

speech cues: *A gdeya?*; generic nominations (direct name): *Bruschatka, Ice Palace, Tennis court, Skate park, Billiards, Cinema-Room, Animal Park* [1; 2].

The classification of naming places of youth leisure activities highlights important naming principles that help attract a target audience. In the year marking the 80th anniversary of the liberation of Belarus in the Great Patriotic War, an initiative group from Gymnasium № 5 proposed to create a workout area on its territory. Considering our own classification of lexical — semantic features of ergonyms, we suggest the following names for this area:

- *CrossFit Harmony* (capitalization and graphic eclecticism combining different styles);
- *The Dynamics of Success* (synecdoche and graphic eclecticism — where ‘success’ stands for results of hard work);
- *Boundless Possibilities* (positional compatibility is a new meaning through a combination of words).

**Conclusion.** As a result of the research, we developed an interactive map dedicated to popular leisure places for youth in Baranavichy, based on the Google Maps platform. This map is part of an online resource called “*Baranovichy*”: *Inspiration for Youth*, which is an interactive platform designed to systematize information about available leisure options for young people. The main purpose of the site is to create a community where young people can share their impressions and discover exciting new places to relax and socialize. The interactive nature of the map allows users not only to find various places but also to engage with them.

Our working hypothesis is confirmed: lexico-semantic features of the names for youth leisure venues shape urban identity perceptions among young people, influencing their choices and preferences.

Looking ahead, we plan to use the obtained theoretical results and practical outcomes of this research to promote the development of the workout site on the territory of the State Educational Institution “Gymnasium № 5, Baranavichy” within the information space to translate our interactive map into the Chinese language because the city of Baranavichy is dynamically developing, more and more joint ventures are being built and many Chinese tourists are visiting our city.

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### THE RELEVANCE OF TEACHING NATIONAL AND ANGLO-AMERICAN LITERATURES IN TERMS OF CLIL EDUCATION

**Introduction.** The integration of language learning with subject content has become increasingly important in modern education, making CLIL (Content and Language Integrated Learning) a highly relevant approach, especially in the study of literature. This method allows students to engage deeply with national and Anglo-American literary works while simultaneously developing their foreign language skills. By combining content and language learning, CLIL not only enhances students’ comprehension and critical thinking but also prepares them for effective communication in a globalized world. This dual focus creates a more immersive and meaningful educational experience, fostering both cultural awareness and linguistic proficiency.

The idea of an integrated subject and language training (CLIL) is not new in the methodology. The term CLIL (Content and Language Integrated Learning) was introduced into science by David Marsh in 1994 to refer to a learning process in which the content of a subject/discipline is studied through an additional (foreign) language. Moreover, a foreign language within the framework of this methodological approach, is considered as a means of mastering the content of the subject and the purpose of instruction: “CLIL is a dual, focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective promoting both content and language mastery to pre-defined levels” [As cited in: 1, p. 16].

**Main part.** One of the most compelling benefits of CLIL is its ability to foster enhanced language proficiency. Adrian and Mangado [2] explain that by immersing students in subject content delivered in their target language, CLIL encourages them to engage in natural and meaningful language production. Rather than relying solely on rote memorization and contrived examples, CLIL prompts students to actively apply language skills within real-world academic contexts. This not only strengthens communicative language development but also promotes critical thinking and cognitive engagement as students grapple with complex, high-level subject matter. Cenoz and Gorter [3] note

that CLIL students must explore the link between language use and lexical richness, accuracy, and syntactic complexity when expressing subject-specific concepts and ideas. In this way, CLIL offers the twin benefits of building both content knowledge and higher-order cognitive abilities [4]. Language learning should be based on the basic 4 “C”: content, communication, cognition and culture.

1. Content: Progress in knowledge, skills, and understanding related to specific elements of a particular curriculum.
2. Communication: using language for learning and simultaneously learning to use language.
3. Cognition: the development of thinking skills that link the formation of concepts (abstract and concrete), understanding and language.
4. Culture: an introduction to alternative points of view and general ideas that deepen awareness of otherness and self.

CLIL offers immense potential for enriching and inspiring learning, but realizing this potential requires a commitment to pedagogical practices that carefully balance language and content instruction. Some of the several approaches to optimizing CLIL are: provide extensive scaffolding and language support embedded within lessons to aid comprehension and participation. Well-designed graphic organizers, sentence frames, word banks, visuals, and classroom language routines are essential; foster opportunities for purposeful language production through CLIL activities. Well-structured collaborative tasks, discussions, presentations, and writing assignments allow learners to use language as a tool for constructing and communicating meaning; utilize formative assessments to pinpoint ongoing language demands and comprehension gaps. Respond with differentiation and mini lessons to provide targeted language instruction and reinforcement; ensure language learning objectives are consistently emphasized, not just content goals. Language outcomes should be intentionally built into CLIL planning and assessment; promote metalinguistic awareness through comparative analysis of linguistic features in multiple languages. Explicitly teach learning strategies that leverage cross-lingual transfer; provide extensive CLIL-focused training and collaboration opportunities to continually develop teacher capacity and effectiveness [4]. A CLIL approach can foster collaboration and interdisciplinary work among teachers, creating opportunities to develop professional relationships and a sense of community. Through collaboration, teachers can share their knowledge and expertise, learn from one another, and develop new teaching strategies that enhance student learning. Moreover, teachers who feel part of a community are more likely to be satisfied with their work, which can translate into increased job satisfaction and motivation [5].

At Baranavichy State University, a survey was conducted among teachers of National and Anglo-American Literatures to explore their awareness and use of the CLIL approach. The survey aimed to find out whether these educators were familiar with CLIL, considered it relevant to their teaching practice, and if so, how they incorporated it into their lessons. The survey results revealed that knowledge of the CLIL approach is primarily limited to teachers of Anglo-American literature. However, all respondents agreed on the relevance of this teaching method. Interestingly, while all teachers apply CLIL in practice, those teaching national literature often do so without realizing it. The use of CLIL manifests in several ways: interpreting phenomena from the perspective of two cultures, integrating the foreign language naturally through subject teaching according to the specifics of the faculty (such as the linguistics department), and conducting all stages of lessons and types of work in the foreign language due to the practical orientation of the courses.

The updated Law of the Republic of Belarus “On Education”, adopted on January 14, 2022, establishes the fundamental legal framework for the education system in the country. It defines the key principles, goals, and guarantees of the educational process, emphasizing the role of education in personal development and societal progress. Importantly, the law includes provisions that regulate the use of foreign languages in education, promoting the integration of language learning with subject content. This creates a legal basis for modern educational approaches such as CLIL, which combine language acquisition with the study of specific disciplines, thereby supporting the development of both subject expertise and foreign language competence. Through this legislation, Belarus ensures that education remains relevant and responsive to global trends, fostering multilingualism and cross-cultural awareness among students [6].

**Conclusion.** In conclusion, the CLIL approach proves to be highly effective and relevant, particularly in the teaching of national and Anglo-American literatures. It facilitates a dual focus on both language acquisition and content mastery, enabling students to develop deeper linguistic proficiency and critical subject knowledge simultaneously. This method not only enhances communication skills but also promotes cognitive engagement, cultural awareness, and interdisciplinary collaboration among educators. The practical application of CLIL at Baranavichy State University, along with legislative support from the updated Law of the Republic of Belarus “On Education”, underscores its growing importance and potential for enriching the educational experience. Embedding CLIL in literary studies fosters a more immersive, meaningful, and globally oriented learning environment that prepares students for the demands of a multicultural and multilingual world.

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### **EMOTIONAL ENGAGEMENT IN GAME-BASED LEARNING: EXPLORING MEME-INSPIRED DIDACTIC ARCADES**

**Introduction.** Game-based learning (GBL) has demonstrated potential for increasing learner motivation, attention, and retention. However, one of the least systematically addressed dimensions in GBL research is the role of emotional engagement, particularly how affective responses to humor, surprise, or relatability shape cognitive outcomes. By linking linguistic dimensions (lexis, grammar, phonetics) with meme-inspired interactions and tailoring recommendations based on age, interests, and emotional profiles, the project investigates how humor-driven engagement can transform traditional second-language acquisition. Findings from related literature and the design process indicate that emotional resonance is not an incidental byproduct but a central driver of effective learning in game-based environments.

The intersection of education and digital entertainment has become a focal point for pedagogical innovation. While games in education are valued for interactivity and motivation, the role of emotion in such contexts has received comparatively less attention. Emotional engagement is critical in language learning, where affective states influence willingness to communicate, risk-taking, and memory retention. The *Fillion\_arcades* project is a prototype web-based system that combines memes an inherently affective and culturally situated medium with structured didactic tasks. Teachers can upload, curate, and recommend meme-based games to learners, and the system uses AI to update materials annually with new cultural artifacts. This creates a dynamic environment for learners accustomed to fast-evolving digital cultures.

**Main part.** Game-based learning has been shown to improve intrinsic motivation, persistence, and problem-solving. According to Self-Determination Theory [1], games can foster autonomy, competence, and relatedness factors associated with deeper learning. Yet emotional responses to in-game events are often treated as secondary outcomes rather than primary levers. Affective engagement in learning environments denotes the degree to which learners experience positive emotional states such as joy, curiosity, humor, or belonging. Neuroscientific evidence suggests emotionally salient stimuli are more likely to be encoded and recalled. Therefore, integrating humor and culturally relevant content into GBL may amplify cognitive gains. Memes are digital units of culture that rely on humor, irony, and shared context. Their viral spread shows capacity to elicit emotional responses quickly and universally. As multimodal artifacts (image + text + cultural reference), memes can catalyze linguistic and cultural discussion.

The *Fillion\_arcades* system was developed to explore memes, emotional engagement, and language learning. Its design rests on four principles [2]:

1. **Customization by Linguistic Aspect:** Teachers and learners can focus on lexis, grammar, or phonetics to align with curricular goals.
2. **Audience Adaptation:** A short survey captures learner age, interests, and preferred emotional tone, allowing the system to recommend games suited to different profiles.
3. **AI-driven Meme Updating:** The backend integrates external APIs (e.g., Reddit, Giphy) to fetch emerging memes annually. AI moderation filters ensure only age-appropriate, culturally safe memes are retained.
4. **Gamified Arcade Interface:** The site uses an arcade aesthetic to enhance immersion. Technically, the system uses a Node.js backend with JWT authentication, a React frontend with an admin panel, and recommendation algorithms that mix heuristic scoring with embedding-based semantic similarity.

Embedding memes into language tasks leverages humor to lower affective filters. Krashen's affective filter hypothesis suggests negative emotions inhibit input processing, whereas humor and curiosity facilitate acquisition. The survey ensures emotional tone resonates with learners' generational references. For younger learners, playful memes foster relatability; for older learners, nostalgic or explanatory memes may be prioritized. Teachers can ana-