Why do men and women perceive homonyms differently?

Scientific research shows that differences in how men and women read homonym words may be due to different information processing strategies in the brain and language perception patterns. Here are a few factors that may influence these differences:

1. Differences in the activation of brain regions: Some studies using neuroimaging techniques show that men and women may activate different brain regions when reading homonyms. This may be due to different linguistic information processing strategies.

2. Differences in lexical access: Research suggests that women may have greater lexical sensitivity, meaning they are better at picking up subtle nuances in word meanings and are more sensitive to context. At the same time, men may have a greater tendency to use more universal meanings of words, ignoring context. This can lead to different readings of homonyms.

3. The role of social and cultural factors: Some studies show that social and cultural factors can also influence the perception and interpretation of homonymic words. For example, perceptions of gender stereotypes or cultural norms may influence how men and women perceive and interpret certain words.

However, it is important to note that these differences are not universal and can only be observed in certain groups of people. Each person is unique, and the differences in reading word homonyms between men and women can be many, and they depend on many factors. Individual differences, education and experience also play an important role in how we perceive and interpret linguistic information.

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THE IMPORTANCE OF FORMING LEARNER AUTONOMY OF STUDENTS IN THE CONTEXT OF MODERN EDUCATION

Важность формирования учебной автономии студентов в контексте современного образования

The formation of students' learner autonomy is considered as one of the actual problems in modern education. This is indicated by the fact that one of the important features of modern society is the transition to the educational paradigm of «lifelong education». In this regard, there is an increasing need for the development of an individual who will be ready for self-realization, socialization and adaptation to a rapidly changing world. The key qualities of such a person will include

independence, initiative, readiness for changes, communication skills, critical thinking, awareness of where and how to apply acquired knowledge in their professional activities. Learner autonomy includes all these components.

A multi-subject analysis of humanitarian knowledge showed that the idea of forming learner autonomy of students in a higher educational institution has deep roots, historical background and determinants. The idea behind the concept of autonomous learning is that students take control of the learning activity. Based on the opportunities they have, students begin to independently choose goals, materials and methods that correspond to their needs, motivation, personal characteristics, and take responsibility for making these decisions and for the result of their implementation [1, p. 45].

A student with a high level of learner autonomy development is characterized by a high motivation and interest in the process and results of independent learning, awareness of the personal value of education, and an internal desire for high achievements in educational activities. The student is able to independently set goals and objectives for his cognitive activity, is able to independently model and plan his own educational activities, actively organizes independent learning based on knowledge of strategies for autonomous educational activities, ways and methods of solving non-standard situations, evaluates himself objectively and accepts criticism, and bears full responsibility for the implementation of their educational and cognitive activities, builds a hierarchy of search sources for working with information, transforms it, uses technical resources and their functionality in full [2, p. 9].

Thus, the formation of learner autonomy of students is important in the educational process. Learning autonomy is an integral characteristic of the student in educational process. Such a student understands the importance of education, knows how to build a hierarchy of his values, constantly works to increase knowledge about various methods of implementing self-government, feels the need to realize his educational gain in self-management of autonomous educational activities [3, p. 496]. The student acts as an active subject of his educational and cognitive activity, realizing these abilities in his educational activities, which is an important sign of learner autonomy.

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THE IMPACT OF THE MODERN LINGUISTIC AND CULTURAL ENVIROMENT ON COMMUNICATION

Влияние современной лингвокультурной среды на коммуникацию

In the modern world, the influence of the linguistic and cultural environment on communication is becoming increasingly significant. The linguistic and cultural environment includes the language, culture and social norms that develop in society. This has a significant impact on the communication process, including all aspects of communication - verbal and non-verbal. The purpose of the work is to study the modern linguistic and cultural environment of the communication process.

The state of the modern linguistic and cultural communication environment is manifested in several aspects. Firstly, the modern linguistic and cultural environment enriches the language with new words and their meanings [1, p. 45]. The development of modern technologies, the Internet and social networks lead to the emergence of new terms and abbreviations. This requires people not only to know and understand these new words, but also to be able to use them in accordance with the rules of communication. For example, youth slang is becoming commonplace in communication among teenagers, but can cause confusion and misunderstanding among the older generation.

Secondly, the modern linguistic and cultural environment influences the nonverbal aspects of communication. With the development of technology, it has become possible to communicate separately from direct contact. People are increasingly communicating through text, email or social media, which limits non-verbal interaction. This leads to the fact that in written communication people can choose more means of expressing their thoughts than in oral speech. For example, using emoticons and emoji to express emotions and intentions.

Thirdly, the modern linguistic and cultural environment determines communication standards. The virtual world of social networks creates its own rules and norms of communication [2, p. 47]. For example, *shares*, *comments*, and *likes* can be considered an assessment of communication and can influence a person's