

from the Internet. As materials for the study we used texts of sites, blogs and social networks (Instagram, Twitter, V Kontakte).

After analyzing the sample we came to the conclusion that paired correlates are not popular among English-speaking users and the German language is the most open to the formation of feminine neologisms.

The most popular formative suffix in both Russian and Belarusian languages is *-к(а)*: *лектарка, прэзідэнтка, праграммистка, авторка, редакторка*. In Belarusian it is also possible to distinguish suffixes *-оўк(а)*: *бізнэсоўка, спартоўка, вайскоўка*; *-іц(а), -ыц(а)*: *дэмагагіца, стратэгіца, філялягіца*.

In English, in addition to the suffix method of forming feminines, composites with the *man / woman* formant are also popular: *authoress, songstress, chairwoman*. As for the German language, feminines in it are formed by suffixing and the most productive is the suffix *-in*: *Politikerin, Wirtin, Bibliothekarin*.

The analysis allows us to draw the following conclusions: many factors, especially the development of the Internet as a communicative space for promoting ideas that can influence an individual and the society as a whole, and numerous linguistic innovations contribute to active feminization. The most popular way of forming feminines in Belarusian, Russian, English and German – suffix. Graphic methods of updating can also be used, namely underscore (  ), asterisk (\*) or a font of a different color.

It should be noted that there is a tendency to use the category of femininity to denote professional and social affiliation. The rest of the categories do not attract web users.

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## **GERMAN LOANWORDS RELATED TO THE SOCIO-POLITICAL AND ECONOMIC REALITIES OF POST-PERESTROIKA RUSSIA**

### **Займствования из немецкого языка, относящиеся к общественно- политическим и экономическим реалиям пост-перестроечной России**

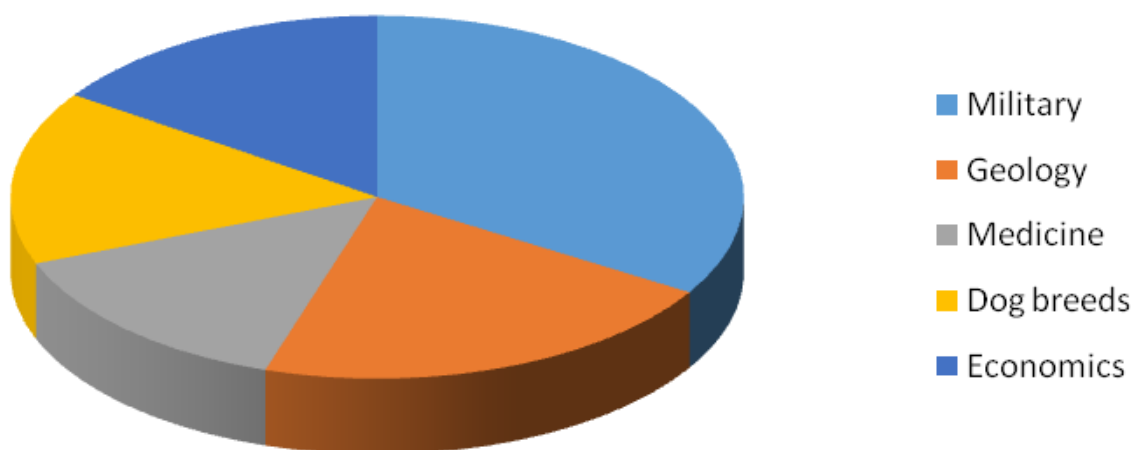
At all times, it was relevant to borrow certain words from the language of the country, which at that time was at the pinnacle of scientific, technical and cultural progress. In the second half of the 19th century, Germany had a great influence on the formation of neologisms in the Russian language. Strengthening interaction with the

countries of Western Europe at the end of the twentieth century contributed to the emergence of new loanwords (for example: *бизнесмен*, *джем* (*to jam* ‘сжимать, давить’), *менеджмент*) [2].

The relevance of our research is determined by using germanisms in political and social spheres, in spite of leading position of English language, and a detailed analysis of the origin and original meaning of these neologisms. This work is a continuation of the study of foreign neologisms. The main methods of this research are: descriptive and comparative. The theoretical basis of this research is the work by A.V. Gaiduk and S.O. Levchenko, V.P. Tomilina, L.S. Stokratskaya, A.V. Gaiduk and S.O. Levchenko have a research of German loanwords in Russian.

A loanword is a word that is added to the vocabulary of a language from a foreign language and used as a synonym to describe a concept. A loanword is one of the productive ways of terminology formation. We will consider German socio-political terms in Russian terminology. The choice of this area of engineering terminology is based on the fact that many terms from socio-political sphere we use every day.

The choice of the period of time is based on the fact that a lot of modern terms came from the English language, but exactly at the end of the XX and beginning of the XXI centuries the biggest part of neologisms came from the German language. Thus, the period of the end of the XX and the beginning of the XXI centuries is characterised by a big number of German loanwords (germanisms). It is connected with close collaboration between two countries that time. Also, there is already a rich selection of specialised words in German speech [1].



The number of germanisms in Russian in various spheres of society in 2016

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## **THE POWER RELATION OF LANGUAGE**

### **Отношения власти в языке**

This study investigates power relation between two teams of students from different cultural and disciplinary backgrounds. In our meetings English as lingua franca is used. The participants are from two countries, Georgia, and Japan. Furthermore, their areas of studies vary: informatics, international studies, politics, and business. The international collaborative project aims to develop a marketing application to increase the sales of a café called TOUMAI by using a smartphone application and Georgian wine. Due to the influence of COVID-19, TOUMAI sales and the number of new customers decreased. Also, we could not go to Georgia for collecting video material we use for application, so communication with Georgian students was only performed online. We also collaborated with Informatics students to create a new application for TOUMAI. Two research questions were set.

1. What can be a source of power in the group interaction?
2. How do the participants react to the power relation?

To approach the questions as participants-researchers we employed active research methodology.

In this project, Japanese and Georgian participants had meetings to create a marketing plan to increase sales. Data was collected during the meetings. For research question 1 our findings suggest that the source of power relation is the differences in English skills. During meetings Japanese students felt power relation in the group where English as lingua franca was used, however Japanese felt Georgian