insult to injury" literally translate as "to throw a stone down a well" (Ištvánová, 2021). Many English idioms are derived from myths, legends, literature and foreign cultures, for example, "gild the lily" originated from Shakespeare's historical play King John, and "an apple of discord" was developed from Greek mythology (Trantescu & Reiss, 2022). However, due to geographical differences, religious beliefs and other factors, the origin of some English idioms is unique. Some English idioms originated from Latin, where the phrase "second to none" is a prime example (Lyu & Li, 2020). This confirms that English and Chinese, as international languages, are constantly improving and developing under the influence of various cultural factors.

Thus, the comparative study of Chinese idioms, considering their structural and cultural features, allows students to dive into the rich history, philosophy and worldview of the Chinese language, which conveys wisdom and coping skills, stories of ancient masters and rich symbolism. On the other hand, English idioms reflect Western culture, literature and history, serving as vivid examples of expressiveness and linguistic features. By becoming aware of the similarities and differences in the cultural context of Chinese and English phraseological expressions, students become more deeply involved in the cultures of both countries. They acquire language skills and enrich their cultural literacy and broaden their global perspective. Overall, the learning of idioms in the context of intercultural communication provides students with the opportunity to discover the depth and diversity of languages and cultures. It helps them develop tolerance, respect and understanding of cultural differences, which is an important part of communication in a multicultural world.

3.2. Reasons for the differences between Chinese and English idioms in developing an appropriate environment for second language learning

History and culture are the most important components in the development of a national language. The historical environment has developed the cultural connotations of different peoples and has influenced the establishment and development of speech. Understanding the historical and cultural information behind speech is important for second language learners to accurately understand the meaning of specific linguistic

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terms. Chinese and English idioms have both similarities and differences in origin and structure. Helping learners to recognise their surface features is fundamental to enable them to improve their intercultural competence and understand the cultural differences underlying language. Every civilisation has its characteristics as there are several differences in history, geography and customs between different sovereign states. The differences in structure and sources between Chinese and English phraseological expressions reflect the deeper cultural characteristics of people with different values. Understanding them can help students better navigate the adverse and contradictory stages of cross-cultural learning. In general, the reasons for the differences between Chinese and English idioms are related to the historical, cultural, literary and grammatical features of both countries (Table 1).

Table 1. Reasons for the differences between Chinese and English idioms

Reasons	Features
Historical	Chinese history is rich in dynasties, emperors, philosophers and wars. Historical events such as the medieval knights, the Renaissance, colonisation and the Industrial Revolution excelled in the English language.
Literary	In China, classical literature has played an important role in the development of idiomatic expressions, such as the "Tao de jing" and "Xue jian zu" (Ling-min, 2021). The English language has its classical literature including the works of Shakespeare, Dickens, and Joyce (Wang & Wang, 2013).
Cultural	Chinese culture and religious beliefs such as Buddhism, Taoism and Confucianism have a significant influence on Chinese idioms, emphasising harmony, respect for elders and family values. In English culture, phraseology is associated with Greek mythology and religious beliefs.
Grammatical	Chinese idioms are frequently based on fixed structures involving specific word orders and constructions where there is not always an explicit grammatical linkage. In English, idioms can use a variety of grammatical constructions, including phrasal verbs, prepositions and turns of speech for explicit structuring.

Source: compiled by the authors.

The difference in environment is one of the main reasons for the differences between Chinese and English idioms. The environment affects people's survival and development, shaping their way of life. China is a huge country with a complex topography, which has originated many phraseological expressions describing natural spaces, such as "五湖四海" ("four seas and five lakes") and "地大物博" ("vast territory and rich resources") (Xue et al., 2015). As it is an ancient country with 5000 years of history, most Chinese idioms are derived from historical events and texts. For example, the phrases "三顾庐" ("three visits to the hut") and "舍生取义" ("to take righteousness from life") refer entirely to the experiences of Chinese historical figures (Liu & Su, 2021a). According to the origin of the English language, Britain is a small country surrounded by the sea. The development of seafaring, abundant marine resources and rainy sea climate have added many elements to British idioms related to fish and the sea, such as "a cold fish" to describe people's personalities (Kang & Yang, 2022). The specific historical events that Britain has experienced have had a decisive influence on the development of its phraseological expressions. For example, the English expression "Jacob's voice in Esau's hand"

comes from the first book of the Christian Bible, Genesis, which had a great influence on the design and development of British culture (Guo et al., 2011). This state of affairs emphasises that many English and Chinese idioms originated from religion.

In addition, cultural practices are significant reasons for the differences between Chinese and English idioms. Buddhist culture has permeated all spheres of Chinese social life. Many phraseological expressions are borrowed from Buddhist stories and texts. An example is the term "四大皆空" ("free from vanity"), which is a summary of a Buddhist saying (Kum et al., 2011). Such differences are caused by the speakers' different lifestyles and environments while contributing to the deep embeddedness of cultural values in the speaker's mind. Hence, exploring and comparing idioms in different languages can help learners realise the differences between different cultures and better understand the relevant context behind the linguistic units. By combining this teaching method with theoretical aspects, teachers can optimise the effectiveness of foreign language learning. Differences in traditional values, religion, philosophy and historical contexts establish unique cultural features in the idiomatic expression of Chinese and English. Exploring them helps students develop a deep

understanding and apprehending of the cultural heritage of each language, facilitating more effective intercultural communication. Examples of Chinese and English idioms vividly illustrate the differences in values and beliefs of other cultures that develop people's distinctive identities.

Role-plays are frequently used in second language teaching as students are immersed in an intercultural environment. They include greeting, interviewing, giving gifts and interpreting specific situations. Students play different roles in specific contexts. During the process, the teacher should observe the students' role-playing situation and give some suggestions and evaluations after this process. Familiarisation with idioms related to Chinese festivals can usually be started with a conventional Chinese dish or event, illustrating the cultural context to make comparisons and contrasts between their features. Using a variety of learning materials helps students develop an understanding of and respect for other cultures. Materials may include authentic texts, videos, literature and music from different countries and cultures. Organising intercultural projects and activities also encourages interaction and exchange between students from different cultures. These can be discussions, role plays, research projects or group assignments in which

students collaborate and learn from each other. Connecting students to local communities and cultural events helps them immerse themselves in new environments and broaden their knowledge and experiences. After all, developing intercultural sensitivity and competence is an ongoing process that requires openness, interest, and a willingness to learn from other cultures.

Thus, implementing the above-mentioned principles of comparative learning, it was determined that teachers need to establish a student-centred and discussion-based environment. Developing students' awareness and openness to differences in traditions and everyday life through this approach helps them to better understand and accept other cultures. It is essential to discuss the specificities of each culture, encourage dialogue and establish a safe space for the expression of each student's opinions and experiences. Establishing an environment focused on teaching intercultural competence requires effort on the part of teachers and educational institutions. However, such an environment allows students to develop both language skills and cultural competence, which is essential in modern international society. Understanding that foreign language students may have different language backgrounds and providing multilingual

support helps to reduce communication barriers. In turn, developing intercultural sensitivity plays a key role in successful communication and interaction in a multinational and multicultural society. It is a kind of process of recognising, understanding and respecting differences in the culture, values, beliefs and customs of others.

4. Discussion

Objective knowledge of one's culture and the ability to accurately perceive it are the guidelines for teaching cross-cultural competence. In addition, teachers need to help learners better understand the relevant moral and cultural values underlying the language, which requires them to rationally implement a meaningful system of traditions. According to D.K. LaScotte and B.D. Peters (2021), the stage of minimising cultural differences and identifying them is an intermediate stage of language learning that students have to face. Students in this stage change their attitudes towards the educational process, but they may still try to hide cultural differences and categorise them into unfamiliar categories to protect their worldview from exposure. Since students are more receptive to learning a language in an environment close to the real world, teachers can organise some educational activities in the classroom, playing particular roles in a cross-

cultural environment. The activities include watching videos, dramas, films, serials and music. As films and some audiovisual materials provide useful information and cultural ideas, they help students to experience vivid emotions related to the target of intercultural competence (Samoylenko et al., 2021). Teachers must choose appropriate tools for learning by considering different language idioms. This approach generates interest in finding more phraseological units that can be further considered by students together in a group. When analysing the data, it is observed that proper teaching and promotion of various methods and activities continuously develop a strong foundation for further learning of the language and its cultural aspects.

In J.V. Garcia's (2022) opinion, in the stage of adaptation and integration of cultural differences, students change conventional conceptions of skills and actively apply empathy skills for cultural exchange. Under such conditions, the teacher's task is to give students more practical activities and to help them learn to discover the language, its traditions and culture on their own. Teachers should try to help students to distinguish the category of comparison between their own and the target culture through activities. Comparative study of idioms can help

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students to understand the radical difference between cultures and the reasons for this phenomenon to prepare them to accept foreign cultures with an inclusive attitude and enlightened thinking. Cross-cultural teaching should adopt student-centred, task-based teaching methods. Before class, students are pre-acquainted with the course content and understand relevant theories and examples. In the classroom, students can combine the relevant theory of intercultural communication with practice by evaluating video clips, analysing case studies, and role-playing. After class, they conduct situational simulations to experience the process of intercultural immersive communication. Exposure to phraseological linguistic and cultural differences through comparison can help students to better manage their cultural identity and apply acceptable behaviours and language in different contexts. At the end of the semester, students should be able to analyse video clips and write a term thesis based on the theory learnt. Thus, the researchers' findings coincide with the conclusions obtained in this research, emphasising the importance of developing intercultural communication, which is the main link for promoting effective learning components of foreign speech and culture.

The development of intercultural competence is a process that varies among learners, making it difficult to expect students to grow interculturally at the same rate. Researchers A.K. Moeller and K. Nugent (2014) have identified themes such as identity transformation, student as inquirer, and process that characterise an intercultural communicative competence classroom and can assist teachers in creating learning tasks that will move students towards intercultural competence. The teaching of intercultural competence must form an integral part of the foreign language curriculum, and researchers have identified a variety of approaches to teaching and assessing intercultural competence based on recognised theoretical frameworks on interculturality. It is worth agreeing that the impact of individual learner differences on the effectiveness of comparative idiom teaching in improving intercultural competence is an area of interest in the field of language education. Individual differences such as beliefs about one's own performance, apprehension in communication situations, and language proficiency have been found to influence students' intercultural communicative competence.

According to L. Eide et al. (2023), globalisation requires that citizens today possess

intercultural and international competencies. The process of learning a foreign language helps them to go beyond their usual view of the world and change it. Lack of proficiency in a second language, even at a basic level, prevents thinking and acting in a unified system and having valuable intercultural contact. After all, intercultural competence is developed by attitude, knowledge and understanding, where it is crucial to develop critical thinking to evaluate one's knowledge and to be curious about other cultures (Shapauov et al., 2014). Nowadays, it is essential for a foreign language course to have the development of cultural and communicative skills as a purpose. It involves using creative didactic methods to nurture, recreate and transform cultures in three core values: cultural diversity, cultural identity and equality in the dignity of all people who constitute society (Tleubekova et al., 2023). Secondly, strategies to increase motivation in learning a second language and culture need to be implemented. The incorporation of various information and communication technologies in education makes the acceptance of cultural diversity even more possible, as with virtual learning, distance patterns are destroyed, allowing students from all over the world to meet in one virtual classroom (Gilmanshina et al., 2020). It is here

where students must be able to coexist effectively in a multicultural environment where respect and tolerance for differences prevail. The researchers' hypotheses under consideration echo the findings, highlighting the great benefit of developing students' intercultural competence to enhance dialogue between different cultures.

Researchers A. Ghajarieh and S. Safiyar (2023) believe that interculturality tries to break with the hegemonic history of the dominant culture and other subordinate aspects and thus strengthen traditionally excluded identities to build a coexistence of respect and legitimacy among all groups of society in everyday life. Similarly, intercultural learning from a comparative perspective can be defined as an educational approach based on respect and recognition of the richness present in cultural diversity, which is designed to achieve equal opportunities for all participants. Integrating interculturality into educational institutions results in students finding opportunities to learn from others and emphasises the value and richness of diversity. Intercultural education enables students with developed intercultural competence to function actively in a globalised society (Musabekova et al., 2014). Based on this approach, the diversity of cultural identities acts as an element of a positive and legitimate

contribution to the construction of citizenship. In second language learning, such a process is an essential characteristic of inclusive societies, serving as a tool for mediation, reconciliation, integration and social cohesion (Kenesbayev et al., 2017). The ability to communicate effectively and appropriately in situations based on intercultural knowledge, skills and attitudes involves encoding and decoding processes, including gestures, gazes, postures, silence, dress, and use of space. The research evidence emphasises that the development of intercultural connections between languages offers new opportunities for improving educational paradigms within learning diversity and value identification.

Thus, having analysed the educational approach of comparing English and Chinese idioms when learning a foreign language as a second language, it was determined that intercultural competence can be developed through the strategy of internationalising the curriculum under the guidance of a teacher involved in designing content and materials that encourage self-reflection and discussion of intercultural situations. Such learning should arouse curiosity so that the student can expand their cultural knowledge independently, seeks constant interaction, and fosters an open, sensitive, tolerant attitude toward another culture and tradition.

Accordingly, the internationalisation strategy ensures that students are exposed to intercultural perspectives based on content, pedagogy, and learning activities and subsequently seek an appropriate way to assess the level of intercultural sensitivity. The ability under consideration stands as a desirable 21st-century skill in language learning, while allowing a rapid entry into intercultural working environments, corresponding to the characteristics of globalisation. In addition, it was highlighted that the comparative analysis of Chinese and English idioms in intercultural learning involves the mobilisation of metacognitive abilities such as identifying beliefs and values as cultural constructs and questioning them.

5. Conclusions

The study established that in a changing society, it is essential to develop learners who can respond to global issues. At a time when conventional forms of social integration are disappearing, mobility has become an endemic condition for students who are exposed to cultural discontinuities daily while learning a foreign language. Integrating intercultural competence into formal education helps to provide a foundation for socialising student dissonance. These experiences are valuable and transcend multicultural opportunities, playing an

important role in defining a new professional profile adapted to social needs with transnational identities. Currently, teachers can use Chinese and English idioms to help students acquire the ability to adapt to different cultural contexts and meet the requirements of cultural background. Metaphors and other important idiomatic terms enable the acquisition of specific cultural patterns in the process of second language learning. Various expressions in comparative learning provide an opportunity to demonstrate that English and Chinese have both similarities and differences, which are characterised by historical, cultural, literary and grammatical reasons for their identity and uniqueness. Learning through metaphors plays an important role in learning the culture of another language as it helps students to understand and perceive the characteristics and specificity of the culture. They help to visualise and represent concepts that may be unique to a culture, reflecting values, beliefs and traditional characteristics.

In addition, Chinese and English metaphorical idioms have been identified as disclosing unique aspects of culture, such as historical, religious or natural features. They may reflect specific symbols, customs or traditions that are associated with legends or myths, requiring an understanding of the context to

uncover the depth and significance of the terms. Exploring the metaphorical aspect of another language allows students to understand its cultural essence, to see the world through the eyes of native speakers, and to better understand their ways of thinking and perceiving it. Idioms help to overcome language and cultural barriers, enrich knowledge and provide deeper intercultural communication. However, it was found that to implement this approach, teaching staff need to use various teaching materials and methods that will engage students both in the process of learning the language and consider all its cultural features. The introduction of role-playing games, watching videos, films, TV series and audiovisual materials, considering their analysis and subsequent interpretation of dialogues, provides an opportunity to optimise the learning environment and increase the effectiveness of language comprehension.

In turn, practical tasks encourage students to move towards a more inclusive, self-reflective and comprehensive learning structure. Such an outcome potentially allows intercultural competence and sensitivity to be rooted in a particular socialisation environment. Accordingly, it can be concluded that the purpose of the research was achieved. Considering the vastness of this subject,

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further research is required to fully describe the interplay of cultural and linguistic aspects that influence second language learning approaches.

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8. Ideologisation of the study of classical philology in sub-Soviet Ukraine in the 1920s and early 1950s compared to its absence in the study of Greek and Latin at the Chernivtsi University in the Romanian period (analysis of achievements and losses sub specie contemporaneitatis)

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Abstract

The subject of the study is relevant since the research of teaching tools and mechanisms of classical philology development in Ukraine allows testifying to the scientific paradigm of that time. The purpose of this study was to explore the teaching (or lack thereof) of ancient Greek and Latin, the process of establishment and development of classical philology, and to analyse the activities of cultural and historical figures, teachers, and translators who worked in 1920–1950s in sub-Soviet Ukraine, and Chernivtsi University specifically during the Romanian period. To fulfil the stated purpose, the methods of analytical and synthetic, comparative and contrastive, historical and diachronic analysis were used comprehensively to explore various aspects of academic life, which drastically differed between the two world wars in the former Union of Soviet Socialist Republics (USSR) and Romania. The study examined certain aspects of the activities of teachers and scholars of the Romanian period of the Chernivtsi University, who established and developed classical philology and ensured its teaching. The study also analysed the historical processes of teaching and development of classical philology in sub-Soviet Ukraine, with a focus on the ideologisation and politicisation of activities and the narrowing of the study of classical languages under the Soviet interpretation of the historical and cultural heritage of previous centuries. The analysis of the development and establishment of classical philology was accompanied by a consideration of the activities of scholars, their works, achievements (and losses) in this field. This study can be further used to track the historical processes of the first half of the 20th century that occurred in Ukrainian universities, to draw historical parallels between the development of classical philology in Ukraine during its colonial status in the USSR and abroad.

Keywords: Politicisation, Historical Conditions, Socio-Cultural Figures, Eurocentrism; Authorities' Oppression.

Short Bios

Serhii Luchkanyn is a Doctor of Philology, Associate Professor of the Department of General Linguistics, Classical Philology and Neo-Hellenic Studies. In 1997, he defended his PhD thesis on "The Universal and the Idioethnic in the Ukrainian and Romanian Grammatical Theories of the Late Sixteenth and Early Nineteenth Centuries". In 2013, he defended his dissertation for the degree of Doctor of Philology in General Linguistics. He has been working at Taras Shevchenko National University of Kyiv since 1994 as an assistant, since 2000 - Associate Professor of the Department of General Linguistics and Classical Philology, since 2016 - Professor of the Department of General Linguistics, Classical Philology and Neo-Hellenic Studies.

Inesa Chakal is an Associate Professor and PhD in Philology at Yuriy Fedkovych Chernivtsi National University in Chernivtsi, Ukraine. Specializing in Classical Philology, she has been a lecturer in the Department of Romanian and Classical Philology at the university's Faculty of Philology since 2006. Her academic and research interests are broad, encompassing Classical languages, Latin, Ancient Greek, and Modern Greek languages, with a particular focus on the Ancient Greek Novel (I-III century). In 2010, Chakal earned her PhD in Philology, specializing in Classical Languages, from Ivan Franko Lviv National University in Ukraine. Her doctoral thesis was titled "Lexical Idiosystem of Longus's Novel 'Daphnis and Chloe'."

Oksana Gnatchuk is an Associate Professor in the Department of Philosophy and Cultural Studies at Chernivtsi National University. She has contributed significantly to research in the fields of women's organizations and social security, particularly in the context of Ukrainian women's organizations in Bukovyna from the 1880s to the 1930s. Her notable publications include "Ukrainian Women's Organisations in Bukovyna (80s of the XIX-30s of the XX Century)" and "Semantic Structure of the Text". Her work extends to the application of humanistic principles in social work, as demonstrated in her 2022 publication "Using the Principles of Humanism in Social Work". Gnatchuk has also explored the role of preschool education in the activities of women's societies in Bukovina during the late nineteenth and early twentieth centuries. Her scholarly contributions highlight the intersection of cultural studies, philosophy, and social work, particularly in the context of women's societal roles and contributions in historical and contemporary settings.

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Introduction

The research on the state of education in the Ukrainian lands in the 1920s–1950s is a relevant subject in the current historical context since it is the reconstruction of this cultural and educational layer that allows drawing important conclusions about the natural and unnatural processes that occurred in the educational sector of that time. Specifically, the issue of ideologization and the inability of classical philologists under the yoke of Soviet rule to be active in the European mainstream should be explored to understand what other cultural oppression and repression Ukrainian education experienced during the Stalinist era. Comparative and contrastive research helps both to understand the historical contexts and conditions of the development of classical linguistics and to develop an idea of the adverse and positive effects of the policy of

the 1920s and 1950s in the context of further, including modern, prospects for the development of this field in Ukraine. This study is relevant, as the consideration of historical events in a diachronic context allows avoiding failures in the future, building mechanisms of educational influence, and paving ways of developing classical philology today in the context of Ukraine's European and Euro-Atlantic integration and its war of liberation against Russian aggression.

The relevance of the subject of classical education in Ukraine is explained by the growing interest in it in the modern media, educational and cultural space of the world. With the digitalisation and technologization of education, there is a need for historical research activities on new works, their translation and placement in free online

access to explore and familiarise a wide audience with ancient achievements (Koshoeva et al., 2023; Tiwen, 2023). Thus, the experience of classical philologists of the first half of the 20th century, who had to work under unfavourable external conditions (the gradual emergence of Soviet totalitarianism and the royal dictatorship in Romania in 1938), is crucial. In this context, it is worth mentioning the article by M. Dorosh and T. Halytska (2021), which covered the prospects of introducing living-language methods in teaching Latin and Ancient Greek in Ukraine. Aural methods of teaching involve both reading and translating texts and the ability to communicate and write in Latin and Ancient Greek. As discussed below, in sub-Soviet Ukraine in the late 1940s and early 1950s, there were cases of translations of poetic classics (primarily, admittedly, Russian) into Latin, and calls for the official Soviet holiday of 1 May. Since at the present stage, there is a growing demand for the study of classical languages, the authors see prospects in the development of explicit or combined methods for teaching Ancient Greek and Latin.

Researchers T. V. Nekrashevich and E. I. Okonwo (2021) connect the development of professional communicative competence with the teaching of Latin terminology, specifically in the medical field. Notably, the teaching of

Latin in medical schools did not stop in sub-Soviet Ukraine even in the 1930s. In the context of modern globalisation and distance learning, the key areas are the expansion of pupils' and students' skills and the growth of technological capabilities in education. And it is not superfluous to refer to the historical experience of almost a century ago. Notably, S. V. Zubchenko (2022) examines Ukrainian translations from Latin and Ancient Greek that were published between the Revolution of Dignity and the full-scale war of the Russian Federation against Ukraine. The author outlines the main problems that existed in the translation industry and indicates the key trends in the field of literary translation. The variant of "classical education" varies from the training offered in modern public schools substantially, as noted by B. McCoy (2021). Specifically, it focuses on the liberal arts, and the Western canon, and is based on Greek and Roman academic traditions.

The purpose of this study was to compare the historical conditions, context, achievements, and losses in sub-Soviet Ukraine and western Ukrainian lands, specifically at the Chernivtsi University, to develop an idea of teachers who worked in the 1920s and 1950s in completely different historical and political conditions, and to identify the main trends in the classical education in the Ukrainian lands in the first

half of the 20th century, which were part of both the totalitarian Union of Soviet Socialist Republics (USSR) and the relatively democratic interwar Romania. The subject of the study was archival materials, historical facts, and events that occurred at that time.

2. Materials and Methods

The theoretical basis of this paper included the research of contemporary Ukrainian, Romanian, American, German, and British authors who have investigated issues related to Latin and Greek studies, including new approaches to teaching the disciplines, a combination of different methods of work, and an assessment of the level of interest in classical philology in the context of the digitalisation and technologization of the world. To analyse the state of the educational level and teaching of classical subjects in Ukraine in the 1920s and 1950s, archival materials were used, specifically, yearbooks of the Chernivtsi University, materials and abstracts of scientific philological conferences at the then Taras Shevchenko State University of Kyiv in the early 1950s. Examining archival materials provides insight into the educational landscape and the teaching methodologies of classical subjects in Ukraine during these periods. These documents offer a direct glimpse into the curriculum structure, faculty composition, student demographics, and academic discourse prevalent at the time. Through the examination of these archives, scholars are able to track the development of educational policies, teaching methods, and academic patterns over time, providing insights into the cultural and intellectual environment of Ukraine during significant historical periods.

The comparative and contrastive method of analysis was used to investigate the educational processes in sub-Soviet Ukraine and at the Chernivtsi University, drawing historical parallels in terms of subjects, teaching, professors, translation activities. Notably, the timeframe considered was 1920–1950, i.e., the chronology of the development of classical philology in the centre and west of the country was preserved. The issues of the ideologization of the works of classical philologists in the sub-Soviet territories and the Europeanisation of education in the Romanian period of the establishment of the Chernivtsi University were examined. The comparative and contrastive method was used to explore the works of contemporary scholars who have examined the issues of classical education and to compare their findings with the results of the author's research. Through this method, researchers have effectively identified parallels and

differences in the subjects taught, teaching methods, faculty composition, and translation activities, offering insight into the evolution of classical philology in these regions. By comparing the ideologisation of classical philology in the post-Soviet space with the Europeanisation of education in the Romanian period at the University of Chernivtsi, this method provided a deeper understanding of how political ideologies and external influences shaped educational programmes and scholarly discourse.

The historical analysis was conducted based on facts, descriptions of events and phenomena recorded in archival materials and fiction (works by Mykola Zerov, the novel The City by Valerian Pidmohylnyi). This method was used to conduct historical research, specifically, to analyse the conditions for the development of classical philology in the Ukrainian lands, to compare the state of development and study of Greek and Latin during the ideologization of education, on the one hand, and Europeanisation, on the other hand. An idea of the historical periods of development of the Chernivtsi University was developed, with special attention paid to the Romanian period. Attention was drawn to the figures of teachers, social and cultural figures, and classical philologists who worked at that

time, and their achievements were considered.

The analytical and synthetic method was used to consider the main theoretical aspects, namely the methods of work in modern pedagogy in the study of Latin and Ancient Greek, the basics of teaching classical philology in secondary and higher educational institutions in different social and historical circumstances. This method was used to develop an understanding of modern approaches to learning ancient languages, to learn about the literary achievements of that time, and to use knowledge of Greek and Latin in philological activities related to the genealogy of modern linguistic paradigms and historical and cultural situations.

The diachronic method of analysis was used to reconstruct the chronology of events that occurred in sub-Soviet Ukraine and in the Bukovinian lands that were part of Romania under considerable European influence. Specifically, the historical realities of the 1920s and 1950s were analysed in terms of the level of teaching, professionalism, and the possibility of free exercise of research. Without the reproduction of the diachronic aspect, it is impossible to understand the main problems of the current state of education,

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including the teaching of the speciality "classical philology".

Thus, in this paper, methods related to the historical representation of a certain period were used, namely historical, comparative, diachronic, analytical, and synthetic methods were applied to determine the theoretical foundations of the development of classical philology in Ukraine. All methods used were necessary to create a holistic picture of the development of the idea of classical philology in Ukraine.

3. Results

Classical philology – a branch of linguistics that involves the study of ancient Greek and Latin language and literature of ancient states: Ancient Greece and Ancient Rome, i.e., the study of Greek studies (Ancient Greek philology) and Latin studies (Latin philology) (Mavroudi, 2015; Alvares & Li, 2020; Richardi, 2022), and ancient literature and civilisation in general. In the contemporary landscape of Ukraine, the study of classical philology manifests through a range of approaches and attitudes. These encompass the ideologisation of instruction in Ancient Greek and Latin, the reinterpretation of classical literary works often subjected to distortion, and the emergence of a distinctly unrestrained examination of ancient heritage, particularly notable in western Ukraine.

3.1. Exploring classical philology in sub-Soviet Ukraine

The tragic events of the October 1917 Bolshevik coup and the subsequent Bolshevik occupation of most of Ukraine after the Ukrainian Revolution of 1917-1921 and its tragic defeat led to the establishment of the USSR and the development of Soviet classical philology, which developed in 1917-1991 mainly based on the state's mandatory doctrine of Marxism-Leninism. In the former USSR and other countries of the socialist community, this philosophical theory was absolutized, which certainly constrained and limited scientific research, especially in the conditions of Stalin's primitive dogmatism and totalitarian despotism of the 1930s and early 1950s. In the 1920s and 1930s, the material culture of the ancient world, socio-economic relations, the history of the oppressed classes (primarily slaves), and class struggle (slave revolts) were primarily studied. In the 1920s and 1930s, the study of Ancient Greek in the USSR came to a complete halt and the teaching of Latin was suspended, including in pedagogical universities, as the teaching of classical languages was seen as incompatible with the development of socialism. Many universities were liquidated due to the position of professors who opposed the

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national communists' Ukrainization efforts. Most intellectuals who fought for independent social, humanitarian and philological activities were physically destroyed by the Soviet regime. A comparative analysis of the development of philology in Ukraine is presented in Table 1.

Table 1. The development of classical philology in sub-Soviet Ukraine and western Ukraine

Sub-Soviet Ukraine	Western Ukrainian lands
ideologisation of scientific and educational life	free development of classical philology
restrictions on teaching specific subjects	ensuring the study of a wide range of disciplines in classical education
interpretation of ancient images and plots in the spirit of Soviet propaganda	prominent level of European influence
loss of translated works (most of Virgil's "Aeneid" translated by Mykola Zerov)	establishing the necessary conditions for translation activities
imprisonment and physical destruction of the Ukrainian intelligentsia ("Executed Renaissance")	ensuring active development of scientific activities in various fields
narrowing the understanding of the ancient cultural space	broadening of the worldview, development of own ideas by educators and scientists

Source: compiled by the authors of this study.

The successful creative and scientific activity of the Ukrainian translator of poetry and dramatic works from world literature, namely those written in Latin, M. K. Zerov (1890–1937), occurred in the 1920s and 1930s (Zerov, 2015). From the standpoint of the Ukrainian national idea, an active interest in exploring the works of the Romans becomes clear in the context of the national liberation struggle of Ukrainians in 1918-1921. The author sought to relay Roman heroics to Ukrainian realities, to use exact linguistic equivalents to translate words into Ukrainian and to work on the wide possibilities of Ukrainian hexameter. The most perfect example of M.K. Zerov's translation activity was the translation of Virgil's Aeneid. Furthermore, the author wrote the Anthology of Roman Poetry (1920) with 22 translations, and the anthology of poems Kamena (1924) with 9 translations from Roman literature. Most of M. Zerov's new and previously published translations were anonymously

published in the edition "Ancient Literature" (1938) prepared by O.I. Biletskyi, as M. Zerov was arrested on 28 April 1935 (Zerov, 2015). Despite the active work of the poet and translator to revive and establish Ukrainian literature among the world's literary fund, the Soviet authorities declared him a member of a "counter-revolutionary nationalist organisation. M. Zerov was imprisoned and sent to Solovki, but he continued to work, translating Virgil's "Aeneid" completely. The artist was shot dead on 3 November 1937.

Only in 1938-1939 did the USSR see a partial return to the teaching of Latin and ancient literature, albeit not without politicisation: Soviet literary critics wrote about Virgil as a "precursor of fascism", but this did not last long. The already mentioned Ukrainian-language textbook on ancient literature, textbooks (school and university) on the history of the ancient world, and some other works were published. The active phase of exploring classical philology began after the Second World War and lasted until the 1960s when interest in the Latin language and progressive ideas of ancient literature increased due to the need to develop and educate Soviet people in the spirit of patriotism and atheism. For this, Lucretius' catchphrases were used: "Tantum religio potuit suadere malorum" ("How many

atrocities religion could inspire!") and Horace: "Dulc(e) et decorum (e)st pro patria mori" ("It is sweet and honourable to die for the motherland").

Teaching activities were gradually modernised: students began to translate excerpts from the press into Latin, including greetings with various Soviet holidays such as May Day, and popular songs and literary works (Lermontov's Borodino), but mostly from Russian classics. Such strategies of teaching classical philology were cautiously condemned by professors at Taras Shevchenko University of Kyiv, specifically by A. O. Biletskyi (1911-1995) in the 1950s (Biletskyi, 2012). He considered the attempts of some teachers to modernise the teaching of Latin by offering students such texts for translation to be wrong. The author emphasised that it could be done to learn grammatical rules, but one should not forget that Latin should be learnt to understand Latin and ancient Greek works. In the 1940s and 1950s, the Soviet authorities paid special respect to Homer as a "people's poet", Aeschylus through the image of Prometheus, who became a symbol of the struggle against the oppressors, sacrificing himself for the happiness of the people, and Herodotus, who was the first to describe the territory of the former USSR – the Northern Black Sea region.

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One should not think of the total politicisation of Soviet classical philology, but its development, especially in those years, was inseparable from official policy and state orders. On the one hand, this limited its development, and on the other hand, this somewhat stimulated it, and gave it state-level importance, support, great socio-political significance, and wide publicity. It was during these years that active translation activity commenced, with translations of ancient writers appearing in massive numbers to introduce the widest possible circles of readers to the treasures of world culture, with both ancient and new translations being published. In 1949, the Ukrainian translation of B. Ten's "Prometheus Bound" (Aeschylus) was published in Ukrainian (Aeschylus, 1981). A little earlier, in January-February 1946, the Ukrainian poet, a representative of the neo-classicists, Maxym Rylskyi (1895-1964) translated a small fragment of Lucretius's poem "The Nature of Things", which had not been published at the time (Rylskyi, 1980).

During the late Stalinist period in the 1940s-1950s, Ukrainian literature experienced a complex dynamic, with certain authors being upheld as models of civic duty and literary achievement within the Soviet framework (Auanassova et al., 2018; Shapauov et al., 2014). Despite the overall content remaining subject to careful monitoring and censorship, there were efforts to showcase classical Ukrainian poets as part of the Soviet cultural inheritance. Pavlo Tychyna (1891-1967), known for his lyrical and epic poetry, celebrated Soviet ideals and achievements, portraying the USSR as a utopian society. Maksym Rylsky (1895-1964), another prominent figure, crafted patriotic and socialist realist verse that glorified the collective efforts of the Soviet people and aligned closely with the state-sanctioned narrative of progress and unity. Volodymyr Sosiura's (1898-1965) epic poem "Love Ukraine" celebrated Ukrainian nationalism and resistance, yet its overarching message of love for the Soviet homeland appealed to Soviet authorities. Additionally, Oleksandr Dovzhenko (1894-1956), though primarily recognized as a filmmaker, contributed to literature with works reflecting Ukrainian nationalism tempered by adherence to socialist realist principles, thus finding favour with Soviet cultural policies. These poets collectively navigated the complexities of their time, utilizing their craft to negotiate between personal expression and the demands of state-sponsored ideology.

The Department of Classical Philology at Taras Shevchenko University of Kyiv was established in 1948. Professor and Romanianist S. V.

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Semchynskyi (1931-1999) and specialist in classical philology F. O. Nikitina (1929-2019) worked in the field of classical philology. Y. V. Shanin (1930-2005) brought a sophisticated humorous element to the research of classical philology, which greatly contributed to its popularisation. Another Ukrainian professor who worked at Kyiv University was A. O. Biletskyi (1911-1995), the long-time head of the Department of Classical Philology (1946-1951). The scholar was engaged in comparative studies, Hellenism, translation, pedagogical and human rights activities (Biletskyi, 2012). Notably, after the publication of several issues of "pure classics" and "semi-classics", the department that trained classical philologists was closed (1957). The same thing happened at Kharkiv University. The experimental teaching of Latin in secondary schools was a great achievement, but the teaching was based on Russian textbooks. The declaration of Ukraine's independence on 24 August 1991 gave a new impetus to the development of classical philology.

Ultimately, the Soviet treatment of classical philology involved both repression and reluctant accommodation. Its development was profoundly shaped by the shifting tides of ideology, from the blanket rejection of its "bourgeois" foundations to pragmatic co-optation for propaganda needs (Giannakis et al., 2023; Saifnazarov & Saifnazarova, 2023). A contextual analysis illuminating these tensions and contradictions, rather than a linear narrative of progress or decline, allows for a deeper understanding of how classical philology navigated the Soviet project. This underscores the need to situate its evolution within the specific historical and political contexts that alternately facilitated and hindered its growth over the decades.

3.2. Teaching classical philology at the Chernivtsi University

The path to the opening of the University of Chernivtsi in Bukovina was uneasy and long, as Bukovina, as part of the ancient Slavic land, was part of the Austro-Hungarian Empire in the 19th century, and the level of education of the Ukrainian population was low. The official date of the university's establishment was 4 October 1875, and the language of instruction and office work was German. Notably, classical philology was particularly valued in European universities in the 19th century. It is evidenced by the fact that at the opening of Chernivtsi University, the announcements of congratulatory addresses received on this occasion were read in Latin and German. Interestingly, at St Volodymyr's University of Kyiv, established in 1834, greeting addresses and some scientific works in the 19th century

were written in Latin. Chernivtsi University had three faculties: theological, law, and philosophy. During the first academic year (1875-1876), 23 departments were established: 16 at the philosophical faculty, 4 at the law faculty, and 3 at the theological faculty. The Faculty of Philosophy had departments that provided teaching of classical languages – the Department of Greek Language and Literature and the Department of Latin Language and Literature. The development of philological sciences at Chernivtsi University was ensured by the departments of Greek, Latin, German Language and Literature, Comparative Slavic Philology, Romance Studies, Ukrainian Language and Literature, and Romanian Language and Literature. The history of the university consists of three stages: 1) Austrian (1875-1919); 2) Romanian (1920-1940); 3) Ukrainian (1940-present) (Chernivtsi University, 1995).

In different periods, the attitude towards the study of classical philology was stable, as classical higher education has always involved the training of highly qualified and highly educated European specialists. Back in the Austrian period of the university's existence, Dr A. Goldbacher (1737–1924), a professor of the gymnasium and private associate professor at the local university, came to

Chernivtsi from Graz to teach classical philology. Dr A. Goldbacher was appointed professor of the Department of Classical Philology. The professor wrote several works on classical linguistics (32), including textbooks and manuals on Latin: "Collection of Exercises in Latin Grammar" (1883) and "Latin Grammar for Schools" (1889).

A graduate of the Faculty of Philosophy at the Chernivtsi University, who later became a professor of classical philology, was Yulian Kobylianskyi (1859-1922), a lexicographer, author of the comprehensive "Rus-Latin Dictionary for Rus Gymnasiums" (1907), "Latin-Ukrainian Dictionary" (1912). In 1907, in Chernivtsi, he published his Dictionary to G. J. Caesar on the War with the people of Gaul, which contained 2,700 Latin words. At the Taras Shevchenko University of Kyiv, a similar commentary on Caesar's Notes on the Gallic War was made by I. M. Kyrychenko as early as 1950. Yu. Kobylianskyi also compiled the Ancient Greek-Ukrainian Dictionary, which has not yet been published, although it was fully ready for publication during the scholar's lifetime.

After the transfer of Bukovina to Romania, significant changes occurred at the university, including the change from German to Romanian teaching, and many scholars left for

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Austria. A small number of cultural figures and educators stayed at the Chernivtsi University under Romanian leadership.

In 1920-1921, there were 1,573 students at the university, 946 of whom enrolled at the Faculty of Philosophy. In 1923, the Faculty of Philosophy was divided into the Faculty of Philosophy and Philology, which had the departments of philosophy, history, classical philology, and modern philology, and the Faculty of Science and Natural History, which had the departments of mathematics, physics, chemistry, natural history, and geography. The Philology Department had 11 departments, where Latin and Ancient Greek, German, French, Italian and English languages and literature, modern Romanian literature and folklore were taught. The Department of Ukrainian Studies was abolished. Diplomas were issued in Romanian and Latin (Chernivtsi University, 1995). Among the disciplines taught to students majoring in Classical Philology were Latin Language and Literature, Greek Language and Literature, Comparative Linguistics, Ancient History, Archeology, History of Ancient Art, and History of Ancient Philosophy (Yearbook of Chernivtsi University…, 1937). The speciality "Classical Philology" offered the learning of the major languages and kinds of literature, Latin and Greek, in the context of the entire ancient civilisation. Weekly lecture hours of theoretical courses and seminars included classes in Latin language and literature, ancient Greek language and literature, history of ancient philosophy, ancient history, Greek architecture, and Byzantine studies.

In the context of discipline analysis, it is also necessary to take into account such a notion as politicization of education. The politicization of education refers to the phenomenon wherein political interests, ideologies, or agendas exert influence over educational systems, institutions, curricula, and practices (Schalin, 2019). This influence can manifest in various ways, including the shaping of educational policies and priorities, the selection of teaching materials, the appointment of personnel, and the interpretation of academic content. In the context of the study, the politicization of education can profoundly impact academic disciplines like Classical Philology, altering their focus, methodologies, and interpretations. In such contexts, political agendas may influence the selection and framing of course content, privileging certain aspects of the discipline while marginalizing others to align with prevailing ideologies (Sant, 2019; Boyko & Kuleshov, 2023). This can lead to a distortion of historical narratives, with scholars pressured to conform to

politically acceptable interpretations of classical texts and artifacts. Additionally, the erosion of academic freedom may stifle critical inquiry and scholarly debate, as educators face constraints on discussing politically sensitive topics or challenging dominant narratives. Consequently, the integrity and rigor of Classical Philology as a discipline may be compromised, with implications for both pedagogy and research as scholars navigate the tensions between academic autonomy and political interference.

Radu Sbiera (1876-1946), a Romanian teacher, literary critic, author of literary works, Doctor of Philology (1903), and Professor (1919) was considered the most authoritative expert on classical languages in Romania. He taught such lecture courses as Latin morphology: noun declensions (morfologia latină: declinările), the morphology of the Latin verb (morfologia verbului latin), syntax of the Latin language (sintaxa limbii latine), historical syntax of the Latin language (sintaxa istorică a limbii latine), orthoepy of the Latin language (ortoepia latină), the practical grammar of the Latin language (gramatica practică a limbii latine). He conducted seminars introducing the works and language of famous Latin writers and poets. His main research works include: "Grammar of the Latin Language for Lyceums, Gymnasiums and All Secondary Schools"

("Gramatica limbii latine pentru licee, gimnazii şi toate şcoalele secundare şi asimilate"), a Latin textbook "Latin Grammar for Lyceums and Gymnasiums" ("Gramatica latină pentru licee şi gimnazii. Ediţia a 3-a (revăzută and corectată)", "Quintus Horatius Flaccus – his figure in the mirror of his own work" ("Quintus Horatius Flaccus. Persona lui în oglinda propriilor sale scrieri") (Yearbook of Chernivtsi University…, 1937).

The titular professor of the Department of Ancient Greek Philology was D. Marmeliuc (1886-1970) – Latinist, translator, social and cultural activist, Romanian folklorist, linguist, teacher, and Doctor of Philology (1913). According to the yearbooks, D. Marmeliuc taught such lecture courses at the Chernivtsi University as the historical grammar of ancient Greek (gramatica istorică a limbii eline), syntax (sintaxa), history of ancient Greek literature: Dramatic poetry (history of literaturii eline: poezia dramatică), the beginning and development of ancient Greek drama (începuturile şi evoluţia dramei eline), ancient Greek drama (drama grecească), Greek philosophy: Plato (filosofia elină: Plato). He has conducted seminars on the works and language styles of ancient authors. Peru D. Marmeliuc is the author of the following works: "Sophocles, Chronological Studies, II. Oedipus the King – Oedipus in Colonos"

("Sofocles, Cercetări cronologice, II. Regele Oidipus-Oidipus în Colonos"); "One Great Patriot in the Days of Misfortune: Demosthenes" ("Un mare patriot în zile de restrişte: Demothenes"), "Greco-Roman classicism and Romanian culture" ("Classicismul greco-roman şi cultura românească, extras din "Omagiu lui Ion I. Nistor"), "The Beauty of Homeric Poetry" ("Frumuseţea poeziei homerice, conferinţă la Radio; Frumuseţea poeziei homerice"), "Sophocles: Aias – Trachiniile – Antigona" ("Sofocles: Aias – Trachiniile – Antigona") (Yearbook of Chernivtsi University…, 1937).

T. Sauciuc-Săveanu (1884-1971) – Doctor of Philology, specialist in teaching classical philology, professor, Doctor of Philosophy (1909), lecturer (1906-1919), part-time lecturer at the Department of Classical Philology (1918-1919), dean (1921-1922). He taught at the Department of Ancient History, Epigraphy and Greco-Roman Antiquity (history antică, epigrafia şi antichităţile greco-romane). He was a part-time lecturer at the Department of Art History (1924-1926), Classical Philology (1918-1919), and the Department of Indo-European Philology (1921-1922). In the section "Didactic Activities" of the yearbooks of the Chernivtsi University, it is noted that T. Sauciuc-Săveanu gave lectures on "History of Greece", "History of Greece: Hellenistic Era", and conducted seminars and workshops on inscriptions of the Hellenistic era. His main scientific works include "Ancient Greek History and Historical Research on Greek History for the Past 25 Years, a Historical and Bibliographical Essay, ("Istoria antică elină şi studiile de istorie elină în cei 25 ani din urmă, schiţă istorică-bibliografică, prodromos pentru un manual de istorie antică elină"), "Grain Culture in Ancient Greece and Grain Policy of the Athenians. Contribution to the History of Grain Supply in the Context of Asian Hellenism" ("Cultura cerealelor în Grecia antică şi politica cerealistă a Atenienelor. Contribuţie la istoria aprovizionării cu cereale în cuprinsul elenismului asiatic"), "Latin grave inscription from Callatis from the time of praes. prov. M. Valerius Bradua" ("Inscripţie murală latină din Callatis din vremea praes. prov. M. Valerius Bradua") (Yearbook of Chernivtsi University…, 1937).

After the establishment of the Chernivtsi region as part of Ukraine in 1940 from the northern part of Bukovina and the Khotyn district of Bessarabia, a new period in the history of the university (the Ukrainian period of the university's existence) began. In 1940, the Romanian university was reorganised into a Ukrainian state higher education institution. The Department of General Linguistics was

opened in 1957, and in 1971 the Department of Moldovan Language and Literature was opened at the Faculty of Philology (as the USSR cultivated the separateness of the so-called "Moldovan language"), which in 1983 became known as the Department of Moldovan and Classical Philology, and in 1990 as the Department of Romanian and Classical Philology. Nowadays, the Department of Romanian and Classical Philology of Yuriy Fedkovych Chernivtsi National University provides teaching of classical languages: Ancient Greek and Latin at the Faculty of Philology, the Faculty of Foreign Languages, and the Faculty of Physical Culture and Human Health.

Thus, the scientific and didactic achievements of scholars of classical philology from different periods of the Chernivtsi University were of great significance for the development of the speciality "classical philology", and they are a major part of the training of highly qualified specialists in the humanities today. During the Romanian period, the teaching of Greek and Latin at the Chernivtsi University was not associated with ideology, while in sub-Soviet Ukraine, the learning of classics was conducted in the context of political ideology, pseudo-scientific dogmas based on the "Marx-Engels-Lenin-Stalin doctrine", and the replacement of concepts to please the

authorities of the time. Ukrainian figures who worked on classical philology in the European context were sought to be destroyed and their achievements erased from historical memory. The most striking example is the incomparable Mykola Zerov.

4. Discussion sub specie contemporaneitatis

The teaching of classical philology as a speciality is associated with the development of specific scientific ideals and the establishment of virtues that can be united into a philological ethos. K. Palmieri (2022) demonstrates how classical philology was established in German universities in 1730-1830. This work focuses on the development of classical philology in the Ukrainian lands, including during the Austrian influence. The establishment of the study of Greek and Latin is primarily associated with European methods, partially borrowed from Germany. Scholars G. Brunello et al. (2023) explore how classical education in Italian secondary schools, which involves the learning of ancient languages, including Latin and Greek, affects personality development. Contemporary Ukrainian universities in Kyiv, Lviv, Kharkiv, Chernivtsi, Uzhhorod, and Odesa are actively developing the field of classical philology, which is primarily conditioned upon the need

to understand the historical background of many national languages in the world.

The research by J. Gerhards et al. (2021) was conducted in German schools, specifically, the research analysed the problems of classical education. The authors identify four main reasons that influence the process of learning Latin: cultural differences, social environment, spatial proximity, and understanding of the language's instrumental function. The study of Latin and Ancient Greek in the early 20th century in Ukraine was influenced by different factors: the Soviet government restrained the development of classical philology through active ideologisation, while the introduction of classical education in the western Ukrainian lands was marked by Eurocentrism. Learning modern languages based on mastering the achievements of classical philology seems to be of great linguistic value, especially in the context of higher education (Karabalaeva et al., 2021). D. Jules (2022) focuses on an attempt to reconstruct the methodology of teaching in New Greek, which was established for the speciality of "classical philology". Delving into ancient history and culture helps to master grammatical rules and understand diachronic and synchronic linguistic development. Thus, the research of modern languages through classical ones is a very promising area of comparative linguistics.

The research by K. Whissell-Turner and A. Fejzo (2021) describes how the knowledge of Greek and Latin roots is connected to reading comprehension among French schoolchildren in the 6th grade. Interactive teaching methods in secondary and higher education will allow for more effective learning processes related to the development of philological abilities. Latin and Ancient Greek can expand their influence in the scientific space of Ukraine by drawing attention to them in modern Ukrainian schools, specifically in foreign literature classes. At the stage of active digitalisation, using classical philology has become quite common both in academic circles and beyond (Maziy, 2023; Sansyzbayeva et al., 2022). The book of M. Berti (2019) describes the state of digital philology, focusing on the ancient Greek and Latin languages, and several Greek and Latin sources. Since modern education should be technological, the digitisation of various ancient literature and the dissemination of previously inaccessible sources on the Internet will significantly improve the level of classical education in Ukraine.

In research of K. Kelly (2022), the study of Latin is considered in terms of diachronic semantics, scientific panorama, and scientific writing. Specifically, parallels are drawn from antiquity to the present. The author emphasises the

transition from Latin to modern New European languages. Awareness of the process of development of national languages is vital in the context of future development, thus the study of Latin and Ancient Greek can discover the subtleties of modern European languages. S. Hunt (2022) analyses the state of Latin, Classical Greek, Ancient History, and Classical Civilisation in English primary and secondary schools, focusing on commonly used resources and teaching methods. Introducing the study of classical philology and literature in secondary education could be an interesting experiment in Ukrainian schools, for instance, as an optional course. Teaching classical subjects will bring Ukrainians closer to classical European education.

An assessment of the impact of the national quarantine during the COVID-19 pandemic is described in J. Dixon (2020). The author explains how it has affected the teaching of classical philology. In the context of modern technological development, it has become possible to digitise ancient monuments, including those of ancient times. The growing interest in classical philology is explained by the high influence of Greek and Latin on scientific life, which is still felt today. Although classical languages are not used in communication today, the linguistic needs of an educated person include an active interest

in ancient history and culture. F. Aurora (2022) considers using ancient Greek and Latin in live communication. The development of classical education in line with the active implementation of communication technologies in life is an important aspect of linguistics, as it will allow using Greek and Latin in communication in scientific circles, namely in medical, philosophical, philological.

Classical education, according to L. Hancock (2021), includes knowledge of myths and philosophy, the examination of narratives, and history from a religious, cultural, and academic perspective. Mastering the speciality "classical philology" is impossible without immersion in the literature of the ancient world. Language samples for language learning should be based on the works of famous poets and writers of the time. The research of M. Perale (2023) focuses on the problem of access to classical education in general in modern conditions, specifically the teaching of ancient Greek or Latin in Liverpool. Ukrainian lands under Soviet rule were limited in the development and free study of classical philology in the European sense. Teaching was conducted exclusively from the perspective of the interests of the USSR, and only those ancient authors who somehow fit into the ideological paradigm of the Soviet government became "national heroes":

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Homer (as a "people's poet"), Aeschylus (through his portrayal of the titan Prometheus, which began to be understood since the 1920s as a symbol of the fighter against the oppressors, who sacrificed himself for the happiness of the people, as a Revolutionary with a capital R, as, according to Marx, "the noblest saint and martyr in the philosophical calendar"), Herodotus (who was the first to describe the territory of the former USSR – the Northern Black Sea region), Lucian ("a spontaneous atheist and materialist"), Horace (perhaps because he "glorified" Octavian Augustus as much as the official Soviet writers glorified the "father of nations"; In modern literary criticism, there is an opinion about the typological kinship between classicism and socialist realism, which dominated the Soviet artistic culture of the 1930s–1980s, and even (forcibly) spread to the cultures of the countries of the socialist community, where, however, it did not become as widespread), Phaedrus (coming from the oppressed class – slaves). Therefore, there are significant limitations to learning classical languages.

When learning any language, the communicative component is important, namely active communication between participants in the educational process. C. McMenamin (2022) indicates that language

clubs can make the learning of classical philology, specifically Greek or Latin, more accessible to the general public. The author draws on Australian pedagogical practices. Using interactive technologies in modern higher education such as the introduction of language clubs in practical classes in Latin and Ancient Greek will help to meet the communication needs of classical philologists (Bandur & Sidiropulo, 2023). Latin language courses for introducing the ancient world at university frequently cause significant difficulties for students, as M. Lloyd and J. Robson (2023) indicate in their research. In Ukrainian education, there are significant difficulties, for instance, the inaccessibility of numerous sources in Ukrainian, and the inability to use them in free access, which in some way limits those who learn classical languages at university.

L. Daston et al. (2021) reflect on the balance between empathy and distance, and between the individual and the context in the learning of classical philology. Focusing on the connections between the ancient world and modern linguistics and literary studies will increase interest in the classics and help reduce the distance between historical times. L. Haag and E. Stern (2003) explore how learning Latin and French prepares students for Spanish. It was concluded that participants

who had mastered Latin made more mistakes on a Spanish test than those who had mastered French. Research in classical philology at universities should be connected to modern linguistic and literary traditions, including through comparative historical analysis.

Thus, when comparing modern research with the author's scientific findings, it became clear that the issue of the development of classical philology has several important aspects related to the improvement of forms and methods of work, the comparison of modern languages with Latin and ancient Greek, and the understanding of the stages of establishment of classical education on the example of different countries of Europe and the world.

Conclusions

The research on the historical stages of the introduction of classical philology in Ukraine in the first half of the 20th century has demonstrated that this field, despite various difficulties, developed quite actively in Ukraine. Notably, the high competitiveness of scholars who worked at universities, engaged in translation, linguistic, and literary studies, and had immense potential in the European labour market. However, historical conditions have not always been conducive to the

flourishing of classical philology. For example, during Soviet rule in the Ukrainian lands, the study of Latin and Greek (which was significantly reduced or even almost completely stopped) was heavily ideologised and politicised, which manifested itself in the interpretation of ancient images and historical figures exclusively from the perspective of the government and the prevailing ideology. The statements of the classics were adapted to propaganda, and scientific and educational activities designed to understand the classics in the context of Eurocentrism were limited. The scope of research into ancient literature was narrowed, and the number of translations decreased, as the works of those figures who did not fit into generally accepted provisions were destroyed. Furthermore, many Ukrainian figures of the "executed Renaissance" were imprisoned and physically destroyed.

The research analysed the historical stages of the development of the University of Chernivtsi, namely the Austrian, Romanian and Ukrainian periods. The activities of the university were considered in the historical context against the background of a comparison with the state of classical philology in sub-Soviet Ukraine, i.e., the political and cultural conditions for teaching ancient literature, Latin and ancient Greek were compared. The achievements of

teachers and cultural figures were analysed, and their philological, social, and humanitarian works were noted. Particular attention was paid to the processes of ideologisation and Europeanisation of the classical cycle of sciences in Ukraine. The primary areas of research that interested Ukrainian scholars were outlined in a diachronic perspective. Priority tasks from the scientific perspective will be as follows: developing an idea of classical education in different countries of the world, searching for historical parallels in the development of classical philology in different regions and connection with different socio-historical conditions, comparing and contrasting methods, tools, mechanisms used in the study of classical philology.

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9. Theoretical and applied aspects of modern linguoculturology based on intercultural communication

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Abstract

The increasing interconnectedness of societies, fuelled by technological advances and international mobility, has created a diverse and complex network of intercultural interactions. This phenomenon of growing multiculturalism highlights the urgent need to understand the dynamics between language and culture to facilitate effective international communication. This calls for improving language education and developing intercultural competence. The study aims to determine how the integration of modern linguoculturology into foreign language teaching improves intercultural communication skills among language learners. To achieve the objective, analysis, comparison, and grammar-translation methods were used. An analysis of intercultural communication based on student surveys between universities in Henan Province, China, and universities in Russia is presented. The foundations and current state of linguistic research, the functioning of Russian as a foreign language, on the example of Chinese students, were analysed. An effective model for learning a foreign language in intercultural interaction in language pedagogy has been developed. The results of the conducted empirical research are given and approaches for communicative competence of native Chinese language learners in a foreign language environment are formed. Specific problems faced by Chinese students, such as language barriers and culture shock, were examined. Key factors affecting intercultural communication were identified. The study has great practical relevance in various fields, offering tools that will be useful for foreign language teachers, curriculum developers and intercultural communication specialists.

Keywords: *International Interaction, Pedagogical Approach, Russian Language, Multicultural Education, Language Competence.*

Short Bio

Jia Jiao is a doctoral student at the Kyrgyz-Chinese Faculty of Kyrgyz National University named after Jusup Balasagyn. She is pursuing her Ph.D. with a focus on the theoretical and applied aspects of modern linguoculturology based on intercultural communication. Her research interests encompass international interaction, pedagogical approaches, the Russian language, multicultural education, and language competence. It appears that her academic pursuits are centered around the intersection of language, culture, and education.

9. Theoretical and applied aspects of modern linguoculturology based on intercultural communication

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Introduction

In today's globalised world, a need exists for the study of language and culture as an obligatory component of intercultural communication. Today, the tendency to expand international relations in various spheres of life is becoming more and more relevant. In the course of intercultural interaction, communication is influenced by language skills as well as cultural stereotypes (Omurzakova, 2017; Lylyk, 2023). This determines the importance of researching and studying the aspects of intercultural communication. Tourism, expanding migration and global interconnectedness emphasise the urgent importance of studying linguocultural methods. This research described the importance of introducing the cultural method into the professional training of foreign language teachers, smoothly introducing linguocultural methods to enhance student learning and subtly exploring the complex relationship between linguistic and cultural studies. This study is particularly pertinent as it relates to the overarching goal

of improving foreign language teaching through the lens of linguocultural methodologies. The interrelation of language and culture is a multidisciplinary field that draws on linguistics, anthropology, sociology, psychology, and related disciplines. It is concerned with understanding how language and culture interact in different contexts, including communication, education, literature, media and social interaction (Hasanova, 2014; Dzyana & Dzyanyy, 2023).

The term 'intercultural communication' emerged in the mid-20th century in response to the growing need to understand and navigate interactions between people from different cultures due to increasing globalisation and intercultural interactions (Alymkulov, 2022). Intercultural communication goes beyond language differences and encompasses a wide range of cultural factors such as values, beliefs, norms, non-verbal cues, and communication styles. At present, studies on the peculiarities of the communication process of a particular pair of

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cultures are still rare (Menglong & Junru, 2017). The research relevance is determined by the theoretical and practical development of the problem of students' adaptation to a foreign-language and multicultural society, which is determined by the sociocultural dynamics of education development in the context of its global shifts and transformations (Zholdoshaliyeva, 2018; Ivanenko & Nesen, 2023). Research in this area helps adapt language models about cultural peculiarities, allowing for successful communication between representatives of different cultures.

A. E. Akbembetova (2021) in her dissertation initiated a pioneering study of linguocultural methods by conducting a comparative study of the lexicon, proverbs, and phraseological expressions of Russian and Chinese languages for both linguistic and linguodidactic purposes. Her approach presented a component analysis model, enriching the understanding of linguistic subtleties while developing pedagogical methodologies. A. J. Duisheeva (2022) investigated key aspects of linguocultural linguistics, as well as linguocognitive and linguocultural directions of modern linguistics, and ethno-national "vision" of the world. Through a careful comparison of languages, her research has revealed the deep semantic essence embedded in languages, elucidating their

originality and common parallels in such spheres as life perspectives and figurative thinking. I. M. Ataboyev and F. R. Turgunova (2022) considered the commonality and similarity between the elements constituting the semantic field. Words are united into a lexico-semantic group according to this feature. In this respect, they are fundamentally important for cultural dialogue.

A. I. Musayev (2021) has explored culture and tradition in scholarly endeavours, emphasising cultural contextualisation as a key aspect of both individual and collective identity. His contribution highlighted how languages assimilate new concepts and adapt to modern landscapes. The problem of culture as a level of social consciousness, the relationship between culture and society was addressed by A. R. Buteshova (2020). She emphasises that each culture represents a certain integrity, it is complex and heterogeneous. She noted the idea that the change of cultural norms requires a revaluation of values, the formation of new cultural paradigms, and value orientations, and the emergence of new social ideals. Linguistic scientist D. S. Moldobayeva (2022) devoted his research efforts to the study and development of innovative methods aimed at promoting foreign language acquisition in a bilingual context. His

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meticulous research and inventive methods not only improved linguistic skills but also promoted adaptability by enabling learners to communicate seamlessly across cultural and linguistic domains. Thus, the research was made up of classical works on ethnolinguistics and psycholinguistics, comparative-historical, and comparative-typological linguistics, as well as modern research on the problem under study.

These studies led to significant contributions at the intersection of linguocultural studies, language acquisition and cultural understanding. However, although many ideas have been explored, there are still unexplored aspects. In particular, there is a need for an in-depth study of the application of linguocultural methods in pedagogy to strengthen the integration of linguocultural aspects in foreign language teaching. Today, educational institutions are often composed of students from different cultures. By studying aspects of linguistic and cultural works, educators can develop special approaches and methods for effective intercultural understanding (Degtiarova et al., 2023; Serdiuk, 2023). This study addresses the following problems: linguistic and cultural barriers, cultural misunderstanding, finding approaches to teaching Russian as a foreign language, developing intercultural

competence, developing cultural sensitivity, identity, and self-expression. For Chinese students studying in a Russian-speaking environment, intercultural communication is necessary for their successful adaptation and integration into academic and social environments (Akilov et al., 2020). As well as improving language skills and cultural problem-solving.

The lack of theoretical and practical developments on this issue is present, including that of pedagogical knowledge and methods of developing foreign language intercultural competence about modern requirements when teaching students, a foreign language in extracurricular activities (Ataboyev & Turgunova, 2022). The research aims to investigate the integration of modern methods of linguoculturology into the pedagogical approach to foreign language teaching.

The purpose of this research is to conduct a comprehensive investigation into the contemporary landscape of linguocultural studies, emphasizing its relevance to intercultural communication in language education. Data have been collected to evaluate the implications of integrating linguoculturology into language learning, particularly in enhancing learners'

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intercultural communicative competence. The study aims to examine current pedagogical paradigms and methods that effectively integrate cultural linguistics into foreign language teaching. It also aims to differentiate cultural differences by comparing Russian and Chinese cultures. The research goal is to develop new approaches to teaching Russian as a foreign language that take cultural nuances into account.

2. Materials and Methods

For a structured and systematic approach, the research work used: analysis, comparison, comparative-translation method, and contrastive analysis (Russian, Chinese). These were used to analyse the current level of development of the problems of intercultural communication, present the main approaches to understanding this interdisciplinary phenomenon, and analyse the important features of two cultures from the point of view of the proposed conceptual approaches. An empirical study was conducted using a combination of data collection methods, such as surveys, interviews and questionnaires covering various social parameters. Application of interpretive methods (analysis, synthesis of theoretical research, empirical material). Using these methodological strands, a comprehensive and detailed study

was conducted to clarify the complex aspects of the research topic.

The results of a survey of total 57 Chinese students from 1st to 3rd academic year who are studying at the Department of Russian Language and Literature of Henan University are presented alongside a survey among Chinese students, from the 1st to 3rd academic year, who are studying Russian at the Pushkin State Institute of Russian Language in Moscow. To address the characteristics of foreign language learners between the ages of 16 and 25, a list of specialised questions was compiled. This deliberate selection aimed to capture nuances and perspectives relevant to the intercultural experiences of this particular demographic. The survey was administered by the respondent to Chinese students via https://www.wjx.cn/ and Google Forms. The results of the survey were collected analysed and arranged in a table. All participants provided written informed consent.

The survey comprised questions in a combination of multiple-choice and short-answer formats. Its purpose was to evaluate students' intercultural experiences, challenges faced, pedagogical preferences, and perspectives on linguocultural approaches that aid in adaptation and learning. The

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questions were designed to quantitatively and qualitatively explore the main issues identified in the background research. On average, it took 15-20 minutes to complete the survey.

The use of the ethnographic method in this study is of paramount importance because of its ability to provide an in-depth, contextually rich understanding of the intercultural interaction experiences of Chinese foreign language students at universities in the two countries. It allows for an in-depth exploration of their cultural contacts, language learning challenges and strategies for effective international communication.

The study follows a structured research process to explore and systematically examine the relationship between culture and linguistics, intercultural communication, and the specific context of learning Russian as a foreign language by Chinese students from Henan Province. Valuable insights, ideas, and recommendations are provided that contribute to the success of language learning programmes and ensure that students receive high-quality instruction tailored to their needs. The comparative method allowed to conduct a university-based study in Henan Province China and Russia. The study was conducted between students and teachers in a foreign language teaching environment. It

allowed comparing and contrasting linguocultural aspects in higher education institutions in both countries. The method described the role of language and culture in shaping the academic environment and interactions between students and teachers, providing valuable information to promote intercultural understanding and effective communication in universities.

The comparative-translation method was used to compare language structures, expressions, and cultural concepts between learners' mother tongue (Chinese) and the target language to facilitate understanding and bridge cultural gaps. Linguistic characteristics such as grammar and vocabulary are compared. Translation problems are analysed. And also investigated the possibility of developing critical thinking and cognitive flexibility. The survey revealed differences between the Chinese and Russian learning environments in areas such as pronunciation, grammar, prior language exposure, linguistic obstacles, and views on pedagogical techniques. Thematic analysis identified key qualitative themes in the open-ended responses.

3. Results

Education at the present stage requires changes in all spheres. The blurring of borders

between states allows people to move freely, to develop as individuals, and to choose how and what they want to learn. The educational system of developed countries is also changing depending on global trends. This leads to the need for a dialogue of cultures that did not interact earlier (Liu, 2016). The purpose of education becomes not only the training of literate specialists but also the competent, ability to work in any human environment, with the ability to interact with the global community. A qualitatively trained employee, competitive in the international market, can find a niche even in foreign countries to obtain the necessary work experience, which will allow them to further use the acquired knowledge for the development of society, as well as themselves.

The expansion of intercultural contacts and the spread of individual bilingualism and polylingualism has actualised the development of several sciences such as linguistics, psycholinguistics, cultural studies, and communication theory. This caused changes and theoretical rethinking of the process of teaching a foreign language, in which the centre of attention is the mastering of language as a means of intercultural communication and the culture of foreign languages. The basis of such education is culture as a lifestyle, including people's

customs, traditions, values, and beliefs (Esengulova, & Chokobaeva, 2020.). Thus, there is a need for language learning in the context of culture, which will contribute to improving the productivity of the development of communicative competence in intercultural communication.

Linguoculturology is considered as one of the "products" of the formation of the anthropology paradigm, which was formed in the XX century, and today is the main one in linguistic science (Bosa, 2020). The main idea of the anthropocentric paradigm is the study of the subject of knowledge rather than the object, i.e., "the human of language and language of a human". Linguoculturology, as one of the main directions of modern linguistics, is oriented to the study of the cultural factor in language and the linguistic factor in man. Linguoculturology is a humanitarian discipline that studies the embodiment of material and spiritual culture in a living national language. It makes it possible to establish and explain how one of the fundamental functions of language – creation, storage, development, and transmission of culture – is carried out (Egamberdieva & Alimjonova, 2020). The main problems here are methodological (philosophical) and philological (linguistic). The culture of matter and spirituality created

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by man, the system of values expressed in language – everything that makes up the "linguistic picture of the world" is the subject of linguoculturology research.

The main goal of linguocultural studies is to understand the cultural aspects of language and the linguistic aspects of culture. Aiming to improve intercultural understanding and communication, promote cultural sensitivity and solve language-related problems. Linguoculturology contributes to the preservation of endangered languages and cultural traditions (Telychko, 2016). By studying linguistic elements embedded in cultural practices, linguists play a crucial role in documenting and protecting cultural heritage. Linguoculturology leads the creation of digital archives, interactive platforms, and multimedia resources for endangered languages. These digital resources provide greater access to language and culture, making them more accessible to future generations (Sagitova et al., 2020).

The development of not only syntactic and grammatical aspects of language, but also cultural competence is promoted by teaching based on the linguocultural approach. However, it has not been previously applied in the organisation of the school learning process. Thus, there is a problem of realising a

foreign language for teaching Chinese students (Tashtankulova, 2021). The main answer to the question of how to solve the actual task of teaching languages as a means of communication between representatives of different cultures and peoples is the need to study them in inseparable unity with the world, culture and languages of the nations that speak to them.

The relationship between linguocultural studies and foreign language teaching is symbiotic. This approach enriches and emphasises the cultural context, promoting pragmatic language use and avoiding misunderstandings (Liu, 2016). This integration promotes a more comprehensive and meaningful language learning experience for international students. Knowledge of a foreign language is first and foremost knowledge of communication competence. The linguocultural approach ensures successful communication consisting not only of understanding what is said or applying language tools correctly but also of successfully assimilating the cultural components in conversation. Such communication cannot be realised unless one of the listeners has the following set of competencies:

1. Linguistic. Introduction of the system of information about the studied language at the morphemic, phonemic, lexical, and syntactic levels. Knowledge of the correct use of word forms and the creation of syntactic constructions following the norms of the Russian language.

2. Sociolinguistic. The knowledge and skills needed to use language effectively in social contexts. Characterised by norms of respect, registers of communication, and language markers of social communication.

3. Sociocultural. Combination of knowledge of the target language country, and national and cultural peculiarities of social and speech behaviour of native speakers (Esengulova & Chokobaeva, 2020). Ability to apply knowledge in communication by customs, ethical norms, rules of behaviour and stereotypes of native speakers' behaviour.

Thus, the formation of linguocultural competence, which has narrower components, is the main goal and advantage of the implementation of the linguocultural approach in teaching. In the context of intercultural communication, contemporary linguocultural studies is a dynamic field that theoretically and practically contributes to understanding the complex interplay between language, culture and communication. Theoretical aspects include the relationship between language and culture (Rings & Allehyani, 2020); cultural relativism, recognising the significance of different cultural perspectives; intercultural competence, with a focus on understanding cultural specificities and differences and navigating different contexts; cultural identity, its formation and impact on communication; the study of cultural symbols, signs and meanings embedded in language; exploring how cultural norms influence language use in different contexts.

Applications of linguoculturology include language teaching integrating cultural content into language curricula; skills for teaching intercultural communication; and international business communication; considering cultural nuances, and idiomatic expressions, to ensure accurate and meaningful translations; in the field of media, it informs media professionals about culturally sensitive communicative strategies, enabling effective message delivery to different audiences.

This study conducted a student survey between universities in China, Henan Province and Russia. The study aimed to identify problems and best practices in teaching and ways to effectively learn Russian as a foreign language with a focus on promoting intercultural communication. A systematic study of language processes, intercultural interactions, and cultural integration in educational institutions in both countries was carried out through a questionnaire survey. By strengthening international partnerships and facilitating academic exchanges, this method promotes global cooperation for knowledge in higher education.

To obtain more accurate results, the survey was conducted anonymously. This survey showed the following results (Table 1).

Table 1. Phonetic problems in Russian language learning

Year	Number of students	Question: Have you encountered phonetic problems in the process of mastering the features of oral speech?
1st	26	Yes – 96%, no – 0%, cannot answer – 3%, other – 3%
2nd	17	Yes – 6%, no – 92%, cannot answer – 0%, other – 2%
3rd	14	Yes – 1%, no – 97%, cannot answer – 0%, other – 2%
Year	Number of students	Question: Did you have difficulties in learning grammar?
1st	26	Yes – 98%, no – 0%, cannot answer – 1%, other – 1%
2nd	17	Yes – 96%, no – 0%, cannot answer – 1%, other – 3%
3rd	14	Yes – 56%, no – 39%, cannot answer – 1%, other – 4%
Year	Number of students	Question: Did you study Russian at school before coming to university?
1st	26	Yes – 3%, no – 97%
2nd	17	Yes – 2%, no – 98%
3rd	14	Yes – 3%, no – 97%
Year	Number of students	Question: Do you think that Chinese linguistic personality prevents you from learning Russian?
1st	26	Yes – 89%, no – 2%, cannot answer – 0%, other – 9%
2nd	17	Yes – 95%, no – 0%, cannot answer – 0%, other – 5%
3rd	14	Yes – 95%, no – 3%, cannot answer – 0%, other – 2%

The survey showed that Chinese language learners face several problems due to the differences between the two languages and cultures. 1st-year learners face phonetic difficulties in the process of mastering the features of the language, at the level of intonation, accent, and pronunciation. These features complicate the process of communication. This language uses the Cyrillic alphabet, which is completely different from the characters used in Chinese writing. Both languages have different vocabulary and lexical systems. It is necessary to learn new words and expressions and understand their cultural connotations. Due to the influence of the student's mother tongue, in which there is no opposition between voiced and voiceless consonant sounds, difficulties arise during speaking and listening. Chinese students face cultural differences that affect their communication and social interaction in a foreign-language environment.

The second serious problem arising in the study of a foreign language is related to its grammar. The language under study, as a synthetic language, is characterised by a fundamentally inflective grammatical system. In contrast, Chinese is characterised primarily by a nominative system and a grammatically consistent word order. This discrepancy poses serious problems for Chinese students at all stages of foreign language learning. The survey demonstrates that a university in Henan province provides language training from scratch. The survey reveals several problems such as limited demand. Henan Province has a relatively lower demand for Russian language training compared to English or Japanese. This leads to fewer opportunities for students. The problem of a shortage of qualified teachers affects the quality of teaching. Limited exposure to foreign cultures, is important in language learning. It is necessary to keep students motivated to learn a foreign language.

Students are often constrained by their linguistic inclinations and tendencies, which influence their linguistic personality. This personality, shaped by their native language and communication experiences, can often become a limiting factor in their language practice. Studying abroad becomes even more challenging due to the lack of a linguistic atmosphere that is usually conducive to language acquisition. In this scenario, the teacher, usually a native speaker, assumes the role of the sole linguistic role model for the students. Based on the example of this survey, it can be confidently stated that there is a need to change the traditional teaching practices not only at Henan University but in all Chinese higher education institutions, where most

teachers devote too much time to theoretical knowledge. Teachers are the main actors in the classroom, students are only passively present, gradually losing interest in the language. In oral practice classes, all aspects of the language – phonetics, vocabulary, grammar, syntax – should be learnt gradually (Ongarbayeva et al., 2021).

The intercultural experience of Chinese students studying Russian at universities in China and Russia is characterised by a dynamic interaction of language learning, cultural integration, and social engagement. It offers opportunities for personal growth, the development of intercultural competence and the formation of intercultural friendships. However, it also presents challenges that require adaptability, open-mindedness, and effective communication strategies to facilitate meaningful intercultural exchange and understanding. To solve the problems associated with Chinese students' foreign language learning, a comprehensive plan and specific actions should be implemented. First of all, it is necessary to implement the cultural approach by using a set of means and methods, to practice and interact between language and culture, promoting more comprehensive and effective learning. This method involves incorporating authentic materials from the culture under study, such

as music, films, literature, and art, into the language programme. To understand how language use is shaped by cultural norms and traditions, it is necessary to provide historical and socio-cultural context to the lessons. The teacher needs to initiate dialogue and discussion of similarities and differences, customs, traditions, and social norms between the cultures of the two countries. It is necessary to improve the quality of cultural training of the teacher, who should become not only a mentor but also a friend of the student; to establish partnerships with Russian universities to facilitate the exchange of teachers and curricula; to strengthen friendly relations between teachers and students and create a relaxed learning atmosphere; to use flexible methods of teaching a foreign language; to introduce a culturological approach.

A method of organising thematic cultural events, holidays, or festivals with the participation of Russian-speaking communities to provide authentic cultural experiences. Inviting foreign language speakers to gain an understanding of the culture and promote intercultural communication (Umeanowai & Lei, 2022). Practising language skills in real-time will be facilitated by students' language exchange programmes. The instructor needs to involve

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students in creating multimedia presentations, cultural projects, and short films related to Russian culture; stimulate critical thinking by analysing media, films, music, or literature to challenge stereotypes and prejudices. The teacher needs to encourage reflection on their cultural identity and how it affects their language learning and intercultural experiences.

Thus, by adopting a cultural approach, foreign language teachers can create a dynamic and enriching learning environment for Chinese students, promoting language proficiency, intercultural communication skills and a deeper understanding of culture. To date, Chinese universities have been reforming their foreign language teaching system to coordinate curricula and methodological plans, as well as to graduate professionals following modern market needs and considering the current conditions, trends, and prospects for the development of trade and economic cooperation between Russia and China (Yaprak, 2022).

As economic and trade relations between the two countries continue to strengthen, students in Henan Province may have new prospects in learning the language to facilitate business, trade, and diplomatic contacts. The "One Belt, One Road" initiative promotes communication and cooperation between the countries. Henan Province's strategic location as a transport hub along the Silk Road Economic Belt may increase the relevance of Russian language learning in the region. With China's emphasis on the internationalisation of education, Henan Province may see an expansion of language learning programmes, including courses to cater for students who need different language options. Cultural exchange opportunities will expose students to the culture and foster a deeper understanding of the language.

Although this research is specific to Chinese students learning Russian, many of the intercultural challenges discussed are common to other language learners who are immersed in foreign cultural contexts. The themes of cultural integration, language barriers, and social engagement can inform approaches for other international student groups. The linguistic and cultural teaching strategies examined, such as the inclusion of cultural materials and experiences, facilitating exchanges, and teaching cultural etiquette, can be adapted to other language learning settings. This study contributes to broader knowledge in the field of linguocultural studies and has theoretical and practical implications for integrating cultural elements

into language curricula more widely, based on the positive outcomes observed.

The study provides a model for contrastive analysis between different languages and cultures, identifying potential learning obstacles and solutions. It contributes to research on international student experiences and intercultural communication challenges. It is important to note that while the study focuses on Chinese and Russian cultures, the underlying psychological and social factors may resonate across cultural boundaries. Methodologically, the surveys and comparative approach could be replicated across other institutions and cultural groups to broaden the scope.

4. Discussion

This study has repeatedly raised the idea of the importance of integrating linguoculturology into the learning process because of its potential to turn language education into a holistic and culturally enriched experience. Many scholars have worked in this direction, such as the British methodologist M. Byram (1997), whose work emphasises the development of intercultural competence in language learners. His model includes the development of attitudes, knowledge, and skills necessary for effective intercultural communication. He distinguished

the concepts of "intercultural competence" and "intercultural communicative competence" by putting forward the criterion of the language of communication used: intercultural competence implies the ability to interact with representatives of other cultures in one's native language, while intercultural communicative competence implies the ability to interact with representatives of other cultures in a foreign language. This study and the author's research emphasise the importance of cultural sensitivity. The scholar's emphasis on the interaction between language and culture coincides with the emphasis on the linguocultural approach where culture is integrated into language teaching. Both perspectives recognise that culture enriches the understanding and use of language. The researcher's ideas are conceptual and theoretical in nature, while the focus here is on the practical application of the linguocultural approach in teaching.

The scholar-linguist in the field of applied linguistics C. Kramsch (2014) focused on the relationship between language, culture and identity in learning and teaching. One of her famous works in the field of intercultural communication is a book entitled Language and Culture, her ideas advocated an approach that values both linguistic and cultural development. Thus, the author's approach

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compared to this study has several similarities, as the works have an interdisciplinary approach (linguistics, cultural studies, and pedagogy). Both perspectives emphasise the importance and inseparability of understanding language in its cultural context and language education. The scope of the researcher's work covers a wider range of topics in applied linguistics, with a focus on language, culture, identity, and education. In comparison, this study aims at a narrower focus, namely the integration of linguistic and cultural aspects, and methods in teaching languages as foreign languages. The linguist's research is in line with critical applied linguistics, which includes the reflective and critical study of language, culture, and education.

S. López-Rocha (2016) studied diverse pedagogical approaches and methodologies aimed at aiding students in honing intercultural communicative competence (ICC), including prompting reflection on individual cultural backgrounds and values, exposing learners to a spectrum of perspectives and cultural customs, facilitating engagement in intercultural communication activities, and furnishing ample opportunities for practical application of intercultural communication skills. Moreover, the study accentuates the pivotal role of educators in

fostering ICC, advocating for the creation of nurturing and inclusive learning environments, the demonstration of model intercultural communication behaviours, and the provision of constructive feedback to students regarding their intercultural communication aptitude. Besides, M. Liu (2019) explored different perspectives on the relationship between language and culture. This included debates on how closely linked they are, and whether they can be analysed independently. The author analysed existing research on how the relationship between language and culture is addressed in foreign language classrooms. The study focused on the concept of ICC, which emphasizes both language proficiency and cultural understanding for effective communication across cultures. The author examined how the ICC model is used in practice and its effectiveness in developing learner competency. Thus, the authors' work and this study share important commonalities in their emphasis on the interaction between language, culture, and effective communication, they also diverge in terms of focus, scope and specific areas of enquiry.

A. Holliday et al. (2021) explore the power dynamics embedded in language teaching and intercultural communication. Their work challenges traditional teaching methods and

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emphasises the importance of acknowledging different cultural perspectives. The scholars' research emphasises the integration of cultural perspectives into language pedagogy. Both perspectives recognise that understanding the nuances of culture is crucial for successful intercultural interaction. What is common is an understanding of context in communication, and attention is paid to the dynamic nature of language use. The difference is the focus of the research; this paper focuses on theoretical and applied aspects of modern cultural linguistics in the context of foreign language teaching. The integration of linguocultural approaches to improve intercultural communication skills among learners is investigated. The researchers' work generally focuses on critical intercultural communication, power dynamics, and cultural awareness. Their work extends beyond language teaching to the broader implications of cultural diversity and power relations in intercultural interaction. This work is related to a linguocultural approach in foreign language teaching with a focus on communicative competence and language pedagogy.

The aim of the study conducted by T. Q. Tran and T. M. Duong (2018) was to test the effectiveness of the intercultural communicative language teaching (ICLT)

model in enhancing the ICC of EFL learners. The study involved forty-seven EFL learners who were learning General English at a foreign language centre in Ho Chi Minh City, Vietnam. The study employed three research instruments: a language test, an intercultural competence test, and a semi-structured group interview to collect data. The results showed that EFL learners' language and intercultural competence improved similarly after a thirteen-week training course. The study concluded that the ICLT model is effective in facilitating EFL learners' intercultural competence development and can be applied in similar EFL contexts. In this study, an empirical study was conducted while the scholar's research encompasses critical, theoretical perspectives. Both perspectives contribute to the improvement of intercultural understanding and communication skills among learners and people involved in intercultural interaction.

M. J. Pitts and J. Harwood (2015) studied the field of intercultural communication. They are known for their study on the theory of communication adaptation, which explores how people adapt their communication styles to accommodate or converge with others in intercultural interactions. Researchers' studies emphasise the concepts of convergence and divergence in intercultural interactions, their

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motives, and outcomes. This study has several similarities with the scholar's ideas, namely that both perspectives recognise the role of language in the construction and expression of identity and the importance of cultural sensitivity in communication. The authors' research on accommodation is consistent with this research paper with its attention to foreign language teaching in an intercultural context. Differences include the educational focus, the scholar's theory applies to a wide range of intercultural interactions, while this paper focuses specifically on language teaching and the development of intercultural competence. Included in this study is the development of practical strategies and methods for integrating cultural linguistics into teaching, the researchers' theory provides a conceptual framework for understanding communicative patterns of intercultural interaction. The researchers' ideas are mainly related to communicative accommodation, while this paper covers a wider range of linguistic and cultural strategies to improve language teaching. Their work was used to highlight the complex dynamics of intercultural interactions and the role of communication in shaping perceptions, identities, and relationships.

The topic of intercultural interaction was developed by the outstanding French applied linguist D. Coste (2010), who made a significant contribution to the field of language education, multilingualism, and multilingual competence. He is also known for his work in promoting a broader approach to language learning and communication. He introduced the term "multilingual competence". The author's ideas emphasise that language competence should go beyond mere bilingualism or multilingualism and should instead include the ability to navigate and interact with a range of languages and cultures. This paper has also explored the importance of this term, with both perspectives recognising that effective communication requires understanding and navigating multiple languages and cultures. Both studies advocate a broader, multilingual, and multicultural approach to language teaching. The researcher studied the ideas of plurilingualism which has a difference with this research paper in terms of specifically incorporating the application of the principles of linguoculturalism in foreign language teaching. The researcher's concepts helped to provide a broader theoretical framework for the application of cultural linguistics in teaching in this paper.

The present research paper comprehensively investigated the intersection of linguoculturology within Russian language

teaching as a tool for intercultural communication. It has been conveyed that it enables people to overcome language and cultural barriers, facilitating more effective communication and cooperation. Enables people to navigate different cultural contexts with respect and empathy, promoting harmonious coexistence and combating stereotypes and prejudices. Preserves cultural heritage. Linguocultural studies help document and preserve endangered languages and cultural practices, protecting invaluable aspects of human identity and history (Nimani, 2023; Sansyzbayeva et al., 2022). Promotes personal growth.

Its knowledge contributes to cultural competence, a vital skill in an interconnected world. It enables people to appreciate different cultural perspectives, fostering respectful interaction and cooperation across borders. The study explores the dynamic relationship between cultural linguistics and Russian language teaching pedagogy to bridge the gap between language acquisition and intercultural competence (Harper, 2020). By analysing the interaction between linguistic structures and cultural expressions, the study aimed to reveal how linguistic elements reflect cultural nuances, thereby facilitating more effective intercultural communication. The study examined the implementation of a

linguocultural approach in Russian language teaching. Specific practical methods for teaching students were identified, namely incorporating authentic Russian cultural materials, facilitating international exchanges and seminars for students, joint intercultural projects, and teaching cultural etiquette and communication. This approach emphasised the integration of cultural components in language teaching to promote sensitivity and enhance students' communicative competence. By exploring the theoretical foundations and practical methodologies, the study sheds light on how this approach can enrich the language learning experience.

The study of linguocultural studies has attracted the attention of scholars from different disciplines, each of which sheds light on its multifaceted aspects. Linguists, cultural theorists, and educators have approached the field from different angles, enriching the understanding of the complex relationship between language and culture. Its importance extends far beyond linguistic and cultural studies, influencing fields ranging from education and diplomacy to business and the arts.

Thus, research into the inclusion of linguocultural studies in Russian language teaching as a means of intercultural

interaction is very promising. As the world becomes more interconnected and multicultural, the importance of this topic continues to grow. With the integration of a linguocultural approach, language teachers will increasingly employ innovative teaching methods that emphasise cultural awareness, authenticity and immersion learning experiences. This may include virtual reality and online cultural exchange platforms. The digital age presents great opportunities to develop interactive language learning platforms with personalised learning pathways, as well as specialised training in cultural sensitivity and intercultural skills for educators (Ou & Gu, 2021; Ronzhes, 2023). Educators can conduct research in digital ethnography to analyse intercultural interactions online and understand the dynamics of language and culture in virtual spaces. Facilitate international cooperation between universities, building partnerships for intercultural initiatives and projects. Language programmes will enhance cultural immersion experiences for students in a Russian-speaking environment to practice the language and experience local culture first-hand. As international business continues to expand, professionals with foreign language skills and intercultural competence will be in high demand to communicate effectively in

education as well as trade, negotiation, and cooperation.

Conclusions

In conclusion, the study of theoretical and applied aspects of contemporary cultural linguistics provides a convincing basis for improving the teaching of Russian as a foreign language in the context of intercultural communication. As globalisation continues to erase geographical boundaries and foster intercultural interaction, the role of language in fostering meaningful connections becomes increasingly significant. The fusion of cultural linguistics and language teaching offers a dynamic approach that not only promotes language skills but also fosters a deeper understanding of the cultural nuances inherent in the Russian language. The multifaceted field of linguocultural studies, as shown in this study, emphasises its key role in guiding language teaching, which is particularly evident in the context of the Russian language.

The study of the implementation of the linguocultural approach in teaching Russian as a foreign language shows its transformative potential. This approach goes beyond traditional methodologies, promoting a holistic understanding of language by incorporating cultural aspects into teaching. In

addition, the applied dimension of cultural linguistics offers teachers practical tools to bridge the gap between linguistic theory and pedagogical practice. Integrating cultural elements into language teaching not only enriches the curriculum but also equips learners with the intercultural competence needed to navigate different social contexts. This multidimensional approach not only promotes language skills but also fosters cultural sensitivity, enabling learners to participate in intercultural exchange with confidence and respect.

Thus, the research is significant because it demonstrates the benefits of incorporating cultural elements into language curricula, which enhances learning outcomes related to linguistic proficiency, pragmatic competence, and intercultural sensitivity. The study supports the necessity of language teaching to expand beyond narrow grammatical approaches and promote a more comprehensive understanding that includes broader cultural contexts. In addition, the cross-cultural comparison between Russian and Chinese provides culturally relevant insights into the specific difficulties faced by Chinese learners of Russian. Therefore, the research provides a context-specific contribution to the teaching of Russian in China. The study demonstrates

methodologies for conducting rigorous empirical research in applied linguistics and language pedagogy.

As the need for effective intercultural communication skills continues to grow, the synergy between contemporary cultural linguistics and the teaching of Russian as a foreign language represents a valuable asset. By utilising the theoretical foundations and practical methodologies of this approach, teachers can empower students to become proficient language users and culturally aware global citizens. As the world becomes increasingly interconnected, integrating cultural linguistics into language education becomes a promising solution to equip learners with the skills necessary to successfully participate in an increasingly diverse and interconnected world. This topic opens up a field of great prospects and directions for further research in the field of technological intercultural learning in the virtual world, curriculum development, research on the impact of cultural linguistics, and the study of the application of linguocultural studies beyond language education.

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10. Methodological guidelines for professional training of translators for localization

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Abstract

Modernization, which occurs at all levels, affects the standards and requirements for specialists in various fields, and translation activity is no exception. The responsibilities of a modern translator have expanded significantly and currently, in addition to the standard translation of texts, they include the adaptation of various products to the socio-cultural needs of consumers in different countries. Given this, the purpose of this study is to reveal the methods and forms of preparation of translators for the process of localization in their translation activities. To achieve the goal, the methods of analysis and synthesis, the method of comparison, as well as the author's questionnaire were used to identify the formation of translation competencies among translators and students of philological faculties. This article revealed the essence of the concepts of "modernization", "globalization", "internationalization", and their role in translation activity and in the process of localization, described the main requirements for a modern translator, revealed the essence of the concept of "localization", the features of localization and translation skills, being necessary for it. A study was conducted among translators with work experience and among students of philology faculties who are just preparing for professional activity, which showed that only 64% of specialists already engaged in translation and 41% of future specialists have fully formed translation competencies. The results of the study confirmed the need to prepare translators for localization at all levels. Methodological recommendations were provided for the preparation of translators for localization. The results of the study represent a practical value for translators, teachers, and students of philological faculties in the process of improving professional activity, increasing the compliance of Ukrainian translators with world standards. The results of the study can also be used to increase the competitiveness of Ukrainian translators on the Ukrainian and global labour market.

Keywords: Globalization, Internationalization, Formation of Competencies, Linguistics, Modern Strategies.

Short Bios

Iuliia Golovatska is an Associate Professor at the Department of Philosophy and Cultural Studies of Chernivtsi National University. Her research expertise spans women's organizations and social security, with a particular focus on Ukrainian women's organizations in Bukovyna during the late 19th and early 20th centuries. Among her notable works are studies on the Ukrainian Women's Organisations in Bukovyna and the Semantic Structure of the Text. She has also delved into the use of humanistic principles in social work and has explored the role of preschool education in the activities of women's societies in Bukovina during a transformative period in history. Her contributions are significant in understanding the cultural and social dynamics of women's roles in Ukraine, particularly in the historical context of Bukovyna. Her academic pursuits highlight the intersection of cultural studies, philosophy, and social work, underscoring the historical and contemporary significance of women's societal roles and contributions.

Tetiana Tsepeniuk, PhD in Philology and an Associate Professor, has made significant contributions to the field of linguistics, particularly in the context of translation studies and the linguistic aspects of modern media like YouTube. Her research includes an exploration of the linguistic features of YouTube video content, showcasing her interest in the intersection of digital media and language studies. Tsepeniuk has also focused extensively on literary translation, evidenced by her work on the translation of similes in Lucy Maud Montgomery's novel "Anne of Green Gables. Her scholarly interests further extend to the reproduction of allusions in Ukrainian translations of English-language fiction, highlighting the nuances and complexities involved in literary translation. Additionally, Tsepeniuk has delved into specific aspects of translation such as the reproduction of author's transformations of comparative phraseological units of intensifying meaning in Ukrainian and the translation of English adverbs-intensifiers of action into Ukrainian. Tsepeniuk's academic contributions illuminate the intricacies of language translation and adaptation, particularly in the context of literary works and emerging digital platforms. Her work underscores the importance of understanding linguistic subtleties in the global exchange of ideas and culture.

Halyna Chumak, an Assistant Professor at Ternopil Volodymyr Hnatyuk National Pedagogical University, has made notable contributions in the field of literary criticism and translation studies. Her work predominantly focuses on the analysis of literary concepts and the translation of literary works into Ukrainian. Chumak's monograph, "The Poet as a Critic. Ways and Levels of Realisation of the Literary Concept of T.S. Eliot in His Poetry," reflects her in-depth study of T.S. Eliot's poetic and critical work. She has also explored the "Features of reproduction of American realities in Ukrainian translations of Stephen King," providing insights into the challenges and strategies involved in translating contemporary American literature into Ukrainian. Another significant area of her research is the study of translation strategies in children's literature, as exemplified by her work on V. Morozov's approach to translating proper names in Ukrainian versions of children's fairy tales. Chumak has also delved into the modern discourse of T.S. Eliot's impersonal poetry, further showcasing her expertise in Eliot's literary output. Additionally, her work on the "Culturological concept of T.S. Eliot" indicates a deep engagement with Eliot's cultural and philosophical ideas.

Iryna Vavriv currently serving as an Assistant at the Department of Translation Theory and Practice at Ternopil Volodymyr Hnatyuk National Pedagogical University since 2019. Prior to her current role, Iryna worked as a senior lecturer at the Department of Foreign Languages at the Lviv Institute of Economics and Tourism from 2018 to 2019. She has a long-standing association with Ternopil Volodymyr Hnatyuk National Pedagogical University, where she served as a lecturer of English at the Department of Foreign Languages from 1996 to 2020. Her academic journey includes specialized studies at Ternopil Volodymyr Hnatyuk National Pedagogical University from 2008 to 2012 in the field of "Theory and Methods of Vocational Education," where she focused her research on "Professional foreign language communicative training of tourism specialists in Eastern Europe." Vavriv's educational background is rooted in philology, having graduated in 1995 from Ivan Franko State University of Lviv, Faculty of Foreign Languages, with a degree in Philology and qualifications as a teacher of English language and literature. Over her career, Vavriv has contributed 16 scientific and educational works, underscoring her active engagement in academic research and her dedication to advancing the field of language education and translation studies.

Serhiy Yanchuk affiliated with the Institute of Philology at Taras Shevchenko National University of Kyiv, is a notable figure in the field of Translation Studies, particularly focusing on military translation. His work contributes significantly to understanding the complexities and nuances of translating military documentation and discourse. Yanchuk's research includes key works such as "Military Translation Theory in Ukraine: Status, Problems, Prospects," a comprehensive exploration of the state and challenges of military translation in Ukraine. He has also delved into the "Peculiarities of translation of military documentation of UN and NATO peacekeeping missions," reflecting his expertise in the specific demands and nuances of translating for international military organizations. His interest in the continuity and evolution of military translation practices in Ukraine is evident in his work on the "Continuity of military translation traditions in Ukraine." Additionally, Yanchuk has explored the "Peculiarities of reproduction of communicative and pragmatic characteristics of English peacekeeping discourse in Ukrainian translation," and the "Morphological and syntactic features of translation of English military documents of UN and NATO peacekeeping missions." Yanchuk's recent work, "The Verbalisation of the Russian Federation's Armed Aggression Against Ukraine (Based on Nolan Peterson's Articles)," underscores the relevance and urgency of military translation in contemporary geopolitical contexts. Overall, Yanchuk's contributions to the field of Translation Studies, especially in military contexts, provide valuable insights into the specialized skills and knowledge required for accurately conveying military communications across languages and cultures.

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Introduction

Currently, Ukraine is in a state of constant change, many processes at the state level are accelerating. There are also changes in the requirements for the training of specialists, as well as in the competencies that they must acquire and use in their activities. It is appropriate to talk about the processes of modernization, globalization, and internationalization aimed at the application of modern technologies and innovative work methods in professional activities, which requires the appropriate training of Ukrainian specialists and as a result will allow them to enter the international market and maintain their positions there. Modernization is the process of adapting to modern ways of life and technology. Modernization in the translation profession involves adapting to contemporary demands driven by technological advancements, globalization, and evolving communication patterns (Alwazna, 2023; Rybchynska, 2023). This means integrating tools like machine translation and computer-assisted translation into workflows, catering to the growing need for specialized translations in various industries and languages. Furthermore, modernization has facilitated remote collaboration, enabling translators to work efficiently from anywhere. However, it also necessitates a commitment to maintaining quality and adherence to ethical and cultural standards to ensure accurate and respectful translations. In turn, globalization is the process of interaction and integration among people, companies, and governments worldwide (Doszhan, 2023). It involves the increasing connectedness and interdependence of world cultures and economies. Globalization has significantly reshaped the translation profession by amplifying the demand for language services across diverse sectors and content formats. As businesses expand globally, there's an increasing need for translators to bridge linguistic and cultural gaps, facilitating effective communication in international

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trade, marketing, and collaboration (Kumari, 2019; Kulyk, 2023b). The advent of technological advancements, such as machine translation and AI-driven tools, has streamlined certain aspects of the translation process while also presenting challenges in maintaining quality and accuracy. Additionally, globalization has spurred the practice of localization, necessitating translators to adapt content to specific cultural contexts.

Localization is an important component of the processes of globalization and internationalization and can be the very process that will improve the interaction between Ukraine and other countries, help Ukrainian companies to enter the international market and successfully conduct their activities. In addition, the localization of products will contribute to better perception and assimilation of information, because it will provide for their adaptation in the state language, which can affect the development of not only international interaction, but also Ukrainian science and education. Localized products will enable young people to receive quality information and quality products in the Ukrainian language. This can be useful in preparing young people for their future professional activities, for occupying managerial positions, as well as for the

development of science and the country in general.

In particular, in his dissertation devoted to the professional training of teachers in the conditions of European integration, N.I. Lazarenko (2020) notes that the tasks of the processes of globalization and internationalization in the educational process are the creation of an innovative environment in which young people can actively develop, training specialists for modern professional activities and international cooperation. No less important is the localization of Ukrainian products abroad in accordance with the requirements of other countries. This will help familiarize foreign consumers with Ukrainian culture, innovations and scientific research, taking into account the peculiarities of their perception, which will strengthen Ukraine's position on the international market. However, it is impossible to qualitatively adapt a foreign product for Ukrainian consumers and, conversely, to localize a state product at a high level for consumers of other countries without training translators for localization.

Speaking about the training of translators, the requirements for their work also change in accordance with the changes taking place in various spheres of activity in the country. Ukrainian researcher V.D. Ignatenko (2020), who revealed in the work the relevance of

using modern computer technologies in the process of training future specialists, notes that the role of the translator is currently changing, and a modern specialist must be ready to translate not only texts, but also advertising materials, state and international documentation, which indicates the need to master innovative work methods. O.O. Yaremenko-Hasyuk and O.Y. Petrovska (2020) in their study, devoted to highlighting the main aspects of modernization in the training of future specialists, also claim that a modern specialist must be ready to work with modern technologies, methods and must be able to adapt the material to specific needs, which is quite similar to localization tasks. M.V. Lila (2020), who studied the aspects of training future translators within the framework of modern higher education, noted that a modern translator must combine professional knowledge and skills with creativity and a creative approach to translation.

Y. Fabrychna (2022), researching and comparing the market of translation services in the world and in Ukraine, came to the conclusion that the requirements for translators in the international market and in the Ukrainian market differ. In particular, focusing on the international market, the specialist must be ready to use computer technologies, modern translation methods,

and what is important for the localization process, a certain percentage of both global and Ukrainian translation companies require a high level of understanding not only of the language, but also of the culture of the target audience. Given this, the implementation of localization and the preparation of translators for this process is an integral part of the process of modernization and globalization, because it meets the requirements for a modern specialist and his activities. However, Y. Golovatska (2022), who studied the peculiarities of training translators for localization, noted that in Ukraine, there is a shortage of translators who are ready for localization, there are practically no training programs, which does not allow training for localization either already working translators or students of higher educational institutions. Ukrainian researcher M.L. Pylypchuk (2020), who analysed the modern market of translation services and the peculiarities of training students-translators for modern professional activities, also concluded that there are currently no effective methods of teaching translation that would meet modern conditions and requirements.

Thus, the purpose of this study is to provide effective methods of training translators for localization and to investigate their readiness for its implementation. The objectives of the

research are to reveal the peculiarities of localization, to reveal the role of translation and localization in the processes of globalization, modernization, and internationalization.

2. Materials and Methods

Theoretical and practical methods of scientific knowledge were used in the conducted research. The theoretical methods included the methods of analysis and synthesis, the method of comparison. Among the practical methods is author's questionnaire used to identify the formation of translation competencies in translators with work experience and in students of philological faculties preparing for professional activity.

The analysis method was used to reveal the main aspects of translation in the conditions of modernization, globalization and internationalization, as well as to study in detail the process of localization and its features. Also, the analysis method helped to reveal the main requirements for a modern translator and his professional activity. The synthesis method was used during the provision of methodological recommendations for the preparation of translators for localization, in order to combine various forms and methods of translation competence formation into a

single working structure. The comparison method was used when comparing translation and localization, finding differences and similarities between them, as well as when analysing the results of the conducted research. Also, the comparison method was applied during the analysis of the methods and forms of work used in the professional training of translators, in order to determine more effective methods.

The study was conducted among translators with work experience, as well as among students of philological faculties of Ukrainian higher educational institutions and included 233 people, among whom 100 people are translators who are already engaged in professional activities, 133 people are students of philological faculties who are just preparing for the future translation activity. The age of the subjects was 20-28 years old, the majority of subjects (186 people) were female. All the researched had translation experience within the framework of their professional activity or within the framework of a higher educational institution during the educational process or during professional university practice.

An author's questionnaire was used to study the formation of translation competences among translators, as well as students of philological faculties (Table 1). The author's

questionnaire helped to assess the degree of readiness for localization, both among translators with work experience and among students of philological faculties of higher educational institutions of Ukraine. The questionnaire also helped to reveal the general level of formation of translation competences among the researched.

Table 1. Form of the author's questionnaire for identifying the formation of translation competences

No.	Assertion	Score from 1 to 5
1	I believe that my translation skills are formed at a high level.	
2	I understand the basic concepts related to translation and skilfully operate them.	
3	I speak languages at a sufficient level to provide high-quality translation.	
4	I easily work with difficult translations, looking for my own approach to their implementation.	
5	I can solve the difficulties I encounter during the work process.	
6	I am constantly updating and improving my translation skills.	
7	I easily translate from a foreign language into Ukrainian and vice versa.	
8	I operate with syntactic, lexical and grammatical components of translation.	
9	I use modern, innovative methods in my work.	
10	I adapt to the tasks set as part of the translation.	
11	I have an idea about localization in the framework of translation activities.	
12	I know the stages of localization and can confidently carry out each of them.	
13	I understand the role of localization in the socio-cultural aspect.	
14	I can perform localization according to the requirements.	
15	I easily translate terms and phrases according to specific requirements.	
16	I confidently translate texts on any subject, adapting them to the requirements.	
17	I know the cultural peculiarities of Ukraine and can adapt the translation to them.	
18	I know the cultural characteristics of other countries and can adapt the translation to them.	
19	I have my own translation strategy, tested by time and experience.	
20	I approach my professional activity creatively.	
Total points		

In the author's questionnaire, the subjects are given twenty statements that must be evaluated on a five-point scale, where 1 (one) is completely disagree/disagree, and 5 (five) – completely agree/agree. Subsequently, the points for all the statements are added up, the number of scored points can indicate the formation or lack of translation competencies and the readiness or unwillingness of specialists to perform localization. Questionnaire key: completely undeveloped translation skills and absolute unpreparedness of the specialist for localization (0-20); poorly formed translation skills and weak readiness of the specialist to carry out localization (20-40); the average level of formation of translation competencies and the average readiness of the specialist to carry out localization (40-60); sufficient formation of translation competencies and sufficient readiness of the specialist to carry out localization (60-80); a high level of formation of translation competencies and a high level of readiness for localization (80-100).

3. Results

The process of globalization allows countries to cooperate, interact, exchange experience and contribute something new to the development of their own and other countries. In particular, translation is part of globalization and helps in establishing connections between countries. Internationalization is one aspect of the globalization process and allows a country or a specific company to expand and interact with other countries. Recent studies show that more and more companies and businesses are expanding outside their countries and benefiting from this, both in the economic aspect and in the aspect of continuous improvement and development of the company and its employees, according to international requirements (Vrontis and Christofi, 2021). These processes increase the need and role of translation in the modern world, in particular the need for localization by translators.

K.M. Skyba (2019), researching the process of localization in translation activities, came to the conclusion that localization is the adaptation of a product to the needs of consumers in a certain area. Localization and translation are quite similar processes, but they are not the same, because localization involves not just translation, but research of the target audience for which the translation is carried out (representatives of a certain country), understanding their needs, understanding the traditions and cultural characteristics of the target audience, and determining in what form, with the use of

which terminology, grammatical, lexical and syntactic components, it is necessary to adapt the product for its correct perception.

The processes that take place in the framework of localization include the adaptation of not only texts, but also games, films, TV series, software, Internet resources and even interfaces. In the process of localization, translators can really adapt not only the textual content of products, but also fonts, palette, design, drawings to those that are more familiar to the audience for which the product is adapted (Golovatska, 2022; Kulyk, 2023a). Recent research has found that localization increases the availability of information, improves its perception, and protects the traditions and cultural integrity of the country for which the product is localized (Bendi, 2020; Nesterenko, 2023). Cultural nuances profoundly influence localization efforts, necessitating translators equipped with a nuanced understanding of both the source and target cultures. Translators must adeptly navigate language-specific idioms, cultural references, and tone while ensuring that visual elements align with cultural sensitivities and preferences (Mohebbi, 2023). Sensitivity to taboo topics, legal compliance, and humour, coupled with local market knowledge, are essential for crafting localized content that resonates with the target

audience while preserving the integrity of the original message. Effective localization hinges on the translator's ability to bridge linguistic and cultural gaps, requiring a blend of linguistic proficiency, cultural awareness, creativity, and collaboration to deliver culturally relevant and impactful content (Asiri & Metwally, 2020).

When carrying out localization, the translator must know its main stages and follow them in order to effectively adapt the product. The main stages of localization include:

1. Product analysis and activity planning (this stage will help analyse the product that needs to be adapted, determine the target audience, analyse the characteristics of the target audience and the cultural characteristics of the country to whose consumers the product needs to be adapted, assess the difficulty of the work and distribute it for timely completion).

2. In particular, translation and localization (the process of translating the product into the language of the target audience, taking into account its features and needs, if necessary, adapting the appearance of the product to the target audience).

3. Testing and correction (the stage at which the localized product is tested by

the translator and, if possible, by the experimental group to understand the effectiveness of the performed localization and, if necessary, is corrected in accordance with the detected errors).

Translators must be ready to perform each of the described stages of localization and must constantly improve their skills and engage in self-development in order to perform translation effectively (Tsaryk et al., 2021; Lylyk, 2023). However, there are studies that indicate the unpreparedness of translators for localization, the lack of programs and methods of training specialists for localization, as well as the fact that the methods and forms of translator training used do not meet modern requirements (Golovatska, 2022; Pylypchuk, 2020). To confirm this assumption, a study was conducted among translators with work experience, as well as among students of philological faculties of Ukrainian higher educational institutions. The author's questionnaire was aimed at assessing the degree of readiness for localization and at assessing the general level of formation of translation competences among the subjects. The study was divided into two blocks. The first block (100 people) are translators who are already engaged in professional activities, the second block (133 people) are students of

philological faculties who participated in translation activities only as part of the educational process and/or professional university practice.

The evaluation of the results of the survey showed that the subjects of the first block (100 translators who are already engaged in professional activity) believe that they have formed translation competences, understand all the basic concepts related to translation and skilfully operate them (97 and 93 subjects, respectively). However, numerous translators noted that they do not use innovative methods in their work (53 people). 95 respondents noted that they have an idea about localization, but 25 and 34 people, respectively, believe that they do not know the stages of localization and do not understand its role in the socio-cultural aspect. The majority of respondents know the cultural characteristics of Ukraine and other countries and can easily adapt the translation to them (77 and 64 people, respectively). As a result of the testing, 64 persons showed a high level of formation of translation competences and a high readiness for localization. 30 people showed an average level of translation competencies and an average level of readiness for localization. 6 people have poorly formed translation competences and weak readiness for localization (Figure 1).

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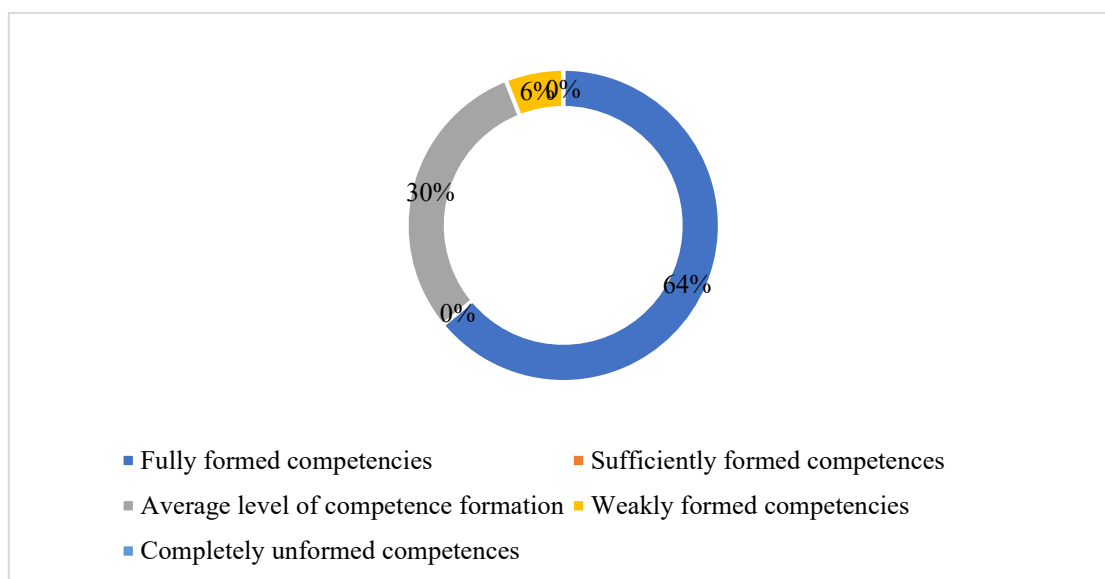
Figure 1. The level of development of translation competencies and the level of readiness for localization of translators already engaged in professional activity

The subjects of the second block (133 students of philological faculties) showed lower, but satisfactory results: 98 people out of 133 believe that they have formed translation competences, only 77 people noted that they skilfully operate all basic concepts. Most of the respondents believe that they can solve the difficulties encountered during the work process (103 persons), and approximately the same number of students (101 persons) note that they use innovative methods in their activities. However, only 70 people have an idea about localization, and even fewer respondents know the main stages of localization and understand its role (65 and 60,

respectively). As a result of testing, only 55 people have a high level of formation of translation competencies and a high readiness for localization, 22 people have a sufficient level of formation of translation competencies and sufficient readiness for localization, 40 people have an average level of formation of translation competences and an average readiness for localization. 14 people have a weak level of formation of translation competences and weak readiness to carry out localization. 2 persons did not develop translation skills at all and are not capable of localization (Figure 2).
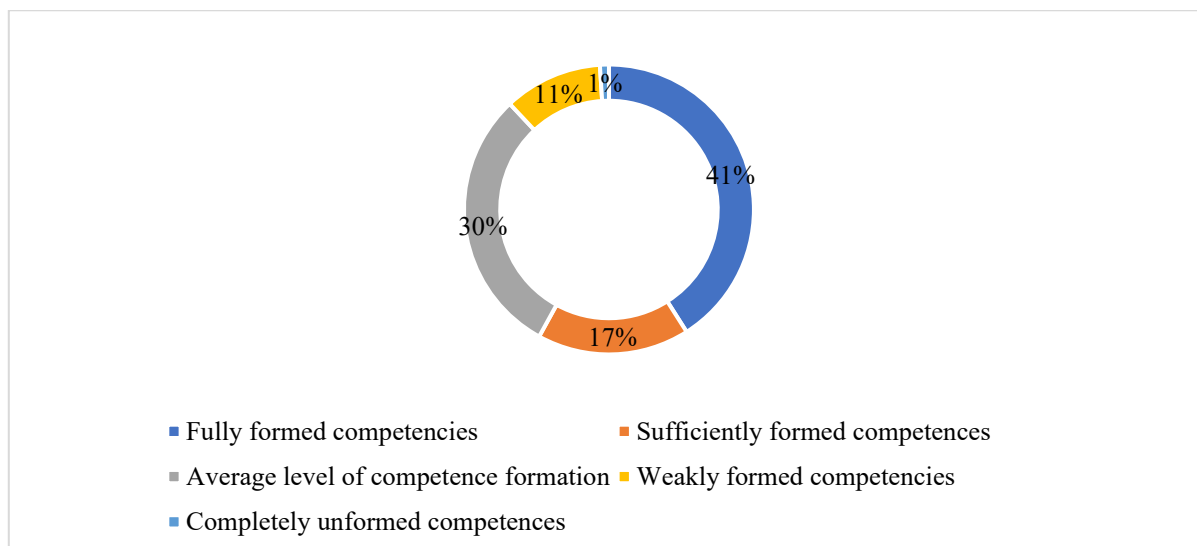
Figure 2. The level of formation of translation competences and the level of readiness for localization of students of philological faculties

It can be concluded that the majority of translators and students have well-formed translation competences and a high level of readiness for localization. They skilfully use basic translation terms, know what localization is and what its role is in the process of globalization and internationalization. Along with this, a certain percentage of translators who are already engaged in professional activity do not know the main stages of localization, do not understand its role. Students of higher educational institutions showed an even worse dynamic of understanding localization and its role in the activity of a modern translator. However, unlike translators with work experience, a greater number of students are ready for innovation and use modern methods, technologies and their own

strategies during translation. The results of the survey showed that translators with work experience really have more developed competences due to the existing permanent practice and due to this improvement of their professional activity. At the same time, a much larger number of students, despite insufficient experience, are ready to use innovative translation methods and techniques, their own strategies in their work. However, the conducted research indicated that translator training programs are not relevant and need to be revised, and preparation for localization is necessary both for translators with certain work experience and for students of higher educational institutions who are just preparing for professional activity.

The training of translators can be equally effective at all levels: for both students and

practising translators, most methods can be equally effective. The training of translators should be carried out according to traditional methods and give mainly basic skills, but at the same time it is necessary to take into account modern needs and teaching methods (Soler Pardo, 2022). The latest studies of the formation of professional competences of translators in the conditions of distance learning also indicate the need for mixed teaching methods: traditional and modern, the use of computer technologies is considered especially effective (Adamova, 2021; Samoylenko et al., 2021). The rapid advancements in translation technology are fundamentally reshaping the role of translators, transforming them from mere linguistic intermediaries into strategic content curators and localization experts. Traditional perceptions of translators as solely language specialists are giving way to a multifaceted role that requires proficiency in collaboration, cultural sensitivity, and technological literacy. Machine translation and AI-powered tools have revolutionized the translation process, making it more accessible and scalable while also raising the bar for quality standards. Translators now often engage in post-editing and human-in-the-loop approaches to ensure the accuracy and fluency of machine-generated translations (Rivera-Trigueros,

2022). Moreover, the integration of computer-assisted translation (CAT) tools and terminology management systems has become essential for efficient workflow management. As a result, translator training programs must evolve to equip future professionals with the diverse skill sets necessary to thrive in this digital age, emphasizing not only linguistic competence but also critical thinking, problem-solving abilities, and adaptability to new technologies. According to the analysed information, methodical recommendations were provided for the preparation of translators for localization:

1.   Constant improvement of the acquired competencies, through the completion of special training programs or professional development programs. The acquisition of basic knowledge and skills by translators is the basis for the implementation of various types of translation and, in particular, for the implementation of localization. The basic competencies of translators include: understanding of translation norms, basic concepts, skills of both written and oral translation, high level of mastery of the translated and original languages, literacy, and knowledge of lexical and syntactic norms of translation (Kuzenko, 2016). Acquisition and improvement of these

skills and abilities can take place during studies at a higher educational institution, during various trainings, projects, and programs for translators, as well as during constant practice, which is determined by a separate clause. However, translation activity involves constant practice even after acquiring basic competencies, which is an important aspect of localization. After all, only in the process of practice can the translator identify his mistakes, correct them and prevent them from being repeated in the future. Students have the opportunity to practice within the framework of professional university practice, and also have the opportunity to create extracurricular translation clubs and organize translation meetings, where they will practice their translation abilities and skills, as well as help each other correct mistakes and improve themselves, share experience. Translators who already carry out translation activities can deepen their knowledge at trainings and advanced training programs. Trainings and advanced training programs will cover all aspects of preparing specialists for localization and form all the necessary competencies and ideas about this process.

2.   Study of culture, traditions and linguistic aspects of different countries. Studying and understanding this information

will help the translator to skilfully localize the product to the needs of the consumer, to look at the product from the consumer's point of view in order to understand how best to adapt it, taking into account the cultural, traditional, religious, political, racial and other characteristics of the country. It is advisable to study the culture, traditions and linguistic aspects of different countries by watching films, series, shows, and interviews in the original language, listening to various audio materials, or by studying and reading literature in the original language. Watching video materials and listening to audio materials will help to improve the lexical component, the perception of speech by ear, will give an idea of the peculiarities of formal and informal communication of native speakers, their speech habits, peculiarities of gesticulation and articulation. Reading literature will help to enrich lexical, syntactic and grammatical components and will help in localization of texts (Degtiarova et al., 2023). A great advantage will be the opportunity to visit and temporarily stay in different countries, and personal communication with native speakers. This will help to better understand the target audience of different countries, their traditions, relation to many political, economic, religious and socio-cultural issues that should be taken into

account in the process of localization. Participation in exchange programs can not only improve the process of localization by a specialist, but also strengthen interaction between countries, allow studying their experience and culture.

3.　　Study of innovative technologies. Localization is a very broad concept that covers different aspects and can be used in different areas of translation. In today's world, localization is often used when translating games and software and involves adapting not only the text, but also other components of the product: fonts, palettes, drawings. Thus, during preparation for localization, the translator must adapt to modern technologies and acquire programming and design skills, develop computer skills, and develop the ability to test localized products. The ability to test products is a skill that a translator must develop in himself, because during localization his duties include both testing the final product with the help of an experimental group and independent testing. Since games and software are increasingly localized in today's world, a translator should improve his computer skills and be ready to test a localized game or computer program on his own.

These recommendations can be valuable both for translators with work experience and for

students of philological faculties in the process of preparing for the implementation of localization or for improving this process.

4. Discussion

Most scientists agree that the intensive development of all spheres of the country's activity is currently taking place, the influence of the processes of globalization and internationalization is increasing, which affects the importance of translation activities and the need for localization within the translation. S.M. Amelina and R.O. Tarasenko (2016), researching the localization of software, noted that modern translators should adapt to modern methods of work and translation, in particular to the implementation of localization, which should occur by introducing new disciplines and special modules into specialist training programs. F. Kaba and A. Gjinali (2023) share the same opinion, and in their latest studies of modern translation technologies, they analyse the need to use innovative methods in translation activities. Scientists have come to the conclusion that this can significantly reduce the language barrier between countries and between their inhabitants, which can positively affect the processes of globalization and internationalization.

The process of localization in this study is determined to be important for the

development of the country and for maintaining mutually beneficial cooperation with other states. This opinion is highlighted in the works of M. Kabat (2023), a scientist who studied the problems of localization and noted that one of the goals of localization is the successful sale of a product abroad, which will help improve relations between countries and their economic situation. N. Fatehi Rad and A. Masoudzadeh (2022), after analysing the peculiarities of the localization of games in the Persian language, determined that in some countries, the sale, and distribution of non-localized products is prohibited altogether. This echoes the results of the presented research and confirms that in the modern world, localization is an important process that will help not only to improve international relations, but also to preserve one's own culture. According to the Spanish researcher J. Crespo (2008), who in his work, revealed the peculiarities of the combination of localization and translation, modern localization is not so much about the adaptation of texts, but about the adaptation of software, games, and also about the adaptation of interfaces, because localization is at the intersection between translation and modern technologies. This feature of the localization process is also important within the framework of this study.

Scholars agree with the results of the presented study, which states that in order to successfully implement localization, a modern translator must possess all the basic translation competencies, as well as have additional, specific skills, such as technical skills. Thus, the study of the translation skills of Turkish scientist I. Erton (2020) showed that a specialist can achieve success in translation activities in the presence of professionalism (attention to work performance, discipline, professional ethics), cognitive skills (the ability to analyse one's work, evaluate it, to correct), technical skills (the ability to use computer technologies in one's activities), in the presence of a high level of development and cultural awareness, which is important in the aspect of localization.

This study notes that translation and localization are similar processes, but not the same. English scientists also hold the same opinion. In particular, A. Frankenberg-Garci (2022) in his study of machine translation, notes that in the process of adapting texts, the translator should pay attention not only to the grammatical and lexical structure of the translation, but also to the fact that in different languages and cultures, the same words can have different meanings and be used in different life situations, which proves the need for qualified and comprehensively

developed translators ready for localization. However, the empirical study of the attitude of students towards translation activities by E. Vottonen and M. Kujamak (2021) confirmed that numerous specialists do not have formed translation skills and abilities and in their activities, they rely on intuition, unconsciously make decisions and unconsciously fulfil their duties. The results of the research on the formation of translation competencies among students also showed that the unconsciousness of specialists in translation activities negatively affects the process of localization, because when localizing a product, it is necessary to rely not on intuition and unconscious decision-making, but on specific facts and knowledge about the socio-cultural features of other countries and their population. Thus, the analysis of different views confirmed the need for additional training of translators for localization, as well as the need for changes in the established training of specialists.

The preparation of translators for professional activities and localization can take place through studies at a higher educational institution, through the acquisition of basic translation competencies, as well as through constant practice (Kravchenko et al., 2023; Sagitova et al., 2020). Polish researchers M. Kornacki and P. Pietrzak (2021), researching a

favourable environment for the training of translators, notes that the training of specialists should be comprehensive and emphasizes the importance of using modern technologies and the possibility of distance learning. Distance learning and distance training of specialists are relevant both in terms of world events and in the preparation of translators for localization. After all, distance learning expands the boundaries of standard training, with its help, students from other countries can be involved in the educational process, which will expand the translators' understanding of other countries and the peculiarities of their inhabitants, and the use of distance learning will help improve computer skills, which can also be positive. aspect for localization.

According to the presented research, improving technical, particularly computer, skills is indeed one of the effective methods of preparing translators for localization. In particular, in his recent research on translation technologies, D. Kenny (2020) indicates that a translator who has mastered technical skills not only improves his image, but also becomes competitive in the labour market, which is also emphasized in the presented research. The results of research by English scientists have revealed a completely different aspect of training translators to acquire relevant

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competencies. According to H. Fang and M. Morris (2021), who in their study revealed the role of self-study in the training of translators, the most effective training method is to give students complete autonomy, which will help them evaluate their own translation activities, take responsibility for their results, and learn on their own mistakes. According to the conducted research, this method is quite questionable in the issue of localization, because the exchange of experience can be the basis for successful localization, however, autonomous training of translators can form personal competencies in them, such as responsibility, self-reflection, and self-organization skills.

In this study, one of the methods of preparing translators for localization is the development of training programs and professional development programs. The assumption about the need for training programs for translators is also put forward in the latest research by O. El Ghazi (2022). Investigating the issue of legal translation, the Moroccan researcher focused on the need to develop special programs for translators of a certain orientation, and moreover, it is noted that the completion of these programs should be mandatory. Studies of courses and training programs for translators S. Spolidorio (2020) indicate that translators receive their basic

training in higher education institutions, where they acquire the necessary competencies, which indicates the importance of creating an environment within higher education institutions in which future translators can develop, improve their training and prepare for professional activity. This is an important aspect of training specialists for localization as well, because being in the environment of people with a corresponding goal and corresponding professional tasks, localization skills can be significantly increased, and the process itself will be simpler and more effective. Ukrainian researcher L. Knodel (2021) on this issue shares the opinion of the presented research and also notes that this issue is not fully resolved and the prospect of further research by scientists may be the development of special programs for translators, as well as a change in established training methods.

Scientists agree that the processes of modernization, globalization, and internationalization increase the role of translation activity and, in particular, the process of localization. Localization in scientific sources is considered as an effective method of economic growth of the country and maintenance of economic and cultural ties with other countries, and it is also important that the process of localization is at

the intersection between translation and modern technologies. Modern technologies play an important role in modern translation and are considered a necessity for a modern translator, especially in the process of localization, because a modern specialist adapts not just texts, but, most often, games, software, and even interfaces (fonts, colours, drawings). Regarding the competencies that a translator must have for successful localization, scientists distinguish basic competencies (professionalism, cognitive skills), technical skills, and specific skills (high level of cultural development and cultural awareness). Some studies have confirmed that a large percentage of translators are not ready for translation and localization, which indicates the need for additional and more thorough training.

Among the methods of training, scientists single out: training programs, courses, as well as the creation of a special educational environment for students, where they can effectively prepare for their activities and for the implementation of localization. Scientists share the opinion that it is necessary to develop special programs for translators, as well as to revise the usual teaching methods in higher educational institutions.

Conclusions

This article revealed methodological guidelines for training translators for localization. The processes of modernization, globalization and internationalization, their interrelationship and their connection with the implementation of localization were described. The role of localization in the modern environment is revealed. The main stages of localization were described, the main competencies that the translator must acquire for its implementation. The difference between the translation process and the localization process is defined. A study was conducted among translators with work experience and among students of philological faculties in order to identify the level of formation of translation competences and the level of readiness for localization in both groups of specialists.

The results of the study showed that basic translation competences (understanding of basic concepts, norms, ability to perform both oral and written translation, high level of language proficiency, literacy, knowledge of lexical and syntactic norms) are equally well-formed, both in translators with work experience and in students of higher educational institutions. However, the study showed that a certain percentage of specialists do not understand the importance

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of localization in the processes of globalization and internationalization and are not ready for its implementation, and also do not have the competencies formed for the implementation of localization (understanding of the socio-cultural features of the country and its inhabitants, the ability to localize the product according to religious, racial, political features of the country).

Based on this, methodological recommendations were provided for the preparation of translators for localization at all levels, including: improvement of basic translation competences, constant practice, study of socio-cultural aspects of different countries and their inhabitants, formation of skills to work with innovative technologies and participation in training programs or professional development programs. To implement the study's recommendations in translator training programs, practical steps include integrating continuous professional development with a focus on translation skills and norms, cultural and linguistic immersion through multimedia and exchange programs, and technological proficiency in localization tools. These components aim to equip translators with the necessary skills to adapt content culturally and linguistically, ensuring they meet the demands of a globalized market by mastering modern technologies relevant to

localization, including programming and computer-assisted translation tools.

Possible directions for further work are the development of advanced training programs and programs for training translators for localization, research into the role of higher education institutions in the process of training translators for localization, as well as revealing the role of localization in increasing the competitiveness of translators at the Ukrainian and international levels.

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11. Lexical changes in modern English: Abbreviations and shortened words formed under the influence of various social factors

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Abstract

The relevance of research determined by the popular use of abbreviations and abbreviated words in discourses of the English language, as well as the need to analyse this phenomenon, which is constantly in the process of change. The purpose of this study: definition of the concept of abbreviation and abbreviated words, analysis of abbreviations in the modern English language, formed under the influence of various social factors. The method of systematic, logical and content analysis, the method of synthesis, analogy, and the method of deduction were used in the study of this topic. The article considers the definition of the main types, properties of abbreviations and abbreviated words, their classification, and role in speech, the main social factors that caused the formation of abbreviations are named, it is determined that the leading role in the activation and development of abbreviations in the modern English language is played by the process of global integration and rapid development of information technologies. This work examines 42 of the main types of abbreviations and abbreviations in modern English: the acronyms Radar, NASA, VIP, UNESCO, BBC, EEC, GMO, CCFF, EEB; initialisms imho, asap, OTT; Abbreviation of lab(oratory), exam(ination), cap(tain), vet(eran); initial abbreviations EFTA, EMC; abbreviations IVF, ESA, ASAP, AYOR, BAU, DIY, DM, FB, FYI, G2G, HIFW, IMO, JIC, LOL, MSG, OOO, RN, RT, TIA, TTYL, WDYT/WDYM, WFH, COVID-19, NCP, formed under the influence of various social factors. The practical significance of this article lies in the fact that the main provisions and the obtained results of the analysed material can be used in conducting classes in philology, linguistics and linguistics, devoted to abbreviations and shortened words.

Keywords: abbreviations, initialisms, acronyms, discourse, phrases, innovations.

Short Bios

Svitlana V. Novoseletska is a PhD in Pedagogical Sciences and an Associate Professor in the Department of English Language and Literature. Her research focuses on teaching English to preschool children and related topics in language education and linguistics. She has published several articles on these subjects and has presented her research at international conferences.

Natalia V. Shapran is a Senior Lecturer with expertise in general linguistics. She has contributed to research on various linguistic and cultural topics, including the concept of ENVY, etiquette communication strategies in the context of globalization processes, and sociolinguistic transformations in intercultural communication norms in the globalized world. Her work has been published in international scientific conferences and journals.

Elina K. Kolida is a Professor and the Head of the Department of English Language Practice with a PhD in Philology. Her research interests encompass various aspects of linguistics, including linguistic pragmatics, communicative linguistics, lexical semantics, and discourse studies. She has also been actively involved in grant activities, including participation in a research project in the humanities funded by the Canadian Institute of Ukrainian Studies at the University of Alberta in 2019-2020.

Tetiana I. Musiichuk holds a PhD in philology and works as a lecturer. She has contributed to research in the field of informal English learning with online digital tools, particularly focusing on non-linguist students. Her work has been published in the journal "Advanced Education" in 2021. Additionally, she has successfully defended her PhD thesis and published a scientific article titled "Using a manipulative strategy in a communicative situation of indignation" in the journal "Sciences of Europe".

Kateryna V. Simak is a lecturer at the National University of Ostroh Academy in Ukraine, where she teaches English language and literature. She holds a Bachelor's degree in Philology and Pedagogy as well as a Master's degree in Philology from the National University of Ostroh Academy.

Kateryna has been involved in numerous international exchange programs and professional development opportunities abroad, including in Canada, Poland, and Germany. She has served as a researcher at the Canadian Studies Centre and has professional experience as an interpreter. Her research interests include internationalization of higher education, academic mobility of students, and teaching English using information and communications technologies. Kateryna has been the recipient of various scholarships and grants supporting her academic pursuits. She has been a member of several professional teaching and research associations in Ukraine.

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Introduction

English is one of the most developed languages in the world, which is constantly changing and improving. About 200 million people in Great Britain, the USA, Canada, Ireland, Australia, New Zealand, South Africa, and India speak and use English in business, science, and literature. It is one of the five official working languages adopted by the United Nations (UN). Various social and historical events have their consequences in language. Thanks to the constant development and improvement of technological processes, abbreviations and shortened words are becoming more and more popular in communication in modern English (Volkova & Pelyak, 2023). Ignorance or incorrect use of a certain contraction or abbreviation in the English language can cause a misunderstanding of the interlocutor and

what he wants to explain with this or that phrase.

Abbreviation (from Latin brevis – short, from Ital. – abbreviatura) is a shortened form of a word or phrase, it means a word that is read by the initial letters or the alphabetical name of the initial letters. Abbreviations are used to make long association names or specialized terms less difficult to understand and remember in an article, text, or textbook. As a rule, the term is written in full at the first mention, and further on in the text – a shortened form, directly an abbreviation (Zaveri, 2022).

Abbreviations begin their history in the Middle Ages, where they first appeared in inscriptions and coins, then in manuscripts, and starting from the 11th century and in documents, from which they do not disappear until the 16th

century (Nimani, 2023). As noted by the researcher N. N. Abdul-Razzaq (2008), the use of abbreviations is a true reflection of the main characteristics of the modern era, which shows a revolution in technical and scientific discoveries, it is a new phenomenon in linguistics, since the reduction of a sequence of words to their initial letters is increasingly popular in the 50s and the 60s of the XX century.

Abbreviations have the property of saving space and distracting from repeated phrases or words. In general, they are used for frequently repeated names of organizations, conferences, congresses, programs, abbreviations of names. Abbreviations are not appropriate for geological terms or geographical names in research reports, regardless of how many times such terms or names are used in the text (Barabash, 2017). Abbreviations are more common in tables, partly because of limited space. Abbreviations used in the tables are defined in the headings in parentheses.

As the Hungarian researcher A. Imre writes (2023), the general term abbreviation was introduced as belonging to the extragrammatical morphology within which it refers, it is a shortened form of something else, which leads to the simplification of

words. As a rule, newly formed abbreviations are known only in some industries, others are forgotten and discarded (Liadskyi & Diadyk, 2023). It depends on the demand of society in the language unit, on social factors, on communicative needs, which are expressed in an instant, as a rule, short-term increase in public interest in any phenomenon, subject or event, which is expressed in a sharp increase in the frequency of language units, for use exchange of information about this phenomenon, subject, or event. The further development of the abbreviation is a promising direction, because the English language does not notice a tendency to shorten abbreviation nominations.

According to researchers from Great Britain, M. Filimonov et al. (2022) the formation of abbreviations occurs according to special schemes of initial letters and mixing, they are introduced primarily to support the efficiency of written communication from the point of view of time and space. Abbreviations in the English language are caused by such phenomena as wars, revolutions, high progress in science and technology, the emergence of joint-stock enterprises, the development of the telegraph, education, sports, the widespread use of the Internet and the emergence of a universal form of communication – Short Message Service

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(SMS) language (Popular abbreviations…, 2022; Spytska, 2023).

The very process of reduction is the reduction of the number of morphemes and phonemes in phrases and words without changing their lexical-grammatical meaning, as a result of which a new nominative unit or a variant of its derived unit appears. Such a mechanism appeared even when there was a phonetic record, very widespread in early writing. Writing the whole word was often omitted, only the initial letters were used to denote words in a specific context (Kulumzhanov et al., 2021).

Acronyms are also abbreviations formed by combining the first letters of a phrase into one. Not all acronyms are acronyms, but all acronyms are abbreviations. The terms "abbreviation" and "acronym" are shortened types of phrases and words. While abbreviations shorten long words (e.g.: dr. — doctor or prof. — professor), acronyms use the first letter of each word in a phrase to create a new word (e.g.: National Advisory Committee for Aeronautics – NASA or Federal Bureau of Investigation – FBI).

It should be noted that new abbreviations in modern English are formed at the speed of the pace of life, because it is popular and important to convey more information in the shortest possible time (Kawiana et al., 2023). A scientific study by Indonesian scientists S. Prihatini et al. (2022) highlights the issue of the influence of social factors on language changes (changes in words and abbreviations that are part of this language). They believe that abbreviations have their own template references, and the rapid development of social networks facilitates the process of forming new abbreviations that are very different from the formation of previous abbreviations.

The Internet and the use of this method of information exchange have a significant impact on the language situation. Thus, a new style called Internet communication is formed, which is a specific feature of the Internet community and seriously affects the speech behaviour of society in general (Berisha & Rexhepi, 2022). People use pictures, emojis, slang, and abbreviations become part of it all. The restriction in the language on the use of letters and other symbols, which existed before that, gave rise to modern abbreviations (Zlenko et al., 2023).

Therefore, in everyday life, saturated with information, there is a lack of time for communication and correspondence. Using abbreviations is one effective method of shortening words or individual phrases to save

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time. Abbreviations are found everywhere: in international terms, in business correspondence, in general English, in SMS, social networks and chats (Gusak & Vorobiova, 2023). Many of them are used quite often, so not only those who study the English language, but also an ordinary modern person should master a few of the most common of them.

This paper explores the social factors that have contributed to the emergence and widespread use of abbreviations in modern English. It examines the impact of technological advancements, scientific developments, social movements, and everyday life on the introduction of new abbreviated forms. The paper provides examples of abbreviations that have emerged from these influences and discusses the motivations behind abbreviation trends.

The focus is specifically on how societal and cultural shifts have shaped abbreviation use, rather than exploring the linguistic mechanics or technical classification of different abbreviation types. Examining the social factors provides insight into why certain abbreviations gain prominence and become widely adopted parts of the language. The aim of this paper is to demonstrate that abbreviations are not random, but rather

deliberate creations that reflect the changing nature of communication and values in the modern era.

2. Materials and methods

The abbreviations selected for this study were based on their popularity and prevalence in modern English, especially in online communication channels such as social media, texting, and online forums. Various sources were used to identify commonly used abbreviations, including online dictionaries, language usage guides and linguistic research papers. The chosen abbreviations include acronyms, initialisms, and shortened words. These abbreviations were selected to represent the diverse range of forms found in contemporary English. The selection criteria prioritised abbreviations that have emerged due to social factors, such as technological advancements, cultural shifts, and changes in communication patterns. The selection is represented by the following types of abbreviations:

1. Acronyms: Radar, NASA, VIP, UNESCO, BBC, EEC, GMO, EEB.
2. Initialisms: imho, asap, OTT.
3. Abbreviations: lab(oratory), exam(ination), cap (tain), vet(eran), CCFF.
4. Initial abbreviations: EFTA, EMC.

5. Abbreviations: IVF, ESA, ASAP, AYOR, BAU, DIY, DM, FB, FYI, G2G, HIFW, IMO, JIC, LOL, MSG, OOO, RN, RT, TIA, TTYL, WDYT/WDYM, WFH, COVID-19, NCP.

Such lexical units of abbreviations and abbreviations are selected from various Internet sources. They are selected according to the demand in society – the last decades. Abbreviations in the amount of 42 lexical units are shown as words or combinations of words. The choice of such lexical units for analysis is determined by the purpose and internal logic of this study. The research utilised a cognitive-pragmatic approach to examine the comprehension and interpretation of abbreviations by English speakers. This required examining the cognitive processes used to interpret shortened forms and the practical purposes they fulfil in communication. Translational analysis was used to investigate the translation or adaptation of abbreviations across various linguistic and cultural settings. This provided insights into the cross-cultural importance of abbreviated forms.

Content analysis was employed to explore the meanings, usage patterns and social influences behind the selected abbreviations. This involved examining how each abbreviation is used in different contexts,

identifying its origins, and understanding its significance within contemporary English. Various sources, including linguistic literature, online databases, and real-world examples from digital communication platforms, were used during content analysis.

The method of analogy in this study showed a general overview of abbreviations and shortened words. It was with the help of this method that the analysis of the experience of researchers from other countries of the world in the field of philology, and linguistics devoted to the study of abbreviations and contractions was carried out.

The study applied logical analysis to systematically examine the role and classification of abbreviations within the English language. The analysis identified overarching principles governing the formation and usage of abbreviations, as well as their impact on language structure and communication dynamics. The comparative analysis entailed comparing the results of this study with previous studies on abbreviations from various language and cultural backgrounds. This aided in situating the results within the wider scope of linguistic research and recognising similarities and distinctions in abbreviation patterns among other languages.

Using the method of system analysis, it was possible to determine and understand the main role of abbreviations in the English language, as well as to determine their main features. The method of synthesis in the work examines lexical changes in the modern English language, namely abbreviations and shortened words that were formed under the influence of social factors. Using the method of analysis and synthesis, it is worth noting the reliability of the conclusions obtained in the work, as well as the validity of the studied information. Thus, they are used for a clear understanding of the studied topic, revealing its general characteristics and principles.

The study analysed abbreviations within the broader framework of linguistics, philology, and language studies using a deductive approach. Specific aspects of abbreviation formation, usage, and evolution were analysed by applying general linguistic principles.

Comparative and typological methods were used to compare abbreviation phenomena across different languages and language families. This comparative approach enabled a detailed comprehension of the similarities and differences in abbreviation patterns across various linguistic contexts.

3. Results

3.1. Definition of the concept of abbreviation and abbreviated words in the English language

Abbreviations are the subject of research recently, namely with their rapid appearance in the language in the 20th century, with the beginning of new areas of information, intensive development of information technologies and integration processes in various spheres of culture, science and economy, which is primarily reflected in language.

The popular use of abbreviations is a kind of social slang that appears and disappears periodically, although, it should be noted, it will never disappear forever. The reasons for using abbreviated forms are the desire for linguistic economy. Accuracy and brevity are valued not only in linguistics, but abbreviations greatly contribute to a concise style. They help to convey a sense of social identity, i.e. use the abbreviated form to be (in die know) part of the social group to which the abbreviation belongs.

At the beginning of the XXI century, the abbreviation is becoming more and more noticeable, it is widely used not only in the fields of science and art, but also in the social and political space. It reveals lexical

possibilities, and this is precisely its necessity and value. Abbreviation is closely related to the main communicative function of language. It provides communication needs by condensing information for communicative purposes and increasing the informational value of certain elements of formal language material, and also consists in ensuring the transmission of the maximum amount of information with minimal use of the material envelope of language, that is, in increasing the effectiveness of the communicative function of language. Abbreviation is possible using the following characteristic features of the language:

1. Linearity of speech and writing.

2. The materiality of language sign.

3. Excess voice messages.

4. Uneven distribution of information between elements of the speech flow.

It is the excess of speech messages that ensures the reduction of individual elements in the speech stream. In the process of abbreviation, it is not eliminated, but only its volume decreases. Avoiding the use of abbreviations could contribute to excessive growth of texts (Haydenko & Sergeeva, 2022).

Abbreviations of various types are increasingly common in all circles of vocabulary, they are complete units of words, and not some random words recorded in dictionaries of abbreviations. Abbreviations should not be confused with abbreviations or abbreviations (including initialisms), with which they have certain phonetic and semantic functions. All three types are the term "abbreviation" in the free English language.

So, an abbreviation is a contraction in any way; reduction is a reduction in size by the type of convergence of parts. Abbreviation comes from cutting off part of a phrase or by omitting certain parts from the inside, while shortening a word is omitting letters or syllables and putting the first and last letters together, that is, shortening is an abbreviation, but shortening is not necessarily an abbreviation. Abbreviations can also be used to give a different meaning to a word, such as a PIN code, if the abbreviation PIN is removed, the meaning of the word will be lost.

Abbreviations, as a rule, are nouns combined into thematic groups of names, for example: countries, states, geographical names, districts, international organizations, enterprises, organizations, medical terms. Today, abbreviations are mostly used due to their brevity and brevity in scientific and technical, newspaper and journalistic texts.

Abbreviated units that correspond to polysemous words, according to their

structural semantics, correspond to one of the variants of the original lexical unit. The shortening of single- and multiple-meaning words is accompanied by a semantic shift, which contributes to the emergence of words that are different in scope and new in meaning. The main extralinguistic factors between the initial word and the shortened unit contributing to this process are:

1. Activities in a narrow language environment.
2. Extension of the properties of the reduced unit.
3. Nomination based on the ratio of objects of reality by contiguity.
4. Functioning by similarity.

Abbreviation is, firstly, a generalization, in other words it is possible to say "excision". Most abbreviations are nouns and adjectives. It should be noted that adjectives are much less common. Among them, for example: civil – civilian, prep – preparatory. Abbreviation of academic titles, job titles, and professions is popular among the English. It has been proven that business people often use abbreviations because, as a rule, economic terms are too long.

Clipping or truncation of words is the creation of new words by shortening two or more syllables of a word without changing its meaning. Truncated words can function as independent units with their own lexical meaning and a specific phonetic form. The cut word and its sources do not match, for example: "doc" refers only to medicine, while "doctor" is also used in education, denoting a higher degree. Such words always differ from derivatives in terms of stylistic orientation and emotional charge. Clippings are more indicative of the user's familiarity with the marked object, so they are characteristic of spoken language (Mahyaddinova, 2022).

3.2. Classification and causes of abbreviations and abbreviations

The problem of occurrence of abbreviations is important for understanding their essence and regularities of functioning in the language. The reasons for the occurrence of abbreviations are non-linguistic, lingual, and linguistic. Extraneous causes are changes in society. The pace of life is growing and the amount of information provided is growing, thus new abbreviations, shortenings, acronyms, and initials are formed in the language. Linguistic reasons for the reduction of words are considered to be the interest in the tact presented in English by cognates, that is, when borrowings from other languages of the world are assimilated into the language, they are shortened. Technical and social

progress, the increase in the volume of information, are factors that influence the appearance of abbreviations in the language. An abbreviation is considered a means of concentrating information.

One of the characteristic features of the English language is the presence of numerous abbreviated lexical units. In linguistics, graphic and lexical types of abbreviations are distinguished. Lexical abbreviations are more often used in oral and written communication, and graphic abbreviations are used only in writing. In other words, graphic abbreviations are the use of symbols on a letter instead of words and phrases. In oral speech, they are represented by the full form of a word or phrase: bldg (building), govt (government), Sun (Sunday), Feb (February), Mr., Ms., Dr. (Mister, Miss, Doctor), sec (second), ft (foot/feet). There are graphic abbreviations in Internet communication as well: IMHO (in my humble opinion), AFAIK (as far as I know), ICBW (I could be wrong) (Bayramli, 2023).

There are numerous lexical abbreviations, among which morphological and syntactic abbreviations are distinguished. Syntactic contractions are formed by discarding integrally formed elements of the word, and morphological contractions include telescopisms and fusion. Telescopisms are a certain way of word formation using morphemes, for example: celery + lettuce = celtuce; motor + bus = mobus; black + yuppie = buppie. They can convey much more information than other abbreviations that contribute to quick memorization of words. Fusion, on the other hand, is a shortening of word components that form a more melodious combination of letters: LISP – listprocessing.

The following types of abbreviations are distinguished (Table 1).

Table 1. Types of abbreviations

Type		Characteristic
Initials:	Alphabetisms	Words formed by combining the initial letters of words are read alphabetically, for example: UNO (United Nations organization); MP (Member of Parliament); CPSU (Communist Party of the Soviet Union), UNESCO (United Nations Educational, Scientific and Cultural organization); BBC (British Broadcasting Corporation); PC (Personal computer); UK (United Kingdom). They can be popular, well-established, entered into dictionaries of abbreviations, they
	Acronyms	

		are often used for concise names of entities, organizations. Deciphered by previous usage in the text. They are always written with a capital letter, they can sound like an ordinary word, for example: NATO, AIDS or after each letter: PC, USA, BBC.
Complex abbreviations		Words are formed by adding their bases. They are formed with untruncated bases from the initial letters of words or their syllables, from their combination. For example: International police (Interpol); Victory Day (V-Day); H-birthday (happy birthday); hi-fi (high fidelity).
Truncation (apocope, apheresis, syncope)		Formed by discarding the initial or final syllable of the base, for example: demo (demonstration); caps (capital letters); ad (advertisement); intro (introductory sentence). There are three types of them: apocope – shortened final part of the word: lab (laboratory); gym (gymnasium); apheresis – truncation from the beginning of the word: phone (telephone); burb (suburb). syncope – truncations formed from the remainder of the middle part: flue (influenza); fridge (refrigerator); maths (mathematics); natl (national); balm (balsam). There are examples when the word structure does not end with a truncation, but is complicated, for example, it shortens the word included in the word combination: zoological garden (zoo). Most abbreviations are included in the vocabulary of the English language as those that have the ability to further word formation, they characterize certain categorical meanings, syntactic functions in a sentence, grammatical categories.
Graphic abbreviations		They are used instead of phrases and words on a letter. In the spoken language, they correspond to fully meaningful words, for example: Ltd. (Limited); Ala (Alabama); agency (agency); pd (paid). These abbreviations are read as full equivalents and are not words,

	but only conventional symbols or signs. They can be the initial letters of bases and words, the first and last letters of words, or end with vowels, for example: Ave. (Avenue); Gen. (General); Friday (Friday); gvt (government); Colo. (Colorado).
Abbreviations are borrowed from another language	Known borrowings from the Latin abbreviation: NB (nota bene) – English. Take special note of; etc. (et cetera) – English. And the rest; v. (vide) – English. See; e.g. (example gratia) – English. For example; p.t. (pro tempore) – English. Till now; s.a. (son anno) – English. The date is not indicated; a.m. (ante meridiem) – English. Before noon p.m. (post meridiem) – English. After noon

Source: Compiled by the authors.

Numerous initial abbreviations began to be used at the beginning of the 20th century. Such abbreviations, as a rule, have a nominative character, belong to the composition of nouns and are the names of objects or phenomena. But initialisms are also known, not nouns, for example: imho (in my humble opinion), asap (as soon as possible), OTT (over the top).

It can be seen from Table 1: a characteristic type of abbreviations are acronyms – initial words formed from parts of several words. They are complete words. In the modern language, this type of abbreviation is very widespread in all fields of human activity, they coincide with ordinary words, sometimes semantically related to a certain object or subject, the name of which is shortened. If deciphering their full version, the meaning will not change. Acronyms are read not as a series of letters, but as several words together, without periods. For example: radar **(**Radio Detection and Ranging), NASA (National Aeronautics and Space Administration**),** VIP (Very important person), UNESCO (United Nations Educational, Scientific and Cultural Organization), BBS (British Broadcasting Corporation). Acronyms refer to pronounced abbreviations that are formed by the initial letters of a single compound term, and initialisms are types of abbreviations of the same name that are not pronounced.

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Abbreviation is the process and its result of reducing one or more syllables of a word. This type of abbreviation was not created to be used only within the general vocabulary of the language, it was started as terms for a narrow group of people (medical workers, students, military personnel, scientists). For example: lab(oratory), exam(ination), in military slang cap(tain), and vet(eran) were used for the first time by schoolchildren. The truncations of socially insignificant groups remain only within certain limits, without passing into the general lexicon of the English language.

Graphic abbreviations are quite popular in the modern English language, which have their own peculiarities in use. To save and save time, graphic abbreviations also include alphanumeric abbreviations used, as a rule, in means of communication and informal speech style (messages, e-mail address, chats) such as: F2F (face to face), Any1 (anyone), CUL8R (see you later), B4 (before), CU2MR (see you tomorrow). There are contractions in modern English borrowed from various languages. Between the meaning of a word and its sound, it is going about phonetic motivation. There are the following borrowings according to the way of pronunciation:

1. They are pronounced according to the alphabetical names of the letters: from French – CPE (Commission Permanente d'Essais), from German HMI (Hahn – Meitner – Institüte for Kernforschung).

2. Pronounced like ordinary words: from French – SOISM (Centre d'organization et d'instruction du service du matériel), from Italian – SOM language (Centro operational misto).

3. They are pronounced mixed according to the letter-syllabic type: from German – Dem. L. (Demarkationslinie), from Italian – col. in s. SM (colonnello in servizio distato maggiore).

Abbreviations and abbreviations, formed under the influence of various social factors, used in modern English. Analysing the influence of the modern progress of society on the development of language, the rapid growth of the need to name numerous new concepts, mainly technical and special, is quite noticeable. It is also important to note that in modern scientific and technical progress there are characteristic "technological breakthroughs" in one or another field – as a result, major scientific discoveries leading to drastic changes. Such "breakthroughs" give rise to a significant number of new, interrelated concepts that require nomination (Navalna & Spys, 2020).

All important events in the world leave their mark on the language, have a significant impact on the vocabulary of the English language. At the end of the 20th century, information technologies are developing rapidly. The current information revolution generates a real explosion of innovations related to information technology (Figure 1).
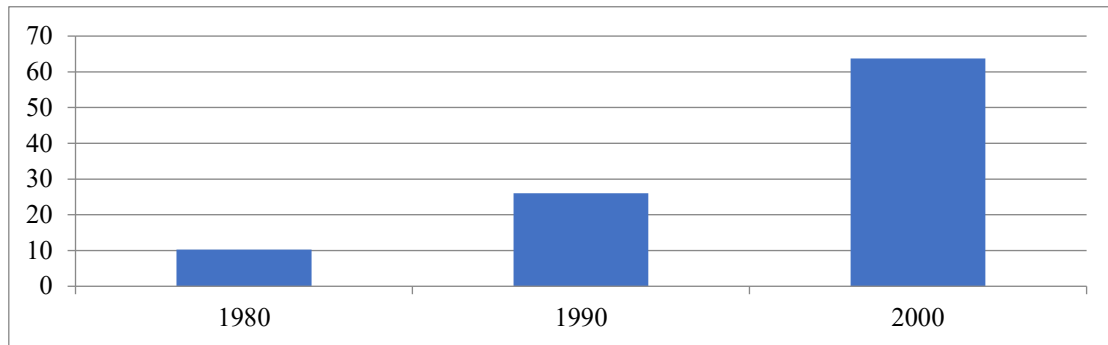
Figure 1. Development of innovations in the information revolution

Figure 1 shows that in the 1980s, words reflecting the information revolution made up 10.3% of the vocabulary and phraseology included in neologism dictionaries, in the 1990s they were already 26%, and in the 2000s rapid growth of 63.7%. The great demand for abbreviations is caused primarily by global changes in the world community, intralingual factors. As a result, the creation of new words and phrases increased. But there are also numerous new abbreviations that were formed during the last decades of the 20th century. are unclear to the reader. For example: CCFF – Compensatory and Contingency Financing Facility. The following are the main social factors influencing the emergence of abbreviations (Table 2).

Table 2. Social factors influencing the emergence of abbreviations

Z/p	Factors of influence
1	Globalization of the economic sector and rapid economic changes in the world
2	Information revolution (latest information technologies)
3	Rapid development of biological sciences (biotechnology, genetics, genomics)
4	Social movements and phenomena in society (feminism, sexual revolution, social differentiation, environmental awareness)
5	Evolution in the field of everyday life of a modern person

Source: Compiled by the authors.

In the economic field, namely, what is characteristic of an economic text is the most logical and clear division of the text. This type of abbreviations is most relevant in this field. The names of institutions, organizations, and banks related to financial and economic activities may be abbreviated. Initial abbreviations are more prevalent in this field, less often truncated abbreviations, for example: EFTA – European Free Trade Association, EEC – European Economic Community.

I. Markov et al. (2023) claim that language is a multimodal, usage-based, and goal-driven skill that has developed in response to different selective forces, such as technological progress. The authors emphasise that digital communication has led to the development of new language forms, including text-speak, and has resulted in the creation of new linguistic innovations and adjustments. The authors propose that language evolution follows a pattern similar to human evolution, with language being a skill that constantly undergoes changes to better fit the present state of the human species. They highlight the evolution of language ideas from single-modality to multimodal, and from human-specific to usage-based and goal-driven. The authors argue that technology has significantly influenced language, leading to the emergence of new communication formats and language usage.

The use of the Internet in the world is called a "technological revolution". Today, more and more people spend their time virtually, communicating through social networks and various messengers. Checking bank accounts, paying for online purchases, making calls abroad, learning a new profession, a new language, and working online can be done via the Internet (English abbreviations in social…, 2023). The Internet is considered a part of space, an "information ecology". Since the Internet is constantly undergoing various positive and negative changes, there is also a change in language, Internet users, the formation of new thinking, or the improvement of the old one (Kononova, 2023). This later affects communication outside the language of the Internet, as everything flows from life to the Internet, and vice versa, from the Internet to life.

Language is a constantly evolving social phenomenon characterised by the addition of new words, the extinction of obsolete ones, and the adaptation of morphology and semantics to a dynamic environment. Social media platforms are witnessing an unprecedented rate of word creation, and individuals belonging to various demographic

groups frequently employ distinct phrases and assign varying connotations to identical terms. It is important to note that the social impact of new scientific and technological discoveries influences language evolution by giving rise to new words and meanings that facilitate communication and comprehension of the world around (Zanzotto, & Pennacchiotti, 2012).

In Internet communication, abbreviations have acquired a new character, they perform the function of shortening frequently used phrases, thereby reducing the duration of writing messages. Speech formulas-clichés (colloquial abbreviations) are formed, which stylize messages, while giving them a playful and conversational character, peculiar only to Internet communication. Such abbreviations can be divided into initiating (abbreviations that are read inseparably, formed by combining the initial letters of cliché statements to form new units) and chaotic (those in which individual graphic components are not algorithmically reduced, they are not decisive in the decoding process). The content of the graphic components of the lexeme is determined by the primary authors of such abbreviations, it is impossible to trace the colloquial abbreviation. The most popular Internet abbreviations are the following (Table 3).

Table 3. Popular abbreviations on the Internet

Abbreviation	Title
ASAP	As soon as possible
AYOR	At your own risk
BAU	Business as usual
DIY	Do it yourself
DM	Direct message
FB	Facebook
FYI	For your information
G2G	Goth that go
HIFW	How I feel when
IMO	In my opinion
JIC	Just in case
LOL	Laughing out loud

MSG	Message
OOO	Out of office
RN	Right now
RT	Real time
TIA	Thank you in advance
TTYL	Talk that you later
WDYT/WDYM	What do you think / What do you mean
WFH	Work from home

Source: Compiled by the authors.

The rapid development of biological sciences and genetic engineering has created opportunities for obtaining food products synthetically, that is, genetically modified products. Known abbreviations in this field: GMO (A genetically modified organism), EEB (Ecology and Evolutionary Biology). With the popularity of the technique of artificial insemination, the concept of baby-making, baby-making arose industry – "making children" and the abbreviation IVF (In vitro fertilization), ESA (Endangered Species Act) is a law aimed at protecting flora and fauna.

At the moment, more and more attention is paid to health and a healthy lifestyle. The reason for this is the emergence of new diseases in recent decades. These diseases can be associated with the wrong way of life, with an intense pace, the negative impact of modern technology, as well as with events taking place in the world. The most popular abbreviation of recent years is COVID-19 (Coronavirus disease 2019), it was also called the abbreviation NCP (Novel Coronavirus Pneumonia). All the above-mentioned social factors have an influence on the formation and functioning of lexical units of the modern English language, all of them are related to the main spheres of human activity.

4. Discussion

Abbreviation is the main development trend in the colloquial genre of modern English, which is supported by the simplification of live speech and the use of modern information technologies. Numerous linguists dealt with the problem of shortening words and abbreviations in the modern English language. For example, P. P. Devi (2022), a researcher from Indonesia, believes that the creation and development of abbreviated words are

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diverse, with the most productive form being an abbreviation, followed by other forms, namely blending, clipping, and acronym, respectively. It is worth agreeing with this opinion and adding that each of these forms has its own types of shortened words that require detailed consideration.

According to Ukrainian researcher K. Yu. Kravets (2016), an abbreviation, is a linguistic phenomenon that contributes to the optimization of word-forming processes, improvement of speech activity and information compression. In her work, the author presented the classification of abbreviations in the European integration discourse by type, method of formation and field of use. Referring to the research, it is worth noting that this classification fully reflects the concept of abbreviations in the European integration discourse.

H. E. Choi (2023), based on the results of his own research, notes that an acronym is usually formed as a result of reading the first initials of a phrase or a compound word, as well as using such initials that signify something to form a word. One should agree with the opinion of the researcher, he also notes, as in this study above, that graphic abbreviations are used only in written speech, and in oral speech only the corresponding full forms are present.

The standardization of written English began in the 15th century, during which many new abbreviations appeared. Not only dots, but also other icons, began to be shortened. For example, in order to write words like master, over or even exacerbate faster, it was popular to replace the word combination -er with only one symbol. With such minor reductions, people sought to reduce the time it took to transcribe medieval texts. According to A. Kabdykarimova (2016), a Kazakh researcher of the history of English abbreviations, abbreviations were originally only graphic, so some underwent lexicalization. The author adds that the process of simplifying complex lexical units of any type is inevitable, and reading and forming graphic abbreviations into a fixed word was one of the ways to the appearance of the first lexical abbreviations in the English language. It is necessary to agree with the judgment of the researcher, her work will be useful in the preparation of lectures on linguistics and morphology and linguists studying the history of the modern English language.

Under the general name "reduction" are considered numerous and very different processes and results, the common for which is that the word is shortened in one way or another, becomes shorter in comparison with its prototype (Kroliets, 2023). American

researchers P. J. Strouse et al. (2023) the study noted the main principles of reductions, such as: the fewer reductions, the better; do not need to use a new abbreviation, do not invent new abbreviations; do not use abbreviations to shorten the text; if the author has doubts about shortening, it is better not to shorten the text at all. The researchers should agree with these principles, and say that in their work they have identified a number of recommendations for the use of abbreviations.

M. Coancă (2018) studied the use of English abbreviations and acronyms in business communication. Based on the results of his own research, he concludes that in the English language, business abbreviations of various lengths and make up the majority of the language, the reason for this is the spread in business newspapers, while some of them are often found in the general press due to their migration to a common language that their completely assimilated. It is worth adding that this study shows not only the mechanisms of formation of identified abbreviations and abbreviations, but also the contexts of their use.

Today, the use of the Internet is changing the use of language. Digital technology has a significant impact on language development

(Nazarova & Rudenko, 2023). To confirm this hypothesis, a survey of internet users was conducted by L. Oliinyk et al. (2022) to gather their opinions about the use of new words in the process of communication. The results showed that digital technology impacts language development, but users' vocabulary is expanding following the scope of digital technology.

P. Ohiagu (2020) analysed the linguistic patterns and functions of English language use among native and non-native speakers on Facebook. The research focused on the context of Facebook discourse, specifically the text posts (statuses) of users. The aim was to understand the differences in language functions and patterns between native and non-native speakers. The study found that non-native speakers tend to exhibit more formal traits than native speakers when communicating electronically on social media. The observation was made by analysing pre-closing and closing statements as indicators of the level of orality and informality in online writing. The research indicates that Facebook is an informal platform where users tend to use emotional and expressive language in their interactions.

People use short words to shorten complex phrases or phrases. Many new words have

appeared recently through the use of the Internet (Abylgazova et al., 2023). Indonesian researcher E. R. Winarto (2019) believes that the abbreviation is now in trend in most languages of the world, that people need the efficiency of a long phrase, it is easier for them to pronounce the abbreviation than the original words or phrase. One should agree with this opinion, but add that the rapid development of the latest technologies has made it possible to increase the colloquial abbreviation. A separate group of abbreviations consists precisely of abbreviations that arose during correspondence on the worldwide Internet (Karibayeva & Kunanbayeva, 2017).

According to R. R. D. Moehkardi (2021) there are various reasons why abbreviations as a type of word formation are very popular: the young generation uses abbreviations for text messages and other Internet communication, abbreviations help to keep personal stories among peers and in secret from adults; the use of abbreviations among professionals in general is a categorization and designation of organizations, committees, innovations, systems, programs, drugs, diseases. It is worth agreeing with the research and adding that in the modern English language, numerous new abbreviations and contractions are formed precisely because the pace of life is expanding,

there is a need to provide more and more data in the shortest possible time.

Indian researcher P. D. Choudhury (2018) also states that recently, the development of technology has begun to affect the language of young people, changing their word usage in written and oral forms. The Internet and its concise language have a negative impact on young people and students. In his research, he tries to prove that the excessive abuse of Internet resources has changed the standard language and people are moving towards the evolution of a new form of youth language, which will carry the rudiments of abbreviations, giving rise to a new form of language. It is appropriate to partially agree with the researcher, but one cannot deny the fact that the use of text abbreviations is completely personal and depends on the context.

Scientist from Algeria Y. Bennane (2019) notes in the work that the connection between the abbreviation and its linguistic meaning is stronger than the connection between the abbreviation and its full form, and the graphic form of the abbreviation affects its lexicalization in the English language, and therefore the constant use of the abbreviation in many spheres of life helps the process of its lexicalization. It is also worth noting that

graphic demotivation is the main reason for the lexicalization of the abbreviation, since the language user will consider it as a linguistic designation, a defining concept.

The Scottish researcher A. Honkapohja (2021), studying abbreviations in manuscripts, noted that abbreviations were an important qualitative means of dating and localization of manuscripts. In the author's opinion, although the importance of abbreviations is recognized by linguists, there are many areas where abbreviations should be considered more of a problem than evidence.

The spectrum of modern social changes, the globalization of the economic development of world states, the acceleration of technical processes, have a wide impact on the variability of language, which provokes a rapid growth of terminology, abbreviations, and abbreviations (Dumi et al., 2014). This has become a natural condition of verbal communication, not only in a certain language space, but also in everyday life. All fields of development face changes in terminology. As the Kazakhs believe, G. Z. Beysembayeva et al. (2016) – lexical, technical and specific terms, leading to the maximum use of abbreviations and shortened words, can be determined by the "principle of the least effort" or the so-called "law of economy of language". The

researchers note that it is the variability that provokes the distortion of the meaning of the terms in their translation. Correct interpretation of terms is a search for a single correct translation (Dudar, 2023). After considering their research, this opinion of the researchers should be agreed and added that every aspect of translation should clearly take into account abbreviations from the point of view of perception and interpretation, including all extralinguistic factors that contributed to the appearance of abbreviations and shortened words.

Thus, the results obtained during the implementation of this work, as well as the considered works of researchers, helped to study the concept of abbreviation, shortened words not only in English, but also in the languages of other countries of the world.

Conclusions

This study made it possible to consider abbreviations and shortened words in the modern English language, formed under the influence of various social factors, to identify their features and role in speech. In this work, the concept of abbreviations and shortened words is revealed, the differences between them are explained, their types and classification are presented. It was determined that the process of global

integration plays an important role in the activation and development of abbreviations in the modern English language. The purpose of abbreviations, determined by saving time, is called to make communication more effective through the use of shorter words. That is, an abbreviation directly replaces a long string of words with just one word, which greatly simplifies the text or communication. It is a shortened form of a phrase or word. As a rule, but there are exceptions, abbreviations consist of a letter or a group of letters taken from this phrase or word. Without a doubt, abbreviation and abbreviated words are one of the important trends in the development of the modern English language, which is supported by the influence of modern information technologies.

The article achieves its goal by solving the following problems: the concept of abbreviation and abbreviated words in the English language is defined, the causes and classification of types of abbreviations and abbreviations are defined, and the most common abbreviations formed under the influence of various social factors used in the modern English language are highlighted, such as: acronyms Radar, NASA, VIP, UNESCO, BBC, EEC, GMO, CCFF, EEB; initialisms imho, asap, OTT; Abbreviation of lab(oratory), exam(ination), cap(tain), vet(eran); initial

abbreviations EFTA, EMC; abbreviations IVF, ESA, ASAP, AYOR, BAU, DIY, DM, FB, FYI, G2G, HIFW, IMO, JIC, LOL, MSG, OOO, RN, RT, TIA, TTYL, WDYT/WDYM, WFH, COVID-19, NCP.

Having considered the concepts and reasons for the occurrence of abbreviations, it can be stated that they make life much easier, however, there should be a measure when using abbreviations. In modern linguistics, there is considerable interest in abbreviations in general. Abbreviations and shortened words are the subject of study and the most rapidly developing units of the English language.

This study has shown that all important events in the world leave their mark on the language, the creation of new lexical units, and generally have a significant impact on the vocabulary of the English language. It has been proven that social factors influence the emergence of abbreviations, such as: globalization of the economic sector and rapid economic changes in the world; information revolution (introduction of the latest information technologies); rapid development of biological sciences (biotechnology, genetics, genomics); social movements and phenomena in society (feminism, sexual revolution, social differentiation, environmental awareness);

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evolution in the sphere of everyday life of a modern person.

An important feature of the study was familiarization with the works of researchers from other countries of the world studying lexical units, abbreviations and shortened words. Based on the above, it can be concluded that further research will be aimed at the study of abbreviations and shortened words not only in modern English, but also in other languages of the world, as well as a more in-depth study of Internet communication.

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12. Semantic innovations in contemporary media discourse

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Abstract

The research is devoted to semantic innovations in Ukrainian media discourse in the synchronous period of 2021-2023. The selected period is marked by socio-political and economic upheavals in Ukrainian society, which stimulated the processes of semantic derivation in the Ukrainian language, causing the emergence of numerous neosemantisms. The purpose of the research is to identify and semantically and stylistically characterise the main lexical and semantic groups of neosemantisms and the mechanisms of semantic derivation in Ukrainian media discourse. The presented work uses a set of theoretical research methods, including the structural method with its techniques, in particular, distributional analysis to identify the nature of word combinability in specific models and the distribution of morphemic affixes in the establishment of semantic innovations, and transformational analysis to identify the derivational bases of word innovations and to distinguish between shades of meaning, and component analysis, which was used to identify the semantic characteristics of linguistic innovations. The main results obtained in this research are stratification and detailed semantic and stylistic analysis of the recorded semantic innovations, explanation of the mechanisms of their emergence, and specific features of their use and functioning in Ukrainian media discourse. The practical significance of the study is that the collected factual material can be used to compile dictionaries of neolexemes, to explore in detail the ways of development, channels of distribution and peculiarities of functioning of semantic innovations, and to clarify the criteria for semantic and stylistic analysis of this vocabulary.

Keywords: *Lexicon, Neolexemes, Neosemantisms, Semantic Derivation, Semantic Innovations, Media Discourse.*

Short Bios

Larysa Kravets is a respected scholar in Ukrainian linguistics, specializing in metaphor stylistics and language analysis in areas such as politics and poetry. She is affiliated with the Transcarpathian Hungarian Institute in Berehove and has authored influential publications, including textbooks and monographs. Her research covers topics like professional language, metaphor dynamics in 20th-century Ukrainian poetry, and subtext in artistic works. Kravets' work has contributed significantly to the understanding of language and stylistic elements in Ukrainian literature and discourse.

Tetiana Semashko is a Professor at the National University of Life and Environmental Sciences of Ukraine in the Department of Journalism and Language Communication. Her academic work and research contributions span various aspects of linguistics and language communication. She has authored several journal articles and dictionary entries, focusing on topics such as language consciousness, linguistic world pictures, stereotypes, sensory ethnostereotypes, linguistic-cultural concepts, metaphor in political internet communication, and more. Her research sheds light on the intricate dynamics of language, perception, and communication in modern contexts.

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Introduction

Rapid changes in the modern world caused by technological development, globalisation, war, and social cataclysms have a significant impact on living languages as dynamic and open systems. Under the influence of extralinguistic and intralinguistic factors, languages are constantly changing in quantitative and qualitative aspects, but in modern conditions, these changes are accelerated. The rapid dynamics are indicative of the modern Ukrainian language and are most evident in the lexicon. This makes it more important to explore the processes of development and functioning of new words, the specifics of their semantics, and the need to record new words. The results of such studies help both to clarify the mechanisms of language dynamics and to uncover linguistic, cognitive and socio-cultural trends in the development of an ethnic group as a native speaker.

In the general context of research on lexical neologisms, detailed research of semantic innovations in media discourse is of great significance. The language of media, on the one hand, is based on the national written and literary tradition and reflects the collective way of conceptualising the world, and on the other hand, it demonstrates the original thinking of speakers, which, through deautomation of the literary standard, can enrich the language and influence the conceptual picture of the ethnic group, intensify cognitive, linguistic, and social processes (Danilyan et al., 2023a).

Tracking changes in media discourse, researchers focus on exploring the specifics of neosemantisms in this area. Thus, Q. Würschinger (2021) conducted longitudinal research on the spread of 99 English neologisms on Twitter to explore the frequency of their use and the main ways of spreading. J. Grieve et al. (2018) analysed linguistic innovations in terms of origin and spread on the social network Twitter based on a multi-billion tweet corpus collected in 2013-

2014. An important result of the research was a map of the origin and spread of each recorded new word. In addition, five main regional patterns of neolexeme creation were identified and their significance for theories of linguistic variation and change, including the activation and diffusion of these innovations, was explored.

The specific features of using neologisms in the process of communication in social networks have been traced by I. Š. Čilić and J. I. Plauc (2021), P. Shoemark (2020), D. Sharma and R. Dodsworth (2020). Researchers have found that language innovations are spreading rapidly around the world through social media such as Facebook, Twitter, Instagram, and WhatsApp. H. J Hamdan (2021) focused on analysing the specifics of Arabic neologisms on social media, V. Kandie (2021) analysed the application of language innovations by Kenyan users on Facebook, and Z. Jing-Schmidt and S. K. Hsieh (2019) explored Chinese neologisms and their areas of use. P Peters et al. (2019) explored collaborative lexical innovation in Australian and New Zealand English. In addition, B. Rodríguez Arrizabalaga (2021) conducted research on social media and proved that it is the main source of lexical innovation and creativity in the modern Spanish of the Peninsula. S. N. Sridhar (2020) analysed language innovations

in English in India and identified their main features.

Over the past decade, several multidimensional studies of neologisms have appeared in Ukrainian linguistics. The most notable of them are devoted to neologisms in political discourse (Kondratenko, 2014; Stepanenko, 2017, 2020; Styshov, 2019; Kostiuk, 2021) and media discourse (Chabanenko, 2010; Navalna, 2012, 2014; Shevchenko & Syzonov, 2019). For example, O. A. Styshov (2019), exploring semantic neologisms in the Ukrainian media of the early 21st century, identifies several main trends in semantic derivation and characterises neosemantisms that have emerged due to the expansion of the semantic structure of specific and borrowed words mainly based on metonymy and metaphor. M. I. Navalna (2012; 2014) argues that media discourse is significantly influenced by spoken language, whose lexical items, including neosemantisms, are actively used in the language of media professionals. A thorough research of the socio-political neolexicon of Ukrainian Internet communication for the period of 2014-2019 was conducted by Y. M. Kostiuk (2021), who disclosed the functional load of adverse new words that are an indicator of the polarisation of Ukrainian society.

A brief review demonstrates that media discourse is in the focus of linguists' attention, as it is the site of processes that significantly affect every national language.

2. Materials and Methods

The research uses a comprehensive and systematic combination of general scientific and special (linguistic) research methods. The following general scientific methods were used: analysis, synthesis, information retrieval method, induction and deduction, and the method of continuous sampling:

- by analysing scientific sources, the theoretical foundations of the research are determined and the collected material is processed. This method assists in pinpointing knowledge deficiencies and offers a framework for developing new research inquiries and hypotheses;

- the synthesis method combines various ideas, data, and theories to create a unified framework, enabling the researcher to establish generalised conclusions and definitions. This method helps incorporate the collected information into a cohesive theoretical framework that bolsters the study's arguments and conclusions;

- the corpus linguistics provides tools for analysing large text collections (corpora) to discover patterns of word and phrase usage.

Automated corpus searches identify new uses of known words as well as the contexts in which they appear. This helps to identify semantic changes and new meanings;

- inductive method was used to draw conclusions about the specifics of the development of the examined units and their functioning in media discourse. This method entails examining particular instances of the utilisation of novel words or definitions in media communication to recognise overarching patterns and processes of their origin and dissemination;

- the deductive method was used to structure the research, moving from the general to the particular. This method is utilised to assess the applicability of general theories regarding language change and media discourse to particular instances of new words or meanings;

- the continuous sampling collects data at regular intervals or evenly distributed points in the material being studied. This method is used in media discourse research to create a representative sample of texts or media messages for semantic innovation analysis. Selecting articles from specific media sources over a set period allows the study of the emergence and use of new words and meanings.

Among the special (linguistic) research methods used in the work are: structural method, method of linguistic description and observation, analysis of dictionary definitions, lexicographic analysis and contextual interpretation method:

- the structural method in the form of such techniques as distributional, transformational and component analysis was used for a comprehensive research of language innovations and their features;

- the study of dictionary definitions, both historical and contemporary, provides insight into how and when a new meaning of a word came into use. Comparing definitions in different time periods allows us to trace the evolution of a word's semantics.

- the method of linguistic description and observation was necessary to present the results of the analysis of neosemantisms, to explain their meaning, functioning and mechanisms of establishment;

- the semantic analysis examines the meanings of words and how they evolve. Techniques like component analysis are employed to break down the meaning into its basic parts (semantic features) and then compare them with the word's prior meanings. This enables an accurate description of the nature and direction of semantic innovation;

- the contextual analysis involves a detailed study of texts in which a word with its new meaning is used. The syntactic and discursive environment of the word is analysed, which helps to understand how the new meaning functions and under what conditions it is activated.

The theoretical framework of the research is based on the works of contemporary Ukrainian linguists devoted to the problems of neology, namely, the mechanisms of development of linguistic innovations, their structure, specific features, role in the contemporary Ukrainian media discourse. Media texts were analysed using the method of content analysis. A quantitative and qualitative content analysis was conducted on the texts of the top Ukrainian Internet publications from 2021 to 2023 to verify the status and prevalence of the identified semantic neologisms. The texts were chosen using the continuous sampling method from the publications Ukrainska Pravda, Interfax, Golos Ukrayiny, Ukrinform, UNIAN, and New Voice during the specified period. The total sample size consisted of 1,250 articles from the thematic sections "politics", "economy", and "society". The actual material of the research is about 1000 semantic innovations that were recorded in researches and publications of the mentioned Ukrainian

online media and telegram channels. The content analyses involved:

1. Quantitatively counting the contexts in which the identified semantic innovations were used.

2. Analysing the contexts to verify the establishment of new meanings for the specified lexemes.

3. Comparative analysis of neologism frequency in the 3 thematic sections.

The content analysis results confirmed the widespread use of the analysed semantic innovations in modern media discourse, particularly in sections related to military and political topics. The content analysis methodology enabled the empirical verification of both the frequency of neologism usage and the establishment of new semantics associated with them.

The research on semantic innovations in Ukrainian media discourse was conducted in a sequential manner. First, the theoretical framework was prepared, which helped to identify the main areas of further research. Next, an analytical research of the above-mentioned online publications and telegram channels was conducted, actual linguistic material was collected and processed

according to a predetermined methodology, and then the results were compared with the results and conclusions of other scholars who have examined linguistic innovations in the modern Ukrainian language. In the end, the final conclusions of the research were defined.

3. Results

The corpus of semantic innovations of the above-mentioned period is markedly dominated by those units whose semantic scope has expanded with a parallel increase in the number of contexts of their use. It has been found that the new semantics is manifested both in words for common names and in onomatopoeias. Among the neosemantisms, both specific words and borrowings have been identified. The neosemantisms recorded in the examined period are divided into three main lexical and semantic groups (Figure 1):

- semantic innovations related to the war;

- socio-political neosemantisms;

- semantic innovations in the socio-economic sphere.

The composition of these groups is heterogeneous, and the boundaries between them are diffuse.
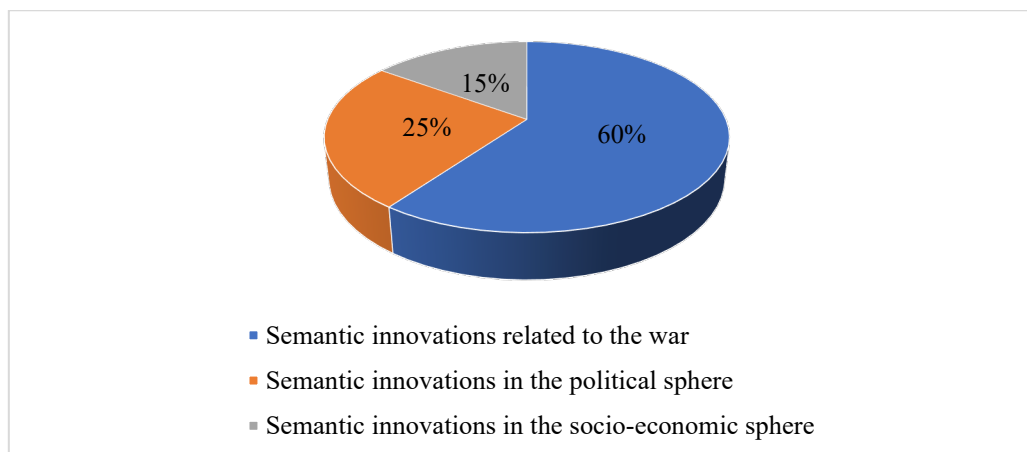
Figure 1. The main lexical and semantic groups of language innovations

Semantic innovations related to the war constitute the largest group of lexical items examined. The active use of these lexemes was recorded both in researches on online media and in publications of telegram channels. Notably, the core of military vocabulary consists of stylistically neutral linguistic units, most of which are terms. They are typical of the official language of politicians and the military. Neosemantisms are on the periphery of military vocabulary. Most of them have a distinct stylistic colouring and a limited sphere of functioning. Within this group, several subgroups, among which the largest are the lexemes for designation were distinguished:

- types of weapons and military equipment: "балалайка" (flying), "мопед" (airborne), "газонокосарка" (lawnmower), "пташка" (bird) – unmanned aerial vehicles; "маслята" (masliata) – ammunition;

- of the Ukrainian army: "бобри" (beavers) – an engineering units; "замок" (lock) – a deputy platoon commander; "єноти" (raccoons) – paratroopers; "кіборг" (cyborg) – a hardy and courageous warrior; "контрабас" (contrabass) – a contract soldier; "слони" (elephants) – first-year cadets; "сімсотий" (seven hundredth), "аватар" (avatar) – a soldier who abuses alcohol;

- of the enemy army: "орки" (orcs); "консерви" (canned food); "добриво" (fertiliser);

- uniforms: "мультик" (cartoon) – universal camouflage colouring for different terrains; "педалі" (pedals) – footwear; "піксель" (pixel) – uniform of the Armed Forces of Ukraine.

Notably, most of the recorded neosemantisms emerged from commonly used stylistically neutral vocabulary through metaphorical

reinterpretation and acquired emotional and evaluative connotations. The recorded lexemes are primarily characteristic of colloquial military discourse (characterising the language of the military), from where they penetrate the language of media professionals. The overwhelming majority of new words have their counterparts in the literary language. For example, the lexeme "консерва" (canned food) is recorded with its meanings in the Dictionary of the Ukrainian Language in 20 volumes (2023):

1. Foodstuffs of animal or vegetable origin, appropriately processed (drying, sterilisation, salting) and placed in hermetically sealed jars for long-term storage.

2. Only plural, rarely. Glasses with dark lenses to protect the eyes from bright light, dust.

In the Ukrainian language practice of the war period, this lexicon became widespread and acquired a new meaning "deeply concealed agents who arrive on the territory of a foreign state and perform criminal orders of the leadership in this territory": "Окрім того, зібрані дані можуть свідчити про те, що росіянин заїхав до України як так звана "консерва", щоб займатися диверсійно-розвідувальною діяльністю та коригувати

вогонь військових РФ по об'єктах стратегічного значення Збройних сил України і територіальної оборони, зливом даних щодо їх переміщення, розташування блок постів, дислокації батальйонів ЗСУ і ТРО" (In addition, the collected data may indicate that the Russian entered Ukraine as a so-called "canned food" to engage in sabotage and reconnaissance activities and adjust the fire of the Russian military on objects of strategic importance of the Armed Forces of Ukraine and territorial defence, leaking data on their movement, location of checkpoints, deployment of battalions of the Armed Forces and the TD) (SBI exposes Russian…, 2022). The semantic component of "storage for a long time" was crucial for the metaphorisation.

In medicine, the lexeme "кіборг" (cyborg) means a biological organism containing electronic or mechanical components, and in science fiction, it refers to a fantastic creature, an android, a half-man, half-machine. However, since the outbreak of the war in eastern Ukraine, this lexeme has expanded its meaning, acquiring a positive emotional and evaluative colouring and a new meaning, denoting first the defenders of the Donetsk airport and then the participants in the breakthroughs to help these defenders. In retrospect, it was used to refer to the heroes of Kruty (participants in the battle of Kruty,

1918) and the defenders of Luhansk airport (2014). In the contemporary Ukrainian media discourse, this lexeme is chronologically marked:

- "Кіборги витримали – не витримав бетон!" (The cyborgs held out – the concrete did not!) (Leoshko, 2022);

- "Головнокомандувач Збройних сил України генерал В. Залужний 20 січня, в День пам'яті захисників Донецького аеропорту, вшанував подвиг відважних кіборгів" (On 20 January, the Commander-in-Chief of the Armed Forces of Ukraine, General V. Zaluzhnyi, honoured the feat of the brave cyborgs) (Zaluzhnyi honoured the…, 2023).

Notably, the Myslovo Dictionary of Modern Ukrainian Language and Slang recognised "cyborgs" as the word of the year in 2014 (The word "cyborgs"…, 2015). In addition, socio-political neosemantisms are frequent in Ukrainian media discourse. According to L. V. Turovska (2017), socio-political vocabulary is a wide multifaceted corpus of words, different in conceptual and functional spheres, but united from the sociolinguistic standpoint into one stream of verbalisation of events, phenomena of state and public life of society in the dynamic processes of language development, in evaluative, critical, debatable and finally topical provisions inherent in a

particular society in a particular historical period.

The core of the socio-political vocabulary consists of socio-political terms. Neosemantisms constitute a relatively small part of all neolexemes in this group. New words are established using word-formation and new borrowings dominate in the analysed sources. Therewith, the number of socio-political neosemantisms in the Ukrainian media discourse has increased significantly in recent years, as the processes of neosemantisation, and neologisation in general, have intensified significantly. The reasons for this intensification are quite obvious. The turbulent social and political life (presidential and parliamentary elections), the development of information and communication technologies (digitalisation – the digital transformation of society and the economy), and social cataclysms (pandemic and war) – all this have generated and are generating new phenomena, concepts, processes that require new names. Notably, these events are pages in the history of Ukraine over the past four years. Each of these events has its linguistic profile, the specificity of which is determined by neologisms. The group of socio-political neosemantisms is heterogeneous, and two large subgroups can be distinguished:

- neolexemes of official political discourse (the language of government officials, political parties, organisations, and political scientists, which is mostly neutral in stylistic colouring);

- neolexemes of the political discourse of the media (the language of politicians, public figures, journalists with expressive colouring typical of the media).

- In addition, both subgroups are semantically and stylistically heterogeneous. Within each subgroup, the stylistically neutral neosemantisms that have emerged to denote new concepts and are terms or specialised names were recorded:

- the war of memories – a type of memory conflict;

- war of monuments – conflicts over monuments as symbols of particular eras or regimes;

- electoral engineering – a type of political marketing;

- "Gas Empire" – the Russian Federation;

- media war – media confrontation in the political space;

- media democracy – a political regime in information societies, a type of modern democracy.

These examples demonstrate that the expansion of meaning is associated with a new combinability of lexemes. Semantic changes

do not always lead to polysemy. Following L. A. Lysychenko (1997), in the word "state" the expansion of the meaning occurred while maintaining monosemy. In the 14th – 17th centuries, the lexeme "state" meant "a large landed property", and later it acquired a broader meaning "the apparatus of state power in society". At the present stage of development of society, information and communication technologies and language, the semantic scope of this word is changing again. The neosemanticism electronic state (e-state) has emerged – using information and communication technologies in public administration (synonyms: state in a smartphone, network state, digital state), which demonstrates a tendency to further expand the semantic scope. Neolexemes with emotional and expressive colouring, characteristic of political discourse in the media, are established mainly based on the established common vocabulary through metaphorical transfer. Zoomorphic, nature-morphic, sociomorphic, morbid, artefactual and procedural metaphors are frequent in contemporary media discourse. For example, the word "тушка" (carcass) is recorded in the Dictionary of the Ukrainian Language in 20 volumes (2023) with the meaning:

- reduced to carcass (in the 1st sense);

- the body of a dead or small animal.

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In contemporary political media discourse, the term "a member of parliament who refused to maintain contact in parliament with his political force has gained significance": "Рада повернулась до практики тушок" (Rada returned to the practice of carcasses) (Goncharenko, 2023). The commonly used word "перевзуватися" (re-shoe) means (Dictionary of the…, 2023):

1. Wear other shoes.
2. To wear shoes again, in a different way, in shoes that were uncomfortable, did not fit well on the foot.

In the Ukrainian media discourse, it is used in a new sense: "to change one's political opinions and beliefs, to start supporting a political leader or political party that one did not support before": "Дехто із соратників Медведчука уже перевзувся на льоту, а хтось тільки збирається, і врешті у них все буде добре…" (Some of Medvedchuk's associates have already changed their shoes on the fly, while others are only going to do that, and in the end they will be fine…) (Malko, 2022b). The word "ампутація" (amputation) means "a surgical operation in which a limb is cut off, or an organ is removed (in whole or in part)" (Dictionary of the…, 2023). In the political media discourse, the semantic scope of the word is expanding, as evidenced by using the specifying definition "кадрова" (personnel). The phrase implements the meaning "dismissal of a person from a position": "Під час війни подібні кадрові ампутації зазвичай не робляться без вагомої причини" (During the war, such personnel amputations are usually not made without a good reason) (Malko, 2020a).

Semantic derivation in the socio-economic sphere demonstrates lower dynamics than in the socio-political sphere. A significant proportion of lexemes that have all the features of neosemantisms for the Ukrainian language were borrowed by calquing mainly from English, where they appeared much earlier, for example, "брудні гроші" (dirty money), "відмивання грошей" (money laundering), "вікно можливостей" (window of opportunity), "єдиноріг" (unicorn) (a term from the venture capital industry), "холодний дзвінок" (cold call), "теплий дзвінок" (warm call), "ідеальний шторм" (perfect storm), "економічний шторм" (economic storm). Borrowings of this kind can stimulate derivational processes in the Ukrainian language, resulting in the emergence of new lexemes synonymous with borrowed ones. Neosemantisms in the socio-economic sphere mostly refer to various economic phenomena and processes. For example, the lexeme "тінь" (shadow) according to the Dictionary of the

Ukrainian language in 20 volumes (2023) has the meaning:

1. A dark impression on something from an object illuminated from the opposite side.

2. A place that is shielded by something from the rays of the sun, the glow of the moon or another light source, a shaded space.

3. Darkness, gloom.

4. A dark shade on something.

5. Reflection of the internal state (care, anxiety, anger, sadness) on the face, in the eyes of a person.

6. A barely perceptible trace, the slightest sign of something, a hint of something.

7. A ghost, a phantom.

In the Ukrainian media discourse, this word is used as a synonym for the English phrase "тіньова економіка" (shadow economy): The Ministry of Economy explains the 1% year-on-year reduction of the shadow economy as a result of business adaptation to unpredictable quarantine restrictions (Gordiychuk, 2022). The word "бульбашка" (bubble), commonly used in Ukrainian, has a meaning (Dictionary of the…, 2023):

1. A water or soap bubble; a bulb (in the 2nd sense).

2. Hollow ball (rarely).

In the Ukrainian media discourse on economic topics, the widespread use of the phrases "економічна бульбашка" (economic bubble), "спекулятивна бульбашка" (speculative bubble), "ринкова бульбашка" (market bubble) and "бульбашка доткомів" (dotcom bubble), which mean "trading in large volumes at inflated prices" was observed. Similarly, the phrases "бульбашка крипти" (crypto bubble) and "бульбашка штучного інтелекту" (artificial intelligence bubble) have been coined: "Глобальні фінансові ринки лишаються надутими немов бульбашки, причому їх безліч. Є бульбашка крипти, зароджується нова бульбашка штучного інтелекту. Компанії можуть заявити про розвиток ШІ, як акції одразу зростають" (Global financial markets remain inflated like bubbles, and there are many of them. There is the crypto bubble, and a new artificial intelligence bubble is emerging. Companies can announce the development of AI, and stocks immediately rise) ("What is happening…, 2023). The above phrases were translated into Ukrainian by calquing the English names: "Криптовалюти – це бульбашка. Я б охарактеризував їх як обмежений запас нічого. Якщо попит буде більше, ніж обмежена пропозиція, ціна буде рости. Але, якщо попит впаде – впаде і ціна. Жодна з криптовалют не має

внутрішньої цінності" (Cryptocurrencies are a bubble. I would characterise them as a limited supply of nothing. If the demand is greater than the limited supply, the price will rise. But if the demand falls, the price will fall. None of the cryptocurrencies have intrinsic value) (Cryptocurrency is a bubble…, 2021). The commonly used verb "перегрівати" (overheat) according to the Dictionary of the Ukrainian language in 20 volumes (2023) means:

1. Very strong, excessive heat.
2. The same as heating.

For example, "У сучасному українському медіадискурсі фіксуємо словосполучення перегрітий ринок, що характеризує ситуацію ринкового дисбалансу між попитом і пропозицією: Це потенційна небезпека в умовах перегрітого ринку – клієнти просто підуть туди, де швидко, якісно і комфортно" (In the modern Ukrainian media discourse, the phrase "overheated market" is used to describe a situation of market imbalance between supply and demand: It is a potential danger in an overheated market – customers will simply go where it is fast, high-quality and comfortable) (Savchenko, 2021).

By comparing semantic innovations in Ukrainian media discourse with those in other linguistic and media contexts, one can observe overarching patterns and distinctive characteristics influenced by specific socio-cultural and political circumstances. Technology and social media have influenced the development of new words in many languages, similar to what has been observed in the Ukrainian context. Terms like "tweet" and "hashtag" have emerged in English, indicating new methods of communication and engagement on the Internet (Doskich, 2023). Globalisation impacts languages by borrowing words, particularly from English, leading to semantic innovation. Many languages incorporate Anglicisms like "startup" and "outsourcing" in IT and business terminology (Karibayeva & Kunanbayeva, 2018).

Ukrainian media discourse is notably affected by military and political conditions, which have a significant influence on the language used. The semantic changes in war and politics, including new terminology for military actions, equipment, and political processes, illustrate the unique characteristics of the current period in Ukrainian history. Ukrainian semantic innovations are intricately connected to the local culture and history, making them distinctive and challenging to translate. The term "cyborg" used about Donetsk airport defenders has taken on a

unique symbolism and emotional significance (Pidberezhnyk, 2023).

The semantic advancements in Ukrainian media discourse and other linguistic settings reflect global trends influenced by globalisation, technological progress, and social media, as well as distinctive characteristics arising from local socio-cultural and political circumstances:

Ghosting (stopping communication without explanation): This term describes a situation where a person suddenly stops all communication with another person, usually in the context of a romantic relationship or friendship, and does so by ignoring all attempts to contact, made possible by digital technology (Danilyan et al., 2023b).

Brexit (Britain's exit from the European Union): The word is an amalgamation of the words "Britain" and "exit", which has come to symbolise a significant political change and has sparked much social and economic debate.

Fake news: Although the concept is not new, the term has become widespread in recent years, reflecting concerns about the spread of misinformation through media and social media.

Climate Strike: Emerged in the context of global demonstrations initiated by young people to draw attention to climate change. The term emphasises the activism of a new generation in the fight against global warming.

Social Distancing: Although the term predates the COVID-19 pandemic, its use has increased dramatically in 2020, reflecting the need for physical distancing to prevent the spread of the virus.

Thus, the factual material and research conducted demonstrate a high productivity of semantic derivation of military and political vocabulary in media discourse and a relatively lower productivity of semantic derivation of socio-economic vocabulary. It can be partly explained by the events occurring on the territory of Ukraine and widely covered in all online media, social networks and messengers. Most of the recorded neolexemes are established by metaphorical transfer and have distinct emotional and evaluative colouring. Most of these lexemes emphasise some aspects of an already-known concept and rarely denote a new concept. In media discourse, they are an effective means of establishing expressiveness, reflecting the emotional and evaluative reactions of society to particular socio-political or economic problems, events, situations, and phenomena, and attracting readers' attention to a particular issue. It is determined that the

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processes of semantic derivation occur mainly in the established common vocabulary of the Ukrainian language. Therewith, in the socio-economic sphere, a significant proportion of neosemantisms that have arisen through metaphorical transfer are borrowed from English. Popular Ukrainian online publications are the main channels for the dissemination of semantic innovations, which contribute to the active development and updating of the lexical composition of the Ukrainian language.

4. Discussion

In modern linguistics, the prevailing interpretation of language is that it is a specific, human-specific means of communicative, cognitive and intellectual activity that has a dual form of existence, i.e., it is a systematically organised set of linguistic signs and, therewith, the implementation of this system. The Encyclopedia of Modern Ukraine gives the following interpretation: "Language is a specifically human means of communication, cognition and processing of reality, a means of communicative and intellectual activity, storage and transmission of information, which is a system of (primarily) sound signs and functions in speech" (Yermolenko, 2019). Language signs serve as an intermediary between the world around them and the minds of speakers. However,

language is not just a system of signs, a means of transmitting information between people using sounds and their combinations. Language is a constant movement of thought, and creative activity, which is based on established rules, but not limited by them. The development of language in general and lexical structure, in particular, is determined by intralinguistic and extralinguistic factors (Lebid, 2023).

In addition, the emergence of linguistic innovations is caused by the mutual influence of intralinguistic and extralinguistic factors. Intralinguistic factors have a social foundation, but their linguistic nature prevails. The prerequisites for the emergence of semantic innovations are the dual form of language existence and the asymmetry of the verbal sign. Derivation is enabled by the word-formation models present in the language, which ensure the regularity of the establishment of new words, and, thus, the systematic organisation of the language and the preservation of its identity. Word-formation is stimulated by the tendency to save linguistic resources caused by the acceleration of the rhythm of life and the intensity of the processes occurring in it. This tendency is manifested primarily in the establishment of complex words that are semantically capacious and compact in form,

and in the emergence of neosemantisms. An important factor that causes the emergence of neolexemes is the desire for expressiveness, which is typical, in particular, for media discourse. Guided by this, speakers try to update the meaning of existing words, accentuate semantic shades, express an opinion, convey emotions (Spytska, 2023). As a result, a new (individually-authored) meaning or individually-authored use of words emerges, which gives the language originality and expressiveness. The emergence of such words leads to a specific redundancy of lexical units, since new words, in particular, occasionalisms, are a kind of equivalents to the words already existing in the language. Some of these neolexemes eventually leave active use and move into the passive vocabulary, remaining markers of a particular historical period, or disappear without a trace.

Among the extra-linguistic factors that cause the emergence of new words, there are conventionally the following:

- the latest technologies and innovative development, which lead to the emergence of new objects, processes, phenomena, and hence the need for new words (such as mining farm, cryptocurrency; e-car, e-state, e-passport, e-parliament);

- socio-political, economic and other changes that affect the processes of word-formation, stimulating the establishment of new words (European integration, Ukrainian peace formula, grain corridor);

- the need to update the names of subjects, phenomena, and concepts (in Ukrainian, the word "office" has replaced "office, institution"; institution of higher education (IHE) has replaced higher education institution (HEI); "storytelling" has replaced "telling stories". These neologisms perform a nominal function).

Thus, the reasons for the emergence of linguistic innovations are different, but they are all closely related to the needs of life and development of society. Therewith, the emergence and existence of each new word is possible only if it performs a specific nominative-communicative, expressive-figurative or aesthetic function. Intralinguistic factors play an important role in the establishment of linguistic, including semantic, innovations, but extra-linguistic factors are no less important, i.e. significant events or new phenomena in social life, to which the language responds primarily with lexical and semantic changes. Linguistic innovations occur in various spheres of human activity, but neolexemes are currently the most prominent in media discourse, due to

the growing role of various types of mass media in society due to the development of technology (Abylgazova et al., 2023). Semantic innovations or neosemantisms are lexemes that have acquired new meanings as a result of semantic changes.

The differentiating features of semantic innovations are:

- originality of the content of the linguistic sign;
- lack of fixation in dictionaries;
- awareness of the originality of the neolexeme.

Of these features, the most problematic is determining the degree of originality of a lexeme. The proposal of E. A. Karpilovskaya (2008) to use the concept of "functional potential of innovation", which the researcher defines as "the total indicator of the number and power of paradigmatic, syntagmatic, epidigmatic (associative and derivational) relations of an innovation with other, old and new, nominations in the dictionary and in the text", to identify the degree of establishment of a new name in the lexicon, its activity and significance in the processes of nomination and communication.

Semantic changes are a way of synchronous semantic derivation, which, together with morphological, morphological-syntactic and lexical-syntactic ways, belongs to the evolutionary factors of language. N. P. Tropina (2003) explains semantic derivation as a complex multifaceted process of generating new meanings of words, which leads to the restructuring of their (words) semantic structure and affects the entire lexical and semantic system of the language, making it dynamic, able to respond quickly to changes in the extralinguistic reality, reflecting them. Semantic derivation processes, according to Zh. V. Koloiz (2004), are mostly associated with the development of polysemy. However, according to the researcher, in the interpretation of semantic derivation, it is important to consider both polysemy and homonymy, since one of the ways homonyms appear is the breakdown of polysemantic unity.

In the course of semantic derivation, the verbal shell fixed in the language changes its semantic scope, while maintaining semantic unity. Changes in the meaning of a word, as noted by H. Paul (1886), always consists in the expansion or narrowing of the scope of meaning, which corresponds to the impoverishment or enrichment of the content. Only through the sequence of expansion and contraction can a meaning be formed that is completely different from the original one. The scholar distinguished

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between the ordinary meaning of a word and the occasional meaning, emphasising that "the occasional meaning is usually richer in content and narrower in scope than the ordinary meaning". The researcher divided semantic changes within a stable form arising from modifications in individual word use into several types:

- specialisation of meaning by narrowing the scope and enriching the content;

- limitation of some of the original content, which is simultaneously combined with enrichment in another area;

- transfer to something that is spatially, temporally, or causally related to the main concept.

The opinions of the scientist have not lost their relevance in modern times, moreover, they have been developed in modern theories. The semantic innovations that appear as a result of the phenomena described above represent different types of secondary nomination, since their form is not established in the act of nomination, but is a reuse of the existing one that denoted specific objects of the surrounding world. The main mechanisms of semantic derivation are metaphorical and metonymic transfers. The essence of a metaphor is the transfer of the properties of one object (phenomenon,

action) and its linguistic sign (word) to another object (phenomenon, action) by analogy or contrast. In the process of metaphorisation, there is a "switching of the language code", a "combination of the incompatible", which, according to N. F. Klymenko et al. (2008), always contributes to the development of expressive and evaluative connotations in nominations. Metaphor exhibits the results of cognitive activity in linguistic form, and influences its further development and allows the constructing of a new reality.

Metonymy consists of the transfer of the properties of one object (phenomenon, action) and its linguistic sign (word) to another object (phenomenon, action) in the vicinity. The common feature based on which metonymic transfer occurs is determined by constant associations that contribute to the "removal" of the referent from the context, which affects the compatibility and syntactic functions of the newly established units (Ivashchenko & Tatarenko, 2023). Metonymy arises based on a phrase or a sentence as a result of elliptical speech contraction. Regular metonymic transfers are based on spatial, conceptual, syntagmatic and logical relations between different categories of objects of extra-linguistic reality (Yan, 2022). For example, the name of an action can be

transferred to its result, place, means, object or performer:

- sign the document – signature under the document;
- short stop – get off at the stop;
- to cover with asphalt – asphalt coating;
- ventilation of the room – replace the ventilation;
- manage the university – university management;
- or the name of a place, settlement – to the totality of its inhabitants: the city is sleeping.

A type of metonymy is a synecdoche – using the name of a part to refer to an entirety: "У тилу нас часто узагальнюють. Людина в пікселі одразу перетворюється на представника касти" (In the rear, they often generalised. A person in a pixel immediately becomes a representative of a caste) (Kazarin, 2023). The word "pixel" is defined as the smallest indivisible element of an image on a monitor. In the Ukrainian media discourse, this word is used to refer to modern military uniforms, the design of which is based on pixel spot technology.

Among the semantic innovations recorded in the media discourse, linguistic units that have arisen as a result of metaphorical transfer and have an additional emotional and evaluative colouring predominate. These include: "балалайка" (flying), "мопед" (airborne), "летюча газонокосарка" (flying lawnmower) – barrage munitions of the Shahed type that Russia uses to shell civilian objects in Ukraine. It is based on the sound similarity of the objects being compared. Neosemantisms are designed to express an ironic and dismissive attitude towards the designated objects. The metaphor "пташка" (bird), which refers to a drone, aeroplane or helicopter, probably arose from the similarity of the objects being compared in form and in the way they move in space. In the Ukrainian media discourse, this metaphor is used mainly with a positive emotional and evaluative connotation to refer to aircraft of the Armed Forces of Ukraine: "Підрозділ аеророзвідки однієї з бригад ТрО на запорізькому напрямку нещодавно отримав розвідувальні "пташки"" (The aerial reconnaissance unit of one of the brigades of the TD in the Zaporizhzhia area recently received reconnaissance "ptashky") (Kudria, 2023), "Безпілотна авіація. Як "пташки" рятують життя на фронті" (Unmanned aerial vehicles. How "ptashky" save lives at the front) (Kudria, 2022) The stylistically neutral metaphor "зуби дракона" (dragon's teeth) is a frequent one in contemporary Ukrainian media discourse: "На фронт підтягнулися свіжі сили, озброєні

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західною технікою, які ламають російські зуби дракона" (Fresh forces armed with Western technology have arrived at the front, breaking the Russian (dragon's teeth")) (Guchko, 2023). It is based on one of the Theban myths about Cadmus and Jason. However, in contrast to the related phrase "sowing the dragon's teeth" – to cause enmity, the metaphor refers to reinforced concrete structures used to obstruct the movement of tanks and motorised infantry and have a pyramidal shape, which obviously served as the basis for the metaphorical transfer. The emergence of the analysed metaphor, in the author's opinion, was influenced by the aforementioned myth of war, as it refers to the dragon's teeth, from which warriors emerged. The high frequency of the metaphor in contemporary Ukrainian media discourse is due to the widespread use of constructions of this type during the war.

Notably, the motivational foundation of the recorded semantic innovations is not always obvious, since the emergence of a new meaning of a word is significantly influenced by extra-linguistic factors, cultural environment, and stereotypes. The productivity of semantic derivation through metaphorical transfer is primarily explained by the universality of metaphor as a way of secondary nomination, which is based on the property of human thinking to comprehend reality by comparison.

5. Conclusions

The study examines how social, political, and economic changes between 2021-2023 have impacted the vocabulary of the Ukrainian language, resulting in the creation of new meanings known as neosemantisms in Ukrainian media discourse. These findings can be linked to overarching theories of language evolution, semantic transformation, and the impact of media on language to enhance the analysis and comprehension of the phenomena.

Semantic innovations in Ukrainian media discourse reflect broader theories of language change. Language evolution is frequently influenced by societal, political, and technological advancements, leading to the need for novel forms of communication. The research supports the sociolinguistic theory that language evolution can mirror societal changes. Language evolves in tandem with society, adjusting to incorporate new ideas, technologies, and social trends. The swift alterations in the Ukrainian language, especially in its vocabulary, highlight how languages are dynamic systems that adapt to external influences.

Semantic shift refers to the evolution of a word's meaning over time. Research on Ukrainian media discourse emphasises that semantic shifts are not just linguistic changes but are closely connected to social and political environments. The emergence of new meanings in language due to war and socio-political turmoil in Ukraine demonstrates how changes in semantics can act as linguistic indicators of historical and social transformations. This is consistent with cognitive linguistics theories, which suggest that semantic change mirrors how speakers perceive the world. Language users creatively utilise metaphorical and metonymic processes to adapt existing linguistic resources for expressing new experiences and realities.

The media has a crucial role in spreading and popularising new language developments. The research demonstrates that media discourse plays a role in language change by introducing and popularising new meanings of words. This upholds the theory that media can influence language and stimulate linguistic innovation. The media can help introduce new words and meanings into the overall vocabulary through frequent exposure, thus impacting the evolution of language about contemporary events. Research on Ukrainian media discourse demonstrates how media language serves as both a result and a catalyst

of linguistic evolution, connecting new linguistic trends with their acceptance by the broader linguistic society.

The research on semantic innovations in Ukrainian media discourse provides valuable insights into language change mechanisms, semantic shift nature, and the media's role in shaping linguistic practices. By placing these discoveries in the context of more comprehensive linguistic theories, it improves understanding of how language reflects and adapts to social change. The Ukrainian media discourse case emphasises the significance of including extralinguistic factors in language change research, showcasing the interconnection between language, society, and media.

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13. Ethnolinguistic specificity of the manifestation of the category of affirmation in the Ukrainian and English languages

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Abstract

The study of the affirmation category in Ukrainian and English is of great importance for understanding these language systems and their cultural differences. This problem is relevant because it contributes to deepening knowledge about the language and culture of the countries where they are used. The purpose of this study is to identify and compare the ethnolinguistic features of the expression of the category of affirmation in Ukrainian and English. This study will analyse the syntactic and semantic features of the use of affirmative constructions in these languages. To achieve the research goal, the methods of linguistic data analysis were used, in particular, the analysis of texts from different genres, such as fiction, scientific texts and journalistic prose. A comparative analysis of the syntactic structures and semantic connotations of the statement in both languages was carried out. The study has shown that Ukrainian and English have their own ethnolinguistic differences in the manifestation of the category of assertion. The Ukrainian language is marked by a greater variety of syntactic constructions and a richer arsenal of semantic means for expressing affirmation, while the English language has stricter grammatical restrictions and standardized expressive means. This study contributes to the deepening of scientific knowledge about the structure and functioning of the Ukrainian and English languages, as well as to the understanding of their cultural peculiarities. The results of this study can be used in linguistic research, development of language teaching methods, translation practice and intercultural communication.

Keywords: ethnolinguistic aspects, linguistics, syntactic features, semantic nuances, language structure.

Short Bios

Olena Hurko is a philologist affiliated with Oles Honchar Dnipro National University. Her research encompasses various aspects of language and literature, with a focus on linguistic phenomena in contemporary contexts. She has authored publications on topics such as the influence of English borrowings in fiction and mass media, the category of affirmation in Ukrainian literary language, and the linguistic and stylistic analysis of political speeches.

Valeria Koroliova is a Professor at Oles Honchar Dnipro National University, specializing in language and literature. Her recent research includes topics such as communication strategies of leaders in literature, the structure of artistic discourse for children, and the development of language sign systems in relation to time and space. Her work contributes to our understanding of linguistic and literary dynamics.

Iryna Popova is the Dean of the Faculty of Ukrainian and Foreign Philology and Art Studies at Oles Honchar Dnipro National University. She has contributed to an article titled "Multilingually and Multiculturally Oriented Master's Curriculum: Oles Honchar Dnipropetrovsk National University Experience," which was published in December 2015.

Nataliia Holikova is a Full Doctor in Philology affiliated with Oles Honchar Dnipro National University. Her research interests encompass sociolinguistics, language stylistics, cognitive stylistics, and language policy. She has authored significant works, including a monograph on the language of Pavlo Zahrebelnyi's fiction, a dissertation on the linguistic and pragmatic aspects of artistic discourse, and publications on various linguistic topics such as semantic markers and the concept of land in literary discourse. Her research contributes to our understanding of language usage and literary analysis in the Ukrainian context.

Nataliia Maiboroda holds a Ph.D. in Philological Sciences and serves as an Associate Professor. Her research interests revolve around the Ukrainian language with a professional focus. She has contributed to the field with publications on various linguistic topics, including the linguistic personality of D.I. Yavornytsky, descriptions of nature in the works of D.I. Yavornytsky as a component of the ethnolinguistic worldview, lexical means of linguistic expression in the novel "The Secret Source" by Andriy Kokotyukha, and more. Her research provides valuable insights into linguistic and literary aspects in the context of Ukraine.

13. Ethnolinguistic specificity of the manifestation of the category of affirmation in the Ukrainian and English languages

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Introduction

Ethnolinguistics is a branch of linguistics that studies the interaction between language and culture. The manifestation of the category of assertion can be different in different languages, as each language reflects the world and its place in it uniquely. The study of ethnolinguistic differences between languages is one of the key aspects of modern linguistics (Degtiarova et al., 2023). Particular attention is paid to the study of the assertion category in different languages, as it contributes to the understanding of language systems and cultural differences. The ethnolinguistic specificity of the manifestation of the category of affirmation in Ukrainian and English is manifested in the differences in the ways of expressing and using this category in each of these languages. Taking into account the cultural, historical and social peculiarities of each nation, languages develop in unique ways, which is reflected in the expression of affirmation (Dudar, 2023). The relevance of this topic lies in the fact that the study of the syntactic and semantic features of the expression of the category of affirmation in Ukrainian and English allows for a deeper understanding of the structure and functioning of these languages. In addition, this study contributes to the deepening of scientific knowledge about the cultural peculiarities of the countries where they are used and has practical implications for linguistic research, translation, language teaching and intercultural communication.

In recent years, several studies have been conducted on the ethnolinguistic differences in the expression of the affirmation category in Ukrainian and English. It is worth having a look at some of them and note the problems that remain open and will be revealed in this article. M. Vintoniv et al. (2018) conducted a study of the morphological and syntactic aspects of affirmation in Ukrainian, but did not pay due attention to the analysis of semantic shades of this category and their comparison with English. For a full understanding of this category, the authors' research should be expanded, as the semantics of affirmation is of

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key importance. I. K. Kharitonov (2008) studied the semantics of assertion in English, but his work did not include a comparative analysis with Ukrainian and was limited to certain aspects. Since the disclosure of the semantic nuances of assertion in Ukrainian and English is important, it will allow identifying common features and peculiarities of this category in both languages.

In her research, L. D'Angelo (2016) focused on the use of affirmation in Ukrainian in different communicative situations, but did not conduct a comparative analysis with English and did not study the semantic aspects of this category. However, a comparative analysis of this category in both languages would contribute to a better understanding of their similarities and differences. The author A. P. Zagnitko (2007), focusing on the syntactic features of assertion in English, did not make a comparative analysis with Ukrainian and did not study the ethnolinguistic aspects of this category. It is important to take into account the ethnolinguistic aspects and conduct a comparative analysis of the syntactic structures of the affirmation in both languages. In his work, K. F. Shulzhuk (2003), focusing on the study of the semantics and syntax of assertion in Ukrainian, left out the comparative analysis with English and did not consider the ethnolinguistic aspects of this

category. It is important to take into account the ethnolinguistic features of assertion in both languages and to make a comparison with English.

The purpose of this study is to identify and compare the ethnolinguistic features of the manifestation of the category of affirmation in Ukrainian and English.

2. Materials and Methods

To achieve the research objective, the methods of scientific cognition, as well as the analysis of literary sources, were used. As part of this study, a detailed review of the scientific literature on the manifestation of the affirmation category in Ukrainian and English was carried out. The analysis examined various aspects of this category, including syntactic, semantic and ethnolinguistic aspects. In order to clarify the object of the study and identify the problems that remain unresolved, previous studies were examined and the current literature on the topic was reviewed. As a result of the analysis, gaps, and problems were identified, which were elaborated on in this study.

Empirical research. A survey of English teachers and English language learners was conducted. The participants of the study were 100 English teachers and 100 English language learners. The average age group of the

participants was 25-40 years old. The data collection methodology included a questionnaire where participants were asked questions about their use and perception of the statement in different situations. The questionnaire contained instructions for participants and questions about their experiences, preferences, and perceptions of the statement. This allowed collecting a wide range of responses and obtaining multifaceted data for further analysis. The survey was conducted in an environment where participants had the opportunity to express their opinions and beliefs. The survey results were anonymous.

During the quantitative analysis of the survey data, various statistical processing methods were used to obtain objective results. In particular, descriptive statistics methods were used to describe the main characteristics of the variables under study. One of the main indicators that was calculated is the average value. It is used to determine the central tendency in the data. Finding the mean allows determining how the survey participants perceive and use the statements.

For the study on how the category of assertion is expressed in Ukrainian and English, multivariate analysis was used to examine the connections between linguistic competence,

cultural experience, and preferences in using specific syntactic structures and semantic nuances to convey assertions. By utilising this statistical method, researchers were able to analyse how various factors impact the selection of linguistic expressions to convey an assertion, uncovering intricate patterns and language-specific characteristics in each of the languages under investigation. This method significantly enhanced the comprehension of how language, culture, and the process of affirmation interact, offering valuable information for a thorough examination of the ethnolinguistic aspects of affirmation.

A factor analysis of the respondents' answers revealed three main latent factors influencing the process of expressing affirmations: cultural features (35% variance), linguistic features (29% variance), and the context of communication. The results highlight the complex influence of various factors on the linguistic expression and perception of statements at multiple levels.

A regression analysis was performed to investigate how the understanding of semantic connotations of statements is influenced by the gender and age of the respondents. The study found that gender did not have a significant impact on understanding the subtle meanings of

statements, while age had a slight but discernible effect (R2=0.12), suggesting that as individuals age, their capacity to distinguish the subtle meanings of statements may improve. The findings provide additional evidence of the intricate and adaptable nature of how linguistic constructions are perceived, and influenced by various individual and sociocultural factors.

There was also used the standard deviation, which is a measure of the spread of the data. It shows how far the values of a variable are located around the mean. The calculation of the standard deviation helps to determine the variability in the responses of the study participants. In addition, a correlation analysis was conducted to establish relationships between different variables. This analysis helps to determine whether there is a statistically significant relationship between the use and perception of a statement in different situations. Comparative analysis was applied between Ukrainian and English to identify differences in the use and perception of the statement. The survey results were compared and texts from both languages were analysed. The materials used in the study included:

1. Survey questionnaires. The questionnaires contained questions about the use and perception of the statement in different contexts. They were developed with the consideration of previous research and the objectives of the study.

2. Computer software. Statistical packages such as SPSS and Excel were used to process and analyse the data. They helped to conduct quantitative analyses and generate statistical indicators.

3. Scientific literature. Scientific sources related to the syntactic, semantic and ethnolinguistic aspects of the manifestation of assertion in languages were used. These sources were used to support the arguments and compare with the results of previous studies.

The survey comprised inquiries about the experiences of participants in utilising and perceiving statements across various contexts. The purpose of selecting these questions is to gather a wide range of information regarding the phenomenon under investigation, including the precise manner in which participants articulate statements and their interpretations of their semantic implications. Furthermore, the survey encompasses inquiries about the impact of cultural elements and text genre characteristics on the articulation of assertions. This is because

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testing the research hypothesis regarding the existence of said influence is necessary.

The study participants' small sample size constitutes a potential source of bias. Potentially compromising the generalizability of the findings. It is advisable to augment the sample size in future research endeavours. Questionnaires alone may also constitute a limitation in terms of data collection. This results in the responses of the participants being subjective in nature. Further approaches, such as conducting focus groups or text analysis, are valuable in enhancing objectivity.

3. Results

The category of assertion in linguistics refers to a concept that describes the expression of a fact, truth, or veracity of certain information. This category is used to convey messages that are intended to express a position, facts, or assertions. Ukrainian and English express the category of assertion using different morphological and syntactic means (Gibb & Li, 2023; Craighead et al., 2020; Ostrovska, 2022). In Ukrainian, assertion is usually expressed through the use of verbs that have corresponding forms for the first, second, and third-person singular and plural, e.g: "I understand", "you see", "she says". In English, an assertion is formed using auxiliary verbs

(e.g., "do" or "does" in the Present Simple tense) and the base form of the verb, e.g: "I understand", "you see", "she speaks" (Vysotska et al., 2021; Mélac, 2022).

Ethnolinguistic differences are manifested in the specificity of the use of assertions in different linguistic and cultural contexts. For example, in some languages, culture may imply the use of more direct and categorical forms of assertion, while in other languages, softer or more cautious statements may prevail. In addition, there may be differences in the use of assertions in formal and informal situations, as well as depending on social factors and the status of the interlocutor (Dołżycka et al., 2023; Ardila et al., 2020). Ethnolinguistic research allows identifying and analysing differences in the ways of expressing statements in different languages and cultures. This helps to better understand the relationship between language, culture, and the way the world is perceived. In the course of analysing the literature on the manifestation of the category of assertion in Ukrainian and English, a review of scientific publications, articles, and monographs was conducted. The following main issues were identified during the analysis of the literature:

1. Variability in the use of assertions. The variety of syntactic constructions and

semantic shades used to express assertions in Ukrainian and English was studied.

2. The influence of cultural features. The influence of cultural aspects on the perception and use of assertions in both languages is revealed. It is investigated which cultural factors can influence the choice of syntactic constructions and semantic connotations of the statement.

3. The role of the text genre. It is determined how the genre features of the text influence the choice of syntactic structures and semantic shades for expressing statements. It is investigated which genres reflect certain features of the assertion.

4. Differences between Ukrainian and English. The syntactic structures and semantic shades of assertion in Ukrainian and English are compared. Common features and peculiarities of each language are identified.

According to the survey results obtained in the framework of the study, it was found that 60%

of the participants use specific syntactic structures to express assertions in their language. This means that this group of participants prefers to use specific grammatical structures that have specific rules and word order to convey the idea of an assertion. The second group of participants, which makes up 40% of the total number, indicated that they use certain words or phrases to express assertions in their language. This means that these participants tend to use specific lexical items or expressions that have a semantic connection to the assertion they are expressing. The results show that there is a variety of approaches to expressing assertions in Ukrainian and English. This may be due to linguistic features and cultural influences (Wybraniec-Skardowska, 2022). These results can serve as a basis for further research in this area in order to understand in more detail the specifics of expressing assertions in different languages (Figure 1).
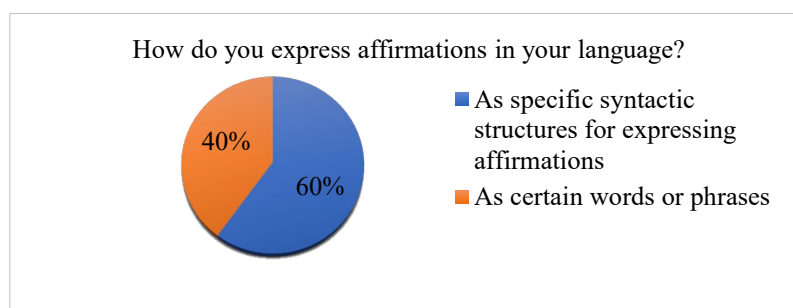

Figure 1. Ways of expressing an affirmation

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According to the results of the survey carried out as part of the study, it was found that 45% of the participants indicated that they distinguish between different levels of conviction or confidence in the semantic nuances of statements in their language. This means that this group of participants discriminates a fine gradation in the degree of conviction or confidence when they make an assertion. Their understanding of the semantic nuances of assertions includes distinguishing between strong, moderate, and weak beliefs or convictions. On the other hand, 55% of participants indicated that they did not distinguish between different levels of conviction or confidence in the semantic nuances of statements in their language. This

means that for this group of participants there is no clear distinction between different levels of conviction or confidence in the statements, and they perceive them in general terms without nuances.

The obtained results indicate a different approach to understanding the semantic nuances of statements in different groups of participants. This may be related to linguistic, cultural and individual peculiarities of language perception. These results can become the basis for further research aimed at studying the influence of these factors on the understanding of the semantic nuances of statements in different languages and cultures (Figure 2).
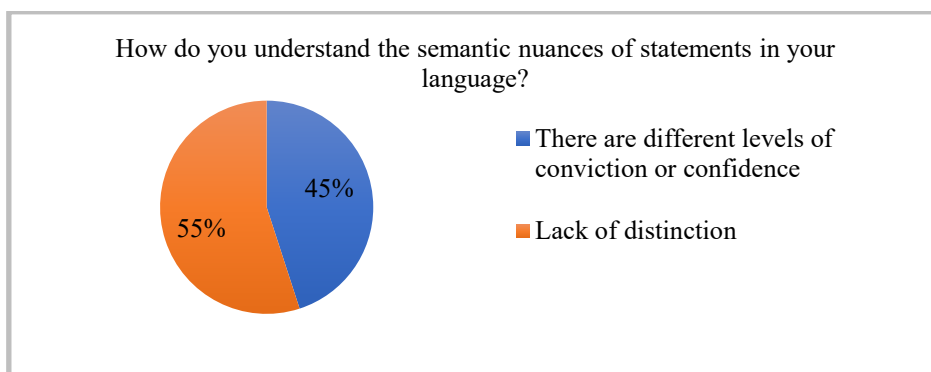
Figure 2. Semantic shades of statements

According to the results of the study, it was established that 70% of participants take into account cultural aspects and genre features of the text when choosing syntactic constructions and semantic nuances of statements in their language. This means that

for this group of participants, the choice of specific syntactic structures and semantic nuances of statements depends on cultural traditions, norms and values, as well as on the features of the genre of the text in which they are expressed. On the other hand, 30% of

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participants do not attach importance to cultural aspects and genre features when choosing syntactic constructions and semantic nuances of statements. This group of participants may believe that the choice of designs and shades depends on other factors, such as personal stylistic preferences or the context of communication.

The obtained results indicate that cultural aspects and genre features of the text are important factors that influence the choice of syntactic constructions and semantic nuances of statements in most participants. However, there is also a certain part of participants who do not attach importance to these factors. A more detailed study may help reveal other possible factors influencing the choice of syntactic constructions and semantic nuances of statements, as well as clarify the reasons for such differences in approaches (Figure 3).
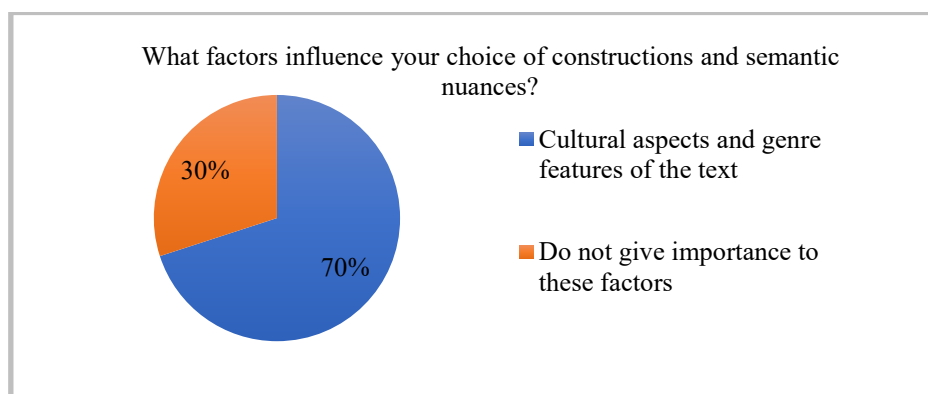
Figure 3. Factors influencing the choice of syntactic constructions and semantic nuances

According to the results of the study, half of the participants noted the presence of differences in the use and perception of statements between their native language and another language (Ukrainian or English). This suggests that this group of participants perceives and uses statements differently depending on the specific language. Existing differences may include syntactic features, lexical nuances, or other aspects of linguistic expression. The other half of the participants believe that there are no significant differences in the use and perception of statements between their native language and another language. This may indicate that this group of participants perceives and uses the statements similarly in both languages, and the differences are small or insignificant.

The obtained results indicate the existence of different approaches to the use and perception of statements in different languages. This may be related to linguistic features, cultural influences, and skills. These

results can be a starting point for further research aimed at a more detailed comparison of the use and perception of statements in different languages and determining the reasons for the differences found. (Figure 4)
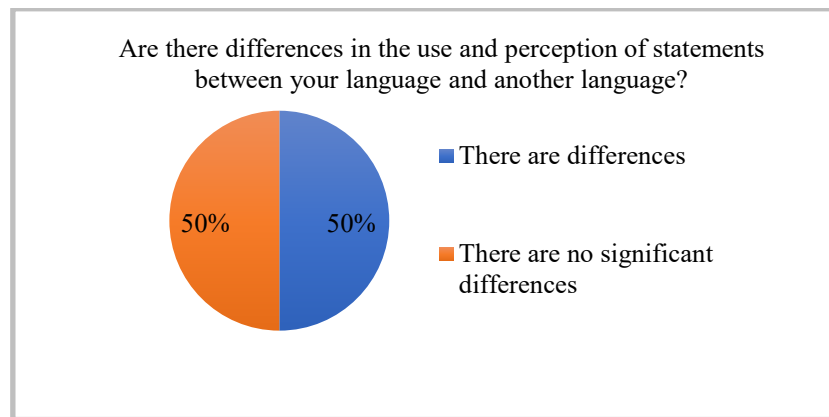
Figure 4. Differences between the use and perception of statements

The data obtained allowed for a comparative analysis between Ukrainian and English in terms of the assertion category. They provided important information about the ethnolinguistic features of both languages, including syntactic structures and semantic connotations of assertions. The results of the empirical study showed the following. It was found that 75% of the Ukrainian participants in the study most often use a complete sentence to express assertions in different contexts. At the same time, 60% of the English-speaking participants preferred to use a shortened sentence with the auxiliary verb "do" (e.g., "I do believe") to express assertions. Ukrainian participants identified more semantic connotations of statements, such as "absolute confirmation", "expression

of confidence" and "expression of assumption". At the same time, the English-speaking participants identified fewer semantic connotations, most of which were related to the degree of confidence ("I'm sure", "I believe", "I think"). The research has shown that cultural characteristics have a significant impact on the perception and use of assertions. Ukrainian participants highlighted the importance of respect for the interlocutor and national colour as important aspects of expressing assertions, while English-speaking participants focused on cultural politeness and accuracy.

These findings indicate different ethnolinguistic features of the manifestation of the affirmation category in Ukrainian and

English, as well as the influence of cultural factors on the perception and use of affirmations. The results of the study confirm that the understanding and use of assertions depends on the linguistic and cultural ideas and norms that are specific to each language community. Standard deviation helps to measure the spread of data around the mean:

1. For the question, "How do you express assertions in your language?":

- Ukrainian language: standard deviation – 0.5;
- English: standard deviation – 0.5.

2. For the question, "How do you understand the semantic connotations of statements in your language?":

- Ukrainian: standard deviation – 0.5;
- English: standard deviation – 0.5.

Correlation analysis:

1. Between the expression of assertions in Ukrainian and the understanding of semantic connotations in Ukrainian: Correlation – 0.7.

2. Between the expression of statements in English and the understanding of semantic connotations in English: Correlation – 0.8.

The generalizations based on the literature review and the empirical study indicate the following results. Literary sources confirm the existence of the category of assertion as an important element of language in Ukrainian and English. Previous studies point to the use of different syntactic structures and words to express assertions in both languages. The importance of understanding the semantic connotations of assertions and their levels of conviction or certainty in both languages is noted. The cultural aspects and genre features of the text also influence the choice of syntactic constructions and semantic shades of statements. The empirical study confirms the distinction between the expression of assertions and the understanding of semantic connotations in both languages. Certain differences in the expression and perception of assertions between Ukrainian and English have been identified. The majority of the study participants took into account cultural aspects and genre peculiarities when choosing syntactic constructions and semantic connotations of statements.

The generalization based on the literature review and the empirical study indicates the importance of the affirmation category in Ukrainian and English. This emphasizes the importance of studying the ways of expressing assertions and their semantic connotations in each language separately. Cultural and genre aspects also influence the choice of syntactic constructions and semantic connotations of assertions (Bamdev et al., 2023). The results of

the empirical study revealed certain differences between Ukrainian and English in terms of the expression and perception of assertions. These findings provide grounds for further research in this area. Future research could explore more deeply the linguistic features and cultural influences that affect the expression and perception of assertions. It could also be considered to expand the scope of the study to other languages and compare with the results of the present study. This will help to improve the understanding of assertions in languages in general and identify additional features that may influence the expression and perception of assertions.

4. Discussion

The results of the study and their comparison with the works of other authors revealed a number of interesting aspects that deserve attention. Previous studies have pointed out the role of syntactic structures and lexical items in expressing assertions, as well as considering levels of conviction or confidence. This study confirmed these observations and brought new generalizations. In particular, many studies have noted that syntactic structures and lexical items are used to express assertions in languages. This is supported by the results, where many participants indicated that they use specific syntactic structures or words to express

assertions. Also, previous research has pointed to different levels of belief or confidence in assertions. The results confirm this trend, with a significant number of participants indicating that they distinguish between different levels of conviction. This indicates that the perception of semantic connotations of statements can be different and depends on individual speaker characteristics (Pouresmaeil & Vali, 2023; Jordan, 2023; Anokhina, 2018).

However, when comparing the results of this study with the works of other authors, certain differences are revealed. One of the important aspects that emerged from the results of the study is the influence of cultural aspects and genre peculiarities on the choice of syntactic constructions and semantic shades of statements. Studies by other researchers, such as N. I. Andreichuk and O. A. Babeliuk (2019) and N. Pavlyuk (2010), confirm this trend in the Ukrainian language. However, the present study extends this aspect by highlighting that this factor is also important for native English speakers. This demonstrates the role of context and cultural nuances in the expression of statements in different languages. Comparing the results of the present study with the findings of other authors, it is possible to see a difference in the perception of semantic connotations of

statements. According to a study by L. D'Angelo (2016), there are different levels of conviction or confidence that can be expressed in English statements. The results obtained, where 45% of participants also distinguish between different levels of conviction, confirm this idea. This suggests that the perception of semantic connotations of statements can vary depending on the linguistic context and personal preferences. It also confirms the fact that some linguistic features are general and not language-specific. By comparing the results from different countries, it is possible to identify general trends in the use and perception of statements.

It is important to note that this study has its limitations. First, it was limited to two languages – Ukrainian and English. Expanding the scope of the study to other languages may help to understand deeper linguistic features of the expression of statements. Further research could also take into account more diverse cultural and social contexts to gain a more complete picture of the impact of these factors on the expression of assertions. The second limitation is the use of questionnaires to collect data. This may affect the accuracy of the results, as participants' responses may be subject to certain biases or distortions. Further research could consider other

methods, such as focus groups or linguistic analysis of texts, to gain a deeper understanding of the problem. By comparing the results with the work of other authors, common trends were identified, and some differences were found (Hurko, 2017a; 2017b). Such a comparison enriches the understanding of the topic and points to the need for further research. Further research in this area could include a broader scope of languages, the study of different cultural contexts, and the analysis of other linguistic parameters. Considering the influence of genre and social status on the expression of assertions could also be a fruitful avenue for further research.

Further research should also consider quantitative and qualitative methods to obtain more objective results. In addition to surveys, experimental research could be conducted using language tasks or psychological experiments to gain a more detailed understanding of the perception and expression of statements. In general, comparing the results of this study with the work of other authors emphasizes the importance of the topic and allows it to be considered in a broader context. The results complement and extend previous studies by identifying common trends and features of assertion expression in different languages.

This may have important implications for linguistic and cultural studies and influence linguistic analysis and communication. Further expansion of this area of research will help to better understand the linguistic manifestation of assertions and their perception, as well as their cultural context. It is also important to take cultural differences into account when comparing research findings from different countries. Cultural context can influence the perception and use of assertions, so further research should focus on analysing cultural influences on language practices. The present study has identified certain limitations that may be considered in future research. The limited sample of participants may affect the generalizability of the results, so expanding the sample may provide a more accurate picture. In conclusion, comparing the results of the study with the works of other authors expands the knowledge of the expression of assertions in languages. The commonalities and differences in the results point to universal and specific features that affect the expression of assertions. Cultural aspects, syntactic structures, and semantic connotations were found to be important factors in this process. Comparison with the research of scholars from different countries broadened the understanding of the topic and showed general trends. The differences found

between languages emphasize the importance of cultural and linguistic context in the expression of statements.

Cultural context is important for understanding the features of linguistic expressions. For example, in Ukrainian culture, great attention is paid to respect for the interlocutor and national colour. This is reflected in more diverse syntactic constructions and the use of words with emotional and expressive connotations to express assertions (Pavlichenko, 2023; Dorohan, 2023). In English culture, politeness and accuracy are valued, which is manifested in standardized language formulas for assertions. When comparing the syntax of assertions in Ukrainian and English, it can be noted that in Ukrainian a full sentence is more often used, for example: "I am convinced that this is right". In English, preference is given to an abbreviated form with an auxiliary verb, for example: "I do believe this is right". In terms of semantics, there are more shades of meaning of assertions in the Ukrainian language, such as "absolute confirmation", "expression of confidence", and "expression of assumption". In English there are fewer semantic nuances, more often associated with the degree of confidence - "I'm sure", "I believe", "I think" (Khrystych, 2023; Gusak & Vorobiova, 2023). Thus, the analysis of cultural traditions and

norms allows us to better understand the features of linguistic expressions. Comparing syntax and semantics of assertions in Ukrainian and English emphasizes both common features and unique features of each language associated with cultural context.

Thus, the results of the study and the comparison with the work of other authors provide valuable insights into the expression of assertions in languages. This broadens the understanding of language features and cultural influences on communication. These findings can be useful for linguists, cultural scientists and communication specialists interested in this area. Understanding how language is used to communicate ideas, thoughts, and beliefs is important in the fields of intercultural communication, translation, linguistic psychology and other areas (Kitsak & Lylyk, 2023). For linguists, the results of the study will help to expand their knowledge of the syntactic structures and semantic connotations used to express statements. This can contribute to the further development of linguistics and linguistic theory. Cultural scientists can use the results to better understand the influence of cultural factors on the expression of assertions. The study of language differences between different cultures will help to identify the unique characteristics of each culture and its impact

on communication. Communication professionals will be able to use the results to develop effective communication strategies in different language contexts. Understanding how different syntactic structures and semantic connotations are perceived by other people will help to avoid misunderstandings and improve the quality of communication.

Conclusions

The study has revealed a number of important aspects of the expression of assertions in languages that confirm previous studies and expand the understanding of this issue. Summarizing the results, the following conclusions can be drawn. The expression of assertions in languages is a complex process that involves syntactic structures, semantic connotations and cultural aspects. There is a diversity in the way assertions are expressed in different languages and cultures, which requires attention in intercultural communication. Understanding the semantic connotations of statements is important for the accurate perception and interpretation of communicative content. Cultural aspects and genre peculiarities influence the choice of syntactic constructions and semantic shades in the expression of assertions. The study of assertion expression in languages has important practical applications for communication specialists, translators, and

other professionals working in intercultural environments. Future research in this area could consider expanding the sample of participants, including other languages and cultures, and using different research methods. It is important to investigate the influence of social and contextual factors on the expression of assertions, as well as to analyse the role of textual characteristics in communication.

This study questions the universality and immutability of assertion expression across languages, emphasizing the need to take into account linguistic, cultural and contextual features when analysing communication. Further research in this area could complement the findings and explore other aspects of assertion expression in languages, such as the influence of social factors or textual analysis. These results and conclusions have important practical applications for linguists, cultural studies and communication specialists. They can be used to develop effective communication strategies, improve intercultural communication, and enhance translation quality. In addition, they emphasize the need to take into account linguistic, cultural and contextual specificities when designing communication programmes and materials.

Areas for further research in this area include expanding the sample of participants, including other languages and cultures, and using different research methods. Additional research into social and contextual factors, textual analysis, and the influence of cultural factors could bring new insights and add to the knowledge of assertion expression in languages. Overall, the study reveals important aspects of assertion expression in languages and contributes to the understanding of the relationship between syntactic structures, semantic connotations and cultural aspects. It makes a valuable contribution to linguistics, cultural studies and communication sciences, and has practical implications for the development of intercultural communication and the improvement of communication strategies.

It is crucial that future research concentrate on the function of digital communication platforms in facilitating the expression of approval, particularly by conducting a comparative analysis of Ukrainian and English. This encompasses the examination of text messages, the implementation of emoji and stickers, and alterations in syntactic and semantic structures resulting from the process of acclimating to the digital milieu. An examination of intercultural interaction within the digital realm and its influence on the

development of novel linguistic conventions may unveil the ways in which the digitization of society facilitates the emergence of fresh modes of expressing approval. Developing experimental studies and amassing a corpus of digital texts for analysis will contribute to a deeper comprehension of the ways in which digital communication modifies linguistic expressions of approval, while also considering the dynamics and particularities of cultural and linguistic transformations.

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14. Antinomic concepts of "Own – Alien" in the discourse of English-language fiction

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Abstract

The relevance of the study is primarily conditioned by the need to investigate the linguistic space, considering national characteristics, values, and culture, which is verbalised through concepts as a unit of reflection of the worldview and mentality of a certain people or community. The purpose of this study was to reveal the opposition of "own" and "alien" based on conceptual and semantic features, in particular, through the representation of the structure of the English-language space of fiction. For the analysis of concepts, the following methods were used: conceptual, lexical and semantic, structural; and as additional methods: analytical and synthetic, and contextual. In this paper, a conceptual modelling of the artistic space of novels written in English was carried out. In particular, the structure of the concepts of "own" and "alien" was presented based on direct and indirect meanings, explicit and implicit meanings used in texts. The results of the study were presented in a table that indicated the main elements of the concept (core, circumnuclear zone, and periphery) and their correlation with key subfields. Attention was also focused on semantic concretisers used in concepts, and synonymous series were formed for each of them. The paper analyses the peripheral meanings of the concept, which can be correlated with the author's worldview and individual imagery. In the future, this research can be used to form conceptual models, develop criteria and improve methods for semantic and contextual analysis, investigate and compare the conceptual artistic and media space in different countries of the world.

Keywords: *peripheral meanings, explicit and implicit meanings, concretisers, lexical and semantic field, synonym.*

Short Bios

Vira Zirka is a renowned linguist and translator, holding a Doctorate in Philology (2005) and a Professorship (2006). Her research primarily focuses on terminology, foreign language vocabulary, and the language of advertising. Zirka is the author of the textbooks "Vocabulary of Advertising" and co-author of "How to Successfully Pass the Candidate Exam in English," both published in Dnipro in 2006. She also contributed to the compilation of the "Russian-Ukrainian-English Dictionary of Advertising Terms" (2006).
Her notable works include "Manipulative games in advertising: linguistic aspect" (2004), exploring linguistic tactics in advertising, and several studies on the role and impact of borrowings and new lexicon in advertising language. Zirka's work is significant in the field of advertising linguistics, offering insights into how language is used and evolves in the context of advertising.

Olena Panchenko associated with Oles Honchar Dnipro National University, is a respected figure in the field of linguistics, particularly noted for her research on compressed text in modern Russian language. Her work extends to various aspects of linguistics, including phraseology and translation. Panchenko's PhD in Philology has led her to explore unique linguistic concepts. One of her notable works is "Tourist's review as a new type of text," where she analyzes the emerging genre of tourist reviews. Additionally, she has studied "Phraseologisms with the component-zoonim in Ukrainian and English languages," contributing to the understanding of phraseology in these languages. Her research on "Compressed text: recent linguistic and extra-linguistic developments" and "Compressed text: the text of the present and the future" delves into the evolving nature of concise textual formats in contemporary communication. Panchenko also explores the complexities of humor translation in "The role of translation unit in translating humorous text." Panchenko's contributions are significant in understanding modern linguistic trends, particularly in the context of text compression and its implications for communication in the digital age. Her work provides valuable insights into the dynamics of language and translation in a rapidly evolving linguistic landscape.

Iryna Suima's research primarily focuses on the intersection of language, culture, and communication, with a special emphasis on the dynamics of dialogue and interpersonal communication within diverse cultural contexts. She is a PhD in English Philology. Her work explores how dialectical and logical frameworks underpin communication processes, emphasizing discourse reciprocity. She has a keen interest in cross-cultural and intercultural communication, particularly in educational settings, analyzing the communicative functions and implications of various linguistic constructs. Her research includes a detailed examination of linguistically and culturally marked units in literary works and their translation, contributing to the understanding of cultural and language universals.

Olena Fedina, holding a PhD in Philology, is an associate professor and senior lecturer at Oles Honchar Dnipro National University. Her advanced degree in Philology suggests a deep expertise in language, literature, and linguistics. As an associate professor and senior lecturer, Fedina is likely involved in both undergraduate and postgraduate teaching, as well as engaging in research within her field.

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Introduction

Given the active interest of modern science in conceptualising reality through verbal and nonverbal ways of communication, the topic related to the study of the antinomy of "own" and "alien" is relevant. In particular, based on the analysis of linguistic discourse, it is possible to form an idea of national identity and mentality in general and understand the main axiological parameters that are important for a certain category of society, nation, or country. By studying this topic, it is possible to learn more about the communication features of a particular group of people and make it more effective at different levels. Nowadays, conceptual research is closely related to the study of semantic factors and criteria for determining semantic fields, which indicates the inseparability of linguistics and conceptology. Therefore, the representation of concepts through semantic concretisers, synonymous series, and associative lexical and semantic fields is very relevant. Since the concept that is the object of lexicology study is perceived as part of the concept (its core), and the indirect meanings of the concept have been transformed or are being transformed based on conceptual content, considering the national or individual characteristics of the speaker, this already indicates a direct connection between lexicology and conceptology.

The opposition of the concepts of "own" and "alien" is also important from the standpoint of linguoculturology, since it is not only about the concepts and concepts themselves, but also about the features of verbalisation of reality phenomena, about their value and moral and ethical fullness. Thus, the study of concepts that are opposite in meaning allows understanding the specifics of a particular language discourse, in particular English, analysing positive and negative connotations and understand exactly what load a particular

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lexeme has in a particular linguistic space. The study of concepts based on contexts taken from literary works allows us analysing a wide range of applications of a particular category, forming a lexical and semantic field of the concept through dialogic speech. It is in the great epic works that the most synonymous and associative series, contextual meanings, in particular, metaphorical, metonymic and epithetic, are found (Sarsembayeva et al., 2018). Based on literary works, it is possible to study not only explicit meanings, but also implicit meanings related to the periphery of the concept, so the investigation of the English-language artistic space is necessary.

M. V. Matkovska (2021) considers methods of implementing the "own – alien" opposition within the English-language linguistic space, and it is noted that it is the tool that determines the national character and basic principles of dividing linguistic units. In particular, the juxtaposition of "own" and "alien" space is carried out in the context of the author's positive and negative assessments. Through the prism of linguistics and conceptology, the author defines the basic principles of the English-speaking space: freedom of choice, democratic values, the rule of law and stability. Thus, in the English-language picture of the world, the concept of "own" (British) and "alien" (non-British,

foreign) is clearly determined, which has its own national features and values. O. P. Matuzkova (2022) concludes that linguoculturology represents a so-called synergistic continuum in which language, consciousness, and culture are combined. The author considers linguistic features through the analysis of concepts inherent in different cultures: English, French, Ukrainian, and also draws attention to the verbalisation of conceptual codes through seven and semantic transformations, which is a manifestation of national linguistic culture.

N. Otreshko (2020) analyses two key approaches to the concepts of "own" and "alien" in modern science. In particular, the author examines them from the standpoint of philosophical and cultural studies, relying on the awareness of the alien as part of the identity of the individual. This approach demonstrates the analysis of the opposition of "own – alien" through the prism of the inner nature of a person, in particular their actions, deeds, and speech. With this in mind, it is interesting to study the inner nature of a person through a verbal assessment of their own behaviour and feelings. J. Fawcett (2021) demonstrates a method of analysing concepts that is based on models of semantics and the use of tokens, and not on the analysis of literary works. The paper draws attention to

the relationship between tokens and concepts, word patterns, and concepts. The English language corpora used were texts of various genres: newspaper articles, fiction, magazines, and academic texts, so the study covered a wide cultural layer of knowledge about the world. According to O. A. Slyzhuk (2022), the establishment of the concept of "own" occurs based on interiorisation of values through the upbringing of a person based on certain behavioural norms, perception, and understanding of differences, tolerant attitude to another culture. The dichotomy between "own" and "alien" can manifest itself at different levels, in particular moral and ethical, national, spatial, which is mainly determined by the genre of a work of art.

The purpose of this study was to develop the structure of the concepts of "own" and "alien" on the example of English-language artistic discourse, to identify key synonymous series, semantic concretisers, with the help of which subfields of concepts are formed, and to consider the opposition between them. Considering the purpose of the study, the main tasks were: to form the main structural units of the concepts of "own" and "alien" through a three-element structure: core, circumnuclear zone, and periphery; to highlight metaphorical and figurative

transformations; and to represent the subfield of concepts based on semantic meanings. The subject of this study was the novels of English authors.

2. Literature Review

Modern conceptology addresses, as a rule, issues related to building connections between lexical units and their semantic fields and studying the correlation between them. That is, a significant number of linguistic works are devoted specifically to the structure and modelling of concepts within a certain linguistic space (national language, artistic text, media discourse of a particular country). The question of constructing the concept of a certain linguistic culture is a priority task of modern science (Zakirova et al., 2023).

K. A. Koné and N. D. Silué (2021) considered conceptual structures through autonomous syntactic units, emphasising that any linguistic knowledge has a conceptual basis. The researchers argue that grammatical morphemes and syntactic structures also act as conceptualisers, since each of them has a certain conceptual representation. J. Recker et al. (2021) develop the basics of conceptual modelling and note that the conceptual structure draws attention to modelling scenarios that are intermediaries between physical and digital reality. The authors show

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the prospect of developing the area of conceptual modelling.

C. Villani et al. (2022) note that different concepts can have different degrees of interaction with tokens: in particular, abstract concepts provoke more "interactive exchanges" than concrete ones. The study of concepts based on the analysis of communicative situations contributes to new opportunities for revealing the pragmatic and social aspects of conceptual knowledge. According to G. Carling et al. (2023), semantic changes during language development are difficult to reconstruct, unlike phonological or morphological changes. The study attempts to reconstruct the processes of lexical transformations based on a quantitative model.

R. O. Mensah et al. (2020) focus on the issue of the conceptual basis of research, in particular, on building a scientific view of certain phenomena or events, establishing links between concreteness and abstraction, and formulating logical conclusions. N. Anastopoulou et al. (2021) study semantic information about geospatial categories. The paper analyses how emotions are related to environmental concepts. Authors use semantic networks to identify connections between concepts, places, and emotions.

B. M. Pavlyshenko (2012) considers the application of the theory of concept analysis in the study of microblogs. The development of a lattice model of semantic concepts is aimed at clarifying semantic relationships between lexemes and is necessary for building associative rules. With the help of intelligent technologies, it is possible to significantly narrow down the search and selection of the necessary linguistic tools. D. Ispas (2021) examines lexical-semantic fields presented from the standpoint of paradigmatic structures, provides key concepts, and analyses their main semis responsible for a particular field, and also pays attention to variable components. The structure of vocabulary is studied on the basis of comparing lexical and semantic fields.

Thus, most of the current research concerns the study of the conceptual structure and the development of methods for conceptual modelling based on the theory of concept analysis. An important task in the study of concepts is also to build associative relationships between individual lexemes and semantic fields, which mainly coincide with the subfields of the concept. It should be noted that modern linguistics is aimed at intellectual and semantic analysis, which should facilitate the selection of contexts and phrases for the analysis of concepts.

3.   Materials and Methods

The theoretical basis of this study was modern linguistic and conceptological research, which considered issues related to the construction of the structure of concepts and conceptual space, investigated problems related to intellectual and semantic analysis, and formed an idea of the opposition of concepts. The contexts were taken from the prose works: "A room of one's own" by V. Woolf (2012) and "The Magus" by J. Fowles (2004) and interpreted based on English-language artistic discourse. Conceptual analysis was used to investigate the structure of the concepts of "own" and "alien" and model the conceptual space on the example of English literature. In particular, the main subfields of concepts related to the core, the circumnuclear zone, and the periphery were considered. Thus, based on conceptual analysis, the main and additional meanings of concepts were studied, synonymous and associative series were built, and attention was paid to explicit and implicit meanings.

Lexical and semantic analysis was used in the study of synonyms for the lexemes "own" and "alien", the formation of the structure of concepts through the comparison of conceptual and semantic fields. In particular, the lexical unit was first studied in certain contexts, and then various meanings were interpreted through the comparison of conceptual, axiological, and perceptual and figurative components. Examples of semantic concretisers – words that are most often used with the concepts under study in syntactic structures – were also given.

Each subfield of the concept somehow coincides with a certain semantic field or several fields. When studying the periphery of the concept, figurative transformations were considered. Contextual analysis was used to investigate the semantic environment of the tokens "own" and "alien" and to directly interpret the main and additional meanings. Based on samples of the use of concepts in artistic contexts, conclusions were drawn about synonymous and associative series, lexical and semantic features of subfields of concepts. Lexical oppositions that are identical to the antinomic pair "own" and "alien" were also formed and interpreted.

Structural analysis in this paper was used to form the structure of the mirror concepts of "own" and "alien", in particular, the semantic content and figurative load of the core, circumnuclear zone, and periphery were considered. Figurative transformations of the main meanings were considered, attention was paid to synonymous series and semantic connections between contextual antonymic

pairs. To represent the structure of concepts, a table was created based on structural analysis with the differentiation of subfields in the core, circumnuclear zone, and periphery. Analytical and synthetic analysis was used to consider theoretical issues related to the study of the concept sphere, conceptual space, and oppositions of concepts. Based on this method, the key problems of developing the concept structure, semantic features of concepts, and conceptual modelling of the artistic space were considered. With the help of the studied theoretical materials, further conceptual research was carried out.

In this paper, the main (conceptual, lexical and semantic, structural) and additional (analytical and synthetic, structural) methods of analysis were used. The combination of these methods allowed comprehensively investigating artistic texts on the subject of explicit and implicit meanings represented by the concepts of "own" and "alien". Each of the methods was used to find out a certain range of problems.

4. Results and Discussion

As was mentioned above, this article examines the thematic contrast of "own" versus "alien" within the narratives of "A room of one's own" by V. Woolf (2012) and "The Magus" by J. Fowles (2004). This examination was aimed

at dissecting the portrayal and implications of these themes in the context of English-language literature. This approach enables a deeper understanding of how the notions of belonging and alienation are articulated and their significance within the literary and cultural landscape. But to fully understand the idea behind these works, it is necessary to know the cultural and historical contexts behind their creation.

"A room of one's own" by V. Woolf (2012) is a seminal work of feminist literary criticism. The essay is based on two lectures Woolf delivered at women's colleges at the University of Cambridge. Woolf's essay explores the historical and contextual contingencies of literary achievement, particularly in relation to women's lack of free expression due to financial and educational disadvantages. The historical and cultural context of the work is deeply intertwined with the first wave of feminism, which focused on gaining women's suffrage and improving their social and economic status. Critics have praised Woolf's use of metaphors and her playful narrative strategies, which introduce complex critical and theoretical issues in an accessible manner (Mambrol, 2020). The essay's theoretical implications have been the subject of much debate, with critics pointing out the continuing relevance of the book, not least

because of its open construction and resistance to intellectual closure. Woolf's work has also been the subject of contemporary linguistic theories and frameworks, as it engages with issues of language, gender, and power.

"The Magus" by J. Fowles (2004) is a postmodern novel. It is set on a Greek island and tells the story of Nicholas Urfe, a young British graduate who becomes embroiled in the psychological illusions of a master trickster. The novel was written during a time of experimentation and questioning of traditional narrative structures. The novel's themes of deception, manipulation, and the blurring of reality and illusion reflect the postmodern literary movement of the mid-20th century.

Critics have praised Fowles's use of Greek culture and settings, which add layers of complexity to the narrative (Tomoioaga, 2014). The novel has been the subject of various interpretations, with some critics focusing on its self-referential aspects and its implicit self-criticism. Others have explored the novel's relationship to contemporary culture, particularly in terms of its engagement with postmodernism and its use of metafiction. The novel is known for its postmodern elements, including its

exploration of the relationship between art and life, as well as its use of metafiction and psychological illusions.

Concepts reflect the mental and mental resources of a person's consciousness, relying on their own experience, creating so-called information structures with branched lexical and semantic meanings. They are part of the mental lexicon, linguoculture, and linguistic picture of the world of a particular nation or community. The study of concepts is primarily associated with the reconstruction of the internal content of a lexical unit from the standpoint of the mental activity of a community of speakers who are carriers of a particular culture (Mallinson et al., 2011; Dozhan, 2023; Akhmetova et al., 2019).

From the standpoint of structure, the concept consists of three elements, in particular the core, circumnuclear zone, and periphery, which describe the parameters of conceptual, perceptual and figurative, and value meaning. Conceptual content is expressed through correlation with denotative meaning, perceptiveness and imagery is formed based on transformation of knowledge about the world through associative series and transformations of a figurative nature that reflect both collective and individual experience. The axiological element is defined

through an assessment of reality using personal emotional experience (Smith, 2012; Spytska, 2023).

The core of the concept is a specific sensory-visual image, which is developed through personal experience, and the circumnuclear zone relies on basic synonyms and equivalents of the main meaning, moving closer to more semantically distant meanings. The periphery of the concept is filled with figurative characteristics and individual assessments of reality, that is, it includes two parameters:

- the transformation of the main meaning; and

- the inclusion of the author's experience in rethinking the use of tokens.

Therefore, linguoconceptual research requires, first of all, a description of the core and periphery correlated with the interpretive field of the concept. Multi-level concepts are distinguished by the presence of several cognitive layers with different levels of abstraction and are layered on the main meaning of the concept (Laurence & Margolis, 2003; Ramos, 2020).

4.1. Analysis of the concepts of "own" and "alien" in English-language fiction

The basis of the concepts of "own" and "alien" is a certain cognitive image associated with a metaphorical reinterpretation of the semantic meaning of these concepts in the mind of the speaker, in particular, towards its expansion or generalisation. In the English-language worldview, the above concepts can be conceptualised through three main features: belonging or non-belonging, blood kinship or lack thereof, spiritual closeness or disunity. From this view, the concept of "own" shows less semantic diversity, and the concept of "alien" covers a broader layer for modifying the main meaning. Considering these concepts from the axiological side, then the ideas of the British about "own" are coloured positively or neutrally, while the connotations with the word "alien" in the minds of native speakers are simultaneously negative, neutral, and positive. Using the example of English-language artistic discourse, a conceptual model of the concepts of "own" and "alien" was constructed, presented in Table 1.

Table 1. Representation of the structure of the concepts of "own" and "alien" in English-language artistic discourse

"Own"			"Alien"		
Core	**Circumnuclear zone**	**Periphery**	**Core**	**Circumnuclear zone**	**Periphery**
Possessiveness (designation of body parts, space, time, objects, life experience, personality traits)	Blood connection	Identification of feelings	Foreign citizenship	Ignorance, uncertainty, lack of information	Ironic characteristics about alienation from a particular case
	Spiritual or ideological closeness	Broadcast of life experience		Hostility	Internal duality
	Originality	Internal search	Territorial remoteness	Opposition, ideological disparity	

Source: prepared based on an analysis of "A room of one's own" by V. Woolf (2012) and "The Magus" by J. Fowles (2004).

The core of the "own" concept forms a subfield called "possessiveness" and implements the concept of belonging to certain objects or phenomena to a native speaker. Among units with similar semantics (cohyponyms), the following lexical units are used: "personal", "individual", "private", "native". Possessiveness can relate not only to one's own life and home, but also to a rational assessment of one's own capabilities, the desire for mutual assistance and the choice of one's own life path, and the attempt not to interfere in other people's affairs (Shepel et al., 2021; Witkoś, 2021).

For example, "own room" – "a woman must have money and a room of her own if she is to write fiction", "own superiority" – "he was concerned not with their inferiority, but with his own superiority", "own conclusions" – "one can only give one's audience the chance to draw their own conclusions", "own anger" – "soon my own anger was explained and done with…" (Woolf, 2012). The macrofield of the concept "own" is formed based on the definitions semantically close to the main meaning "endemic", "particular", "individual", "inherent", "intrinsic", "peculiar", "private", "personal", "resident", each of which forms its own semantic subfield around it.

In the literature under study, the subspace of possessiveness is most often represented by

the following lexical and semantic groups of nouns (Fowles, 2004):

1. Nouns for body parts: "own mouth", "own eyes", "own blood", "own shoulders".

2. Nouns for denoting own space: "own flat", "own room".

3. Nouns for life path and qualities: "own accord", "own skill", "own ambition", "own boredom".

4. Nouns with temporal semantics: "own age", "own time", "before his own real past self".

5. Nouns denoting objects: "own gift", "own notebook".

The following subfields belong to the circumnuclear zone of the concept "own": "blood connection", "Homeland", "spiritual or ideological kinship", "originality". The subfield of "blood connection" is based on understanding the biological connection with a particular subject. It should be noted that it was the concept of "own" that demonstrated the greatest consistency and was consolidated in the English-language picture of the world among such analogues as "native" and "home" (Shepel, 2021; Shapauov et al., 2014b). To better understand the meaning of the token, semantic concretisers are used, in particular, such as "mother", "son", "brother",

"sister", and "grandfather". For example, "without her own son joining in", "their own mother can tell", "her own family have decided to kill her" (Woolf, 2012; Fowles, 2004; Kieliszek, 2022). In addition, this subfield includes various meanings related to blood kinship, in particular, indications of close relationships, marital relations.

The subfield "Homeland" is implemented through semantically close lexemes: "home", "house", "country", "landscape", "land", "sea", their lexical meaning primarily includes spatial characteristics: "It overwhelms one walking home beneath the stars…", "…or going at ten to an office and coming home comfortably at half past four to write a little poetry…", "One began dodging this way and that to catch a glimpse of the landscape behind it", "without our Doing, those Seas would be unsoiled and those fertile Lands a desert…" (Woolf, 2012), "I was infinitely far from home…", "I had, no plane nothing, but the Instinct of a child to return to its home", "…he was, in the historical tradition, of his kind a Fanatical lover of his own country" (Fowles, 2004). English-language artistic discourse actively attracts various images and associations related to the motherland, home and nature.

In the subfield of spiritual or ideological closeness, the adjectives "common" and

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"united" can be considered semantically close. Most often, the phrase with two possessive pronouns "our own" is used to refer to a particular community: "Let us admit in the privacy of our own society that these things sometimes happen", "no age can ever have been as stridently sex-conscious as our own", "it plays on our pride in our own free will" (Woolf, 2012). The nouns "companion" and "friend" are used to indicate spiritual kinship. For example, "And what I'd very much like for two or three weeks is a companion...", "I wish to involve you my friend" (Fowles, 2004), "...I find no noble sentiments about being companions.", "... and were never the friends of men, soldiers, thinkers, dreamers." (Woolf, 2012). Thus, the semantic subfield of ideological closeness is contrasted with the subfield of hostility and alienation.

The subfield of originality is established through synonymous units "endemic", "particular", "peculiar", "exclusive". Such adjectives can refer to specific people: "Hence, perhaps, the peculiar nature of woman in fiction…" (Fowles, 2004), "…that it is a mind that has any special sympathy with women…", "Her father was a peculiar man, Irish, with private means, and with a passion for music" (Woolf, 2012), their personal traits and emotions: "peculiar features", "peculiar

feeling", as well as spatial sensations: "peculiar silence", "peculiar upland".

The peripheral zone can include such tokens that can descriptively explain certain phenomena or situations, in particular, using imagery and metaphor. As a rule, they have a basic meaning (spatial, possessive, identification of feelings and life experiences), but they are subjected to some processing and acquire a figurative meaning in context. For example, in the sentence "the star seems to float in its own small sea of space", the metaphorical construction "small sea of space" acts as a concretiser for the word "own" (Fowles, 2004). And in the sentence "But when I look back through these notes and criticise my own train of thought…" the phrase "own train of thought" is figuratively modified (Woolf, 2012).

Based on the context of "And perhaps an admiration, that admiration which is really the envy of those who have gone farther along one's own road...", the phrase "own road" does not mean a path in the literal sense (a spatial unit), but overcoming life's difficulties on the way to success. Metaphorical constructions also include the expressions "rummage in my own mind" (indicating active reflection on certain information, search for answers to questions), "reaching my own

doorstep" (indicating achievements at a certain stage of life, life experience). In addition, figurative transformations can refer to concept equivalents: for example, "safe": "Venerable and calm, with all its treasures safely locked within its breast it sleeps complacently" or "self-confidence": "Without self-confidence we are as babies in a cradle" (Woolf, 2012; Fowles, 2004). The concept of "alien" has two main semantic meanings:

1. As a noun, it refers to a person living in another country, a foreigner.

2. As an adjective, it refers to a creature or thing that exists outside of a particular environment (mostly spatial meaning).

Thus, according to these meanings, two subfields of the core of the concept "alien" can be formed: "foreign citizenship" and "territorial remoteness". The macrofield of the concept "alien" is broad and is formed by the following adjectives: "exotic", "incongruous", "opposed", "extrinsic", "separate", "remote", "unusual", "inappropriate", "contrary", "conflicting", "extraneous", "estranged", "strange", "unfamiliar", "vicarious", and nouns: "stranger", "foreigner", "newcomer", "outsider".

The adjective "alien" is semantically related to the token "foreign", which is used to characterise foreigners and a foreign product.

For example, in context "first of all, his English, thought excellent, was someone not contemporary, more that of someone who had not been in England for many years; and then his whole appearance was foreign" it refers to an uncharacteristic native English pronunciation, but in context "...stared down at me, as if they knew what an alien..." – about the perception of a stranger among locals. The phrase "...trying to rise in the alien Edwardian world of London, to shake off his..." refers to the attempts of foreigners to hide their roots and integrate into a new community. The word "foreign" is also used to refer to the army – "foreign troops", tourists – "foreign tourists", objects – "foreign matter" (Woolf, 2012; Fowles, 2004).

The subfield of territorial remoteness is formed based on foreign objects that are not inherent in a particular environment: "Even they seemed changed, nauseatingly alien, things I should long ago have disowned", own feelings about the perception of a certain space as alien: "The stifling English atmosphere of the place had never seemed more alien..." (Fowles, 2004). The phrase "when, from being a natural heir of that civilisation, it becomes, on the contrary, outside of it, alien and critical" combines both of these subfields, which is expressed in the lexical meaning of negative feelings of a

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foreigner outside of his own territory. The adjective "alien" can also refer to uncharacteristic emotional states: "but one would also expect to find that her mind was disturbed by alien emotions." (Woolf, 2012; Kieliszek, 2023).

In the circumnuclear zone of the concept "alien", there are the following subfields: "ignorance, uncertainty, lack of information", "hostility", "opposition, ideological disunity". The first subfield of ignorance, uncertainty, and lack of information is semantically related to the adjectives "unfamiliar" and "strange". The meaning of uncertainty can have both negative and positive connotations: "it is a queer animal, quaint rather than beautiful". Most often, the token "strange" is used with abstract concepts: "strange activity", "strange force", "strange experience", "strange sense", "strange look" (Woolf, 2012; Fowles, 2004).

The subfield of hostility is close to the negative connotations associated with the first subfield: "The spectacle is certainly a strange one, I thought". The equivalent to "alien" in this sense is the adjective "hostile": "All the conditions of her life, all her own instincts, were hostile to the state of mind..." (Woolf, 2012), "...but when it touched me, I felt it was hostile", "At last there was something less hostile in her eyes" (Fowles, 2004). The

adjectives "repugnant", "opposed (to)", "antagonistic", which are synonymous with "alien", are used to denote one's own disagreement with a certain position and form a subfield of opposition, ideological disparity. In particular, it can refer to the ambiguous perception of an event or phenomenon through the emotional sphere: "Thus a novel starts in us all sorts of antagonistic and opposed emotions" (Woolf, 2012).

The peripheral zone of the concept of "alien" can include metaphorical constructions associated with the use of the token "guest", which indicates belonging to another, unknown or even hostile space. The feeling of alienation is formed through the use of ironic and satirical characterisations of the character's traits: "She broke it, rather like a hostess dutifully encouraging a shy dinner-guest", status in society: "...as I had been shifted from guest to pupil, now I uneasily felt myself being manoeuvred into a butt...", behaviour and actions: "Aren't you ashamed to be the guest of a traitor to his country?". The category "guest" is associated with an outsider who is not trusted or who must be tested: "What last thin pretence had remained that I was merely a guest lay discarded" (Fowles, 2004; Favier & Huettig, 2021).

A metaphorical transformation is the expression "conflicting sides of his personality" used in this context: "He clearly meant me not to be able to relate the conflicting sides of his personality". In particular, such phrases denote internal duality, ambiguity of personality and inability to make decisions by a certain person: "...I knew there was some conflict in her...", "Julie is susceptible and very dangerous - both things without realising it herself" (Fowles, 2004). An interesting image is "the mind – mysterious organ", created in accordance with the author's worldview (Woolf, 2012).

Within the artistic space, the following antinomic pairs equivalent to the main ("own – alien") are formed: "native – foreign", "close – distant", "safe – dangerous", "common – conflicting", "familiar – mysterious", "aborigine – foreign". With the help of synonymous and equivalent lexemes close to the antinomic pair considered in the study, the conceptual space of literature, in particular its macrofield, is significantly expanded. This also happens through the active use of figurative meanings, the reinterpretation of denotations, and the use of transformations. Thus, the opposition of "own" and "alien" is quite clearly expressed in the English-language literary discourse, in particular, through the establishment of lexical and semantic fields of belonging to a certain community and alienation from it. This applies mainly to ideological and spiritual values, territorial proximity or remoteness of objects, people, cultural and social phenomena. Other antinomies are represented to a lesser extent, in particular, by comparing the contextual meanings of the concepts under study.

4.2. The main aspects of studying the concept of "concept" in modern scientific and critical research

The study by G. Nelson (2006) primarily concerns the basic lexical core in English-language discourse. The researcher tries to investigate common features in six electronic cases to find out which tokens belong to the core and which belong to the periphery. He also considers the grammatical conditionality of concepts and analyses significant morphological differences between varieties of English. When studying English-language fiction based on two novels, the main semantic fields of the concepts "own" and "alien" were identified, in particular, the main synonyms and equivalents were identified and their functioning in the core, circumnuclear zone, and periphery was considered. From a semantic standpoint, the "alien" token has a greater branching of meanings and a wider field for figurative associations, which

determines a high degree of grammatical compatibility with various tokens.

From a functional linguistics perspective, the analysis of "own" and "alien" within English-language fiction focuses on how these concepts are expressed through various linguistic forms and structures to serve different communicative purposes and functions. This approach emphasises the role of language in organising and interpreting human experience, considering the grammatical choices and narrative techniques that convey nuanced meanings and attitudes towards concepts of ownership and otherness (Serrano, 2020). For example, the use of passive voice might be employed to shift the focus from the agent of an action to the recipient, thus influencing the representation of "own" and "alien" in a sentence. By controlling the information the reader receives, focalization can be used to guide the reader's understanding of ownership and alienation from a specific character's perspective. Shifting narrative perspectives can be employed to present contrasting views on the notions of "own" and "alien", allowing for a more nuanced negotiation of these concepts within the narrative.

A. Buccheri et al. (2021) examine the issue of conceptual metaphors expressing emotions in Latin, based on a corpus of data and a new information resource developed for their direct study. The researchers aim to investigate metaphors that denote fear, love, anger, and hatred, and are represented by four main structural models, which, in turn, coincide with the four main semantic fields. In English-language fiction literature, conceptual metaphors mainly relate to such variants of rethinking reality: character traits and life path, identification of emotions and feelings, and internal search for one's own purpose. Thus, mostly abstract nouns can be metaphorized. J. Kačala (2021) demonstrates two approaches to the use of the Slovak possessive pronoun "svoj": user and linguist. In particular, the author notes that the linguist's systematic approach is based on the compliance of the use of a lexical unit with the rules, but the user perceives the outside world through their own knowledge and practical experience, which prevents unnecessary errors and misunderstandings. When studying the structure of the pronoun "own" in English-language discourse, it was found that it has a rather extensive system of meanings, including well-known and individual (authorial) ones. Occasional meanings are based on the use of an associative series and metaphors that correspond to the author's worldview and outlook.

A.L. Bailey (2017) notes that cognitive linguistics emphasises the role of our physical experiences and interactions in shaping our conceptual systems. For instance, the metaphorical understanding of "own" is influenced by our experiences of possessing and controlling physical objects, while the metaphorical understanding of "alien" is influenced by our experiences of encountering unfamiliar or threatening entities. Fiction, as a form of narrative, provides a rich context for exploring the metaphorical underpinnings of "own" and "alien" (Ashimova et al., 2020; Shapauov et al., 2014a). At the same time, the metaphorical understanding of "own" and "alien" is not limited to literary or artistic contexts but also influences our everyday cognition and perception. For instance, the metaphorical understanding of "own" is reflected in our sense of personal space and our tendency to protect our possessions, while the metaphorical understanding of "alien" is reflected in our tendency to stereotype and marginalise outsiders.

L. MacDonald (2015) in his paper explores phraseology using machine translation, in particular, compares two subsections of data of 500,000 words, points out that the main difference between subsections was the significant differences between the frequency

and types of phrases. The frequency of use of certain lexemes or syntactic constructions and meanings in certain contexts in a literary work is primarily conditioned by individual stylistic features. For example, the use of the adjective "alien" is more widely represented by J. Fowlts (2004), and the pronoun "own" is more commonly used in the novel by V. Woolf (2012). In paper by F. Strick Lievers et al. (2021) investigated the relationship between the conceptual category of abstractness/concreteness and the language features of English tokens. The analysis uses a whole set of variable parameters: from the part of speech and morphological features to etymology. Based on the presented data, a statistical assessment is carried out and the conditionality of concreteness is studied. In the English-language artistic discourse, the antinomic concepts of "own" and "alien" are actively used with both concrete and abstract lexical units, but tend to combine with abstract nouns to denote life experience and path, ideological values, and character traits.

O. Khatin-Zadeh and D. Farsani (2022) deal with the distribution of conceptual models for abstract concepts, in particular, their semantics are represented through small units of values, which are called semantic features. The authors emphasise that it is the range of such semantic identifiers and the scope of

interpretation that allow distinguishing between concrete and abstract concepts. In particular, when interpreting the meaning of abstract concepts, broad associative series are involved, and when interpreting concrete concepts, associations arise within clearly regulated limits. This is also conditioned by the fact that when processing an abstract value, a wide range of subfunctions is included and semantics are expanded. M. Paquot (2019) examines phraseological structures in terms of their syntactic and lexical complexity, in particular, in the following variations: adjective and noun, verb and direct complement, adverb modifier and verb. In the considered fiction, idiomatic expressions are used that have arisen on the basis of metaphorical and figurative rethinking of concepts and are stable syntactic units. They function at the level of the periphery and reflect the author's opinion of phenomena and events through a figurative or evaluative component.

Exploring the difference between an "idea" and a "concept", N. V. Tatsenko (2008) notes that they should be considered in the correlation of the general and the partial, and points out that the idea is mostly identified from the standpoint of logic and epistemology. It is also noted that the idea characterises a fragment of knowledge, and

the concept carries not only a semantic load, but also contains information about the scope of use. Thus, the concept reflects a broader context in terms of content and involves individual associations, while the idea represents only key features for identification. The idea, as a rule, reflects the direct meanings of the lexeme and is associated with the core of the concept, and the circumnuclear zone may contain features that have already been reinterpreted in a certain way, which are well-known and generally understood by the majority through a common linguistic and cultural tradition. The paper by P. Pardede (2021) includes the conceptual research of short stories, in particular, during the educational process, a comparative method is used when studying conceptual research for 2011-2020. Conceptual studies of literary genres are quite popular in linguistic science, since a work of fiction provides a wide range for analysing explicit and implicit units, figurative and metaphorical transformations.

G. Monatik (2014) considers the conceptual opposition of "own – alien" in political discourse, in particular, it is noted that the use of foreign borrowings immediately sets up the perception of information as alien. The possessive pronoun "own" is mainly used for positive self-representation and creating a

good image, while "alien" becomes a marker of black PR, in particular, the negative characterisation of the opponent, which causes his rejection among the electorate. Tools such as evaluation tokens, foreign citation, and euphemisation are used to increase the lexical difference between these categories. In the considered literature, the opposition between one's own and someone else's is formed through the image of territorial alienation and disunity of ideological and spiritual views on life. Among the artistic means that deepen opposition is the use of antithesis, broad comparative and ironic characteristics.

Considering the functioning of concepts within the framework of artistic discourse, L. O. Petrenko (2020) establishes the main stages of conceptual modelling of a literary work:

1. Development of an idea of the nominal field and nominal density of a certain concept.
2. Establishment of the structure of the concept and description of each of its elements, in particular, special attention should be paid to linguistic and cultural and conceptual components.
3. Modelling of the field structure.

4. Investigation of contexts for compatibility with verbalisers.

When studying the concepts of "own" and "alien", attention was paid primarily to semantic and figurative content, in particular, when describing a particular context, information was collected about the semantic environment of the concept, its concreteness or abstraction, lexical and semantic category, syntactic constancy or instability of constructions, common use or individual imagery. On the basis of these factors, the idea of synonymous series, cohyponymic units, verbalisers, and the structure of the concept in accordance with the lexical and stylistic content of the text was formed.

O. Dzherikh (2018), after studying the structure of concepts, came to the following conclusions. First, the concept is considered as a mental education, a set of linguistic and non-linguistic means fixed at the linguistic and cultural level, that is, those that reflect the national experience and cultural characteristics of the people. The difference between an idea and a concept is interpreted as follows: the idea is related to the core of the concept (conceptual component), and the concept is related to the ethnic component (value and perceptual-figurative components). When studying the English-

language art space, attention was paid to the interpretation of the circumnuclear zone and periphery, since it is these structural elements that imply immersion in the cultural space of a nation or country. In particular, the main subfields responsible for the most frequent values of the concepts "own" and "alien" and correlated with lexical and semantic fields were identified.

S. Zad et al. (2021) consider the use of data mining, which uses a variety of tools to identify patterns, in particular, artificial intelligence and statistics. The paper draws attention to a number of aspects, for example, the choice of semantic features, methods of classification and data processing that can be used in semantic analysis of the media space. In the study of concepts, the directions of intellectual and semantic analysis can be effectively used to formulate the main and additional (contextual) lexical meanings. M. Kölbel (2023) examines conceptual analysis from the standpoint of various methods, in particular, focusing on empirical and a priori forms of concepts, and shows the advantages and limitations of each of them. The analysis of concepts should be based not only on the theoretical basis and modern research, but also on empirical, in particular, experimental results (surveys, questionnaires). If only theoretical aspects are considered, it will be

difficult to identify the implicit meanings and cultural symbols inherent in them.

Thus, comparing the findings of this study with the results of modern linguists, it is worth noting that conceptual analysis is closely related to semantic and intellectual analysis of texts, since there is a need to identify lexical and semantic fields, which often relate to conceptual fields. The structure of the concept and the linguistic and cultural values inherent in it arouse the greatest interest, and modelling conceptual spaces, in particular, on the example of literary texts, is one of the most powerful areas of concept research today. However, the methods of implementing this goal differ depending on the strategies developed for analysis.

Conclusions

The study of the antinomic pair "own" and "alien" from a conceptual and lexical and semantic standpoint showed that it has a more extensive structure of meanings marked "alien", since it generates a greater number of variations in meanings, in particular, through the use of figurative transformations and wider synonymous series: nouns and adjectives. However, the concept of "own" is characterised by a stable set of semantic features that vary depending on the context and semantic concretisers.

The opposition "own – alien" forms a number of antinomic pairs around itself: "native – foreign", "safe – dangerous", "close – distant", "familiar – mysterious", "common – conflicting". The dichotomy of these concepts arises based on the analysis of subfields that are opposed to each other: territorial "proximity – remoteness", ideological or spiritual "rapprochement – distinction", "security – danger". These antinomies are most often found in contexts. Thus, within the framework of English-language artistic discourse, the opposition between one's own and someone else's is clearly expressed due to the extensive system of direct and indirect meanings, explicit and implicit meanings. The structure of the concept "own" is considered through the implementation of the subfield of possessiveness in the core of the concept, the subfields "blood connection", "spiritual or ideological proximity" and "originality" – in the circumnuclear zone, and the subfields "identification of feelings", "territorial remoteness" – in the periphery. The concept "alien" has the following components: the core is formed through the subfields "foreign citizenship" and "territorial remoteness", the circumnuclear zone consists of the subfields "ignorance, uncertainty, lack of information", "hostility", "opposition, ideological disunity", and on the periphery there are subfields

"ironic characteristics of alienation from a particular business" and "internal duality". The concept of "alien "correlates with the tokens "unnaturalised", "foreign" when naming foreigners or a foreign product, "unfamiliar", "strange" when meaning ignorance and uncertainty, "hostile" when nominating a subfield of hostility, "repugnant", "opposed (to)", "antagonistic" when meaning ideological disparity. Semantic concretisers are nouns for persons, objects, and abstract nouns associated with the expression of a certain position. The macrofield of the concept of "alien" is wider than that of the concept of "own": "exotic", "separate", "remote", "extrinsic", "contrary", "conflicting", "incongruous".

The purpose and objectives set in this study were fulfilled, since a conceptual analysis of the tokens "own" and "alien" was carried out on the example of semantic connections presented in the literary texts under consideration. Priority tasks in future scientific research will be the following: development of new methods of studying the conceptual space using information technologies, investigation of oral speech of carriers of a certain culture, artistic and media discourses on the functioning of concepts, comparison of the conceptosphere of different countries and linguistic cultures.

The findings of this conceptual analysis could inform vocabulary instruction, reading skill development, and teaching materials. The contrasts and networks of synonyms revealed offer models for building collocational knowledge and nuanced meaning distinctions among English learners. For literary criticism, this type of in-depth semantic investigation across an author's works provides insight into symbolic richness, authorial worldview, and fodder for interpretive analysis. The cultural values, biases, and mindsets encoded in a linguistic community's conceptualisations of the "own" versus "alien" also have relevance for interdisciplinary research in cultural studies around notions of identity, belonging, and otherness. Thus, the findings and methodological approach serve to highlight practical applications in pedagogy, literary analysis, and cultural research.

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15. **Bridging Traditions and Innovations in Translation Studies: A Multidimensional Perspective**

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Abstract

This paper addresses the evolving landscape of translation studies, highlighting the shift towards a multidisciplinary approach that incorporates cultural studies, technology, and innovative educational methodologies. It emphasizes the importance of translators not only as linguistic experts but as cultural mediators who navigate the complexities introduced by global communication and the digital age. The paper discusses the role of technology in revolutionizing translation practices, notably through the advent of machine translation and AI, and how these tools are integrated into translator training programs. It also explores the challenges and strategies of cultural adaptation in translation, stressing the need for translators to possess deep cultural understanding alongside linguistic proficiency. Additionally, the paper examines educational innovations in translator training, advocating for a curriculum that balances traditional competencies with digital literacy and cultural sensitivity. Lastly, it touches on the unique difficulties encountered in translating ancient philosophical texts, underscoring the necessity for translators to engage deeply with the historical and cultural contexts of such works. The overarching theme is the critical role of interdisciplinarity in translation studies, preparing translators to meet the multifaceted demands of today's globalized and technologically advanced society. The paper ultimately seeks to serve as a catalyst, encompassing and building upon the discussions and insights presented in the preceding articles of this special issue.

Keywords: Translation Studies, Cultural Mediation, Technological Integration, Educational Innovations, Intercultural Communication.

Short Bio:

Ahmed Allaithy is currently a Professor of Translation and Head of the Department of Arabic and Translation Studies at the American University of Sharjah. He has a PhD in Comparative Translation of the Holy Qur'an, from the University of Durham, UK. He is also the current President of Arabic Translators International (ATI). He is the General Editor of ATI Academic Series, and ATI Literary Series (Arabic Literature Unveiled). His research areas are Translation & Interpreting Studies, Linguistics, Arabic Rhetoric, Islam, Qur'anic Studies, and intercultural communication.

Bridging Traditions and Innovations in Translation Studies: A Multidimensional Perspective

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Introduction

The field of translation studies has undergone a remarkable evolution, transitioning from a primarily linguistic endeavor to a multidisciplinary field that encompasses cultural studies, technology, and educational methodologies. (cf., Munday et el., 2022). This transformation reflects the increasingly complex demands of a globalized world where texts are not merely converted from one language to another but are reinterpreted and recontextualized to resonate with diverse audiences. The integration of technology, a deep understanding of cultural dynamics, and innovative educational practices have become pivotal in addressing the challenges and opportunities that define contemporary translation studies.

Translation, once viewed through the narrow lens of linguistic equivalence, has expanded to include a broader perspective that considers the translator as an intercultural mediator. (Salmeri, 2014; Bedeker & Feinauer, 2006) This shift acknowledges that every act of translation is, in essence, an act of cultural negotiation, where meanings are not fixed but fluid, shaped by social, historical, and political contexts. The role of cultural understanding in translation has thus gained prominence, with translators needing to possess not only linguistic proficiency but also a profound awareness of the source and target cultures. (Venuti, 2018) This cultural competency enables translators to make informed decisions that go beyond surface-level meanings, capturing the subtleties and complexities inherent in every text.

Parallel to the cultural shift, technological advancements have dramatically transformed the landscape of translation studies. Tools such as Computer-Assisted Translation (CAT) software, machine translation engines, and translation memory systems have become indispensable in the translator's toolkit. These technologies offer unprecedented opportunities for efficiency and consistency but also pose challenges related to the quality and authenticity of translated texts. The interaction between human expertise and

technological capability has become a central area of exploration, with researchers and practitioners examining how best to leverage these tools without compromising the depth and integrity of the translation process.

Furthermore, the evolution of translation studies has necessitated a reevaluation of educational approaches within the field. Traditional translation training programs, often rooted in linguistic analysis and practical exercises, are being reimagined to include a more holistic curriculum that addresses the multifaceted nature of translation in the 21st century. There is a growing emphasis on interactive learning environments, project-based learning, (Bell, 2010) and the integration of technology in the classroom. (Wang & Hannafin, 2005). These educational innovations aim to equip future translators with a versatile skill set that encompasses technical proficiency, cultural literacy, and the ability to adapt to the rapidly changing demands of the global market.

The convergence of technology, cultural understanding, and educational innovation in translation studies signifies a pivotal moment in the field's development. It reflects a broader recognition of the translator's role not just as a language expert but as a crucial mediator (Hatim & Mason, 1995) in an interconnected world. As translation studies continue to evolve, the integration of these elements will undoubtedly play a defining role in shaping the future of the discipline.

Methodology

This research adopts an integrative multidisciplinary approach, addressing the complexities of translation studies through the lenses of cultural studies, technological innovation, and educational theory. The methodology is structured around five core components, each contributing to a comprehensive understanding of the dynamic field of translation.

i. Cultural Studies Integration:
Central to our investigation is the role of culture in translation. I briefly examine translation practices within their cultural contexts, focusing on how translators act as intercultural mediators. This involves an analysis of cultural adaptation strategies and the ways in which translations bridge diverse cultural norms and values. Highlighting the critical importance of cultural mediation underscores the need for translators to possess a deep understanding of both source and target cultures.

ii. Technological Exploration:
The impact of technology, particularly machine translation and AI, on translation practices constitutes a significant focus of this

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research. The integration of translation technologies into professional workflows, assessing their implications for efficiency, quality, and the evolving role of the human translator are evaluated. This exploration aims to understand the synergistic relationship between human expertise and technological advancements in shaping contemporary translation practices.

iii. Educational Methodology Evaluation:

The research extends to the area of translator training, where the pedagogical evolution in response to the field's changing demands are assessed. This involves a critical review of current training programs, their incorporation of technological and cultural studies components, and the effectiveness of interactive and innovative teaching methodologies. This examination aims to identify educational practices that best prepare translators for the multifaceted challenges of the profession.

iv. Interdisciplinary Synthesis:

Reflecting the multidimensional nature of translation studies, the methodology draws upon insights from linguistics, cultural studies, computer science, and education. This interdisciplinary synthesis enables a holistic view of translation, considering not just linguistic accuracy but also cultural congruity,

technological competency, and pedagogical effectiveness.

v. Translation Challenge Analysis:

Some specific challenges inherent in translation, such as the complexities of translating ancient philosophical texts and the nuances of cultural adaptation are addressed. This involves an examination of particular challenges, exploring their theoretical and practical implications and contributing to the development of refined translation methodologies.

Research Questions

Guided by this multidisciplinary methodology, the following research questions are investigated:

a. How have advancements in machine translation and AI reshaped the practices and professional identities of translators?

b. What role does cultural adaptation play in translation, and what strategies are effective for navigating intercultural differences?

c. How are translator training programs evolving to meet the profession's changing needs, particularly in integrating technology and cultural studies?

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d. What challenges arise in translating ancient philosophical texts, and how can these challenges be addressed through innovative methodologies?

e. How does ethnolinguistic specificity influence translation practices, and what approaches enable translators to honor the cultural and historical depth of source languages?

The Role of Technology in Shaping Modern Translation Practices

The transformative impact of technology on translation practices is a hallmark of modern translation studies. The advent of machine translation (MT) (Jimenez-Crespo, 2013) and artificial intelligence (AI) has introduced a paradigm shift, challenging traditional norms and setting new benchmarks in translation efficiency and accessibility. These technological advancements have not only altered the operational dynamics of translation but have also raised pertinent questions regarding the role of human expertise in the age of automation.

Machine translation, powered by AI, has made significant strides in recent years, moving beyond basic word-for-word substitution to more sophisticated context-aware translations. The development of neural machine translation (NMT) systems, in particular, has been a game-changer, leveraging deep learning algorithms to produce translations that are increasingly coherent and contextually relevant. (Koehn, 2020). These systems analyze vast corpora of bilingual text data to discern patterns and infer meanings, resulting in outputs that are remarkably improved over earlier generations of machine translation software.

The influence of machine translation and AI on translation norms is multifaceted. On one hand, these technologies have democratized access to translation services, enabling instantaneous translations across numerous languages. This has profound implications for global communication, breaking down language barriers in real-time and facilitating cross-cultural exchanges with unprecedented ease. On the other hand, the rise of automated translation solutions has sparked debates about the future role of human translators. Concerns have been voiced regarding the potential for technology to supplant human expertise, particularly in tasks that require a high degree of creativity, cultural sensitivity, and idiomatic precision.

Despite these concerns, there seems to be a consensus among scholars and practitioners that machine translation and AI are mere tools that augment rather than replace the human translator's skill set. (cf. Pym, 2011;

Ehrensberger-Dow, & Massey, 2014). The integration of these technologies into translation workflows has led to the emergence of a hybrid model, where human translators leverage machine-generated outputs as a starting point, refining and enhancing them to achieve the desired level of accuracy and cultural resonance. This collaborative interaction between human expertise and machine efficiency exemplifies the complementary relationship envisioned in the contemporary translation landscape.

The integration of digital tools extends beyond professional practice into the realm of education, where translator training programs are increasingly incorporating technology into their curricula. The objective is to prepare future translators for a digital-first work environment, equipping them with the skills necessary to navigate and harness the potential of translation technologies effectively.

It is a natural development therefore to find research in translation studies education underscoring the importance of familiarizing students with a range of digital tools, from translation memory systems and terminology management software to cloud-based collaborative platforms. These tools are not only instrumental in optimizing the translation process but also serve as

invaluable resources for research, glossary building, and quality control. By integrating these technologies into academic programs, educational institutions aim to bridge the gap between theoretical knowledge and practical application, ensuring that graduates are well-versed in the digital dimensions of translation practice.

To elaborate further, machine translation, especially with the development of neural machine translation (NMT), has demonstrated remarkable advancements in terms of translation quality and contextual accuracy. These systems utilize deep learning algorithms to process large datasets, enabling them to understand and translate the nuances of language with increasing sophistication. This has not only expedited the translation process but also expanded the accessibility of translation services across various languages and regions.

However, the rise of machine translation and AI in the field has also spurred a vital discussion regarding the balance between technological efficiency and human expertise. (cf. Pym, 2011). While MT and AI can handle an extensive array of texts with considerable speed, the subtleties of cultural context, idiomatic expressions, and creative language still require the discerning eye of a human translator. Thus, the current consensus within

the translation community leans towards a hybrid model that leverages the strengths of both machine and human translation. This model utilizes AI and MT as foundational tools that can be refined and enhanced through human expertise to ensure accuracy, cultural relevance, and contextual appropriateness.

The impact of technology on translation extends into the realm of education, where translator training programs are increasingly recognizing the importance of integrating digital tools into their curricula. Understanding and utilizing CAT (Computer-Assisted Translation) tools, translation memory systems, and other digital resources are becoming essential skills for translation students. These tools not only aid in managing large translation projects more efficiently but also ensure consistency and quality in the translation output.

Educational programs are adapting to this technological shift by incorporating practical training in digital translation tools, preparing students to meet the demands of a rapidly evolving industry. This includes familiarizing students with the latest software and platforms used in professional translation, teaching them how to leverage online resources for research and terminology management, and training them in the

nuances of post-editing machine-translated texts.

Furthermore, the curriculum development within translation studies now often includes modules or courses dedicated to translation technology, where students explore the theoretical underpinnings of MT and AI, as well as their practical applications in the field. This comprehensive approach ensures that graduates are not only proficient in traditional translation skills but are also adept at navigating the digital tools and technologies that are shaping the future of the profession.

These issues reflect a broader trend in translation studies education, where the integration of digital tools is increasingly recognized as essential for preparing students to thrive in a technology-driven translation industry. By blending traditional translation competencies with digital literacy, educational programs are laying the groundwork for a new generation of translators who are adept at leveraging technology to enhance their craft.

In short, the role of technology in shaping modern translation practices is undeniable. Machine translation and AI have redefined the parameters of what is possible, offering new opportunities for efficiency and innovation. However, the essence of

translation as an intercultural and linguistic mediation remains intrinsically human. The integration of digital tools in translation workflows and educational programs is not a replacement for human expertise but an enhancement, enabling translators to achieve greater accuracy, consistency, and cultural relevance in their work. As translation studies continue to evolve, the symbiotic relationship between human skill and technological advancement will undoubtedly remain a central theme, guiding the future trajectory of the field.

Cultural Adaptation and Translation

The intersection of cultural adaptation and translation constitutes a critical facet of translation studies, underscoring the complex interplay between linguistic precision and cultural resonance. As the field progresses, the translator's role transcends mere linguistic conversion to embody the nuanced task of cultural mediation. This section explores the inherent challenges and strategies pertinent to cultural adaptation in translation, offering insights into the broader implications for translation work.

Cultural adaptation in translation involves more than the direct transposition of text from one language to another; it necessitates a deep engagement with the cultural contexts that underpin both the source and target languages. (Lefevere, 2017). This process is fraught with challenges, primarily due to the multifarious nature of culture itself, which encompasses idioms, humor, historical references, social norms, and more. A pivotal challenge in this regard is the potential for cultural references in the source text to have no direct equivalents in the target culture, leading to potential misunderstandings or loss of meaning.

One of the primary strategies employed to navigate the complexities of cultural adaptation is domestication, where the translator seeks to make the text as relatable as possible to the target audience by aligning it with their cultural expectations and norms. (Venuti, 2018). This approach often involves the modification or replacement of culturally specific references that may not resonate with the target audience. Conversely, the strategy of foreignization retains the cultural elements of the source text, encouraging the target audience to engage with and appreciate the cultural distinctiveness of the original. Both strategies have their merits and are chosen based on the desired impact of the translation and the specific context of the translation project.

The intricacies of cultural adaptation are further exemplified in the translation of

literary works, where cultural elements are deeply intertwined with narrative and character development. Literary translation, therefore, demands not only a mastery of language but also a profound understanding of the cultural landscapes that shape the source and target texts. The translator must strike a delicate balance between fidelity to the original and the cultural accessibility of the translation, a task that requires both creativity and cultural sensitivity.

In the area of technical and professional translation, such as legal, medical, or business texts, the challenge of cultural adaptation takes on a different dimension. Here, the focus shifts to ensuring that the translation adheres to the professional norms and terminologies of the target culture while maintaining the accuracy and integrity of the original text. This necessitates a comprehensive understanding of the relevant professional domains in both the source and target cultures, highlighting the interdisciplinary nature of translation studies.

Translation projects usually tackle the practical applications and outcomes of different cultural adaptation strategies. For instance, the translation of marketing materials often employs a high degree of domestication to ensure that the promotional messages resonate with the cultural values

and preferences of the target audience. This process might involve not only the translation of text but also the adaptation of visuals, colors, and branding elements to align with cultural perceptions and tastes. (Cintas & Remael, 2007).

Another example is the translation of idiomatic expressions and proverbs, which are deeply rooted in the cultural and historical contexts of their origin. (Bassnett, 2014). Translators might opt for equivalent idioms in the target language that convey similar sentiments, even if the literal meanings differ. Alternatively, they might provide explanatory footnotes or glossaries to offer the target audience insights into the cultural significance of these expressions, thus enriching the intercultural exchange facilitated by translation.

The translation of multimedia content, such as film and television, also presents unique challenges and opportunities for cultural adaptation. Subtitling and dubbing, for instance, require careful consideration of linguistic conciseness, timing, and cultural appropriateness. (Cintas, & Anderman, 2009). Translators must navigate the auditory and visual elements of the content, adapting cultural references, humor, and colloquialisms in a way that maintains the coherence and appeal of the original for the

target audience. In the academic realm, the translation of scholarly works involves a nuanced understanding of the disciplinary contexts and terminologies specific to different cultural and linguistic traditions. Translators must ensure that the specialized content remains accessible and relevant to the target academic community, which may involve adapting examples, case studies, and references to resonate with the target audience's knowledge base and research interests.

The strategies and challenges associated with cultural adaptation in translation underscore the translator's role as an intercultural communicator. (Faiq, 2004; 2007). This facet of translation work not only demands linguistic proficiency but also a deep engagement with the cultural dimensions that inform both the source and target texts. As translation studies continue to evolve, the exploration of cultural adaptation strategies remains a vital area of research and practice, reflecting the ongoing dialogue between languages and cultures in an increasingly interconnected world.

Educational Innovations in Translator Training

Emerging from the intricate interplay between cultural adaptation and translation is the imperative for educational innovations within translator training programs. The evolving landscape of translation, characterized by rapid technological advancements and the growing complexity of cross-cultural communication, necessitates a reevaluation of pedagogical approaches in translator education. This section provides an overview of current trends in translator training, with a focus on interactive methodologies and specialized training, which are pivotal in equipping future translators with the requisite skills to navigate the multifaceted challenges of the profession.

Contemporary translator education increasingly embraces a holistic approach that extends beyond traditional linguistic competencies to include technological proficiency, cultural literacy, and ethical considerations inherent in translation work. This comprehensive educational model reflects the multifunctional role of translators as linguistic experts, cultural mediators, and technical operators. Central to this model is the incorporation of interactive methodologies that foster active learning, critical thinking, and practical problem-solving skills. Simulation exercises, project-based learning, and collaborative workshops are exemplary of such methodologies, offering

students immersive experiences that mirror real-world translation challenges.

In terms of technology, many translator training programs are integrating courses on Computer-Assisted Translation (CAT) tools, machine translation platforms, and localization software, recognizing the indispensable role of technology in contemporary translation practice. This curriculum component not only familiarizes students with the operational aspects of these tools but also encourages critical engagement with the ethical and qualitative dimensions of technology-assisted translation. Discussions on the implications of machine translation for translator autonomy, the quality of translated texts, and the preservation of cultural nuances are integral to this discourse, fostering a nuanced understanding of technology's role in the field.

Specialized training in translator education addresses the diverse contexts in which translation occurs, ranging from literary and audiovisual translation to legal, medical, and technical translation. Each of these specializations presents unique challenges and requirements, necessitating tailored training programs that provide in-depth knowledge of the specific domain, its terminologies, conventions, and ethical considerations. For instance, literary

translation courses might focus on the creative aspects of translation, encouraging students to engage with literary texts not only as linguistic constructs but as cultural artifacts imbued with aesthetic and narrative complexities. Conversely, legal translation training emphasizes the precision, consistency, and legal acumen required to navigate the intricacies of legal documents and proceedings across different jurisdictions.

The trend towards interdisciplinary collaboration in translator training further enriches the educational experience, drawing on insights from fields such as cultural studies, information technology, and domain-specific disciplines relevant to specialized translation areas. This interdisciplinary approach fosters a broader intellectual horizon among translation students, equipping them with the analytical tools to engage with texts in a holistic manner that accounts for linguistic, cultural, and contextual factors.

Moreover, the growing emphasis on ethical training within translation programs reflects the recognition of translators' ethical responsibilities in their professional practice. Courses on translation ethics explore the principles that guide translators' decisions, including fidelity to the source text, impartiality, confidentiality, and cultural sensitivity. (cf. Baker, 2011). These discussions

are crucial in preparing students to navigate the moral dilemmas they may encounter in their careers, ensuring that they act with integrity and professionalism in their translation work.

Contributions within the field of translation studies are continuously proposing innovative approaches to translator education, reflecting the dynamic nature of the discipline. Research and scholarly discourse on pedagogical strategies, curriculum development, and assessment methodologies contribute to an ongoing dialogue on how best to prepare translation students for the demands of the profession. (cf. Baker, 2011).

For example, studies on the efficacy of blended learning models, which combine online and in-person instruction, offer insights into how digital platforms can enhance accessibility and flexibility in translator training. Similarly, research on competency-based education in translation highlights the importance of aligning training programs with the competencies required in professional practice, ensuring that graduates are well-equipped to enter the workforce. In the context of higher education and in response to the shift caused by the COVID-19 pandemic, blended learning has been explored for its potential to enhance student learning

experiences, engagement, and outcomes. (Lalima et el, 2017; Patnaik, 2021).

One study emphasized the importance of integrating face-to-face sessions in blended learning to foster social interaction and communication skills, highlighting that students often prefer the personal interaction aspect of learning despite recognizing the benefits of online sessions. The effectiveness of blended learning was linked to various factors, including motivation, satisfaction, performance, and knowledge construction among students. High motivation, in particular, was associated with better performance and persistence in courses, while satisfaction with blended learning was influenced by factors such as ease of use of the learning management system and prompt feedback from instructors. The study also suggested that learner-teacher interactions in face-to-face sessions contribute significantly to learning effectiveness due to the psychological closeness and various verbal and non-verbal cues exchanged during in-person interactions (cf. International Journal of Educational Technology in Higher Education).

Another research project aimed to evaluate the effectiveness of blended learning from undergraduates' perspectives, utilizing structural equation modeling to assess the

relationship between blended learning effectiveness and student learning outcomes. The study identified key components of blended learning, such as course overview, objectives, assessments, class activities, course resources, and technology support, and found a positive relationship between the effectiveness of blended learning and student learning outcomes. This research highlighted the necessity of exploring essential elements of blended learning in higher education and examining its impact on academic achievement to support student needs effectively. (cf. Yang & Lay, 2024).

These findings underscore the complexity of implementing successful blended learning environments and the need for careful consideration of various elements, including student preferences, motivational factors, and the quality of both online and face-to-face interactions, to achieve optimal learning outcomes.

In short, educational innovations in translator training are characterized by a holistic approach that integrates interactive methodologies, specialized training, technological proficiency, and ethical considerations. These pedagogical advancements are driven by the recognition of the translator's multifaceted role in an increasingly globalized and digitalized world.

As the field of translation studies continues to evolve, so too will the approaches to educating the next generation of translators, ensuring that they possess the diverse skill set required to meet the challenges and opportunities of the profession.

Translating Ancient Philosophical Texts: Bridging Historical and Cultural Complexities

Transitioning from the contemporary challenges and innovations in translator training, we move to the issue of translating ancient philosophical texts. This domain presents its own unique set of challenges, not least due to the historical and cultural complexities embedded within such texts. The translation of ancient works, exemplified by the likes of the Analects of Confucius being one of the topics dealt with in this current issue of the journal, demands not only linguistic prowess but a deep scholarly engagement with the philosophical, cultural, and historical contexts from which these texts emerge.

Ancient philosophical texts are often steeped in metaphorical language and terminological precision, both of which pose significant challenges to the translator. The metaphors used in ancient texts frequently draw on cultural and natural phenomena familiar to contemporary audiences of the time but

potentially obscure to modern readers. The task of the translator, therefore, extends beyond the mere linguistic translation to encompass the illumination of these metaphors in a way that resonates with and is understandable to a contemporary audience. This often requires a comprehensive background in the source culture's history, literature, and philosophy, as well as a creative approach to rendering these metaphors in the target language. (cf. Allaithy, v.13, Issue 14, 2023, pp. 125-153)

Terminological precision is another hallmark of ancient philosophical works. Philosophers often coin new terms or employ existing words in novel ways to articulate complex concepts. In translating these texts, maintaining the precision and nuance of such terminology is paramount. The translator must navigate the fine line between adherence to the original term's connotations and the target language's conceptual frameworks. This task is complicated by the evolution of language and the potential absence of direct equivalents in the target language for the philosophical terms used in the source text.

The translation of the Analects of Confucius serves as a pertinent example of these challenges. The Analects, a foundational text in Chinese philosophy, is replete with idiomatic expressions, historical references, and philosophical concepts that are deeply rooted in ancient Chinese culture. Translators of the Analects must grapple with the text's conciseness and the layered meanings of its passages, which often encapsulate broader philosophical discourses within a few succinct phrases. The challenge here lies in conveying the depth and breadth of Confucius's teachings in a manner that is both faithful to the original and accessible to modern readers from diverse cultural backgrounds. (cf. Eno, 2015).

The synthesis of articles within the current issue of the journal that explore the translation and adaptation of ancient philosophical works sheds light on innovative approaches to these challenges. Scholars contributing to this issue have employed a variety of methodologies, from comparative linguistic analysis to interdisciplinary research that draws on history, philosophy, and literary studies. These articles not only highlight the complexity of translating ancient texts but also contribute to our understanding of the philosophical, cultural, and historical contexts that shape these works.

One approach involves the use of annotated translations, where translators provide extensive footnotes, endnotes, or commentaries to elucidate cultural

references, historical figures, and philosophical concepts for the reader. This method allows for a deeper engagement with the text, offering readers insights into the source culture and the philosophical discourse encapsulated within the work.

Another innovative approach is the collaborative translation process, where translators work alongside scholars from various disciplines to ensure that the translation captures the multifaceted nature of the original text. This collaborative model fosters a dialogue between translators and subject matter experts, enriching the translation process and resulting in a more nuanced and contextually informed rendition of the original work.

The contributions within this issue underscore the importance of interdisciplinary research in translating ancient philosophical texts. They advocate for a translation practice that is not only linguistically rigorous but also deeply embedded in a scholarly exploration of the source text's cultural, historical, and philosophical dimensions. Such an approach enhances our understanding of ancient works and facilitates their accessibility to a global audience, bridging the gap between past and present, and between diverse cultures and traditions.

In sum, the translation of ancient philosophical texts embodies a complex interplay between language, culture, and philosophy. The unique challenges presented by these works demand innovative strategies that go beyond conventional translation practices, inviting a deeper scholarly engagement with the texts and their contexts. The contributions within this issue of the journal offer valuable insights into these challenges and strategies, enriching the field of translation studies and fostering a greater appreciation for the rich heritage of ancient philosophical thought.

Ethnolinguistic Specificity and Translation

The profound impact of linguistic diversity on translation practices is a critical area of exploration within the field of translation studies. This diversity, arising from the unique cultural, historical, and social contexts that shape each language, presents a complex landscape for translators. They are tasked with navigating the semantic and syntactic differences as well as the cultural foundations that give each language its distinct character.

The challenge of translation is heightened by the variety of grammatical structures, idiomatic expressions, and cultural references found across languages. Translators often encounter terms and concepts that are deeply

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rooted in the source culture, lacking clear counterparts in the target language. This scenario calls for a culturally sensitive approach that extends beyond mere literal translation.

Idiomatic expressions exemplify the difficulties posed by cultural and historical contexts. These expressions, meaningful within one culture, might lose their significance or become confusing when transposed into another cultural context. Therefore, translators must employ creative strategies to retain the cultural essence of these expressions while conveying their intended meaning in the target language.

Scholarly work highlights the intricate relationship between language and culture, stressing the importance of understanding ethnolinguistic specificity. By analyzing languages comparatively, researchers uncover the varied perspectives through which different linguistic communities view the world. This concept of linguistic relativity emphasizes the need for a translation approach informed by cultural nuances.

For instance, comparative studies of Japanese and English demonstrate the linguistic encoding of social norms, such as politeness and hierarchy, which are deeply integrated into the Japanese language through its system of honorifics. Translating Japanese texts into English, thus, involves not only converting the language but also interpreting and adapting the cultural content.

Recognizing ethnolinguistic specificity is crucial for effective translation practice, necessitating a shift towards a holistic approach that encompasses cultural competence. Translators must be capable of interpreting the cultural meanings embedded within language, producing translations that not only resonate with the target audience but also respect the source text's cultural authenticity.

This awareness is particularly vital in literary translation, where the translator must carefully navigate the cultural and stylistic subtleties of the source text. Similarly, in technical and specialized translations, like legal or medical texts, familiarity with the specific terminologies and conceptual frameworks of the respective linguistic communities is essential.

The exploration into ethnolinguistic specificity reveals the deep connection between language, culture, and cognition. As translators contend with the diverse challenges presented by linguistic diversity, their role evolves beyond simple language conversion to that of intercultural mediators.

This dynamic and collaborative translation process fosters a dialogue that enhances cross-cultural understanding, positioning translators as both linguists and cultural interpreters equipped to bridge the divides between languages and cultures. (cf. Hurko et el, 2024)

Research Summary

In my research, the aim has been to chart the evolving landscape of translation studies through a lens that melds cultural insights, technological progress, and pedagogical innovation. The work is driven by the conviction that the role of translators extends far beyond mere linguistic proficiency; they are cultural mediators, adept at navigating the complexities that global communication and the digital revolution have introduced.

The paper has addressed how technology—specifically machine translation and artificial intelligence—has reshaped our practices and identities as translators. This study also scrutinized the intricacies of cultural adaptation within translation, underscoring the imperative for translators to meld linguistic acumen with a profound understanding of diverse cultures. Additionally, it explored the forefront of educational innovation in translator training, advocating for curricula that harmonize

traditional competencies with the imperatives of digital literacy and cultural sensitivity.

The paper has shed some light on the formidable challenges presented by the translation of ancient philosophical texts and emphasized the critical need for translators to immerse themselves in the historical and cultural tapestries of these texts. Moreover, it has underscored the indispensable role of interdisciplinarity in equipping translators to meet the variegated demands of our globalized, technologically advanced society.

Findings

It is evident that the field of translation studies is undergoing a profound transformation. The confluence of language, culture, and technology is crafting a new paradigm for our practices. The advent of AI and machine translation, while offering unparalleled efficiency and accessibility, also prompts us to ponder the irreplaceable subtleties of human expertise. This technological tide has not only democratized access to translation services but has also nurtured a hybrid model of translation where human ingenuity and cultural intuition enhance machine-generated outputs, ensuring translations that are both accurate and culturally resonant.

Additionally, this study has revealed the paramount importance of cultural

understanding in translation. In today's interconnected world, translators transcend their traditional roles, acting as bridges that span linguistic divides with empathy and cultural acumen. This capability is essential for navigating the nuances of intercultural communication, ensuring translations that are both linguistically faithful and culturally attuned.

The innovations in translator training highlighted here are instrumental for preparing future translators for the multifaceted landscape of our profession. The integration of interactive methodologies, technological proficiency, and ethical considerations into translator education epitomizes a holistic approach that aligns with the practical realities and challenges of our field.

Furthermore, this research touched up the complexities inherent in translating ancient philosophical texts, demanding not only linguistic finesse but also a deep scholarly engagement with the cultural, historical, and philosophical foundations of the source material. This pursuit underlines the significance of interdisciplinary research in translation, advocating for a practice that is richly informed by a broad spectrum of academic disciplines.

Concluding Remarks

As we conclude this exploration of the multifaceted nature of translation studies, we stand at the intersection of linguistic diversity, technological advancement, and cultural intricacies, all of which shape the modern practice and theory of translation. The articles presented in this issue of the Dragoman journal collectively illuminate the dynamic and evolving landscape of translation, emphasizing the translator's role not merely as a conduit for language exchange but as a pivotal mediator of cultural dialogue.

The integration of technology in translation practices, highlighted in our discussions, represents a significant shift towards a more nuanced and efficient approach to translation. The advent of machine translation and artificial intelligence, while presenting challenges, has also opened new horizons for enhancing the translator's toolkit. The complementary relationship between human expertise and technological innovation emerges as a key theme, advocating for a balanced approach that leverages the best of both worlds to achieve translations that are not only accurate but also culturally resonant.

Furthermore, the focus on cultural adaptation in translation underscores the critical importance of cultural sensitivity and

awareness in the translator's work. The intricate process of adapting texts to fit the cultural context of the target audience, while preserving the essence of the original, highlights the nuanced skill set required in the translation profession. This delicate balancing act between fidelity to the source text and adaptability to the target culture is emblematic of the translator's role as an intercultural communicator.

The insights into educational innovations in translator training emphasize the need for a comprehensive and forward-thinking approach to preparing future translators. The incorporation of interactive methodologies, specialized training, and a deep engagement with technology reflects a broader recognition of the evolving demands of the translation industry. These pedagogical advancements ensure that translator education remains aligned with the practical realities and challenges of professional translation work.

Translating ancient philosophical texts, as discussed in this issue, presents a unique set of challenges that require a deep scholarly engagement with the source material. The translation of such texts is not merely an academic exercise but a bridge that connects contemporary readers with the rich intellectual heritage of the past. The methodologies and strategies explored in this

issue shed light on the innovative approaches that can facilitate a more nuanced and contextually informed translation of ancient works.

The exploration of ethnolinguistic specificity in translation brings to the forefront the profound impact of linguistic diversity on translation practices. The recognition of the intricate relationship between language, culture, and cognition reinforces the necessity for translators to function as cultural interpreters. This perspective not only enhances the quality of translation but also contributes to the broader dialogue between cultures, fostering mutual understanding and respect.

In short, the articles featured in this issue of the Dragoman journal collectively advocate for a holistic view of translation that encompasses linguistic precision, cultural intelligence, and technological proficiency. As the field of translation studies continues to evolve, the integration of these diverse elements will undoubtedly shape the future trajectory of the discipline. The contributions within this issue, therefore, not only reflect the current state of translation studies but also pave the way for future explorations and innovations in this dynamic and ever-important field.

Future Directions

In considering the future directions of translation studies, it is essential to recognize the rapid advancements and emerging trends that are shaping the field. The integration of cutting-edge technologies, such as artificial intelligence (AI) and neural machine translation (NMT), presents both opportunities and challenges for translation practices and research. Future explorations could focus on the ethical implications of AI in translation, ensuring that technology enhances rather than undermines the translator's role. Additionally, the increasing importance of localization in a globalized market demands further investigation into how cultural nuances are navigated in translation processes.

Another promising area for future research lies in the pedagogical strategies employed in translator training. The impact of innovative teaching methods, including gamification, virtual reality (VR), and augmented reality (AR), on learning outcomes warrants deeper investigation. These technologies offer immersive learning experiences that could significantly enhance understanding of complex linguistic and cultural concepts.

Furthermore, the growing field of community translation and interpreting, particularly in humanitarian contexts, highlights the need for studies focused on the social responsibility of translators and interpreters. Research could explore how translation services can be more effectively deployed in crisis situations to bridge language barriers and facilitate communication.

The evolving landscape of digital content and multimedia also calls for expanded research in audiovisual translation, including subtitling, dubbing, and audio description. As media consumption patterns change, so too do the demands on translators to adapt content for diverse global audiences.

Lastly, the interdisciplinary nature of translation studies suggests a fruitful avenue for future research through collaborations with fields such as computational linguistics, cultural studies, and cognitive science. These interdisciplinary approaches can offer fresh insights into the cognitive processes involved in translation, the role of translation in cultural exchange, and the development of more sophisticated translation technologies.

As this field continues to evolve, embracing these multidimensional perspectives will be indispensable in shaping the future trajectory of translation practices, ensuring their relevance, efficacy, and cultural sensitivity

amidst the rapid changes of our global context.

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