

Conclusion. Educational institutions can use the research materials for term papers and graduation works, as well as for in-depth study for people who are interested in intercultural communication. The hypothesis that the British prefer personal congratulations has been confirmed, while Belarusians prefer to send congratulations in messages. In other cases, the hypothesis was refuted.

References

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APOLOGIES IN BELARUS AND THE TARGET CULTURE

Introduction. Apologies are an important part of interpersonal communication, reflecting cultural norms and values. Studying the ways of apologizing helps us to understand how social norms and values influence communication, reveal the mechanisms of relationship restoration, moreover, it can help avoid conflicts and improve cooperation. This cross-cultural research focuses on remedial apologies, which are reactions to offenses, such as violation of social norms or failure to fulfill personal expectations. This research is necessary because there are few studies which compare this speech act in Belarus and the UK. The purpose of this work is to investigate how Belarusian and British people express apologies, compare the results and analyze cultural similarities and differences.

Main part. According to Merriam Webster dictionary, apology is defined as “an admission of error or discourtesy accompanied by an expression of regret” [1]. The strategies people use for apologizing change substantially across cultures because countries have different social rules for being polite and interacting with others [2, p. 3677].

The subject of research is the ways of apologizing in Belarus and the UK. The objectives are to find out common features in the two cultures and to determine cultural peculiarities. The methods include literature review, the survey, and the analysis of the obtained data.

This study was undertaken in two countries. It was hypothesized that the British people apologize and use metaphor statements more often than the Belarusians.

In the first stage of the study, we prepared a list of questions for the survey. The respondents included 20 people from the UK and 20 people from Belarus, 60 % were females, and 40 % were males. The survey was done by means of Google Forms. The questions and obtained answers are presented in Table 1.

Table 1 — Apologizing in Belarus and Britain

Question (Answer option)	Answers					
	Belarusians			British		
	Number of respondents	Number of answers	Percentage	Number of respondents	Number of answers	Percentage
1. How important is to apologize in informal situations?						
Very important	20	6	30 %	20	11	55 %
Important, but not critical		14	70 %		9	45 %
Not very important		0	0 %		0	0 %
Not important at all		0	0 %		0	0 %
2. How do you prefer to apologize: face-to-face or on the internet?						
Face-to-face	20	12	60 %	20	8	40 %
On the internet		0	0 %		2	10 %
Both ways		8	40 %		10	50 %
3. What way of apologizing do you use most often?						
The words “Sorry” or “Excuse me”	20	14	70 %	20	10	50 %
Humorous expressions		1	5 %		3	15 %
A personal explanation of the situation		4	20 %		7	35 %
Giving a small gift		1	5 %		0	0 %
4. What do you usually do after apologizing?						
Wait for the other person’s reaction	20	8	40 %	20	12	60 %
Try to fix the situation		9	45 %		5	25 %
Immediately switch to another topic		1	5 %		1	5 %
I didn’t think about it		2	10 %		2	10 %

End of Table 1

Question (Answer option)	Answers					
	Belarusians			British		
	Number of respondents	Number of answers	Percentage	Number of respondents	Number of answers	Percentage
5. Which of the following ways of apologizing do you find most effective?						
Short ways	20	16	80 %	20	4	20 %
Ways with explanations		3	15 %		11	55 %
Using a physical gesture (hug, pat on the shoulder)		1	5 %		4	20 %
Written apology (message, letter)		0	0 %		1	5 %
6. Do you think about the possibility of offending a partner in conversation?						
Yes, I often think about it	20	3	15 %	20	9	45 %
I rarely think about it		1	5 %		4	20 %
No, I don't think about it.		12	60 %		1	5 %
Yes, but I try to discuss it with my partner		4	20 %		6	30 %

The goal of the second stage was to find similarities and differences in the ways people apologize in two countries. A comparative analysis of the approaches of Belarusians and Britons to apologies shows both common features and differences in their practices.

The common feature is using standardized phrases. In both cultures, the most common words for apology are "Sorry" and "Excuse me" / «Извини(те)», «Прости(те)». This indicates a similarity in the basic forms of communication and the need to admit mistakes.

Also, we revealed some differences.

1. The importance of apologies: the Belarusians consider apologies important but not critical, whereas more British emphasize their importance in informal situations. This may indicate peculiarities in their perception of social norms, expectations due to the value of privacy in British culture.

2. Communication modes to deliver an apology: the Belarusians prefer to apologize face to face, while the British are more open to use the Internet. This reflects preferable approaches to interpersonal contacts, and the role of technology.

3. Reaction to an apology: the majority of Belarusians seek to fix the situation after an apology (45 %), while the British (60 %) wait for the reaction from the other side. This may indicate differences in the desire to rebuild relationships in collectivistic and individualistic cultures.

The obtained empirical data on the use of metaphorical expressions of British and Belarusians in informal situations are presented in Table 2. Analyzing all the answers we found out that the British people use metaphorical expressions more often than the Belarusians. The usage of such expressions emphasize that British culture is traditionally rich in metaphors, and the use of figurative language is an important part of communication. This is evident in literature, everyday speech, and even in the media.

Table 2 — Examples of apologies

British answers	Belarusian answers
1. I'm really sorry.	1. Извини, что обидел.
2. I'm so sorry.	2. Извини, пожалуйста, я не хотела.
3. I want to do whatever it takes to make this right.	3. Прости, пожалуйста.
4. I am very sorry for what I did.	4. Извините за беспокойство.
5. I hope you can forgive me.	5. Извините, что обидел Вас.
6. It's human to make mistakes.	6. Простите, что побеспокоил Вас.
7. I'm sorry.	7. Простите за моё плохое поведение.
8. Sorry sincerely.	8. Извините, что причинил Вам вред.
9. I'm sorry that I overstepped my bounds.	9. Простите за мое плохое поведение.
10. I regret my actions.	10. Прости, что, не подумав, сказал это
11. I'm sorry for offending you.	
12. I'm sorry I didn't mean to do it.	
13. I owe you an apology.	
14. I stepped on your toes.	
15. I'm sorry for the mix-up.	
16. I didn't mean to cause a stir.	
17. I'm sorry for inconvenience.	
18. I was out of line	

Conclusion. The hypothesis that the British people apologize and use metaphor statements more often is true partially, because people in both cultures regard apologies as an important act of politeness. This project helps us understand British and Belarusian culture deeper. The obtained data may be used while teaching British culture in school and in tourism to prevent misunderstandings between people.

References

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THE USE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE CLASSES IN BELARUS AND THE DEVELOPED COUNTRIES

Introduction. The age of digitalization and globalization requires educational systems to use new technologies. Artificial intelligence (AI) is becoming an important tool in teaching, making it possible to improve the quality of education and make it more accessible. Artificial Intelligence is an area of study concerned with making computers copy intelligent human behaviour according to the Oxford dictionary [1].

Main part. There is a contradiction between the demands of students who represent generations Alpha and Z and the influence of traditional teaching methods which neglect the education value of AI. "Z Generation" is for those who were born between 1990 and 2010. The "Alpha Generation" belongs to the group born after 2010. Technology has been a part of the everyday lives of the Z generation and Alpha generation. Usage of gadgets have also dominated the lives of children which helped sharpen their brain and improve the medium of language skills and learning. Generation Z feels more comfortable interacting online with their peers rather than face to face. The technology has impacted the generation in such a way that the students no longer find information through the traditional methods rather require instant information through search engines. These generation students need technologically advanced teaching methods as they can access information quickly and multitask very well. Generation Alpha kids are highly dynamic and tech-savvy and thus it calls for the urgent need to change the conventional teaching methods with much faster and technologically oriented one [2].

The necessity of researching the indicated subject is determined by the fact to upgrade teaching strategies by means of incorporation of teaching experience abroad. The purpose of this research is to analyze and compare methods and approaches to the use of artificial intelligence in teaching foreign languages in Belarus and developed countries.

This study was conducted in several countries among foreign language teachers. The respondents of the survey included 20 teachers from developed countries and 20 teachers from Belarus. The survey was done by means of Internet technology. It was hypothesized that student-oriented approach is used more frequently in the developed countries. The research methods include literature analysis, a survey of Belarusian teachers and teachers from developed countries.

The present research was organized in two stages. The goal of the first stage was to make a list of questions for the survey. The questions and obtained answers are presented in Table 1.

Table 1 — The use of AI in foreign language classes in Belarus and developed countries

Question (Answer option)	Answers					
	Belarus			Developed countries		
	Number of respondents	Number of answers	Percentage	Number of respondents	Number of answers	Percentage
How often do you use AI in teaching?						
Often	20	7	35 %	20	10	50 %
Not often		8	40 %		9	45 %
Never		5	25 %		1	5 %
Does AI help you diversify teaching and learning?						
Completely replaces traditional methods	20	1	5 %	20	2	10 %
Complements traditional methods		14	70 %		17	85 %
I don't see the benefit		5	25 %		1	5 %
How do you assess the impact of AI on student motivation?						
Positive	20	5	25 %	20	11	55 %
Negative		3	15 %		0	0 %
Both		10	50 %		8	40 %
None		2	10 %		1	5 %
Do you think AI technologies will replace traditional teaching methods?						
Yes, completely	20	1	5 %	20	2	10 %
Partially		14	70 %		16	80 %
No, never		5	25 %		2	10 %