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STRUCTURAL AND SEMANTIC FEATURES OF SLANGISMS EXPLICATING INTERPERSONAL RELATIONSHIPS (BASED ON THE MATERIAL OF THE ENGLISH LANGUAGE)

Структурно-семантические особенности сленгизмов, эксплицирующие межличностные отношения (на материале английского языка)

Numerous studies emphasize the close connection between language and society, exploring social differentiation influenced by Baudouin de Courtenay's "horizontal" (territorial) and "vertical" (social) linguistic division. Traditional and dynamic approaches uncover social language differences, with the dynamic approach revealing varied language use and innovations. "Slang" arises in specific groups, reflecting language variability for adaptability in everyday communication.

The aim of this research is to analyze the structural and semantic features of slang terms that express interpersonal relationships in the English language. The object of the study is English slang terms that denote interpersonal relationships. The subject of the research is the structure and characteristics of slang terms in the English language that denote interpersonal relationships.

The research material consisted of English slang terms selected using the method of continuous sampling from the dictionaries Dictionary of American Slang, Thorne Dictionary of Contemporary Slang, Urban Dictionary. During the study, 22 slang terms denoting interpersonal relationships were identified, forming 82 duplicate designations in slang.

The word "wife" has the largest variety of slang equivalents among all words - 25 names (*worry and strife, bread and knife*). "Mother" has 16 names (*mum, mummy, mom*), "husband" - 5 names (*lane, hubby*), and "father" - 8 analogs (*lane, hubby*). This is due to the importance of family relationships in Western culture, with words like wife, mother, husband, and father being used to denote the closest family ties and therefore used more frequently than others.

Some word groups have fewer slang equivalents. For example, "grandfather" and "grandmother" have only 4 equivalents, while "dad" has 2. Words like "grandchild," "granddaughter," "grandson," "great-grandparents," "nephew," and "niece" lack slang equivalents. This suggests that word groups vary in their slang diversity, possibly due to usage differences. Note that this classification is provisional and subject to refinement in future research.

Further, the methods of forming slang terms denoting interpersonal family relationships in the English language were identified (see Table).

| Way of formation | |
|-------------------------|--------------------------|
| Word formation | Compounding (35, 1%) |
| | Clipping (28, 3%) |
| | Affixation (18, 9%) |
| | Reduplication (4, 1%) |
| Semantic word formation | Metaphorization (12, 2%) |
| Borrowing | (1, 4%) |
| Total | 100% |

As a result of the research, it was found that the word "wife" has the most extensive system of slang equivalents (25 names), while words like "granddaughter," "grandchild," "great-grandparents," "grandson," "nephew," and "niece" have no equivalents. The most productive method for forming slang terms denoting interpersonal relationships is compounding, and the least productive is borrowing.

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SOLVING TEXT-BASED PROBLEMS IN MATHEMATICS AS A WAY TO DEVELOP STUDENTS' COMMUNICATION SKILLS

Решение текстовых задач по математике как способ формирования коммуникативных умений учащихся

In order to successfully interact with people of different nationalities and cultures, it is important not only to know their cultural characteristics, but also to be able to communicate and convey your thoughts correctly. The development of linguocultural competence significantly affects this process, making it much more enjoyable and easier. Linguocultural competence takes into account the role of non-verbal means of communication and the specifics of the three sides of communication: communicative, interactive and perceptual. The linguistic component of this competence corresponds to communication, the social component corresponds to interaction, and the cultural component corresponds to perception. Thus, the formation of communication skills in students is an important element in the further development of this competence.

The purpose of this study is to find the relationship between solving text-based problems in mathematics and the development of students' communication skills.

There are six components of functional literacy: mathematical literacy, reading literacy, science literacy, financial literacy, global competencies and creative thinking.