

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

«прочие» refers only to appliances or also to masks. According to the original, the correct version should read «Прочие дыхательное оборудование и газовые маски...» since the term covers both categories of products.

Another issue is that important details are often omitted when translating the Explanatory Notes. For instance, in heading 3822, the clarification «or of individual reagents» is missing, which distorts the meaning of the original and may lead to the incorrect classification of chemical substances.

The accuracy and consistency of customs documentation translation are of critical importance, as errors may lead to processing delays or even detention of goods. One of the key recommendations in translating customs terminology is the use of standardized databases and reference to official translations of the Harmonized System. At the same time, it is essential to take into account the national legislation of the destination country. For example, the term «preserves» may refer to «canned goods» in general or exclusively to «fruit jams»; therefore, in some cases, clarification such as «fruit preserves» is required. Particular attention should be paid to new and high-tech goods, for which translations are often not yet established. In such cases, it is important not merely to translate the term literally, but to convey the precise characteristics of the product.

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PSYCHOLOGICAL ASPECTS OF SPEECH PERCEPTION IN ONLINE EDUCATION

Психологические аспекты восприятия речи в онлайн-образовании

In recent years, online education has become an essential part of the learning process. This became especially clear after the COVID-19 pandemic when remote learning became the main tool for interaction between teachers and students. This shift has changed not only the forms of communication but also the psychological mechanisms of speech perception, which has become particularly important in the digital environment.

In the online format, voice and intonation become the main channel of teaching. This is because during online lessons, students (and teachers) often turn their cameras off. This means there is no visual or emotional contact. In this situation, it is crucial to develop digital technologies, the teacher's speech culture, and to consider the psychological characteristics of how students perceive speech. Speech is not only a means of communication but also a tool for thinking, and its impact is emotional. Speech perception is a complex psycholinguistic process. It depends on the structure of the statement, pace, logical stress, and emotional tone. In online learning, where many non-verbal elements of