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ACTIVE WAYS OF TEACHING IN NEW LINGUISTIC ENVIRONMENT

Активные методы обучения в новой языковой среде

The aim of the research is to analyze the main paradigms of education that determine the contemporary linguistic process. These new designs include personalized learning, individualization of educational activities, student motivation, self-development, and digitalization. Updated educational paradigms suggest the use of innovative approaches, techniques, and methods for teaching specific subjects including professional communication.

One of the criteria for classifying teaching methods is the degree of interaction between the teacher and the student, which distinguishes passive methods, active methods, and interactive methods. Active learning is considered a pedagogical approach that promotes the active participation of learners in the educational process. The goal is to guide learners towards the independent development of communication strategies, knowledge, skills, and competencies. The active methods can be implemented in three main directions: interaction between the teacher and the learners, interaction among learners within a group, and interaction between groups and the teacher.

Active learning theories are closely linked to the holistic approach or the theory of the «sensory-rich» approach, meaning that direct contact between group participants during the preparation and conduct of group discussions or games engages the learners' emotions and brings communication closer to a natural process, which allows for the implementation of the main principle of holistic learning: engaging all elements of the personality, including intellect, emotions, and intuition.

Gaming is one of the forms of active learning and it has been developing since 50th years of the 20th century. The positive effects of business games were described in a number of publications, focusing on pedagogical, psychological, sociological and linguistic aspects. Professional games are widely used in business trainings but they are not so efficiently developed for trainings in other fields education.

Thus, the training of workers in the sphere of life safety, namely, the specialists for dissemination of life safety culture, fire safety propaganda, fire supervision activity among various less of population (children, elderly people, youth, vulnerable population groups) never was the object of gaming. This research intends to fill these lacks and, in the result, a special professional business game « One spark price – lost lives» was developed.

Developing an effective business game scenario is a complex process that requires integrating pedagogical, psychological, and methodological knowledge. The implementation of the game «One spark price – lost lives» will foster the development of emergency response and teamwork skills.

References

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PROBLEMS OF TRANSLATING CUSTOMS TERMINOLOGY

Проблемы перевода таможенной терминологии

The rapid development of science and technology increases the need for a systematic study of terminology, particularly in the field of customs vocabulary. Errors in translating terms can lead to the misclassification of goods, violations of legislation, and serious economic consequences. In this regard, the purpose of this study is to identify translation inaccuracies in the Commodity Nomenclature of the EAEU's foreign economic activity compared to the original text of the Harmonized System, and to develop recommendations for improving the accuracy of translation in the field of customs.

For example, the classification of modeling paste clearly illustrates the challenges of translating terms in the CN FEA of the EAEU. Although it is commonly perceived as «plasticine» in everyday use, within the nomenclature it may fall under Chapters 34, 95, or 96. In the original version, the term «plasticine» is not present in code 3407, as it denotes a specific type of modeling clay. The Explanatory Notes to heading 3407 indicate that it includes modeling pastes; however, in other headings (9503 and 9602) similar formulations are excluded. Therefore, it remains unclear whether «modeling pastes intended for children's amusement» and «modeling pastes, including plasticine» should be considered identical goods.

When translating the terms of the CN FEA of the EAEU, it is also essential to maintain the structural accuracy of the original text. One of the most frequent mistakes concerns the incorrect placement of the word «other» in the russian versions of the nomenclature. In the English original, the word «other» always appears at the beginning of the item name, whereas in the russian translation it is often moved to the end or middle, creating ambiguity in classification (e.g., 5212 – «ткани хлопчатобумажные прочие», 5402 – «нити прочие одиночные»). A particularly illustrative example is heading 9020 – «Оборудование дыхательное прочее и газовые маски...», where it is unclear whether