

adapting them to local cultural and grammatical norms, forming hybrid units such as *crush-* (*краишный*), *ship-* (*шиперить*), *cringe-* (*кринжовый*), and *flex-* (*флексить*). These transformations illustrate the interaction of global and local cultural forces and shape a multilayered linguistic and cultural reality.

Finally, many slang terms are built on metaphors that are not universal. The internet command *touch grass* indicates the state when someone is «delusional or acting unrealistic», like they don't know how the world works anymore, this is a way to tell them they need to get offline and experience the «real» world. A literal translation is meaningless, and functional equivalents like «calm down» or «go outside» fail to capture the specific online-versus-offline dichotomy. The adjective *mid* (used to insult or degrade an opposing opinion, labeling it as average or poor quality) is used as a short, powerful, and dismissive term for anything considered mediocre or «merely average». While equivalents like «so-so» exist, they may not carry the same weight of dismissiveness and finality as the English original.

As a result, the primary difficulty in translating slang is not linguistic but cultural. Slang operates as a marker of identity, emotion, and belonging. When a translation fails to reproduce this function, the resulting text becomes culturally «flat», losing the emotional resonance and sense of shared context that was essential to the original message.

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## **IMPLEMENTATION OF COMMUNICATIVE STRATEGIES IN ONLINE TUTORIALS ON BUSINESS COMMUNICATION**

### **Реализация коммуникативных стратегий в ходе проведения онлайн-тutorиалов на тему делового общения**

The research was conducted in the framework of the activities of Communicative student research Laboratory.

The modern stage of education is characterized by rapid digitalization and the expansion of the global online learning market. In this context, online tutorials acquire particular importance, as they aim not only to transmit knowledge but also to sustain audience engagement and exert persuasive influence. Their effectiveness largely depends on the tutor's communicative strategies, yet systematic linguistic analysis of such strategies remains limited.

The methodological framework of the study is based on a comparative analysis of online tutorials on business communication in Russian, English, and Spanish, selected according to strict comparability criteria: equal duration, similar topics, and comparable

popularity measured by the number of views. The popularity serves as an objective indicator of communicative effectiveness achieved primarily through the skillful use of verbal strategies given the relative universality of subject matter.

The study uses M. Yu. Oleshkov's classification of communicative strategies including informational-argumentative, manipulative-consolidating, expressive-appeal, and control-evaluative [1]. This taxonomy is valued for its theoretical significance in Russian linguistics and its capacity to systematize speech influence at the level of basic intentions, making it highly productive for discourse analysis. The approach aligns with O. S. Issers [2] who views the strategic level of communication as central to analyzing speech behavior.

The analysis consisted of three sequential stages, with artificial intelligence (AI) integrated into the research process at its core. After full transcription of the verbal material, the texts were analyzed to identify and classify markers of communicative strategies. The use of AI elevated the research to a new level: not only did it perform mechanical recognition and classification of lexical, syntactic, and stylistic features but also adapted to the researcher's refinements.

In English-speaking tutorials, an informational-argumentative strategy dominated, while in Spanish-speaking – expressive-appeal. In Russian-language tutorials, no single strategy dominated: the informational-argumentative and expressive-appeal strategies appeared in nearly equal proportions.

Strategy	Russian	English	Spanish
Informational-Argumentative	143	140	115
Manipulative-Consolidating	104	92	105
Expressive-Appeal	149	86	158
Control-Evaluative	86	82	91

The data reveal both universal patterns and culturally specific differences in speech behavior. For Spanish-speaking (high-context) audiences, content should emphasize emotional connection, direct address, rhetorical questions, and expressive language, reflecting the dominant expressive-appeal strategy. For English-speaking (low-context) audiences, clarity, logical structure, and objective presentation are most effective, consistent with the informational-argumentative strategy. For Russian-speaking audiences, a hybrid approach combining logical argumentation with emotional engagement.

The study proves that the choice of communicative strategies in online tutorials depends on the speaker's cultural background. The results enable the development of practical recommendations for adapting educational content to intercultural audiences and enhancing its communicative impact.

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## **THE ESSENCE OF REFLECTIVE IN THE CONTEXT OF METACOGNITIVE DEVELOPMENT**

### **Сущность рефлексии в контексте метакогнитивного развития**

In the modern world, a person's reflexive abilities – their ability to recognize and adequately evaluate both themselves and the surrounding reality – are becoming increasingly important for effective functioning in a constantly changing environment. In this context, psychological analysis of the reflexive aspects of personality, related to the concepts of reflection, reflexivity, and reflective skills, is particularly important and relevant. These issues remain understudied in the field of psychology.

The aim of our study is to examine the concept of reflection from a psychological point of view and determine its role in science.

Reflection is an important aspect of educational activity, representing a process of self-knowledge and analysis of one's actions and inner life. It helps individuals understand how they are perceived by others and promotes the development of spirituality. Reflection is essential for understanding free choice and comparing what is desired with what is actually possible [4].

Developing reflection in the educational process helps bridge the gap between theory and practice by integrating active and student-centered approaches. This requires changes in the pedagogical conditions of the educational process [3].

Great importance is attached to the fact that reflection is also a metacognitive strategy that encourages teachers to critically analyze their actions and decisions. It is essential for understanding the teacher's role and promotes the establishment of trusting relationships between teacher and student, regardless of academic performance. The systematic study of reflection in Russia began in the late 1950s with the work of N. G. Alekseev, who developed the philosophical, methodological, and psychological aspects of reflection in the social sciences. Important contributions were also made by philosophers and psychologists such as V. F. Asmus, P. Ya. Galperin, and others.

Modern research shows that reflection is a synthesis of holistic processes and an important individual characteristic influencing behavior. The development of reflexive technologies in education is based on the principles that goals and reflection should occur in the context of both knowledge acquisition and personal development [2].