

Можно заметить, что синтаксические средства выражения похвалы не так разнообразны, как лексические. Наиболее частотным синтаксическим средством выражения похвалы являются повествовательные предложения, наименее распространенным, например, эллиптические предложения и повторы.

Заключение. Таким образом, вышеуказанные характеристики позволяют нам говорить о том, что похвала в американском педагогическом дискурсе реализуется как лексическими, так и синтаксическими средствами. При этом, отметим, что синтаксические средства выражения похвалы не так разнообразны, как лексические.

На лексическом уровне похвала выражается следующими лексическими единицами: существительными, прилагательными, глаголами, междометиями, косвенно аппеллятивами. Наиболее частотными примерами выражения похвалы являются: “good”, “that’s right”, “well done”, “all right”, “excellent”. На синтаксическом уровне похвала реализуется при помощи повествовательных, восклицательных, эллиптических предложений, а также при помощи повторов.

Похвала в любом педагогическом дискурсе, не только американском, является важным инструментом для мотивации учеников и укрепления их самооценки. Педагоги, которые умеют правильно выражать похвалу, обладают не только профессиональными навыками, но и эмоциональной интеллектуальностью. Успех в обучении зависит не только от знаний и компетенций учителя, но и от его способности создавать подходящую атмосферу в классе, которая будет способствовать развитию учеников. Поэтому, педагоги должны постоянно совершенствовать свои навыки и умения в области языкового выражения похвалы, чтобы достигать лучших результатов в обучении.

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SUNDAY ROUTINES IN AMERICAN AND BELARUSIAN CULTURES

Introduction. In cross-cultural communication, when young people first come to a new country, expectations do not always coincide with true life situations. As a result, some barriers occur. Thus, the relevance of the study lies in the necessity to predict situations of cross-cultural misunderstandings when visiting a new country and living in the host family. Knowledge about the habits of people in target culture can have a good effect on the locals’ attitude towards a stranger, promote communication skills, and facilitate adaptation. One of the areas of potential obstacles, which are underestimated in English language lessons at Belarusian schools, are Sunday routines. Though, this area is tricky because students would probably pass much of their time with the host family on Sundays. Being aware of Sunday routine, can be a forceful tool for making better relationships, and having a great start of the week by planning, relaxing, having conversations on a range of topics which are interesting to the both parties, including the peculiarities of Sunday routines in both cultures. The necessity of researching this topic is determined by some differences of Belarusians’ and Americans’ practices. Moreover, this research data could be useful for people who do not want to experience culture shock when they travel to another country, and do more investigation at the pre-departure time.

According to the Cambridge dictionary, routine is understood as the usual series of things that you do at a particular time. Routines are actions you take to care for your time and energy [1]. Good routines can help adults and younger generations feel being together, secure, and effective in some areas. An effective routine can help reduce stress and burn out, improve mental health, etc. In this paper, we will consider human behaviour on Sunday in American and Belarusian cultures, reveal some similarities and differences, and provide examples of weekend experiences in two countries. By studying the routine of the locals on Sunday, we will investigate the tendencies in spending free time in two countries, get a better understanding of a traditional Sunday in the USA, and, probably, start developing adaptation skills to spend a day off in target country.

Main part. There is a well-known difference between the USA and Belarus: that is the fact that Americans see Sunday as the first day of the week, while the Belarusians consider it the last one. There are a number of hypotheses about this difference. Most of them refer to the Bible, and people’s religions, and it needs a separate deeper research. Nowadays, for most Americans, Sunday means a day off or a short working day.

This work is based on the theory of socialization, a process in which people adopt norms, values and customs, and thereby learn the skills and habits that are necessary to function competently and successfully in society [2]. In this respect, according to Russian researchers, students are influenced by social, sports, creative and informal groups [3, p. 519].

This study was undertaken in the course of cross-cultural communication at Baranavichy State University in March 2023. The research was done using a survey. The respondents were 20 students from the USA and Belarus, who are 17—18 years old, both male and female. It was hypothesized that there will be a small match between the behaviour of the two samples on Sunday, and Americans spend more time to socialize.

To compare the behaviours on Sunday, and find out examples of pastimes, we determined three research questions: (1) What are the ways English speakers and Belarusians start their Sunday? (2) With who and where do young people prefer to spend Sundays? (3) What are examples of pastimes on Sunday in both cultures?

The present research was organized in two stages. The purpose of the first stage was to obtain data on each of the questions by interviewing American and Belarusian students, which allows us to find similarities and differences. For this reason, the respondents were asked to answer four questions: three closed and one open-ended question.

In Figure 1, we see that 50 % of the surveyed Americans get up rather late on Sunday, while the other 50 % are “early risers.” As for the Belarusians, 60 % of them sleep longer than other responders.

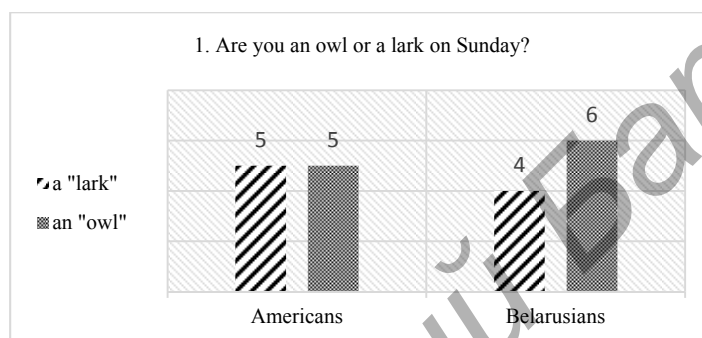


Figure 1 — Number of people getting up early and late on Sunday in compared cultures

That proves a bit more active life style in American youth culture.

As for the second research question, we found out that 60 % of American students spend Sunday with families or friends, while 40 % of them usually spend the day off alone. Similarly, 60 % of Belarusians spend that day with their families, 10 % with friends, and 30 % alone (Figure 2).

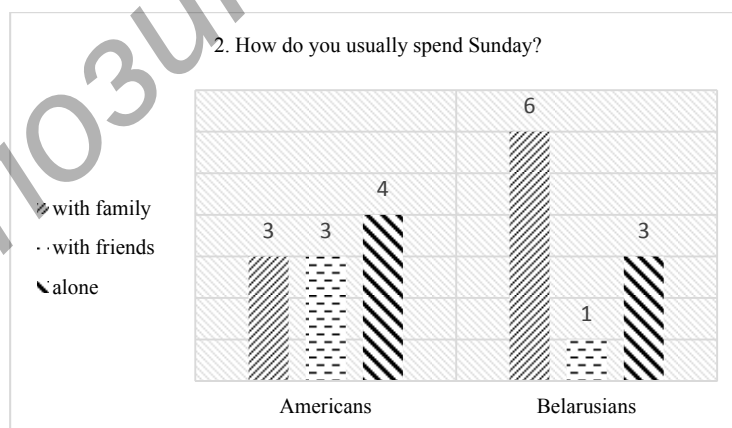


Figure 2 — Statistics of the number of people who prone to individualism

So, we conclude that both groups of people socialize a lot, and the Americans have a tendency to spend Sundays by themselves more than Belarusians which can be related to their individualistic nature. As we know, individualism means the quality of being different from other people and doing things in your own way [4].

Figure 3 shows that 100 % of Americans spend time outdoors, although 50 % of them do not do it every Sunday. Speaking about Belarusian students, 10 % of respondents never spend time outdoors. Based on these data, we can say that probably both parties take their time to socialize with others, though the Belarusians tend to do it less.

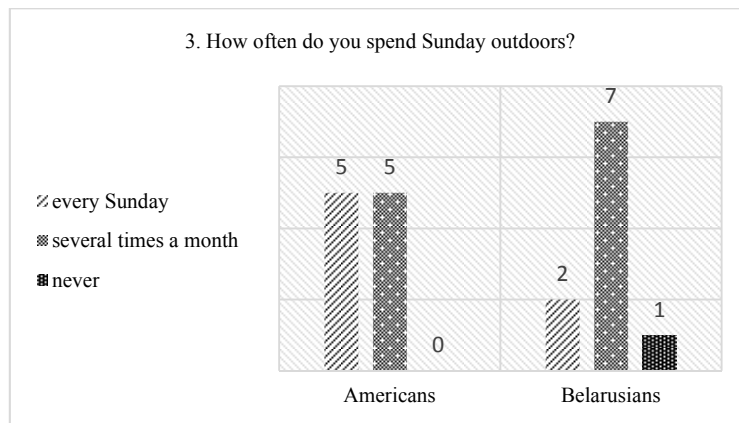


Figure 3 — Frequency of outdoor activities

To find out examples of Sunday routines in both cultures, we asked a question to determine responders' pastimes on Sundays. Altogether there were 18 vs. 12 answers obtained; and about 30 % of Americans attend church services or other church-related events, and use gadgets. On the contrary, the Belarusians are more inclined to carry out activities with family, 40 % of them do homework. As for social activities, 40 % of Americans (in church, sport, with family), and 30 % of Belarusians (with family, brother) do them regularly (Table 1).

Table 1 — Must-do activities on Sunday

Name something you can't imagine your Sunday without			
Responder	American	Responder	Belarusian
1	Church visit, videogames	1	Board games
2	Sleep all day	2	Coffee, homework
3	Watch new TV shows, time with dog	3	Social media, time with brother
4	Watch Netflix all day	4	Movies with family
5	Big dinner with family	5	Conversations with family
6	Homework	6	Homework
7	Church visit, early run, cinema	7	Travel by train
8	Church visit, home tasks, sport	8	Online work
9	Homework, videogames	9	Homework
10	Reading book, big breakfast	10	Social media

Summarizing this part of research, we conclude that these data show young people's preferences and duties, which are the ways of their socialization (or its lack): some students use their time to get more adapted to the society, some invest in their future, some pass time with families, friends or take care of pets. According to this research, the typical way to spend Sunday in the USA sounds like: sleep as much as you like, get brunch with friends and talk with family, relax, do what you like, but don't forget going to church and have family dinner. As for the Belarusians, an average Sunday may be similar, though it includes cleaning the house, doing shopping, and if it is a warm season — working in the garden.

In the second stage of the study, we interpreted the results of the survey. People's practices are determined by their value orientations. A particular value may be very important to one person but not so relevant to another. The role of values as "ideal benchmarks that guide a person's life" [5], is significant in the adolescence, a phase when an individual acquires social skills and competences to fulfill responsibilities and to re-organize oneself. In this research, we found out a few dissimilarities in young people's Sunday routines: American's religious activities, and Belarusians' duties doing homework are among them. They result from American spiritualism, and Belarusian responsibility and order, in our opinion. Also we singled out that some Americans prefer not to socialize on Sunday that can be explained by their individualistic nature. But, in general, looking at must-do activities on Sunday, Americans' activities are a little bit more social oriented.

Conclusion. After analyzing the obtained results, we conclude that the Belarusians' and Americans' Sunday routines are quite similar. Due to the limitations of the study — a small number of responders and insufficient questions in the survey — we could not prove the hypothesis, but we were able to reveal the tendency of Americans' inclination to be more active and socialize more the Belarusians. More research should be done to investigate this subject.

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FOREIGN LANGUAGE AS A MEANS OF CROSS-CULTURAL COMMUNICATION

Introduction. Language is a human communication method or the system through which two people interact. It is used in a particular region or community, for imparting a message, to each other, with the use of words. Language interacts with every other aspect of human life in society. It can be understood only if it is analyzed through its relations with the society. It is a working system of communication in a definite period and in a certain community. Language is used as the product of the community's past and the source of its future development.

Currently, there is an active process of economic integration between countries. This process is facilitated by rapidly developing information technologies, the creation of global and regional organizations (World Trade Organization — WTO), the creation of organizations that solve such problems as: preserving the environment, protecting human rights, etc. Globalization of business makes people from different countries work according to the international standards.

Main part. By studying and improving business English, students not only increase their vocabulary, but also acquire free communication skills with foreign partners. They learn the culture of communication in business, learn the culture of other countries, and learn the diversity of the global business environment.

The main requirement for a modern specialist is an ability to make a decision in the field of his professional activity, which is based on: the search for information, its analysis, as well as an ability to present a decision verbally or in writing in accordance with communication standards. In this way, training becomes focused. Its main goal is to teach students to perform both logical and communicative tasks that can form the basis for doing successful work.

Improving business communication skills is achieved primarily through the collective work of students, i.e. role-playing and discussion of problems in pairs or small groups, organized by the teacher.

It is well known that the collective work of students, i.e. their participation in role-playing games, discussions, debates, business situations (cases), increases their interest in learning the language, helps to create an atmosphere of genuine communication in the classroom. The purpose of the above types of communication activities is to prepare students for an active use of specific language skills, such as: conducting interviews, meetings, presentations, negotiations, etc. in various business situations. Discussion of the problem in small groups involves providing students with contextual framework (tasks) within which they can more deeply express their opinions, make judgments, and make comments.

By collecting and analyzing information, expressing their own judgments, putting forward arguments confirming the correctness of their judgments, drawing conclusions, students learn to communicate.

Such work has several advantages. On the one hand, it promotes an active use of the English language as a mean of transmitting your own thoughts, information, and ideas. In this case, students rely on previously acquired knowledge in the field of language and subject of discussion. On the other hand, such collective work pushes students to a deeper study of the problem, to a deeper study of their specialty.

The primary task of the teacher is to encourage the communication process, thus contributing to the development of interest in the language and chosen specialty. The importance of the collective work of students is emphasized by the fact that cooperation in determining the problem and its solution helps students to learn more effectively in the framework established by the situation or role-playing game. The teacher is a part of this process. His role turns mainly into the role of observer, assistant or adviser, if necessary [1, p. 224].

Without imposing his point of view, the teacher directs the work, attracting as many students as possible to express their opinion about the problem, sometimes limiting the time of speech in order to give a word to each student. The teacher supports the discussion of problems by asking questions, giving time to think, suggesting alternative options or obviously wrong solutions, thus provoking a more active exchange of views.

The teacher should use a methodology that, on the one hand, helps to focus on improving the effectiveness of communicative work, and on the other hand, correctly identifies and selects the most suitable material for training.