Гібридні деривати функціонують у різних мовних регістрах, однак їхня левова частка трапляється в мові засобів масової комунікації, сфері реклами та піару, мові інтернету й соціальних мереж, а також у молодіжному сленговому мовленні, яке відображає стійку тенденцію до повсякчасного вживання англіцизмів у розмовно-побутовій сфері, що пояснюється масштабуванням й популяризацією всього іноземного. Гібридизація лексики сучасної української мови зумовлена динамічністю та відкритістю мовної системи загалом, а також комплексним впливом екстралінгвальних й інтралінгвальних чинників. Гібридна номінація є тотальним процесом, представленим різноманітними лексики-семантичними й частиномовними групами. За своєю структурною характеристикою гібридні слова є неоднорідними, однак чітко простежуємо усталені в мовній практиці моделі їхнього творення: на основі композиції, юкстапозиції, поєднання питомої основи та запозиченого форманта, на основі запозиченої основи та питомого форманта. В умовах мультикультурності гібридизація постає не лише лінгвістичним, а й соціокультурним явищем, яке відображає сучасні планетарні тенденції та потреби суспільства, стає невід'ємним рушієм розвитку української мови.

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LANGUAGE POLICIES IN MULTICULTURAL AMERICAN SOCIETY: FOSTERING LINGUISTIC DIVERSITY

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Washington State (WA) is a multicultural community enjoying a wide variety of customs and traditions stemming both from Indigenous tribes and immigrants from all over the world. This is where one can hear and even learn to speak languages belonging to different minority groups, among them:

1. Indigenous Languages (Lushootseed, spoken by Coast Salish tribes around Puget Sound; **Sahaptin**, a native language to tribes in southern Washington; **Makah,** spoken by the Makah Tribe on the Olympic Peninsula; **Klallam,** and **Chinook Wawa**, the latter being a trade pidgin language historically used across tribes.

2. Spanish;

3. Asian Languages (Mandarin and **Cantonese,** spoken in Chinese communities in Seattle, Bellevue, and surrounding areas; **Vietnamese** in King and Pierce counties; **Korean** in and around the city of Federal Way; **Tagalog, Ilocano** and other **Filipino** languages widely spoken in the Seattle area).

4. Pacific Islander Languages (e.g. **Samoan** and **Chamorro** in the Seattle-Tacoma area).

5. Languages spoken by immigrants from **Eastern Europe (Ukrainian, Romanian, Belorussian,** and **Russian)**

6. Somali, Amharic, Tigrinya, Oromo and other **African** languages spoken by Ethiopian and Eritrean communities in the Seattle area.

7. Languages spoken by immigrants from the **Middle East (e.g. Farsi (Persian), Arabic**).

Such a unique tapestry of diverse linguo-cultural communities creates both challenges and opportunities in language policy of the state.

Number one priority in the policy of the United States, and in Washington State in particular, remains 'to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages [13]. The term "Native American" includes Indians, Native Hawaiians, and Native American Pacific Islanders. The US authorities 'fully recognize the inherent right of Indian tribes and other Native American governing bodies, States, territories, and possessions of the United States to take action on, and give official status to, their Native American languages for the purpose of conducting their own business'[ibidem]. The governmental policy is directed not only to support the use of Native American languages as a medium of instruction in education, but, where appropriate, to include Native American languages in the curriculum of higher schools and universities in the same manner as foreign languages and to grant proficiency in Native American languages the same full academic credit as proficiency in foreign languages.

Language policy and language planning in Washington State has, among others, the following three vectors:

● Addressing the problem of endangered Native American languages;
● Fostering bilingual education in public schools;
● Supporting languages of immigrants and war refugees.

Let us briefly consider each of them.

Addressing the problem of endangered Native American languages. A decline in the use of Native American languages has been a great issue that called for governmental support: 'First peoples' languages are falling silent. Despite tribal efforts, first peoples' languages are not fully incorporated into the school systems. This is a loss to the cultural heritage of the affected tribes and to the cultural resources of Washington State' [9]. Such a situation required immediate decisions aimed to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages.

The problem of preservation and revitalization of Indigenous Languages could not be solved without introducing the latter into school curricula. The Washington State Legislature established teacher certification programs to teach First Peoples' language, culture, and oral tribal traditions [7] and authorized state-tribal education compact schools [8]. Currently, there are eight schools of this type operating in Auburn, Bellingham, Olympia, Poulsbo, Puyallup and other cities of WA state.

Based on the belief that education is a significant tool of empowerment and personal growth, the State, together with a national nonprofit organization AISES, offers a wide support to children of Native American families in obtaining higher education and building their professional career. AISES sees its mission in 'increasing the representation of Indigenous peoples of North America and the Pacific Islands in science, technology, engineering, and math (STEM) studies and careers' and provides financial aid to Indigenous students in STEM through nineteen types of scholarships [1].

Washington State is home for Northwest Indian College (founded in 1973), which offers 4 bachelor programs and 7 associate degree programs. Besides the main campus located at the Lummi Nation, the College has six full service extended campus sites at Muckleshoot, Nez Perce, Nisqually, Port Gamble S'Klallam, Swinomish, and Tulalip, where students representing 113 tribal nations from Washington State and 28 different states pursue their dreams [6].

Fostering bilingual education in public schools. The Washington State Office of Superintendent of Public Instruction (OSPI) has supported initiatives for cultural and language education and, in particular, for including Native languages in public school curricula, both to support Native students and to educate non-Native students about Washington's Indigenous cultures. Some schools with high Native student populations have successfully integrated Native language programs (such as Salish and Sahaptin) into their curriculum.

'*Washington State Dual Language Program Guide: For Developing and Implementing Dual Language Programs*' (2023) established three goals ('pillars') of dual language education – 1) bilingualism and biliteracy, 2) academic achievement, and 3) sociocultural competence — and described in detail essential steps to develop strong dual language program starting in kindergarten and up to high school. There are three models of the Dual language program that are suggested, namely 90/10, 80/20, and 50/50. The first number stands for the amount of the school day use (in %) of the 'partner' language in kindergarten, the second number refers to the use of instructions in English. In the models 90/10 and 80/20, English instruction is increased each year by about 10% until students are learning for 50% of their time in each language, moving to 50/50 by 5th grade. Based on research, the 90/10 program is considered the most effective dual language model due to early and quick immersion of students in the partner language: 'With this solid foundation in their home language, multilingual learners develop strong English skills as English instruction increases. English-proficient students develop stronger skills in the additional language with this extra time immersed in the early years' [4; 12]

Supporting languages of immigrants and war refugees. Washington state has had a long history of being home to immigrants, starting from the Klondike Gold Rush in

the late 1890s, which brought people from China, Japan and the Philippines, to the decades following World War II, which saw an influx of families from Mexico, El Salvador, Guatemala and Nicaragua, and to the current decade, which includes immigrants and war refugees from Afghanistan, Ukraine, Syria, the Democratic Republic of the Congo and Venezuela [10].

Recognizing that migratory children are frequently faced with behavioral, emotional, and cognitive challenges (including adjustments to new school settings, making new friends, and social acceptance), the State issued a number of programs to assist migratory children on their way to integration into society [11]. One of the key factors for academic success is English language acquisition (ELA), since most migratory children are speakers of languages other than English. The government also provides educational support in the home (homeschooling).

Ukrainian, Belarussian and Russian languages are spoken by Eastern European immigrant communities located in the northern part (around Vancouver), to the west (Spokane), in the central part (Bellevue, Redmond) and to the south around Federal Way. Churches, cultural centers, and some bilingual educational resources help maintain these languages and national traditions.

After New York state and California, Washington State is home to one of the largest **Ukrainian** communities on the West Coast. According to recent census and community estimates, there are likely around 50,000 to 60,000 people of Ukrainian descent in the state, with many bilingual Ukrainian-English speakers. The 2020 U.S. Census data identified over 11,000 Ukrainian speakers in Washington, though this number has significantly increased due to recent immigration waves, especially since 2022 [2].

According to the 2022 census data, over half of people with Ukrainian ancestry and foreign-born from Ukraine aged 25 and older have a bachelor's degree or higher, which is almost twice as high as the relative data of the rest of the U.S. population of the same age group. Notably, among those aged 16 and older in the labor force, people with Ukrainian ancestry (52.7%) and foreign-born from Ukraine (48.0%) are more likely to be a part of management, business, science, and arts occupations compared to 39.9% of the U.S. population [2]

Ukrainian community centers and churches are cultural and educational hubs, they offer weekend schools and classes in the Ukrainian language, Ukrainian history, literature, and culture. The Ukrainian Community Center in Renton, for instance, offers language programs and cultural education. Cultural centers like the Ukrainian Association of Washington State occasionally collaborate with universities to bring in guest speakers, authors, and professors who lecture on Ukrainian literature and cultural history.

The University of Washington offers Slavic Languages and Literatures programs, which occasionally include Ukrainian literature within broader Slavic studies. The UW library has works of notable Ukrainian authors such as Taras Shevchenko, Lesya Ukrainka, Ivan Franko, and Mykhailo Kotsiubynsky, and some of modern authors such as Serhiy Zhadan, Yuri Andrukhovych, and Oksana Zabuzhko, whose works reflect contemporary Ukrainian identity and resilience. The Department also offers classes in Ukrainian [3].

Summing up, Washington State's language policies reflect a commitment to supporting Indigenous languages and adapting to the changing needs of its growing multilingual population. Despite the new challenges set up by the recent increase of the immigrant population, the language policy programs by governmental and public institutions have already shown positive results, making Washington State a leader in fostering linguistic diversity and inclusivity in the USA.

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НАЗВИ ОСІБ ЗА ПРОФЕСІЙНОЮ ДІЯЛЬНІСТЮ В ІТ-ТЕХНОЛОГІЯХ: АДАПТАЦІЯ ЗАПОЗИЧЕНЬ-АНГЛІЦИЗМІВ В УКРАЇНСЬКІЙ МОВІ

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Сучасний розвиток інформаційних технологій спричинив активне запозичення англійських термінів майже в усіх європейських, зокрема й слов'янських мовах. Такий процес є невід'ємною частиною глобалізації, оскільки саме англійська мова стала міжнародним вербальним ресурсом у здійсненні комунікації в професійних сферах, особливо в технічній галузі (назви приладів, інструментів, технологій, процесів, а також професій, що обслуговують ці технології). Проте адаптація цих термінів у різних європейських мовах, враховуючи й українську, викликає ряд лінгвістичних проблем. Актуальним є дослідження запозичень-англіцизмів для означення