Названия многих приемов и стратегий бережливого производства имеют следующий вид: 6S, 5W1H, 8D Analysis. Например, под 6S подразумеваются: Sort, Straighten, Scrub, Standardize, Sustain, Safety – 6 шагов по организации и улучшению рабочего места. Следовательно 6S – название стратегии организации рабочего места в бережливом производстве. Термины данного типа являются продуктом применения мнемонической техники запоминания информации, которая является частью философии бережливого подхода. С формальной точки зрения они являются аббревиатурами, с нашей точки зрения их правомерно отнести к инициальному типу.

Другие структурные типы аббревиатур в нашей выборке lean-терминов практически отсутствуют. Была зафиксирована только одна аббревиатура со структурой слогового типа: ANOVA – Analysis of Variance. Это исключение только подтверждает выявленную структурную особенность: lean-аббревиатуры являются аббревиатурами инициального типа.

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УДК: 81'373:371+316.74

LINGVODIDACTIC GAME FOR ESTABLISHING SEMANTIC CONNECTIONS: FORMATION OF LINGUISTIC AND INTERCULTURAL COMPETENCE

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Multicultural communication has become an integral part of life. It is crucial to develop not only language skills but also the ability to understand cultural differences. While prioritizing grammar and vocabulary, one should not overlook the semantic and cultural aspects of language. The use of semantic games with large language models (LLM) has significant linguistic and didactic potential for learning English for specific purposes [1].

These games help to expand professional vocabulary by establishing visual-semantic connections, providing contextual learning, and forming terminological clusters. They also promote the development of conceptual thinking and understanding of professional worldviews, enhancing engagement through gamification and interactive feedback. From a methodological standpoint, semantic exercises can be used to create matching, grouping, and definition tasks, as well as for conducting comparative analysis. The proposed linguodidactic game "Multilingual Connections" aims to implement the semantic component in teaching language for specific purposes. Students can work independently or in groups on creating thesauri and semantic maps, deepening their understanding of professional terms and

developing intercultural competence.

Large language models have advantages such as rapid adaptation to various fields, generation of contextually relevant terms, and thesaurus expansion. This method fosters the development of professional competencies such as analytical skills and professional communication, and provides research opportunities, such as analyzing professional worldviews and studying semantic fields. Pedagogical scenarios include introductory lessons, intermediate assessments, and project work. This approach can be extended to other professional fields, integrated with other educational technologies, and adapted for various professional levels, combining traditional teaching methods with modern technologies. Overall, semantic games with LLM are an effective tool for expanding vocabulary and understanding professional terminology. They utilize modern technologies and traditional didactic principles to enhance intercultural communication and professional competence.

The game is based on the following rules:

1. Choosing a keyword: participants choose a word in their native language.
2. Creating a thesaurus: LLM generates a list of words related to the keyword and indicates the degree of semantic proximity (from 0 to 1).
3. Translation and analysis: the keyword and thesaurus are translated by LLM into foreign languages, followed by an analysis of cultural and semantic differences.
4. Discussion: participants discuss how cultural realities influence semantic connections in different languages.
5. LLM's comments and discussion with it.

The conducted research has confirmed that the developed interactive game model, based on the visualization of semantic connections and multilingual analysis of cultural associations, has significant potential as a learning and educational tool. The prototype created for the word "fashion" in Russian, English, and German has demonstrated the ability to visually reflect differences in linguistic worldviews, contributing to a deep understanding of lexical and cultural characteristics. It has been established that using the degree of semantic proximity as a quantitative parameter allows structuring associations and highlighting their cognitive significance, distinguishing the proposed approach from traditional vocabulary learning methods.

The author, using basic web technologies (HTML, JavaScript, CSS), developed a web application (available at https://medialex.brsu.by/Kobak.htm) to visualize lexical-semantic relationships in the professional field of fashion and clothing technology. The primary aim of the application is the development of professional vocabulary. It assists users in learning key terms related to fashion and clothing technology in both Russian and English. Users can see how professional terms are translated into English and how they are connected to other concepts, which aids in understanding semantic relationships and the context of their usage. Establishing semantic proximity between terms allows for a deeper comprehension of how words are used in a professional context. Active user participation in adding new terms and connections fosters interactive engagement with professional vocabulary, aiding not only in word memorization but also in understanding their role in professional communication.

The application offers opportunities for creating semantic networks on professional topics. Educators or learners can start with a core concept, such as "fashion" or "clothing technology," and then add related terms like "materials," "sustainability," "design," "textiles," and "innovation." It also supports exercises for working with professional vocabulary, such as term translation, establishing new connections between them, and tasks on semantic proximity. Learners can analyze how terms are connected in Russian and English and participate in group projects,

creating terminological maps on specific topics like "Sustainability in Fashion" or "New Technologies in the Textile Industry."

The application offers several advantages, including interactivity and visualization. Users interact with the graph by adding nodes, connections, and specifying their weights, which stimulates interest in learning. The graphical representation facilitates the understanding of complex relationships between terms. The application can be adapted to various topics, language proficiency levels, and professional fields, making it a flexible educational tool. Support for both Russian and English languages helps learners connect knowledge in their native language with professional terminology in English, which is important for professional communication and access to information. The ability to establish connections between terms fosters analytical thinking, while the use of the application simulates working with professional knowledge systems and terminology, which is beneficial for future careers.The practical significance of the study lies in the possibility of applying the game in educational contexts, including teaching languages for specific purposes (LSP), school education, and intercultural programs. The simplicity of technical implementation makes the tool universal and easily adaptable for other words and languages. However, the limitations of the study, such as the subjectivity of association selection and the small sample size, indicate the need for further development. Prospects include expanding functionality (adding user associations, animations), conducting large-scale testing with different student groups, and integrating the model into online learning platforms. Thus, the proposed game contributes to the development of linguodidactics and educational technologies, opening new ways for language learning through the prism of culture and visual interactivity.

Example of using the game: Let's consider an example of the game with the word "button":

– Russian: ткань (fabric) (0.1), шитьё (sewing) (0.2), дизайн одежды (clothing design) (0.3), мода (fashion) (0.4), текстиль (textile) (0.5).
– English: fabric (0.1), sewing (0.2), clothing design (0.3), fashion (0.4), textile (0.5).
– German: Stoff (0.1), Nähen (0.2), Modedesign (0.3), Mode (0.4), Textil (0.5).

The analysis shows that in Russian, the emphasis is on craftsmanship and traditions, in English, on fashion and design, and in German, on functionality and quality.

The proposed game, "Multilingual Connections," contributes to the development of linguodidactics and educational technologies, opening new ways for language learning through the prism of culture and visual interactivity. The game not only helps students expand their vocabulary and develop associative thinking but also promotes understanding of cultural differences and fosters respect for their own and other cultures. It is a valuable tool for foreign language teaching, translation, and NLP, making the learning process more engaging and effective.

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