

## **THE USE OF GAME-BASED TECHNOLOGIES AS A FACTOR OF STUDENTS' PROFESSIONAL AND PERSONAL DEVELOPMENT**

### **Использование игровых технологий как фактор профессионального и личностного развития обучающихся**

The modern education system is aimed at fostering students' professional activity, self-realization, and comprehensive personal development. For students, this is a crucial component, since their future professional activity requires a high level of knowledge, communicative competence, as well as the ability to make decisions and work in a team. In this context, English functions not only as an academic discipline but also as an important tool for both professional and personal growth.

The purpose of this study is to identify the potential and effectiveness of game-based technologies that contribute to students' professional self-realization in the process of learning a foreign language, as well as to the formation of professional competence and personal development.

The use of game-based technologies is one of the most effective, flexible, and universal teaching methods that makes the educational process more productive while enhancing and developing students' motivation. Game-based methods help solve educational, developmental, and practical tasks in a complex way. These technologies improve memory, develop speech, and require concentration, which have a positive impact on students' academic performance.

A «blitz game» represents a specific type of game-based activity that combines features of active learning forms such as role-playing, situational analysis, simulation, and brainstorming. It differs from other common game methods by its quick implementation and immediate feedback, minimal set of roles, spontaneity, and originality of content. The purpose of this game is to provide psychological preparation for active participation, helping students to immerse themselves in a situation or role and to develop readiness for spontaneous speech.

Role-playing games, in turn, are capable of modeling situations that are as close to real-life conditions as possible. Such games should include socially and professionally significant problems. Their main goal is to develop professional competencies and interpersonal communication skills, as well as to provide experience in social interaction. This contributes to increasing students' motivation, interest, and creativity. The objective is to activate communicative and creative potential, overcome language barriers, and encourage spontaneous speech in a foreign language.

In conclusion, the use of game-based technologies in the educational process contributes to the formation of professional competencies, increases students' motivation,

and stimulates their willingness to apply foreign language skills in practice. This leads to improved academic outcomes and enhances the overall effectiveness of foreign language education.

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## **LINGUOCULTURAL FEATURES OF COMMUNICATION IN DIGITAL COMMUNITIES**

### **Лингвокультурные особенности коммуникации в цифровых сообществах**

The aim of this research is to explore the linguocultural features of communication in digital communities and to determine how technological development influences linguistic behavior and cultural identity in online environments.

Digital communication has become a dominant form of interaction, shaping new linguistic norms and social practices. Online platforms such as social media, forums, and messaging applications create virtual spaces where language evolves rapidly and reflects cultural diversity. Digital communities unite people by shared interests rather than geography, resulting in hybrid forms of communication that combine spoken and written elements.

One significant feature of online discourse is the widespread use of abbreviations and acronyms. Expressions such as LOL (laughing out loud), BRB (be right back), BTW (by the way), IDK (I don't know), and IMHO (in my humble opinion) enable users to communicate quickly and efficiently. These abbreviations also carry additional cultural meanings: they express informality, closeness, shared background knowledge, and belonging to a particular digital culture. Along with abbreviations, emojis, reaction stickers, GIFs, and memes serve as tools for conveying emotions, irony, and humor, helping compensate for the absence of nonverbal cues.

Digital communication blurs the line between formal and informal language. Creative spelling, code-switching, and borrowing from other languages increase expressiveness and foster linguistic inclusivity. Such innovations reflect adaptation to the fast pace and multimodality of online interaction. Users become co-creators of language, participating in the continuous transformation of discourse.

From a cultural standpoint, digital communication facilitates intercultural exchange. However, it also raises concerns about linguistic homogenization, especially due to the dominance of English as the global language of the internet. While Anglicisms enrich other languages with new meanings, they may simultaneously weaken national linguistic identities.