

One of the most common borrowings is precisely lexical, because it consists of borrowing only lexical material, and not a completely grammatically formed word.

Types of borrowing: direct borrowings (face, chat), hybrids (game – гамать, relax – релаксировать), calque and semi-calque, exoticisms (hot-dog, cheeseburger), foreign language inclusions (cringe – стыд), crush – объект обожания), composites (second-hand – a store selling clothe that have already been used).

The main reasons for borrowing foreign words into the Russian language: extralinguistic and linguistic. Linguistic reasons include: the absence of an appropriate name/term; ensuring a stylistic effect; the need to specialize concepts in the spheres of human activity; the tendency to eliminate homonymy and polysemy of the “original” word; the tendency to enrich the language with new expressive means. Extralinguistic reasons for borrowing words include: the prestige of a foreign-language word in comparison with the Russian-language equivalent; the deliberate desire of authors and speakers to make the statement more intriguing by using foreign words; the intensive migration of the world's population causes the widespread spread of bilingualism.

The very active process of using Americanisms and Anglicisms causes different reactions among people. Some are concerned about the abuse of these words, since people sometimes still do not have information about their correct use; others, on the contrary, believe that the process of borrowing foreign words is an important step towards unifying the world, towards the process of globalization. One way or another, in the modern world the process of using foreign words has become an almost integral part of any language. And the development of this trend will depend on the needs of the entire language system and the communicative needs of people speaking it.

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ROLE-PLAYING WITH LARGE LANGUAGE MODELS IN TEACHING BUSINESS ENGLISH

Ролевые игры с использованием больших языковых моделей в обучении деловому английскому языку

The use of role play in the pedagogical context of Business English teaching has become widespread. It creates conditions that stimulate the development of spontaneous creative speech of communicants. The topic has undergone extensive academic research, with a corpus of over 58,000 research papers. The emergence of

Large Language Models, particularly those available through LLM-services such as YandexGPT2, GigaChat, ChatGPT and Bard, has opened up new perspectives for improving Business English teaching. The aim of the study is to investigate the linguodidactic potential of role-playing with Large Language Models in the context of Business English teaching.

An LLM, which stands for Large Language Model, is a neural network that has been trained on a large amount of text created by humans. It has the ability to predict the next word or token based on a sequence of words or tokens that have been given as context. Despite the fact that an LLM is fundamentally different from a human, it can convincingly imitate human language use when embedded in a turn-taking dialogue system.

Also, an LLM is a machine that can generate a large number of simulacra, or characters, that are consistent with the context of a conversation. The nature of the simulator allows users to explore different branches of a conversation and keep track of divergences in the narrative.

The role-play framing of LLM-based dialogue agents allows for the simulation of characters and the maintenance of a set of possible roles in superposition. This means that the dialogue agent does not commit to playing a single, well-defined role in advance, but rather generates a distribution of characters and refines that distribution as the dialogue progresses. The dialogue agent is more like a performer in improvisational theatre, capable of stochastically generating an infinity of simulacra. From the simulation and simulacra point of view, the dialogue agent will role-play a set of characters in superposition, with each character having its own theory of selfhood consistent with the dialogue prompt and the conversation up to that point. As the conversation proceeds, this superposition of theories will collapse into a narrower and narrower distribution as the agent says things that rule out one theory or another. This approach allows for a nuanced view of dialogue agents as a superposition of simulacra within a multiverse of possible characters.

Proceeding from the above, we can imagine LLM as a character in the form of a service that not only answers our questions, but can also ask us its own. Thus, when communicating with the LLM service, we can ask it to assess our knowledge, help us come up with questions or clarify the context, taking into account the age and level of training of the interlocutor, as well as the topic of the material being discussed (for example, material about finance will be very different depending on whether economics is its professional field or it is a general education subject).

We asked the chatbot Copilot [from Bing Chat] to provide us with a financial literacy test. The bot successfully created a quiz that included a dialogue with the participants. This dialogue is available at [<https://telegra.ph/ROLE-PLAYING-WITH-LARGE-LANGUAGE-MODELS-IN-TEACHING-BUSINESS-ENGLISH-CHAT-WITH-COPILOT-11-12>]. After taking the test, the bot provided answers and compared them with those of the participants in the experiment.

Thus, LLMs open a qualitatively new stage of educational role-playing games. LLM should be seen as a game character that not only answers questions, but is also the source of them. We conducted an experiment based on Bing's chatbot Copilot, in which it not only created a quiz for us to test our level of financial literacy, but also gave us feedback. However, it's worth remembering that large language models can «hallucinate», so their responses need to be checked.

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THE IMPACT OF SLANG USE ON THE LINGUISTIC ENVIRONMENT

Влияние использования сленга на языковую среду

Linguocultural environment is constantly changing under the influence of various factors. Such factors include mass media, cinema, literature, development of technologies, popularisation of spheres of activity, etc. It is natural to consider the changes in the modern linguocultural environment within the current historical and cultural stage of the country's development. The main factors entailing changes in the linguocultural environment are the description of the national language and speech peculiarities of its speakers.

Much attention is paid to the study of professional jargons and Internet communication. The largest category of people influencing the development of language is young people. In narrow circles, young people form a language that would bring members of this circle closer together and alienate members of other groups. Such languages may differ from group to group on the basis of interests, shared experiences, and the use of slang expressions.

In the context of rapidly changing trends on the Internet with the development of social networks, changes in spoken language are also influenced by topical content that resonates with a particular group of individuals. For example, with the spread of the social network TikTok, various funny videos are becoming popular. This in turn leads to increased use of jokes or new words heard. Since the topics for videos are diverse, viewers can gain new knowledge in specific areas (psychology, foreign languages, history). Hence, new slang expressions appear (either by taking from a foreign language and transferring the whole word into Russian, or by adding morphemes to an existing word to give it a "Russian" sound). Examples: агриться – to show aggression; to ban – to restrict access to a page, chat room or community.

In addition, modern young people are more and more often fond of computer games, from which they often extract individual words (written in English) with the