

Only under such conditions can digitalization become a driving force for the progressive development of society.

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EDUTAINMENT: ORIGIN, CONCEPTUAL NATURE, AND CONTEMPORARY TRANSFORMATIONS

In the era of information technology, when a substantial share of knowledge and nearly all spheres of human life, including interpersonal communication, have shifted online, many educational concepts formed decades or even centuries ago are being reconsidered. One of the most significant among them is the idea of lifelong learning.

Although its philosophical roots can be traced to ancient thinkers such as Plato, Socrates, and Aristotle, the concept acquired its modern, systematic form in the second half of the twentieth century. In particular, in 1968, under the auspices of UNESCO, lifelong education was articulated as a continuous, structured process extending throughout an individual's life. Its core premise is that individuals must constantly expand their knowledge, develop skills, and adapt to an evolving socio-technological environment. The advancement of this idea stimulated the emergence of new educational and technological approaches aimed at its practical realization. One of the

most notable among them is edutainment – a concept that combines education and entertainment. Edutainment refers to a mode of presenting information in which educational content is integrated with entertaining elements. Its primary function is not only knowledge transmission but also the enhancement of engagement, emotional involvement, and cognitive accessibility (Okan, 2003).

In contemporary pedagogical theory, edutainment is increasingly regarded as a key mechanism of informal education, particularly within the media environment, where competition for audience attention is exceptionally intense (Buckingham& Scanlon, 2005).

Contrary to some widespread assumptions, the term “edutainment” did not originate in the mid-twentieth century nor in 1948. Its emergence was gradual and reflects broader shifts in educational and media practices. The term began to appear in English-language discourse in the 1970s–1980s, a period marked by the expansion of informal learning and the growing role of media as an educational tool. Initially, it was associated with specific domains such as museum exhibitions, educational television, cultural programming, and popular science communication. In these contexts, edutainment described the integration of educational content with visual and emotionally engaging forms of presentation.

During the 1980s and 1990s, the term gained wider circulation, driven by the development of educational broadcasting, the expansion of mass media, and the emergence of interactive digital formats. Over time, edutainment evolved from a specialized concept into a broader cultural and educational practice.

Thus, the development of edutainment reflects the broader transformation of education toward mediatization and its increasing integration with entertainment formats. It can be understood as a product of the late twentieth century that emerged in response to the convergence of education and media. Conceptually, edutainment lies at the intersection of pedagogy, cognitive psychology, and media studies. Its fundamental

principle is that learning becomes more effective when educational content is combined with emotional engagement, narrative structures, and visual support.

From an analytical perspective, edutainment performs three key functions:

- cognitive – facilitating the understanding of complex information;
- motivational – increasing interest and engagement in learning;
- perceptual – sustaining attention through entertaining elements.

Given these functions, edutainment should be understood not merely as a content format but as a broader pedagogical strategy for structuring educational information.

It is important, however, to distinguish clearly between edutainment and gamification. Gamification refers to the application of game mechanics, such as points, levels, rankings, and rewards, in non-game contexts. Its primary aim is to enhance motivation and influence user behavior.

The key difference between these concepts lies in the level at which they operate. Edutainment transforms the form and presentation of educational content by embedding it within engaging, narrative, and visually rich formats. Gamification, by contrast, does not alter the content itself but restructures the way users interact with the learning process through motivational and behavioral incentives (Deterding, Dixon, Khaled & Nacke, 2011). Despite their interconnection, these approaches serve distinct functions:

- edutainment modifies both content and its mode of presentation;
- gamification reshapes the motivational and behavioral mechanisms of interaction with that content.

In the digital age, edutainment has acquired new forms, particularly within social media and video platforms such as TikTok and YouTube. Educational content is increasingly delivered through both short-form and long-form video formats.

These developments contribute to the formation of a new educational ecosystem in which the production, representation, and consumption of knowledge are fundamentally transformed. Education is no longer confined to institutional frameworks but expands into a platform-based environment, where speed of access, format of

presentation, and level of user engagement become decisive factors. Within this ecosystem, different models of platform-based learning can be identified, notably short-form content (characteristic of TikTok) and long-form content (represented by YouTube), reflecting distinct modes of knowledge acquisition.

TikTok-based education is characterized by extreme brevity, aligning with the logic of rapid content consumption. Its effectiveness relies heavily on emotional appeal, humor, and storytelling, which enable quick audience engagement. However, this format also has limitations: the fragmented nature of content increases the risk of superficial understanding and reduced depth of knowledge (Vázquez-Herrero, Negreira-Rey & López-García, 2021).

In contrast, YouTube-based education tends to be more structured. It combines elements of lecture-style explanation with visual aids, enabling more systematic engagement with the material (Kousha, Thelwall & Abdoli, 2012). This format supports deeper comprehension and represents an intermediate model between traditional academic instruction and edutainment.

The interaction of these formats contributes to the emergence of a hybrid model of contemporary education, in which the traditional boundary between learning and entertainment becomes increasingly blurred. The educational process is shaped not only by the content itself but also by the mode of its presentation, thereby transforming the logic of knowledge acquisition in the digital age. In this context, edutainment can be seen as a relatively recent yet conceptually significant phenomenon. Its emergence reflects a broader shift from text-centered models of learning toward media-oriented forms of knowledge transmission.

Within today's digital environment, edutainment increasingly intersects with gamification and algorithmic recommendation systems, forming a new educational reality in which learning is strongly influenced by presentation format, speed of perception, and the degree of emotional engagement.

Therefore, edutainment should be considered not as a secondary trend, but as a structural component of modern media education, defining new principles of interaction between knowledge, attention and culture of information consumption.

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CHALLENGES IN TRANSLATING CULTURALLY SPECIFIC VOCABULARY

Within the linguistic system of every nation, there are linguistic units that are closely linked to its culture, history, and traditions. Such linguistic units are commonly referred to as culturally marked vocabulary. It encompasses words and expressions that reflect nation-specific phenomena, way of life, customs, realities, and peculiarities of worldview, and often have no complete or exact equivalents in other languages.

In view of the active development of intercultural communication, the problem of adequately rendering such vocabulary is becoming particularly relevant. The translation