

– call upon the knowledge of a number of languages to make sense of a text;
– recognise words from a common international store in a new guise;
– mediate between individuals with no common language by bringing the whole of their linguistic equipment into play;

– experiment with alternative forms of expression in different languages or dialects, exploiting paralinguistic means and radically simplifying their use of language [6]. Teacher education programs should prepare future teachers for leveraging students' strengths, i.e., the advanced English skills and intercultural competence that they have acquired through their national and transnational experiences, to enrich their teaching practices, rather than experiencing these advantages as a threat to their authority.

Conclusion. To diversify ways of foreign language acquisition is imperative in the modern society, oriented to the social mobility of citizens. Plurilingualism is a life-long process of learning languages of home, society and other peoples, it acknowledges the partial nature of the knowledge anyone can have of one language, be it their mother tongue or not. Therefore, the necessity to develop the plurilingual competence replaces the idea of idealistic native speaker with the aim of an effective pluralistic communicator who draws on their varied repertoire of linguistic and cultural knowledge in a flexible, creative and absolutely individual way. By verbalizing their social roles, convictions, expectations, experiences, teachers-researchers can understand their own representations, and above all their multiple personal and social identities, understand those of the students.

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THE SPEECH ACT “PRAISE” IN AMERICAN PEDAGOGICAL DISCOURSE

Introduction. The focus of this article is on praise as a ritualized social action, which is one of the attributes that distinguish speech behaviour of ethno-cultures. Praise is a type of expressive speech act/action, which conveys the emotional state of the addresser, their feelings, respect, admiration, recognition of the addressee's merits, and is a polite statement about a liked appearance, character traits, deeds. The purpose of a praise is to have a positive effect on the addressee. The speech act “praise” has an expressive purpose, its illocution is to assure the addressee of good intentions, positive attitude through polite, pleasant words.

Main part. While conducting this research, we selected 100 examples of praise given to students of all ages from the works of modern American writers and American films with a predominance of educational theme and teacher-student relationships, using a random sampling method, thus calling our field of research pedagogical discourse. In modern works pedagogical discourse is considered to be a type of institutional discourse, or institutionally programmed type of communication, organized within the framework of an educational institution, that is in the conditions of institutional communication of teacher and students. There are many definitions of pedagogical discourse, but we prefer the one done by T. van Dijk, who interprets it as “a communicative phenomenon, a process in the course of which there is an interaction between a teacher and a learner in the professional pedagogical sphere” [1, p. 178]. He is supported by other researchers, operating with the term “pedagogical discourse” as “containing an indication of the professional environment in which communication takes place” [1, p. 178].

The expression of praise is characterized by certain linguistic means, manifested both on the lexical and syntactic levels. Among the main linguistic means on the lexical level we have found:

- 1) expressive forms including emotionally coloured evaluative adjectives: *Amazing work. Fantastic project completing*;
- 2) emotionally coloured evaluative verbs and nouns: *You're doing good. You're a star, young man. You're a genius*;
- 3) adverbs of measure and degree *so, very, how, too*, reinforcing the addressee's emotional evaluation: *You are so original, so smart*;
- 4) interjections: *Wow, well done*;
- 5) stylistic devices: *It was pretty good, awesome, mind-blowing*.

To the additional means of expressing a positive attitude we refer: appellatives, indirectly expressing a positive attitude to the recipient: *honey, sweetie, dear*; appellatives may include affectionate nicknames of children.

On the syntactic level, the praise is expressed by different types of sentences:

1. The most typical scheme is as follows: subject + compound noun predicate: *You're smart/clever/original*.
2. Superlative adjective constructions: *To me your poem is the best ever*.
3. Question sentences: *Aren't you just clever? She is the wittiest girl in New York?*
4. Exclamatory sentences beginning with What, How, Such: *Such clever little boy! What original mind we are talking about!*
5. Subjunctive constructions beginning with I wish: *I wish I were that smart*.
6. Inversions: *Genius you're...*

It should be noted that the number of speech formulas expressing praise to children is quite high, because in American culture children's achievements, even the smallest ones, are honored with a praiseworthy evaluative statement, they form the emotional base of the child, contributing to their normal mental development and the development of a child's independent, autonomous personality. In this research, praise aimed at learners' successes and achievements at school, extracurricular activities (sports sections, theatre/literary circles) are the most common. As we know, American culture is based on the concept of individualism, which, being an important feature of this society, puts individual freedom, self-realisation and self-determination in the foreground. From an early age, children are taught self-respect and the attitude towards the human person as the highest value [2, p. 176], children are always actively involved in the conversation, they are taught "to stand on their own two feet", i.e., to be independent and autonomous, as only such a person can achieve anything in life independently. These features of the socio-psychological level can also be clearly seen at the linguistic level. In example 1, a satisfied teacher praises his student who has gone to New York University:

1) *That's fantastic. I'm so proud of you* (New York University is one of the most prestigious universities in the USA, the fact that the girl got into it shows her individual achievement) [3, p. 248]. In example 2, the 11-year-old girl did not succeed in her painting, but it was her first experience. Her mentor (the artist) says: 2) *That looks great, Pip. You did a good job* [3, p. 200].

In both examples, the pronoun *You* accentuates the girl's individual achievements. The formulas *that's fantastic, that looks great* and *you did a good job* have a high frequency, spontaneity and represent conventional ritualized social actions. They reflect certain values that exist in English-speaking culture: praise is expressed as encouragement, a marking of a child's individuality, of their personal achievement. Praise is one of the principles of education, the aim of which is to form an independent personality, which is extremely important for individualistic type of cultures.

A prominent feature of American communication is high professionalism, which is the content of praise. Americans are accustomed from childhood to achieving their goals by all means possible. In the following example, a teacher praises his students who have won a competition:

3) *Oh, my God... That was amazing, that was unbelievable, that was actually fun* (School of Rock, 2003). The use of the expressive adjectives *amazing* and *unbelievable* and the noun *fun* creates an impression of excessive hypertrophy from the outside. Such formulas have a high frequency and spontaneity and represent conventional ritualized social actions.

4) In the following example, the teacher is talking to a recent graduate: *You were one of the best writers I have ever had in my class. You are so very talented. Your play is fantastic, remarkable... It's so extraordinary* (The English teacher, 2013). This example is a combination of complimenting and praising both the personal qualities of the person and the product of his work. The use of the superlative degree of an adjective is a typical linguistic example of praise. The use of two adverbs together *so very talented* indicates that the teacher is extremely emotional.

Conclusion. Our research shows that male teachers in American pedagogical discourse are the most frequent recipients of praise, addressing it to both genders, and they use stereotypical, not much varying clichés, rarely these clichés are expressive. We suggest that men do not consider praise to be the best speech means of expressing solidarity, so they verbalize it in etiquette-based social-courteous situations. If this study was conducted in a comparative aspect with the Russian-language pedagogical discourse, there would be a gender aspect, as the majority of teachers in our country are women. Besides, a rather important factor in the choice of a clichéd formula when communicating with children is the status role of gender. However, praise in American pedagogical discourse is devoid of gender influence.

By highlighting the lexical preferences of American teachers, we do not claim to be absolute and have complete conclusions, but we can see that these lexical units reflect the expression of praise at the present stage (21 st century) taking into account the current linguistic situation.

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INDIVIDUALIZED APPROACH TO GAMIFICATION BASED ON MOTIVATIONAL PROFILE IN FOREIGN LANGUAGE LEARNING

Introduction. In the Belarusian system of education the introduction of games in the educational process is happening gradually, mostly in the form of separate elements. The question of gamification efficiency in education touches upon various aspects of game technologies, such as creating a comfortable educational environment [1, p. 232] and the effective educational process [2, p. 25], and most importantly — motivation to learning [3, p. 33]. There is a need to pay attention to the fact that motivational sphere of each particular group of people is grounded on certain basic needs of its representatives. In this regard, it is necessary to implement an individual approach to the creation and application of games in the process of foreign languages learning, taking into account the age features of the group.

On this basis, the relevance of the research is explained by the need to identify and take into account the motivational spheres prevailing in a particular target group of students when choosing game mechanics for creation and using of educational interactive games in the English language learning process.

Main part. The object of the research is the motivational profiles of students learning a foreign language at the third stage of receiving general secondary education.

The subject of the research is game mechanics used in the process of creating educational games taking into account the most common motivational profiles as part of an individualized approach to their choice.

As the product of the research an educational interactive board game is planned. In the creation of the game the age characteristics of students will be taken into account, namely the set of motivational profiles they selected during the research, which will significantly affect the choice of game mechanics used in the process of developing the game.

The material for the research was the curricula and textbooks recommended for the English learning at the 3rd stage of receiving general secondary education, the students' motivational profiles test results, the experimental data obtained by testing the pedagogical effectiveness of the educational board game "Around Belarus".

The aim of the research is to identify experimental data of pedagogical effectiveness of game-based learning of English, taking into account the dominant motivational profiles of students at the 3rd stage of education.

The working hypothesis of the research is that an individual approach to the choice of game mechanics and their correspondence to the motivational profiles of students when creating interactive educational games has a positive effect on the motivation to learn English and increases the level of students' intercultural foreign language competence.

The scientific novelty of the research is in the fact that for the first time in Belarus a prototype of a didactic educational game is created and tested and the attention is paid to the individual approach to the choice of game mechanics on the basis of dominant motivational profiles of students when creating the game.

The theoretical significance of the research results lies in the contribution to the study of the students' motivational profiles and their corresponding game mechanics, which contribute to the improvement of students' intercultural foreign language competence.

The practical value of the research lies in the fact that the results obtained and the educational interactive board game are used in English language learning at the 3rd stage of general secondary education in the state educational establishment "Baranovichi Gymnasium № 5", which significantly improves both motivation, and the level of students' intercultural foreign language competence.

Based on the studied theoretical material and the conducted practical research, we have come to the following conclusions.

Game elements are used in modern society to improve the efficiency of work in various spheres of human activity. The introduction of the game in these spheres contributes to the development of creativity, intuition, persistence in achieving goals, psychological resistance to the constantly changing conditions of work and educational activities. In education games also play an important role. They increase motivation to learning languages and improve intercultural foreign language competence.

The aim of the research was to identify experimental data of pedagogical effectiveness of game-based learning of English, taking into account the dominant motivational profiles of students at the 3rd stage of education.