

## NOMINATIVE STRATEGIES IN THE NAMING OF YOUTH LEISURE ESTABLISHMENTS (A CASE STUDY OF BARANAVICHY CITY)

**Introduction.** In today's scientific world, naming is an important subject for study. In this context, there is particular urgency in preserving local cultural identity against the backdrop of globalization through the names of youth gathering places. The information about the most visited places of Baranavichy is in demand among foreign visitors of the Republic of Belarus, who enjoy visa-free access to the country. This information is essential for understanding the city's linguistic portrait and forming the complete city's image from various aspects.

*The subject of the research* is ergonyms denoting the names of youth leisure activity places. *The object of the research* is the linguistic and functional features of these names. *The aim of the research* is to identify local linguopragmatic features of the ergonomic designation of YLAP.

*The objectives of the research are:* to form the theoretical basis for analyzing local ergonyms denoting venues for youth leisure activities; to extract lexical and semantic characteristics of ergonyms that may influence the attractiveness of places; to study and classify youth preferences for visiting YLAP in the city of Baranavichy and the obtained ergonyms denoting them; to apply the obtained linguistic data as an information component of the interactive map of youth leisure venues in Baranavichy.

**Main part.** The material of the research includes local ergonyms denoting the names of places where young people in Baranavichy spend their leisure time, as well as the results of the questionnaire survey. The respondents included 34 students of the 4th and 5th years from the Faculty of Linguistics of Baranavichy State University and 103 students of grades 9, 10, 11 of the State Educational Institution "Gymnasium № 5, Baranavichy". A questionnaire was proposed to respond the question "Please, name the locations in our city where it is convenient for you to spend your free time?" Analyzing the responses, it was concluded that all youth leisure activity venues could be divided into 4 categories: catering, sports establishments, cultural and social activity organizations

According to the study, young people prefer gastronomic establishments (more than 56 %) because they create a comfortable atmosphere that promotes communication and interaction among the youth. The next most popular youth leisure activity venues are sports and cultural facilities (about 20 %). An important problem remains the lack of information about volunteer initiatives, which also affects the involvement of young people in such forms of leisure (about 4 %). Furthermore, each year the wave of volunteer energy in our city is rising as an active life position and sociability help young people find their volunteer activities and contribute to society. For the further research 69 most popular venues were selected, among which 39 refer to gastronomic establishments, 14 — to sports facilities, 13 — to cultural facilities and 3 — to volunteer initiatives.

According to the research data, students of Baranavichy State University primarily prefer cafes, bars and pubs (*DrovaGastropub, Etevi, Sharlott, Hotfix*), and students of gymnasium visit fast food establishments (*KFC, ETOPIZZA, Lodochka*). It was established that the most frequently used lexico-semantic features of argonyms related to gastronomic establishments are culinary names, the names which are not directly related to the profile of the institution, flora and fauna connections and toponyms.

The most commonly used lexico-semantic features of argonyms related to cultural establishments are: the names not directly related to the profile of the institution, generic nomination, flora and fauna connections and association. Having analyzed 69 ergonyms, taking into account their popularity and lexico-semantic features, we have created our own classification of naming places of youth leisure activities:

- 1) according to the design style:
  - based on synecdoche: *DrovaGastropub, Lounge Bar "Ygli"*;
  - transliteration: *Publika, WATA*;
  - graphic eclecticism: *Hotfix Coffee, ReForma, FitFox, El Club, B-ZONE*;
  - capitalization: *DABro, ReForma*;
  - compositional compatibility: *Smile Coffee, Coffee Saund*.
- 2) by reflecting the phenomena of reality:
  - anthroponyms: *Chekhov, Carlyon, Atlant, Nestserka*;
  - toponyms: *Amsterdam, Verona, Province, La Pjazza, Dubovo*;
  - flora and fauna connections: *Osminozhka, Crocus, Capybara, Paparats-kvetka, Murziki, Vorobei, Dopizza, Begemot*;
  - associations: *Pizza Italiana, VolaT, Rai, Vulcan, K-2, DABro, Safit, BezGranits*;
  - culinary names: *Slivki, Et evi, Burger M, ETOPIZZA, Charlott, Vanilla*;
  - type of activity: *Zavari*.

The following names are difficult to classify: they are not directly related to the profile of the institution: *Lodochka, Bochka, Aftograph, Bonsai, Veranda, Svita, Safit, Pyatnitsa, Locomotive, Zvezda, Parallel, Domino's*;

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.

#### References

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A. S. Bobel

*Institution of Education “Baranavichy State University”, Baranavichy, the Republic of Belarus*

## 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