

Learning European Languages in Russia and Belarus: Trends and Prospects

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Abstract

This article “Learning European Languages in Russia and Belarus: Trends and Prospects” is a research paper devoted to the competitiveness of European languages in the context of the recent trend of Russia and Belarus turning to the East. The purpose of the research is to establish the demand for the main European languages in modern geopolitical realities. The article touches upon both the historical context of the issue and includes a thorough analysis (supported by statistical data and questionnaires) of the demand for European languages in the stated conditions.

Keywords: *Trends, Synchrony, Diachrony, Worldview, European Languages, Multicultural Society.*

Introduction

Friendly relationship with China and business connections with Turkey, partnership with Iran and intensively developing economic ties with the countries of the African continent have begun to form a new picture of the world in the study of foreign languages, thus, it allows us to classify the proposed research work “Learning European Languages in Russia and Belarus: Trends and Prospects” as topical and pertinent.

The *topicality* of the research is determined through the identification of the current demands of society when choosing a second foreign language to learn amidst the current active development of cooperation with China and many countries of the Middle East. Due to the fact that Russian-Belarusian relationship is of the nature of union and cooperation, general trends are also determined in many spheres of life of two friendly states. An indicator of such a priority nature of relations with Belarus for Russia is the high frequency of bilateral contacts at the highest level.

The relevance of the issue allows to put forward the *hypothesis* that today, due to the increase in numerous connections with China and the Middle East countries in various spheres of life, the demand for European languages in our countries is decreasing.

To confirm/refute this hypothesis, goals and tasks were set, and a survey was conducted among citizens of the Russian Federation and the Republic of Belarus.

The *goal* of our study is to attempt to assess the demand for the main European languages in modern conditions using the example of the Russian Federation and the Republic of Belarus.

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Achieving the goal of the study required general and specific tasks to be set. The general task included an analysis of the popularity and demand for European languages in the context of Russia and Belarus turning East. The specific *tasks* of the research were as follows:

to *study* the trends in the choice of a second foreign (European) language among students of higher education institutions in Russia and Belarus;

to *determine* the prospects for studying a second foreign (European) language in a multicultural society;

to *assess* the competitiveness of choosing a second foreign (European) language taking into account the existing challenges;

to *consider* global opportunities in the political, economic and intercultural context, determined in the course of scientific, cognitive and research activities of students in studying a second foreign (European) language.

The *research target* is the three main Indo-European languages – German, Spanish and French. We deliberately did not consider English as an object, since today it is beyond competition and is studied, in most cases, as the first foreign language, being considered in a modern multicultural society as the language of international communication and the most popular language in the world, acting as the language of trade and business, education and travel, culture and science. However, the absence of English in the questionnaire would make it, in our opinion, incomplete and unreliable.

The *material* for this work included primarily articles and studies devoted to the history of the emergence of traditions in the study of foreign languages in Russia and Belarus (Bekasova 2022; Alfimova, 2013; BGU, 2017; Belyaev, 1965; Vasyuchkova, 2018; Vahabova, 2015; Dem'yanenko, 1984; Kolesnik, 2020; Kolker, 2000; Lebedeva, 2007; Gosteva, 2012; Malignina, 2008; Shamov, 2008; Mirolyubov, 2003; Peregudova, 2004; Safonova, 2004). In addition, the authors of this study created a *questionnaire*, which was distributed via instant messengers in Russia and Belarus.

The research relied on the following methods of analysis: *descriptive, comparative, statistical and visualization methods*. The main method used was the quantitative method of calculating the results presented in the form of various graphs, diagrams and histograms.

The scientific *novelty* of the research is reflected in the fact that our study provides prospects for further expanded research devoted to the popularization of foreign languages while taking into account the needs of modern society.

Theoretical value of the research comes from the results of the project being useful in further research in the field of studying foreign languages and their comparison with the national linguistic worldview and mental scientific knowledge in the context of multiculturalism.

The *practical value* is determined by the possibility of the conclusions of the conducted research being used by specialists in the field of foreign language teaching methods, pedagogy, specialists working with scientific texts in foreign languages, sociologists and teachers of foreign languages. Based on Part 3 in the questionnaire that was devoted to the study of the German language recommendations for the popularization of foreign languages (in particular, German) can also be compiled.

Expected results of the research:

Result 1. To prepare a critical analysis of the theoretical basis in synchrony and diachrony.

Result 2. To identify the significance and relevance of the second foreign language chosen for study in Russia and Belarus among young people.

Result 3. To establish a real attitude towards the choice of a foreign language to be studied, as well as to determine the opportunities and prospects that a foreign (European) language skills represent in modern society on the territory of the Russian Federation and the Republic of Belarus.

Result 4. Prepare and conduct a survey among respondents based on the author's questionnaire, with the collection of data and subsequent analysis.

Result 5. Formulate conclusions within the framework of the research.

The article “*Learning European Languages in Russia and Belarus: Trends and Prospects*” has a classic structure for presenting research material, namely: an introduction to the history of the issue, a discussion with preliminary conclusions after each part, a conclusion on the overall research with the presented results, and a list of references.

The introduction briefly describes the entire work as a whole, defining the goals, tasks, target of the study, justifying the choice of topic and hypothesis, specifying the relevance, novelty, and also suggests the practical and theoretical value of the study.

The first part of the article tells about the theoretical prerequisites for studying foreign languages in Russia and Belarus in a historical context. This part is descriptive in nature and is both a theoretical and methodological basis for this work.

The second and third parts of the paper describe the experiment carried out as part of the research and present the concise analysis of each aspect.

Thus, the second part is devoted to the general analysis of the experiment, where such information of respondents as age, gender, place of residence, place of study, choice of foreign language as the first and second, the connection between their profession and foreign languages and many others aspects (more than 15 questions) are indicated.

We decided to devote the final part of the paper to the German language, since today this language is experiencing various transformations in society. If French can be used in African countries, Spanish is spoken throughout Latin America and other countries, then what should be done when choosing German, taking into account modern geopolitical challenges? We posed this question as part of the research and in the third part of the paper we tried to demonstrate the attitude towards the German language in modern society that faces a number of geopolitical challenges in the context of austere sanctions.

The experimental part of the data is descriptive and illustrative. The total number of respondents was 524 people. The majority are respondents from Russia and Belarus. The Russian Federation is in the 1st place by the number of respondents – 340 people. In the 2nd place – the Republic of Belarus with 100 respondents. The survey also included 83 people from other countries (detailed description below). In our opinion, it is very important that when this questionnaire was distributed, it went “viral” and was filled out not only by students and teachers, as it was originally intended, but also by people of different ages and professions from schoolchildren to pensioners, and not only from Russia and Belarus, but also from other countries.

Thus, respondents from 14 foreign countries took part in our survey: Bahrain (32 people), Syria (10 people), Qatar (9 people), Lebanon (6 people), Saudi Arabia (4 people), UAE (4 people), Tunisia (4 people), Oman (3 people), Turkey (3 people), Vietnam (2 people), Wales (2 people), China (2 people), Armenia (1 person), and Morocco (1 person). In total, 83 respondents (42 men, 41 women) aged 18 to 30 years old from the listed countries completed the survey. Since this was not part of the tasks set originally, but thanks to various messengers this survey has spread beyond the intended boundaries of the experiment, we decided to consider the trends in these countries for a broader picture of the research within a multicultural worldview.

The conclusion is based on general findings of the research. The list of references contains both authoritative publications on the methodology of teaching foreign languages, and modern articles and monographs of scientists from the Russian Federation and the Republic of Belarus.

The objectivity of the results we obtained is supported by a comprehensive approach to the issue under study, relying on both the theoretical basis in the form of various articles and monographs on this issue, and on the original research material, which is illustrated by text examples, diagrams, graphs, etc.

Discussion

Part 1

Russia: Learning Foreign Languages from The Historical Viewpoint

Today it is quite obvious that the language policy of any state is an obligatory part of the national policy, especially when it comes to multiculturalism, i.e. multinational society of one country. A competent language policy chosen by the state makes language an instrument that can help to preserve the way of life and culture of the ancestors, the cultural code and identity, and to multiply the cultural heritage of the nation. Language brings us closer together, allows us to feel unity, and maintains the feeling of security “I understand. I am understood”. This is how the concept of national / native / state language is formed (Edtechs, 2023).

However, it is known from the history of the issue that people have always had to learn foreign languages for various reasons: first of all, it is connected with numerous areas of interaction between people, such as trade, art, all kinds of crafts, the development of science and public administration and, of course, foreign policy and wars – all these spheres inevitably required communication in foreign languages (Edtechs, 2023; RB, 2024; Alfimova, 2013; Belyaev, 1965; Vahabova, 2015; Vitlin, 2001; Kamygina, 2007; Truhan, 2016).

Based on the above reasons, the relevance and timeliness of the proposed paper on the study of the demand for foreign languages in modern society is, in our opinion, evident.

In the first part of the research, we examine various periods of studying foreign languages in the context of historical periods using the example of the Russian Federation and the Republic of Belarus, where the prerequisites for studying foreign languages from the 10th century to the present day are analyzed in diachrony, touching upon the most significant historical milestones (Bekasova, 2022; RB, 2024; Alfimova, 2013; BGU, 2017; Belyaev, 1965; Frolova, 2012).

Thus, as far back as under Prince Vladimir (988), the first school was opened at the court, where children from noble families were taught various disciplines, and since among the students were descendants of foreign families who lived at the prince's court, communication and education were carried out in different languages. It is also a known historical fact that in Kyiv, at the St. Sophia Cathedral, Yaroslav the Wise, the son of Vladimir, opened the first translation school (Grishechkina, 2011).

In the 13th century, trade and political relations between Russia and Europe began to develop rapidly, and Latin was studied everywhere as a language of culture, science, politics, and religion. For example, there was a secular Latin school in Smolensk.

As researcher Shanara notes, “information about the methods of teaching foreign languages in ancient times is very scarce” (Grishechkina, 2011). It is important to emphasize that the requirements for knowledge of a foreign language were lower than in modern society: for example, when translating, as a rule, they did not pay attention to style, but only to the meaning of what was said. A large number of people could communicate in a foreign language only orally, without being able to read or write.

Latin

Latin was considered the main international official language of diplomacy until the 18th century. All the main documentation between the principalities of Europe and the Russian lands was conducted in Latin. Russian clergy also usually knew this language in order to be able to communicate with the clergy of the Catholic Church. In addition, Latin served as the main language of education in European universities almost until the end of the 18th century. Thus, it can be concluded that Latin was the main foreign language of international communication and the official language of diplomacy for almost 5 centuries (Alfimova, 2013).

Greek

In a certain period of time, the Greek language could compete with the Latin language in terms of relevance. This was predetermined by the fact that the Russian lands were in close contact with Byzantium and until the 9th century church services were conducted exclusively in Greek, and as a result, communication between the ministers of the Church had to be carried out in the same language. However, after the translation of the Bible into Church Slavonic in the 9th century, the Greek language was abolished and the transition to Church Slavonic was gradually carried out in Russian territories. Nevertheless, the educated stratum of society continued to study Greek until the 11th century, and with the advent of classical education in Russia (late 18th century), Greek was mandatory for historians, philosophers, philologists and linguists (Grishechkina, 2011; Dem'yanenko, 1984; Kamygina, 2007).

Turkic (Tatar) Languages

An interesting fact is that since the time of the Golden Horde, Moscow had a whole village of translators, known as Tolmachevskaya Sloboda that was located in Zamoskvorechye. It got its name from the Old Russian word “ТОЛАМАЧ” (sounds as “tolmach”), which means “translator”. It was a lively exchange and at the same time a school for simultaneous and consecutive translation from Turkic into Russian and back, helping to carry out trade, negotiations and documentation in two languages (Russian and “Tarsk” or Turkic) (Kamygina, 2007).

German

There is a large historical context associated with the German language in Russia: the period of mastering the German language began with Novgorod merchants and mayors. The German settlement in Moscow, which the young Tsar Peter loved to visit, high-ranking officials from Germany, numerous rulers who had German roots – all this left a long-term imprint on the need to study the German language in Russia, and also influenced the vocabulary of the Russian language, enriching it with numerous definitions in the field of military and construction, politics and education, culture and art. Then interest in the German language faded and only in the 19th century Russia returned to studying German with renewed vigor – the newly formed intellectuals known as “intelligentsia” wanted to read Kant, Marx, Engels and Hegel in the original (Vitlin, 2001).

French

The period after the French Revolution was marked for the Russian Empire by a huge number of French revolutionaries, who were accepted both into the ranks of the Russian army and into civil service. The 18th century turned into a period of actively developing men's and women's fashion in Russia, which attracted many French hairdressers, tailors, cooks, and milliners. Thus, French began to be considered the language of the upper class, spoken by all the nobility. The period after the war with Napoleon in 1812 can be considered the turning point in the study of French, but it remained one of the main languages for study until the Revolution of 1917 (Vahabova, 2015).

Foreign Languages in the 20th Century

The 20th century was marked by numerous historical events and caused great damage to the demand for the German language after the Second World War and the Great Patriotic War. In the second half of the 20th century, the English language became an integral part of the school curriculum in the Soviet and post-Soviet space and has not given up its positions to this day (Vitlin, 2001).

Popular Foreign Languages in Russia in 2024

As it is known, Russia is a place of residence and numerous jobs for a large number of emigrants who have both oral and written (less often) skills of the national language of our country, and use their native language in everyday communication. The dominant foreign languages, according to 29-year-old journalist Jeffrey Pittman in Russia, are English, German, French, Turkish and Ukrainian. The use of these foreign languages is usually limited to large cities in Russia (RB, 2024; Konyshcheva, 2007). In our opinion, this list can be continued with such languages as Kazakh, Uzbek, Tajik, Armenian, Kyrgyz, Azerbaijani, and Moldavian.

*Belarus: Language Policy from The Historical Viewpoint**Latin and Polish*

Based on historical reference books, the 9th century can be considered the beginning of the development of the history of languages in Belarus. During this period, East Slavic dialects were used. Later, starting from the 11th century, these dialects were transformed into the so-called “Russian language” (not an analogue of the modern version of the Russian language) (BGU, 2017; Vasyuchkova, 2018).

By the middle of the 13th century, the Grand Duchy of Lithuania was founded, which included the territories of the modern Republic of Belarus, where Russian was defined as the state language. From the history of the issue, it is also known that from the 14th century, Catholicism and, as a consequence, the Latin language became widespread in the territory of the Duchy, and then, along with Polish culture, the Polish language began to be introduced into society in various spheres of everyday life.

At the end of the 16th century, namely in 1596 after the conclusion of the Union of Lublin, a new unified state appeared on the political arena, which united the Grand Duchy of Lithuania and the Kingdom of Poland, where Polish acted as the state language (Marisich, 2018).

Russian

In 1566, a special article was introduced into the Statute to strengthen the Russian language, which was able to guarantee the official status of the Russian language. After the partition of the Polish-Lithuanian Commonwealth, almost the entire territory of Belarus was included in the Russian Empire.

Identification of the native language was difficult; for the majority of the region's population, diglossia (i.e. the use of two languages at once: Belarusian and Russian in various situations and areas of application) was quite common. Belarusian dialects were usually used in colloquial, conversational life, while the status of the Russian language was defined as the main written language (Marisich, 2018).

The study of foreign languages in its modern meaning became more significant already in the second half of the 20th century. Being in the conditions of a multinational society of one large country, language policy in the territories of the former USSR countries was quite similar (Truhan, 2016).

After the Second World War, the role of the Russian language increased noticeably, while the role of Polish, as well as Belarusian, decreased significantly. The English language has become a more popular choice as a first foreign language, although the role of German and French was also quite noticeable (BGU, 2017).

Most Popular Foreign Languages in Belarus Today

The analysis of websites and articles on this issue aimed at determining the demand for foreign languages in modern conditions among students and employers in the Republic of Belarus proved the Blizko.by portal (Blizko.by, 2024) to be a relevant example. It contains up-to-date information on various requests from the population. As noted by Irina Korzhova, an English teacher, proficiency in English plays a key role for employers who are looking for candidates with foreign language skills in modern Belarus. Meanwhile, there is an obvious accelerated growth of interest in specialists who speak Chinese. According to the statistics, the demand for Chinese has grown 5.5 times since the winter of 2022-2023. However, at the moment, 78% of all vacancies are for specialists with knowledge of English. Chinese accounts for 14% of such vacancies. The popularity of the Korean language among employers is also growing (4.5 times in 2023). The total number of vacancies with knowledge of foreign languages has increased by 50%. Demand for English teachers, for example, increased by 6% by the end of 2023 (Blizko.by, 2024; Rabota.by, 2021; Konysheva, 2007).

The following statistics are provided by “Translation and Business Assistance Agency” (Express-perevod, 2014). According to this agency, the Republic of Belarus is increasingly expanding the scope of cooperation in most areas with many foreign countries. Citizens of Belarus are eager to travel, state and private enterprises are looking for partners abroad, and, that is why, there is a need for professional translators who are able to not only convey the meaning of an oral or written text, but do so absolutely accurately, taking into account all the nuances of the language. According to “Translation and Business Assistance Agency”, English undoubtedly occupies the leading position, since it remains the language of international communication, as well as the language in which scientific research is conducted, computer programmes are written, and modern vocabulary is formed. The second language, according to “Translation and Business Assistance Agency”, which is in demand in Belarus and is taught in Belarusian and Russian schools, is German.

In recent years, the Chinese language has become increasingly popular in Belarus, as well as throughout the world. China’s active foreign policy, cooperation between state and commercial organisations, and the opportunity to study in Chinese educational institutions have led to the spread of the Chinese language in the country (Rabota.by, 2021; Express-perevod, 2014).

These are just a few examples of the language policy and trends in the Russian Federation and the Republic of Belarus, which we found on official websites using comparative analysis and a continuous sampling method.

Preliminary Conclusions: Having briefly considered the trends of learning foreign languages in synchrony and diachrony of two states, we can draw the following conclusions on this part:

Language policy is an integral part of national policy in multinational states such as the Russian Federation and the Republic of Belarus;

Language policy, like any other type of policy, is intended to reflect the values of a given nation;

In Russia, the study of foreign languages has long historical roots and reflects the needs of society in different periods of the country’s historical development;

The history of the issue of choosing foreign languages in the Republic of Belarus is also associated with historical and political events of different periods of the country's formation;

The Soviet period united both states, which is explained by the common political situation in the realities of the Soviet space;

The post-Soviet period in both cases is closely associated with the choice of English as the first foreign language;

In Russia, the dominant foreign languages (according to 29-year-old journalist Jeffrey Pittman) are English, German, French, Turkish and Ukrainian;

In Belarus the demand for specialists with knowledge of English (78%). Chinese language accounts for 14%. Korean language – 4.5 times demand increase in 2023;

In our opinion, the analysis carried out in this part of the study confirms the similarity of language policies in both countries.

Part 2

Research Representativeness Among the Population of Russia and Belarus

The second part of the research is devoted to the general analysis of the experimental part that encompasses such information as respondents' age, gender, place of residence, place of study, choice of foreign language as the first and second and such questions as: "Is your degree related to foreign languages?", "How many times a week do you study foreign languages?" and others (more than 15 questions).

The second part is divided into two sections: section 2.1. "Representativeness of the study among the population of the Russian Federation and the Republic of Belarus" and section 2.2 "Representativeness of the study among foreign citizens of 14 countries". Below are the diagrams reflecting the results with a detailed description. Brief conclusions obtained during the analysis are summarized at the end of each section.

The Analysis of The Survey Results

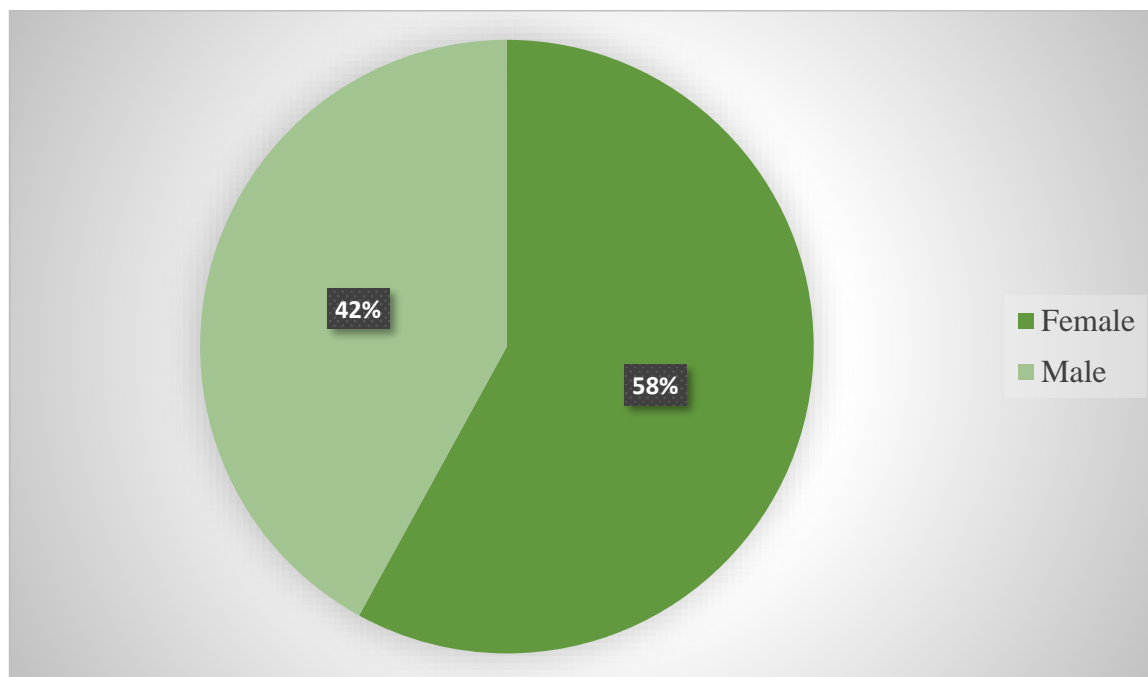


Figure 1. Your Gender

As it was noted above, 542 respondents took part in the survey. Section 2.1 focuses on the respondents from the Russian Federation and the Republic of Belarus, so the number of participants was divided for better clarity.

Therefore, 440 people chose Russia and Belarus as the place of residence, of which 257 were women, and the other 183 were men. The diagram “Your Gender” (Figure 1) reflects that female respondents make up 58% of the total number, and male respondents – 42%, respectively.

This result allows us to see the distribution of the ratio of men and women in the proposed sample, where the female gender is in the lead.

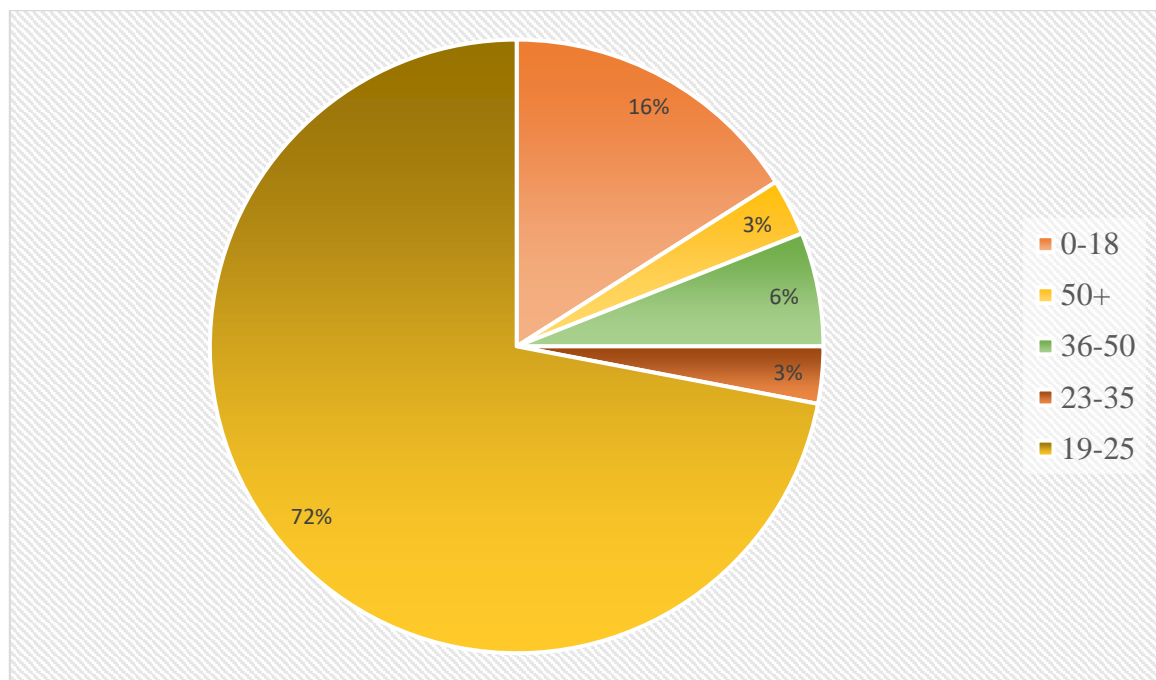


Figure 2. Your Age

First, let us analyze the data presented in the “Your Age” diagram (Figure 2). The survey included the following age ranges:

- 0 to 18 years old is 16% of the total number of respondents;
- 19 to 25 years old – 72%;
- 26 to 35 years old – 3%;
- 36 to 50 years old – 6%;
- The 50+ group is 3% of the total number of respondents.

Based on the conducted analysis, it can be stated that the majority of respondents in this study are in the age group from 19 to 25 years old, since the survey was primarily offered to university students. This information, in turn, could be useful in analyzing the data and forming conclusions on the research in the final part.

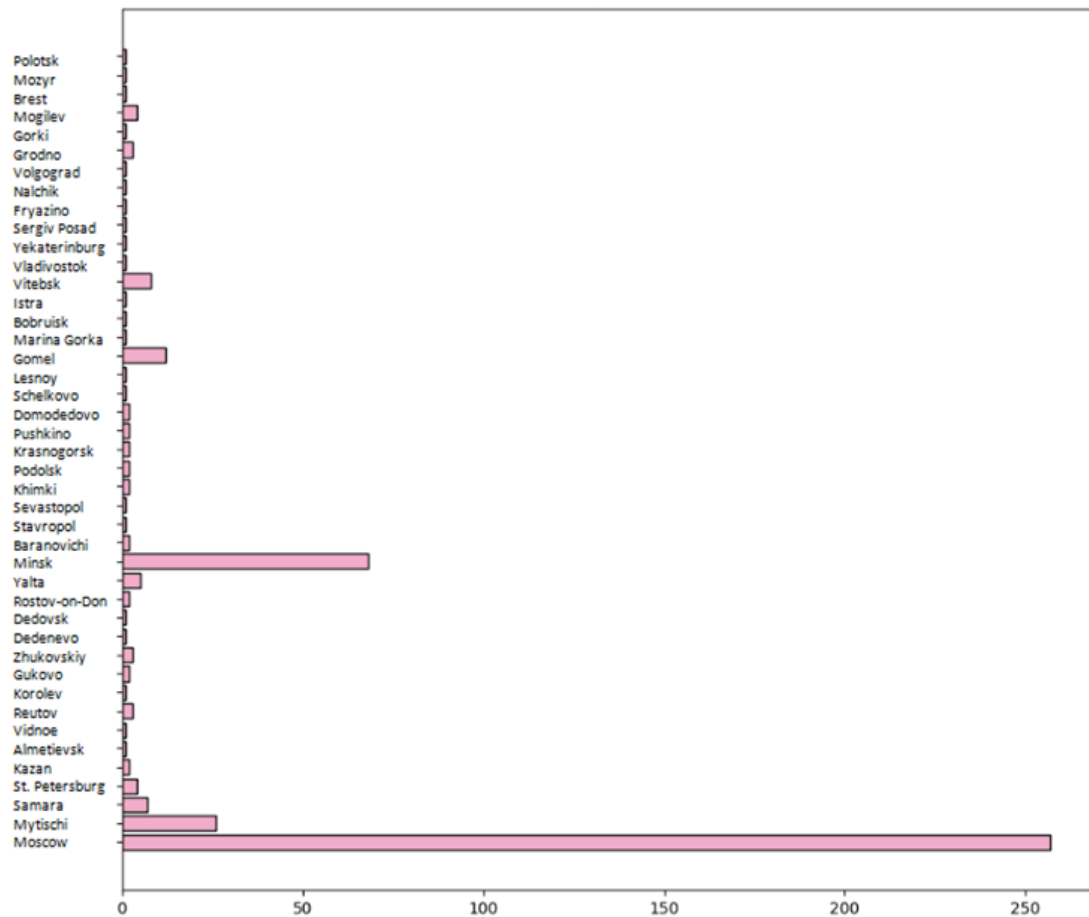


Figure 3. Where do you live?

The diagram “Where do you live?” (Figure 3) shows the towns and cities where the respondents live:

- Moscow is in 1st place by the number of respondents living there – 257 people;
- 2nd place is occupied by the capital of Belarus, Minsk – 68 respondents;
- 3rd place is occupied by the Moscow region town, Mytishchi – 26 people;

The other towns and cities in Russia include Yalta, Zhukovsky, Reutov, Pushkino, Nalchik, Sergiev Posad, Zhukovsky, Samara, St. Petersburg, Kazan, etc. Belarus is represented by Mogilev, Brest, Vitebsk, Gomel, Grodno, etc.

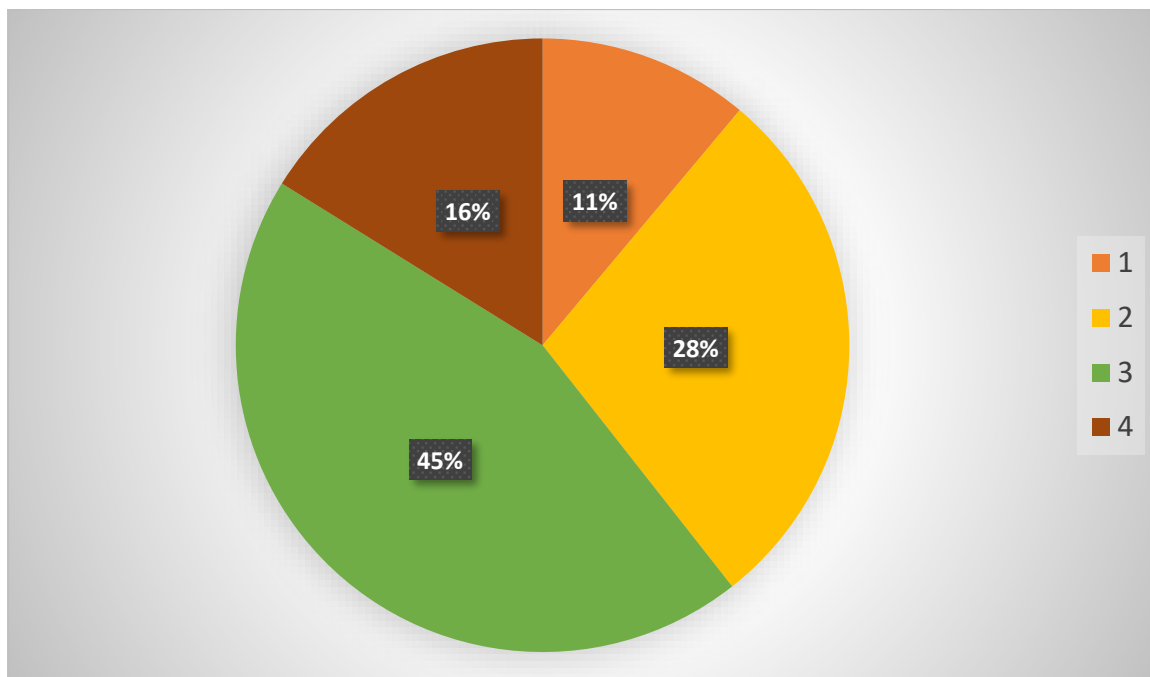


Figure 4. If you are a student, which year are you in?

The diagram (Figure 4) shows the ratio of respondents by year of study. It reflects that the majority of students, namely 44%, are in their 3rd year. About 28% are in their 2nd year. 16% of respondents are in their 4th year, and 11% are in their 1st year.

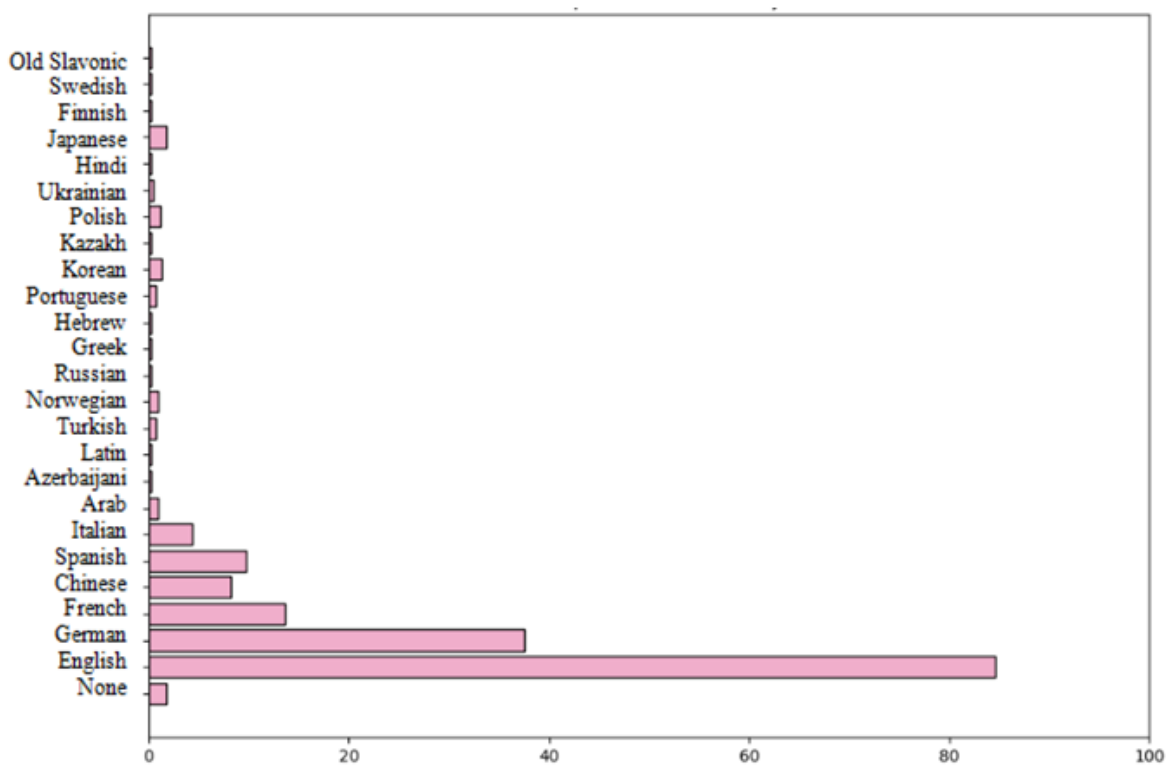
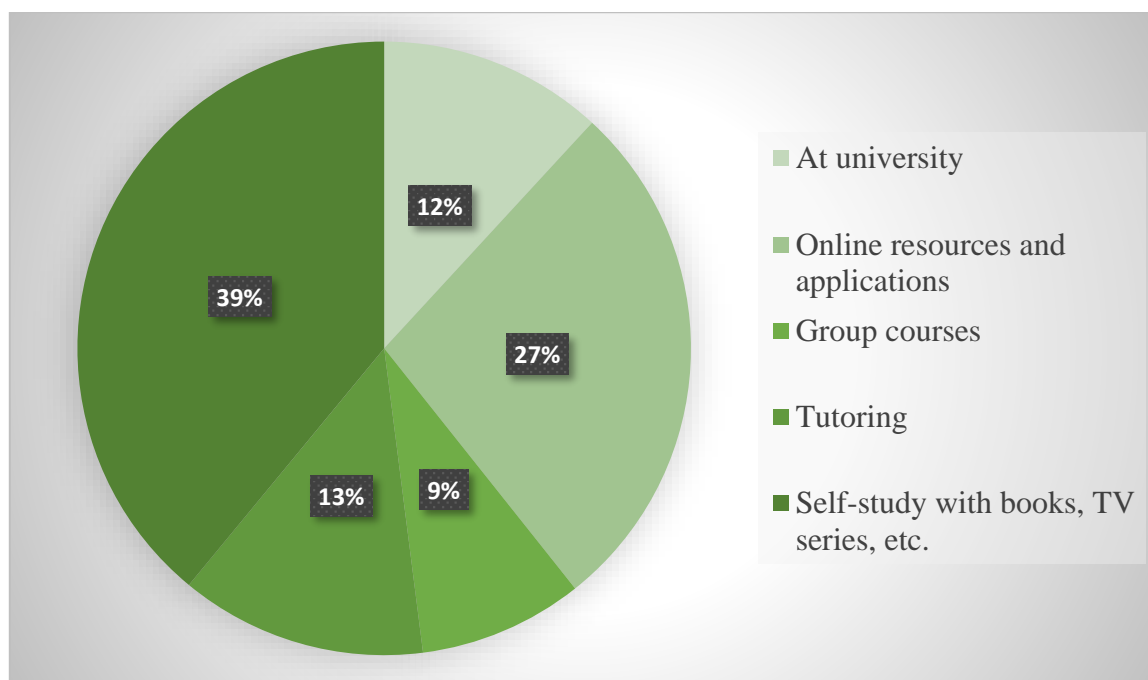


Figure 5. Which Foreign Language Are You Learning?

The above bar chart (Figure 5) shows foreign languages studied by the respondents. It is important to note that multiple options could have been chosen by the respondents.

From the chart, it is possible to state that the most popular language, as expected at the beginning of the survey, has been and still is English – it was chosen by almost 85% of respondents. German is the second most popular answer, studied by almost 37% of respondents. Next comes French – 14%, Spanish – 10%, Chinese – 8%, Italian – 4%, Japanese – 1.8% and Arabic – 1%.

**Figure 6 – How Are You Learning a Foreign Language / Foreign Languages?**

The pie chart (Figure 6) “How are you learning a foreign language / foreign languages?” proves that modern people learn foreign languages in various ways that are accessible to them, and the choice of learning methods directly determines their tasks, goals, preferences, physical and financial capabilities, available resources, as well as personal ideas about learning.

The majority of respondents, namely 38%, answered that they are studying foreign languages at the university, which is not surprising, since the majority of respondents are students for whom studying a foreign language is included in the compulsory educational program. In the second place by the number of votes was self-study through books/TV series and other materials with a result of 27%. This result indicates the desire for an individual and personalized approach in the learning process, which today plays an important role in education. The next most popular answer is “Online resources and applications”, which was chosen by 19% of respondents. With the introduction of a wide range of various online resources into our lives (applications, video lessons, audio materials, and online courses), students have the opportunity to use high-quality content for self-study anywhere and at any time, which is the most cost-effective method compared to courses and tutors. The last most popular method was tutoring, which was chosen by 9% of respondents, as well as group courses – 6%.

Based on the conducted analysis, it is possible to conclude that the survey results indicate the need for flexibility in the schedule and approaches in the learning process, the importance of the availability of resources and personalization of learning for the majority of respondents.

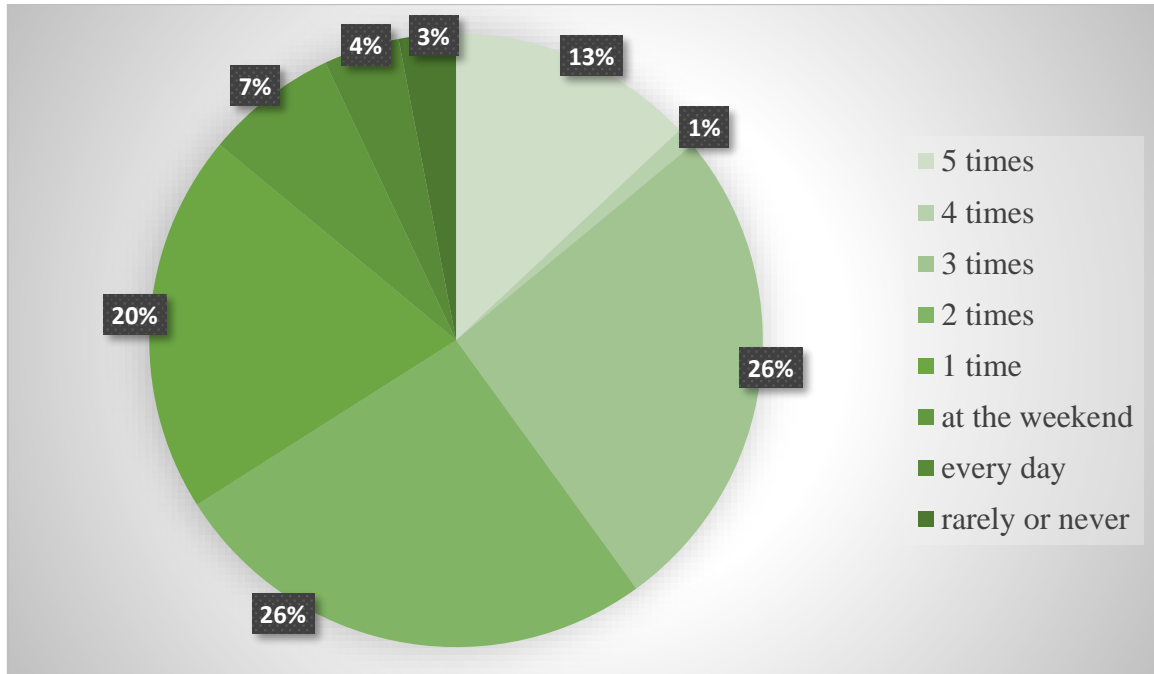


Figure 7. How Many Times Per Week Do You Study Foreign Languages?

The pie chart titled “How many times per week do you study foreign languages?” (Figure 7) shows the following data:

the majority of respondents, namely 52%, practice foreign languages 2-3 times per week;

20% noted that they study once per week;

13% reported that they study 5 times per week;

7% prefer to study languages on weekends;

4% study every day;

3% do not study foreign languages at all or do so very rarely;

only 1% study 4 times a week.

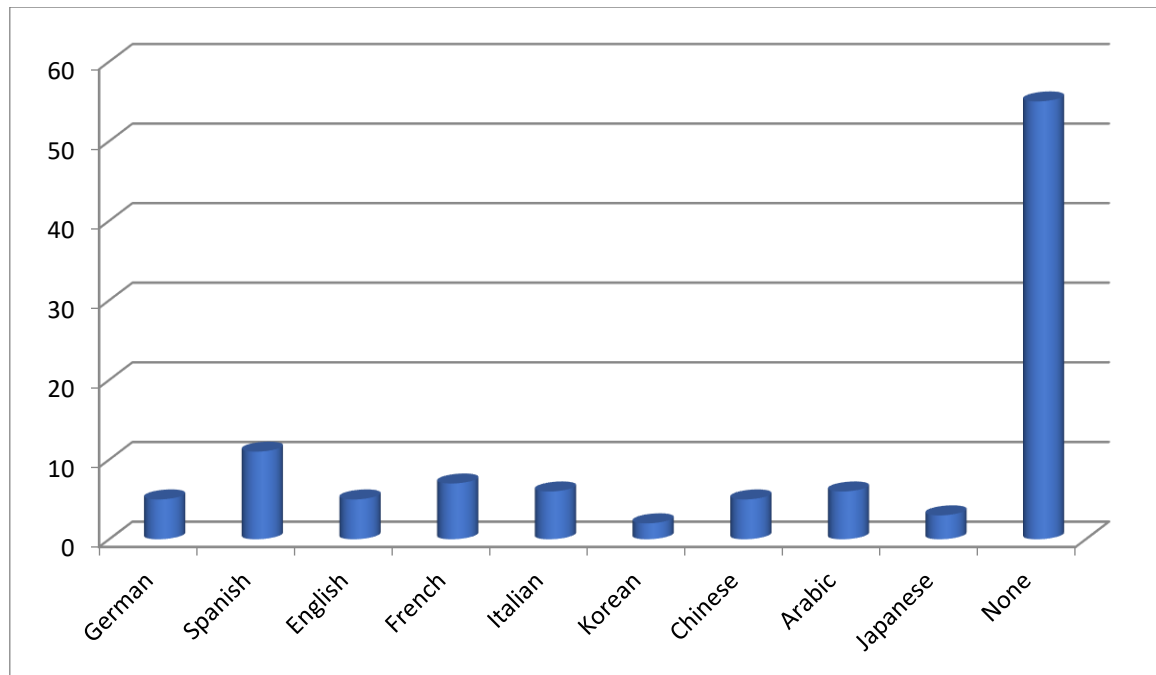


Figure 8. Are You Planning to Study Another Foreign Woman?

The bar chart (Figure 8) “Are you planning to learn another foreign language?” shows the distribution of answers about future plans connected with learning foreign languages. Most respondents (55%) do not plan to learn other foreign languages. However, among those who do have such plans, the most popular options are:

Spanish: 11%

French: 7%

Italian: 6%

Arabic: 6%

German: 5%

English: 5%

Chinese: 5%

Korean and Japanese scored less than 4%.

Thus, there is interest in learning foreign languages, but it is not widespread. Among the languages studied, the European ones, namely the Romance languages, are in the lead. Eastern languages (Korean, Chinese, and Japanese) are not very popular yet, but it cannot be said that there is no interest in them.

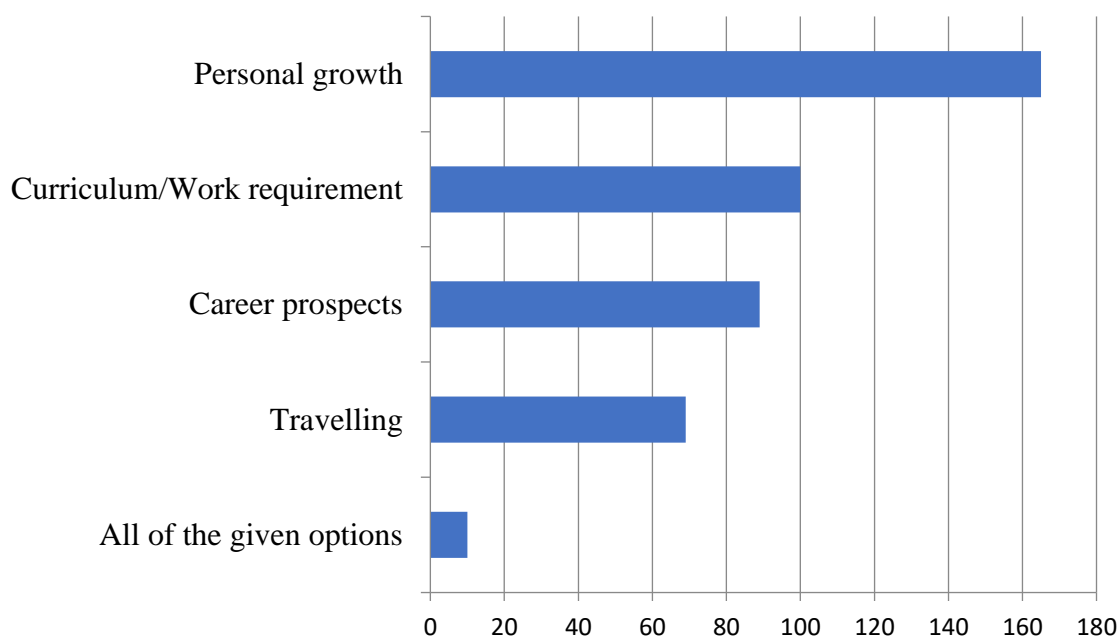


Figure 9 – Why Are You Learning / Do You Want to Learn a Foreign Language?

The bar chart “Why are you learning / do you want to learn a foreign language?” (Figure 9) shows the main purposes of studying foreign languages.

The majority of respondents, namely 165 people (38%), study foreign languages as a result of a personal choice for the purpose of self-development. About 100 people (23%) stated that they have it as part of their programme or need it for work. Career prospects and opportunities are also a good motivator for studying a foreign language – 89 people (20%) answered this way. Travelling was chosen as a reason by 16% (69 respondents).

The results show the diversity of goals that motivate people to study a foreign language. However, it is worth noting once again that self-development is in the first place among the respondents.

Representativeness of the Study Among Foreign Citizens of 14 Countries

In section 2.2 “Representativeness among foreign citizens of 14 countries”, the opinions of foreign citizens obtained through a questionnaire of the “Snowball” type will be considered.

As it was noted in the Introduction, section 2.2 focuses on the results obtained through the distribution of the questionnaire through acquaintances and friends. Respondents from 14 foreign countries took part in the survey: Bahrain (32 people), Syria (10 people), Qatar (9 people), Lebanon (6 people), Saudi Arabia (4 people), UAE (4 people), Tunisia (4 people), Oman (3 people), Turkey (3 people), Vietnam (2 people), Wales (2 people), China (2 people), Armenia (1 person), Morocco (1 person). In total, 83 respondents from the listed countries (42 men, 41 women) aged 18 to 30 years old completed the survey.

Since this was not part of the original tasks, but thanks to various messengers it happened spontaneously during the experimental part, we decided to consider the trends concerning respondents from these countries to expand the study within the framework of a multicultural picture of the world.

Analysis of the Results of the Questionnaire

The purpose of this survey is to determine attitude to foreign languages in particular, to the German language among foreigners, and assess the language situation, mainly in Arab countries. The survey included three sections:

Personal information of respondents;

Foreign languages in general;

Attitude towards the German language for those who are already studying it or are planning to study it.

A total of 83 respondents (42 men, 41 women) aged 18 to 30 years from 14 countries (32 from Bahrain, 10 from Syria, 9 from Qatar, 6 from Lebanon, 4 from Saudi Arabia, 4 from the UAE, 4 from Tunisia, 3 from Oman, 3 from Turkey, 2 from Vietnam, 2 from Wales, 2 from China, 1 from Armenia, 1 from Morocco) were surveyed. The link to participate in the survey was distributed among groups of friends and acquaintances, a small part of whom were interested in a foreign language. Only 2 of the 83 participants had not yet entered university, 63.9% had a bachelor's degree or were in the process of obtaining one, 26.5% either had a master's degree or were in the process of obtaining one, and 7.2% had a PhD degree or were in the process of obtaining one.

It is important to note that the questionnaire was initially created in two languages (Russian and English), which increased its competitiveness.

What foreign language are you studying/already studied before?

83 responses

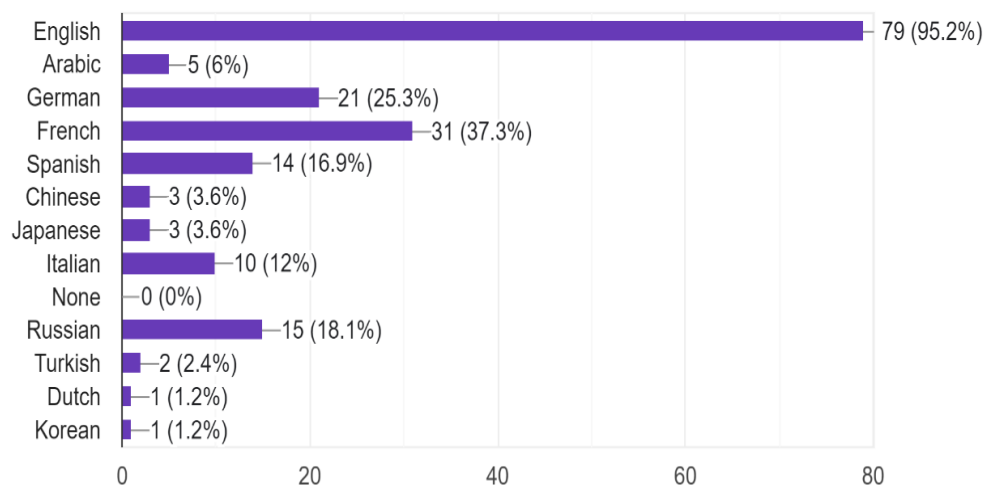


Figure 10 – What Foreign Language Are You Studying / Already Studied Before?

The bar chart “Which language are you studying / already studied before?” (Figure 10) shows the following trends: 79 out of 83 participants (95.2%) said they had already learned English, with 2 out of 4 people who said they had not learned English before being native English speakers. Those who said they were learning or had learned Arabic were all non-Arabs. Only 25.3% of participants said they were learning German or had learned it before, making it the third most-learned language. French came in second, with 37.3% of

participants learning it. Russian was the fourth most-learned language among respondents, with 18.1% of respondents learning it.

The majority of respondents (75.9%) said they preferred to learn languages using online resources and apps. 72.3% of respondents indicated that they independently study foreign languages from books/films/TV series, while 55.4% confirmed that they study foreign languages at university. 47% of respondents attend group courses at institutes to study foreign languages, and only 22.9% have a foreign language tutor.

How often do you practice foreign languages per week?

83 responses



Figure 11 – How Often Do You Practice Foreign Languages Per Week?

The pie chart “How often do you practice foreign languages per week?” (Figure 11) indicates that the majority of survey participants (59%) study foreign languages 2-3 times per week, while 13.3% study only once. 12% of respondents are currently not studying or practicing foreign languages. 6% (5 participants) indicated that they study/practice foreign languages five or more times per week.

77.1% of all the participants reported that they study foreign languages for potential career advancement, 72.3% study foreign languages to travel and communicate with native speakers of the languages they study; 65.1% are guided by personal interest in studying foreign languages, while only 44.6% confirm that they study foreign languages as part of their educational programme. When asked whether they would need to use foreign languages in their future careers, 63.9% of respondents answered “yes”, only 7.2% answered “no”, and 28.9% were not sure.

Do you wish to learn more foreign languages in the future? if so, then what are they

83 responses

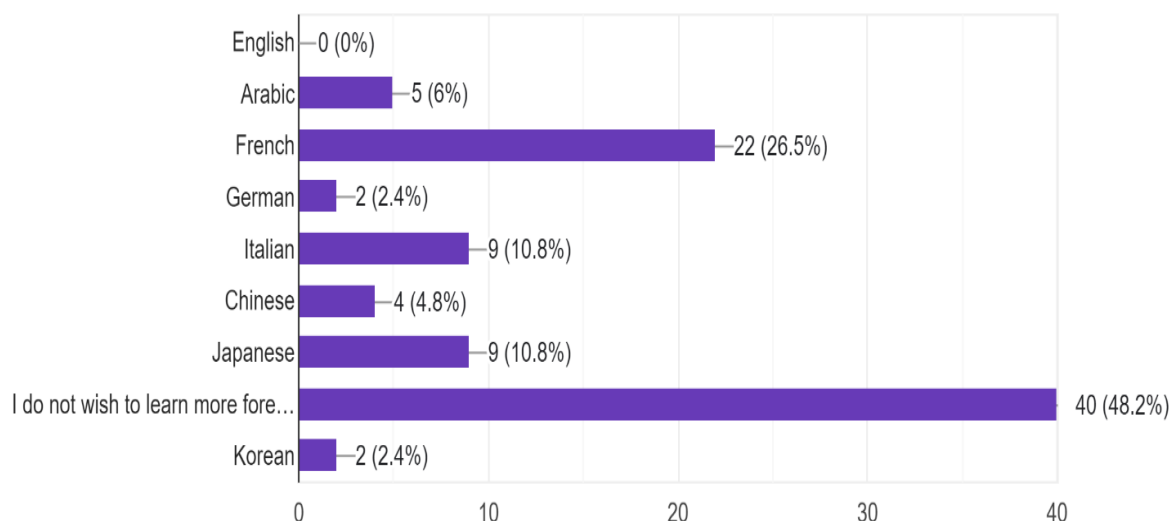


Figure 12 – Which Languages Would You Like to Learn in The Future?

The bar graph (Figure 12) titled “Which languages would you like to learn in the future?” convincingly showed that 48.2% of respondents do not want to learn foreign languages in the future. Among those who said they wanted to learn languages, French was the most popular choice, followed by Italian and Japanese. Of the 83 respondents, only two chose German as the language they would like to learn in the future.

21 respondents reported that they had already learned / were learning German. 52.4% of the respondents learning German achieved level A1/A2, 38.1% – level B1/B2, and 9.5% – level C1/C2.

71.4% of the respondents learning German started learning it when they were already at university, 23.8% in high school, and only 4.8% indicated that they started learning German after finishing school. None of the respondents reported learning German as children. When asked whether German was related to their future/current career, 28.6% answered “yes”, 33.3% “maybe” and 8.1% “no”.

Preliminary Conclusions

The following preliminary conclusions can be drawn from the analysis carried out in the second part:

The total number of respondents was 524 people. The majority was represented by respondents from Russia and the Republic of Belarus aged 15 to 50+ (Russia – 340 respondents, the Republic of Belarus - 100 respondents); 83 people aged 18 to 30 were foreigners from 14 countries (Bahrain, Syria, Qatar, Lebanon, Saudi Arabia, UAE, Tunisia, Oman, Turkey, Vietnam, Wales, China, Armenia, and Morocco).

The possibility of expanding the survey by disseminating information according to the “Snowball” principle, as well as parallel translation of the questionnaire into English gave us the opportunity to expand the survey and identify additional trends in teaching foreign languages in a multicultural world.

The respondents are interested in learning foreign languages, but it is not widespread.

Among the languages studied, the leading ones are European, namely English, Spanish, French and German.

A clear trend towards demand for foreign languages in the future was demonstrated by Figure 8 – bar chart “Do you plan to learn another foreign language?”. The majority of respondents (55%) do not plan to learn new languages. Among those who do, the most popular answers were: French: 7%, Spanish: 11%, Italian 6%, and Arabic: 6%

Other languages (German, Korean, Chinese, English) are chosen by about 5% or less of the respondents.

Consequently, based on this survey, it can be assumed that oriental languages (Korean, Chinese, Japanese) are not very popular yet (most likely due to their complexity and large cultural differences), but it cannot be said that respondents are not interested in them.

38% of all the participants reported that they study foreign languages for the purpose of self-development. 23% are guided by necessity or requirements of the curriculum/job. About 20% of the respondents study foreign languages because of possible career prospects. Only 16% use their skills and knowledge for traveling.

Among foreigners, the tendency for English to be the leader also persists: 79 out of 83 participants (95.2%) responded that they had already studied English. 25.3% of the respondents among foreign citizens indicated that they were studying German or had studied it previously, which puts German in the third place among languages. French came in second, studied by 37.3% of the participants. Russian became the fourth most popular language among respondents, studied by 18.1% of the respondents, which may indicate a positive trend in various areas of joint social activity for Russia and the countries of the “Arab world”.

As for potential career growth, the results demonstrate that 63.9% of foreigners state that they will need to use foreign languages in their future career, only 7.2% do not connect foreign languages with better career prospects, and 28.9% are not sure whether they will need foreign languages for their job further on.

Part 3

Demand for the German language in the Russian Federation and the Republic of Belarus

This part is devoted specifically to the German language, since today this language is experiencing various transformations in society. If French can be used in African countries, and Spanish is spoken throughout Latin America, then what should we do when choosing German given modern geopolitical challenges?

We raised this question during the research and we tried to demonstrate the attitude towards the German language in modern realities under the current geopolitical challenges in the context of tough sanctions.

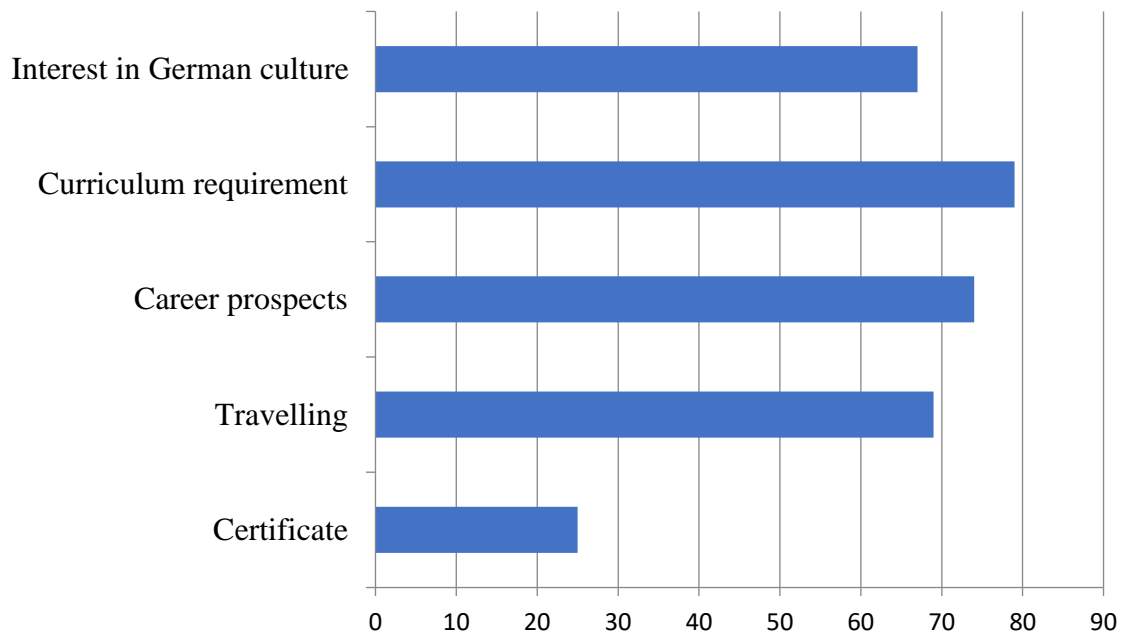


Figure 13 – Why Are You Studying German?

The bar chart “Why are you studying German?” (Figure 13) shows the distribution of responses regarding the main purposes of learning German.

The majority of respondents, namely 79 people, learn German because of academic requirements, which may indicate a high interest among students at higher education institutions. Career opportunities and prospects rank second (74 people) among the main reasons for learning, which shows the importance of German in the professional sphere. This is followed by the opportunity to travel for the purpose of increasing mobility and comfort – 69 respondents, as well as an interest in German culture/history/literature – 67 respondents. Only 25 people chose the opportunity to obtain a certificate as the main reason for learning German, which may indicate that German is an important part of education (educational programs) and the professional life of the respondents. The cultural aspect and the opportunity to travel also represent a common incentive. Obtaining official confirmation of the level (getting a certificate) is not the main goal for most respondents.

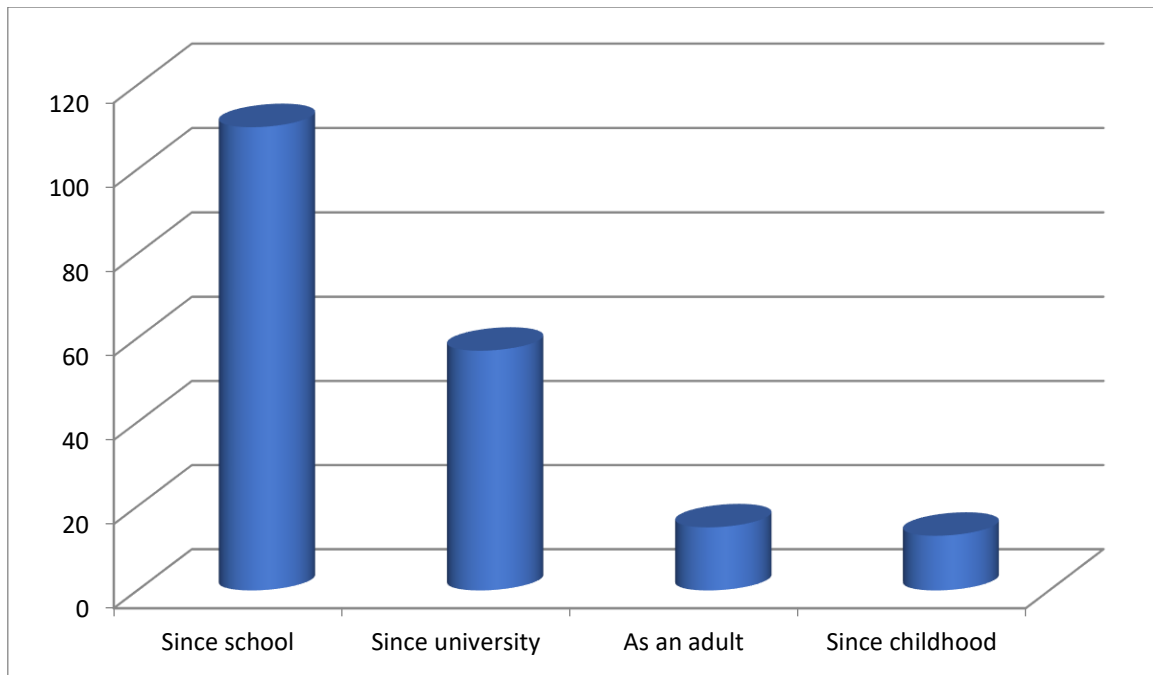


Figure 14. How Long Have You Been Studying German?

The bar chart “How long have you been studying German?” (Figure 14) shows the distribution of answers received from respondents in a social survey about the period of learning German. The majority of respondents, namely 110 people, began learning German at school as their first or second foreign language. The next largest group is students who began learning German at university. This was the answer given by 57 people. This may indicate the importance of German in future professional activities. Significantly fewer people began learning German as adults (15 people) and as children (13 people). This indicates that German is a very difficult language to learn on your own.

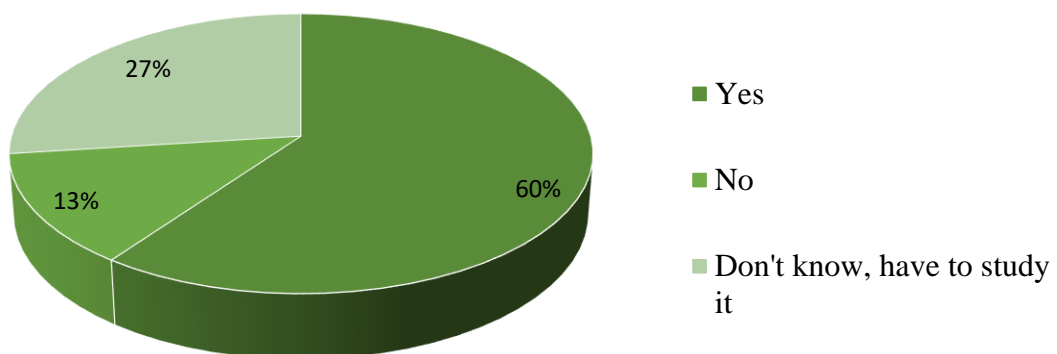


Figure 15. Do You Like Studying German?

The pie chart “Do you like studying German?” (Figure 15) shows the respondents’ attitudes towards learning German. Three main groups can be distinguished:

60% noted that they have a positive attitude towards learning German and they like it;

27% perceive the German language without much enthusiasm, as they continue to study German due to the need for their future profession;

13% do not enjoy learning German and would prefer to study another foreign language for various reasons: the complexity of the language, lack of interest in German culture, inconsistency with personal goals, etc.

The results show that most respondents who study German like it even despite various difficulties connected with mastering it.

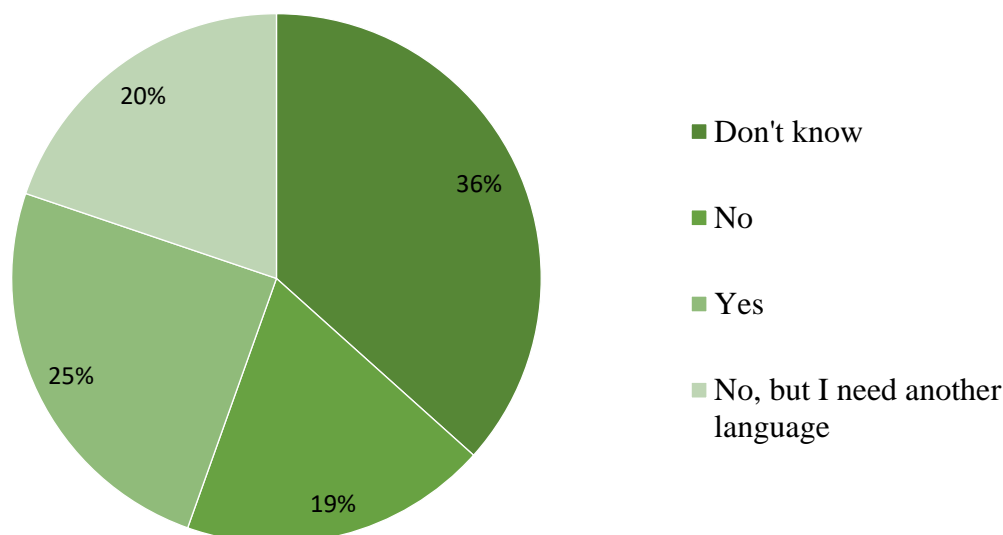


Figure 16 – Is Your Future Job / Will Your Future Job Be Connected with The Use of the German Language?

According to the pie chart “Is your future job / Will your future job be related to the use of the German language” (Figure 16), 25% of the respondents definitely plan to connect their future with the German language, which indicates its demand in the labour market. About 20% will not use this language in their future job, but they expressed the need to learn another foreign language for further career prospects. About 19% answered this question negatively. About 37% found it difficult to answer, which can be explained by unclear career plans, as well as insufficient knowledge of the demand for German language skills in companies.

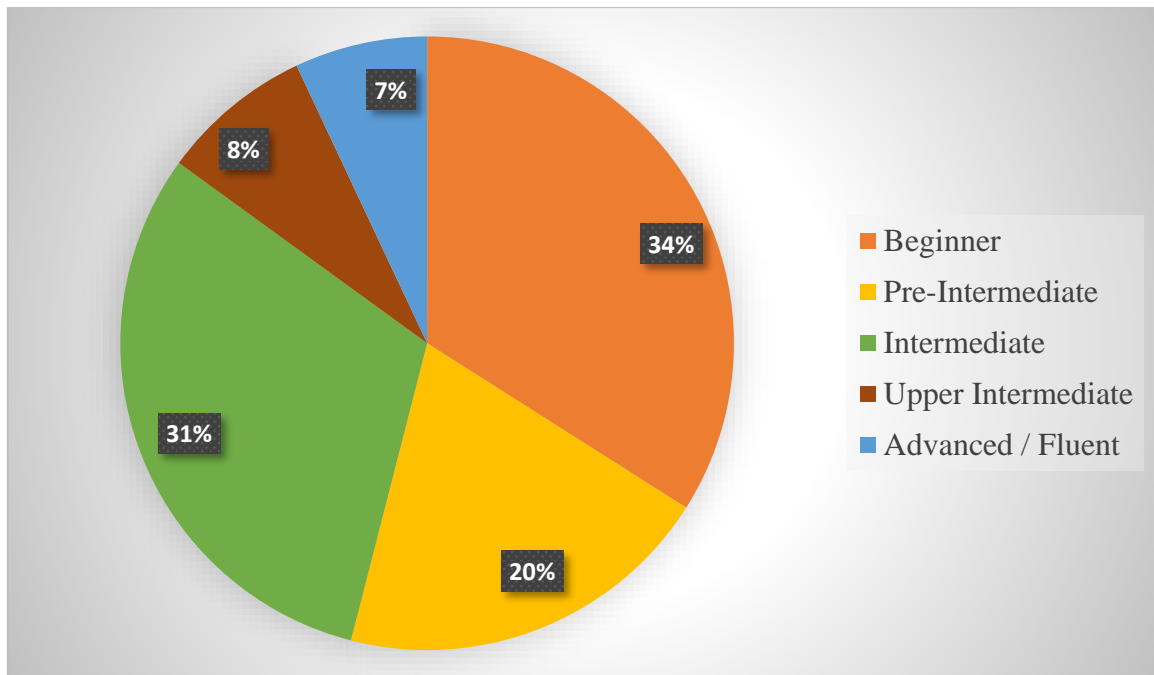


Figure 17. How Do You Assess Your Current Level of German?

The pie chart “How do you assess your current level of German?” (Figure 17) reflects the following results: the majority of the respondents rated their level of language skills as Beginner (34%) or Intermediate (31%). 20% believe their level to be Pre-Intermediate. The most pleasant fact is that already 8% of the respondents rated their level as Upper-Intermediate and another 7% as Advanced or fluent, which indicates the presence of a fairly large number of people with advanced skills in German. Thus, we can note that the level of German language skills is growing, since 46% have from Intermediate to Advanced level of German, and 36% are in the process of learning.

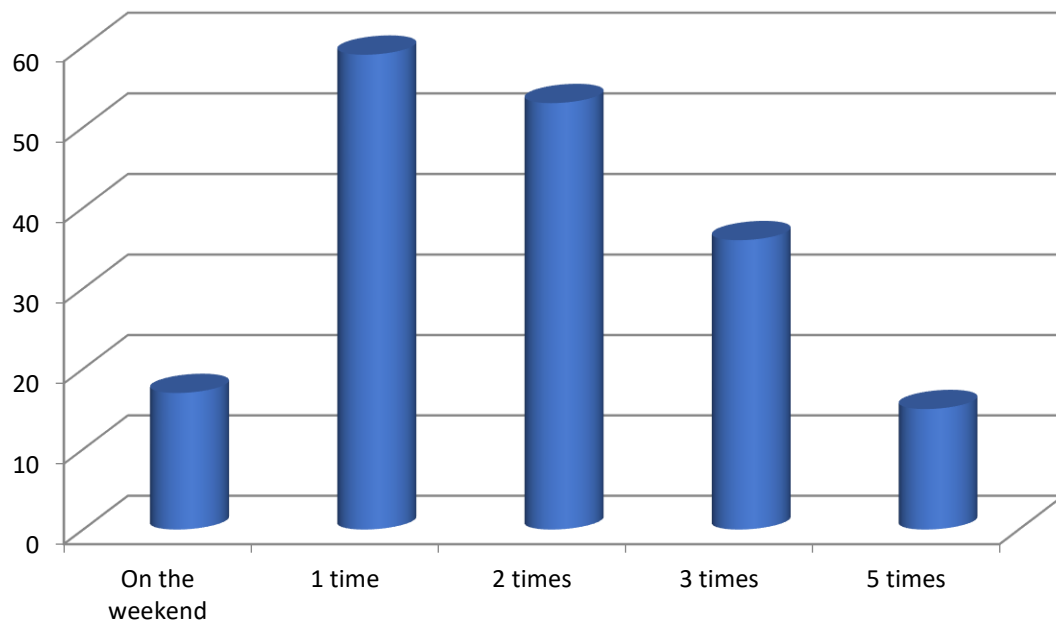


Figure 18. How Often Do You Study German?

The graph “How often do you study German?” (Figure 18) shows the statistics of language learning by the number of days per week.

Most of the respondents study German one (59 people) or two times (53 people) per week, which is a significant portion of the respondents. This may indicate that they have a desire to study the language, but they cannot always devote enough time to it due to other activities or circumstances. Slightly fewer people study 3 times a week (36 people). The smallest number of the respondents study German on weekends and 5 times a week. This may be due to both a lack of free time on these days, and possible fatigue or lack of motivation for regular language lessons.

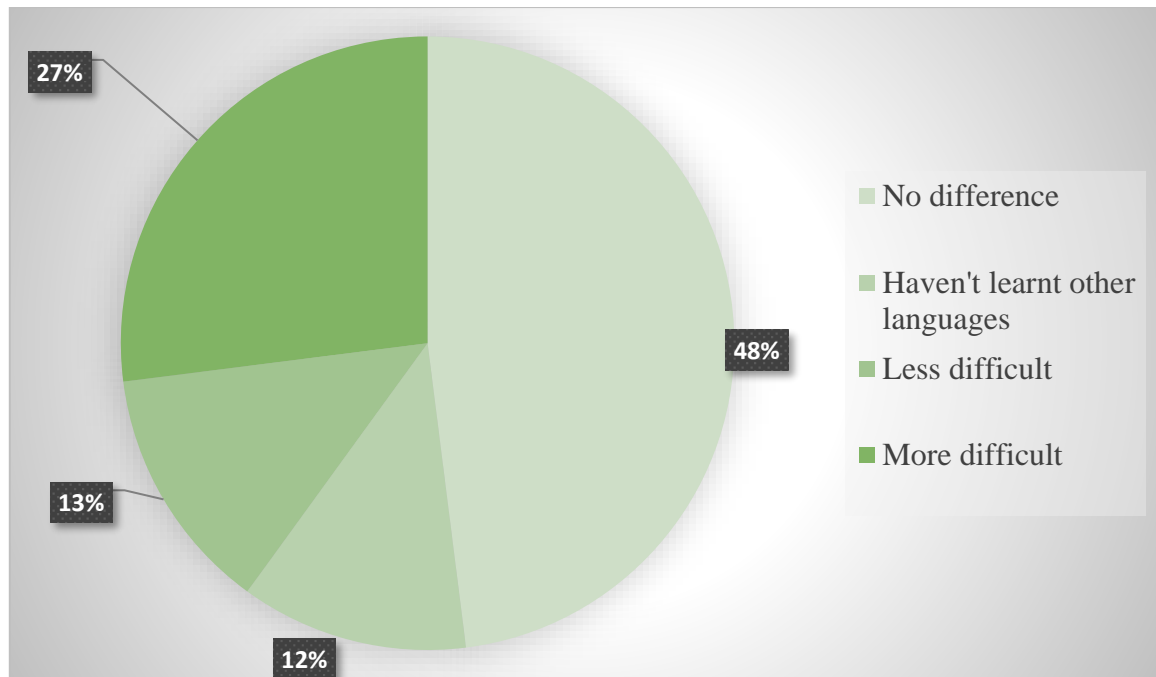


Figure 19 – How Do You Assess the Difficulty of Learning German Compared to Other Languages?

The level of difficulty of learning German is depicted in pie chart “How do you assess the difficulty of learning German compared to other languages?” (Figure 19). It can be seen that 48% considered German to be about as difficult as other foreign languages. About 27% noted that German is clearly more difficult than other languages. This may indicate the features of the German language that they consider more difficult or that require more effort to understand and learn. Around 13% of the respondents considered German to be less difficult and 11% have no experience of learning other foreign languages, so they were unable to assess it.

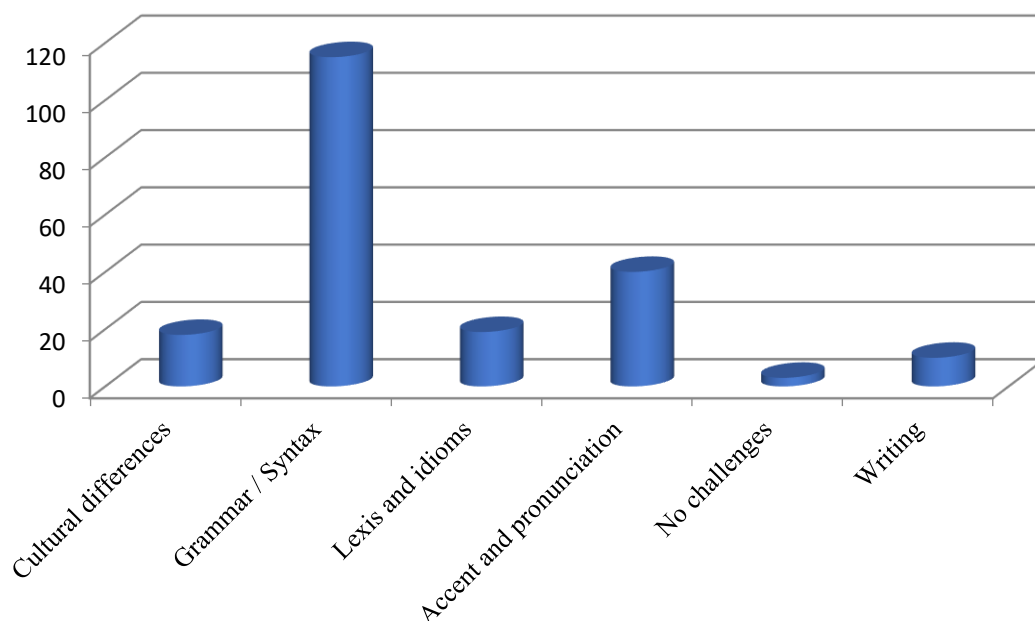


Figure 20. What Difficulties Do You Face While Studying German?

We analyzed the main difficulties that people encounter when learning German. It is important to note that when answering this question, participants had the opportunity to choose several options at the same time.

According to the research data (Figure 20), the largest portion of the respondents, namely 115 people, experienced difficulties while learning grammar and syntax, which leads to the conclusion that the German language is associated with complicated grammar rules and structures that students may struggle with. About 40 people noted that it was difficult for them to start speaking with an appropriate accent and pronunciation. Unfamiliar vocabulary and cultural differences were marked as problematic areas by almost the same number of respondents – around 20 people each. As for writing, it was marked as a challenge by the least number of people.

These results show the most difficult aspects of studying German and can be useful for drawing up curriculum for learning the German language.

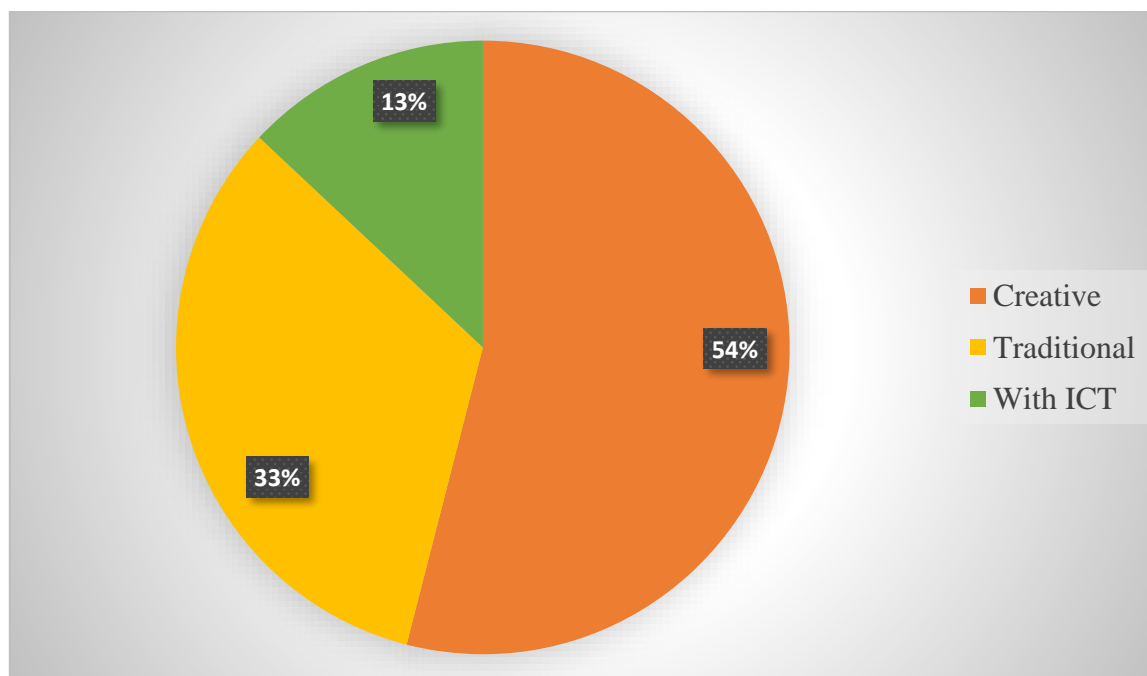


Figure 21 – What Type of German Classes Seems Interesting to You?

The diagram “What type of German classes seems interesting to you?” (Figure 21) reflects preferences in terms of different types of classes.

More than half of the respondents, namely 54%, prefer creative approaches to learning. For example, these can be various creative tasks, games, watching films and other non-standard approaches. 33% of the participants remain in favour of traditional learning methods and believe that they are still the most effective. Only 13% of the respondents prefer classes organized with the help of information and communication technologies (ICT). This emphasizes the idea that modern technologies are not always appropriate in the process of learning a foreign language and cannot replace traditional or well-known methods.

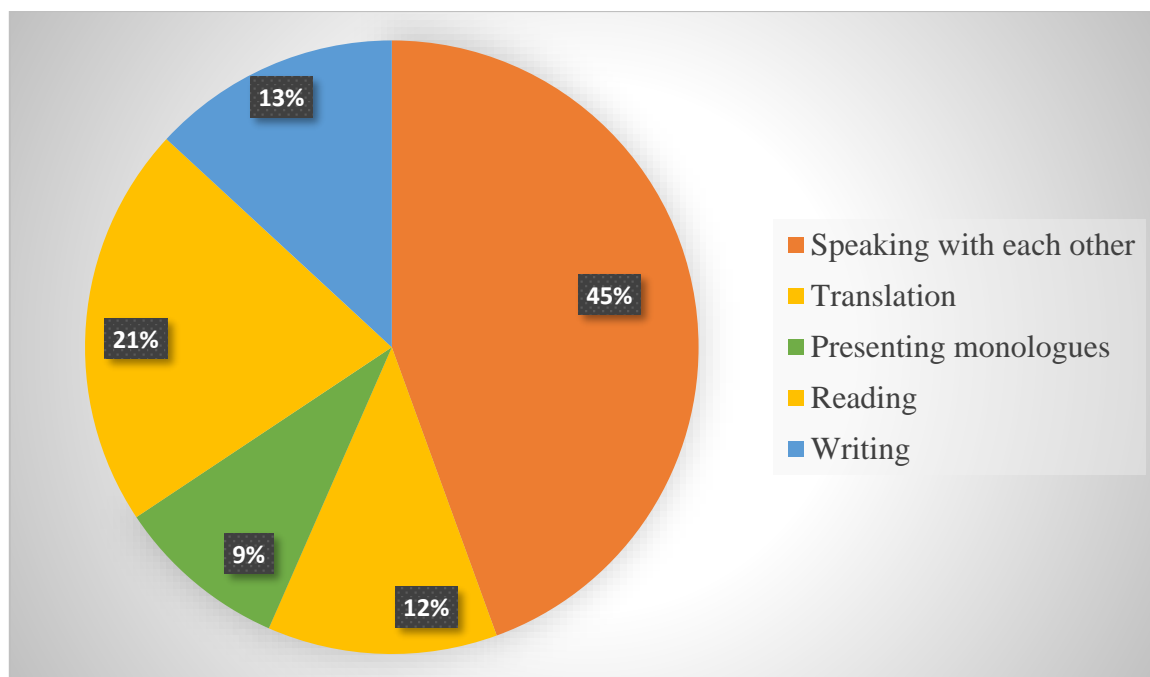


Figure 22. What Do You Like the Most About Studying German?

Figure 22 is a pie chart that illustrates preferences by type of tasks during German classes.

According to the results of our study, most respondents (44%) like to communicate with other people in German classes. This means that many people prefer speaking practice. 21% of the respondents like to read all kinds of texts in order to expand their vocabulary and study grammar. Approximately equal number of participants, from 12 to 13%, like to do writing tasks and translations most of all. Only 9% like to prepare and present monologues, which may be connected with the discomfort of being the only one who is speaking.

These results can also be useful for developing curriculum of learning German in order to increase interest in this language and improve the effectiveness of classes.

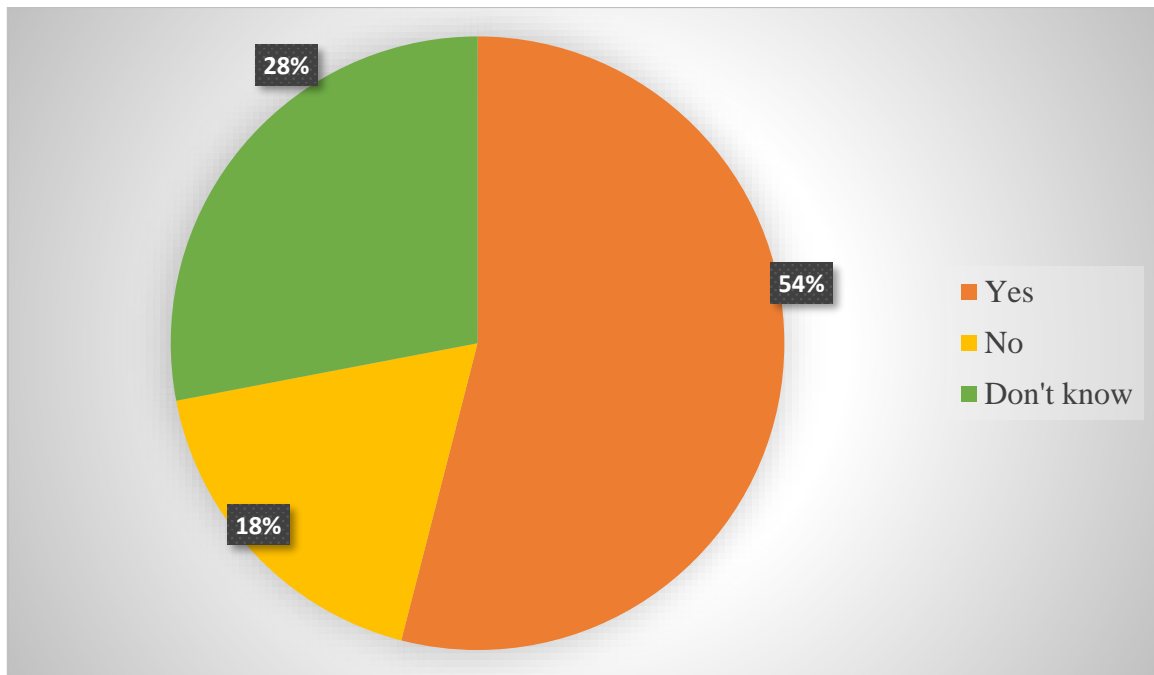


Figure 23. Would You Start Studying German Again?

The next pie chart (Figure 23) shows how people reacted to the idea of starting to learn German again.

More than half of the participants (54%), answered yes, indicating that most learners like the language and they would be willing to start learning it again from scratch. 18% of the respondents voted no finding German difficult. The remaining 28% were uncertain about this possibility.

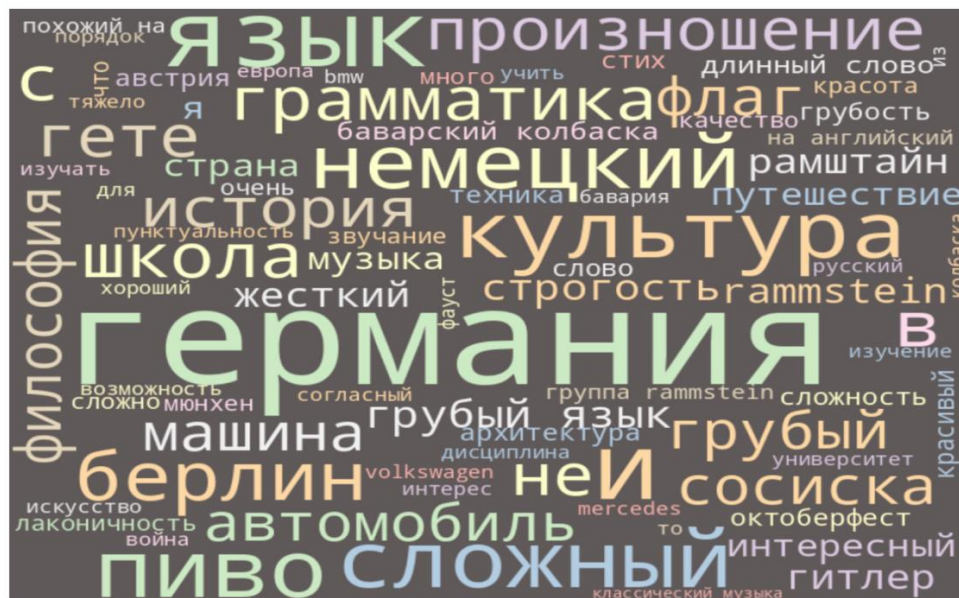


Figure 24. Word Cloud of The Words Associated with the German Language

Figure 24 is a “Word Cloud” of the associations with the German language, in which the size of a particular word depends on the frequency of its mention in the participants' answers: the larger the word in the diagram, the more often it was mentioned as an association with the German language. The figure represents a word cloud in Russian, as this is the language in which the respondents commented on their

associations with the German language. To avoid losing the relevance of this aspect of the survey, the results are presented in Russian.

It is easy to see that quite a large number of words are associated with the special pronunciation of the German language and how it is perceived when spoken: 'rough', 'hard', and 'difficult'. However, even more word associations were connected with various cultural features and Germany in general: "culture", "Berlin", "philosophy", "travel", "car", etc. It emphasizes the fact that for many people the German language is associated not only with linguistic aspects, but also with certain cultural aspects and the rich history of this country.

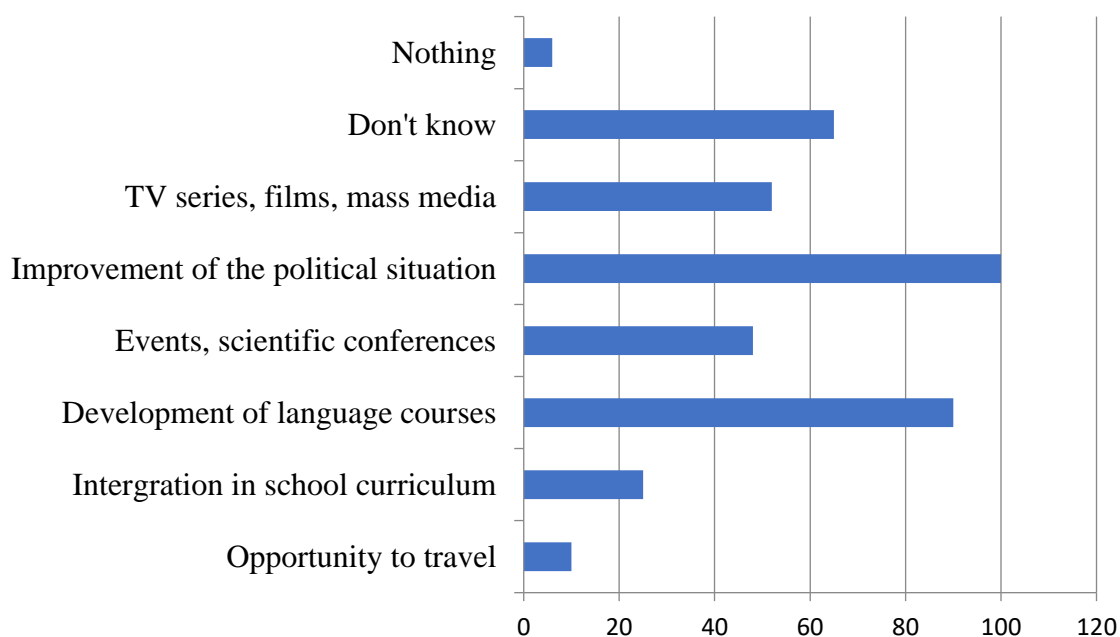


Figure 25. What Could Make German Popular in Today's Conditions?

The bar chart "What could make German popular in today's conditions?" (Figure 25) shows the respondents' answers regarding the methods of popularizing the German language in the current global situation. Among the variety of answers, we formulated several key theses. About 100 respondents indicated that the political situation needs to be improved, which emphasizes the importance of the role of the state in creating "fertile ground" for learning German. Almost 90 survey participants considered the development of various language courses, classes, and clubs, as well as publicly available educational materials to be very useful. These answers clearly show the need to create a variety of content in German, similar to what is already available, for example, in English. About 52 people think it necessary to pay more attention to films, TV series, music, and blogs in German. Such an entertaining format can make learning the language more interesting, easier and more effective, which, in turn, will attract a larger number of interested people. 48 survey participants believe in the importance of holding all kinds of scientific events: conferences, forums, competitions, exhibitions, etc. This can emphasize the idea of developing the scientific community of countries for the mutual exchange of knowledge and experience. It is also worth noting that about 20 people wrote about the need to start learning German as part of school curriculum. As evidence, we can cite the results that have already been mentioned earlier: 110 respondents began learning German at school. This indicates that in order to popularize the German language in modern society, it is necessary to introduce it into school curricula.

Summing up the results provide by this question, it is important to emphasize the need for a comprehensive approach to the problem of popularizing the German language in the current global situation. State

support, development of the scientific community, creation of new and interesting content, introduction of the language into the school curriculum – a combination of various steps will lead to a positive change.

Demand For the German Language Among Foreigners From 14 Countries

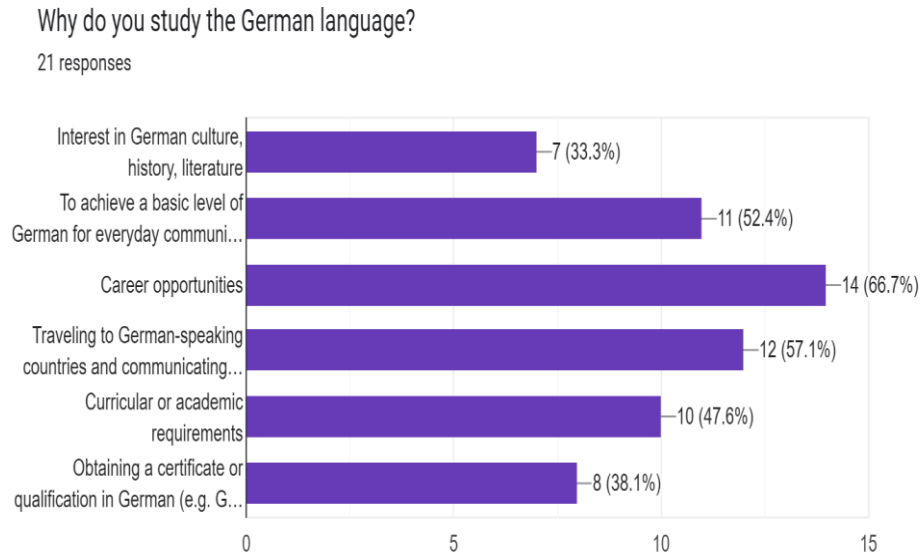


Figure 26 – Why Are You Studying the German Language?

The bar graph “Why are you studying the German language?” (Figure 26) illustrates the reasons for learning German. Among the 21 respondents, 14 indicated career opportunities as one of the motives for learning this language. Only 7 respondents reported that they were learning German out of interest in culture, history, and literature. 12 respondents stated that it might be useful when traveling to German-speaking countries. Only 8 respondents were hoping to get a certificate (for example, Goethe-Zertifikat). 10 respondents noted that they were learning German only because it was required as part of their university curriculum.

Do you enjoy learning the German language? (rate on a scale from 1 to 5, where one being not at all, and five being absolutely)

21 responses

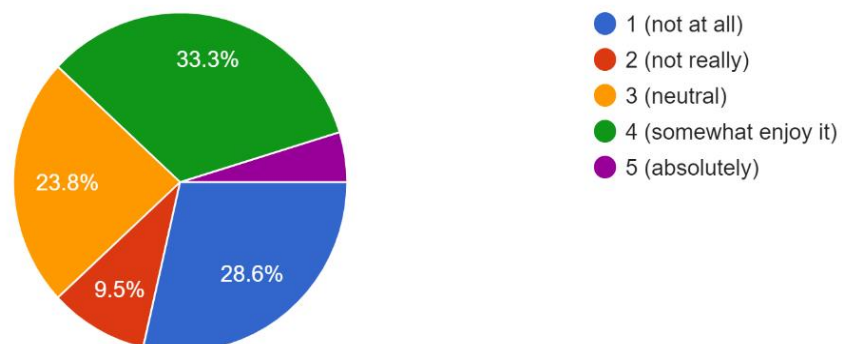


Figure 27. Do You Enjoy Learning the German Language?

The pie chart titled “Do you like studying the German language?” (Figure 27) shows the respondents’ assessment of how much they like learning German on a scale from 1 to 5 (1 – don’t like it at all, 5 – like it):

7 participants opted for 4/5;

6 participants reported that they didn’t like learning German at all;

5 respondents were neutral about this question;

2 respondents said that they didn’t really like learning German as a foreign language;

only 1 absolutely liked learning it.

Rate the difficulty of studying German as a foreign language (1 being very easy 5 being very difficult)

21 responses

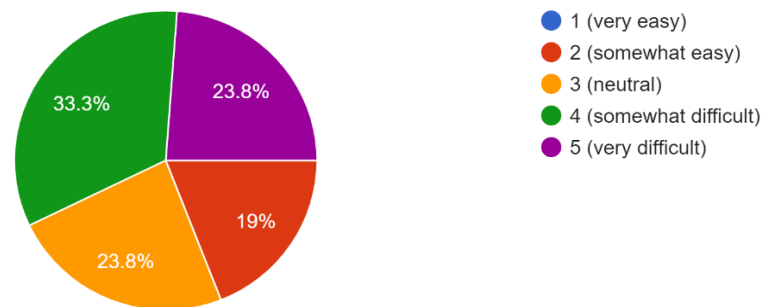


Figure 28. Rate The Difficulty of Studying German as A Foreign Language

When the respondents were asked to rate the difficulty of learning German as a foreign language (Figure 28) on a scale from 1 to 5 (1 – very easy, 5 – very difficult):

7 participants rated the difficulty of German as 4/5 (quite difficult);

5 respondents stated that German is very difficult;

5 rated the difficulty as neutral;

4 participants said it was somewhat easy.

None of the participants said that learning German was easy.

Discussion

Based on the survey results, it can be said that German is not the most popular language among the Arab population. When choosing a third language to learn (the first is their native language – Arabic, the second is English), Arabs tend to choose French.

However, among Syrian participants in the survey, German is more popular than French. Among the participants who reported learning German, 6 out of 21 were from Syria. Bahrain came in second, but this does not mean that Bahrain has more learners of German than the rest of the countries; it just so happens

that 32 out of 83 participants in the survey were from Bahrain, which means that only 12.5% of Bahrainis reported learning German, while 6 out of 10 (60%) Syrian participants reported learning German, and two out of six Syrians learning German also learned French. Three out of four Syrians who did not study German reported studying French, meaning that 50% of Syrian participants study French. German is also quite popular among Lebanese participants; four out of six Lebanese participants reported studying German, and three of them reported studying French as well. Eight out of 32 participants (25%) from Bahrain stated that they were learning French, while 12.5% of them studied German.

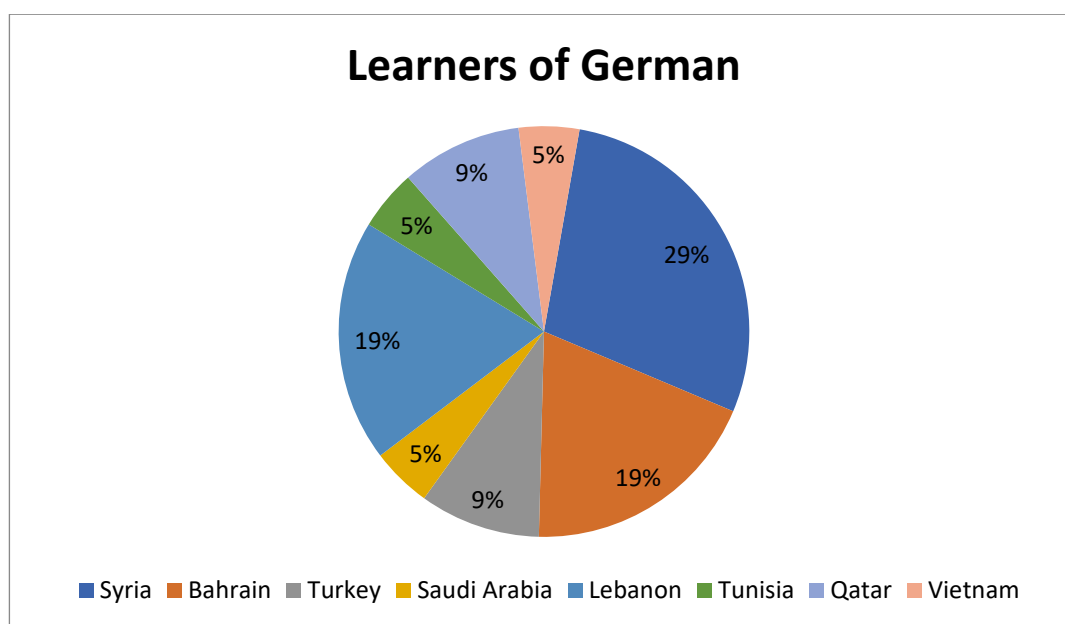


Figure 29. Learners of German from Different Countries

The pie chart “Learners of German from different countries” (Figure 29) should be studied carefully and should not be seen as a fair sum up of all the countries in the Arab world, since answers from 83 participants (9 of whom were not Arabs) do not reflect the full picture of the status of the German language in the Arab world. It is possible that due to global, historical and political factors, English and French seem more popular for Arabs to learn as foreign languages, since these languages have a larger number of speakers worldwide compared to German.

Preliminary Conclusions. Having analyzed the responses of the respondents included in Part 3 of the research, we can draw the following preliminary conclusions:

German is becoming increasingly popular in business and academic context. The bar graph “Why are you learning German?” (Figure 13, Figure 26) shows that most respondents (154) are learning this language because of academic requirements or career opportunities.

Obtaining official confirmation of the language level (a certificate) is not the main goal when learning German.

Most respondents (167) began learning German at school or university. This is shown by the bar graph “How long have you been learning German?” (Figure 14).

Despite various grammatical, syntactic and other difficulties, people enjoy learning German. This fact was noted by 87% of the respondents according to the pie chart (Figure 15).

45% plan to use German or another foreign language in their career.

46% of the respondents rate their language skills from Intermediate to Advanced, 34% are at the initial stage of learning, which may indicate an increase in demand for language learning related to future career prospects.

Moreover, respondents opt for regular classes to achieve effective results.

To achieve greater progress in learning a language, respondents prefer creative approaches to classes. This can facilitate the explanation of grammatical features of the language and help in quickly mastering topics. This is the opinion of 54% of the respondents based on the results in Figure 21.

German ranks 3rd among the languages studied by foreign participants after English and French.

Foreign respondents study languages systematically, devoting 2-3 times a week to this, as shown by the pie chart in Figure 11.

Most of the responses from foreign respondents clearly indicate that they studied German at university, which is related to their future career prospects, since 29% know for sure that the German language will be necessary for their profession, while 33% still doubt this.

In the potential scenario of losing their language skills, more than half would be happy to study German again, which indicates the popularity and competitiveness of German in the modern world.

Germany is a country rich in cultural heritage, so when studying the language, the first associations are “culture, Berlin, philosophy, travel, history, language, etc.”

Conclusion

The Role of Learning Foreign Languages in The Modern World

Learning foreign languages, including German and other European languages, has a number of advantages and purposes, regardless of the country's foreign policy position. In our opinion, there are several reasons why learning European languages remains important despite the really strong trends in choosing a foreign language given the situation of “turning East”:

Professional (career) growth: knowledge of foreign languages helps to significantly expand opportunities for job prospects, especially in an international company.

Educational opportunities: foreign languages allow a student to continue their studies abroad, learn more about the traditions and history of the country of the foreign language they are studying, and contribute to the development of intercultural communication.

Tourism and travel: confident foreign language skills improve the quality of a person's vacation. Plus, in the field of tourism, it helps to expand contacts and strengthen ties, allowing travellers to communicate with local residents.

Development of cognitive abilities: learning foreign languages helps to improve memory, attention, analytical skills, and other cognitive functions.

Communication: many continue to study European foreign languages to communicate in the language of Goethe and Schiller, Victor Hugo and Edith Piaf, Miguel de Cervantes and Pablo Picasso, since language a means of personality cognition.

Overall Conclusions

The *goal* of the study, which consisted in an attempt to establish the demand for the main European languages in modern conditions using the example of the Russian Federation and the Republic of Belarus, was achieved and confirmed by numerous responses, as demonstrated by 29 figures with their decoding in the form of different diagrams and graphs. The hypothesis, at the moment, is not confirmed and requires additional research.

Within the research, we have identified and achieved the following *tasks*:

The trends in choosing a second foreign (European) language among students in Russia and Belarus were studied.

We identified the prospects for studying a second foreign (European) language in a multicultural society and assessed the competitiveness of its choice, taking into account the proposed challenges today – a clearly expressed interest in Eastern and Arabic languages is indeed visible, but traditions in educational institutions are still very strong and European languages can, today, compete with Eastern and Arabic languages. This, in our opinion, is explained by long-term historical ties in diachrony, which we wrote about in the theoretical part of this study. The cultural values of the countries were closely connected in different areas with Europe for long historical periods, which has to affect the process of choosing foreign (European) languages for many years.

Considering the global opportunities in the political, economic and intercultural context, determined in the course of educational and research activities within this project, it was established that today we are experiencing turning points in historical, cultural and, perhaps, in civilizational terms, but the connection between generations, which also exists thanks to the language of a particular country, is difficult to overestimate (RB (2024); Hoppe, 2020).

The Obtained Results Are as Following:

Result 1. The analysis of the theoretical basis for the study in synchrony and diachrony, and conclusions from it have been prepared.

Result 2. Our survey showed that, indeed, interest in Eastern and Arabic languages is growing every year, but it cannot be said that European languages are losing their attractiveness. Spanish, French and German are competitive. Although, unfortunately, interest in German has decreased a little. Nevertheless, all major languages continue to be considered significant European languages at the moment: German, French, and Spanish (according to our survey).

As for the German language, which we analyzed in more detail, having substantiated this at the beginning of our research paper, a study of various Internet sources showed that by 2020, from 1.8 million to 2.6 million people studied German in Russia (with schoolchildren accounting for about 2.2 million). In 2022, 1,152 people took the State Exam in German. At the end of 2023, 19% of students of the liberal arts, 16% of economists and lawyers, and only 8% of representatives of technical majors studied German at university (Blizko.by, 2024; Edtechs, 2023; Lingua Airlines, 2022; Rabota.by, 2021; Express-perevod, 2014; RB, 2024). At the Financial University, German, as a first and second foreign language, is currently being studied by over 450 people (Moscow, April 2024) (there is an interest in the German language, although there is certain “instability”).

In support of these data, we will cite several quotes that we found when analyzing the situation with the German language, which indicate that although the position of the German language is to a degree “unstable”, it, in general, continues to be quite strong:

Kristina Gugnyaeva, founder of Deutschkurse, notes: “In my opinion, the German language learning market will develop. Traditionally, Germany and Russia have had good relations for many years. I believe that all the difficulties will be resolved...” (Edtechs, 2023). In addition, the expert emphasizes that Germany’s economy is one of the strongest and most competitive in Europe, in which she sees cause-and-effect relationships in the popularity of the German language and interest in it in the future (Edtechs, 2023).

As noted by the article “German in Russia: Volume, Trends and Prospects of the Market”, techSmR predicts that the German language market in Russia will strive to consolidate around edtech projects, relying on online and hybrid formats. “The Russian German language market will grow by about 20% by the end of 2023” (Edtechs, 2023).

Result 3. The real attitude to the choice of the studied foreign language has been established, which is fully described in Parts 2 and 3 of the research paper, as well as the conclusions to them (based on the original questionnaire conducted within as part of the research).

Result 4. The survey on the basis of the author’s questionnaire was prepared and conducted among the population (524 people), with the received data subsequently analysed. (It is reflected in the diagrams and charts (29 figures) and descriptions to them).

Result 5. We have formulated conclusions for each part of this research, and also presented a conclusion, which sums up the key aspects of the research.

Thus, it also seems possible to conclude that regardless of the country's geopolitical shifts, learning German and other European languages can be useful and valuable for personal development and professional growth. European languages can be competitive in the context of Russia and Belarus’s turn to the East, as they are a key tool for communication. Knowledge of European languages can increase competitiveness for both Russian companies in the global market and for foreign companies wishing to work in Russia. Therefore, learning European languages, in particular German, remains relevant and important in many areas.

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