COMMUNICATIVE-PRAGMATIC, NORMATIVE AND FUNCTIONAL PARAMETERS OF THE PROFESSIONAL DISCOURSE

Collective monograph

The collective monograph offers an analysis of professional discourse as a thought-communicative activity. The validity of the problem for modern theoretical and practical linguistics is noted, which resulted from the significant expansion of the spheres of functioning of the Ukrainian professional language, its interaction with special purpose languages of other national cultures, in particular English.

The research reflects the issues of history of the professional language study, theoretical aspects of the separation of special purpose language as a separate discourse of social practice, presents current perspectives on the practical study of professional language practice. The selected segment is studied as a modern literary language in its written and oral varieties.

For teachers, scientists, students, graduate students.

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CHANGES IN ANTHROPONYMIC PREFERECES
OF ODESA REGION INHABITANTS (UKRAINE) IN TIME

Braychenko S. L.

INTRODUCTION

Personal names have aroused people's interest long. And, despite the fact that they are one of the oldest interlayers of our language and were the subject of interest of ancient Greek and Roman scholars, in our time as a special anthroponymic class is insufficiently studied.

Recently, anthroponymic issues have significantly expanded, considerable experience in collecting and studying data on proper names has been accumulated and generalized, new areas of research have been outlined, and original methods for studying personal names have been developed. All anthroponymic classes have now become the subject of special studies.

In a relatively short period of time, Ukrainian anthroponymy has achieved success: many fundamental monographic studies of such linguists as P.P. Chuchka, L.L. Humetska, M.L. Khudash, Y.K. Redko, I.D. Sukhomlyn, R. J. Kestra, L.T. Masenko, A.P. Koval, M.O. Demchuk, I.P. Glinsky, L.O. Beley and others.

In linguistic researches a number of researches on anthroponymy of the mentioned authors, and also I.I. Kovalik, I.M. Zheleznyak, S.P. Bevzenko, V.V. Nimchuk, O.Y. Karpenko, G.P. Pivtorak, M.V. Karpenko, G.F. Shila, L.V. Krakalii, O.D. Nedilka, G.E. Buchko and others are published.

These works initiated great work that requires the collection, systematization and study of a huge and diverse material containing modern anthroponymicon.

Recently, in the studies of anthroponymists, the sociolinguistic aspect of the study of personal names has become increasingly clear, which requires special research. Many of their works are devoted to the analysis of actually used names that a person officially receives at birth. But since anthroponymy is a complex social phenomenon, it requires other approaches to their study. We study not the names we actually use, but the ones that people like and subjectively rate as the best.

The purpose of this work is to analyze names according to the degree of their social evaluation, identifying changes in anthroponymic preferences over time, and to compare the results of studying the temporal real dynamics of names with the modern attitude to names.

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The research was performed within the framework of the topic "Actual issues of Ukrainian word formation and onomastics", which is being developed by the Department of Ukrainian Language of I.I. Mechnikov Odesa University.

The object of research is popular names in the composition of modern anthroponymic preferences. Nouns from the city of Odesa, Odesa region and adjacent regions were used for comparison.

The source of factual material was the results of sociolinguistic practice of students of the philological faculty of I.I. Mechnikov Odesa University. Each participant in the practice collected data from 50 respondents on the 10 names they like best.

To solve the tasks set in the study, complex methodological techniques are used, which correspond to the sociolinguistic and specifically onomastic, anthroponymic aspect: 1) descriptive, which allowed on the basis of analysis of the frequency of names to identify six groups of anthroponyms; 2) the method of chronological sections – all names are divided into groups depending on the age of birth of the recipients, as a result of which six age sections were identified; 3) the comparative method allowed to compare the repertoire of anthroponymic preferences with the real noun and the components of the specific and common in the sympathies of representatives of different age groups.[1]

The novelty of the obtained results is that for the first time personal names are considered through the prism of preferences and the collected material is compared with the results of researchers of real name usage.

The theoretical and practical value of the work is that the materials and results of the study will be useful in developing theoretical and practical problems of onomastics. The obtained results will be useful in research in lexicology, in covering such issues as language and society, the interaction of languages. The collected materials are of interest to compilers of dictionaries of people's proper names and used in the practice of naming.

Summarizing the data of all age groups, we found that the views of names of respondents of different ages changed, demonstrating four types of development (Dynamics of onyms are considered in conjunction with all their unofficial variants recorded in our materials):

1. Anthroponyms, sympathy for which increases with age.

2. Names whose interest declines in the first age sections compared to previous ones.

3. Onyms views on which coincide with I and VI age sections, but on the middle these names: a) strengthen the position; b) lose their appeal.

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[1] Брайченко С.Л. Антропонімічні уподобання мешканців Одеської області України: лінгвістичний аналіз: Автореф.дис. … канд. філол. наук. Одеса, 1999. С. 2.

4. Anthroponyms, which are determined by the stability in relation to themselves throughout all sections.

1. Male names

Male names, the origin of which dates back to antiquity, attract the attention of many researchers. Since in the past their composition far exceeded the repertoire of female names, "Ukrainian anthroponymy is studied almost exclusively at the level of male names"[2] in the works of such linguists as R.J. Kestra, M.L. Khudash, I.D. Sukhomlyn, V.O. Kolesnyk and others.

The system of male names in its development has come a long and interesting way, actively responding to all the changes that have taken place in society during this time. From the end of the XX century, i.e after the adoption of Christianity, during the rite of baptism in the church, the child received the name from the saints. Christian names were given regardless of the parents' wishes in honor of the saint, whose memory was celebrated on the day the child was born. With Christianization, Ukraine embarked on a broad path of progress sanctified by the ideals of Christian humanism. The ideals of Christianity, Christian rituals led to profound changes in the spiritual life of our ancestors. The coercive power of pagan names was incompatible with Christian doctrine. Therefore, one of the first radical reforms underwent a repertoire of names.

And since the end of the XVI century there is a significant replenishment of names, which is closely related to the development of life and culture of our people.

Over a thousand years of history, Christian names have become an integral part of Ukrainian life. That is why "anthroponymy is a treasure trove of historical and cultural heritage, the subject of a special study of the general history of the people"[3]

Attitudes toward names have changed over time. Evidence of this is the composition of modern anthroponymic preferences, which is clearly different from the noun in the past. 568 male names are recorded in our materials, 301 of them are different names, more precisely, invariants; the rest are hypocoristics and diminutives and uncodified forms of names. All of them are differently liked by members of six age groups; some anthroponymic preferences become archaic relatively quickly, while others become more popular. The dynamics of male names that have been part of the popular are presented in table 1.

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[2] Сенів М.І. До іторії адаптації жіночих календарних імен в українській мові XIV – поч. XIX ст. *Мовознавство.* 1982. С. 72.

[3] Кестра Р.Й. Українська антропонімія XVI ст. Чоловічі іменування. Київ : Наук.думка, 1984. С. 3.

Table 1

Male names registered in the popular group. Official names in combination with unofficial ones. (with rank number)

№	Names	I section	II section	III section	IV section	V section	VI section
1	Olexander	2	1	1	1	1	1
2	Sergiy	5	4	2	2	2	2
3	Oleh	12	6	4	3	3	3
4	Mykola	3	2	3	4	5	6
5	Volodymyr	6	7	5	5	4	4
6	Ivan	1	3	6	8	9	15
7	Ihor	17	11	11	7	6	5
8	Victor	11	16	9	6	8	6
9	Andriy	9	8	10	9	10	9
10	Vasyl	4	5	8	10	13	14
11	Yuriy	16	9	7	11	11	7
12	Dmytro	10	14	14	12	7	11
13	Mykhailo	7	10	12	13	12	19
14	Oleksiy	15	15	13	14	14	10
15	Anatoly	13	13	16	15	15	18
16	Petro	8	12	15	16	19	28
17	Vitaliy	25	17	19	18	16	12
18	Valery	26	20	17	17	17	17
19	Ruslan	+	32	25	19	21	13
20	Pavlo	18	23	18	20	18	31
21	Maxim	23	18	22	22	20	21
22	Evhen	24	22	21	25	24	23
23	Vadim	+	30	27	23	22	16
24	Roman	28	27	28	21	23	24
25	Gregoriy	14	19	20	26	32	32
26	Vyacheslav	22	31	25	24	26	20
27	Kostyantyn	+	28	30	28	25	22
28	Stepan	20	21	23	27	32	+
29	Boris	27	25	24	30	31	30
30	Leonid	21	24	29	29	30	+
31	Denis	+	29	32	31	27	25
32	Gennady	+	33	33	32	28	26
33	Valentine	+	+	34	33	29	27
34	Fedir	19	26	31	+	+	+
35	Arthur	+	+	+	+	34	29
36	Bohdan	30	+	+	+	+	+
37	Taras	29	+	+	+	+	+

+ present among anthroponymic preferences, but outside of popular names.

The first type of development (anthroponyms, sympathy for which increases with the age of informants) is shown by the names *Sergiy* (in the first age section the popularity is 4.6, and in the 6th – 5.5%), which was used much less often in naming; Scandinavian *Oleh* (4.4–4.9%) and *Ihor* (3.5–4.1%), who was glorified by the powerful prince of Kievan Rus; *Olexander* (3.5–4.0%), the popularity of which is facilitated by his existence in numerous vernacular versions, in the reference literature recorded as many as 126 of his informal forms;[4] ancient Christian *Oleksiy* (2.1–2.3%); melodious *Vitaliy* (1.8–2.8%), which is "borrowed from Greek through the Old Slavonic language along with the adoption of Christianity, derived from the Latin word "vita" – life, it was like a kind of mascot; calling his son that way, the parents wished him long life"[5]; *Valery* (1.6–1.9%), which "in the 60s was attractive to parents thanks to famous athletes Valery Brumel and Valery Lobanovsky";[6] *Ruslan* (1.7–2.8%) – one of the most common names of all the Turkic peoples of the Middle Ages, which the church once despised because of its pagan origin; sonorous and beautiful *Kostyantyn* (0.6–0.8%); *Denis* (0.9–1.4%), which belongs to the oldest European names, it is found in the Homeric epoch in the form of Dionysus – the name of the ancient Greek god of wine and merriment; old calendar *Gennady* (0.8–1.0%); Ancient Roman *Valentine* (0.9–1.1%), which gained popularity among the Eastern Slavs recently, around the beginning of the XIX century, according to I. Glinsky, this name "brought us French sentimental novels, including the novel by Georges Sand "Valentine"[7]; melodious, etymologically transparent Slavic autochthonous *Vadim* (1.2–1.6%), the meaning of which has not been unanimously interpreted. "Some consider it Persian, but most researchers tend to deduce from the Old Russian verb vaditi – to argue, to provoke disagreement. It may be an abbreviated form of the Slavic Volodymyr"[8]

The most interesting fate was in the name of *Arthur* (0.7–1.15), which appeared in the popular only in the V century.

The analysis of such onyms with progressive dynamics gives a clear idea of the clear heterogeneity of the attitude of the elderly and the younger generation. Among the preferences of informants of recent ages, there is a tendency to admire the relatively new names, the spread of which is facilitated by popular works of fiction, cinema.

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[4] Тихонов А.Н. Словарь русских личных имен. Москва : Школа-пресс,1995. С. 30.

[5] Півторак Г.П. З історії власних імен людей: Віталій, Мирон, Світлана. Культура слова. Київ: Наук. думка. 1985. Вип. 28. С. 53.

[6] Півторак Г.П. З історії власних імен людей: Валентин, Валентина, Валерій. *Культура слова.* Київ : Наук. думка. 1985. Вип. 29. С. 50.

[7] Глинський І. Твоє ім'я – твій друг. Київ : Веселка, 1985. С. 109.

[8] Скрипник Л.Г., Дзятківська Н.П .Власні імена людей: Словник-довідник / За ред. В.М. Русанівського. Київ: Наукова думка, 1996. С. 44.

The repertoire of names that position the second type of development, interest in which decreases in the first age sections compared to the previous ones, contains the following anthroponyms: *Ivan* (3.4%–2.0%), which regardless of taste was the most common in ancient times, the reason high popularity was manifested in frequent repetition in the holidays, Researchers counted 62 *Ivans* a year, in the full holidays *Ivan* is mentioned almost 170 times, nowadays this onym finds a lot of supporters not only among Ukrainians but also the most popular among the peoples of Europe. variants (*John, Jean, Ian, Juan)* it is widely used in other countries. In all East Slavic peoples, the name *Ivan* is a very popular protagonist of folk songs and fairy tales. According to researchers, it became popular first in princely and royal families, and then among urban and rural commoners. Earlier in the village, 16–25% of all peasants were named *Ivan* – one in three was *Ivan*. Due to its widespread use, this token has acquired the ability to be used with various additional meanings, acting in the form of "secondary, associative-figurative naming of people. There are also cases of "figurative" use of the name *Ivan,* which, in our opinion, contributed to the reduction of his activity according to the age of informants in our materials; *Mykola* (3.2–2.5%), which in various forms is very common among all Slavic and many European nations. Such a high interest in this name is due to the fact that it often occurs in Ukrainian folklore (in songs and kolomyykas), in the works of Ukrainian writers; *Vasyl* (2.7–1.8), who has lived in our country for almost a millennium, and the reputation of being popular by this name has been preserved from ancient times to the present; *Mykhailo* (2.2–1.5%) is an ancient traditional name, "which one can be proud of, whose honor there is someone to protect, because it belonged to famous people – Lomonosov, Kotsyubynsky, Maksymovych, composer Hlyntsi and actor Shchepkin";[9] *Petro* (2.0–1.0%) – "a name-symbol, because, as we know, *Petro* was destined to become the rock on which Christ founded the Christian church"[10], this name is widely sung in Ukrainian folk songs, and is often used in the works of I. Kotlyarevsky, T. Shechenko, M. Kotsyubynsky and other Ukrainian writers; very common in the Ukrainian language old calendar names *Pavlo* (1.4–0.8%), *Gregoriy* (1.2–0.7%), *Stepan* (1.2–0.5%), *Leonid* (0.9–0.7%), *Fedor* (0.8–0.3%). Significantly weakened their positions since the second century, leaving the boundaries of popular, names and *Taras* (0.5–0.2%), which from Shevchenko has become incredibly popular, purely national, and *Bohdan* (0.8–0.7%) – naming the glorious son of the Ukrainian people Bohdan Khmelnytsky. M.O. Demchuk states that "the name *Bogdan* is very popular in the life of Ukrainians in the

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[9] Коваль А.П. Практична стилістика української мови. Київ : Вища школа, 1987. С. 121.

[10] Белей Л.О. Ім'я дитини в українській родині. Ужгород : Просвіта,1993. С. 14.

fourteenth – eighteenth centuries"[11] An interesting history of the etymologically transparent Slavic name *Bohdan* is given by A.P. Koval: except for a few handwritten calendars). But the Catholic Church introduced this name in its calendar. That is why the name *Bohdan* is especially widespread in the western lands of Ukraine"[12]

The contingent of onyms representing the third type of development, where the views of recipients in the I and VI age sections coincide, but in the middle these names strengthen their positions, contains anthroponyms *Andriy* (3.3–3.4% with the peak of popularity in the II and III age sections – 3.8%) – a beautiful name that the East Slavic languages inherited from Old Russian, where it was borrowed through the Church Slavonic mediation of the Greek language; *Victor* (2.8–2.8%) acquires the highest degree of popularity in the second cut – 3.0%) – a name born in a distant Roman land; *Yuriy* (2.3–2.2%, the most attractive for respondents of the third age group – 2.8%) – a folk form of the canonized name *Heorhiy*, such a form has long remained purely princely, it became independent only in 1917. *Boris* (0.9–1.0%, the largest number of supporters was found in the second age group – 1.3%) – Slavic indigenous name. Name *Boris* in linguistic literature is mostly derived from the Bulgarian king Bogoris, baptized in 864, which is etymologically related to the Mongolian *Borori* "small"[13] G.G. Dobromodov considers this name as Slavic, more precisely Old Russian borrowing from Turkic, deriving its etymology from the Bulgarian name *Barysh* (<Barys). However, most researchers adhere to the opinion expressed by O. Sobolevsky that this name is of Slavic origin, formed from the personal name-composite *Borislav*.

The fourth type of development is demonstrated by anthroponyms, which are determined by the stability in relation to themselves throughout all sections. These are such names as *Volodymyr* (2.9–3.0%) – an extremely popular and pleasant name that has a high authority for a long time, it entered the saints as the name of Prince of Volodymyr Kiev (960–1015), who baptized , and for this he was recognized as an equal apostolic saint. "For several centuries, this name remained princely. It spread to all strata of society in the 19th century"[14]; *Dmytro* (2.1–2.1%) is a name that "East Slavic languages inherited from ancient Greek. It comes from the name of the Greek goddess of agriculture Demeter. The ancient Greeks greatly valued this goddess – the sister of the almighty Zeus, sung in one of the

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[11] Демчук М.О. Слов'янські автохтонні особові власні імена в побуті українців XIV – XVII ст. / М.О. Демчук. Київ: Наук.думка,1988. С. 39.

[12] Коваль А.П. Життя і пригоди імені. Київ: Вища школа,1988. С. 90.

[13] Демчук М.О. Слов'янські автохтонні особові власні імена в побуті українців XIV–XVII ст. Київ: Наукова думка,1988. С. 85.

[14] Никонов В.А. Ищем имя. Москва : Сов.Россия,1998. С. 104.

hymns of Homer"[15]; old traditional names *Maxim* (1.7–1.7%), *Anatoly* (1.6–1.5%), *Roman* (1.3–1.4%), *Evhen* (0.9–1.0%) and Old Russian *Vyacheslav* (0.7–0.8%).

If we consider the repertoire of anthroponymic preferences of the first ten most popular names of the last age in comparison with the modern picture of naming, we can see that the attitude to names is relatively stable. For research we use materials of L.P. Zaychikova – in Odesa, D.O. Zhmurko – in Izmail, O.Y. Kasim – in Odesa region. (See table 2)

Table 2

Modern anthroponymic preferences and real naming (male names)

№	Favorite names on the VI age section	Real name		
		Odesa	Odesa region	Izmail
1	*Olexander*	*Sergiy*	*Olexander*	*Olexander*
2	*Sergiy*	*Olexander*	*Sergiy*	*Sergiy*
3	*Oleh*	*Andriy*	*Volodymyr*	*Volodymyr*
4	*Volodymyr*	*Oleh*	*Mykola*	*Ihor*
5	*Ihor*	*Ihor*	*Victor*	*Victor*
6	*Victor*	*Dmytro*	*Yuriy*	*Yuriy*
7	*Yuriy*	*Yuriy*	*Valery*	*Olexiy*
8	*Mykola*	*Olexiy*	*Vasyl*	*Andriy*
9	*Andriy*	*Volodymyr*	*Oleh*	*Vitaliy*
10	*Olexiy*	*Evhen*	*Anatoly*	*Oleh*

As you can see, views on popular names are almost unchanged. Evidence of this is the presence in the above materials of 5 common names – *Olexander, Sergiy, Oleh,* Volodymyr, *Yuriy,* who seek high positions in other regions of Ukraine, in particular in Kherson[16] and Mykolayiv region.[17]

Anthroponyms *Ivan* and *Mykhailo* (except for the second section), which during the twentieth century showed high activity in the real name of Uzhhorod[18] did not leave the limits of the frequency ten; from the 4th to the 9th section, the names *Vasyl, Viktor, Yuriy* are also registered here.

Obviously, in the future they will continue to exist at a similar level and continue to lead the frequency lists of newborn names.

Indicators of table 2 also allow us to predict the progressive dynamics of the names *Ihor, Victor, Andriy,* Olexiy*, Mykola.*

[15] Півторак Г.П. З історії власних імен людей: Григорій, Дмитро, Святослав, Лідія, Ніла, Юлія. Українська мова та література в школі. Київ: Наукова думка. 1986. № 10. С. 64.

[16] Петрова Р.В. Динамика мужского именника г. Херсона. VI Респ. ономаст. Конференція: Тези доп. І повід. Одеса, 1990. Ч. 2. С. 74.

[17] Братушенко Т.Д. Антропоніми Правобережного Побужжя. *Українське мовознавство.* Київ : Вища школа. 1980. Вип.8. С. 101.

[18] Шоля І.С.. Динаміка частотного десятка чоловічих імен Ужгорода впродовж XX ст. *Записки з ономастики: зб. наук. пр.* Одеса,2017. Вип. 20. С. 264.

If we compare the composition of the last age sections of anthroponymic sympathies and the real noun[19], it can be noted that views on names level off over time: the attitude to most names over the 20-year period has not changed. This applies to the names of *Sergiy*, *Olexander, Andriy, Volodymyr , Vadim, Valery, Anatoly, Vyacheslav, Kostyantyn, Vladislav, Leonid, Heorhiy, Eduard, Stanislav.*

Over the years, interest in the anthroponyms Eugene and Dmitry has changed markedly. The names *Vitaliy, Ruslan, Artem, Arkadiy, and Yaroslav* significantly strengthened their positions.

Despite the fact that in our materials the sympathy for such names as *Ivan, Vasyl, Mykola, Mykhailo, Pavlo, Petro, Fedir, Taras, Stepan* decreases with the decrease of the age of the respondents, in modern real name they are quite common.

Preservation of these very popular long-standing names among frequencies nowadays testifies to their potential power, high reserve of their durability. Based on this. We can talk about the frequency of use of the above anthroponyms in the future.

2. Female names

In works on historical onomastics, "less attention is paid to the forms of women's names, because they, having actually no legal rights in the past, are much less often mentioned in the monuments of business writing of the XI–XIV centuries"[20] The social disenfranchisement of women during this period was reflected in the official script, and the ways of naming her were disordered and therefore not monotonous.

For historical reasons, female names have long occupied a secondary place in church calendars. The saints had four times fewer female names than male ones.

Female names have not remained outside the scope of scientific study yet, becoming the subject of special research in the works of famous linguists.

The system of female names has been actively expanding over time, and recently the women's repertoire contains a large group of beautiful, melodious names, exceeding the composition of men.

Evidence of this is an interesting and diverse range of female names offered by modern representatives of different generations, which contains 654 names that are differently liked by our respondents.

The dynamics of female names, which were part of the popular, are presented in table 3.

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[19] Зайчикова Л.П. Русский именник г. Одессы : дис. … канд. филол. наук. Приложение. Одесса, 1986. С. 36–38.

[20] Суперанская А.В. Имя и эпоха. *Историческая ономастика: Сб ст.* Москва : Наука, 1977. С. 15.

Table 3

Female names registered in the popular group. Official names combined with unofficial ones. (with rank number)

№	Names	I section	II section	III section	IV section	V section	VI section
1	*Olena*	3	2	2	3	2	2
2	*Olha*	2	1	1	1	1	1
3	*Iryna*	8	4	3	2	4	4
4	*Maria*	1	3	5	7	8	6
5	*Natalia*	9	7	6	4	3	3
6	*Tetiana*	5	9	8	5	9	5
7	*Liudmila*	7	8	4	9	6	7
8	*Oksana*	13	5	7	8	5	9
9	*Svitlana*	15	12	9	6	7	8
10	*Kateryna*	6	6	11	11	10	11
11	*Ganna*	4	11	12	12	14	12
12	*Valentina*	11	13	13	10	12	13
13	*Halyna*	12	10	10	13	13	18
14	*Nadiya*	14	14	14	14	11	17
15	*Victoria*	28	20	16	15	15	10
16	*Liubov*	10	15	15	17	19	19
17	*Julia*	27	18	17	16	17	14
18	*Inna*	+	22	20	18	16	15
19	*Marina*	20	17	19	19	20	16
20	*Larisa*	25	24	18	21	22	21
21	*Alla*	+	23	24	20	18	20
22	*Anastasia*	16	21	21	23	21	23
23	*Nina*	17	16	22	22	23	26
24	*Vira*	18	19	23	24	25	24
25	*Lidia*	19	25	25	26	27	28
26	*Olexandra*	22	26	26	25	26	27
27	*Liliya*	+	+	+	28	24	22
28	*Evgenia*	21	+	27	29	+	+
29	*Zinaida*	23	+	28	27	+	+
30	*Raisa*	30	+	29	+	28	+
31	*Antonina*	+	+	+	+	29	+
32	*Tamara*	+	27	+	+	+	+
33	*Angela*	+	+	+	+	+	25
34	*Sofia*	29	+	+	+	+	+
35	*Daria*	24	+	+	+	+	+
36	*Valeria*	+	+	+	+	+	29
37	*Evdokia*	26	+	+	+	+	+

+is present among anthroponymic preferences, but outside of popular names.

The first of these types of development of anthroponymic sympathies, characterized by an increase in attractiveness with decreasing age of recipients, shows a larger number of female names (about 50%) compared to the male range. These are such ancient church onyms as "peaceful, calm" (Gr.) *Iryna* (3.0–3.1%); *Oksana* (3.6–3.7%) is a former Ukrainian vernacular version of the church *Xenia*, which came to us during the Kievan Rus from Greece through Byzantium, now this name has gained official status and is one of the most popular Ukrainian names, which is often occurs in ancient and modern folk songs and thoughts, in fiction; "Silent, quiet, calm" (gr.) *Tetiana* (2.4–2.7%) – a name that first existed in the aristocratic environment, but in the late eighteenth – early. XX century it began to be used in peasant families; *Victoria* (1.4 – 2.0%) – the name of the ancient Roman goddess of victory; *Marina* (1.8 – 2.1%) – a beautiful name of the traditional fund, *Larisa* (1.5 – 1.7%) – a name that has gained popularity relatively recently; and Slavic autochthonous: *Svitlana* (2.6 – 3.0%) – an anthroponym, which "in foreign Slavs is found in the Sopot noun, and in the eastern known since the times of Kievan Rus, when along with Christian names borrowed from Byzantium , used and local, originally Slavic"[21]; *Liudmila* (2.3–2.4%) is an attractive and beautiful ancient Slavic name, which has its roots deep in its native language. During the first five sections, views on names with a distinctly foreign color *Angela* (0.7–1.1%) and *Valeria* (0.5–0.9%) were formed. Melodiousness, ease in pronunciation of tokens *Natalia* (2.6–3.1%) – female form of unproductive male name *Nataliy; Julia* (0.9–1.1%), *Liliya* (0.6–1.1%) – appellate formation by the name of the flower; *Anastasia* (0.7–0.9%) and *Antonina* (0.4–0.5) – female forms of male names *Anastas* and *Anton*; the identity of the full and short forms contributed to the increase of authority among the recipients of the younger age of the church name *Alla* (1.6–2.0%) and the former male *Inna* (1.8–2.2%).

The second type of development – anthroponyms, sympathy for which decreases with decreasing age of informants – are represented by the names-favorites *Maria* (3.1–2.9%) and *Kateryna* (1.9–1.5%), which, despite the regressive dynamics, did not leave the boundaries of the top ten favorites during all six age sections. The name *Maria*, first of all associated with the name of the Mother of God, who is the patron saint not only of the underprivileged, but also of the Zaporozhian army and the Ukrainian Insurgent Army, was sincerely loved by Ukrainians and has not lost its appeal since ancient times. "Almost until the Middle Ages, it could be heard

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[21] Півторак Г.П. З історії власних імен людей: Віталій, Мирон, Світлана. *Культура слова.* Київ : Наук. думка. 1985. Вип. 28. С. 54.

only in the church. In writing, *Maria* first appears on scrolls of leather and papyrus of the sacred books: the Old and New Testaments, and others. It is there for women who have done something good and sublime ... ”[22]; *Kateryna* is the "royal name" in the minds of most people, it became the name of the famous heroines of many Ukrainian songs and works of art.

Similar dynamics is demonstrated by the ancient church names of *Ganna* (1.6–1.3%) – the name of the daughter of Yaroslav the Wise, wife of King Henry I of France – Anna Yaroslavna (c. 1030 – c. 1075), its popularity is also facilitated by the widespread use and in unofficial forms: "The sum of all variants of the name *Ganna* in modern Ukrainian dialects of Transcarpathia exceeds 70”[23]; *Valentina* (1.7–1.5%) – female form of male *Valentine*; beautiful name of ancient Greek origin *Halyna* (1.8–1.4%); *Nadiya* (1.7–1.5%), *Liubov* (1.2–1.0%), *Vira* (1.3–1.1%) – the names of the daughters of the great martyr Sophia; *Nina* (1.4–1.0%) – "Georgian name", *Nina* – the name of the legendary founder of the Assyrian state; pleasant and melodious *Lidia* (0.6–0.5%); female forms of male names *Olexandra* (0.8–0.6%), *Evgenia* (0.5–0.3%), *Daria* (0.7–0.2%); ancient church onyms *Zinaida* (0.4–0.2%), *Raisa* (0.4–0.3%), *Tamara* (0.8–0.5%), *Evdokia* (0.2–0.02%) and the name of the legendary great martyr *Sofia* (0.5–0.3%).

The best names that did not lose the position of leader during all age sections in the top ten, the ancient Greek *Olena* (3.6–3.5%) and the canonized name of Princess *Olha* of Kiev (3.5–3.6%), borrowed from Scandinavia, where *Helga* – "holy" and is a female form of the male name *Oleh*, demonstrate the third type of development, characterized by the same, equal treatment of the elderly and young. Names such as representatives of II-V age groups are taken more seriously.

And now we compare the attitude to the most favorite names of our respondents and the names of the most popular top ten real names (according to L.P. Zaichikova[24], T.D. Bratushenko[25] and O.Y. Karpenko[26]. (See table 4)

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[22] Глинський І. Твоє ім'я – твій друг. Київ: Веселка,1985. С. 152.

[23] Чучка П.П. Антропонімія Закарпаття. (Вступ та імена). Конспект лекцій. Ужгород, 1970. С. 23.

[24] Зайчикова Л.П. Русский именник г.Одессы : Дис. …канд.филол.наук. Приложение. Одесса, 1986. С. 71.

[25] Братушенко Т.Д. Антропоніми Правобережного Побужжя. *Українське мовознавство.* Київ : Вища школа. 1980. Вип. 8. С. 102.

[26] Карпенко Ю.А. Наиболее употребительные женские имена (на материале русских островных говоров Южной Украины). *Русская ономастика: Сб. научн. тр.* Одесса, 1984. С. 65.

Table 4

Modern anthroponymic preferences and real naming (female names)

№	Favorite names on the VI age section	Real name		
		Odesa	Mykolayiv region	South Of Ukraine
1	*Olha*	*Olena*	*Tetiana*	*Olena*
2	*Olena*	*Natalia*	*Natalia*	*Tetiana*
3	*Natalia*	*Iryna*	*Olena*	*Natalia*
4	*Iryna*	*Tatiana*	*Oksana*	*Svitlana*
5	*Tetiana*	*Olha*	*Liudmila*	*Oksana*
6	*Maria*	*Svitlana*	*Iryna*	*Iryna*
7	*Liudmila*	*Victoria*	*Larysa*	*Olha*
8	*Svitlana*	*Halyna*	*Svitlana*	*Liudmila*
9	*Oksana*	*Oksana*	*Olha*	*Larisa*
10	*Victoria*	*Larisa*	*Inna*	*Victoria*

Anthroponyms *Ganna, Iryna, Maria, Olena*, which during the twentieth century showed high activity in the real name of Uzhgorod[27] did not leave the limits of the frequency ten in almost all age sections.

As can be seen from the table, almost all the favorite names of our respondents turned out to be fashionable in modern real naming, which allows us to predict their future dynamics. We observed a similar picture with regard to the male repertoire.

The change in relation to the rest of the popular names, which are below the top ten, was more pronounced (compare with the real noun of Odesa[28] (63.71)). Much more often among modern anthroponymic preferences there are new names, the vast majority of which have a poetic color – *Liliya* (real name – 0.6%, modern preferences – 1.8%), *Alina* (0.1–0.8%) , *Valeria* (0.4–1.0%), *Maya* (0.1–0.6%), *Lina* (0.1–0.4%), *Karina* (0.1–0.4%), *Snizhana* (0.1–0.5%), *Jana* (0.3–0.6%). But do not forget contemporaries and old names, mentioning them more often than they were registered in the real noun – *Nadiya* (0.2–2.0%), *Anastasia* (0.2–1.6%), *Vira* (0.2–1), 2%), *Lidia* (0.2–1.0%), *Raisa* (0.2–0.4%), *Margarita* (0.4–0.7%).

Thus, we found that the discrepancy between modern preferences and the picture of real naming actually affected only the names below the frequency ten. The popularity of a dozen favorite names has remained almost intact (with the exception of one name – *Maria,* sympathy for which has grown significantly, which gives hope for more frequent use and more.

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[27] Шоля І.С. Динаміка частотного десятка жіночих імен Ужгорода впродовж XX ст. Записки з ономастики: зб.наук. пр. Одеса, 2019. Вип. 22. С. 141.

[28] Зайчикова Л.П. Русский именник г. Одессы : Дис. … канд. филол. наук. Приложение. Одесса, 1986. С. 71.

CONCLUSIONS

1. The study of modern anthroponymic preferences of people of different ages, based on the materials of questionnaires, revealed a number of anthroponymic patterns and features. Personal names of Ukrainians constitute a stable, nationally characteristic fund of units.

2. When assessing the name as the best, respondents of different ages are guided by two main factors: social and psychological, but also takes into account a purely linguistic factor. The survey method provided a lot of additional information about names, to find out what people think about them.

3. The male names we have collected are a numerous complex containing pre-Christian, Christian and new names. Most of them in the materials of each slice show a different degree of activity. To a lesser extent, this applies to the traditional favorite names *Serhiy, Oleksandr, Mykola, Volodymyr, Andriy*, who topped the favorite lists for six sections. The degree of attractiveness of each name is determined primarily by tradition, household and literary prevalence.

4. The women's repertoire was more vivid than the men's. In both the masculine and the feminine, the temporal changes are more pronounced in relation to the names below the top ten. The names *Olena, Olha, Iryna, Maria, Natalia, Tetiana, Liudmila* became the most favorite for all our respondents. The contingent of women's sympathies, as well as men's, is staffed with various names such as pre-Christian, Christian and new name fund.

5. As the age of the respondents decreases, the composition of anthroponymic sympathies changes. The differences in the tastes of the elderly and young people are especially noticeable. Obviously, the formation of anthroponymic tastes of the younger generation was largely influenced by democratization in the choice of names. The spread of such names with progressive dynamics is associated with socio-cultural processes and aesthetic tastes. The elderly, on the contrary, defending antiquity, prefer the old calendar names.

6. The motives for choosing the name as the best in our materials were different. Not all the information hidden in the name affects the commitment to it, because not all the information of the name is available to recipients. The main factor influencing the degree of popularity of the most commonly used names is the tradition, which in some way is influenced by fashion. The decline in sympathy for the names may be caused by its negative connotations. The degree of attractiveness of the name is also influenced by phonosymbolism, the phonetic form of the anthroponym.

7. Comparing modern anthroponymic tastes with real nouns during the twentieth century, we noticed a very clear distance between the frequency distribution of the noun of each age slice and the modern preferences of the bearers of this noun only in relation to peripheral names. The attitude to the names included in the group of popular, was almost the same. This comparison gives an idea of the actual use of the names in the future.

SUMMARY

The article is devoted to the linguistic interpretation of one of the main classes of anthroponyms – personal names which function in the colloquial speech of Ukrainians in the Odesa region. Anthroponyms are studied from a sociolinguistic point of view: not really used names are analyzed, but those that are liked by people and subjectively assessed as the best. The source of the factual material was the materials of the sociolinguistic practice of students of the philological faculty of Odesa I.I. Mechnikov University. Each participant in the practice collected from the respondents' data on the names that they like the most. Both the official names and their folk colloquial variants were recorded. This article focuses on popular names, analyzes changes in attitudes towards them over time, and provides a comparative characteristic of modern anthroponymic preferences and a picture of real name use. The study found that views on popular names do not change significantly over time. The old church calendar anthroponyms became the favorite names. More expressive discrepancy in preferences is observed in the composition of peripheral names. It was revealed that the dominant criterion when choosing a name as the best is tradition, which is also influenced in a certain way by fashion. The results of a comparison of studies of contemporary anthroponymic preferences and the actual use of names make it possible to predict their future dynamics.

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LITERARY TEXT AS A FACTOR IN THE FORMATION OF THE PROFESSIONAL PROGRAM OF A MILITARY SERVANT

Bybyk S. P.

INTRODUCTION

In the context of the development of such an important social field as professionalism, it is important to pay attention to the role of language and culture in the development of certain competencies of future professionals.

The anthropocentric approach of modern science requires taking into account the linguistic and aesthetic, linguistic and cultural components in the educational environment. It is a question of studying of art, journalistic, scientific texts which allow to form both the positive attitude to the chosen profession, and representation of a typical model of the professional, to receive aesthetic psychoemotional motivation for the future professional activity.

In the proposed study on the language of poetic and prose works about the war, emphasis is placed on the linguistic and aesthetic potential of works for the formation of consciousness of future soldiers, military servant. As the focus is on the courage and professionalism of the military man – defender of Ukraine.

It is the linguistic and aesthetic component, a positive (adequate) psycho-emotional component that we consider necessary for the implementation of the numerous requirements set by the professional profile of a military servant. Cultural centrism as a basis of patriotism, devotion, resilience is designed for the socio-psychological characteristics of military servant who provide stability in this profession[1].

1. Professional discourse and principles of professiogram modeling

The urgency of the problem of forming micro-societies, in particular professional ones, by type of activity, in modern everyday culture does not cause, in our opinion, any doubts. The development of private entrepreneurship and public initiatives stimulates further microstructuring of the community according to a wide range of interests. However, the

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[1] Про затвердження Методики розроблення професійних стандартів : Наказ Міністерства соціальної політики України від 22.01.2018 № 74. URL: http://https://zakon.rada.gov.ua/laws/show/z0165-18

traditional classification of social groups by professions is preserved, the generalized description of which is represented by the professiogram. The latter is based on the methodology of social psychology. Of course, the creation of a system of requirements for a person working in a particular profession can occur in two ways: theoretical and practical.

According to the general principles, professiograms can be complex, targeted, private, special[2]. Any professiogram involves several factors:

1. Physiological (physiological, medical and biological characteristics of the specialty).

2. Sanitary and hygienic (in terms of operating conditions or the impact of the activity on the human body).

3. Psychological (requirements for the human psyche: external picture of work, in particular the nature of the working day, its rhythm, job description; description of the internal picture of work, so the reactions of the individual, his integral abilities – orientation, character, abilities, temperament, experience; manifestations of mental reactions in the process of activity: will, attention, thinking and features of psychomotor skills).

4. Sociological.

5. Economic and organizational.

As a result of application of certain requirements the model of behavior of the individual in the corresponding microsociety is being formed.

From the culture-centric approach the professiogram should cover features of professional discourse with: communicative-pragmatic components; historiography of the profession represented by journalistic, scientific (including encyclopedic-reference) and artistic texts; history of scientific and educational centers for the training of relevant specialists.

Of course, each profession places different demands on the physical, psychophysiological and psychological properties of person, which manifest themselves in certain types of interactions: bionomic ("man – nature"); techno-economic ("man – technology"); socionomic ("man – man"); symptomatic ("man – sign system"); arthonomic ("man – an artistic image")[3].Actually activity, psycho-emotional, social, communicative characteristics determine the features of a certain ***professional discourse***. Under the latter we propose to understand the model of socio-linguistic interaction of people aimed at realizing the need for work, creating its

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[2] Военная профессиология: учебник ; под общей ред. А.Г. Караяни, Ю.Г. Сулимова. Москва : Военный университет, 2004. 276с.

[3] Климов Е.А. Психология профессионального самоопределения : учеб. пособие. Москва : Издательский центр «Академия», 2005. 304 с.

products, informing about it, as well as receiving moral and material rewards for work.

Professional discourse requires specific conditions and means of organizing activities, from a communicative-pragmatic point of view – lexical and grammatical techniques, genre and style resources of oral and written communication of a professional person. Thus, it is a synthetic model of human activity with complex architecture.[4]

The integral dominant of this structure is the linguistic personality-specialist, to which the society forms the requirements:

– sufficient to meet the semi-official and official communication possession of the literary standard (supportive speech, persuasive, neutral, mentoring communicative competence);

– proper mastery of literary language to participate in the scientific and educational process of the relevant professionally oriented direction;

– ability to create texts of different genre and style with a special lexical and thematic content (mastery of terminology).

In addition, we draw attention to the fact that in the process of learning professional competencies for the formation of a professional profile, it is important to take into account the linguistic and aesthetic, linguistic and cultural components. It is a question of studying of art, journalistic, scientific texts which allow forming of both positive attitude to the chosen profession and representation of a typical model of the professional, to receive aesthetic psychoemotional motivation for the future professional activity.

The proposed research is aimed at understanding of modern poetic and prose works, which focus on the professionalism of the military man – the defender of Ukraine.

Thus, we propose to add aesthetic, culture-centric factors to the factors of professional profile modeling, which are projected on socio-psychological ones, which ensure activity stability in one or another profession.

2. Artistic text as a linguistic and aesthetic source of formation of professional qualities of a military servant

Artistic text is an important component of language and aesthetic education. For the formation of socio-psychological competencies an important role is played by reading and linguistic-stylistic analysis of prose and poetic works about war, soldiers.

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[4] Колеснікова І. Професійний дискурс: класифікаційна матриця. URL: http://dspace.tnpu.edu.ua/bitstream/123456789/7708/1/Kolesnikova.pdf (останнє звернення: 16.02.2021).

The work of Borys Humeniuk, a poet-warrior, is relevant in modern Ukrainian literature. His works represent an individual-authorial assessment of the philosophy of war and man from the war, at war, after the war. They have a clear journalistic component, because the texts deal with important social issues. Realistic is interspersed with bizarre, mythical, surreal, because a person in war suffers from socio-psychological trauma and physical trauma. Attention to such works is also relevant because: "We define psychological strategies for studying the traumatic experience of society as a collective phenomenon of experiencing events that are interpreted as traumatic; these are partially unconscious, simplified models of behavior that can be analyzed by the manifestations of cognitive, conative and behavioral components. We believe that such approach will "capture" the cumulative effect of society on the individual, to understand the conscious or unconscious desire of the subject to meet the standards of response / behavior of the reference group, to diversify the channels of social relations, etc. "[5].

It is the methods of linguistic-stylistic analysis that make it possible to trace on the example of an artistic text as a reflection of a combatant the interaction of three psychological vectors – subjectivity, reflectivity and trauma – which determine the perception of military conflict and verbalization of its linguocognitive models.

First of all, such a nuclear component of B. Humeniuk's works about the war – WAR – attracts attention. The subject perception of the poet of armed struggle are conveyed by the epithets "personal war", "own war". The lyrical hero sees war as arithmetic: he keeps records of deaths, ammunition, bullets – people and metal, erasing from existence the years of peaceful life:

*Дивне це відчуття коли відкриваєш рахунок / Другого дня другого місяця своєї **персональної війни** / Відкриваєш рахунок своїм убитим / На цю пору у тебе назбиралося / чимало **непогашених рахунків**. / Кожного року ти сплачуєш по одному року власному життю[6].*

B. Humeniuk's texts help to express in the professional profile of the future military servant such features of the soldier as rigidity, tension, confidence:

*Тому що у нього були руки **чоловіка-воїна** / Бога війни; Щоб уже наступної миті перетворитися / на **суворих чоловіків**; У такі хвилини я почуваюся / **Хоробрим центуріоном / Непереможним гладіатором** / Історія людства / За останні декілька тисяч років / Воскресає в мені / Повстає із попелу; **Ти – звір** / Щоб ти там про себе не думав / Ти лиш*

[5] Мяленко В.В. Психологічні особливості опрацювання травматичного досвіду спільнотою воїнів, які набули бойовий досвід в АТО/ООС. *Проблеми політичної психології. Збірник наукових праць.* 2019. Випуск 8 (22). С. 124.

[6] The spelling of the original is preserved in the quotations

*звір / **Звір цивілізований сучасний світанковий / Хижак який полює вдень і має сховок-житло на ніч.** / Ти – звір що навчився споживати м'ясо / приперчене й присолене*.

The main association with war is death and ruin.

The militarized picture of the world determines the actualization of the concept of DEATH and the corresponding epithets:*Ці чайки над полем бою – вони такі недоречні / Я ще можу зрозуміти круків /Вони здавна живляться плоттю **загиблих воїнів***. The epic book "Dead Warrior" is emphatically emotionless, petrified as a memorial on the grave.

Linguistic and aesthetic components of the image of the RUIN are metaphors in which one of the components is a military token. The latter significantly affects the nature of the metaphor of time. It makes it surreal:***Сонце** має догоріти наче **палаюча шина**; **Літо** шкварчить / як **начинений шрапнеллю голубець***; *літо покірно лежить біля наших ніг / наче **переляканий вибухами собака***; ***Місяць** у нього це **горло крупнокалiберної гармати***; *А **море** – це **розплавлене олово***.

The tokens *war* and **SOLDIER** are thematically related. In B. Humeniuk's poetic texts war is a cradle of a warrior that shows metaphorical structures:*Чи знаєте ви як народжуються **солдати**? / Ви не знаєте як народжуються солдати / **Солдати народжуються з війни / Солдати народжуються з болю** / Любов може обернути чоловіка на солдата / Солдатом можна стати з ненависті – / Довелося й таких бачити – / Але **найчастіше солдати народжуються / З війни***.

In the Ukrainian literary language there are two synonymous series for naming military servant:

а) СОЛДА́Т (soldier of the lowest rank of the ground forces), РЯДОВИ́Й, БОЄ́ЦЬ, СТРІЛЕ́ЦЬ, СЛУЖИ́ВИЙ, МОСКА́ЛЬ, СЛУ́ЖБА, РЯДОВИ́К, ЖОВНІ́Р;

б) ВОЯ́К (military servant or participant in battles, wars), БОЄ́ЦЬ, ВО́ЇН, ВОЯ́КА, ВОЯЧИ́СЬКО, ВОЯЧНЯ́, ЗВИТЯ́ЖЕЦЬ, ВИ́ТЯЗЬ, ВОЙОВНИ́К, ЗБОРО́НЕЦЬ, РА́ТНИК, РАТОБО́РЕЦЬ, РУБА́КА (one who is proficient in cold steel); БОЙОВИ́К (member of any combat group, detachment)[7].

The Russian-Ukrainian war of 2014 again actualized the commonly used "volunteer" for the name of a soldier, the intimate "brother", and also made the name of the *maidanivets'* (=Maidan soldier) a word of modern times: *Те що можуть собі дозволити поети /**Добровольцю** не до лиця*; *І каже: хлопці я усе розумію ви мене ненавидите / і є за що / Не женіть мене хочу бути вам **братом** / Хочу кров'ю змити свою ганьбу / Коли їхній*

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[7] Бурячок А.А. та ін. Словник синонімів української мови : В двох томах. Т. 1. Київ : Наукова думка, 2001. С. 458, 58.

*підрозділ потрапив у засідку / Закінчилися набої і усі довкола вже були мертві / Залишився лише він і **майданівець** Павло / Вони подивилися один одному в очі обнялися / Пробач мені брате*.

B. Humeniuk's poetic texts on the theme of war actualize the names of military professions – *proofreader, machine gunner*: *Вистежуємо ворожих **кориктувальників вогню**; В цю мить у місячному світлі цей **солдат** / більше нагадував **астронома** / Аніж **кулеметника піхотного батальйону** / Який в телескоп розглядає зоряне небо / Сподіваючись вловити порух далеких незнаних світів.*

B. Humeniuk's lyric-epic short stories and a number of conventional figurative symbols of the military – "Climber", "Adelweiss", "Clerc" and others:***Гранатометник з позивним «Зяблик»**, який за мить до того голосно присьорбував з кружки щойно запарений чай, принишк у своєму кутку, прислухався до розмови* («Аспірант»); *«Лемку, розкажіть ще про Бога», – просив старшого побратима задерикуватий **гранатометник з позивним Черемош**, підхоплюючи нитку якоїсь давнішої бесіди, що за півроку спільної служби вони наплели тут удвох, акурат на гуцульський килимок до господи* («Лемко і Черемош»). Conditional names of fighters are next to the functionally loaded ironically colored ones: *Бувалі бійці по-приколу різні позивні їм придумали. **Том і Джері, Штангель і Циркуль, Хижак і Чужий. Генерали піщаних кар'єрів**. Чому піщаних? Піски ж бо. А в Пісках у нас всі генерали. Щоб боялися. І трималися подалі відсіль* («Третя ротація»).

In B. Humeniuk's poetry it is not possible to notice such a feature – the activity of pronoun adjectives-epithets. Their actualization is connected with the subjectivization of lyrical narratives, the union of the lyrical "I", "we" and "I" of the poet-warrior. Stylistically accentuated possessive epithets:

свій'your' (*Той хто повторює тезу про слово / Ще й переконує мене взяти його гаслом на **свій щит**;Одягаю **своюпершу кевларову каску**; Приміряю **свій перший бронежилет**; Не дбає про риму / Коли пише смс-повідомлення **своїй дівчині**;Навіть якщо ти не бачив обличчя **свого ворога***);

наш'our' (***Наш чотовий** – чоловік з химерами / Коли над полем бою сходить сонце / Він каже що це на дальньому блокпосту запалили шину...; Чому воно солоне? Тому що у ньому **наші сльози піт сеча і кров** – Воно протікає крізь нас; Але сталася біда – прийшла вата у **нашу хату**;Двісті метрів від **наших окопів** до їхніх окопів*);

твій'your' (***Твою країну** громадяни обміняють / на дрібну готівку харч; Він*[*слід*'trace']*нагадує **твій народ** / Теж **такий безпомічний та зворушливо-безглуздий** / Зі своїми смішними колючками / Теж такий полохливий і замріяний / Котрому не знайшлося місця у цьому доброму світі / Твій народ розгублений і безпорадний / Наче викинуте в чернігівські світи кактусеня / Із далекого Техасу*).

At the center of the material world of war are WEAPONS and ammunition, relevant lexical and thematic groups of words:*Послабляю ремінець каски*;*Арсенал українського поета новітніх часів – / Бінокля запасний магазин чотири гранати*; *Його одинока тінь бере тепловізор / Опирається ліктями і грудьми на земляний бруствер / Ретельно оглядає периметр*; *РПГ кулемет автомати СВД каски бронежилети / Лежали акуратно складені в траві під деревом*; *Бронежилети не воюють / Ще нікому не приніс перемогу щит / Тільки ніж / Тож віднедавна я вчуся думати про свій ніж / бути як ніж / Бути як зброя* («Ікона»).

The professionalism, jargonisms in the language of the military servants is difficult to record when you need to organize special records. But the artistic text gives such rare fixations. Therefore, it is valuable for a fuller picture of the language component of the professional profile of a military servant: *Треба готуватися відбивати атаку. Наводити арту*(«Лемко і Черемош»); *З десятої години б'ють міномети, .. а з дванадцятої кулемет працює, кошмарить снайпер* («Опришки»); *Пацани на посту давай поливати його з калашів, а тут дерева, мандраж, відстань; Засікли його в тепловізор, вальнули, а він, гад, поміняв позицію, і знову бах-бах і бах-бах* («Перша ротація»); *По Пісках команда: «Нори!». В укриття, тобто. Починається масовий арт-обстріл наших позицій ворогом. Спостерігач чує далеку канонаду чи бачить спалахи на горизонті, «виходи», кажуть на фронті, і сповіщає по рації усі підрозділи; Інший, імовірно, й досі на нейтралці лежить* («Третя ротація»); *Перепочинь хвильку / Встигнеш іще зі свого калаша потатакати; А зараз як? / А зараз у мене немає ворога / Тобто ворог доволі умовний / У мене є сектор обстрілу / Он та зєльонка; Ця ікона на свіжому згарищі, у розбомбленій «градами» хаті, виглядала геть беззахисно і якось навіть недоречно* («Ікона»).

One of the ways to paraphrase the war is a secondary nomination-univerb, for example, one that emphasizes the breadth of hostilities: *Він лише шукає приводу, щоб підняти проти нас авіацію і почати повномасштабку* («Четверта ротація»).

In the poetic consciousness, weapons are subjectivized, because the lyrical "I" appears through personal verb forms. In particular, the verbs of the 2nd person singular, used in the meaning of the 1st:

Коли чистишзброю / Коли щодня чистиш зброю / Розтираєш її духмяними оліями / Затуляєш її собою а сам мокнеш на дощі / Пеленаєш її як малу дитину.

The *ніж* ("Knife") is also an intimate name for a weapon. The use of this noun is accompanied by emotional and evaluative adjectives *дорогий*('*dear*'), *свій* (*'own'*): *Як я люблю свою зброю! Особливо – ніж! Ось цей – ручка ізолентою обмотана, – дорогий, свій. Що таке*

*ніж? Як я раніше до нього ставився? Олівця затесати, порізати хліб. А тепер? Ні! Коли прийде мій час і їхній снайпер першим мене побачить, я хочу, щоб мені його в домовину поклали. Нехай на тому світі буде при мені. Звісно, якщо це буде не фугас чи пряме попадання з крупного калібру, і буде що збирати, а не як у друга Тура, від якого знайшли лише одну ногу з усього тіла; впізнавали по черевику; словом, якщо **буде домовина, могила, тіло і, відповідно, куди й кому класти ніж**(«Довбуш»).*

The *танк* ('tank') in the writer's imagination is a bizarre creature. This is expressed by psychologized epithets, comparisons, verbal metaphors: *Ми бачимо ще з десяток **ворожих танків**, які без поспіху **пересуваються** по полю, **наче химерні чудовиська з фільмів жахів. Гусеницями вишукують** наших* («Марево»).

Metal weapons in B. Humeniuk's poetry are personified:

a) it is animated by comparison with animals, birds:*А **кулі** літають з такою смертельною швидкістю / Наче випущені з арбалета **залізні птахи**; **Кулі** прилетіли з по той бік війни / Наче **злі шершні**; **Чотири ручних гранати** які крадькома / визирали з підсумка / Гранатометника Макса з Луганська / Коли почули таке поховалися в підсумок / наче **злякані кошенята**.*

b) it is anthropomorphized: ***Куля** сама собі знайде ціль переконують / досвідчені стрільці / Котра **розумна**;Автомат ревнує юнака до дівчини / Хлопець ще не навчився розуміти **складну мову** / **Мовчазних автоматів** / Однак **загадкова мова кохання** / йому теж незнайома;Дурна міна чи **тупий снаряд**.*

Military rhetoric seeps into every verlibrove stanza of B. Humeniuk. From this point of view, epithets are indicative of adjectives, in which the definition indicates damage, disorder, incompleteness of realities: *Літо прийшло / щоб залишити на шкірі опіки / від **стріляних гільз** / і піти на протезах / замість **відірваних ніг**; На подвір'ї початкової школи **розкидані іграшки** / Недобудовані піщані замки мости залізниці / Розтоптані дорослим чоботом / Вивернуті ранці / Покидані недочитані прибиті курявою книжки; Покинуті тварини Покинуті будинки Покинуті могили / Пробита стеля обірвана люстра вирвані розетки / Бите скло обсипана штукатурка виламані двері; Лише пісок від **розтрощених бетонних плит**; Де прострелені голови **розпороті животи** / **теплі нутрощі** на твоїх руках / Коли ти марно намагаєшся затулити / в животі побратима **отакенну рану**?*

In B. Humeniuk's short stories a concrete-sensual image of real sound sensations of war and battle is created. The poet did not ignore the display of psycho-emotional perception of these sounds, to which it is difficult to get used:***Розриви** снарядів, **свист** куль, **гул** двигунів, **хлопки** мін, **крики** живих, **стогін** поранених, **голоси** «речників», які транслюють інформ-*

*повідомлення з фронтів, гидке **деренчання** рикошетів. Звуки **застерігають**, **інформують**, **передують** страху, небезпеці, а іноді – смерті («Сон»).*

Bullets, grenades, ammunition are anthropomorphized, endowed with mythical dynamic properties. Compare the corresponding verb metaphors: *Ти коли-небудь звертав увагу яке **коротке життя / в кулі?** – / Наче читає мої думки – / **Не влучила – марно прожила життя Даремно / приходила у світ**; В ящику важко **мовчать протитанкові гранати**; Птахи пасуться в небі / Птахи полюють на здобич / **Кулі полюють на птахів / Куля поцілила в птах**.*

Sound images of war are especially intimate when they are reinforced by national and cultural stereotypes: *Якщо раніше ви не чули як **передзенькуються набої** / Вам **можездатися що то різдвяні дзвіночки**: / До вас із радісною новиною прийшли колядники.*

The bullet, projectile from the enemy, combat shots acquire several paraphrases, which are born by the conversational practice of the military, compare in this function of the nomination *подарунок*('gift'), *сюрприз* ('surprise'), *перекладач* ('translator'): *Подарунок від непроханих гостей / Треба буде подякувати на таке **Сюрприз** назад відіслати; Одразу почитаєш татакати. /Ти можеш сам без **перекладача** порозмовляти /У мене теж такий **перекладач** знайдеться.*

The humanism of the linguosophy of murder on war covers the linguistic and psychological separation of the cannon casing as a subject part of the shooting: it is emotionally difficult, traumatic for the psyche to count the bodies of the killed, and cold metal cannon seems easier. This is how the lyrical hero protects his feelings, by distancing himself from the reality of death and fratricide. In this case, the synecdoche acts as a protrusion of the cannon, it is assigned the function of a scale:***Я неміряювійнуубитими**– це не личить солдату – кількістю тобою знятих, пійманих на приціл. Але ще ганебніше рахувати ордени на грудях чи на погонах зірки. **Я рахую гільзи**. От і все. Коли стріляних гільз набирається повний підсумок, я йду подалі у ліс. Там, щоб ніхто не бачив, акуратно закопую їх. Кожну гільзу я кладу акуратно в землю, як нас Бог кладе. Відчуваю, що так правильно. Три підсумки за два роки, три братські могили, відомі лише мені («Довбуш»).*

Accentuated in the linguosophy of military existence, the militarism of the *куля*('bullet') is involved in the language game. In the context of the ambiguity of the word «важити» ('weigh'). The verb to weigh in textual use realizes the first two meanings – 1. Have a certain weight. 2. Have value; mean. The writer as a philosopher correlates the weight of the ball and the soul, compare in "Novels": *Пам'ятаю лише, що влучив. Час нічого не важить. Особливо для нього. У кого влучив. А якщо й важить, то набагато. Щось із дев'ять грамів. Вага кулі. І душі. Господній*

мікрочіп. As a result, a new sacralized periphrasis is born **куля = мікрочіп господній** ('bullet = microchip of God').

The main function of the weapon – to shoot, the purpose – to kill the enemy. Therefore, metaphors *вбити сніговика*(*to kill a snowman*),*стрельнути зірку*(*to shoot a star*) are painfully vulnerable, behind which there is a second semantic plan – to kill life, to kill the future, to kill the planet. Compare bizarre macro images:***Сніговика теж можуть вбити** / Автоматною чергою чи пострілом з граду / А сніг збезчестити і затоптати / замість очей встромимо патрони калібру 5.45 / Замість носа – снаряд АГееСа / Вкладемо до рук автомата / Сніговики теж мусять захищатися / І поросимо повоювати за нас;Сьогодні **стрельнув зірку** / Зійшла над кущем навпроти нашого окопу / О пів на четверту ранку / Вигулькнула нізвідки / Схожа на відблиск оптики ворожого снайпера / Чи спалах цигарки в зубах у дурнуватого сепара / Я відкрив вогонь*.

Contradictory specific-sensory associations are caused by the verbal metaphor of strafing: *Твій будинок **накриє крупним калібром / З піонів чи гвоздик**.*In fact, this is not about flowers. We are talking about a special weapon – a self-propelled artillery gun, which in the name has a conditional component "Peony", "Carnation". These weapons of mass destruction were deconserved during the Russian-Ukrainian war (January 2015).The author of "Poems ..." by the common name "peony", "carnation", on the one hand, tries to soften military rhetoric. On the other hand, he actualizes the associative-semantic connection with the form, color of flowers, to which the rupture of the projectile is likened. The house, covered with projectiles of flowers, has a second associative plan: it looks like a grave with flowers laid on it.

The structure of a number of metaphors includes nouns and adjectives as carriers of military semantics. Example: **Волонтерські пряники і шоколад / Армійський сухпай**; *Цей **світ** йому не належить. Він – **окупований*** («Заради цього»), **Сонце** *має догоріти наче* **палаюча шина**;*Літо шкварчить / як* **начинений шрапнеллю голубець**; *Місяць у нього це горло крупнокаліберної гармати*; *А море – це* **розплавлене олово**; *У нас тут літо Кіндрате. /* **Літо – як постріл з САУ** */ Літо – як пряме попадання в хату / в хату де ховалася від обстрілу та сім'я*; **Сонце як випалений вибухом окоп / Сонце як розплавлена броня; сонце висить над головою / як ворожий безпілотник**.

B. Humeniuk creates such psychological complex images that combine metaphors, comparisons and paraphrases:*А на зміну дню* **небо викотить на позицію / Крупнокаліберну гармату місяця** */ І попелом осиплеться ніч*; **Сонце розгорталося** *над Донецьком,* **наче підпалений диверсійною групою військовий склад, наче вхід у потойбіччя**, *який, мовби печера в пригодницьких сагах, відкривається враз,* **наче намальована мішень, наче тунель**, *з якого от-от виїде на нас пекельний поїзд* («Аспірант»,

"Postgraduate"). The world appears in the imagination of a poet who went through the war, through the prism of battle paintings.

Reading works about the war creates the preconditions for a generalized artistic perception of military realities. And this in its turn strengthens the social role of art, which can not be rejected in the process of forming professiograms, in particular the military servants.

CONCLUSIONS

Thus, the poetic and prose language of B. Humeniuk broadcasts the theme of war. This leads to the distinction of end-to-end associative-image lines – WAR, MAN ("warrior", "enemy"), LIFE, DEATH, WEAPONS. Psychologized, intimate epithets, metaphors help to create an emotional background.

Analysis of the specific sensuality of the created linguistic and aesthetic images contributes to the formation of social and psychological competencies in military servant. Elements of professional discourse (military vocabulary, professionalism, military jargon) contribute to the strengthening of subjectivity in the perception of artistic creativity, they transmit professional experience from generation to generation.

Thus, for educational purposes, artistic texts can also be used in the formation of the professional profile of a military servant. In this way, one of the important components of the culture-centric language and aesthetic education of the younger generation of defenders of the homeland is realized.

SUMMARY

The study emphasizes the role of language and aesthetic education in the formation of the professional profile of a military sevant. The issue of attention to literary texts is revealed in the context of the development of such an important social field as professionalism. It is noted that the anthropocentric approach of modern science requires taking into account the linguistic-aesthetic, linguo-cultural components in the educational environment. It is an issue of studying of art, journalistic, scientific texts which allow to form both the positive attitude to the chosen profession, and representation of a typical model of the professional, to receive aesthetic psychoemotional motivation for the future professional activity.

In the proposed study on the basis of the language of poetic and prose works of Borys Humeniuk about the war, the emphasis is on the linguistic and aesthetic potential of the works for the formation of the consciousness of future soldiers, military servants. Because the focus is on the courage and professionalism of the military defender of Ukraine.

Emphasis is placed on cultural centrism as the basis of patriotism, devotion, and socio-psychological stability, which ensure activity stability in the military profession.

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5. Климов Е.А. Психология профессионального самоопределения : учеб. пособие. Москва : Издательский центр «Академия», 2005. 304 с.

6. Колеснікова І. Професійний дискурс: класифікаційна матриця. URL: http://dspace.tnpu.edu.ua/bitstream/123456789/7708/1/ Kolesnikova.pdf (останнє звернення: 16.02.2021).

7. Словник української мови : В 11-ти т. Київ : Наукова думка, 1970–1980.

8. Про затвердження Методики розроблення професійних стандартів : Наказ Міністерства соціальної політики України від 22.01.2018 № 74. URL: http://https://zakon.rada.gov.ua/laws/show/z0165-18.

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DISCOURSE MODEL OF CHRISTIAN CANONICAL TEXTS VERBAL INFLUENCE

Cholan V. Y., Ponomarova V. A.

INTRODUCTION

It is well known that people are social beings, hence they are possessing a mind capable of abstract thinking and dreaming, and a language as a system of signs actualized in speech activity: a human being is formed and exists in its ecological niche only by informative interaction with other people and under their influence. Therefore, the fundamental directions of such a paradoxical multi-vector phenomenon as the verbal impact carried out in the communicative process with the help of certain types of texts on the individual and collective consciousness of the subject perceiving textual information are of constant interest to linguists.

From the point of view of R.M. Blakar, H. Weinrich, T.A. van Dyck, the verbal influence which is realized in the course of speech communication by the purposeful transfer of the addressed information through texts, which consists in the differentiated use of special language tools for the implementation of the ideologically oriented attitudes into the perceptual consciousness of an individual or group or the whole society. It is argued that the impact is an inherent property of any text, it is a text category, as each text communicates information essential to motivate the perceiver to perform certain mental and physical actions, taking a planned place in the activities of the authorizing text.[1]

Ultimately, the linguistic methods and means of verbal influence are perceived as tools for exercising power in society.[2,3,4,5] And taking into consideration the linguistic-textual parameters of speech communication, we

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[1] Меньшикова Е.В. Воздейственность как текстовая категория (на материале английского языка). *Современные проблемы науки и образования.* 2014. № 4.

[2] Блакар Р.М. Язык как инструмент социальной власти. Язык и моделирование социального взаимодействия. Москва : Прогресс, 1987.

[3] Вайнрих Х. Лингвистика лжи [пер. с нем.]. Язык и моделирование социального взаимодействия. Москва : Прогресс, 1987.

[4] Дейк Т.А., ван. Дискурс и власть [пер. с нем.]. Москва : УРСС, 2013.

[5] Дейк Т.А., ван. Язык. Познание. Коммуникация: сб. работ. Москва : Прогресс, 1989. 312 с.

can talk about the systemic congruence of the communicative process and its verbal impact on its addressees as the content of this process[6,7].

1. Signs and symbols of text as units of verbal action

Using the term "verbal influence" in relation to the purposeful mental and speech actions of the subject 1, authorizing the text addressed to the subject 2 which is the object of addressing (individual or collective), we essentially mean the result of this supernatural process, the change of consciousness of the subject 2 – the addressee. The paradox is in that the set of signs of the text perceived remotely, receptively (audibly) by the subject-recipient, and ordered according to the laws of the corresponding language system established in the society and structured according to the parameters of its text genres, comes into contact with their mental structures and transforms consciousness.

One of the linguo-philosophical theses, belonging to the English scientist J. Fodor, explains the mechanism of verbal influence by the existence in each human individual of an innate language of thought, the mental language ("mentalism"), which is the basis of natural (national) language. The mental language is ontologically intended for the autocommunicative mental-intellectual activity of a person, that means that all sensations, memories, intentions of a person are framed in the form of semantic-syntactic constructions of this language[8].

Textual utterances in the native language correspond to the sentences of the mental language, as having a similar grammatical structure, but different functions. consciousness, transforming it according to the vector of change provided by the addressee.

Thus, the real text sign, being an impulse for associative operations with the sign units of the mental lexicon and syntax, is inbuilt into the structures of In accordance with the linguistic-philosophical concepts known in linguistics, a textual (speech, linguistic) sign is understood as a bilateral material-ideal unit of the semiotic-linguistic system used in speech

[6] Чолан В.Я. Джерела формування категоріальних ознак тексту у сфері військової україномовної комунікації. *Мова і культура. (Науковий журнал).* Вип. 11. Т. 9 (121). Київ : Видавничий дім Дмитра Бураго, 2009. С. 94–100.

[7] Шевель С.М. До питання про таксономію комунікативних параметрів епістолярію. *Філологічні науки: зб. наук. пр.* Суми : Видавництво СДПУ імені А.С. Макаренка, 2009. С. 150–161.

[8] Философские теории / [пер. с англ. А, Карнаушко; науч. ред. Н. Волков; под ред. Барри Лёвер; вступ. ст. Стивенс Лоу]. Москва : РИПОЛ классик, 2017. 160 с.; илл. С. 60.

communication intended for naming an abstract (abstract) symbolic meaning.

The ideal sign substance is materialized by the sound-letter form, rigidly connected with the internal composition (meaning), and it is this connection that is fixed by the collective consciousness of society and the individual united by a common language system. So the transformational possibilities in relation to the structures of human consciousness, characterizing the inseparable unity of both planes of the sign perceived by the addressee, are realized in the process of verbal influence, which G.G. Pocheptsov and R.H. Thaler define as "architecture of choice", meaning the addressee's choice impactful contact with text signs – symbols. After all, the linguistic term sign, which has Indo-European origin, semantically correlates with the Greek lexeme (sign) σήμα (sign, sign), σήμετον (sign, sign), σύμβολον (sign).[9]

The identity between a sign and a symbol, which is important for the study of the specifics of the verbal influence, is substantiated in the works of A.F. Losev, who argues that the acts of consciousness necessary for designation and symbolization cannot be considered separately, but, on the contrary, taken separately, does not absolutely refer to the sign or symbol itself. The symbol of a phenomenon, a person, a thing – an object, or an object to which attention is directed – is the internal-external expressive structure of a thing, as well as a sign, which in its immediate content has no connection with the signified content. Consequently, a symbol is a sign, since all the properties of a sign are inherent in it.[10]

Clarifying the differences between a symbol and a sign, E.A. Selivanova notes that the symbol belongs to a different conceptual sphere, paying attention to its secondary structural and conceptual nature of the sign.

Based on the symbolic character of a text unit, a symbol represents one of the signs in its organization. However, if we consider the formal-syntactic plan of a text unit, it should be noted that the structural component correlated with the symbol does not occupy a predicative position, but expressing the general idea of an eventful nature, embodies a certain situation. The symbol is deictic, not attributive[11].

From the point of view of Yu. Lotman, a symbol by its nature is simultaneously located in the coordinates of the horizontal plane of

[9] Почепцов Г.Г. Пропаганда 2. 0. ; художник-оформитель М.С. Мендор. Харьков : Фолио, 2018. 796 с. С. 239–240, 247; Thaler R.H., Sunstein C.R. Nudge. Improving decisions about health, wealth, and happiness. New-York, 2009. 359 p.

[10] Лосев А.Ф. Проблема символа и реалистическое искусство. Изд. второе, исправленное. Москва : Искусство, 1995. 320 с. С. 113.

[11] Селіванова О.О. Сучасна лінгвістика: термінологічна енциклопедія. Полтава : Довкілля-К. 2006. 716 с. С. 535–536.

semantics and the vertical one of the background knowledge. Scientists emphasize that the symbol does not belong to one synchronic section of linguoculture, but vertically permeates all layers of the culture of an ethnic group according to the vector "from the past to the future", leading to its original source[12].

It is this infinite semantic perspective that is the most important condition for the functioning of the symbol; the loss of this perspective leads to the destruction of the symbol.

Consequently, a linguistic unit representing a symbol in a textual structure must have a deep (long-standing) etymological history, leading to the original meaning of this unit.

The specificity of the verbal impact of symbols included in the text architectonics is due to several factors:

– the symbol is relevant only for the cultural and ethnic community, the elite of "friends" and serves as a way of uniting them. This is the manifestation of the communicative and pragmatic functional purpose of the symbol;

– the meaning of the symbol is stored ready-made in the collective consciousness of the linguocultural group, ethnos, and represents the semantic core of linguocultural constants.

If in the historical typology the term constant implies a constant value in a series of changing (variable) values, which does not change its values within the conditions of the set communication tasks, then in our work the concept of a linguocultural constant is interpreted basing on the research of Yu.S. Stepanov and F.S. Batsevich[13].

First of all, the linguocultural constant is viewed as a means of verbal influence in the form of a linguistic sign – a symbol that represents the meaning of ideological information that is valuable for an ethnos. It can be taken into consideration that linguocultural constants are endowed with the most powerful potential for influencing the addressee of the text, since they verbalize the most important moral and linguistic values of the ethnos related to the stratification of the 'good' and 'evil', fixed in relatively stable conceptual structures of the collective ethnic consciousness.

According to M. M. Bakhtin, the main in the ethnic fund of moral and linguistic values, which represent the worldview guidelines of the society,

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[12] Ю.М. Лотман и тартусско-московская семиотическая школа. Москва : Гнозис, 1994. 560 с. Серия «Язык. Семиотика. Культура»]. 612 с. С. №; №*, 84–89.

[13] Степанов Ю.С. Константы. Словарь русской культуры. Опыт исследования. 2013.

are the linguocultural constants of *TRUTH*, *TRUTH*, *GOOD*, *BEAUTY*, *HISTORY*[14].

Linguocultural constants are characterized by the constant, over a long historical time, use in texts, significant for the culture of a certain ethnic (national) community, the totality of which determines the type of ethnos culture (in the broad interpretation of this term) and the type of the discourse where the text functions. As F.S.Batsevich emphasized, the constants are embedded in every idioethnic system of the language, their existence is supported by the language and is preserved in it[15].

Determining the features of the verbal influence inherent in signs – symbols in the text, presented either as structural components of a structure or as an independent sentence of a certain type, we should set the parameters of these sign units:

− primordial or borrowed character of its origin;

− data on text monuments in which the symbolic unit is found;

− the form and meaning of a sign unit in text monuments (in particular, in its graphic versions; if a sign is a lexical unit, then as a structurally independent one or in the structural composition of a complex word);

− representation of the sign unit in the Indo-European linguistic area: a) taking into account the structure of the Indo-European root (the connection with the Indo-European root is extremely important); b) taking into account the connection with ancient symbols, ancient cultural and historical symbols (preformants, taboo negation, metathesis);

− establishment of the original form and initial meaning, a historical process, the chronology of changes in form and meaning (archetype, etymon), depending on the linguistic factors (the phonetic and semantic linguistic laws) and non-linguistic factors (such as living conditions, territorial distribution of speakers of a given language, ethnic collective mentality);

− identifying cases when lexical sign units, synonymous with the selected one, reveal a common line of semantic development in closely related and non-closely related Indo-European languages, similar to that

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[14] Бахтин М.М. Проблема текста в лингвистике, филологии и других гуманитарных науках. Опыт философского анализа. / Литературно-критические статьи. / Сост. С. Бочаров и В. Кожинов. Москва : Художественная литература, 1986. 543 с. С. 473, 475–500.

[15] Бацевич Ф.С. Словник термінів міжкультурної комунікації. Київ : Довіра, 2007. 205 с. (Словники України. Довідкове видання). С. 86, 87.

inherent in the selected sign unit. You can deduce certain semantic laws (lexical and semantic parallels)[16].

We would like to emphasize that in our study, the interpretation of a text sign is based on the concept of a text formulated in the works of E.A. Selivanova as a sign integrity of the dialogical nature, conceptually and structurally embedded in the linguo-psychological structures of the communicants' consciousness, due to which it serves as a pragmatic mediator between them and the semiotic universe of culture[17].

Emphasizing that each text is based on the synthesis of generally understandable and conventional systems of linguistic signs within a certain society, M.M. Bakhtin singles out two so-called poles in the organization of text structures as a consequence of this synthesis [18].

Obviously, the scientist's understanding of the poles implies the centers of text signs, represented by communicative means originating from the fund of a certain language system and ways of forming the expressive possibilities of text units, actualized in the structuring of a specific text, which, in our opinion, provide its universal and differential (identification) categorical features, inherent in individual structural compound text. About the degree of influence of the usual structural units of the text[19].

One conditional pole is formed by linguistic methods and means – regularly repeated and reproduced in each text sequences (combinations) of sign elements of the native language system with nuclear definitive meanings, which constitute the basis of universal (categorical) text signs.

On this basis, universal categorical textual features are considered as a generalization of the characteristics of different dimensions of the text structure in their ratios characteristic of the entire set or the absolute majority of the studied texts (speech text units of a certain system class). Universal categorical textual features, which are most essential in the subsystem of a given text (text corpus) for understanding text architectonics, are extrapolated to the principles of constructing statements that are normative for the linguistic system. The obligatory nature of these characteristics of the

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[16] Макаев Э.А. Реконструкция индоевропейского этимона. *Вопросы языкознания.* 1967. № 4. С. 6–7.

[17] Селіванова О.О. Сучасна лінгвістика: термінологічна енциклопедія. Полтава : Довкілля-К. 2006. С. 599–600.

[18] Бахтин М.М. Проблема текста в лингвистике, филологии и других гуманитарных науках. Опыт философского анализа. Литературно-критические статьи. Сост. С. Бочаров и В. Кожинов. Москва : Художественная литература, 1986. 543 с. С. 473–500. С. 475

[19] Категорія темпоральності у синтаксичній структурі текстів. *Культура народов Причерноморья.* 2010. Т. 2, № 185. С. 352–354.

meaningful, formal, functional plans of the structure of a textual structure, which determine its communicative-pragmatic status, just makes them universal.

2. Linguocultural constants as a tool of verbal influence

The sign-linguistic manifestation of universal categorical textual features is based on constructions, structurally organized in accordance with the grammatical tradition that has developed within a given language system, which contains signs – symbols, but does not contain constants as components of their structure[20].

In support of the thesis that such textual constructions realize the meaning of textual categories in traditional ways and means, we can give an example of representing the textual category of personality using pronominal deixis units, whose meanings and arrangement of structural positions in a sentence reflect the status asymmetry of propositional (real) positions of subjects named by pronouns.

At the same time, the secondary conditional pole of each text concentrates the usual or conventional (original) linguistic ways and means of representing differential (identificational) text categorical features, which we define as latent linguistic (formal-structural, semantic-syntactic, communicative-pragmatic) characteristics of the architectonics of the studied texts.

The originality of the conventional linguistic methods and means of representing the categorical features of a text is based on the constructions that, first, contain structural components that represent linguocultural constants; second, in the traditional grammar they represent peripheral for expressing categorical meanings types of the sentences. However, in a discourse that is identical to the communicative area of the functioning of texts, it is the usual / conventional linguistic methods and means of expressing the categorical features of the text that most accurately identify the selected text corpus, pointing to the determinism of the architectonic structure of text units by the conditions of verbal communication in a certain sphere of the life of society. Consequently, in the corresponding discourse, textual constructions or carriers of linguocultural constants, constitute the core, the main toolkit of the verbal influence.

In particular, Church Slavonic Statutory, or Typical texts are characterized by the frequent usage as a differential means of expressing a textual categorical attribute of temporality of structures with a linguocultural constant represented by the adverb *ДНЕСЬ*, which has the lexical meaning

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[20] Чолан В.Я. Синтаксис українських офіційно-ділових текстів у військовій сфері : автореф. ...канд. дис.... Київ, 2011, 20 с. С. 6.

of the actual present tense, in combination with the present tense verb of an imperfect form to denote long-standing (past) actions, phenomena, processes.

For example, in the texts of the Lenten Triod: «*ДНЕСЬ Христу ЯВЛЯЕТСЯ об одну страну Иордана ходящу, болезнь Лазарева…*»; «*ДНЕСЬ Лазарь умерый ПОГРЕБАЕТСЯ и рыдания ПОЮТ его сродницы…*»; «*Дводенствует ДНЕСЬ Лазарь умерый…*»;

in the text of the Canon for Christmas: «*Дева ДНЕСЬ Пресущественного РАЖДАЕТ и земля вертеп Неприступному ПРИНОСИТ, ангели с пастырьми СЛАВОСЛОВЯТ, волсви же со звездою ПЕШЕШЕСТВУЮТ, нас бо ради родися Отроча Младо Превечный Бог*». ("*The Virgin GIVES THE DAY of the Most Sacred, and the earth BRINGS the nativity scene to the Unapproachable, the angels and the shepherds HAVE WALKED, and WALKING with the star, we are for the sake of the birth of the Otroch Young Eternal God*.").

In the sign-linguistic structural complex "adverb + verb", the attention is drawn to the position of the present tense verb of the imperfect form, traditionally denoting repeated regular actions with an unattainable result. In the structure of the given textual constructions, this verb form is used to designate a once-occurred productive event of a long past tense, thereby providing here a semantic and grammatical transformation of categorical meanings of time, which implies both the actualization of reference events and a pattern of reaction to them that has no options, common to the society to which the texts are addressed.

In the scientific literature, such a linguistic phenomenon of persistent temporal correlation of past or future textual actions, states, processes with the meanings of the syntactic present tense is called the effect of the "presence of the absent"[21].

This phenomenon is justified in this way. The performance of actions to which the addressee prompts (compels) the collective addresser is possible only under the condition of maximum consolidation of the collective, when people come together and, overcoming their natural separation and isolation, react as one body, as a single personality to the needs of the communicative situation of the incentive and regulatory influence. According to our observations, this is a phenomenon of prescriptive communication that distinguishes the liturgical and military spheres, where a collective that characterizes the merging of many individuals into a monolithic community reacts to prescriptive texts by performing the necessary actions as one person.

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[21] Шмеман. А. протопресвитер. Великий Пост / Сост. С.А. Шмемана. Пер. с англ. С. Осоргиной. Москва : Московский рабочий, 1993. 111 с. С. 76–80.

At the same time, the assignment of the objective time of an action, which should take place or partially took place, into the plane of the syntactic present tense, makes it possible to combine in the structural basis of the text and the event associated with a specific situation of motivation (compulsion), and, most importantly, a general, conciliar reaction to it.

Thus, it is possible to overcome the natural individualism of the verbal action and achieve the special unity of its members inherent only in this collective, which is necessary for its successful activity. This method of verbal influence, called in French psycholinguistics the term "proactive transfer", is focused on the use of skills, abilities, knowledge acquired in a specific situation in situations that differ from the initial type, where they were originally formed[22].

The linguocultural Church Slavonic constant *ДНЕСЬ* transforms the understanding of discrete-time in the collective consciousness of the Slavic ethnos, symbolizing the statement of an event that is not limited by a time frame.

3. Functional Purpose of Christian Canonical Statutory Texts

After all, the universalist ideology of the sacred-political statehood, inherited from the Byzantine Empire, formalized and presented by the methods and means of the translated Church Slavonic canonical Christian texts, was creatively perceived, interpreted by the addressee – the society of the Kievan Rus state of the tenth century in the model of hierarchical institutions of church and state, providing for the assimilation relevant legal, military, cultural, educational, financial-economic, moral-ethical and contractual norms, fixed by written texts of laws, decrees, statutes, in interaction with the arrangement of traditions and customs. This ideology determined the status asymmetric hierarchical organization of the main state spheres of communicative activity of the society of Kievan Rus for the conciliar-one-origin principle, which became the guiding principle for the formation of a new worldview of a super-ethnos of a new type.

Thus, in particular, the varieties of the prescriptive textual constructions of the Book of Proverbs, which are the part of Christian canonical texts, are a verbal way of reflecting the Christianized social consciousness of the early Middle Ages, which contrasted real disorder with speculative order, the essence of which is expressed by the ancient Greek speech formula ή τάξις, ordo – a categorical idea of order, the will to order as an ontological, ethical and aesthetic postulate. Formal and semantic structural plans of varieties of

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[22] Экспериментальная психология. Вып. IV. [Ред. сост. Поль Фресс и Жан Пиаже. Общая ред. и предисловие действительного члена Академии пед. наук А. Н. Леонтьева]. Пер. с французского. Москва : Прогресс, 1973. 344 с. С. 7–8.

textual prescriptive constructions contain tokens denoting linguistic and cultural constants (basic concepts), fixed in the structures of ethnic consciousness by ancient sacred images – symbols. For example, a textual construction, classified as a formal-semantic category of imperatives, with the linguistic and cultural constant *"neighbors"*:

«НЕ ОТКАЗЫВАЙ в благодеянии НУЖДАЮЩЕМУСЯ, когда рука твоя в силе сделать его. НЕ ЗАМЫШЛЯЙ против БЛИЖНЕГО твоего зла, когда он не сделал зла тебе»: ("*DO NOT REFUSE beneficence to the PERSON IN NEED when your hand is able to do it. DO NOT invent something evil against your NEAREST when he has not done evil to you*");

the text construction for a series of conventional imperatives with the linguocultural constant *"justice"*: *«ВЕРНЫЙ СВИДЕТЕЛЬ не лжёт, а НЕВЕРНЫЙ СВИДЕТЕЛЬ наговорит много лжи»*; *«НЕВЕРНЫЕ ВЕСЫ – МЕРЗОСТЬ пред Господом, но ПРАВИЛЬНЫЙ ВЕС – УГОДЕН Ему»*: (*"A FAITHFUL WITNESS does not lie, and an UNFAITHFUL WITNESS will tell a lot of lies"*; *"THE WRONG WEIGHT IS ABOMINATION before the Lord, but THE RIGHT WEIGHT IS PLEASANT to Him"*);

he text construction of the category of conventional imperatives with the linguistic and cultural constant *"state"*: *«Во МНОЖЕСТВЕ НАРОДА – ВЕЛИЧИЕ ЦАРЯ, а при малолюдстве народа беда государю»*: ("*IN A LOT OF PEOPLE IS THE GREATNESS OF THE KING, and with the small population, trouble for the sovereign*")[23].

It should be added that the vector, aimed at the all-encompassing order as a constant of the early medieval state-building process in the genogeographical space of the Kyivan Rus state, is consciously set by the collective addressee of the corpus of Christian canonical texts and consciously perceived by the collective addressee of these texts, ethnically heterogeneous society, represented by textual constructions marked by the symmetry of the structural positions of certain lexical components.

It is important for structuring texts with the function of verbal control the inseparable connection of the textual function of verbal control with such a logical and psychological category as will. The meaning of this category in the parameters of managerial communication in state-building spheres (including professional fields), we substantiate taking into account the direct, vocabulary understanding of the term "will" as a set of verbal ways to exercise the right to dispose, make decisions with knowledge of the case,

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[23] Ветхий Завет. Книга Притч. Москва : Российское библейское общество, 1998. 1008 с. С. 604, 605–606.

directing the actions of the object of volitional influence to a pre-planned goal[24,25].

In our opinion, the obligatory presence of a volitional component in the objective intentions of the communicants of the Slavic Liturgical Discourse determines the peculiarities of the formal-semantic structure of the varieties of textual imperatives. In particular, we associate the regulation of the spectrum of graduated modal meanings of textual units with the voluntaristic intention of the addressees of Church Slavonic canonical Christian texts, understanding this phenomenon as a result of a specific synergy of linguistic-semiotic systems (subsystems) that characterizes the corpus of analyzed texts.

Based on the fact that the extralingual concept of management is systemic in nature, we consider it as a way to realize the content of communication that is the verbal influence and achieve the goal of communication. This method involves the targeted influence of one system link, the control, which should be understood as the endowed addressee of the text (= subject of management), the other, managed, which means a well-organized community (addressee of the text = object of management), is realized through texts as the main verbal mechanism of the communicative process. According to the theories of IP Susov and OO Leontiev, managerial actions are embodied in typical textual forms, correlated with the forms of the addressee's vision of a fragment of reality relevant to him in these conditions of typical communicative situations, currently determining the forms of relevant acts of predication as a connection of a predicative feature with its carrier.[26]

A similar interpretation of the essence of verbal management in professional fields is found in G.V. Kolshansky, who identified this process with the task of the addressee of the text through the establishment of links between objects, actions, phenomena, events used as an object of information (act of predication), to convey to the addressee his knowledge of the subject (cognitive act), with motivation aimed at motivating him to

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[24] Белолипецкий В.К. Этика и культура управления : [учеб.-практ. пос.] / В.К. Белолипецкий, Л.Г. Павлова. Москва : ИКЦ «МарТ» ; Ростов-на-Дону : Издательский центр МарТ, 2004. 384 с. (Серия «Учебный курс»). С. 54–79.

[25] Литвиненко О.В. Управління системами формування суспільної свідомості в кризових ситуаціях. *Тези виступів на міжнародному семінарі «Інформація з питань міжнародних відносин та політики безпеки: проблеми і можливості для неурядових організацій в Україні».* Київ : 1997. С. 13–19.

[26] Леонтьев А.А. Высказывание как предмет лингвистики, психолингвистики и теории коммуникации. Синтаксис текста : сб. науч. тр. [Текст, его проблемы и категории]. Москва : Наука, 1979. 368 с. С. 18–36.

specific actions (intellectual or material)[27]. Hence the conclusion that the communicative scheme of verbal control in the Slavic Liturgical Discourse presupposes the interaction of status-unequal addressees and addressees, based on the asymmetry of their real positions.

The parameters of status asymmetry, characteristic of the communicative scheme of verbal control in the Slavic Liturgical Discourse, determine the type of subject-object relations between the structural positions of textual components, on which the status positions of real communicators are indirectly projected.

It is necessary to emphasize the importance of subject-object relations for understanding the verbal influence – the content of communication and the communicative function of management, inherent in the Church Slavonic canonical Christian texts of the Liturgical Discourse. Since this type of relationship between the positions of communicative subjects, formalized in the structure of different textual units of Slavic Liturgical Discourse with a limited number of types of sentences, illustrates the status distance between real communicators, we consider it as an important specific parameter of discursive communication.

4. The Model of the verbal impact in text communication

We consider a unique type of the verbal impact on the collective consciousness of the communicative subject – the society of the early medieval state of Kievan Rus carried out in the process of communication using the structures of the Statutory / Typical texts containing linguocultural constants, represented by the sign units of the Church Slavonic linguistic-semiotic system, based on the figurative-conceptual model with feedback.

The Pre-action – the transformation of information in the mind of A1 – the addressee (external environment), into what A2 should perceive – the addressee = the internal system adjusts to something external.

In the consciousness of A1 – the addressee happens:

1. 1. in the internal mental-semiotic environment (Sg2 – Sg2) of the A1 subsystem – the addressee, or in the internal environment of the mental-semiotic space, there is a two-phase transformation of the text, or textual representation of information (images), into what A2 – the addressee should perceive:

− initial formation of structural and semantic schemes of text units as a textual representation of information (verbalized images);

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[27] Колшанский Г.В. Коммуникативная функция и структура языка. [Изд. 3-е]. Москва : Издательство ЛКИ, 2007. 176 с. Лингвистическое наследие XX века. С. 60–65

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– the verbalized images formed in the linguistic consciousness of the addressee are oriented towards the perceiving mental-semiotic subsystem A2 – the addressee (Sg2 – Sg2): the addressee adjusts to the external subsystem of the addressee;
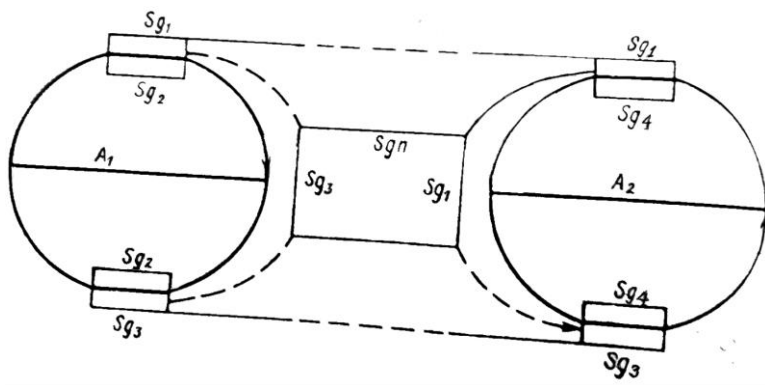
Fig. 1. A unique type of the verbal impact on the collective consciousness of the early medieval state of Kievan Rus

1. 2. at this stage, the Sg1 (segment of the intermediate environment) of the addressee affects the Sg2 (segment of the internal environment) of the addressee: the addressee 1 rethinks and improves the textual formulations of verbalized images for himself too.

Sg2 – internal environment: preparation of the original wording. Original wording

Sg1 – intermediate environment: the final formulation of textual information for external A2 – addressee

Sg1 – affects Sg2 A1 – addressee

Sg1 A1 – addressee – transfer of information to external A2 – addressee

Sg4 – comprehension of the meaning by participant A2 – addressee

Sg4 – goes to Sg3 (intermediate environment for A2 – addressee)

Sg3 – addressee – returns to the speech of A1 – addressee

Sg3 A2 – the addressee interacts with Sg2 A1 – the addressee (Fig. 1).

The model of verbal influence in isocultural intersystem discourse is a systemic correlation of certain components that mediate information exchange and communicative actions, as well as the ratio of certain operations, the result of which is the transfer of information from the source the addressee through its text to the recipient – the addressee.

As established by studies of the nature of semiotic structures, the complexity of the structure is in direct proportion to the complexity of the transmitted information. The complication of the nature of information inevitably leads to the complication of the linguistic-semiotic system used for its transmission or the interacting linguistic-semiotic systems used. In our study, we use a balanced synergy of subsystems that completely transmit a certain unified volume of information, taking into account the overcoming of noise in communication channels, where unnecessary complexity is eliminated, which makes it possible to achieve the adequacy of the planned communication goal in discourse.

CONCLUSIONS

The multi-aspect linguistic phenomenon of verbal impact on the individual and collective consciousness of the subject, perceiving textual information, constitutes the content of the communication process. Verbal influence is carried out through the purposeful transmission of addressed information through texts, whose immanent property – impact – is interpreted as a universal text category. The textual category of impact concentrates differentiated linguistic methods and means, endowed with the potential of introducing ideologically marked attitudes into the perceiving consciousness of an individual or a collective, society, for the implementation of certain mental and physical actions planned by the addressee of the text.

The algorithm of verbal influence is carried out due to the interconnections of the correlating triad: the object of designation denoting a linguistic (speech) sign – a symbol, the sound-letter form of which is assigned to its meaning, and the image they cause, correlated with the image that constantly exists in the mental segments of the collective and individual ethnic consciousness in forms of mental language units.

Textual means of verbal influence are polarized. According to their expressive capabilities, they represent the universal and differential categorical characteristics of the text.

The originality of linguistic methods and means of representing the differential categorical features of the text is based on constructions that contain structural components that represent linguocultural constants. In traditional grammar, these means are types of sentences peripheral for expressing categorical meanings. However, in a discourse that is identical to the communicative space of the functioning of texts, it is the usual linguistic methods and means of expressing the categorical features of the text that most accurately identify the selected text corpus, pointing to the determinism of the architectonic structure of text units by the conditions of verbal communication in a certain sphere of the life of society.

Linguocultural constants, represented by the sign units of the Church Slavonic linguistic-semiotic system, act as specific carriers of verbal impact, carried out on the basis of a figurative-conceptual model with feedback in isocultural intersystem discourse.

SUMMARY

The section proposes and substantiates a figurative-conceptual model of the implementation of the content of the communicative process – verbal impact on the collective consciousness of the communicative subject – society.

The phenomenal psycholinguistic type of the investigated verbal impact, formed in the linguogenogeographic space of the early medieval state of Kievan Rus, is carried out in an isocultural intersystem discourse due to the functioning of translated Church Slavonic Christian canonical texts.

The model manifests an algorithm of verbal influence, which provides for the correlation with the targets of the influence of the linguistic-mental environments of both communicators, and the addressee and addressee of the texts. Text dominant constructions, represented by semantic and syntactic varieties of sign units of the Church Slavonic linguistic-semiotic system, containing the structural positions of linguocultural constants, are presented as the main nuclear tools of verbal influence. Thou, algorithm of verbal influence is carried out due to the interconnections of the correlating triad: the object of designation denoting a linguistic (speech) sign – a symbol, the sound-letter form of which is assigned to its meaning, and the image they cause, correlated with the image that constantly exists in the mental segments of the collective and individual ethnic consciousness in forms of mental language units.

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SCIENTIFIC AND PROFESSIONAL DISCOURSE IN THE VOCATIONAL TRAINING OF UKRAINIAN PHILOLOGISTS

Holikova N. S.

INTRODUCTION

Ukrainian society needs to be restructured in the field of educational and vocational training of young professionals as in the context of today the society is at the turn of worldview and is facing global transformations in all life spheres. At the beginning of the XXI century the elaboration and implementation of a learner-centered model of development of scientific and professional language of students was one of the urgent tasks of higher education institutions, in particular those where Ukrainian philologists are taught. Structuring the classification matrix, that is designed to train a professional, allows to create an appropriate scientific and theoretical basis for each specialist to further master the terminological system of the Ukrainian language as the most important way of communication. This is relevant not only during Ukrainian language and literature classes in various secondary schools but also in other educational and cultural institutions, government agencies, which require the professional contribution of philologists of Ukrainian studies. Until recent times the philological faculties graduate of a number of classic universities in Ukraine mostly held the positions of teachers in secondary schools. However, in the conditions of further development of the state and strengthening of its social systems the range of professional employment in the field of Ukrainian philology has significantly expanded. Nowadays university graduates can work in the scientific, literary and publishing fields; in printed and electronic mass media and PR-technologies; in various foundations, including humanitarian, in unions; in museums, art and cultural centers, etc. That is why philologists of Ukrainian studies have to show sustainable level of professional knowledge and professional manner in various communication situations, they have to be competitive in the employment market.

The development of higher education in the field of philology, in particular Ukrainian linguistics, requires the search for new ways of implementing the educational program, the formulation of special guidelines for the practical application of the Ukrainian language knowledge acquired by students while studying at university. As a consequence, scientific and practical anthropocentric courses become relevant in the system of linguistic disciplines offered to applicants for higher education in the field of

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Ukrainian philology. Recently, it has been observed that new tendencies for teaching the Ukrainian language to students of both philological and non-philological majors are developing in the linguo-didactics of higher education institutions. The most common of them are anthropocentric, functional-communicative, learner-centered, and other scientific and educational approaches that provide proper training of experts, develop their language and professional behaviors with a focus on their successful implementation in certain fields. For the philologists of Ukrainian studies one of the priority fields of vocational training is discourse and anthropocentric approach. It is implemented by means of particular linguistic disciplines of the elective course.

In modern linguistics the study of various linguistic facts is more often conducted with the slogan of discourse-centrism. N. Arutyunova defines the concept of discourse as follows "Discourse is a coherent text with extralinguistic factors those are pragmatic, socio-cultural, psychological and others; the text taken in the aspect of events; speech considered as a purposeful social action and as a component that is involved in people's interaction and the mechanisms of their consciousness (cognitive processes). Discourse is speech "immersed in life" [1]. This interpretation emphasizes the features of discourse that motivate changes in educational programs of various fields of philology and other fields. However, the real ways of implementing the discursive field in the language training of Ukrainian philologists require more thorough analysis.

1. Typological features of professional discourse

In the linguistics of the end of the XX – beginning of the XXI century language is more often considered as a dynamic phenomenon, which is the most active form of communication in all aspects of public life. The traditional study of systemic connections between lingual units of different levels is gradually going through a theoretical and conceptual reorientation in the aspect of scientific development of the "humanization" of language, which has always been relevant in the history of philosophy and other humanities. Recently, new and non-trivial problems have been the subject of study, and within linguistics the number of papers devoted to the role of language in the formation of the cultural-semiotic component of social consciousness is rapidly increasing. As K. Serazhym notes «the interests of researchers shifted from the structural description of language to the study of the historical context

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[1] Арутюнова Н.Д. Дискурс. *Лингвистический энциклопедический словарь* / гл. ред. В.Н. Ярцева. Москва : Сов. энциклопедия, 1990. С. 136–137.

in which language develops and functions"[2]. It is no coincidence that in modern linguistics the decisive place belongs to human space, which, according to F. Batsevich, O. Revzina, is constituted by individuals who perform appropriate communicative, social, interpersonal, ideological, psychological roles by means of communicating with each other[3].

One of the main linguistic issues of Ukrainian studies is a comprehensive study of the concept of discourse, which reflects a variety of real manifestations of communication in certain social spheres of human's communicative space. Maintaining of this concept in various scientific fields, whose representatives study the nature and mechanisms of interaction between constants of such linguistic and philosophical dichotomies as "language and society", "language and man", necessitated its clear definition, as well as the development of typology discourses, defining their main categorical features, etc. Currently there is no one single approach to their study within the theory of discourse even though linguists use a number of methods of discursive analysis of linguistic units.

Differentiation of discourses is one of the most important issues of modern discourse. This is currently a problem that researchers solve differently based on a wide range of different socio-linguistic manifestations of communication. While studying discourse as a sociolinguistic phenomenon, K. Serazhym explains: "The diversity of communicative situations in which discursive activity occurs and generates the variety of discourses"[4]. As many other linguists who joined the theoretical generalization of the achievements of science (N. Kondratenko, V. Korolyova, M. Makarov, G. Pocheptsov, A. Prikhodko etc.) the researcher emphasizes the lack of universal criteria for the classification of discourses, which has led to the selection of their various types such as: *pedagogical discourse, parental discourse, ethical discourse, religious discourse, scientific discourse, critical discourse, political discourse, administrative discourse, business discourse, legal discourse, military discourse, sports discourse, medical discourse, advertising discourse, media discourse* [5]. This classification indicates a broad understanding of the

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[2] Сержим К. Дискурс як соціолінгвальне явище: методологія, архітектоніка, варіативність : монографія. Київ : Видавець Паливода А. В., 2010. С. 9.

[3] Бацевич Ф.С. Філософсько-метологічні засади сучасної лінгвістики: спроба обґрунтування. *Мовознавство*. 2006. № 6. С. 35; Ревзина О. Г. Лингвистика XXI века: на путях целостности теории языка. *Критика и семиотика*. Новосибирск, 2004. Вып. 7. С. 12.

[4] Сержим К. Дискурс як соціолінгвальне явище: методологія, архітектоніка, варіативність : монографія. Київ : Видавець Паливода А. В., 2010. С. 49.

[5] Там само. С. 49–50.

concept of "discourse", which can be implemented in any social sphere including educational and vocational training of future philologists. On the one hand the illustrated (individual-authorial) typology of discourses requires even more detailed differentiation, and on the other hand within a broader concept it requires the unification of some of them. We suppose most of the selected discourses presented in this list (e.g. *pedagogical, administrative, business, legal, medical*, etc.) can be integrated as components that specify a broader semantic-categorical concept that is *professional discourse*.

During the last decades (the end of the XX – the beginning of the XXI century) the number of researches devoted to the comprehensive characterization of discourse in various branches of science, in which professional discourse is oftenstudied in relation to certain scientific texts has increased. Such a phenomenon is considered within the framework of semiotics, social psychology, the theory of artificial intelligence, literary criticism, philosophy, and others. The concept of professional discourse is also relevant in various areas of linguistic Ukrainian studies – in psycholinguistics, cognitive linguistics, conceptualism, communicative linguistics, linguopragmatics, ethnolinguistics, linguoculturology. Mastering the theoretical basis of these newest fields offers great opportunities for the transfer of the university educational and scientific sphere to a higher structure level. A solution to a number of issues serves a purpose in the process of restructuring the traditional system of training of philologists. The issues are the following: 1) establishment of categorical and typological signs of professional discourse; 2) identification of its specific features in the field of philology, linguistics in particular; 3) specifying the concept of "professional discourse" in the context of the educational standard of the specialty "Ukrainian language and literature"; 4) development of scientific and practical courses designed for comprehensive professional training of Ukrainian specialists.

Professional discourse can be characterized as a synthesis of professional identities implemented in the communicative activities of modern specialists. The study of the structure of such a discourse involves identifying the features of architectonics, in the basic principle of its construction, connections and interdependencies between the elements that are a single object[6], focused on different levels of professional communication. Therefore, information in all parts of the analyzed discourse, which are formed by real professions, is interpreted with the help

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[6] Голованова Е.И. Категория профессионального деятеля: Формирование. Развитие. Статус в языке. Москва : Изд-во «Элпис», 2008. С. 70.

of relevant language signs. They are terminological semiotic systems, which include specialized names of those realia and concepts that reflect the specific contents of the profession.

Over a period of a few last decades there have been some changes in the views of scholars on the concept of "professional discourse". It is often associated with structural, institutional and corporate discourses, workspace discourse etc., which in fact have shared fields with similar forms of communication and its linguistic support. The main features which are common for professional and some related discourses are typically considered in terms of the functions they can fulfill. The theoretical basis to solve the problem, researchers often found in the works of foreign scientists F. Chiappini, K. Nikkersona, P. Linella et al., On which they rely, analyzing the specific professional and other, similar in content and purpose discourses[7].

When analyzing the peculiarity of professional and other related discourses the researchers often rely on the theoretical basis they find in the works of foreign scholars. A branched classification matrix has been developed in Ukrainian linguistic studies, within which numerous variations are distinguished. It has been elaborated in order to describe professional discourse comprehensively and to identify its typological features. For example, I. Shevchenko and O. Morozova suggested the following criteria for distinguishing types and subtypes of discourse: 1) by form: oral and written; 2) by type of speech: monologic or dialogic; 3) by destination: institutional and personal (existential); 4) by different guidelines and communicative principles: argumentative, conflicting and harmonious discourses; 5) by socio-situational characteristics: political, administrative, legal, military, religious, medical, business, advertising, pedagogical, sports, scientific, electronic (Internet discourse), media discourse (mass media), etc .; 6) by various characteristics of the addresant and the addressee: sociodemographic criteria (children's discourse, discourse of adolescence, the discourse of the elderly, women and men discourses, the discourse of urban and rural residents); socioprofessional criteria (the discourse of sailors, builders, miners); socio-political criteria (the discourse of communists, democrats); 7) by functional and informative components: informative communication (affective, appraisive, directory discourses) and actual; 8) by thematter of form and content in the functional and stylistic aspect according

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[7] Войтко Т.В. Підходи до встановлення типології професійного дискурсу. URL: http://www.philol.vernadskyjournals.in.ua/journals/2019/3_2019/part_2/16.pdf.

the genres and speech registers: artistic, publicistic, scientific and others, official and informal[8].

Despite the efforts researchers make to classify in detail the demonstration of professional discourse in real scopes of its application it needs to be modified and improved. Particularly it is possible to clarify the content of pedagogical and scientific discourses that are specifically relevant for higher education institutions which provide training for the future Ukrainian philologists. This clarification can be based on socio-situational parameter as one of the criteria for typological identification and distinction of components of professional discourse. In this case, the pedagogical discourse, which is more common for secondary education, is transformed into academic. That is so because the main task of students who are preparing for professional activities in the educational program "Ukrainian language and literature" is to acquire theoretical knowledge and practical skills in the field of philology. Regarding this, it is necessary to clarify the typological features of scientific discourse, which should be adapted to the communicative tasks, emphasized by the specific features of the process of education, which the philological faculties of a number of universities provide.

2. Scientific discourse in the field of professional training of the Ukrainian philologists

Comprehensive study of scientific discourse as a kind of professional discourse involves various aspects of analysis, as well as certain research methods and procedures that allow to identify its specific features in connection withthe educational program of professional training of future Ukrainian philologists. According to our observations, the concept of "scientific discourse" fits naturally into a complex system, which consists of other numerous concepts, semantically and logically close to each other, but those that may differ significantly in their functions and socio-communicative areas of application. This means that the concept of "scientific discourse" is correlated with representatives of a number of logical and semantic categories, which differently outline the coordinates of the branched research field, which has the analyzed discourse as its center. We believe that the isolation and description of typological features common for scientific discourse require taking into account the relationship of the studied object with a number of dimensions that determine its position in relation to other components – markers of the linguistic plane of discursive analysis. Thus, the concept of "scientific discourse" reveals a significant

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[8] Дискурс як когнітивно-комунікативний феномен / Під заг. ред. Шевченко І.С. : Монографія. Харків : Константа. 2005. С. 233–236.

closeness to such terms as "language style", "text", "communicative situation".

It is known that the modern Ukrainian formal language as a set of numerous linguistic units, which are used during communication in different situations, is a stylistically differentiated system. We distinguish the scientific style, directly related to the concept of "scientific discourse" among a number of historically formed language styles. According to S. Yermolenko it is "a functional kind of formal language used for cognitive and informative purposes in the field of science and education"[9]. In such a definition of scientific style science and education are relevant as the names of two branches, within which scientific terms that constitute an important section of the structure of this style are used the most actively. Particularly, it is impossible to imagine studying in higher education institutions that train Ukrainian philologists in various specialties without the use of linguistic terms. Recently, scholars of language have been actively studying the dichotomy "text" – "discourse", discovering all aspects that allow to define a comprehensive description of the communicative intentions of the text and its components. The linguistic tradition still has a great influence on the development of theoretical principles of categorization and classification of the concept of discourse, because until recently the discourse was often equated with the text as a complex linguistic sign that arises as a result of the process of language formation. Currently scholars outline the structural and semantic parameters of the text with a number of features that also appear relevant and objective for the discourse: completeness; coherence; integrity; lexical, grammatical, logical, stylistic, semantic coherence; compositional completeness; communicative and pragmatic orientation, etc. Because of this some linguists suggest that under certain conditions the text is a discourse. O. Perelomova notes that "Linguistic study of the text, the task of which is to identify not only the language instruments, but also the balance of linguistic and extralinguistic factors in the creation of a language work, is relevant in different aspects. One of the evaluation categories of such analysis is the theory of discourse"[10]. However, the rapid development of discourse theory in linguistics of the end of XX – the beginning of XXI century caused an urgent need to distinguish the content of the analyzed concepts, isolation and scientific development of their features.

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[9] Єрмоленко С.Я. Науковий стиль. *Українська мова* : енциклопедія / редкол.: Русанівський В.М., Тараненко О.О. (співголови), М.П. Зяблюк та ін. Київ : «Укр. енцикл.», 2000. С. 372.

[10] Переломова О.С. Інтертекстуальність як системотвірна текстово-дискурсивна категорія. *Гуманітарний вісник Запорізької державної інженерної академії.* 07/2008. № 34. С. 95.

Scientific text like any other (artistic, publicistic, informational, etc.) is often the basic unit of numerous communicative processes observed in the educational and professional sphere. It is characterized not only by internal structural connections between individual components, but also by a number of extralinguistic text-forming factors. For example, the content of a linguistic text can be exposed by actively involving a number of accompanying communicative, socio-cultural and cognitive factors during lectures and practical classes with students. Interpretation of the concept of "scientific discourse" in modern linguistics allows to combine the features of the text with the characteristics of the situational context, ie the discourse that operates a system of communicative-pragmatic and cognitive guidelines of the addresant (author, lecturer, etc.), which can be successfully implemented during its interaction with recipients (students).

In the science of the beginning of the XXI century in communicative linguistics, linguopragmatics, discourse, etc., the question of classification of the communicative acts observed in these or those social and industrial spheres where language interaction of communicators by all means takes place is urgent. Scientific communication is situationally outlined by the relevant institutions, which usually specialize in the study and generalization of previously unexplored facts, phenomena and so on. Such scientific communication or scientific-communicative situation is created and maintained by scholars, who objectify the results of their searches and arguments in professional texts. Many linguists consider scientific communication as a purposeful discursive practice, which is acquired not only by researchers of general or narrowly specialized issues, but also by all those who are involved in the study of the theoretical basis of certain scientific fields. Thus, scientific discourse that maintains special knowledge in various fields is important in the studying process, especially in higher education institutions. The scientific-discursive approach to the educational process structure is a priority in the field of theoretical and practical professional training of Ukrainian philologists.

Researchers often correlate this concept with other manifestations of discursive-communicative interaction when considering the features of scientific discourse in the field of higher education. For example, O. Litvinov suggests distinguishing a special type of scientific discourse, which is realized as pedagogical communication in the system of higher education. In this case, the communicative situation can be both "symmetrical" (interaction between equal communicators – partners who have the same scientific status and knowledge) and "complementary" (when the educational information transfers to a partner who usually does not yet

have scientific degree and relevant scientific training and knowledge – students, graduates)[11].

Scientific discourse has a complex structure. The Ukrainian linguists (F. Batsevych, T. Maslova, O. Morozova, O. Selivanova, I. Shevchenko etc.), who study the structure of scientific discourse in detail, suggested distinguishing its varieties not only by the communication scope of the participants of the particular communicative situations, but taking into account the peculiarities of the functioning of certain language units (most often professional terms) in different sciences. In this regard they suggest to classify various specific manifestations of scientific discourse in this way: 1) basically scientific (academic presentation, special informative orientation, addressing specialists); 2) popular science or scientific publicistic style (insighting non-specialists into the achievements of science); 3) scientific and business (patents, process descriptions); 4) scientific and educational (presentation of fundamental concepts to future specialists); 5) scientific and technical (specific technical component with elements of economic, environmental, social, political and other types of discourse); 6) scientific and conversational (oral form of discourse aimed at exchanging ideas, discussion and creative criticism)[12].

In addition, according to the various communicative tasks that appear in the scientific discourse, traditionally the following genres are distinguished: 1) "nuclear", which determines the specifity of the discourse (scientific article, scientific and technical report, monograph, thesis work); 2) "peripheral", which do not form the basis of discourse (textbook, reference book, review, annotation, abstract, conference papers); 3) "allied", which are on the border between scientific and other types of discourse and tend to either "nuclear" (report, statement, scientific dialogue), or to "peripheral" (patent, regulation, lecture) genres [13].

Recently, the typology of scientific discourse is being actively developed in connection with specific scientific fields. As a result of this distribution linguistic, philosophical, historical, geological, aviation, environmental and other

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[11] Литвинов А.В. Научный дискурс в свете межкультурной коммуникации. *Филология в системе современного университетского образования*. Москва : Изд-во УРАО, 2004. Вып. 7. С. 286.

[12] Маслова Т.Б. Типологія наукового дискурсу в сучасній мовознавчій парадигмі. *Англістика та американістика.[зб. наук. праць]* / ред. кол. : А.І. Анісімова (голов. ред.), Т.М. Потніцева (заст. голов. ред.) [та ін.]. Дніпропетровськ : ЛІРА, 2013. Вип. 10. С. 41–42.

[13] Троянская Е.С. Особенности жанров научной литературы и отбор текстов на различных этапах обучения научных работников иностранному языку. *Функциональные стили. Лингвометодические аспекты*. Москва : Наука, 1985. С. 192.

discourses have been studied to some extent. Under the selection and analysis of varieties of scientific discourse usually take into account the following criteria: 1) common participants of communication (their status and situational communicative characteristics); 2) communication conditions (presuppositions, sphere of communication, chronotope, communicative environment); 3) communication structure (motives, goals, values and strategies, division, control of communication and variability of communication modes); 4) communication modes (channel and mode, tone, style and genre of communication, precedent-setting texts and discursive formulas)[14].

A general review of scientific discourse classifications, conducted by researchers on the basis of various criteria and taking into account a number of its typological features, allows us to identify the linguistic discourse associated with educational and professional discourses that are in higher education institutions, which train future professionals in the educational program "Ukrainian Language and Literature". In our opinion, the types of discourses that determine the tone, style and genres of communication between teachers and students at the philological faculties of a number of Ukrainian universities are correlated as follows: professional discourse → scientific discourse → linguistic discourse. Vocational training of Ukrainian philologists is carried out in various forms, among which lectures and practical classes in certain linguistic disciplines serve a purpose.

3. Linguistic discourse in the vocational training of Ukrainian philologists

Linguistic and literary courses are important in the vocational training of students of philology who study according to the educational program "Ukrainian Language and Literature", which form the theoretical basis of knowledge and skills of future specialists of a wide occupational groups. In today's conditions, graduates of philological faculties have the opportunity to work in various educational and cultural institutions, government agencies, etc., they can hold such positions and carry out certain duties that require not only knowledge of the Ukrainian formal language as a system-structural entity with its numerous units, but also to operate with many extralinguistic concepts that reflect the peculiarities of national history, culture, etiquette, and others. Due to this in university education there is an urgent need to update the curriculum through a series of elective courses,

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[14] Маслова Т.Б. Типологія наукового дискурсу в сучасній мовознавчій парадигмі. *Англістика та американістика.[зб. наук. праць]* / ред. кол. : А.І. Анісімова (голов. ред.), Т.М. Потніцева (заст. голов. ред.) [та ін.]. Дніпропетровськ : ЛІРА, 2013. Вип. 10. С. 42.

among which anthropocentric linguistic courses are relevant. Suggested courses are the following: cognitive linguistics, basics of conceptualism, Ukrainian linguistic cultural studies, Ukrainian ethnolinguistics, sociolinguistics, communicative linguistics, linguo-pragmatics etc. This type of the scientific and practical disciplines allow them to prepare properly for future job and to conscientiously perform certain social functions of the Ukrainian linguist by means of expanding the horizons and professional knowledge of students.

We think that the discursive approach to the teaching of anthropocentric linguistic disciplines, which make it possible to bring a person to the forefront in various linguistic and communicative situations, provides a high level of professional and educational training for future specialists. Such courses are developed from the perspective of the theoretical foundations of the relevant scientific fields, which consider a number of current issues related to human cognitive activity, the formation of its linguistic worldview, which is correlated with the concept of national-linguistic worldview. The outlined concepts appear to be crucial in cognitive linguistics, as well as in conceptualism and other scientific fields.

An important way to implement the discursive direction in the teaching of these elective courses is to acquaint students with the specifics of each scientific and practical course, determine object and subject of study, the formation of the basic concepts that define the content of the discipline in the minds of recipients. However, the most urgent task for the teacher is to acquaint students with the terminological apparatus, which operates an anthropocentric science. For example, cognitive linguistics, conceptualism, linguistic cultural studies primarily focus on the idea of concept. According to Z. Popova and J. Sternin – linguists who represent semantic-cognitive branch in cognitive linguistics, the concept is "discrete mental education, the basic unit of human thought code"[15]. If the representatives of cognitive linguistics consider mainly the linguocognitive concept as a result of cognitive activity of the individual and society, which transmits complex, encyclopedic information about the adduce object or phenomenon, the most important concept of linguistic cultural studies is cultural (linguocultural) concept [16].

We emphasize that Ukrainian linguists (L. Belekhova, T. Vilchynska, O. Vorobyova, I. Golubovska, O. Kaganovska, V. Nikonova and others) are exploring the idea of the concept perhaps most actively. I. Golubovska emphasizes that concepts as a mental phenomenon realized in a certain

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[15] Попова З.Д., Стернин И.А. Когнитивная лингвистика : Учебное издание. Москва : АСТ: «Восток-Запад», 2007. С. 24.

[16] Там само. С. 10.

linguistic culture in modern Ukrainian linguistic studies are studied within and at the intersection of two new areas of linguistic knowledge, which are linguocognitivism and linguocultural studies[17].

Ukrainian linguists often combine methods of conceptual analysis of the subject of study in their works, which were developed in several linguistic-cognitive schools.

In this regard cognitive poetics is expressive, this field was initiated in Ukrainian science by O. Vorobyov. Conducting researches on the mental formations found in the prose, poetic, dramatic works of English, French, and American writers, the representatives of this branch substantiated the need to classify the concepts into linguistic, culturological, and artistic; they structured concepts based on different methods of studying their structure; developed theoretical foundations for the study of various types of verbal and artistic images etc.

Thus, an extensive terminological system focused on the idea of concept has been developed in the research of the representatives of new linguistic branches such as cognitive linguistics and conceptualism: national-linguistic worldview, individual-linguistic worldview, concept and meaning, linguocognitive concept, linguocultural concept, textual (artistic) concept, semantic structure of the concept, nominative aspect of the concept, associative-interpretive aspect of the concept, cognitive code, concept, etc. Understanding of such basic concepts, which were developed within cognitive linguistics and conceptualism, occurs between teachers and students in the scientific-discursive form of communication when virtual materials are involved during lectures and practical classes, and different methods and forms of its study are used.

The main purpose of the elective course "Ukrainian Linguo-Cultural Studies" is to substantiate and comprehensively analyze the mechanisms of interaction of such concepts as "language" and "culture". The research field of linguocultural studies is interpreted differently by domestic, European and American scientists. This branch in linguistics maintains a number of concepts formed in the history of the Ukrainian people, its mentality, culture, and so on. Therefore, the object and subject of study of domestic linguoculturology often intersects with the tasks solved by modern ethnolinguistics (a science that "studies language as a creative product of its bearer, in ethnosociety, which gave rise to the language phenomenon as a

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[17] Голубовська І.О. Сучасна українська лінгвоконцептологія: стан і перспективи розвитку. *Актуальні проблеми філології та перекладознавства* : *зб. наук. праць.* Хмельницький : ФОП Бідюк Є.І., 2016. Вип. Х. Т. 1. С. 154.

key element and driving national culture")[18]. Ethnolinguistic signs such as folklore, phraseological units in particular, paremia (proverbs and sayings), folk songs and mythologisms usually come into the view of the developers of these scientific branches, which are related to each other. In modern conditions of functioning of higher education institutions, which train specialists in Ukrainian philology, these disciplines appear to be maintained components of linguistic discourse.

During the process of training Ukrainian philologists it is important to teach students how to communicate in different situations that are scientifically, socially or culturally dependent. The main role of linguists is the ability to create and maintain communication with participants in the communicative situation, outlined by the concept and essence of linguistic discourse and strategies for its implementation. In the field of higher education, schools are offered a number of elective linguistic disciplines: "Communicative Linguistics", "Linguopragmatics", "Social Linguistics", etc. Understanding of the theoretical foundations actually trains specialists in various philological specialties. Linguistic pragmatics as well as communicative linguistics explores the peculiarities of the use and functioning of language signs in the process of communication in connection with the interaction of the participants in this process – the speaker and the addressee. It also combines attention to language apparatus with its projection onto personal factors of communication and components of the communicative situation. In this way, linguistic pragmatics, based on the theory of traditional and innovative linguistic sciences, has not yet been clearly formed, but is extremely promising, it develops its own basis of the analysis of various factors (sociocultural, situational-behavioral, status, etc.) communicative interaction of subjects and their attitude to the linguistic and symbolic means used in the exchange of speech process which consists of units of normative socio-linguistic behavior within a pragmatic situation[19].

Having mastered the scientific and theoretical foundations of another anthropocentric discipline as social linguistics, future specialists will know the history of this science, its problems and place among other sciences, the basic concepts of sociolinguistics, methods and techniques of sociolinguistic research, sociolinguistic functions of the world. They will be able to analyze different forms of language existence in society, to distinguish them, to conduct sociolinguistic research in the form of surveys, profiles, programs,

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[18] Жайворонок В.В. Українська етнолінгвістика : Нариси : Навч. посіб. для студ. вищ. навч. закл. Київ : Довіра, 2007. С. 8.

[19] Бацевич Ф.С. Вступ до лінгвістичної прагматики. Київ : ВЦ «Академія», 2011. С. 286.

questionnaires, etc. Such knowledge and skills are necessary for everyone who will continue to work in the degree field after graduating and successfully implement the ability to communicate in any professionally determined situation not only with individuals around the person, but also with the word itself.

CONCLUSIONS

An important public sphere in modern Ukraine is higher education institutions, which train specialists in various fields. One of the urgent tasks of classical universities, where future Ukrainian philologists usually study, is the development and implementation of a lerner-centered model of development of scientific and professional language. Structuring the classification matrix designed to train a qualified specialist allows to create an appropriate scientific and theoretical basis for the future of each specialist to be proficient in the terminological system of the Ukrainian language as the most important mean of communication.

The development of higher education in the field of philology, in particular linguistics, requires the search for new ways of implementing the educational program, the formulation of special guidelines for the practical application of the Ukrainian language knowledge. In this regard, scientific and practical anthropocentric courses, teaching and understanding of the theoretical foundations required by a discourse-centric approach are relevant in the system of linguistic disciplines offered to applicants for higher education in the field of Ukrainian philology.

The scholars who study modern discourse pay much attention to the problem of classification of discourses in their works. Systematic training of future philologists involves the use of professional discourse in the educational process, as professional discourse is a synthesis of professional identities, realized in the communicative activities of modern specialists.

Scientific and professional training of Ukrainian specialists in today's conditions requires significant changes in the system of higher education, which primarily consist of the development of new elective disciplines designed for comprehensive training of future philologists and their introduction to the educational program "Ukrainian Language and Literature". A discursive approach to the teaching of anthropocentric linguistic disciplines, which make it possible to bring a person to the forefront in various linguistic and communicative situations, provides a high level of vocational and educational training for future professionals.

SUMMARY

Peculiarities of scientific and professional discourse in professional training of Ukrainian philologists have been studied. The results of the study

showed that the structuring of the classification matrix, designed to train a qualified specialist, allows to create an appropriate scientific and theoretical basis for further implementation of knowledge and skills acquired in the process of higher education. The structure of such a classification matrix is substantiated. It has been proved that the discourse-centric approach to the structure of the educational process is the most effective in higher education institutions. Typological features of professional discourse are determined. This article demonstrates that such notions as "scientific discourse" and "linguistic discourse" become relevant during the training of Ukrainian philologists. These terms consistently specify the notion of "professional discourse". In this article the issues and tasks of a number of scientific and practical linguistic disciplines of anthropocentric direction, which provide successful training of future specialists, are analyzed. It is concluded that the discursive approach to the teaching of such theoretical courses makes it possible to bring a person to the forefront in various linguistic and communicative situations, to ensure a high level of vocational training of future Ukrainian philologists.

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ФАМИЛНИТЕ ИМЕНА ОТ ТУРСКИ ПРОИЗХОД НА СТУДЕНТИ ОТ ОЮА «ЮРИДИЧЕСКА АКАДЕМИЯ» В ЕЗИКОВОАРХЕОЛОГИЧЕСКО ОСВЕТЛЕНИЕ

Колесник В. А.

УВОД

В настоящата статия се прави опит за описание на някои фамилни имена от турски произход на студенти от ОЮА «Юридическа Академия». Обект на настоящето наблюдение ще бъдат семантични, граматични и функционални особености на някои видове собствени имена, в това число и фамилните имена от турски произход на студенти от първи – пети курс, специалност «Международно право» (МП) и «Менеджмент» (СПФ), «Информационни технологии» (ИТ), «Кибернетична сигурност (КБ)», «Филология» (ФФ), «Психология» (ФП). Целта на тази статия е да разтълкуваме значението на някои български фамилни имена, за да могат студентите, които ги носят, да знаят нещо повече за своето фамилно име, за своя родов корен и да предадат тази информация на наследниците си. За целта са проучени около 70 фамилни имена, ексцерпирани от списъци с фамилните имена на студенти в Юридическа Академия. Носителите на тези фамилни имена са българи или гагаузи, предимно от Одеска област. В тази статия са включени само фамилните имена, които носят белезите на българската и гагаузската антропонимна система.

Известно е, че езикът е универсален код, чрез който можем да открием особеностите на една личност, а и на един етнос. Езикът е източник и средство за опознаване на особеностите на културата, отразена в езика. Традиционната граматика, тръгвайки от формалните към съдържателните признаци на езиковите единици, прави строга диференциация между нарицателните и собствените имена. Идеята, че естесвеният път на познанието е вървял от конкретното и индивидуалното към абстрактното и общото е един от научите митове, които бяха опровергнати в последните години.

Между собствените имена централно място заемат антропонимите. Всяко лично име притежава разнообразна функция и натовареност, съдържа голяма по обем информация и широки «прагматически пълномощия». Ползването на лични имена е едно от най-ярките проявления на човешката природа и на стремежа към самоутвърждаване и идентификация. Чувството за принадлежност към

дадена човешка общност и същовременно противопоставянето на човешкото ego на останалите индивиди, като езиково изражение, може да се търси в полето на дейктичността.

Приложеният метод на работа е строго ономастическият, който търси както историята на имеобразуването, така и екстралингвистичната ситуация в него. Изследването е не само ономастическо, което представя вкаменелостите в езика на изследваните от нас българи, като история или принос към историята на българския език, но и като езикова археология[1]. Езиковоархеологическият план на изследването разрешава да се проследят метрополиите в прародината, конфесията на българите, професията на българите при фамилните имена: *Арабаджи, Бакърджи, Бахчеванджи, Гайдарджи, Дерменджи, Дюлгер, Кеменджи, Самунджи, Сапунджи, Терзи, Фучеджи, Язаджи* и др.

Българите в съвременна Украйна живеят главно в Болградски, Измаилски, Саратски, Арцизски райони и в големите градове – Одеса, Измаил, Болград. Данните от последното преброяване на населението показват, че общият им брой в Украйна е около 200 хиляди души. Българите пренасят в Украйна древната култура на своя народ, традиционния бит и обичаи, богатия фолклор, личните имена и прякори. Различните групи преселници не са еднородни по етнически облик и представляват различни етнографски зони на метрополията. Обаче вътрешната миграция води до смесване на местните култури.

Имената на българите в Украйна са обект на внимание от страна на редица учени. Интересът към темата е проявен в последните години на XX в., а сега е подчертано засилен. Представени и изследвани са антропонимите на българи, компактно населяващи селата на територията на Украйна. Но цялостно проучване на именната система на българите в Одеса досега не е правено.

1. Фамилни имена от славянски произход и хритиянски имена

Любителският и научен интерес към личните имена предизвикан от основните идеи на Възраждането – българското национално-политическо, църковно-духовно и културно-просветно освобождение. След Освобождението интересите към личноименната система се разширяват, като се събират и публикуват материали от различни говорни райони и селища. Системни и трайни интереси към проблемите

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[1] Маринов Д. Българите от Северния Буджак в езиковоархеологическо осветление. *Езикът и културата в съвременния свят*. Велико Търново: Ик 'Знак '94', 2012. С. 303.

и цялостното изследване на българските антропоними проявява Стефан Илчев, автор на многобройни статии, студии, именници и на единствения по рода си Речник на личните и фамилни имена[2].

Най-стар пласт съставят имената, наследени от далечното минало, които се срещат и у другите славянски народи, като *Владимир, Владислав, Драгомир* или съкратените им форми *Драго, Драгньо, Миро, Мирчо, Слав, Нягул, Семко* и др.[3]. От тях се образуват фамилните имена като: *Драгов, Драгнев, Мирчев, Славов, Нягулов, Семков* и др.

Фамилните имена на българите нямат хилядолетна история. Те са сравнително ново явление – те се оформят главно през XIX век, главно през втората половина на XIX век, когато Османската империя вече клони към своя залез[4]. Те са образувани главно от личните имена и прякори с окончания *-ов, -ев, -ин*: *Иванов, Петров, Георгиев, Илиев, Михин, Ковачев* и др.

Всички имена са възникнали с определено значение. По семантика българските народни имена могат да се разделят на две големи групи, «между които не винаги се долавя ясна граница – пожелателни и защитни»[5]. В пожелателните имена е заложено желанието на родителите за бъдещето на детето – пожелание за дълъг живот, здраве (*Живко, Здравко, Дабижа*), успех в живота (*Велико, Първан, Виден, Сретко*), сила и храброст (*Бойко, Войно, Груди*), телесна хубост (*Бельо, Гиздьо, Злата, Лепа, Руси, Русен, Румен, Младен, Юнчо*) и под.

От тях се образуват много честосрещани фамилни имена: *Великов, Първанов, Виденов, Грудев, Златов, Русев, Младенов* и др. Към тази група отнасяме фамилните имена на нашите студенти: ***Парван*** (МПФ) и ***Новак*** (СПФ). Фамилното име ***Парван*** образувано от пожелателно име *Първан, Първи* (от числително *първи*) – 'да бъде пръв в живота и обществото'[6], с русифицирано *а*. Фамилното име ***Парванов*** зафиксирано и в с. Нова Ивановка.

Фамилното име ***Новак*** също е пожелателно: да поднови рода, доста разпространено в България[7]. В Украйна най-много носители на това фамилно име в с.Ореховка (Пандаклия). Фамилното име ***Златова*** (КБ)

[2] Илчев Ст. Речник на личните и фамилни имена у българите. София: БАН, 1969. 628 с.
[3] Там само: ст. 9.
[4] Там само: ст. 29.
[5] Там само: ст. 11.
[6] Там само: ст. 413.
[7] Там само: ст. 361.

образувано от старинното *злат* 'златен' и разпространено главно в Западна България[8].

Фамилното име **Ненова** (СПФ) е образувано от л.и. *Нено* – съкратено от *Неделко, Недялко*, «което от седмичния ден *неделя*, по смисъл превод на гръцко *Кариак*». Разпространено главно в Източна България[9].

Защитните имена са свързани с първобитната вяра в магическата сила на словото. Тяхното предназначение е преди всичко борба с детска смъртност. Сред тях има много имена образувани от глаголен корен със значение «*стоя, трая*»: *Стойо, Стойко, Стоян* ('да ни стои, да остане жив'), *Траян, Трайо*, от думи, които означават '*здрав, твърд*' (*Камен, Кремен, Желязко*). Най-много има фамилните имена, образувани от *Желязко, Стоян* и съкратените им форми: *Жельо, Жеко, Жечо, Стойо, Стойко* и др. Това са: *Желязков, Жеков, Желев, Женов, Жейнов, Жечев, Стоев, Стойков, Стоянов* и др.

Сред защитните има и «грозни» имена, т.е. имена, които предпазват от зли очи: *Грозьо, Черньо, Сиво, Сяро* и др. От тях се образуват фамилните имена *Грозов, Чернев, Сивов, Сяров* и др.

Има и «грозни» имена, които предпазват от зли очи: *Грозьо, Черньо, Сиво, Сяро, Гарчо* и др.[10], и други, които са образувани от нарицателни имена. Фамилното име **Скокова** (ФФ) образувано от *скок*, 'който много скока'. В България тя е зафиксирана в Търново, Змейово (Старозагорско), Стара Загора, Горубляне (Софийско)[11]. Фамилното име **Тропанец** (ФФ) има подобна семантика, то е образувано от пряког *тропанко*, 'който много тропа'[12].

Християнските имена от източноправославния календар в България масово нахлуват с покръстването на българската държава в 865 г. По произход те са главно старооврейски, гръцки и латински (*Иван, Илия, Георги, Димитър, Петър* и др.). От тях са образувани фамилните имена като: *Иванов, Илиев, Георгиев, Димитров, Петров* и др.

2. Фамилни имена чужди по произход

Сред българските фамилни имена има много и чуждите по произход фамилни имена. От всички народи, с които българите са влизали в досет при своето прибиваване на Балканския полуостров, най-силни и най-продължителни са били връзките им с гърци и турци. «Повечето от

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[8] Там само: ст. 214.
[9] Там само: ст. 358.
[10] Там само: ст. 13.
[11] Там само: ст. 453.
[12] Там само: ст. 494.

гръцките и турските думи не са навлезли по пътя на доброволно заемане, по пътя на сътрудничеството, а по пътя на насилие, по пътя на ограничението и преследването на българския език по време на гръцкото и турското рабство. Българският народ се оказвал силно противодействие на гръцкото и турското влияние, борел се с него, но все пак е бил принуден да приема в езика си много гръцки и турски думи»[13].

В ония години широко са били разпространени и фамилни имена с турско окончание – *оглу/огло, -олу/оло, -овлу/овло* (*Курдогло, Димчогло* и т.п.). Днес в България вече не съществуват официално такива имена, но все още в Източна България и в Украйна сред бесарабските българи тези форми се използват. Из Източна България нарядно се срещат фамилни имена, образувани от турско лично име: *Абдулов, Ахмедов, Бекиров, Горалов, Етемов, Кемалов*. Те са възникнали по различни поводи – купил след Освобождението имота на турчина Горал, а съселяните му прикачали името Горал, бил дългогодишен ратай на Кемал, с държането или фигурата си напомнял турчина Осман и т.п.[14].

Българските изследователи отбелязват, че някои термини от Османско време отдавна са остарели и изчезнали, но фамилните имена продължават да бъдат безсмъртни: «само в антропонимията турските прякори и фамилни имена още стоят непокътнати, почти както са били през време на робството»[15]. Те «красят фамилиите на много български семейства, които живеят без предубеждения. В това може да се убедим, като разгърнем днешните вестници, списания и телефонните указатели или надникнем в обявите в Държавен вестник и не само там. Най-показателни са избирателните списъци – там гъмжи от фамилии с турски корени, когато някои партии с бясната си антитурска кампания са надяват да спечелят повече гласове. И най-парадоксалното е, че сред фамилните имена на турците в България рядко се срещат тези фамилии от турски произход, които носят българите. И едва ли те скоро ще изчезнат, въпреки големите напъни на някои радетели на чисто българското. Защото понякога и самите те не се отказват от турските си фамилии, като Красимир Каракачанов, отец Саръев»[16].

Сред фамилните имена с турски корен има много сложни. Най-често първа съставна част на редица фамилни имена е лексема *Дели* (тур. *deli* 'луд, буен') или *Кара* – (тур. *kara* 'черен'). Сред изследваните от нас

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[13] Стойков С. Българска диалектология. София: БАН, 1993. 328 с.

[14] Илчев Ст. Речник на личните и фамилни имена у българите. София: БАН, 1969. Ст. 33.

[15] Там само: ст. 35.

[16] Расиев Т. Български фамилни имена от турски, арабски и персийски произход. Книгоиздателство ЗОГРАФ, 2012. Ст. 8.

имена това са: **Делиергиев** = Дели+Ергиев (съкр. от Георги) (СПФ). Фамилното име **Каратанас** (МПФ) също е сложно, то е образувано от две думи *кара* 'черен' + *Танас* – съкр. от Атанас (укр. Афанасій). Фамилното име **Караиванский** (ФФ) е образувано от *кара* 'черен' + *Иван* + *ский*. (срв. укр. *Черноиваненко*), **Каракаш** – от *karakas* 'черновежд'[17].

Фамилното име **Карагяур** (ФП) е сложно, то е образувано от две думи *кара* 'черен' + *гяур* (ар.-тур. *gavur* 'немахомеданин'), така наричали ония българи, които не искали да носят феса[18].

Втори голям дял от фамилни имена са образувани от личен или родов пряко̀р. Пряко̀рите са твърде разнообразни по произход и значение. Много от тях са възникнали от телесна особеност, недостатък или повреда (*балабан, дебелян, кривошия, чолак*), от народностно име (*влах, татарин, черкезин*), от отличителна черта на характера или проява на човека (*живодер, пъргавела, стипцар*).

Фамилното име **Кичук** (СПФ) е образувано от турски корен със значение 'малък, дребен' и разпространено в България на разни места из страната[19].

Според Ст.Илчев фамилното име **Камбуров** (ФФ) е образувано от турски корен *kambur* със значение 'гърбав' и разпространено нарядко из Източна България[20].

Относно фамилното име **Кедиков** има две интерпретации в речниците. Според Ст.Илчев фамилното име **Кедиков** е образувано «от Кедев с вмъкнато –*ик*. Зафиксирано в Дединци, Златарица (Еленско), Кърджали». А *Кедев* – от турски корен *kedi* 'котка'[21]. Според нас по-вероятно фамилното име **Кедик** (СПФ) е образувано от турски корен *гедик, кедик между съседи за преминаване, комшулук* 'цепнатина, пукнатина, недостатък; тясно място в ограда'[22]. Разпространено в България на разни места из страната.

Фамилното име **Сейрик** (КБ) по-вероятно е съкратена форма от *Сейрекбасанов* (от тур. *seyrekbasan* 'който стъпва рядко, прави едри и редки крачки'; срв. Редкостъпов). Или от тур. *seyrek* 'рядък, рядко'.

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[17] Илчев Ст. Речник на личните и фамилни имена у българите. София: БАН, 1969. Ст. 241.

[18] Там само: ст. 152.

[19] Там само: ст. 294.

[20] Там само: ст. 236.

[21] Там само: ст. 249.

[22] Расиев Т. Български фамилни имена от турски, арабски и персийски произход. Книгоиздателство ЗОГРАФ, 2012. Ст. 86 – 89.

Зафиксирана е в България в Плевен, Шумен, Стара Загора, Трън, Варна[23].

Една от най-разпространените фамилии в България и в Бесарабия е **Куртев** (ФФ), образувана от турска дума *kurt* със значение 'вълк'[24], срв. *Вълко, Вълков*, в Бесарабия – *Волков*. Имената *Вълко* и *Курти* се отнасят към защитните имена, които са свързани с първобитната вяра в магическата сила на словото. Тяхното предназначение е преди всичко борба с детската смъртност. Когато на някои съпрузи първите деца мрели, те дават на новата си рожба такова име, което да я пази от преждевременна смърт[25]. Магическата сила на името можела за цял живот да служи като защита против беди и диви зверове. А понеже най-опасният звяр за човека и стоката му по нашите места е вълкът, широко разпространени са имената *Вълко, Вълчо, Вълкан, Вълкана, Курт, Курти*. Иначе казано: понеже той сам е вълк, няма да му вредят вълците[26] . От тази лексема образувано и фамилното име **Курчук** (ИТ) – от л.и. *Курчу, Курчо* – умал. от Курти + суф. *-ук*. Фамилното име *Курчов* зафиксирано в България в Голямо село (Казанлъшко)[27] .

Към пряорите спадат и ония думи, които означават професията или занаята на човека (*джамбазин, златар, клисар, ковач, поп, терзия, абаджия* и др.). Сред изследваните от нас фамилните имена това са:

Абаджиев, Абажер (ФФ) – от *абаджия* ('производител на аби, търговец на аби, плат'), тур. *abaci* 'шивач на аби'. Нарядко из Източна България[28].

Балджиев (ФФ) – от *балджия,* тур. *balci* 'медар'[29]. В България то е зафиксирано в Пирдоп, Пловдив, Севлиево, Свиленградско, Русе, Ихтиман, Алфатар (Силистренско)[30].

Бозаджи (ФФ) – от тур. *bozaci* 'бозаджия'[31].

Дермеджи (ФФ) – от *дерменджия*, тур. *degirmenci* 'воденичар'. В България то е зафиксирано в Сливен, Русе, Панагюрище, Горна Василица (Ихтиманско), Ихтиман[32].

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[23] Илчев Ст. Речник на личните и фамилни имена у българите. София: БАН, 1969. Ст. 445.

[24] Там само: ст. 286.

[25] Там само: ст. 13.

[26] Там само: ст. 14.

[27] Там само: ст. 286.

[28] Там само: ст. 41.

[29] Там само: ст. 61.

[30] Там само: ст. 61.

[31] Там само: ст. 61.

[32] Там само: ст. 161.

Касаджик (МП) – от диал. *касаджия* 'касиер', ит.-тур. *Kasaci* 'поп'[33].

Папазова (СПФ) – от гр.-тур. *papaz* 'поп'[34] .

Плукчи, Плукчиев, Пулукчи (ФФ) е образувано от диал. *плукчия* със значение 'майстор на (дървени) плугове' и зафиксирано в Гурково (Балчишко), Суворово (Варненско), Варна, Каварна, Свищов[35].

Терзи (ФФ) – от тур. *terzi* 'шивач'. В България разпространено на много места из страната[36].

Чорбаджи (СПФ) – от *чорбаджия,* богат човек, който има много земя. Разложко, Брезово (Пловдивско), Ботевградско, Тетевен, Казанлъшко[37].

Язаджи (СПФ) – от диал.тур. *язаджия* 'писар'[38].

Далакова (СПФ) – от диал. *далакчия* 'народен лечител на болестта далак (синя пъпка)'. Медвен (Котленско), 1885, Скравена (Ботевградско)[39].

Фамилното име **Далаков** е зафиксирана в сс.Камянка, Кирсово, Лощиновка, Суворово[40], а също така в Република Ингушетия и сред други тюркоезични народности. В България фамилното име *Далакчиев* зафиксирано в с.Младово (Сливенско), 1900, Сливен, Карнобат, Стара Загора[41].

У Найден Геров намираме интересна информация за обичаите, свързани с далака: *далак* 1.'селезенка'. По далака на свиня, заклана на Коляда, личи каква ще бъде зимата занапред до пролет. 2. Една болест в далака – селезеночница, сплин. *Ега го далакъ хванала!* Клятва. 3. Болест сладка (лоша) пъпка 'чумный нарыв, карбункул'[42].

В коледните празници съществуват ред аналогии сред съвременните европейски народи. Към този род аналогии се отнасят елементите на гадаене, раздаване и пожелания. Посочва се, че широко разпространение имат песните, съдържащи езически идеи за

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[33] Там само: ст. 245.

[34] Там само: ст. 378.

[35] Там само: ст. 399.

[36] Там само: ст. 483.

[37] Там само: ст. 546.

[38] Там само: ст. 569.

[39] Там само: ст. 154.

[40] Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново: Знак '94, 2008. Ст. 235.

[41] Илчев Ст. Речник на личните и фамилни имена у българите. София: БАН, 1969. Ст. 154.

[42] Геров Н.Речник на българския език. *Фототипно издание*. Част първа (А-Д). София : Български писател, 1975. Ст. 274.

плодородие. Разпространени са и весели коледни танци. Може да се посочи, че Коледа бележи редица общобалкански паралели. Например, характерно е и за гръцката Коледа наличието на ред елементи, отнасящи се до гадаене и пожелание.

Из цяла България на Малка Коледа обикновено колят прасетата. Според Д.Маринов българите само на Сурва ползват свинята като жертвено животино[43]. На обредната вечеря на Василовден се слага непременно главата на закланото на Коледа прасе[44]. По далака на закланото животино гадаят каква ще бъде зимата през годината[45]. В Ловешки край също във всеки дом се коли прасе на Малка Коледа. В Тетевенско по неговите вътрешности предсказват дали зимата ще бъде дълга и мразовита. Там от кръвта му приготвят кървавица (*дробовица*). Съществува забрана вечер да се ходи по местата, където е заклано прасето и където му изтекла кръвта му[46]. Вярва се, че там идва *каракончо*. За празника се готви свинско със зеле, вари се пача, правят се луканки[47].

Н.С. Державин отбелязва, че и в Бесарабия: «Если у заколотого к рождественским празникам кабана селезенка окажется расположенною толстым своим концом к голове – начало зимы обещает быть суровым; если же селезенка лежит тонким концом к голове – конец зимы будет суровым.

Много от фамилните имена са образувани от прякори. Прякорите са твърде разнообразни по произход и значение. Едни са възникнали от телесна особеност, недостатък или повпреда (алтънпармак, балабан, дебелян, кривошия, чолак), от отличителна черта на характера или проява на човека, от народностно име, от неприсъща на даден говор, неправилно изговаряна или често повтаряна дума, от някоя паметна случка в живота на човека, от някаква проста храна (кръкиш, леща, попара, скроб) и много други».

В прякора или прозвището се е загатвало за поминъка, занаята, образованието или родното място, посочвали са се и някои

[43] Даскалова-Желязкова Н. Кариоти (Етническа принадлежност и културно-битови черти в края на XIX и началото на XX век). София : Издателство на БАН, 1989. Ст. 94.

[44] Там само: ст 94.

[45] Капанци. Бит и култура на старото българско население в Североизточна България. Етнографски и езикови проучвания. София : Издателство на БАН, 1985. Ст. 203.

[46] Ловешки край. Материална и духовна култура. Академично издателство проф. Марин Дринов. София, 1999. Ст. 298.

[47] Сакар. Етнографско, фолклорно и езиково изследване. София : Академично издателство проф. Марин Дринов, 2002. Ст. 333.

положителни или отрицателни качества на характера и физическите дадености.

Повечето българи знаели добре турски език и добавяйки наставката -чия или -джия, побългарявали турските думи: *балъкчия* – 'рибар', *бахчеванджи* – 'градинар', *бакърджия* –'медникар' и др. Българските учени отбелязват, че тези наставки от турски произход са станали твърде продуктивни, което се доказва от обстоятелството, че дори и в най-ново време с тях са образувани думи като *бетонджия, будкаджия, изкопчия, мозайкаджия, циркаджия* и др. [48].

В Украйна най-разпространените от тях са:

Балджиев – от тур. *балджия* 'медар',

Басманжи – от тур. *басмаджия* 'производител или продавач на басма', **Гайдаржи** – от диал. *гайдарджия* (от *гайда*) 'гайдар',

Дерменжи – от диал. *дерменджия* 'воденичар' (тур. *degurmenci*),

Дюлгер – от тур. *дюлгер* – 'дърводелец, зидар, строителен работник', **Иргеладжи** – от тур. *ергеле, хергеле* 'табун',

Каванжи – от диал. *кованджия (тур.)* 'пчелар',

Киминчеджи Кименчижи, **Кимичиджи** – от *диал.* перс.тур. *ketanci, кеменжеджия* 'свирач на тамбура, кемане'[49],

Мераджи – от *диал.тур. мераджия* 'търговец или пастир на марии, на стари овце',

Падарев – от диал. *пъдар (тур.)* 'полски пазач',

Терзи – от *мерзия* (тур. *terzi*) 'шивач'.

3. Регионално разпространение на фамилните имена

Всяко село има специфичните фамилни имена. За село Огородное (Чийший) най-характерните фамилни имена са: *Арабаджиев, Кирмикчи, Куюмжи, Алачев, Папазов, Пинти, Плукчи, Буруков, Чепразов,* за с.Криничное (Чешма-Варуита) – *Агура, Атмаджов, Кирчиков,* за с.Кирнички (Фантина Дзинилор) – *Каражеков, Дингилов,* за *с.*Евгеновки – *Бардук, Тьер, Парликокош, Дундаров,* за Кубей – *Кърмъзъ, Труфкин, Чеглатонев, Чекан, Киор,* за Делени: *Боз, Глуган, Гайдаржи, Мераджи, Чорбаджи, Телпис, Тулунджи.*

Много от изследваните фамилни имена по-често се срещат в Източна България. Това са:

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[48] Стоянов С. Граматика на българския книжовен език. Фонетика и морфология. Трето издание. София : Наука и изкуство, 1980. Ст. 183.

[49] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 250.

Арабаджиев, образувана от тур. *арабаджи* 'колар', (срв.:Коларов)[50] и *Камбуров* (от диал. *камбур* 'гърбав' (тур. *kambur*).

Нарядко из Източна България: *Буюкли* – от *тюрк. biyikli* 'мустакат, с големи мустаци'[51], в Бесарабия тя се среща – в с.Главани, Урсоая (Молдова) и в Приазовие.

Предимно в Южна България (главно в Панагюрище и Пловдивско) се срещат фамилните имена:

Балабанов (от тур *балабан* – 'едър, грамаден', *прен*. 'големец, първенец'. Разпространено на разни места из Южна България, главно в Панагюрище[52].

Фамилното име *Арапогло* (от *арап* – 'черен'+ *-огло*) не зафиксирано в речника на Ст.Илчев, зафиксировано само фамилното име *Арапов* в Пловдивски округ[53] .

Фамилното име *Топалов* (от тур. *topal* – 'куц, с единия крак') в България най-често се стреща в юго-източна България[54]. В Украйна често се среща в селата Владичени, Калчево, Криничное, Табаки, Богатое, Болград, *Топал* – в Ярове, Богдановка, Волное, Кролевка, Главани.

Буруков – от *бурук* – «възкисел – за човек с кисел нрав» или от *тюрк*. в значение 'крив, кастриран'. В Болгария фамилното име *Буруков* зафиксирано в Горно-Оряховски округ[55].

Газин – възможно образувано от диал. *газен* 'храбър', зафиксирано в България в Асеновградски округ[56], а в Украйна се среща само в с. Огородное (Чийшия).

Демиров (от тур. *demir* 'желязо, железен', срв. болг. Желязко) зафиксирано в България в Пазарджишки, Пловдивски, Варненски, Первомайски округ и в Провадия[57], а в Бесарабия – в Болград, Виноградное, Криничне, Табаки и при гагаузите в Молдова[58].

Иреков – вероятно от Ириков (тур. 'ревльо'), зафиксирована в Ст. Загора, Средногорие, Карловски округ[59].

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[50] Там само: ст. 51.

[51] Там само: ст. 236.

[52] Там само: ст. 60.

[53] Там само: ст. 52.

[54] Там само: ст. 489.

[55] Там само: ст. 94.

[56] Там само: ст. 123.

[57] Там само: ст. 160.

[58] Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново : Знак '94, 2008. Ст. 235.

[59] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 223.

Каиш – от *каиш* (тур. *kayis*) пояс, *прен.* 'здрав, изпечен, издръжлив', но и *см.* сравнение *тъп като каиш*), в България фамилното име *Каишев* разпространено в Панагюрище и Смолянски окръг[60]. В Украйна зафиксирано в с.Каменка[61].

Келеш – от прякор *келеш* (тур.) 'несериозен, заядлив', среща се само в с.Огородное, а в България фамилното име *Келешев* зафиксирано в Панагюрище, Пазарджик, Пловдив, Чирпан, Разград[62].

Киминчижи от прякор *киминжджи* 'цигулар'[63], в Болгарии фамилните имена *Кеменчеджиев* и *Кеманджиев* зафиксирани в Казанлък и Варна[64].

Киосе – от тур. *кьосе* 'мъж, на когото не растат мустаци и брада', зафиксирано в Северна Добруджа, Панагюрище, Каварна, Пловдивски окръг[65].

Коджибаш, Коджабашев (от тур. *koca bas* 'с голяма глава'). Зафиксировано в Силистра, Русе, Панагюрище и в Казанлъшки окръг[66].

Курдоглов (син на Курд, Курт 'вълк'). Зафиксирано в Огородное, Татар-Копчак, при гагаузите в Молдова, в с.Баурчи, а също и в Урсоя[67].

Лефтер (от гр.-тур. *елефтер* 'свободен') – зафиксирано в Търново, Варна, Горнооряховско и Русенско[68].

Мажар – от прякор *мажар, маджар* – унгарец, реемигрант от Трансилвания[69]. В България фамилното име *Маджаров* зафиксирано в Карлово, Стара Загора, Панагюрище, Копривщица, в Плевенски окръг[70].

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[60] Там само: ст. 231.

[61] Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново : Знак '94, 2008. Ст. 244.

[62] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 250.

[63] Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново : Знак '94, 2008. Ст. 249.

[64] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 250.

[65] Там само: ст. 292.

[66] Там само: ст. 261.

[67] Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново : Знак '94, 2008. Ст. 253.

[68] Илчев Ст. Речник на личните и фамилни имена у българите. София: БАН, 1969. Ст. 299.

[69] Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново : Знак '94, 2008. Ст. 256.

[70] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 313.

Плукчи – от пряко *плукчия* 'майстор на дървени плугове'. В България фамилното име *Плукчиев* зафиксирано във Варна, Каварна, Свищов, Гурково, Суворово (Варненски окръг)[71].

Попазов, Папазов (болг. Папазов (от гр.-тур. *папаз* 'поп'). Зафиксирано в Стара Загора, Търново, Гоце Делчево[72].

Рабаджиев (тур. *арабаджи, рабаджи* 'колар') – зафиксирана в Пазарджик, Карлово, Банско[73], сравни: *Арабаджи*.

Серт – от разг. *серт* 'лют, жесток, строг' (тур. *sert*). В Болгария фамилните имена *Сертев, Сертов* зафиксирани в Нова и Стара Загора, Търговище, Михайловград[74].

Сукуров – от пряко *Сукура* (тур. *sokur* 'сляп, едноок' и 'къртица')[75]. Зафиксирана в с.Огородное. В България се среща в Шуменски и Новозагорски окръг.

Турлак – а) в Източна България – от тур. *torlak* 'буен, разветрен младеж'; б) в Северозападна България от диал. *турлак* 'селянин от някои планински области във Врачанско и Берковско'; срв. Шопов. В България фамилното име *Турлаков* зафиксирано в Казанлък, Ямбол, Стара Загора, Ломски окръг[76].

Чепразов – може би от израза *стоя диван чапраз* 'със скръстени на пояса ръце' (от тур.). Зафиксирована в Болгария в Пловдив, Казанлък, Ямбол, Русе[77], а в Бесарабия – в с. Огородное, Василевка и в Молдова при гагаузите. Само в чийшийските говори се среща раритетна лексема *чепрази* 'сребърно укращение на женски пояс'.

Яръмов – от тур. *yarun* 'незавършен, недоправен', зафиксирана в Габрово, 1843. В България фамилното име Яръмов зафиксировано в Дряново, Казанлък, Свищов[78], а в Бесарабия – само в с.Огородное.

В Украйна фамилните имена също имат регионално разпространение. Типичните за с.Задунаевка са фамилните имена *Малев, Градесков, Вакаренков, Загорец*, сред които няма нито едно турско по произход, за с.Криничное (Чушмелий) – *Агура, Атмаджов, Кирчиков, Великов*, за

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[71] Там само: ст. 399.

[72] Там само: ст. 378.

[73] Там само: ст. 415.

[74] Там само: ст. 448.

[75] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 470.

Войникова А. Селища с българско население в Югозападния Буджак. Ономастика. Етнонимия. Групонимия. Велико Търново : Знак '94, 2008. Ст. 275.

[76] Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. Ст. 498.

[77] Там само: ст. 536.

[78] Там само: ст. 572.

Кирнички (Фантъна Дзинилор)– *Друмов, Дафнев, Каражеков, Пастир, Диниглов*, за Каменки (Ташбунар) – *Каралаш, Мъндру, Турица, Войников, Глиба*, за Евгеновка – *Бардук, Тьер, Парликокош, Дундаров*, за Огородное (Чийшия) – *Алавацкий, Буруков, Минковский, Чепразов, Пинти, Арабаджиев, Кирмикчи, Куюмжи, Папазов, Газибар*, за Кубей – *Кърмъзъ, Труфкин, Чеглатонев, Чекан, Киор*, за Делени: *Боз, Глуган, Гайдаржи, Мераджи, Чорбаджи, Телпис, Тулунджи*.

Виждаме, че антропонимите имат свои диалектни и регионални особености. Сред тях има тези, които са разпространени из цялата страна и не са турски по произход (освен *Кара, Куюмжи* и *Терзи*): *Иванов, Константинов, Стоянов, Димитров, Милчев, Дончев, Генов, Георгиев, Терзи, Кожухар, Адамов, Кеврев, Куюмжи, Генков, Златев, Ковач, Кара, Стойчев*. Предимно в Източна България се срещат фамилниите имена *Стойнов, Кирмикчи, Атанасов, Арабаджиев, Буюкли, Камбуров, Недов*, предимно в северо-източна България – *Минчев*, в Южна Болгария – *Балабанов* и *Топалов*.

Фамилните имена *Кеменчеджиев, Коджабашев, Коев, Фуклев, Чепразов, Турлаков, Сертов, Сьомков, Сукуров, Газибаров* зафиксирани в Нова Загора, Стара Загора, в Казанлък, Чирпан, Пазарджик, Пловдив. В Пловдив се срещат фамилните имена: *Червенков, Чепразов, Демиров, Арапов, Бондарев, Келешев, Кьосев*. В Горно-Оряховски окръг намираме: *Буруков, Червенков, Лефтер*, в Шуменски – *Сукуров, Гайдаржи*.

В Казанлъшки окръг зафиксирани фамилните имена: *Коджабашев, Кеменджиев, Чепразов, Фуклев, Ярямов, Папазов, Тарльов, Турлаков, Курдов*, в Карловски окръг: *Рабаджиев, Демиров, Маджаров, Иреков*, в Чирпан: *Алачев, Келешев, Съчанов*.

Не зафиксирани в българските речници фамилните имена: *Арапогло, Сапчев* (има *Сапов*), *Шушумков* (има *Шушулов*), *Чокла* (има *Чукльов*) и, вероятно, много други, още не изследвани.

Рядко се срещат в България фамилните имена: *Арапогло, Балабан, Газин, Иреков, Киминчижи, Куюмжи, Киосе, Келеш, Камбур, Кевров, Лефтер, Мажар, Плукчи, Ромали, Серт, Турлак*.

На разни места из страната се срещат *Кара* (тур. 'черен')[79], *Кеврев* – от прозвища *кеврьо, глезльо*[80], *Куюмжи* (от диал. *куюмджия*, 'златар'[81].

Българските учени отбелязват, че много болезнен недостатък на българските фамилни имена е големият брой турски корени: «Понякога се зарядят в някой списък *Абаджиев, Авджиев, Айджиев, Айналиев,*

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[79] Там само: ст. 240.
[80] Там само: ст. 249.
[81] Там само: ст. 288.

Айранджиев, Аканджиев, Актарджиев, Алмаджиев, Араджиев, Астарджиев, Бакалбашиев, Балджиев, Балтаджиев, Балъкчиев, Батанджиев, Бахчеванджиев, Бегликчиев, Бедаваджиев, Бейгирджиев, Биринджиев, Бичкиджиев, Боланджиев, Бунарджиев, Бургуджиев, Бучакчиев, Бюлюкбашиев – кои от кои по-грозни и по-непонятни»[82].

От Възраждането насам в България голям брой турски думи отпаднаха от българския език. В топонимията турските имена на градове, села, планински върхове и местности се сведоха до възможния минимум, само в антропонимията турските прякори и фамилните имена още стоят непокътнати, почти както са били през време на робството[83]. Но тогава много повече българи са знаели турски език, та имената са им били понятни. Днес не е така, а утре ще бъдат още по-чужди и непознати[84].

Още по време на Възраждането са правени опити за побългаряване на чуждите по произход фамилни имена. Най-често чрез превод: вместо *Бакърджиев – Медникаров*, вместо *Сахатчиев – Часовникаров*, вместо *Терзиев – Шивачев* или *Шиваров*[85].

Но превеждане на турските имена не може да се прилага навред, пък и не е желателно, защото много прякори посочват отрицателни качества или телесни недостатъци, например: *Бербатов* (от 'мръсен, изцапан'), *Битлиев* ('въшкав'), *Гебешев* ('простак, глупак'), *Джебаров* ('потисник, угнетител'), *Ирибаджаков* ('кривокрак'), *Камбуров* ('гърбав'), *Кодошев* ('сводник'), *Къркеланов* ('40 лъжи, голям лъжец'), *Тамахкяров* ('скъперник'), *Убуров* ('лаком, ненаситен'), *Чапрашиков* ('объркан, забъркан'), *Чатлаков* ('малоумен, смахнат'), *Яланджиев* ('лъжец'). Затова мнозина изоставят старите си семейни прякори – все едно дали са български, или от чужд произход – и възприемат бащино или дядово лично име за фамилно[86].

ИЗВОДИ

Наблюденията върху фамилните имена дават основание да се направят следните изводи:

1. Изследваните фамилни имена носят белезите на активно българско присъствие, доказано разбира се с исторически факти.

2. По-голямата част от изследваните фамилни имена са образувани от български еторазличителни имена.

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[82] Там само: ст. 35.
[83] Там само: ст. 35.
[84] Там само: ст. 35.
[85] Там само: ст. 35.
[86] Там само: ст. 35.

3. Фамилните имена от турски произход, образувани главно по безсуфиксен път – от прозвище по професии или прякори по качества, те носят белега на епохата, в която са възникнали, и са доказателство, че са «пренесени» от България. Някои от тях се образуват с наставка от турски произход *-джия, -чия*.

Строгият ономастичен анализ дава възможност да се изследват различни моменти от етнокултурната история на българите и гагаузите в Украйна. Фамилното име е важен знак за културата, душевност и национална идентичност. То обогатява с уникалността си речниковия фонд на българския език. Ономастичните знания за бесарабските представители на българския етнос имат значима стойност не само за лингвистичната наука, но те крепят и устоите на българщината.

Личното име само по себе си не представлява кой знае какво, докато фамилното име предлага много богата информация. За фамилиите не важат никакви конюктурни или идеологически съображения на властимащите. По време на възродителния процес (1985–1989 г.) смениха имената на турците в България, но не посмяха да пипнат фамилните имена от турски произход на българите . По тях[87] може да се проследи родовата памет и историята на даден народ. Те дават познания за икономиката, бита, културата, морала, обичаите и личностните особености на народа в дадена държава. Именно затова може би фамилните имена надживяват вековете, докато някои лични имена се променят или модернизират чрез различни комбинации от имената на родителите[88]. Фамилните имена са много жилави и могат да изчезват само с изчезването на рода на първоносителя им.

РЕЗЮМЕ

В настоящата статия се прави опит за описание в езиковоархеологическо осветление на някои фамилни имена от турски произход, които функционират сред студентите от ОЮА «Юридическа Академия».

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[87]Расиев Т. Български фамилни имена от турски, арабски и персийски произход. Книгоиздателство ЗОГРАФ, 2012. Ст. 3.

[88] Там само: ст. 3.

2. Илчев Ст. Речник на личните и фамилни имена у българите. София : БАН, 1969. 628 с.

3. Стойков С. Българска диалектология. София : БАН, 1993.426 с.

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LINGUISTRAGMATICS OF A POLITICAL POSTER: INTERACTION STRATEGIES WITH ADDRESSES

Kondratenko N. V.

INTRODUCTION

Modern pre-election discourse is characterized by the active use of new speech technologies of influence and the involvement of various genre forms in the process of political propaganda. Along with the newest genre formations, traditional ones are also used acquiring new features in the conditions of the information society and preserving their suggestive potential. Such genres include political poster, which at the beginning of the XXI century was transformed into various genre forms of outdoor advertising, including billboards, city lights, lightboxes, convection boards, backlights, prismatrons, firewalls and more. The sphere of distribution (street advertising), large size and presence of the image and the text part, the main purpose of which is to influence the addresses, unite all these genre manifestations of the poster. The latter characteristic distinguishes all genre varieties of posters as promotional products based on the synthesis of verbal and nonverbal information and provides visual perception by the addresses. Such diversity and influence of posters has enabled their active use in political campaigning: posters as elements of election discourse have been actively presented in the election campaigns of recent years, demonstrating the linguo-pragmatic potential of polycode texts. The specifics of the functioning of political posters are determined by the strategic parameters of political discourse, which determine the effective interaction with potential addresses.

The purpose of the study is to identify the main strategies of interaction with the addresses in political posters as polycode manifestations of Ukrainian political discourse. The purpose determined the following tasks: to define the concept of political discourse and its variety – political election discourse; to identify the features of the political poster as a genre of election discourse; to characterize and typologize the main communication strategies of influencing the addresses in political posters. The material for the analysis was the political posters presented in the Ukrainian election discourse in 2019–2020 during the presidential, parliamentary and regional election campaigns. A total of 355 posters were analyzed.

Scientific novelty of the study is due to the deepening of the polycode theory as the main manifestation of linguosemiotics of political discourse: clarification of the typology of speech genres of political discourse in terms of defining a political poster; substantiation of the concept of political

linguosemiotics and conduction of a linguistic experiment to identify the influential potential of political posters of a polycode nature.

1. Poster as a genre of political pre-election discourse

Interpretation of political discourse as an institutional kind of discursive human activity is present in the works of many scholars (V. Karasyk, M. Makarov, K. Serazhym, O. Sheigal, etc.). Thus, L. Pavliuk claims that the basis for distinguishing types of discourses, including political ones, is "the usual thematic orientation, an indication of the range of life phenomena and related motives"[1] All linguists agree with this as this variety is represented in typologies based on social, communicative, thematic and functional features. However, the basic features and characteristics of political discourse vary depending on the scientific concept.

O. Sheigal believes that all elements of "the field of politics are somehow mediated by discourse, reflected in discourse, realized through discourse: they either constitute the subject of communication (its reference aspect), or act as elements of a pragmatic context, including pragmatic presuppositions"[2] L. Slavova believes that political discourse "can be defined as a set of all speech acts, as well as rules of public policy, which were formed in accordance with existing traditions and tested by experience"[3] Thus, from the proposed definitions it can be concluded that when defining political discourse, the determining criterion is linguo-pragmatic, which takes into account the intentionality, specificity of speech acts and political speech genres. A. Chudinov insists on the presentation of typical features of the political communication in the form of antinomies, "contradictory trends, each of which fully reflects the essence of the object under study"[4] According to A. Baranov, the increase in interest in the study of political texts can be explained by the following reasons: 1) the internal needs of linguistic theory, which at different times addressed different areas of the language system, 2) political aspects of studying political thinking, its relationship with political behavior, the need to develop methods of analysis of political texts, 3) social order, the desire to free political communication from manipulation of public consciousness[5].

[1] Павлюк Л.С. Текст і комунікація: Основи дискурсного аналізу. Львів : ПАІС, 2009. С. 15.

[2] Шейгал Е.И. Семиотика политического дискурса. Москва : Гнозис, 2004. С. 24.

[3] Славова Л.Л. Мовна особистість лідера у дзеркалі політичної лінгвоперсонології: США – Україна. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. С. 67.

[4] Чудинов А.П. Современная политическая коммуникация. Екатеринбург : Уральский гос. пед. ун-т, 2009. С. 42.

[5] Баранов А.Н. Введение в прикладную лингвистику Москва : Эдиториал УРСС, 2001. С. 245.

Pre-election political discourse is a complex communicative event and at the same time is a verbal design of this communicative event. It is characterized by certain communicative roles and composition of participants, differs in publicity and formality[6]. For the pre-election discourse, as well as for the general political one, the main concepts are "power" and "politician", but the center of gravity in the former is shifted to "struggle for power"[7].

Pre-election discourse has all the features of political discourse and performs all its characteristic functions, but there is an essential feature that distinguishes it as an independent discourse within the political one – the fact that election discourse belongs to a certain communicative situation and has clear time constraints, i.e. it is implemented during the campaign period specified by law.

Researchers of pre-election discourse highlight another important feature – thematic determinism[8]. While in other genres of political discourse the number and content are practically unlimited, in the election discourse they are focused on the activities of certain candidates or political associations – participants in the election campaign. The main task of the pre-election political discourse is to suggest to the addressees (voters, citizens) the need to carry out "politically correct" actions or assessments. Influence on the consciousness of the addressee can be carried out by various methods and is aimed at changing the initially existing in the individual picture of the political world by introducing into their mind certain thoughts, attitudes and / or guidelines.

O. Gaikova, considering the pre-election discourse as a genre of institutional communication, notes that it belongs to different types of discourse: institutional (political) and non-institutional (ritual and rhetorical) ones. The author "interprets the genre of pre-election discourse as a hybrid genre that has the characteristics of institutional, rhetorical and ritual communication. Pre-election discourse is a speech act which has the features of emotional attitude, appeal and motivation to action[9]".

T. Golubeva calls the pre-election discourse "activity, the localization of which is the time and space of the election campaign, and the texts that arise as a result of this activity and actualize the socio-cultural context of

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[6] Халатян А.Б. Предвыборный дискурс. *Политическая лингвистика*. 2011. № 2. С. 182.

[7] Чудинов А.П. Современная политическая коммуникация. Екатеринбург : Уральский гос. пед. ун-т, 2009. С. 43.

[8] Гайкова О.В. Предвыборный дискурс как жанр политической коммуникации: на материале английского языка: дис. канд. филол. наук. Волгоград, 2003. С. 23.

[9] Там само. С. 32.

communication"[10] Among the main characteristics of the pre-election discourse, the researcher includes the desire to apologize (present in the favourable light of his candidate or party) and the focus on criticism, which is manifested in the discrediting of the opponent.

Pre-election discourse, as well as any other format of communication, due to cultural and situational norms[11], is embodied in speech genres. Of course, the success of pre-election communication depends on a number of factors, among which an important role belongs to the communicative competence of the politician, which depends in particular on his ability to use different speech genres.

The definition of genres of political pre-election discourse is closely related to the typology of genres of political discourse in general. O. Bylinska, analyzing the propaganda political discourse, notes: "the typology of political discourse does not have fixed genre forms, which are realized as textual formations, as the syncretic nature of political texts determines the possibility of their application in all types of political discourse"[12] The collective monograph of O. Bylinska, N. Kondratenko and L. Stryi presents a complex typology of speech genres of political discourse[13]. Thus, researchers have identified five groups of political genres: self-presentation, informational, ritual, propaganda and agonal-argumentative ones. The genre of political poster is traditionally characterized as kind of printing products, which is focused mainly on emotional impact, so it should impress, intrigue, and arouse interest.

A poster is an important component of political communication, which allows communication between its participants. Social movements use political posters as a means of expression, for example during rallies, pickets and demonstrations. In addition, a poster is seen as a means of visual political communication, which acquires special significance during the political campaign[14].

A political poster is a "single work of art, a concise, prominent (usually coloured) image with a short text (usually on a large sheet of paper), made for

[10] Голубева Т.М. Языковая манипуляция в предвыборном дискурсе: на материале американского варианта английского языка : автореф. дис. канд. филол. наук. Нижний Новгород, 2009. С. 10.

[11] Карасик В.И. Языковой круг: личность, концепты, дискурс. Москва : Гнозис, 2004. С. 108.

[12] Билінська О.С. Агітаційні жанри українського політичного дискурсу: сугестивний і лінгвопрагматичний аспекти. Дис. канд. філол. наук. Одеса, 2017. С. 39.

[13] Кондратенко Н.В., Стрій Л.І., Билінська О.С. Лінгвопрагматика політичного дискурсу: типологія мовленнєвих жанрів : монографія; за заг. ред. Н.В. Кондратенко. Одеса : Астропринт, 2019. 236 с.

[14] Ирисханова О.К. Полимодальность в социокогнитивном освещении: семиотика плаката. *Когнитивные исследования языка.* 2012. № 11. С. 66.

propaganda, advertising, informational or educational purposes"[15] A. Altunyan notes that political text is characterized by a principled focus on the potential reader, listener[16]. Moreover, a function of a political text is completely determined by its pragmatic function. A political text does not exist for and by itself, which is theoretically possible for other types of texts. It is always a tool to influence a potential audience. In principle, all its methods must be decipherable, and all its meanings must be completely exhausted in the analysis of the direct word and the methods used by the author of the text.

For a political poster, "the illustration of a verbal text makes modifications to the process of its perception and the construction of its content"[17]. Considering this, we interpret the poster as a polycode text because in its perception only the visual channel of communication is used.

From the point of view of structural organization, the following types of political posters can be distinguished: posters that only have a verbal component; posters combining the image and the verbal component; posters containing only images[18].

Posters of the first type (46%), which contain text designed with the help of language signs, are not semiotically homogeneous because the information expressed verbally in the texts of this type always has a graphic design. Given this, in addition to the verbal code, they also have graphic and colour ones. The choice of font, the organization of verbal elements in the space of the poster belong to the graphic code, while the colour design of the text and background should be considered as a colour code. However, the main attention of addresses is paid to the verbal component. This type of minimization of the nonverbal component has dominated the political posters of the Ukrainian election discourse for the last two years. This is primarily a cost-effective means of presenting advertising as a necessity, but with minimal financial investment: the lack of bright printing such as photographs indicates the desire of political forces to assert themselves without spending extra money. In the context of the economic crisis in the country, such a strategy is quite justified: potential voters cannot blame politicians for spending unnecessary costs on advertising.

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[15] Магера Т.С. Текст политического плаката: лингвориторическое моделирование (на материале региональных предвыборных плакатов) : автореф. дис. канд. филол. наук. Барнаул, 2005. С. 15.

[16] Алтунян А.Г. Анализ политических текстов. Москва : Логос, 2006. С. 89.

[17] Ворошилова М.Б. Политический креолизованный текст: ключи к прочтению. Екатеринбург, 2013. С. 23.

[18] Ситар Г.В., Галюк А.В. Політичний плакат: співвідношення вербального й візуального складників. *Вісник студентського наукового товариства ДонНУ імені Василя Стуса.* Вип. 12. Том 2. С. 220–222.

Posters of the second type (38%) are also semiotically complicated. The basic semiotic code of such posters is verbal, but a significant role belongs to graphic, colour and iconic codes, which are non-verbal. By iconic code we mean drawings, photographs and other graphic images incorporated into the text space of the poster. The use of photos of specific politicians is generally characteristic of the pre-election discourse: the slogan and the surname of the politician are presented against the background of the photographic image.

Posters of the third type, which contain only images and are devoid of the verbal component (16%), are not widely used in election discourse. The absence of a verbal component indicates that information in this case recedes into the background, the main thing is the assertion of the presence of a party or a recognizable candidate in the electoral landscape. In this case, the image is still accompanied by text – it is either the name of a politician or a slogan. Due to this, posters of this type are also polycode in semiotic terms because they contain colour and graphic code.

However, most political posters do not belong to one of these types, but are an organic combination of all the components.

We also include their seriality in the specific features of a political poster. Seriality of political posters is a set of several texts designed to solve one practical problem, similar in content and having a significant formal similarity. It is important that each text included in the series is created and perceived as an element of the series, which contributes to the formation of new pragmatic guidelines. Seriality of posters reveals the mechanisms of influence in paradigmatic terms and forms the possibility of presenting the basic elements of form expression.

2. Strategies of interaction with the addressee in political posters

Among the current problems of linguopragmatics, a special place belongs to communicative strategies and communicative tactics. Modern linguists formulate definitions of communicative strategy in different ways: K. Sedov calls them "general pragmalinguistic principles of implementation of illocutionary content"[19]; O. Selivanova believes that the strategy is "a component of the heuristic intentional program of planning discourse, its implementation and management in order to achieve a cooperative result, the effectiveness of information exchange and influence"[20]; T. Yanko notes that the strategy "consists in the choice of communicative intentions, in the distribution of quanta of information by communicative components and in the

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[19] Седов К.Ф. Дискурс и личность: Эволюция коммуникативной компетенции. Москва : Лабиринт, 2004. С. 35.

[20] Селіванова О.О. Сучасна лінгвістика: напрями та проблеми. Полтава : Довкілля-К, 2008. С. 607.

choice of the order of communicative components in the sentence"[21]. According to O. Issers, communication is not a chaotic set of remarks and statements, but an orderly phenomenon so the strategy "covers the planning of the process of speech communication depending on the specific conditions of communication and personalities of communicators, as well as the implementation of this plan. In other words, speech strategy is a set of speech actions aimed at achieving a communicative goal"[22].

Let us consider the main strategies of interaction with addresses, implemented in the genre of political poster.

1. **Propaganda strategy** presupposes the presence of an appeal in the form of a motivational sentence or verb forms of the present tense or infinitive, i.e. it is the realization of the main function of the pre-election discourse – propaganda, e.g.: *Think!,Think!* (P. Poroshenko, 2019); *Change!* (Yulia Tymoshenko, 2019); *Trust the deeds!* (G. Trukhanov, 2020). At the verbal level, we record the use of imperatives: syntactic constructions with the imperative verb forms, e.g.: *Choose NATO and the EU. Join* (European Solidarity, 2019), *Do NOT lose another 5 years!* (Servant of the People party, 2019); present, e.g.: *We stop the destruction of the country* (Palchevsky's "Victory" Party, 2020); *We know. We can. We act* (Ukrainian strategy of V. Groysman, 2019); infinitive, e.g,: *We have to act!* (Yu. Tymoshenko, 2019).

At the non-verbal level, political posters that implement the propaganda strategy are not particularly different from the others. The focus here is on the text.

Iconic elements are mostly images of those politicians who call on the potential voters to support their political force on elections. To express the

[21] Янко Т.Е. Коммуникативные стратегии русской речи. Москва : Языки славянской культуры, 2001. С. 38.
[22] Иссерс О.С. Коммуникативные стратегии и тактики русской речи. Москва : КомКнига, 2006. С. 54.

propaganda strategy, the verbal components of political posters are mainly actualised, while non-verbal ones play a supporting role.

2. **Argumentative strategy** is aimed at explaining the political position of a particular entity to the voters. It is based on logical ways of reasoning – deduction, induction, analogy. Mostly at the verbal level, there are statements that have a causal or explanatory nature. Similar to the propaganda strategy, in the argumentative one we observe the dominance of verbal components: argumentation is presented in political slogans, e.g.: *Our goal is to build Europe in Ukraine* (European Solidarity Party, 2019); *Polite people in power – a decent life for people* (A. Grytsenko, 2019); *Spring is coming – we will plant! (*in Ukrainian the word used is *саджати* which has the meaning of 'planting' and 'imprisoning' at the same time)* (Servant of the People party, 2019); *Land for Ukrainians, not foreigners* (O. Lyashko's Radical Party, 2019); *The local church is the key to independence* (P. Poroshenko, 2019).

In such cases, the slogan is not declarative; it explains the political position of a particular candidate or party.

ЧЕСНІ У ВЛАДІ — ГІДНЕ ЖИТТЯ ЛЮДЕЙ
Анатолій ГРИЦЕНКО
ЧЕСНИХ БІЛЬШЕ

The above political poster contains argumentation presented by a particular politician's slogan.

Thus, the argumentative strategy is based on the provisions of the political program and involves the use of conceptual slogans. Under such conditions, the slogan becomes a core element of the political poster, and the image performs an auxiliary function.

3. **Confrontation strategy** involves criticizing political opponents during the election campaign: in this case, the political poster does not contain a positive description of the political entity being advertised, but the leveling of the image of its opponents. An important element of the confrontational strategy is the recognizability of political symbolism at the level of linguosemiotics: symbolic colours, characteristic graphic elements are used not for support, but for criticism.

ЯКА Ж ЦЕ ГРОМАДЯНСЬКА ВІЙНА, КОЛИ
ЗЄЛЬОНИЄЧЕЛОВЄЧКІ

5 років агресії Росії проти України
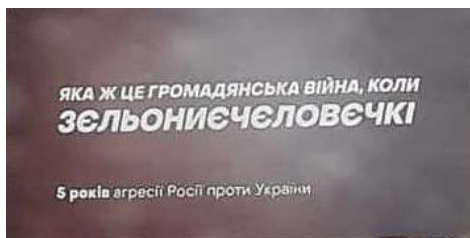
This includes the "adverse publicity" tactic, which is aimed at denying political advertising in general: a political force presents its position on the need for political advertising in the form of political posters, so we call this trick a tactic of paradox.

ДОСИТЬ
ЛОЗУНГІВ

Ростислав МЕЛЬНИК

In this example, most of the political poster is occupied by the text "ENOUGH WITH THE SLOGANS", which is combined with the image of a little man pushing the last letter. However, on the right we see the surname and name of a politician Rostyslav Melnyk and his facsimile signature, which shows the internal contradiction between the appeal and the image.

4. **Dialogic strategy** is aimed at actualizing the pseudo-dialogic interaction between political agents: there is an appeal to the competitors' advertisement in the form of political posters. In view of this, the linguosemiotics of other political forces are used: colour, graphic elements, slogan structure, etc.

A striking example is the advertising with the slogan *"You Think"* without citing a political entity using the state colors of Ukraine as a kind of "replica-response" to the Poroshenko's political advertising of *"Think!"* The graphic highlighting of the letters *"You"* indicates a certain politician – Yulia Tymoshenko, who is the only candidate for the presidency to have the letter standing for the corresponding sound in her name or surname. Here the dialogicity is realized mainly on the verbal level. Other elements have changed – the color and layout of the text, but the structure of the political poster with the words in the center remained unchanged. Such implicit advertising is manipulative because the absence of the name of a political

force and the presence of a neutral slogan, on the one hand, allows to perceive the poster as social advertising, and, on the other hand, is the advertising of a particular politician.

The strategy of dialogicity is implemented on a verbal-symbolic level as texts and graphic elements are used.

Prerequisite for the implementation of the dialogic strategy in a correlative advertising is the location: the ads should be placed next to each other or at a short distance so that addresses perceive them as elements of a single pre-election discourse.

The illustration shows the successful placement of the advertisement of the party "For the Future" with the slogan "Mom feels bad? The Doctor Will Save" next to the advertisement of the Servant of the People party, whose slogan is the first part of the text represented on the second political poster. At the same time, advertisements of both parties appeared without a semantic connection, but "For the Future" used the unsuccessful slogan of their opponents. Although in the first case it was about the party as a whole, and in the second – about a specific political leader, the comparison made it possible to present a dialogue.

In this example, the political poster of the party "Osnova" of S. Taruta (elections to the Verkhovna Rada, 2019) contains a red box with the Ukrainian preposition "За", which parodies a key verbal element of the party "Servant of the People" – the letter combination "Зе", which is also a part of President V. Zelensky's last name and transcribing of the English article "the", actively used in the political posters of this political force.

And the second political poster also appeals to the separation of "Зе", criticizing opponents, but here the same graphic layout and semantics of color are used.

We observe the implementation of the dialogic strategy even within a single political poster: in this case, various elements that are part of the political posters of opposed political forces are graphically combined. In this case, the main political poster seems to ironize the original, using for its own purposes the symbols and text of competitors. The authors of the poster take into account the linguosemiotics of opponents, entering into a kind of dialogue with certain parts, including verbal one.

This example demonstrates the combination of two political posters, the Servant of the People party and the European Solidarity party, with the effect of overlapping two paper posters: as if on a political poster of the first political force, showing only the word *"Ukraine"* (The initial element of the slogan *"Ukraine is you"*), there is a pasted poster of the second party, also showing only part of the image and text. The visual combination of these two posters gives a new slogan: *Ukraine is us* (with the name of the party

"European Solidarity"). Such an expression of dialogicity is an expression of the irony tactics.

5. **Intimidation strategy** is that at the visual and verbal levels, political posters present possible consequences for addresses of either the wrong (from the point of view of the authors of the advertisement) choice, or in general non-participation in the election. The second option shows political posters where the passivity of voters is represented as the reason that other people will make a choice, which will endanger people's freedom, health and life. Let's demonstrate this strategy on the example of Odessa advertising: *If you do not come to the polls, polite people can come to you!* This political poster is unusual on both verbal and non-verbal levels. First, it does not campaign for a specific political force or politician, but contains a call to participate in elections. The slogan of causal content, presented in the poster, contains tokens of different languages – Ukrainian and Russian. At the same time, the word "polite", graphically highlighted in black, is printed in Russian, which is a precedent statement (quote by Vladimir Putin) and indicates the situation with the annexation of Crimea by the Russian troops.

In this way, the analogy of "Odessa – Crimea" and the comparison with the events in Donbass are actualised in the minds of the addresses. The appeal to basic human needs here is based on the most important categories – human life and health. Iconic signs – graphic images of the silhouette type – in the lower part of the political poster aggravate the situation of danger described in the verbal part. Black graphic elements are figures of people in military uniform (helmets are visible) with weapons (submachine guns, rifles, grenade launchers). At the top of the poster, there is an image of a yellow helicopter. In general, white, black and yellow are used creating the effect of contrasting the achromatic image with colour.

The intimidation strategy is used through the comparison of the possible consequences of a bad political choice. Its realization is most vividly presented in a political poster, which is visually divided into two parts, each

of which presents a photographic image of a certain building: on the left – a white Vorontsov lighthouse in Odessa against a clear blue sky and blue sea, and on the right – a destroyed tower of Donetsk airport. The text part duplicates presented images in the form of categorical statements: *Odessa peace* (italics of yellow color), *Donetsk war* (blurred letters of red color), between which the conjunction *or* is inserted. In our opinion, yellow here is a symbol of the sun, peace and tranquility, and red (especially since red letters are printed with the effect of drops falling down) – death, blood, pain and war. In the middle of the image, there is the main slogan of a motivating nature: *"Choose yourself"*, i.e. the recipient must, making a choice during the vote, choose what he wants to see in his city – peace or war.

Here we observe a combination of an opposition (confrontation) strategy of with a strategy of intimidation.

6. **Intertextual strategy** involves the use of intertextual elements – precedent phenomena, quotations, appeals to known historical events and more. First of all, this includes various quotations from the classics of Ukrainian literature, often without reference to the source: in this way, the authors of advertising indicate the attitude towards the addressees. Those of the addressees who decodes the source of the quotation, belongs to the circle of the chosen ones who understand the communicative intention of the authors.

Thus, in the 2020 elections, the party "For the future", appealing to the names of the pro-presidential party "Servant of the People" and the famous slogans "President is a Servant of the People" and "Deputy is a Servant of the People" built an election campaign based on the intertextual strategy. Political posters containing a quote from Ivan Franko (transformed in a way), in addition to the actual text, were made in the symbolic colours of the party, and the authorship of the quote was not specified.

However, political posters also use quotes using the names and even images of their authors. For example, the poster has a picture of Ivan Franko, a quote and a name. In addition, it is stated why the quote *"It's time for us to live for Ukraine"* was chosen for political advertising.

7. **Intriguing strategy** is aimed at creating in the addresses a desire to get acquainted with the further advertising of a particular candidate or to find out who exactly is represented in the political posters that do not indicate a specific political force. This strategy is used only at the beginning of the election campaign to make addresses guess whom the advertisements are about. The first successful example of this strategy was tested in the 2010 presidential election in Yu. Tymoshenko's election billboards "She works". Since then, the intriguing strategy has been actively used in elections at various levels.

The appearance of political posters, the content of which is incomprehensible to the recipients, is the first sign of the use of the intriguing strategy. Thus, in Odessa in 2020, the intriguing strategy was presented in a number of political posters. Initially, political posters appeared with the slogan *"Odessa needs a doctor"*, which had an implicit link to a certain subject, which was to be associated with the concept of "doctor". Potential voters were waiting to see who became the subject of the political advertising. There is a certain contradiction here, because in Ukrainian "doctor" is only the name of a scientific degree, so when the next stage of this advertisement was *"Odessa needs Kalinchuk"*, who is a doctor by profession, the mistake of the authors of political posters became clear.

Staging is a mandatory requirement in the implementation of this strategy. Firstly, a political poster is presented, where the verbal part has a pronoun or noun without reference to a specific person. After some time, closer to the election, the following political posters appear, where surname and name of the politician are given instead of the semantically empty component.

8. **Parody strategy** involves the use of linguosemiotics of opponents to level their image: negative information is presented in political posters, which at the level of image and text are visually similar to the original political advertisements of competitors.

Thus, the adverse publicity political poster against Yulia Tymoshenko followed the stylistics of visual elements: national colours in the design – yellow and blue, the use of fonts identical to the original text on Yulia Tymoshenko's political posters, the image of a politician. However, an iconic element was chosen – a photograph – which illustrates the actualization of a humiliating comment – humiliation on the basis of age: *The last chance for grandma*. In this way, the political poster broadcasts the idea that Yulia Tymoshenko is an old politician who is once again running for president.

This strategy was also used in the adverse publicity of "The Opposition Platform for Life": following the linguosemiotics of the party's political posters, opponents developed a series of fake political posters.

The above political poster contains a fake quote by A. Parubiy, an ideological opponent of "The Opposition Platform for Life" party, which demonstrates the falsity of his party's ideology.

Thus, the main communicative strategies of influencing the addressees in political posters are propaganda, argumentative, confrontational, dialogic, intertextual, intriguing, parody and intimidation strategies.

CONCLUSIONS

One of the types of political discourse is the pre-election discourse, within which the genre of political poster functions. A political poster is a genre expression of a pre-election discourse that contains a prominent (usually in colour) image with a short text (usually on a large sheet of paper), made for propaganda, advertising, informational or educational purposes. The main function of a political poster is to attract attention and arouse interest, to intensify perception, to direct consciousness and the will to actions in the right direction. A political poster is characterized by a guideline for persuasion, which takes into account the goals and conditions of communication.

Among political posters as polycode texts, combining elements of different sign systems – verbal, iconic, symbolic and index – there are three groups of posters: posters dominated by verbal information, posters dominated by nonverbal information and a combination of verbal and nonverbal information. The analysis of political posters in the linguopragmatic aspect showed that the main communicative strategies of influencing the addressees are propaganda, argumentative, confrontational, dialogic, intertextual, intriguing, parody and intimidation strategies. Each of the identified strategies involves the actualization of various semiotic elements of political posters.

SUMMARY

The study substantiates the relevance of interpreting a political poster as a genre of election discourse, which is a kind of political communication. The characteristic features of a political poster are determined through a combination of verbal and nonverbal components in various combinations – with preference given to either the text, iconic or symbolic components. The main positions of linguists on the essence of the speech genre are outlined and the types of genres in political discourse are presented, among which a political poster is characterized taking into account its polycode specifics.

There are three groups of posters: posters with the dominance of verbal information, posters with the dominance of nonverbal information, a combination of verbal and nonverbal information. The typology of strategies of interaction with addressees in political posters of pre-election discourse is

offered. Propaganda, argumentative, confrontational, dialogic, intertextual, intriguing, parody and intimidation strategies are described.

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PROFESSIONAL DISCOURSE OF CONTRASTIVE GRAMMAR TEXTBOOKS: THE PROBLEM OF INTERPRETATION OF KEY TERMS

Kovtun O. V.

*The whole mechanism of language is based solely
on similarities and differences
(Ferdinand de Saussure)*

INTRODUCTION

Comparative studies in linguistics have a long history. Comparison is a general scientific method of research, which is used along with logical analysis, generalization, description and other methods. It is traditionally believed that the heyday of comparative linguistics was the XIX century, but the method of comparative or contrastive analysis remains the main in linguistic research in the XX and XXI centuries, and contrastive grammar has become the main principle of foreign language teaching, so textbooks on this subject are paramount.

Comparison or contrast is a property of abstract human thinking, a way of knowing reality, differentiation of similar objects and phenomena, so the category of comparison in logic and philosophy belongs to the key epistemological categories. It is the diversity of the world that determines the constant comparison of human consciousness of different phenomena.

Many things, especially in the mental sphere, in the sphere of traditions and habits of the people, public institutions can be understood only by comparison, i.e. it is necessary to find in this or that object something different from the object familiar to us to realize that the usual object has some other features, qualities, properties or, conversely, to understand what it lacks, why there are no certain features, qualities, properties, characteristics[1].

The term *comparative (contrastive or confrontational) linguistics* is interpreted in science in many ways, including as a *linguistic direction* that studies two or more languages to compare their structures and identify

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[1] Стернин И.А., Стернина М.А. Актуальные проблемы сопоставительных исследований в современной лингвистике. *Социальные и гуманитарные знания*. 2015. № 1. С. 59–65.

differences (contrast / non-contrast) against the background of similarity[2]. It is an established science with its own object, goals and methods of analysis.

According to Anatoliy Zagnitko, *comparative linguistics (comparative studies)* is a direction (sphere) of linguistics that studies two or more languages, regardless of their affinity, to identify their similarities and differences at all levels of language structure (phonological, morphological, syntactic, lexico-semantic)[3].

The general task of comparative-historical linguistics is, as it is well known, to establish the peculiarities of the kinship of languages (genealogical proximity), to determine the laws of genealogical classification, to reconstruct their proto-language and to reveal the laws of historical development of individual languages and groups of languages. The main method that appears to be the most acceptable in comparative-historical linguistics is the *comparative-historical method*.

The term *comparative studies* also mostly refers to comparative-historical linguistics, but is sometimes used in a broader sense – to denote the whole set of disciplines based on the comparison of languages (in addition to comparative-historical linguistics, also typological and comparative linguistics)[4].

The theoretical and practical purpose of the contrastive study of two languages is grammar, the content of which is a description of the sum of the differences between the grammar of the native language and the grammar of the language being studied. Thus, contrastive grammar is considered as differential grammar. Contrastive analysis is indispensable in language teaching, as it makes it possible to predict areas of interference in the activity of the phenomenon of interference, promotes conscious mastery of language.

1. The problem of interpretation of key terms of contrastive grammar

In modern linguistics there are many terms for the nomination of a section of linguistics that studies two or more languages on the basis of their comparison and contrast. However, depending on the purpose and object, there are branches of linguistics based on comparison. It is first of all (a) *comparative-historical linguistics*, which studies the genetic commonality of languages in their development; (b) *areal linguistics*, which considers the secondary affinity of languages, linguistic unions, commonality of linguistic phenomena, regardless of the degree of their

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[2] Загнітко А. Сучасний лінгвістичний словник. Вінниця : ТВОРИ, 2020. 920 с.

[3] Загнітко А. Словник сучасної лінгвістики : поняття і терміни. Донецьк : ДонНУ, 2012. Т. 2. 350 с.

[4] Загнітко А. Словник сучасної лінгвістики : поняття і терміни. Донецьк : ДонНУ, 2012. Т. 2. 350 с.

genetic commonality; (c) *comparative and contrastive linguistics*, which study the similarities and differences between languages, regardless of the degree of their genetic similarity, etc.[5]

This diversity is due to the goals, principles and criteria that underlie the selection of a particular field of linguistics, engaged in the comparison and contrast of languages. However, there are different views on the feasibility of terminological distinction between comparative and contrastive linguistics.

Contrastive linguistics as a science was formed in the middle of the XX century in English-speaking countries. The beginning of contrastive research is considered to be the publication of Robert Lado's monograph "Linguistic across cultures"[6] and Charles Bally's[7] research, who justified the need to teach German in a French-speaking audience.

All grammars of the studied second language and many first grammars of the native language were written with the involvement of methods of comparison, conscious or unconscious, with another language – native one in the first case or more prestigious language of culture – in the second case.

Researchers believe that the European grammars of the Renaissance – the first grammars of modern languages – were actually created in comparison with the grammars of Greek or Latin. Obviously, the modern linguist who describes a foreign language or dialect always relies on the usual scheme of "vision" of mostly native language or sometimes some other, with which he involuntarily compares the facts of new language being researched, passing them through the usual network of concepts, fixed in his consciousness. Let's recall that *language consciousness* is a form of consciousness that embraces knowledge, feelings, evaluations and guidelines for language and language activities, or language consciousness – it is a "not indifferent attitude to language"[8].

Comparative linguistics is primarily based on the need to describe languages in order to teach them. Therefore, modern contrastive linguistics

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[5] Євтушенко Н.І. Контрастивний та зіставний аспекти досліджень у сучасній лінгвістичній. *Наукові праці Чорноморського державного університету імені Петра Могили комплексу «Києво-Могилянська академія». Серія : Філологія. Мовознавство.* 2014. Т. 221. Вип. 209. С. 24–28.

[6] Lado R. Linguistics Across Cultures: Applied Linguistics for Language Teachers. University of Michigan Press, 1957. 141 p.

[7] Bally Ch. Traité de Stylistique Française. (3rd. ed., 2 vol.) Paris : C. Klincksiek, 1951. 264 p.

[8] Селігей П.О. Мовна свідомість: структура, типологія, виховання / НАН України. Інститут мовознавства ім. О.О. Потебні. Київ. Вид. дім «Києво-Могилянська академія». 2012. С.13 (118 с.).

is a kind of sublimation, a theoretical generalization of the ancient human practice of language description.

Eleonora Suleimenova emphasizes that contrastive linguistics establishes the similarities and the differences of languages that are compared and, therefore, it focuses on finding the most effective ways to learn one (or more) languages. In her opinion, the object of contrastive analysis can be absolutely all linguistic phenomena that meet the tasks of an applied nature[9].

Veronica Yartseva considers the terms *comparative linguistics* and *contrastive linguistics* as synonymous. The researcher is convinced that the second term in the given pair is given a certain advantage because of its greater traditionalism, prevalence and emphasis on the selection of dissimilar (contrasting) features[10]. Reflecting on *contrastive lexicology*, Professor V. Yartseva writes that "bilingual dictionaries always contain in their infancy a contrastive comparison of lexical units"[11], but the development of field theory and methods of component analysis creates a new basis for contrastive lexicology.

Valery Mokienko considers such a distinction significant, important, because the first term (*comparative linguistics*) mainly refers to the focus on the differential features of the languages being compared, and the second focuses on the process of comparison, for which both interlingual differences and similarities are important[12].

Aloizas Gudavičius distinguishes between the concepts of contrastive and comparative linguistics. He is convinced that contrastive analysis is limited to two languages and is intended mainly for the implementation of applied tasks, among which primary tasks are linguodidactic ones. In his opinion, a kind of contrastive research is the study of one language "in the mirror" of another[13]. Thus, a certain language is studied and, in particular, those features, which may distinguish it from the original language, usually native.

Considering the relationship between such sections of linguistics as *comparative linguistics* and *contrastive linguistics* in view of the purpose, objectives, methods and general principles of the study, Fatima Isenova insists that "unlike comparative linguistics, the subject of contrastive linguistics is determined by the linguodidactic orientation of language

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[9] Сулейменова Э.Д. Казахский и русский языки: основы контрастивной лингвистики. Алматы : Демеу, 1996. 208 с.

[10] Ярцева В.Н. Контрастивная грамматика. Москва : Наука, 1981. 111 с.

[11] Ярцева В.Н. Контрастивная грамматика. Москва, 1981. 111 с.

[12] Мокиенко В.М. Сопоставление в теории и практике преподавания русского языка как иностранного. *Русский язык за рубежом*. 1987. №5. С. 54–60.

[13] Гудавичюс А. Сопоставительная семасиология литовского и русского языков. Вильнюс : Мокслас, 1985. 176 с.

comparison, which will help to identify and describe such differences that, being found in languages, will help to learn a second (foreign) language better, will be able to explain cases of inconsistency in grammatical and conceptual language systems"[14]. V. Yartseva notes that in contrastive research the comparative method is used, the essence of which is to "study and describe a language through a systematic comparison with another language in order to clarify its specificity"[15]. Vadim Kasevich in his work «Фонология в типологическом и сопоставительном изучении языков» ("Phonology in the typological and comparative study of languages") writes that "comparison, contrast is the basis of typology, and comparative-historical linguistics, and areal linguistics. What features of comparative linguistics are different? There seem to be two solutions. One is to consider "comparative linguistics" as a general nomination for the mentioned (…) branches of linguistics. Another is, on the contrary, to narrow this concept, to identify it with contrastive linguistics. In contrastive linguistics, the linguistic, mainly typological method of research, and the psycholinguistic and sociolinguistic methods must be combined"[16].

According to Volodymyr Hak, typology, comparative, confrontational and contrastive linguistics are different terms. Contrastive linguistics appears as an already formed science with its object, goals and methods of analysis. "The development and values of the contrastive-linguistic direction in linguistics is evidenced by the publication of more and more works, general theoretical descriptions of contrastive linguistics, comparative description of language pairs covering different levels of language – from phonology to stylistics and text theory, expanding the scope of comparative analysis: at first, contrastive analysis dealt mainly with the facts of the language system, now it is increasingly turning to the text, language acts, implementation, following the general direction of development of modern linguistics[17].

In the dictionary of linguistic terms by Veronica Yartseva nominations *comparative linguistics, typology* and *confrontational linguistics* are given as synonyms of the term *contrastive linguistics*[18]. We observe the same in

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[14] Исенова Ф.К. Сопоставительное языкознание и контрастивная лингвистика в современной языковой парадигме. *Вестник КарГУ*. Сер. филологическая. Караганда : КарГУ, 2007. № 1. С. 71–77.

[15] Лингвистический энциклопедический словарь / гл. ред. В.Н. Ярцева. Москва : Советская энциклопедия, 1990. 688 с.

[16] Касевич В.Б. Фонология в типологическом и сопоставительном изучении языков: Методы сопоставительного изучения языков. Москва : Наука, 1981. 94 с.

[17] Гак В.Г. О контрастивной лингвистике. *Новое в зарубежной лингвистике*. Москва : Прогресс, 1989. 438 с.

[18] Лингвистический энциклопедический словарь / Гл. ред. В.Н. Ярцева. Москва : Советская энциклопеция, 1990. 688 с.

Anatoliy Zagnitko's dictionary, where it is stated that the term *comparative linguistics* is synonymous with *contrastive linguistics* and *confrontational linguistics*[19].

Iryna Karamisheva considers contrastive grammar as a component of contrastive linguistics (comparative linguistics), and its research object is grammatical structures of two contrasted languages, features of expression of main grammatical categories and syntactic structures in contrasted languages. The researcher clearly distinguishes between contrastive linguistics and comparative-historical, typological and areal, although all these independent scientific directions use comparative and contrastive methods of linguistics[20]. The researcher believes that contrastive linguistics still does not have a properly prescribed status in the system of linguistic disciplines. The question of whether this science belongs to general or special linguistics, synchronous or diachronic, remains debatable. To determine the status of contrastive linguistics, it is considered appropriate to clarify its links with other mentioned linguistic directions[21].

Contrastive grammar is a direction (component) of contrastive linguistics. Contrastive grammar is aimed at establishing (a) common and (b) heterogeneous, as well as (c) dominant and (d) recessive features of the grammatical structure of the languages being compared, and (e) determining their structural types on this basis.

The number of languages that can be typologically contrasted at the same time is not limited. Contrastive research can focus on a variety of linguistic phenomena, ranging from individual features of phonetic / phonological, morphological, lexical or syntactic phenomena of languages[22]. This view is reflected in "Encyclopedia of Hebrew Language and Linguistics", which emphasizes that contrastive grammar studies the synchronous analysis of the similarities and differences between two or more languages[23].

Some scholars interpret contrastive linguistics somewhat more narrowly and contrast it with confrontational linguistics. This understanding can be traced in the works of Gustav Helbig [24]. This linguist is convinced that

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[19] Загнітко А. Сучасний лінгвістичний словник. Вінниця : ТВОРИ, 2020. 920 с.

[20] Karamysheva I.D. Contrastive grammar of English and Ukrainian Languages: Textbook ; Second edition, revised. Vinnytsia : Nova Knyha Publishers, 2012. 320 p.

[21] Karamysheva I.D. Contrastive grammar of English and Ukrainian Languages: Textbook ; Second edition, revised. Vinnytsia : Nova Knyha Publishers, 2012. 320 p.

[22] Гладуш Н.Ф., Павлюк Н.В. Contrastive Grammar: Theory and Practice. Київ : Київський ун-т. ім. Б. Грінченка ; Нац. ун-т Києво-Могилянська акад., 2019. 296 с.

[23] Khan G. Encyclopedia of Hebrew Language and Linguistics. Brill, 2013.

[24] Хельбиг Г. Языкознание – сопоставление – преподавание иностранных языков. *Новое в зарубежной лингвистике*. Москва : Прогресс, 1989. Вып. XXV. Контрастивная лингвистика. С. 307–326.

confrontational (this term corresponds to the Ukrainian "comparative") linguistics is more designed to develop questions of theory: it studies both the similarities and the differences that exist between languages, and contrastive linguistics has a more practical focus and explores mostly differences between languages.

Some scholars focus their research on the actualization of contrastive research exclusively for the study of a foreign language. For example, this view can be traced to the authors of one of the popular textbooks on contrastive grammar[25], who note that contrastive linguistics compares two languages in order to facilitate language learning by identifying important differences between native and target languages. Contrastive linguistics studies exactly how (positively or negatively) the identified differences affect the study of the target language. The main purpose of contrastive linguistics is the study of contrastive grammar, which combines descriptive grammars of two languages in one unique form[26].

Analysis of the works of famous scholars on the problem of contrastive and comparative aspects of language research allows us to conclude that the basis of contrastive linguistics is the principle of taking into account the opposition *synchrony – diachrony*.

The comparative (comparative-historical) direction of linguistics, as it was noted, has a long tradition; its methodology, object, subject, metalanguage were duly substantiated by its founders in the XIX century (Franz Bopp[27], Rasmus Rusk[28], Jacob Grimm[29] and Alexander Vostokov[30]). This direction studies languages in diachrony (mostly Indo-European) taking into account the genetic origin of languages; at the same time related languages are studied, first of all closely related ones.

Comparative (comparative-typological) direction of linguistics is a little younger: it counts about four decades. Its methodology, object, subject, metalanguage and methods of analysis are substantiated in Soviet linguistics

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[25] Meehan P., Gomez Calvillo N., Díaz M. J., Rolfi L. Contrastive grammar: a theory and practice handbook. Córdoba: Asociación Cooperadora Facultad de Lenguas – UNC, 2017. 245 p.

[26] Meehan P., Gomez Calvillo N., Díaz M. J., Rolfi L. Contrastive grammar: a theory and practice handbook. Córdoba: Asociación Cooperadora Facultad de Lenguas – UNC, 2017. 245 p.

[27] Bopp F.A Comparative Grammar of the Sanscrit, Zend, Greek, Latin, Lithuanian, Gothic, German and Sclavonic Languages. London: Williams, 1885. 456 p.

[28] Rask R.Ch. A Grammar of the Danish language for the use of Englishmen, 1830.

[29] Grimm J. Geschichte Der Deutschen Sprache. Erster Band. Leipzig, 1853. 1250 gr.

[30] Востоков А.Х. Грамматика церковнославянского языка, изложенная по древнейшим оного письменным памятникам. Санкт-Петербург : в тип. Имп. акад. наук, 1863. 134 с.

(Vladimir Arakin[31], Vladimir Gak[32], Mikhail Kochergan[33], Veronika Yartseva[34]). This area studies languages mainly in synchrony and focuses on unrelated languages or languages that are remotely related.

Thus, *comparative-historical linguistics* explores (a) proto-forms, (b) speech schemes, (c) the processes of development of related languages, i.e. languages are compared in terms of diachrony. *Comparative linguistics* studies several languages in a synchronous-comparative aspect, revealing cases of (a) complete, (b) partial coincidence or (c) facts of differences of different language levels[35].

Based on the analysis, we see that *the object of contrastive studies is at least a pair of languages*. But neither genetic or areal connections, nor the typological proximity or remoteness of these languages are significant in the comparison process. *The subject of contrast may be differences or correspondences of the contrasted languages*. This type of differences and correspondences exist at all levels of language. Within the framework of contrastive linguistics it is possible to compare phonetic and phonological, lexical and phraseological, morphological, syntactic systems of two languages. The results of such research are useful in the study of foreign languages. But the basis of contrastive research is the dual relationship between the plan of expression and content (form and content) of the contrasted languages.

The purpose of contrastive linguistics is to determine the distinctive and common features of the compared languages. In this it is close to typological and comparative linguistics. Contrastive linguistics pays special attention to the dissimilar features of languages. Contrastive research pursues not only theoretical but also practical goals. Thus, the theoretical and practical purpose of the contrastive study of two languages, as noted by researchers, the construction of grammar, the content of which is a description of the sum of differences between the grammar of the native language and the grammar of the language being studied. Thus, *contrastive grammar is a kind of differential grammar*. But this does not mean that grammatical sectors that coincide in two languages should not be studied. Such an approach would

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[31] Аракин В.Д. Сравнительная типология английского и русского языков : Учебное пособие. 3-е издание. Москва : Физматлит, 2005. 232 с.

[32] Гак В.Г. О контрастивной лингвистике. *Новое в зарубежной лингвистике*. Москва : Прогресс, 1989. 438 с.

[33] Кочерган М.П. Основи зіставного мовознавства: Підручник. Київ : Академія, 2006. 424 с.

[34] Ярцева В.Н. Контрастивная грамматика. Москва, 1981. 111 с.

[35] Євтушенко Н.І. Контрастивний та зіставний аспекти досліджень у сучасній лінгвістичній. *Наукові праці Чорноморського державного університету імені Петра Могили комплексу «Києво-Могилянська академія». Серія : Філологія. Мовознавство.* 2014. Т. 221. Вип. 209. С. 24–28.

inevitably lead to a misinterpretation of the facts of the language being studied. The results of the comparison of the two languages are necessary to predict the difficulties and errors that arise in the process of learning non-native languages. Of course, in the practical use of data from contrastive linguistics in the study of languages, it is necessary to focus more on differences than on similarities, but when comparing languages, both similarities and differences are inevitably noted. There is no fundamental difference here. In comparative studies, it is important to note the isomorphism of allomorphic facts. Therefore, there is no reason to oppose *confrontational* and *contrastive*, both approaches use the same research methods, but the most important is something that is taken into account primarily when using its results.

The term *contrastive linguistics* in modern linguistics is necessary because this area has (1) a special purpose, which is realized during the study of languages – it is a systematic separation of differences, (2) own method of language learning – from native to foreign, and 3) a kind of practical application in the teaching of foreign languages. All this testifies in favor of recognizing the contrastive direction as a special and independent direction of linguistics.

It can be stated that the largest factual material has been accumulated to date in the framework of comparative linguistics, but contrast studies have become insufficiently widespread, they are just beginning to develop.

Let's consider some important aspects of the application of contrastive research in linguistics, especially since recently there has been a significant increase in interest in them. This interest seems to be related to (1) the need to systematize the universal features of language material; (2) the desire to describe the national picture of the world of speakers of different languages; (3) the need to improve bilingual dictionaries, which indicate the national-specific features of the semantics of translation correspondences; (4) interest in studying the national specifics of language thinking and the national specifics of semantics and pragmatics; (5) increasing interest in the language consciousness of native speakers and the desire to describe group, social, gender, age and other features of the language, etc.[36]; (6) expanding the scope of foreign language teaching.

Modern research on contrastive linguistics is characterized not only by a variety of opinions about the goals and direction, but also by a variety of methods. A large number of scientific works are aimed at the study of transformational grammar, ideas about deep and surface structures. In the field of comparative research in grammar there is an ever deeper

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[36] Стернин И.А., Стернина М.А. Актуальные проблемы сопоставительных исследований в современной лингвистике. *Социальные и гуманитарные знания*. 2015. № 1. С. 59–65.

differentiation of different areas, one of which is the contrastive study of the grammar of evaluation[37].

2. "Contrastive studies of grammar of evaluation": the problem of description

Modern linguistics is developing rapidly, scientific and linguistic paradigms are changing, interdisciplinary explorations are being formed at the intersection of linguistics with other sciences and scientific directions. There are new directions within the actual linguistic research, which leads to the emergence of new terms and concepts, the development of a new own conceptual and terminological apparatus.

Grammar of evaluation is one of such new directions of linguistic researches, which has separated from *the theory of linguoaxiology* and is partially described on the Ukrainian-language material (projection on morphology).

In the East Slavic research tradition, linguoaxiology is associated primarily with the works of Nina Arutyunova, who was the first to carry out a fundamental conceptual analysis of words with the semantics of evaluation, taking into account the Western European linguistic and philosophical paradigm in historical perspective (1988)[38]. Nadezhda Aksenova (2007)[39], Elena Wolf (2002)[40], Tatiana Markelova (2013)[41], Elvira Stolyarova (1988)[42], Viktor Shakhovsky (2008)[43] and others became Nina Arutyunova's followers in Russian linguistics.

A complete and comprehensive study of lingua-axiological issues in Ukrainian linguistics was first carried out by Tatiana Kosmeda, which is thoroughly represented in the monographic study «Аксіологічні аспекти прагмалінгвістики: формування і розвиток категорії оцінки»

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[37] Ковтун О.В. Проблематика лінгвоаксіології в західній дослідницькій традиції: аспектуальний огляд. *Challenges and achievements of European countries in the area of philological researches : Collective monograph*. Vol. 1. Riga, Latvia : "Baltija Publishing", 2020. P. 274–297.

[38] Арутюнова Н.Д. Типы языковых значений. Оценка. Событие. Факт. Москва : Наука, 1988. 341 с.

[39] Аксенова Н.В. Оценочные смыслы в метафоре (на материале англоязычной литературы ХХ века) : автореф. дис. ... канд. филол. наук. Санкт-Петербург, 2007. 19 с.

[40] Вольф Е.М. Функциональная семантика оценки. 2-е изд., доп. Москва : Едиториал УРСР, 2002. 280 с.

[41] Маркелова Т.В. Прагматика и семантика средств выражения оценки в русском языке: монография. Москва : Москов. гос. ун-т печати им. Ивана Федорова, 2013. 299 с.

[42] Столярова Э.А. Лексико-семантическое поле оценки в разговорной речи. Словарные категории: сб. статей. Москва : Наука, 1988. С. 186–191.

[43] Шаховский В.И. Категоризация эмоций в лексико-семантической системе языка, изд. 2, испр. и доп. Москва, URSS, 2008. 208 с.

("Axiological aspects of pragmalinguistics: the formation and development of the category of evaluation") (2000)[44].

Grammar of evaluation stood out from the bosom of Ukrainian linguoaxiology, the issues of which were actualized by Tetyana Kosmeda in the above-mentioned monograph, as well as in a number of articles, directing the research of her graduate students (Yuriy Bulyk, Daria Ryazantseva, Oksana Khaliman). To date, *morphology of evaluation* as a component of grammar of evaluation has been comprehensively characterized on the material of the Ukrainian language by Oksana Haliman, which is represented in the monograph «Граматика оцінки: морфологічні категорії української мови» ("Grammar of evaluation: morphological categories of the Ukrainian language")[45]. We consider scientific researches prepared by T. Kosmeda and O. Haliman in co-authorship important for *the theory of grammar of evaluation*, among which we consider «"Граматика оцінки" як актуальна проблема сучасного мовознавства» ("Grammar of evaluation" as an urgent problem of modern linguistics") the most significant, which explains the concept of grammar of evaluation as a new scientific field, the purpose of which is a comprehensive study of grammatical means of expressing values taking into account their pragmatic characteristics[46]. It is noted that "the development of the theory of grammar of evaluation involves a comprehensive description of grammatical means of expression of evaluation values, which will ensure the development of rules for the use of grammatical units in evaluation functions and interpretation of patterns of their interpretation"[47].

The grammatical means of expression of evaluation include both morphological units and syntactic constructions, which traditionally determines the division of grammar of evaluation into two subdivisions: *morphology of evaluation* and *syntax of evaluation*, which are inextricably linked, because secondary meanings of morphological forms (including evaluation) are realized in syntagmatic relations[48]. O. Haliman represented the description of the whole system of noun and verb grammatical categories

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[44] Космеда Т. Аксіологічні аспекти прагмалінгвістики: формування і розвиток категорії оцінки: монографія. Львів : ЛНУ ім. І. Франка, 2000. 349 с.

[45] Халіман О.В. Граматика оцінки: морфологічні категорії української мови: монографія. Харків : Майдан, 2019. 458 с.

[46] Космеда Т.А., Халіман О.В. «Граматика оцінки» як актуальна проблема сучасного мовознавства. Лінгвістичні студії. Донецьк : Донец. нац. ун-т, 2011. Вип. 22. С. 17–23.

[47] Космеда Т.А., Халіман О.В. «Граматика оцінки» як актуальна проблема сучасного мовознавства. Лінгвістичні студії. Донецьк : Донец. нац. ун-т, 2011. Вип. 22. С. 17–23.

[48] Халіман О.В. Граматика оцінки: морфологічні категорії української мови: монографія. Харків : Майдан, 2019. 458 с.

through the prism of evaluation grammar, showing, in particular, the functional load of some stylistic means that create grammatical connotation and play a key role in modeling the relevant speech genres[49].

In linguistic dictionaries, the term "grammar of evaluation" is not interpreted today, and the metalanguage of this latest linguistic direction has not found a fixation and a comprehensive interpretation[50]. Analyzing «Сучасний лінгвістичний словник» ("Modern Linguistic Dictionary") by Anatoliy Zagnitko, we note that *grammar of evaluation* with its metalanguage as the latest linguistic direction, interpreted and studied only in the last decade, has not found fixation and comprehensive interpretation in this dictionary yet. In particular, the term 'evaluation' is interpreted by the named scientist as: 1) an aspect of the semantics of linguistic expressions; reflection of structures of the peculiarities of the division of the objective world by speakers according to its value parameters – *good* or *evil*, *benefit* or *harm*, *positive* or *negative*, etc. in language; 2) the speaker's judgment, his attitude – *approval* or *disapproval*, *encouragement*, etc. – as part of the stylistic connotation[51]. However, Tatiana Kosmeda also considers evaluation as a logical and philosophical category, noting that "the known world is always evaluated, evaluation is evidence of the degree of knowledge of the world"[52]. Oksana Haliman continues this idea, arguing that "the logical and philosophical basis of the assessment allows us to interpret its connection with the cognitive activity of man, as a result of which the judgment is made about the value of certain objects"[53]. The researchers emphasize that evaluation is a major category of pragmalinguistics.

In the «Сучасний лінгвістичний словник» ("Modern Linguistic Dictionary") by A. Zagnitko there are also terms *аксіологічний (axiological), аксіологічність (axiological property),* to which synonyms *оцінність (value)* and *аксіологія (axiology)*[54] are proposed, the last ones have long been included in the terminological field of linguistics, interpreted and function within it and at the intersection with other sciences.

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[49] Халіман О.В. Граматика оцінки: морфологічні категорії української мови: монографія. Харків : Майдан, 2019. 458 с.

[50] Ковтун О. (2020) Відображення процесу становлення метамови граматики оцінки в сучасних словниках лінгвістичних термінів (на матеріалі нового словника лінгвістичних термінів А. Загнітка). *Філологічні науки на перехресті культур і цивілізацій: актуальні питання.* Київ : Таврійський національний університет імені В.І. Вернадського, 2020. С. 141–144.

[51] Загнітко А. Сучасний лінгвістичний словник. Вінниця : ТВОРИ, 2020. X, 920 с.

[52] Космеда Т. Аксіологічні аспекти прагмалінгвістики: формування і розвиток категорії оцінки : монографія. Львів : ЛНУ ім. І. Франка, 2000. 349 с.

[53] Халіман О.В. Граматика оцінки: морфологічні категорії української мови: монографія. Харків : Майдан, 2019. 458 с.

[54] Загнітко А. Сучасний лінгвістичний словник. Вінниця : ТВОРИ, 2020. 920 с.

However, meta-units interpreted and declared in grammar of evaluation, namely: *граматика оцінки (grammar of evaluation), категорія оцінки (evaluative category), оцінне значення (evaluative value), оцінний смисл (evaluative meaning), аксіологічний смисл (axiological meaning), граматикалізація оцінних значень (grammaticalization of evaluative values)*, etc., are still to be included in the linguistic terminology system in general and terminological dictionaries in particular. Some of these terms have already become actively used in linguistic researches[55].

In Western linguistic tradition, there are fragmentary works on linguoaxiology and evaluation grammar (Michael Halliday[56], James Martin[57], Peter White[58], the collective research by James Martin and Peter White[59], Susan Hunston[60], Laura Hidalgo Downing[61]), however, fundamental monographic studies that would be devoted to the issue of linguoaxiology, are absent in contrast to East Slavic linguistics[62].

Depending on the methodology of the scientific schools of the Western tradition, axiological linguistics has developed a certain established metalanguage, but researchers also suggest authorial terms that have not yet become traditional and are not accepted by East Slavic linguistics, in

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[55] Ковтун О. (2020) Відображення процесу становлення метамови граматики оцінки в сучасних словниках лінгвістичних термінів (на матеріалі нового словника лінгвістичних термінів А. Загнітка). *Філологічні науки на перехресті культур і цивілізацій: актуальні питання*. Київ : Таврійський національний університет імені В.І. Вернадського, 2020. С. 141–144.

[56] Halliday M., Matthiessen Ch. M.I.M. Introduction to Functional Grammar. Third edition. London : Edward Arnold, 2004. 689 p.

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[58] White P.R.R. Evaluative contents in verbal communication. *Verbal communication.* 2016. Vol. 3. P. 77–96.

[59] Martin J., White P. The Language of Evaluation. Appraisal in English. New York : Palgrave Macmillan, 2005. 278 p.

[60] Hunston S. Evaluation and the planes of discourse: Status and value in persuasive texts. *Evaluation in Text* / ed. Susan Hunston and Geoff Thomson. Oxford and New York : Oxford University Press, 2000. P. 176–206.

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particular: *Appraisal Framework* (Michael Halliday [63]; James Martin and Peter White [64]), *Classematics* (Eugenio Coseriu[65]), *evaluative appreciation* (Horst Geckeler[66]), *the autonomous plane* and *the interactive plane* (John Sinclair[67]), *the interactive evaluation* (Susan Hunston[68]), *topic-oriented evaluation,* and *research-oriented evaluation* (Puleng Thetela[69]), *Field of Research* and *Field of Domain* (Susan Hood[70]), *language of evaluation* (Monika Bednarek[71]), *a local grammar of evaluation* (Susan Hunston[72]). We can state that most of these terms are not yet recorded in dictionaries of linguistic terms and need to be clarified and developed[73].

The volume of scientific works devoted to the analysis of the process of verbalization including the grammaticalization of evaluation by morphological and syntactic means in recent years testifies to the interest in this problem, which remained out of Western linguistic tradition and deserves active study today. The problem of supplementing the already existing theory devoted to grammatical mechanisms of generation of evaluation and research of all grammatical potential of language through a prism of grammar of evaluation on the basis of English remains urgent[74].

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[63] Halliday M., Matthiessen Ch. M.I.M. Introduction to Functional Grammar. Third edition. London : Edward Arnold, 2004. 689 p.

[64] Martin J., White P. The Language of Evaluation. Appraisal in English. New York : Palgrave Macmillan, 2005. 278 p.

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[70] Hood S. Appraising Research: Taking a stance in academic writing. Sydney: University of Technology PhD thesis, 2004. 227 p.

[71] Bednarek M. Evaluation in Text Types. Special Issue of Functions of Language 15.1. Amsterdam: John Benjamins, 2008. 192 p.

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[74] Ковтун О.В. Проблематика лінгвоаксіології в західній дослідницькій традиції: аспектуальний огляд. *Challenges and achievements of European countries in the area of philological researches : Collective monograph*. Vol. 1. Riga, Latvia : "Baltija Publishing", 2020. P. 274–297.

There is a need to develop a new direction – *contrastive grammar of evaluation*, because the comparison of grammatical means of explication of evaluation will serve to deepen the study of the problem, to understand the inner essence of language, to fully describe the terminological field of metalanguage of evaluation. Of course, contrastive grammar of evaluation should also be developed taking into account the division of grammar into morphology and syntax, i.e. contrastive morphology of evaluation and contrastive syntax of evaluation[75].

CONCLUSIONS

The terminological field of contrastive grammar still remains insufficiently developed, the terms need to be clarified and supplemented. We can state that although this linguistic direction has a long research tradition, its metalanguage continues to develop and improve. We trace the unjustified synonymy of some terms (*comparative grammar, confrontational grammar, contrastive grammar*), which leads to controversy among linguists and attempts to make appropriate clarifications to neutralize synonymy.

Having considered the system of terms that function in the professional discourse of textbooks on contrastive grammar, scientific research on it, as well as comparative linguistics, terminological dictionaries, we consider it appropriate to consider the terms *contrastive grammar, comparative grammar* and *confrontational grammar* as synonymous.

However, the term *contrastive grammar* seems to most accurately reflect the essence of the educational goal – the comparison of descriptive grammars of several languages, the opposition and comparison of allomorphic features. In addition, this term "sounds" the same in all three languages, on the material of which the actual contrast analysis will be carried out.

It should also be noted that despite the large amount of scientific literature devoted to the study of the category of comparison, its linguistic "territory" has not yet been delineated, the nature of this phenomenon, its linguistic status and specifics of interaction with other related categories (categories of ratio, correlation, graduality, quantity, intensity, uncertainty, evaluation, etc.) have not been clarified, its functionality in language is not described, its semantic structure and the most complete inventory of explicators of this structure are not defined.

Cognitive-creative process of establishing similarities and differences between objects of the environment is associated with other tasks of linguo-

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[75] Ковтун О.В. Інтерпретація напряму «зіставне дослідження граматики оцінки». *Збірник тез доповідей Всеукраїнської наукової конференції «Актуальні питання вивчення германських, романських і слов᾽янських мов і літератур та методики викладання іноземних мов»*. Вінниця : ДонНУ імені Василя Стуса, 2021. С. 45–48.

creative and thought-making human activity – communicative, pragmatic, aesthetic, because comparison is not only the process of defining something, but also finding the definition of the indefinite, i.e. the designation of the phenomenon with not fully clarified parameters. Pragmatics of cognitive and speech activity of the speaker seeks to solve specific tasks – to isolate, identify the object so that it acquires at least a certain delineation, which will allow to know it in the future, including in the focus of the category of evaluation.

The direction of *contrastive grammar of evaluation* is undoubtedly promising, as the study of grammar of evaluation can be carried out on the basis of Slavic and non-Slavic languages, which is extremely important for the development of theoretical foreign language courses (including English), theory and practice of translation studies, foreign language teaching methods. Its development will help solve important linguistic problems and problems of methods of teaching linguistic disciplines.

In our further research we consider it expedient to conduct contrastive studies of grammar of evaluation on the basis of Ukrainian, Russian and English, as it will allow comparing Ukrainian with a related language, as well as with the language of another family, which will deepen knowledge about the native language, its cultural, lexical, semantic and grammatical features, will allow to clarify and supplement the metalanguage of evaluation grammar not only on the material of the Ukrainian language, but also English, which is an urgent need.

SUMMARY
The study offers an overview of different interpretations of key terms in the professional discourse of textbooks of contrastive grammar. The terminological field of contrastive grammar still remains insufficiently developed, the terms need to be clarified and supplemented. We trace the unjustified synonymy of terms (comparative grammar, confrontational grammar, contrastive grammar), which leads to controversy among linguists and attempts to make appropriate clarifications to neutralize the synonymy. We can state that this linguistic direction is quite new, its metalanguage is still in the process of development and formation. In line with contrastive grammar, new linguistic directions are emerging, and contrastive grammar of evaluation is one of them. This direction is promising, as the study of grammar of evaluation can be carried out on the basis of Slavic and non-Slavic languages, which is extremely important for the development of theoretical foreign language courses (including English), theory and practice of translation studies, foreign language teaching methods. Its development will help solve important linguistic problems and problems of methods of teaching linguistic disciplines. In our further research we consider it expedient to conduct contrastive studies of grammar of evaluation on the basis of Ukrainian, Russian and English, as it will allow comparing Ukrainian with a

related language, as well as with the language of another family, which will deepen knowledge about the native language, its cultural, lexical, semantic and grammatical features, will allow to clarify and supplement the metalanguage of evaluation grammar not only on the material of the Ukrainian language, but also English, which is an urgent need.

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UKRAINISCHER PÄDAGOGISCHER DISKURS:
LINGUISTISCHE HISTORISCHE AUSLEGUNG

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EINFÜHRUNG

Der pädagogische Diskurs zeichnet sich durch soziolinguistische Merkmale aus und gilt als eine der Arten des institutionellen Diskurses [1]. Zahlreiche Studien zu diesem Problem in der ukrainischen und fremden Linguistik belegen die Mehrdeutigkeit der Interpretation des Begriffs "Diskurs". T. van Dijk betont, dass nur komplexe Theorien und sogar ganze Wissenschaftszweige die Bedeutung dieses Begriffs offenbaren können[2]. Erstens ist es durch die Natur des untersuchten Objekts verursacht, dessen Verständnis ein tiefes, facettenreiches Wissen über das menschliche Bewusstsein beinhaltet, das im Allgemeinen die Relevanz des Diskursstudiums bestimmt. O. Selivanova fasst die Überprüfung verschiedener Konzepte zusammen und identifiziert vier Hauptdefinitionen des Diskurses, die nicht nur die Ansätze seiner Untersuchung, sondern auch die Entwicklung der Sprachtheorien widerspiegeln. Insbesondere wird der Diskurs interpretiert als (1) „ein im Leben versunkener Text", (2) „eine geschlossene ganzheitliche Kommunikationssituation (Ereignis)", (3) „ein Stil, die Grundlage der Sprachkommunikation", (4) „ein Muster des Sprachverhaltens in einem bestimmten sozialen Bereich"[3].

In dem Aspekt der Sprachphilosophie kann der Diskurs als Objektivierung der Sprache in verschiedenen Bereichen der menschlichen Kommunikation angesehen werden. Diese Interpretation steht im Einklang mit dem soziolinguistischen Verständnis des Diskurses als Kommunikation von Menschen einer bestimmten sozialen Gruppe in einer typischen Sprachverhaltenssituation[4]. Diese typischen Situationen treten in regelmäßig wiederholten Kommunikationsbedingungen auf, die den Umfang, den Ort,

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[1] Карасик В.И. Языковой круг: личность, концепты, дискурс. Москва : Гнозис, 2004. С. 234, 251.

[2] Dijk T.A., van. Discourse and Context: A Sociocognitive Approach. New York : Cambridge University Press, 2008. P. 4.

[3] Селіванова О.О. Лінгвістична енциклопедія. Полтава : Довкілля-К, 2010. С. 120–121.

[4] Карасик В.И. Языковой круг: личность, концепты, дискурс. Москва : Гнозис, 2004. С. 233.

den Zweck der Kommunikation sowie den Status und die Rolle ihrer Teilnehmer bestimmen. Der Kommunikationsbereich und die dadurch verursachte Typologie der Kommunikationsteilnehmer bilden die Grundlage für die Isolation institutioneller und existenzieller Diskurstypen[5]. Der institutionelle Diskurs umfasst politische, administrative, religiöse, medizinische, geschäftliche, pädagogische und andere Kommunikationsbereiche, nach denen seine Arten bestimmt werden. Der existenzielle Diskurs ist im Alltag und in der informellen persönlichkeitsorientierten Kommunikation (künstlerische und philosophische Sphäre) fixiert.

Der institutionelle Diskurs ist historisch variabel, was nicht nur das Erscheinen oder Verschwinden bestimmter sozialer Institutionen verursacht hat, sondern auch deren Transformation. Zur gleichen Zeit werden die Leitfäden der sprachlichen zwischenmenschlichen Interaktion, die sich historisch in einem bestimmten Bereich menschlicher Tätigkeit entwickelt haben, zum Kern, der die kategorischen Merkmale des Diskurses bestimmt und seine Nachhaltigkeit gewährleistet.[6]. Das Vorhandensein eines unveränderlichen traditionellen Satzes von Normen und Kommunikationsregeln, die nach Tätigkeitsbereichen differenziert sind, ist die Grundlage für die Typisierung des Diskurses sowie für seine retrospektive Untersuchung.

Der pädagogische Diskurs als eine Art des institutionellen Diskurses zeichnet sich durch folgende Merkmale aus: typische Kommunikationsteilnehmer, Kommunikationsbedingungen (Voraussetzungen, Kommunikationsumgebung, Chronotopos), Zweck, Werte, Strategien, Genres, Präzedenzfalltexte, diskursive Formeln. Die Kommunikation im Bildungsbereich (hauptsächlich zwischen Lehrern und Schülern oder Studenten) ist eine spezielle Art der zwischenmenschlichen Geschäftskommunikation, die epistemische Normen, Weltanschauungen, mentale Modelle, moralische und ethische Prinzipien sowie Wertorientierungen der Ethnie widerspiegelt, die sich im Verlauf seiner historischen Entwicklung herauskristallisiert haben. Der ist die Grundzusammensetzung des Bildungsprozesses, das Haupthandbuch für den Wissenstransfer, die Bildung von Fähigkeiten und Fertigkeiten, die Ausbildung und Entwicklung des Schülers. Die moderne pädagogische Kommunikation ist gleichzeitig stabil und dynamisch; nachdenklich, strukturiert und frei, direkt; geprägt vom Einfluss der Tradition und offen für Veränderungen. Im schulpflichtigen Alter gebildete Kommunikationsmodelle werden im späteren Leben entscheidend. Daher ist

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[5] Там само. C. 234.
[6] Там само. C. 245.

ihr Studium im pädagogischen Aspekt wichtig für die Entwicklung von Kommunikationsfähigkeiten, die Entwicklung von kritischem Denken und Interaktionsfähigkeiten in dem Prozess der Vorbereitung der Schüler und Studenten zu den weiteren sozialen Aktivitäten. Das Studium der Sprachkommunikation im ukrainischen Bildungsbereich ist auch in sprachlicher und soziolinguistischer Hinsicht relevant und mit der intensiven Entwicklung dieser Bereiche verbunden; wobei das Interesse der Wissenschaftler an den Besonderheiten der lebhaften gesprochenen Sprache in verschiedenen Bereichen der menschlichen Interaktion hoch ist.

Das Ziel des Artikels ist es, die Entwicklung des ukrainischen pädagogischen Diskurses, als kontinuierlichen historischen Prozess zu charakterisieren und seine Determinanten zu klären.

Die Entwicklung von Bildung und Ausbildung in der Ukraine wird in kulturogenen Texten (Chroniken, poetische Werke, pädagogische Literatur, wissenschaftliche Arbeiten) reflektiert. Die Ergebnisse ihrer Analyse werden in zahlreichen Arbeiten zur Geschichte der Pädagogik vorgestellt. Gleichzeitig wurde die Entwicklung des ukrainischen pädagogischen Diskurses in der wissenschaftlichen Literatur noch nicht ausführlich behandelt. Die Besonderheiten der Quellenbasis und der Umfang der Publikation ermöglichen es, die sprachstatusorientierte Interaktion im Bildungsbereich während eines langen historischen Zeitraums nur allgemein zu charakterisieren.

1. Der Beginn der Bildung des ukrainischen pädagogischen Diskurses

Wir verbinden den Beginn der Bildung des ukrainischen pädagogischen Diskurses mit der Gründung der ersten Schulen in den ukrainischen Ländern nach der offiziellen Annahme des Christentums. Die konstitutiven Charakteristiken des Diskurses wurden schrittweise gebildet, aber ihr Auftreten wird in den frühen Stadien der Schulbildung aufgezeichnet. Die Kommunikation unter den neuen Bildungsbedingungen für die Ostslawen war gekennzeichnet durch die Anwesenheit typischer Teilnehmer (Lehrer – Schüler), Chronotopos (relativ spezifische Zeit und Ort des Studiums), Zweck und Werte des Lernens, was im Allgemeinen auf die Entstehung von Pädagogik Diskurs hinweist. Der Fürst Wladimir der Große hat gleichzeitig die Kirchen gebaut und die Kircheschulen für den „Buchunterricht" organisiert, deren Ziel es war, eine christliche Weltanschauung unter den Schülern zu bilden und christliche Werte zu etablieren. Wie die Erwähnungen bezeugen, erreichte die Bildung in Kiewer Rus während der Zeit Jaroslaws des Weisen den höchsten Entwicklungsstand. Es ist bekannt, dass es in der St. Sophia Kathedrale in Kiew eine Hofschule gab, in der Schreibe und Übersetzer ausgebildet und Bücher umgeschrieben wurden. Es gab auch Klosterschulen, in denen neu aufgenommene Mönche in streng asketischem Geist unterrichtet wurden, um Gehorsam und Geduld in ihnen

zu fördern. Es gab auch alphabetisierungsschulen, Frauenschulen und Heimunterrichten, die durch gemäßigte Anforderungen und Disziplin geprägt wurden[7]. In den schriftlichen Referenzen der vormongolischen Zeit wurden die allgemeinen Regeln der sprachstatusorientierten Interaktion jener Zeit in Übereinstimmung mit den Anforderungen der christlichen Ethik formuliert („Die Predigt über Recht und Gnade", „Hypatiuschronik", „Das Leben von Wladimir" von Dimitrij Tuptalo). Insbesondere erhaltet „Belehrung des Wladimir Monomach" die Ratschläge für jungen Menschen: „vor den Alten zu schweigen, auf die Weisen zu hören, den Älteren zu gehorchen, mit Gleichen und Geringeren freundlich zu sein; ohne List zu sprechen, viel verstehen; sei nicht böse durch die Wörter, lästere nicht, lache nicht zu viel, sei schüchtern vor den Älteren…"[8]. Imperative Formen der verwendeten Verben implizieren die strikte Einhaltung von Ratschlägen. Gleichzeitig werden die Belehrungen nicht nach den Erfordernissen der religiösen und asketischen Erziehung, sondern mit einem Fokus auf die lebenswichtige Bedürfnisse des Menschen formuliert. Viele dieser Richtlinien sind heute im ukrainischen pädagogischen Diskurs relevant, aber im Allgemeinen ändern sich die Regeln der sprachstatusorientierten Interaktion und die damit verbundenen diskursiven Formeln in der Bildung ständig entsprechend der Forderung der Gesellschaft nach einer bestimmten Art von Persönlichkeit, einer bestimmten Art von Kommunikation sozioökonomische und kulturelle Bedingungen, sowie religiöse Situationen.

Die Bildungstraditionen der Kiewer Rus wurden vom Fürstentum Galizien-Wolhynien geerbt, wie aus der Galizien-Wolhynien Chronik hervorgeht. Gleichzeitig mit der Entwicklung der Schulbildung in diesen Ländern bildet sich weiterhin ein pädagogischer Diskurs. Die Grundschulbildung wurde in Pfarrschulen bei den Kirchen erhalten, in denen die Rolle des Lehrers von Diakonen wahrgenommen wurde. Das pädagogische Ziel dieser Schulen war es, die religiösen Bücher lesen zu lernen, rechnen, und die Gläubigen zu erziehen. Wir erfassen das Vorhandensein eines Chronotopos, aber es ist nicht klar abgegrenzt: die Fristen des Unterrichts sowie die Dauer der Ausbildung, der Beginn und das Ende des Schuljahres sind ungewiss. Die Ausbildung in Klosterschulen war regulierter und bot eine bessere Qualität, weil dort nicht nur besser ausgebildete Mönchslehrer arbeiteten, sondern auch die Büchersammlungen vorhanden waren. Die Priesterkinder haben entweder die Heimschule oder die Klosterschule besucht. Die wohlhabenden Familien haben als der Erzieher und Lehrer einen ausgebildeten Diener gehabt, und ab Ende des 15. Jahrhunderts – einen angestellten Bachelor. Die Kommunikation (der Sprachstil, das Genre) hatte

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[7] Літопис руський / пер. Л.Є. Махновця. Київ : Дніпро, 1989. С. 66.
[8] Там само. С. 456.

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allgemein einen beliebigen Charakter und erfolgte häufig in der Gesprächsform. Die Ausbildung der Bevölkerung in den ukrainischen Ländern war zu dieser Zeit zwar bedeutend, aber nicht weit verbreitet.

Ab Ende des 16. Jahrhunderts gab es ein akutes Problem mit der Art und Richtung der Bildung in dem ukrainischen Raum, was hat sich in der damaligen Poesie widerspiegelte. Nach Forschungen von V. Krekoten, „am Ende des 16. Jahrhunderts und zu Beginn des 17. Jahrhunderts stand der mittelalterlichen traditionellen „klösterlichen" Position im Ausbildungsbereich, eine „brüderschaftliche" Position, die den Bedarf an moderner Bildung befriedigen sollte, gegenüber"[9]. Mit dem Aufkommen des Latein-orientierte Kyiv-Mohyla-Kollegiums wurde eine neue Art von Ausbildung und Schulen in der Ukraine gegründet[10]. Die öffentliche Nachfrage nach besser ausgebildeten Menschen sowie der Wunsch verschiedener Richtungen des Christentums, den Kreis der Anhänger zu erweitern und ihren Einfluss in den ostslawischen Ländern zu stärken, entstanden neue Ausbildungsinstitutionen mit unterschiedlichen ideologischen Ausrichtungen. Insbesondere im 16. – 17. Jahrhundert in den ukrainischen Ländern gab es fünf Schultypen: die brüderlichen Schulen, die Pfarrschulen (die Klosterschulen und die Kirchenschulen), die Regimentsschulen, die Schulen der protestantischen Gemeinschaften (Calvinisten, Lutheraner, Arianer), die Schulen des katholischen Ordens (Jesuiten und Piaristen) und Schulen der anderen Nationen (Juden, Armenier)[11]. Die pädagogische Tätigkeit und der entsprechende pädagogische Diskurs jeder Art hat eine gesonderte detaillierte Untersuchung verdient, aber wir konzentrieren uns auf die brüderlichen und jesuitischen Schulen, weil die in der ukrainischen Ausbildung die sichtbaren Spuren hinterlassen haben.

Die Bruderschaften und die Schulen entstanden (die berühmtesten sind die Schule der Bruderschaft in Lviv (1585 gegründet) und die Schule der Bruderschaft in Kyiv (1615 gegründet) während der Intensivierung des Kampfes zwischen Reformation und Gegenreformation, der Umstrukturierung der russisch-litauischen Gesellschaft und die Verschärfung sozioökonomischer und interethnischer Widersprüche. Die Entstehung der brüderschaftlichen Schulen ist hauptsächlich eine Reaktion auf die Eröffnung und die Aktivität der Jesuitenschulen in den ukrainischen Ländern. Die Ausbildungsaktivitäten der Bruderschaften zielten darauf ab, die Orthodoxie zu stärken und eine ethnospezifische Weltanschauung und

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[9] Крекотень В. Освітня реформа Петра Могили й утвердження бароко в українській поезії. *Записки Наукового товариства імені Шевченка*. Львів, 1992. Том CCXXIV. Праці Філологічної секції. С. 10.

[10] Там само.

[11] Микитась В. Давньоукраїнські студенти і професори. Київ : Абрис, 1994. С. 50.

Kultur zu bilden. Dies bestimmten den Zweck und die Werte des pädagogischen Diskurses, die den religiösen und moralischen Traditionen früherer Epochen entsprachen und die westeuropäischen humanistischen Ideen widerspiegelte. In brüderschaftlichen Schulen herrschte eine strenge Disziplin, zu der sowohl die Ermutigung als auch eine körperliche Bestrafung und angemessene sprachorientierte Interaktion gehörten. Die Lehrer mussten hochmoralische Fachkräfte sein, und die Schüler mussten ehrlich, höflich und diszipliniert sein. Die Rechte und Pflichten von Didaktiker (*Didascaloi* – plural aus Altgriechisch Didascalos) und Schülern (*Spudeos* –aus Altgriechisch fleißig) sowie ihren Eltern sind in der Satzung „Schulordnung" (1586) von der Schule der Bruderschaft in Lviv als die erste Satzung in der Ukraine festgelegt worden und diente als Grundlage für ähnliche Satzungen in anderen brüderschaftlichen Schulen. Insbesondere verpflichtete er die Lehrer Bildungsgespräche mit den Schülern zu führen, „um ihnen die Angst vor Gott zu nehmen und die richtigen jugendlichen Gepflogenheiten beizubringen: wie sollten sie sich in der Kirche vor Gott, zu Hause vor Verwandten und anderswo verhalten, sich schämen, Gott und seinen Heiligen die Ehre und die Angst, den Verwandten und Lehrern den Gehorsam und für alle die Demut und Respekt zeigen, um für sich selbst die Reinheit zu behalten"[12]. Gleichzeitig mit den brüderschaftlichen Schulen in den ukrainischen Ländern fungierten weiterhin Pfarrschulen in Kirchen und Klöstern, was im Allgemeinen zur Verbreitung der Ausbildung beitrug.

Der pädagogische Diskurs des Mittelalters entwickelte sich innerhalb des religiösen Diskurses, sowohl die Schulen überwiegend kirchlich waren als auch der Unterricht in ihnen darauf abzielte um die Prinzipien der christlichen Religion zu studieren, um sie in der Gesellschaft zu fördern und zu etablieren. Die Ausbildungstätigkeit wurde unter den Bedingungen der Gegenreformation besonders wichtig, als im Katholizismus viele Mönchsgemeinschaften entstanden um gegen den Protestantismus zu kämpfen. Einer der aktivsten in diesem Kampf war der Jesuitenorden, der den katholischen Glauben verbreiten sollten und die Autorität der Kirche zu stärken. Die Hauptaktivitäten des christlichen Mönchsordens der römisch-katholischen Kirche war die Evangelisierung, die Ausbildung und die Forschung. Der Gründer des Jesuitenordens, Ignatius von Loyola, betrachtete die pädagogische Tätigkeit als eine der Kernaufgaben der Religionsgemeinschaft, und das Grundprinzip der Erziehung war der Gehorsam und die Einhaltung der Regeln des Ordens. Das Studium an Jesuitenkollegium hat geistes– und philologische Ausbildung mit religiöser und moralischer Erziehung verknüpft. Die Jesuiten legten großen Wert auf

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[12] Львівська братська школа. URL: https://uk.wikipedia.org/wiki/Львівська_братська_школа.

die Sprache, die sie nicht nur als Ausdrucksform, Dekoration oder Instrument verstanden, sondern viel tiefer als ihre Fähigkeit, die inneren Ressourcen des Menschen zu aktivieren. Laut R. Bart hat Ignatius von Loyola ein neues System spritueller Übungen erstellt und eine neue nicht-sprachliche und nicht-kommunikative Sprache – die Sprache der Fragen entwickelt. „Wenn in natürlichen Sprachen die Elementarstruktur einer Phrase, die in einem Subjekt und einem Prädikat artikuliert ist, zur durchsetzungsfähigen Ordnung gehört, dann werden in Ignatius Fragen und Antworten artikuliert"[13]. Die Jesuiten, die Erben und Verbreiter der lateinischen Rhetorik und Poetik in der Ausbildung, legten großen Wert auf die Kunst der Überzeugung und des Dialogs. Wie R. Barth betont, hat die Kirche ihre Autorität auf das Wort gestützt, weil der Glaube eine Anhörung ist.[14]. Die Rhetorik und die Poetik wurden an Jesuitenkollegs auf hohem Niveau unterrichtet und Fähigkeiten zur Erstellung von Reden, dramatischen Dialogen und Theaterstücken entwickelt. Am Jesuitenkollegium wurden die Rhetorik und die Poetik auf hohem Niveau unterrichtet und die Kunstfertigkeit zur Erstellung von Reden, dramatischen Dialogen und Theaterstücken entwickelt.

Die Kombination von humanitärer und philologischer Ausbildung mit religiöser und moralischer Erziehung ist auch charakteristisch für das Kyiv-Mohyla-Kollegium, das eine synkretistisch-orthodox-lateinische Ausrichtung hatte. Im 17. Jahrhundert auf dem ukrainischen Territorium gab es ein Ausbildungssystem, das von pro-westlichen Kirchenhierarchen (hauptsächlich Petro Mohyla) nach westeuropäischen Vorbildern aufgebaut wurde. „Die Orientierung an katholischen Wissenschaftsmodellen, die lateinische Sprache des Schulunterrichts unter Wahrung der traditionell östlichen kirchlichen Bindungen schufen einzigartige kulturelle Bedingungen, unter denen die Vererbung mit der mittelalterlichen Kultur erhalten blieb und die Wissenschaft selbst in doktrinären religiösen Angelegenheiten einen säkularen oder halbsäkularen Charakter erhielt"[15].

In den westlichen ukrainischen Ländern war die Ausbildungsaktivität eines anderen römisch-katholischen Mönchsordens – der Piaristen spürbar, deren Hauptaufgabe darin bestand die Kinder zu unterrichten und zu erziehen. Josef von Calasanz (auch José de Calasanz), der Gründer des Ordens, sah das Ziel der Ausbildung nicht nur in der intellektuellen, sondern auch in der moralischen Entwicklung der Schüler, der mit dem Respekt vor ihnen erreicht wird. Die Besonderheit der piaristischen Ausbildung war der völlige Verzicht auf körperliche Bestrafung, aber die Ermunterungen und die

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[13] Барт Р. Сад, Фурье, Лойола. Москва : Праксис, 2007. С. 62.
[14] Там само. С. 87.
[15] Попович М.В. Нарис історії культури України. Київ : АртЕк, 1998. С. 722.

Belohnungen waren weit verbreitet. Die sprachstatusorientierte Interaktion in den Schulen der Piaristen war durch eine respektvolle Haltung der Lehrer vor den Schülern gekennzeichnet[16].

Die verschiedenen Ausbildungssysteme, die im religiösen Umfeld existierten, wurden durch die Konzentration auf das Verhaltensideal vereint, was gute Sprachkenntnisse in Latein, die Frömmigkeit, die Demut, die Askese und der Gehorsam bedeutete. Um dieses Ziel zu erreichen, wurden hauptsächlich strenge Disziplin, der Zwang und schwere körperliche Bestrafung (die Schläge, längeres Knien, der Hunger) unternommen, die als angenehm für Gott angesehen wurden, aber es wurden auch bestimmte Aufmunterungen angewendet.

Das Vorhandensein eines funktional gekennzeichneten Wortschatzes kennzeichnet den damaligen pädagogischen Diskurs. Die Ausbildungsinstitutionen wurden nach dem Typen als die *Schule* oder *Kollegium*, seltener *Akademien* benannt. Manchmal hatte dieselbe Ausbildungsinstitution unterschiedliche Namen, zum Beispiel Ostroher Schule – *Ostroh-Griechisch-Slawisch-Lateinisches Kollegium*, *Ostroh– und Griechisch-Slawische Oberschule*, *Griechisches Kollegium*, *dreisprachiges Lyzeum*, *dreisprachiges Gymnasium*, *Akademie*[17].

Die Grundlage des Ausbildungsprozess, der nach westeuropäischem Typ geordneten war, bestand aus 8 Klassen, deren Namen festgelegt wurden: *Fara-Klasse* (oder Analogie-Klasse, der Vorbereitungsklasse, die Schüler mussten drei Sprachen lesen und schreiben beherrschen), *Infima, Grammatik und Syntax* (als drei Grundklassen), *Poesie, Rhetorik* (als zwei Mittelklassen), *Philosophie, Theologie* (als zwei Abiturklassen). Die Klassenaufgaben wurden als Exerzitien und die Hausaufgaben als Okkupatien genannt.

Die Teilnehmer des Bildungsprozesses sind klar definiert – die Lehrer oder Didaktiker sowie die Professoren und die Schüler, Studenten / Spudeos, Bursaks.

In den ukrainischen Hochschulen gab es eine Rangfolge der Schüler nach seinem Erfolg und erfüllte Aufgaben, was etwas lustig war. Diese Aufteilung der Schüler wurde von den westeuropäischen Schulen mit der Erhaltung von Namen entlehnt. Zum Beispiel, unter den Studenten waren *„Kaiser"*, *„Senator"*, *„Auditor"*, *„Auditor der Auditoren"*, *„Zensor"*; in den Hochschulen ernannte *„Senioren"*, *„Direktoren"*, *„Inspektoren"* sowie

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[16] Шеретюк Р. «Благочестя і освіта»: просвітницькі ідеї Йосифа де Каласанса та їхній вплив на духовно-культурне життя Волині (XVII – перша пол. XIX ст.). URL: http://nbuv.gov.ua/UJRN/apvtvi_2016_27_50.

[17] Микитась В. Давньоукраїнські студенти і професори. Київ : Абрис, 1994. С. 51.

„*Peitsche*", die „*Birkenbrei*" ausgaben[18]. Einige dieser Namen blieben bis zum Ende des 19. Jahrhunderts im pädagogischen Diskurs, wie die Werke von I. Franko, A. Svydnytsky, I. Nechuy-Levytsky und anderen belegen.

Die Ideen das Zeitalter der Aufklärung bildeten die Grundlage der modernen Pädagogik und beeinflussten die Weiterentwicklung des pädagogischen Diskurses. Die Säkularisierungsprozesse, die sich in europäischen Ländern nach der Französischen Revolution in großem Umfang entwickelten, der Entdeckungen in der Wissenschaft, der Evolution von Wirtschaftssystemen, die eine soziale Nachfrage nach einem neuen Persönlichkeitstyp bildeten, trugen zur intensiven Entwicklung der säkularen Ausbildung und zur Entstehung innovativer pädagogischer Konzepte bei, die von den Ideen des Humanismus durchdrungen sind. Die Werke von Johann Amos Comenius, John Locke, Jean-Jacques Rousseau und anderen haben die Grundlage des neuen Ausbildungssystems gebildet. Johann Amos Comenius sah der Gewährleistung zu einem erfolgreichen Staat in der allgemeinen Ausbildung von Kindern und Jugendlichen und schlug von Kindheit an vor, die Gerechtigkeit, Umsicht (Vernünftigkeit) und Beharrlichkeit in der Arbeit zu erziehen. John Locke zog die Erziehung mit sanften Vorschlägen und freundlichen Worten vor und glaubte, dass man auf diese Weise positive Gewohnheiten entwickeln kann. Jean-Jacques Rousseau schuf ein kindzentriertes pädagogisches Programm, dessen Hauptprinzipien Respekt und Liebe für das Kind waren. Der Wissenschaftler lehnte Autoritarismus, Bestrafungs– und Zwangsmethoden im Bildungsprozess ab. Die Ansichten von Jean-Jacques Rousseau diente als die Grundlage für die Theorie der freien Erziehung, die von Maria Montessori und Alexander Neill weiterentwickelt wurde.

Die Schulen des Semstwos, die im späten 19. Jahrhundert in den ukrainischen Ländern des russischen Reiches auftauchten, versuchten die humanistischen pädagogischen Ideen umzusetzen. Aber die Empfehlungen an die Lehrer die Schüler freundlich und höflich zu behandeln, während der Ausbildung eine hohe Motivation aufrechtzuerhalten und keine disziplinarischen Sanktionen zu verhängen, wurden in der Praxis jedoch nicht immer implementiert. Im Allgemeinen blieb die schwere körperliche Bestrafung in Ausbildungsinstitutionen verschiedener Typen fast bis zum Beginn des 20. Jahrhunderts bestehen. Die Studienbedingungen spiegelten sich im damaligen pädagogischen Diskurs wider, in dem das von Lehrern und Professoren zur Ansprache von Schülern und Schülern verwendete invektiver Wortschatz keine Seltenheit war. Kirchenslawisch funktionierte in Schulen in den subrussischen Ländern. Die Besonderheiten der sprachstatusorientierten Interaktion in Ausbildungsinstitutionen Mitte des

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[18] Там само. С. 70.

19. Jahrhunderts zeigt insbesondere Anatoliy Svydnytsky im Roman „Lyuboratski". Im Vorwort zur Auflage der Werke des Schriftstellers stellt Petro Khropko fest: „Svydnytsky entschleiert und verurteilt das antipädagogische Unterricht– und Ausbildungssystem. Die täglichen körperlichen Foltern von Studenten, der Despotismus von „älteren" Bursaks, Betrug und Insinuation, die „Etiketten" an diejenigen aufkleben, die „Bauer" waren, d.h. ihre Muttersprache gesprochen haben, – so war das System, das Jugendliche verkrüppelte und verdarb"[19].

In den ukrainischen Ländern, die Teil des österreichischen Reiches waren (und seit 1867 Österreichisch-Ungarische Monarchie), war die Ausbildung etwas anders – es gab *Normale*-, *Haupt*– und *Trivialschulen*. Die Sekundarschulausbildung wurde in *Gymnasium* und *Realschulen* durchgeführt. In den westukrainischen Territorium vorherrschte die *Pfarrschulen*, unter denen der ukrainische pädagogische Diskurs erhalten blieb, da dort der Unterricht auf Ukrainisch durchgeführt wurde. Die Entwicklung des ukrainischen pädagogischen Diskurses in diesem Bereich wurde durch die Aktivitäten der Bildungsorganisation „Galizien-Russischen Matytsa" (gegründet in 1848), der Abteilung der russischen Literatur an der Lviv Universität (gegründet in 1849), die Organisation „Proswita" (gegründet in 1868), die Russische Pädagogische Gesellschaft (gegründet in 1881; in 1912 auf Ukrainische Pädagogische Gesellschaft und in 1926 auf „Ridna Schkola" umbenannt) und Ländliche Schulunion („Krajovij Schulunion") gefördert.

Der Ausbildungsprozess wird von gesellschaftspolitischen und wirtschaftlichen Faktoren bestimmt, die ihn in eine bestimmte Richtung lenken. Wenn in der Antike die Ausbildung ein Vorrecht der wohlhabenden Bevölkerungsgruppen war, dann bestand mit dem Aufkommen neuer Arbeitsbeziehungen die Notwendigkeit einer obligatorischen Massenbildung und einer ständigen Verbesserung der Wissensqualität. Die meisten Schulen konnten zu dieser Zeit die gestiegenen Anforderungen nicht erfüllen. Zu Hause oder in einer kirchlichen Schule erworbenes Wissen machte die weitere Sekundar – und Hochschulbildung für Absolventen unzugänglich. Die öffentliche Massenschule, die zu dieser Zeit auf dem neuen Klassen-Unterrichtssystem beruhte und reglementiert wurde, wurde aufgefordert, eine große Anzahl von Lese– und Schreibkräften auszubilden, die im Industriezeitalter benötigt wurden. Der sprachliche statusorientierte Umgang, der Ausbildungsprozess in der Massengrundschule des 19. Jahrhunderts ist nach wie vor von Grausamkeit, Zwang, moralischer Demütigung der Schüler und schwerer Bestrafung geprägt. Iwan Franko hat die Proletarisierung des

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[19] Хропко П.П. Анатолій Свидницький. *Анатолій Свидницький. Роман, оповідання, нариси* / за ред. П.П. Хропка. Київ : Наукова думка, 1985. С. 20.

galizischen Dorfes und die Atmosphäre der damaligen Schulbildung in einer Reihe von Kindergeschichten meisterhaft reproduziert. Das beschriebene Ausbildungsumfeld hat geholfen um einen gehorsamen, sanftmütigen, demütigen und bescheidenen Arbeiter vorzubereiten.

2. Ukrainischer pädagogischer Diskurs der Neuzeit

Der Beginn des 20. Jahrhunderts brachte radikale Veränderungen in das Leben des ukrainischen Volkes, die sich auf den Ausbildungsbereich auswirkten. Unter der Zentralrada, der Ukrainischen Volksrepublik (Ukrajinska Narodna Respublika – UNR) und dem Hetmanat gab es eine intensive Entwicklung der ukrainischen Bildung und damit des ukrainischen pädagogischen Diskurses. Grundschulen wurden eingerichtet, ein Ausbildungssystem für Erwachsene organisiert und ukrainische Universitäten eröffnet. Die führende Rolle in diesem Prozess spielte die Schulbildungsgesellschaft, die die ukrainische Terminologie entwickelte, Lehrpläne erstellte und zur Entstehung ukrainischer Schulbücher beitrug. Während der UNR Zeiten arbeiteten sie an der Schaffung einer *12-jährigen Arbeitsschule*.

Nach der Errichtung der Sowjetmacht in der Ukraine wurden die Besonderheiten des ukrainischen pädagogischen Diskurses von der sowjetischen Ideologie bestimmt. Allerdings war dieser Zeitraum nicht homogen. Die Veränderungen im Bildungsbereich hingen von der gesellschaftspolitischen Situation im Land ab, von den Hauptrichtungen der Innenpolitik der regierenden Kommunistischen Partei. Die Entwicklung der Pädagogik als Wissenschaft hat ebenfalls mehrfache Richtungen gehabt. All dies spiegelte sich im pädagogischen Diskurs wider. Olha Sukhomlynska bemerkt: „Politische Klischees und Leitfäden haben sich oft gegen den tatsächlichen pädagogischen Inhalt und die Orientierung durchgesetzt. In all den Jahren der sowjetischen Pädagogik existierte, mit Ausnahme seiner frühen Phase, besteht ein direkter, sogar pädagogisch indirekter Zusammenhang zwischen Entscheidungen, Resolutionen der KPdSU über Bildung und Pädagogik, die sofort reagierten, auf sie „nachklang" und sie mit pädagogischem Inhalt füllten, technologisierten"[20].

Die neue Gesellschaftsordnung führte zu einer radikalen Umgestaltung von Ausbildung und Erziehung: die Schule wurde von der Kirche getrennt, private Ausbildungsinstitutionen wurden verboten, die obligatorische kostenlose öffentliche Ausbildung wurde eingeführt, die gemeinsame Bildung von Kindern beiderlei Geschlechts wurde erlaubt, die körperliche Bestrafung von Schülern wurde abgeschafft und so weiter. Der pädagogische

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Diskurs spiegelt weitreichende Veränderungen in Gesellschaft und Ausbildung wider. Die auffälligsten Änderungen treten in der Lexik auf. Die Wörter, die die Realitäten der vorangegangenen Epoche bezeichnen, vor allem die kirchlich-religiöse Sphäre und die gesellschaftpolitische, werden allmählich nicht mehr gebraucht. Der Inhalt des Schlüsselbegriffs *Schule* in einem neuen Kontext wird durch antonymische Definitionen geteilt: *alte*, *bourgeois*, *frühere und neue, proletarische, moderne*. Die Schule der vorangegangenen Epoche wurde als *Instrument der Klassenherrschaft der Bourgeoisie* charakterisiert und die Schule der Sowjetzeit als *Instrument der kommunistischen Transformation der Gesellschaft* genannt. Statt verschwendeten *Gymnasien, Lyzeen, Kollegien* entstehen neue Schultypen, deren Richtungen sich in den Namen widerspiegeln: *Arbeitsschule, Fabrikschule (Schule der Fabriklehre), Schule der ländlichen Jugend* usw. Um den Analphabetismus in der Bevölkerung in den 20er und 30er Jahren des 20. Jahrhunderts zu beseitigen, wurden zahlreiche *Liknep* – (die Eliminierung des Analphabetismus) Punkte und Kreise eingerichtet.

Radikale Veränderungen im pädagogischen Diskurs wurden durch die Einführung komplexer Programme (1923) in die Schulpraxis verursacht, die auf den Grundsätzen des Bolschewismus gebaut. Sie stellten sich eine starre Politisierung und Ideologisierung des Ausbildungsprozesses vor und zielten darauf ab, das Hauptziel zu erreichen – die Bildung eines neuen Mannes, eines Erbauers einer „helleren Zukunft", eines Trägers höherer sozialer Werte, einer neuen kommunistischen Moral.

In den 20er Jahren des 20. Jahrhunderts bekam der pädagogische Diskurs im Zusammenhang mit der Entwicklung der ukrainischen Schulausbildung klare ukrainische Merkmale. Vor allem erschien die kodifizierte ukrainische Rechtschreibung (1928 eingeführt, in 1933 abgeschafft), nationale Branchen orientierte Systeme wurden entwickelt, terminologische Wörterbücher und Lehrbücher wurden zusammengestellt und veröffentlicht, der Unterricht an ukrainischen Schulen wurde hauptsächlich auf Ukrainisch durchgeführt. All dies schuf die Voraussetzungen für die Entstehung und aktive Verwendung neuer diskursiver Formeln. Die nationale Entwicklung entsprach der Strategie der Partei, wonach alle nationalen Errungenschaften künftig in den Dienst des Sozialismus gestellt werden sollten. Der pädagogische Diskurs spiegelte revolutionäre Veränderungen in Gesellschaft und Ausbildung, Experimente, die zu dieser Zeit den Bildungsbereich abdeckten, sowie die Wiederbelebung der nationalen Kultur wider. In den frühen 1930er Jahren wurde die Politik der Ukrainisierung gestoppt, die Ideologisierung und Politisierung sowie die Ausbildung von Studenten im Stil der sowjetischen Einzigartigkeit in Bildungseinrichtungen intensiviert.

Das sowjetische Ausbildungssystem erfüllte eine Staatsaufbaumission und bildete den sowjetischen (überethnischen) Mensch aus, dessen Aufgabe war es, den Plan des Aufbaus des Sozialismus umzusetzen, militärische und

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arbeitsrechtliche Heldentaten bei der Industrialisierung des Landes durchzuführen und das Land von Invasoren zu schützen, die Städte und Dörfer nach dem Ruin wieder aufzubauen, den Weltraum zu erobern usw. Im Menschen der kommunistischen Gesellschaft bildeten sich soziale Aktivität, politisches Bewusstsein, Opferfähigkeit, hohes kulturelles Niveau, Fleiß, kreative Einstellung zur Arbeit. Die Werte der Ausbildung entsprachen der sowjetischen Ideologie. Die Schlüsselkonzepte des pädagogischen Diskurses waren Gerechtigkeit, Gleichheit, Solidarität, Selbstlosigkeit, Fleiß, Ordnung, Ehrlichkeit, Wahrhaftigkeit, Ehre, Kollektivismus und andere. Die Namen universeller menschlicher Werte wurden jedoch mit Definitionen verwendet, die laut Larysa Masenko „zu ihrer semantischen Transformation führten". Solche Namen moralischer und ethischer Kategorien als „Gewissen", „Moral", „Ehre" usw., mit Idiolexemen kombiniert, verloren ihre universelle Bedeutung und erlangten ideologische Semantik der Klassenpartei: „kommunistische Moral", „arbeitendes Gewissen", „proletarische Ehre", „kollektive Farmdemokratie"[21].

Die Kultivierung hoher (utopischer) Ideale, definiert durch den Moralkodex des Erbauers des Kommunismus, erfolgte unter gleichzeitiger Abwertung des Lebens einer individuellen, moralischen und spirituellen Nivellierung der Persönlichkeit, die die etablierten Ausdrücke widerspiegelte: *„Denken Sie zuerst an die Heimat, dann über dich selbst"*, *„Wir brauchen kein Brot – gib uns Arbeit"*, *„Von jedem nach Fähigkeiten, zu jedem nach Arbeit"*. Die Lebensbedürfnisse und Probleme eines Durchschnittsmenschen waren im Kontext des Aufbaus des Kommunismus gering, und der persönliche Raum (sowohl physisch als auch psychisch) war fast nicht vorhanden – die sowjetische Gesellschaft versuchte, selbst das intime Leben des Menschen zu kontrollieren. Die sowjetische Schule bildete die *„Räder und Zahnräder eines einzigen großen Mechanismus"*, wobei häufig Sprachstempel wie *„junge Leninisten"*, *„alle als eine"*, *„wie alle sein"*, *„du bist nicht besser als andere"*, *„selbstlose Arbeit"* usw. verwendet wurden. Der pädagogische Diskurs war gefüllt mit Sowjetismen, Ideologen: *Oktoberisten, Pionieren, Komsomol-Mitgliedern, kommunistischem Wandel, Pionier Kader, Komsomol-Aktivisten, atheistischer Erziehung, sowjetischer Erziehung, internationaler Erziehung, Idealen des Kommunismus / Sozialismus* usw. Die sprachstatusorientierte Interaktion im sowjetischen Ausbildungsbereich ist im Allgemeinen durch Autoritarismus, Direktivität und Zwang gekennzeichnet. Dies spiegelt sich insbesondere in den imperativen Slogans wider, die ein obligatorisches Attribut von

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[21] Масенко Л. Мова радянського тоталітаризму. Київ : ТОВ «Видавництво "Кліо"», 2017. С. 29.

Ausbildungsinstitutionen waren: „*Lernen, lernen und wieder lernen!*", „*Beschütze das Buch – eine Quelle des Wissens!*", „*Helfen Sie Senioren!*" usw. Die sowjetische Pädagogik laut Olha Sukhomlynska „verkörperte die Ausbildungspolitik der Kommunistischen Partei". Eine wichtige und bestimmende Komponente der sowjetischen Pädagogik war die Bildung und Festigung eins angemessenen Lexikons, das die ideologische Realität reflektieren und interpretieren sollte, d.h. die „sowjetische Sprache" wurde für die sowjetische Pädagogik geschaffen[22].

In der zweiten Hälfte des 20. Jahrhunderts führten die gesellschaftspolitische Lage des Landes, die wissenschaftliche Erforschung der Geisteswissenschaften und die Aktivitäten von Lehrer-Innovatoren zur Diversifizierung des ukrainischen sowjetischen pädagogischen Diskurses. Die Tätigkeit von Wassyl Suchomlynskyj verdient besondere Aufmerksamkeit. Das vom Lehrer-Forscher entwickelte System basierte auf den Prinzipien des Humanismus. Im Zentrum des Systems steht die Persönlichkeit des Kindes, das als der größte Wert anerkannt wird. Die kreative Tätigkeit des vereinten pädagogischen Kollektivs im Umgang mit den Eltern richtet sich nach seiner vielfältigen Ausbildung und Erziehung. Der pädagogische Diskurs von Wassyl Suchomlynskyj im Allgemeinen blieb sowjetisch, wie diskursive Formeln als *die Treue zu hohen kommunistischen Idealen*", „*glückliche Kindheit*", „*Unnachgiebigkeit gegenüber der Versklavung und Unterdrückung des Menschen durch den Menschen*", „*die Bereitschaft um die Kraft und das Leben im Namen hoher Ideale zu geben*" usw. anzeigen. Gleichzeitig ist sein pädagogischer Diskurs klar individualisiert und enthält die Phrasen als *Erziehung der Menschenwürde*, *die geistige Welt des Kindes*, *das geistige Leben des Kindes*, *die emotionale Sensibilität des Kindes*, *die Erziehung zu Güte und Menschlichkeit*, *das Geistige Reichtum des Menschen*, *weise menschliche Liebe* usw. Die Frequenzkonzepte als *Muttersprache*, *Heimatland*, *Kinder*, *Arbeit*, *Buch*, *Natur*, *Güte*, *moralisches Ideal* manifestieren die Werte, die vom Lehrer aktualisiert werden. Die sprachliche Interaktion, die Wassyl Suchomlynskyj in seinen Werken reproduziert, basiert auf den Prinzipien des gegenseitigen Respekts zwischen Lehrer und Schüler. Der Forscher bevorzugt Erziehung mit Schönheit und harter Arbeit und versucht im Geiste der Zeit, „*den unbeschwerten Genuss der Vorteile des Lebens zu verhindern*"[23].

[22] Сухомлинська О. Радянська педагогіка як ідеологія: спроба історичної реконструкції. URL: https://core.ac.uk/download/pdf/32308395.pdf. C. 4.

[23] Сухомлинський В. Серце віддаю дітям. URL: https://mala.storinka.org/ серце-віддаю-дітям-василь-сухомлинський-читати-завантажити.html

So war die Entwicklung des ukrainischen pädagogischen Diskurses in der Sowjetzeit komplex und ungleichmäßig, durch widersprüchliche Tendenzen gekennzeichnet, von Ideologie und Politik beeinflusst.

3. Ukrainischer pädagogischer Diskurs der postsowjetischen Ära

Der ukrainische pädagogische Diskurs der postsowjetischen Zeit war seit langem mit Merkmalen charakterisiert, erworben während des Totalitarismus. Die Veränderungen in der Ausbildung und im pädagogischen Diskurs wurden durch das längst überfällige Bedürfnis nach einer neuen Persönlichkeit in der ukrainischen Gesellschaft bestimmt, die auf der Grundlage nationaler und europäischer Werte gebildet wurde. Das vorrangige Prinzip des Humanismus in der modernen Welt, nach dem ein Mensch den höchsten Wert hat, seine Interessen und Bedürfnisse unter Berücksichtigung nationaler, rassistischer und religiöser Besonderheiten, ist es zu einem Schlüssel in der ukrainischen Ausbildung geworden. Die Orientierung an diesem Prinzip spiegelt sich im modernen ukrainischen pädagogischen Diskurs wider. Höflichkeit (Freundlichkeit, Gutwilligkeit), Takt, Korrektheit und Genauigkeit, die allmählich zur Norm der sprachlichen zwischenmenschlichen Interaktion in der Ausbildung werden, zeigen Respekt für die Würde jedes Menschen, erleichtern das gegenseitige Verständnis und Lernen. Die Kommunikation im Bildungssystem, die auf diesen Kriterien aufbaut, ist die Grundlage für die Bildung und Entwicklung gesunder Beziehungen in der gesamten Gesellschaft. Die Sätze als *„Ich freue mich, Sie in diesem Raum begrüßen zu dürfen"*, *„Ich freue mich, Sie wiederzusehen"*, *„Sie machen es gut"*, *„Gute Antwort"*, *„Sie sind nahe an der Wahrheit"*, *„Danke für die Antwort (Klarstellungen, Ergänzungen usw.)"*, *„versuchen Sie es erneut, Sie werden definitiv Erfolg haben"*, *„Ich weiß, dass Sie erfolgreich damit umgehen können"*, *"Sie machen es großartig"*, *„Ich freue mich für Sie"*, *„Danke, dass Sie bei uns sind"* ermutigen die Schüler und schaffen einen positiven emotionalen Hintergrund beim Lernen. In Äußerungen werden muss-Konstruktionen öfter durch Wunsch-Konstruktionen ersetzt (*„Bitte behalten Sie die Zeit im Auge und kommen Sie nicht zu spät"*, *„Bitte schalten Sie das Handy aus"* usw.), was dazu beiträgt, eine freundschaftliche Partnerschaft zwischen Lehrern und Schülern aufrechtzuerhalten. Die Fragen als *„Wie siehst du das?"*, *„Wie hast du es vorher gemacht?"*, *„Wie kannst du es sonst machen?"* aktivieren das Denken und die Kreativität, ermöglichen den Schülern ihre Stärken zu zeigen und eröffnen eine neue Perspektive für das Lernen. Sprachstatusorientierte Interaktion, Ausbildungsprozess in modernen ukrainischen Ausbildungsinstitutionen sind zunehmend durch gegenseitigen Respekt, Toleranz und Partnerschaften gekennzeichnet, die sich in jedem Sprachschritt des Diskurszyklus erkannt werden: Lehrerinitiative (Fragen, Förderung der Sprachinteraktion, die Bereitstellung die Möglichkeit zu

antworten), Antworten der Schüler, Reaktionen der Lehrer auf die Antworten der Schüler.

Das humanistische Grundprinzip des menschlichen Selbstwertgefühls hat die Werte des modernen ukrainischen pädagogischen Diskurses bestimmt – *Ehre*, *Würde*, *Freiheit*, *Selbstversorgung*, *Selbstentwicklung*, *Zusammenarbeit*, *aktive bürgerliche Position*, *Patriotismus*.

In der postsowjetischen Ära änderte sich die Typologie der Ausbildungsinstitutionen und es spiegelte ihre Namen wider: *Schule (Allgemeinbildungsschule)*, *Gymnasium*, *Lyzeum*, *College*, *Institut*, *Akademie*, *Universität* usw.

In neue Ausbildungsbedingungen bleiben traditionell der Lehrer und der Schüler als die Teilnehmer des pädagogischen Diskurses, aber die Rolle beider Teilnehmer ändert sich erheblich. Wenn es nach dem vorherigen Ausbildungsparadigma die Pflicht des Lehrers war um das Wissen zu übertragen, dann nach dem neuen Paradigma ist es um die Schüler in die aktive Wissensproduktion einzubeziehen. Die berufliche Tätigkeit eines Lehrers sowie der gesamte Ausbildungsprozess sind persönlich ausgerichtet und zielen eher auf die Entwicklung des Denkens und der Kreativität der Schüler, die Bildung ihrer Fähigkeiten und Fertigkeiten zur Zusammenarbeit als auf wettbewerbsorientiertem Individualismus ab. Eine klare Unterscheidung zwischen bestimmten Arten von psychologischen und pädagogischen Aktivitäten hat zu einer Erweiterung der Liste der relevanten Namen geführt: *Pädagoge*, *Lehrer*, *Erzieher*, *Lektor*, *Mentor*, *Berater*, *Tutor*, *Betreuer*, *Coach*, *Trainer*, *Moderator*, *Ausbilder*, *Anleiter*, *Ordinarius*, *Dozent*, *Professor*. Die traditionelle Liste der Namen von Bewerber für die Ausbildung als *Schüler*, *Schulkind*, *Lehrling*, *Student*, *Pennäler*, *Zuhörer*, *Kadett* und *Praktikant* wurde durch die Wörter *Bachelor*, *Meister*, *Gymnasiast* und *Auszubildende* ergänzt, die aus dem passiven Lexikon zurückgekehrt waren.

Mit der Einführung digitaler Technologien im Ausbildungsprozess enthielt die Sprache von Lehrern, Schülern und Studenten zahlreiche Namen, um neue Realitäten zu kennzeichnen: *interaktive Tafel*, *Multimedia-Klasse*, *Tablet*, *E-Journal (elektronische Zeitschriften oder digitale Zeitschriften)*, *elektronisches Tagebuch*, *elektronischer Zeitplan* usw. Die Terminologie Phrasen als *Ausbildungsportal*, *Ausbildungszentrum*, *Ausbildungsplattform* erschienen. Die Trends der ukrainischen Ausbildung sind zu *Personalisierung*, *Digitalisierung* und *Gamification* geworden.

Mit dem Übergang zum Fernunterricht in Quarantäne Bedingungen haben sich im pädagogischen Diskurs extrem schnelle und weitreichende Veränderungen ergeben. Als der Bildungsprozess in den *Online-Bereich* verlagert wurde, hat sich das Chronotop des pädagogischen Diskurses, d.h. die Zeit und der Ort des Unterrichts, geändert. Die Wörter als *virtuelle Plattform*, *Classroom (Klassenzimmer)*, *Moodle*, *Zoom*, *Webinar*, *Training*

usw. wurden als Teil des täglichen Gebrauchs der Teilnehmer am Ausbildungsprozess eingebracht.

Die moderne ukrainische Ausbildung konzentriert sich auf der Persönlichkeit, persönlicher Wünsche und beinhaltet die aktive Teilnahme am Lernprozess der Schüler, die Zusammenarbeit zwischen Lehrern und Schülern, das Experimentieren, die Entwicklung kritischen Denkens und die Kreativität.

Eine sprachstatusorientierte Interaktion, die auf dem Prinzip des Humanismus basiert, gewährleistet die Erhaltung der psychischen Gesundheit der Kommunikationsteilnehmer und fördert die Bildung einer modernen ukrainischen Persönlichkeit. Die im Lernprozess erworbenen Modelle des Sprachverhaltens und der Kommunikationskompetenz sind in allen Bereichen des sozialen Lebens eins Erwachsenen entscheidend.

SCHLUSSFOLGERUNGEN

Der ukrainische pädagogische Diskurs hat sich während der Bildung und Entwicklung der ukrainischen Ausbildung von der Zeit der Kiewer Rus bis heute gebildet. Wir definieren den ukrainischen pädagogischen Diskurs hauptsächlich nach ethnospezifischen Charakteristiken, nämlich dem Territorium und das Volk, das dieses Territorium bewohnt hat, seiner Sprache und Kultur. Im Verlauf der historischen Entwicklung in der Gesellschaft wurde die Ausbildungssphäre identifiziert und die Regeln der sprachlichen zwischenmenschlichen Interaktion in diesem Bereich aufgestellt, die sich zwar weiterentwickelt haben, aber Hauptmerkmale des institutionellen Diskurses geblieben sind.

Die konstitutiven Charakteristiken des Diskurses wurden schrittweise gebildet. Ihr Auftreten wird in den frühen Stadien der Schulbildung aufgezeichnet. Die konstitutiven Charakteristiken des ukrainischen pädagogischen Diskurses sind der Bildungsbereich der Kommunikation, das mikrosoziale Kommunikationsumfeld, die Teilnehmer (Lehrer und Schüler / Studenten / Zuhörer), die Bedingungen (Bildungsräume, Bildungsgebiet) und die Organisation der Kommunikation. Die Sprache, die Werte und die Verhaltensregeln, die auf den Bestimmungen der christlichen Ethik gegründet sind, bilden die Ethnospezifität.

Der allgemeine Zweck des ukrainischen pädagogischen Diskurses während seiner Existenz bestand darin, um die jüngeren Mitglieder der Gesellschaft zu sozialisieren und die verantwortungsbewussten Bürger ihres Landes zu erziehen. Die spezifischen sozialgeschichtlichen Bedingungen haben diesen Zweck konkretisiert.

Die Kommunikationsmodelle im Ausbildungsbereich, die auf der Grundlage von ethnokommunikativen Traditionen entstanden haben, haben sich ständig unter dem Einfluss religiöser, politischer, sozioökonomischer und kultureller Faktoren verändert.

Die Spezifität des ukrainischen pädagogischen Diskurses in verschiedenen Stadien der Entwicklung der Gesellschaft wurde durch verschiedene Faktoren beeinflusst: von der Antike bis zum 19. Jahrhundert hatte die Kirche den größten Einfluss, in dem Totalitarismus – die Politik und die Ideologie, in der industriellen und digitalen Epoche – die sozioökonomische Situation.

Die sprachstatusorientierte Interaktion im ukrainischen Ausbildungsbereich ist fast während der gesamten Geschichte durch die Hierarchie, die Strenge, die Direktivität und dem Zwang bezeichnend. Erst in den letzten Jahren sind die Trends der ukrainischen Ausbildung zu der Partnerschaft, die Personalisierung und die Gamification geworden. Der ukrainische pädagogische Diskurs zeigt die Dynamik des Volkes allgemein und die Dynamik der Ausbildung insbesondere.

ZUSAMMENFASSUNG

Die Entwicklung des ukrainischen pädagogischen Diskurses war kontinuierlich (ununterbrochen) und gleichzeitig ungleichmäßig. Er wurde maßgeblich von religiösen, politischen, sozioökonomischen und kulturellen Faktoren beeinflusst. Die konstitutiven Charakteristiken des Diskurses wurden schrittweise gebildet. Ihr Auftreten wird in den frühen Stadien der Schulbildung aufgezeichnet. Die konstitutiven Charakteristiken des ukrainischen pädagogischen Diskurses sind dem Bildungsbereich der Kommunikation, das mikrosoziale Kommunikationsumfeld, die Teilnehmer (Lehrer und Schüler / Studenten / Zuhörer), die Bedingungen (Bildungsräume, Bildungsgebiet) und die Organisation der Kommunikation. Die Sprache, die Werte und die Verhaltensregeln, die auf den Bestimmungen der christlichen Ethik gegründet sind, bilden die Ethnospezifität. Der Zweck des ukrainischen pädagogischen Diskurses während seiner Existenz bestand darin, um die jüngeren Mitglieder der Gesellschaft zu sozialisieren, aber er wurde durch sozialgeschichtliche Bedingungen konkretisiert.

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3. Селіванова О.О. Лінгвістична енциклопедія. Полтава : Довкілля-К, 2010. 844 с.

4. Літопис руський / пер. Л.Є. Махновця. Київ : Дніпро, 1989. 591 с.

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7. Львівська братська школа. URL: https://uk.wikipedia.org/wiki/ Львівська_братська_школа.

8. Барт Р. Сад, Фурьє, Лойола. Москва : Праксис, 2007. 256 с.

9. Попович М.В. Нарис історії культури України. Київ : АртЕк, 1998. 727 с.

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PROBLEMS OF LINGUISTIC STUDIES OF PROFESSIONAL LANGUAGE IN UKRAINE

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INTRODUCTION

During the last two decades it has being actively worked on the development of the course "Ukrainian language for professional purposes", "Ukrainian language of professional communication" in Ukraine. Attention to this theoretical and practical direction is due to a significant expansion of the Ukrainian language spheres, primarily – the introduction of the Ukrainian literary language in specialized education.

The problem "Ukrainian language as an educational subject in professional microsocieties "and" Ukrainian language as a means of activity in professional groups" are processed in varying degrees. This is evidenced by both scientific publications and numerous textbooks. In our opinion, there are some difficulties in the formation of special educational courses on the Ukrainian language as a professional language arise due to insufficient: understanding the phenomenon of "professional language", the study of the specialized sublanguages, the development of linguodidactic principles of teaching the Ukrainian language as a language of specialization.

In the offered fragment the questions of history of studying of professional language in Ukraine, theoretical preconditions of separation of language of special purpose are comprehended, problems of researches in the corresponding segment of knowledge about the Ukrainian literary language are offered.

1. From the history of learning professional language (until the 90s of the twentieth century)

Social factors. The history of this issue dates back centuries, when special courses and lectures were created at workers' faculties, and later at higher educational institutions. In the first decade of October, with the help of Ukrainian language scientific literature began to be created actively, as well as dictionaries of terms were formed. After the formation of the Ukrainian People's Republic in March 1917, the first Ukrainian gymnasium was opened in Kyiv, and in 1918 the law of the Ukrainian People's Republic on the state status of the Ukrainian language was approved (February 15, 1918). At the Ministry of Education, the spelling commission was headed by I. Ogienko. On May 24, 1918, the "Main Rules of Ukrainian Spelling" were

approved, and in 1924 the Institute of Scientific Language was established at the Ukrainian Academy of Sciences. In 1921–1933 there were attempts to Ukrainianize science and public administration in Soviet Ukraine. The issue of forming the Ukrainian language environment has become relevant.

The development of linguodidactics (level principle of language learning). Against the background of these processes, scientists, teachers of Kharkiv universities – L.A. Bulakhovsky, B.O. Tkachenko and others – work out special courses, which highlight the issue of the status of special terminological vocabulary as the basis of scientific style, business language, and more broadly – professional training.

As noted by T.Y. Lysychenko, "Perhaps the greatest contribution to this work was made by L.A. Bulakhovsky, who owned the largest section "Grammar", as well as stylistic aspects. The structure of the Ukrainian language course developed by Kharkiv scholars (O.I. Biletsky, O. Paradizky, M.F. Sulima joined them) has been preserved up to nowadays. This manual has survived several editions and to some extent became the basis of other textbooks on the Ukrainian language.[1]

During the investigation of the Kharkiv philological school development, O.S. Cheremska noted that during this period "L. Bulakhovsky's textbook on the Ukrainian language for labor schools was known. V, VI, VII years of study (co-authored with O.I. Biletsky and other authors; published in two editions – in 1927 and 1928).[2] Separate textbooks – "Advanced course of the Ukrainian language. Lectures" (Kharkov, 1929); "General course of the Ukrainian language. Lectures" (Kharkiv, 1929–1930); "Ukrainian language course for employees. Lectures" (Kharkiv, 1930) – edited by L.A. Bulakhovsky.

In the following decades this issue was not worked with, it was not cared about the formation of specific principles of linguodidactic in the professional sphere as social functions of Ukrainian language were narrowed.

The development of specialized referential literature. Another indicative principle of linguodidactics in the spheres of scientific and scientific-technical activity is lexicographic principle.

During the period 10–30's of the twentieth century dozens of textbooks on the Ukrainian literary language were published: 13 textbooks were published in 1919–1924, and more than 60 textbooks in the following years

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[1] Лисиченко Т.Ю. Леонід Арсенійович Булаховський (до 125-річчя від дня народження). *Лінгвістичні дослідження*. 2013. Випуск 35. С. 277.

[2] Черемська О.С. Становлення і розвиток Харківської філологічної школи (XIX – перша третина XX ст.). Харків : Видавець Савчук О.О. 2020. С. 110.

(until 1933). A large number of dictionaries on legal language and administrative terminology (according to the bibliography of L. Chervinska and A. Dyky)[3]. In particular, E. Vanko's dictionaries "Pocket Russian-Ukrainian legal dictionary for lawyers, notaries and government officials" (K., 1918); "Short Moscow-Ukrainian Dictionary of Judiciary and Record Keeping" (Poltava, 1918); V. Leontovych, O. Yefimova "Moscow-Ukrainian Law Dictionary" (K., 1919); M. Osipova "Russian-Ukrainian dictionary of the most necessary words in office work (practical guide)" (Kharkov, 1926); "Russian-Ukrainian Dictionary of Legal Language", ed. A.Y. Krymsky (K., 1926), "Russian-Ukrainian Dictionary of Business Language" by E. Pluzhnyk and V. Pidmohylny (1926) and others.

In the 80's the most popular publications in the field of official communication were the works of A.P. Koval that is known nowadays, as well as A.S. Golovach "Registration of documents" (70–90's of the twentieth century.).

Attention to structural-functional and socio-cultural differentiation of literary language. Relying on the little-known work of B.D. Tkachenko "Essay on Ukrainian stylistic", O.S. Cheremska stressed that in the context of expanding the functions of the Ukrainian literary language, in particular as an educational tool for various socio-cultural groups, the author's thesis is interesting: "Linguistic community is a product of cultural development; this common language is a consciously organized work, extremely complex in all its branches, **serving various activities of cultural society (technology, science, art), and placed before each member of the language community, as a categorical norm** (the separation is our M.M.) as a final condition and a sign of a certain "high" position in this community".[4]

Thus, the Ukrainian literary language is the same for everyone, but it quite naturally has specific properties in the micro-communities of speakers. The concept of "language of specialists in production" remains relevant in the 60's of the twentieth century.[5] It was constantly in sight. Because the 2-volume "Dictionary of Slavic Linguistic Terminology" (published in the 70's, but formed on the postwar material) fixed among the concepts that call

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[3] Червінська Л.Ф., Дикий А.Т. Покажчик української мови : матеріали по 1929 р. Харків, 1929 (1930). 287 с.

[4] Черемська О.С. Становлення і розвиток Харківської філологічної школи (XIX – перша третина XX ст.). Харків : Видавець Савчук О.О. 2020. С. 213.

[5] Закономірності розвитку українського усного літературного мовлення / [Баранник Д.Х., Білодід І.К., Близниченко Л.А. та ін.] ; за ред. І.К. Білодіда. Київ : Наукова думка, 1965. С. 305.

a separate style of literary language, the term "professional (special) style".[6] Accordingly, among the stylistically colored means – means of professional (special) language.

Thus, one of the preliminary conclusions: in the first three decades of the twentieth century the principles of Ukrainian language teaching, in particular in specialized areas of its application, based on the level principle were developed.

The formation of terminology for describing the narrow spheres of Ukrainian literary language functioning. First, it should be talked about the formation of basic terms of the theory of professional communication. To characterize the Ukrainian language in professional environments, the terms "vocabulary of scientific language", "vocabulary of business language", "professional and industrial vocabulary" are used.

The codification of the term "professionalism" also has a history. In the courses of L.A. Bulakhovsky's respective groups of words are called differently, in particular, "industrial and technical vocabulary"[7], "professional and industrial"[8]. Mostly this concept was very close in its content and interpretation to the concept of "terminological vocabulary". Even in the postwar 50's the courses of modern Ukrainian literary language were formed, which use the concept of "professional production vocabulary" – the names of various tools, phenomena and processes of production, materials.[9] Researchers continue to use the terms "professional word", "professional vocabulary", "professional-terminological vocabulary" as synonyms in the 60's and 80's.

It is no coincidence that V.S. Vashchenko noted: "The extraction of this group of language units as a part of language is due to both scientific and educational interests that arise in the process of analyzing and refining the characteristics of each word and determining its functional scope"[10] In general, this group of vocabulary belongs to the book vocabulary, but each time researchers, building a research platform, emphasize the differentiation

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[6] Словарь славянской лингвистической терминологии; под ред. А. Эдлички. Прага, 1977.

[7] Сучасна українська літературна мова : стилістика ; за ред. І.К. Білодіда. Київ : Наукова думка, 1973. С. 88.

[8] *Курс сучасної* української літературної мови ; за ред. *Л.А. Булаховського*. Київ : Радянська школа, 1951. Т. 1. С. 41

[9] Жовтобрюх, М.А., Кулик Б.М. Курс сучасної української літературної мови : [у 2 ч.]. Київ : Радянська школа, 1965. Ч. 1. С. 72.

[10] Ващенко В. С. Українська лексикологія: семантико-стилістична типологія слів. Дніпропетровськ : Вид-во ДДУ, 1979. С. 92–93.

of professional vocabulary and terms.[11] In particular, O.Y. Golovanova stressed that specialized vocabulary generally reflects the degrees of human cognition of the material and spiritual world.[12] Therefore, professionalism, as well as the term, is a verbalizer of special knowledge, but it is created and functions mainly in the field of practice, not theory. The part of industrial information that is actualized in daily actions and operations is fixed in professionalisms, and that's why – through experience – makes the circle of the personal world of a person, its everyday concepts. The researcher believes that for professionalisms it is important not objective (as for the term) and therefore averaged, detached from reality form of the sign, but subjective, associated with the image, game, creativity, or reflecting the practical significance of the subject of professional activity: perceptual characteristics of the object of nomination, its acting properties, etc.[13]

The principles of differentiation of professionalisms and terms are generalized by the following table:

According to some sources, it is observed that professionalisms and communicative professionalisms are differentiated (O.Y. Golovanova). The latter – "the result of phonetic, grammatical, word-formation change of terms, which is associated with their adaptation to the conditions of oral group communication (language economy, reflecting the nature of the relationship between communicators, etc.). Such professionalisms are means of short and capacious exchange of information in the conditions of collective communication (such as: *інструменталка – інструментальний цех, роба – робочий одяг, швейка – швацький цех, шпулька – шпульний ковпачок* etc.)".[14] In fact, it is professional jargon. Accordingly, words of narrow professional use, depending on the degree of their normativeness, are characterized as professional conversational doublets (N. Garbovsky, L. Kapanadze), professional slang (K. Levkovskaya). Communicative professionalisms are expressively colored. Professionalisms in the field of craft activities belong to the folk-talkative language, i.e. are on the border of literary and folk national language practice (D.H. Barannik).

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[11] Михайлова Т.В. Семантичні відношення в українській науково-технічній термінології. Харків, 2001. С. 44–45; Пристайко Т.С. Лексико-номинативная организация специального текста. Дніпропетровськ : УкО ІМА-прес, 1996. с. 50; Винник В.О. Професіоналізм. Українська мова. Енциклопедія. Київ, 2004. С. 500.

[12] Голованова Е.И. Введение в когнитивное терминоведение. Москва : Флинта; Наука, 2011. С. 56.

[13] Same p. 98.

[14] Same p. 99.

	Principles of differentiation	Professionalism	Term
1.	According to prevalence in language practice	Professional / specialized oral and conversational environment. Local abbreviated and simplified names that duplicate terms and are secondary in terms of terms. Can be included in terminological subsystems. May be inherent in individual language practice.	The language of science is oral and written. Cannot have a narrow local character. Function in all spheres of scientific and industrial activity of the person.
2.	According to official recognition, codification	Semi-official	Normalized
3.	According to the presence of a connotative component	Inherent connotations (expressive coloring)	Should not have an emotionally expressive coloring
4.	Ways of creation	On the basis of the national language, only in some units there are foreign language elements	By means of the national and foreign languages
5.	Systemacity connections (paradigmatics)	Weak	Expressive
6.	Features of semantics	Do not correlate a phenomenon with its definition, but compare it with other phenomena on the basis of some, one, not even the main, external sign of similarity. Formed by metonymization and metaphorization; ambiguity of semantics depending on the environment of application. According to semantic groups scientific-technical, professional-industrial, craft.	Співвіднесений з поняттям, емоційно нейтральний, однозначність, точність семантики. Шляхи творення – переосмислення загальновживаної чи професійно обмеженої лексики, перенесення термінів із однієї галузі в іншу, калькування, використання словосполучень, спеціалізація формантів у структурі терміну (семантичний, словотвірний, синтаксичний шляхи творення).

Actually, professionalisms are divided according to the degree of distribution into (1) general scientific / general technical – common in several spheres of professional activity; (2) industry; (3) highly specialized.[15]

Secondly, in parallel, the historical aspect of the formation of the discipline "Ukrainian language for professional purposes" requires consideration of a broader problem – the formation of official business language as the basis of professional language. Interest in this aspect in recent years has contributed to the emergence of a number of dissertations and monograph.

Some studies present the historical aspects of the formation of official business practice in the first decades of the twentieth century. (L. Tymenko, O. Tikhonenko, O. Boyarchuk, I. Farion, N. Dzyubyshyna-Melnyk, O. Sushko). They are characterized by the following central theoretical and practical issues: the status of official business nomenclature, industry terminological systems (at the lexical, lexical-syntactic, lexical-grammatical levels). In fact, in the 20s and following years from the beginning of the twentieth century the literary nature of the Ukrainian literary language became more pronounced, which began to function in the sphere of teaching workers, engineers, financial and economic, legal, and other professions. Active lexical and phraseological processes in the Ukrainian literary language of the first decades of the twentieth century influenced the archaization of some components, the removal of dialectisms from the business environment, the expansion of the vocabulary of the business language borrowed from Latin, German, French and Italian, the renewal of the vocabulary of trade and industry, legal, financial, diplomatic spheres. Word-forming processes were accompanied by the expansion of variability, the coexistence of "old and new".

Researchers, in particular, recorded the following main thematic groups of business language vocabulary: a) names of state organizations, institutions and non-governmental organizations: *ministry, party, club, school, church, office, bank, bureau, house, gymnasium, institute, administration, government,* etc.; b) names of persons holding positions: *president, minister, mayor, director, manager;* c) names of documents, securities: *act, application, protocol, receipt, certificate, letter, act paper, promissory note, decree, patent, statement, spear*, etc.; d) designation of obligatory elements of the document and possible actions of officials: *agenda, to approve, to the order, to solve, to give instructions, to undertake*.[16]

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[15] Канделаки Т.Л. Значение терминов и системы значений научно-технических терминологий. *Проблемы языка науки и техники: логичиские, лингвистичиские и историко-научные аспекты терминологии*. Москва, 1970. 232 с.

[16] Тихоненко О.В. Становлення норм офіційно-ділового стилю української мови у 20–30-ті рр. XX ст. : автореф. дис. ... канд. філол. наук. Харків, 2011. С. 125.

Cancellerisms, which entered the official business circulation of all levels of business communication in the first decades of the twentieth century are also demonstrative. They were recorded in dictionaries that became a support for clerks, namely words and expressions of limited use: *to inform, mentioned above, to declare, a trustee, named, mentioned below, given above, named above, signed below*, and so on.[17]

The elaboration of the sources of business language of the last years as tokens of official communication expands the source base of studying the professional environment.

Sources of research of the language of the professional environment. Since the first decades of the twentieth century, when the vulgar-sociological approach to the evaluation of the language of fiction still prevailed, there were relevant works that assessed the "modernity" of the language of the work in terms of accuracy and truthfulness of its reflection, in particular at the lexical level – according to its functions, terms, vocabulary of special use.

Note that there is still a tendency to study the language of professional micro-societies by artistic sources (we will name among the latest studies on the language of Ivan Franko, I. Tsikhotsky, L. Bagnyuk, which highlights the aspect of special vocabulary; J. Krasnozhan, M. Vus, and others studied the issue of determinologization of a special lexicon in literary texts. Another source is the language of journalism and the media. Such studies were especially relevant in the 70-80's of the twentieth century.

In this regard, it should be noted that in Ukraine it was prepared a number of studies, the object of which is the language of a particular profession, field of knowledge or activity, which will serve to create special courses on teaching the Ukrainian language in a professional field. Here are just a few examples of dissertations and relevant publications on the terminological subsystems of modern Ukrainian literary language: library and bibliographic (M. Stashko), construction (V. Marchenko), veterinary (M. Dmitruk), publishing (M. Protsyk), geological (M. Fed), hydro-meliorative (L. Malevich), as well as mining, homeopathic, graphic design, documentation, environmental, economic, electrical, forensic, marketing, medical, metallurgical, mineralogical, musical, scientific and technical, fine arts, pedagogical, legal, sports, chemical, law; artistic ceramics; artistic wood carving; automotive, public administration, journalism, land management and cadastre, computer science, cosmetics and cosmetology, mechanical engineering, oil and gas industry, taxation, programming, etc.

Attention to all these sources is the way to update the methods and methodology of courses "Ukrainian language for professional purposes".

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[17] The same.

2. Ukrainian language of professional orientation – an academic discipline of the late XX – early XXI centuries

The change of socio-political factors in the early 90's again brought attention to the Ukrainian language as a way of teaching the profession, training of future generations.

To meet the broad needs of society in the new editions of official communication develop the structure of Ukrainian language courses, substantiate a number of basic concepts of professional oral and written communication.[18] In contrast to the previous period, in the linguistic literature, together with the actualized terms "business language", "official business language practice", "language of office", the concepts of "professional language", "language for special purposes", "special background", "special language", "sublanguage", etc., and finally the abbreviation LSP (language for specific purposes) became widespread. As it is known, the term was introduced for linguistic didactic purposes in the work "English for Specific Purposes: A Learning-Centered Approach", authored by T. Hutchinson and A. Waters, 1987), sociolinguistic terms "subtext" (known since 60's of the twentieth century)[19], "sublanguage", "sociolect", "special purpose language" (L.V. Turovskaya), "language for special needs" (I.M. Plotnitskaya, O.P. Levchenko, Z.F. Kudryavtseva)). Even their narrower analogues – *the language of science, business language* – are still used in Ukrainian linguistics as synonyms for the corresponding terms to denote the functional and stylistic varieties of literary language, for example: scientific style, official business style. According to paradigmatic correlations, the term LSP is related to the concept of LGP 'common language'. Against the background of the latter, special purpose language is a formed subsystem of means of reflecting special knowledge about human activities and the nature of things, which is formed in the corporate language environment.[20]

First of all, the interpretation of the basic concept of "(Ukrainian) language of professional orientation" or "professional language" in numerous textbooks attracts attention. It is mostly understood as:

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[18] Мамич М.В. Ділова українська мова в публічному управлінні : навчальний посібник. Одеса. 2020. 68 с.

[19] Раздуев А.В. Современный английский подъязык нанотехнологий: структурно-семантическая, когнитивно-фреймовая и лексикографическая модели: дис. ... кандидата филологических наук. Пятигорск, 2013. С. 39.

[20] Лейчик В. М. Языки для специальных целей – функциональные разновидности современных развитых национальных языков. *Общие и частные проблемы функциональных целей*. Москва : Наука, 1986. с. 28–43; Забросаева И.А., Конурбаев М.Э. От LSP до специализированного дискурса: исторический срез. *Язык, сознание, коммуникация*: Сб. статей ; ред. В.В. Красных, А.И. Изотов. Москва : МАКС Пресс, 2014. Вып. 49.

− normalized discipline, which studies the structural features of modern Ukrainian literary language in order to further their application in professional activities (engineer, lawyer, physician, accountant, etc.);

− functional variety of Ukrainian literary language, which is used by representatives of a certain industry, profession, occupation;

− subsystem of modern literary language, which is used mainly by representatives of a certain profession.

In our opinion, not everything is unambiguous in this interpretation (the same assumptions are expressed by other researchers, in particular, it is well systematized in the work of T.N. Khomutova).[21]

There is a double interpretation of "professional language" as a subject and as a separate sublanguage, characterized by the same phonetic and grammatical norms that are inherent in literary language, but with a specific lexical and phraseological array, developed in particular in oral communication. These two values are objectively determined.

What is seen as inaccuracies in the identification of "language of professional communication" and "subtext"? Literary, national language is an integrity that is stratified depending on the functional scope, communicative and pragmatic tasks. It will be recalled that in common usage "subtext" involves a certain range of thematically and genre-related texts (subtext of navigation, subtext of journalism, oral / written language), it is a mini-system, which provides, in addition, coverage of a certain social group of people; it has a pronounced functional and stylistic orientation (for example, the subtext of navigation to the scientific style; the subtext of journalism – to the journalistic style, etc.). That is, the "subtext" is the primary link of a certain communicative environment. The subject-thematic sphere determines the conditional structuring of the integral national language practice.

Thus, common in the "language of professional communication" and "subtext" is the thematic subject spheres in a conditionally homogeneous system.

Another correlation is *"language of professional communication"* and *"functional style"*. The latter is a kind of literary language in one or another socially important sphere of activity with characteristic functions and norms of communication. Unlike the language of the individual, it is a socially conscious activity. In the Ukrainian literary language it is not customary to distinguish production style, technical style, etc., but to distinguish six or seven the most important segments of language and cultural activities, in particular: conversational and every day, where language is a means of serving family, friends and other relationships; artistic with the function of aesthetic

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[21] Хомутова Т.Н. Язык для специальных целей (LSP): лингвистический аспект. *Вестник ЮУрГУ*. 2007. № 16. С. 70.

reflection of reality and the formation of social consciousness; journalistic, which creates and broadcasts socially important information, forms public moods, relationships, etc.; church-religious, which supports faith in God, transmits the moral values of existence; scientific with the function of creating and transmitting systematized knowledge about the world and man in it; official and business with a complex system of state-building, legislative, regulatory functions, maintenance of public order, organization of production teams, relations between the state and its citizens, etc.

At the heart of the differentiation of styles is the purpose of communication, the nature of everyday life, social and industrial relations. They are intertwined in real life, and therefore there are many transitional genre-style varieties of language, backgrounds. For all styles there is a joint common literary area that covers the lexical and grammatical arsenal of national literary practice. At the same time, there are atypical for other spheres of linguistic and cultural activity means (stylistic linguistic means), which provide differentiation of language functions. Thus, the functional style is not limited by subject areas. It enables mutual understanding of specialists in certain segments of public language practice. "Functional style" is a concept broader than the concept of "language of professional communication".

Another correlation is *"language of professional communication"* and *"register"* of language. In stylistics, emotionally evaluative, expressive registers are known, in particular, expressive backgrounds – formality, affection, intimacy, bookishness, etc. These are situational types of communication that are related to the main styles of language and have characteristic lexical-word-forming, lexical-semantic, lexical-grammatical markers and their configurations. The register of communication bears the imprint of individual language habits, in contrast to public in the field of professional relations.

If we finally correlate the "language of professional communication" with the features of other communicative subsystems of national or globalized language practice, we will see that the professional language:

– has a subject area in a particular social segment of social practice;
– is based on an official, semi-official register of communication;
– its lexical and grammatical content is correlated with the concepts of a certain sphere of human activity;
– its textual and genre expression is relevant to the inherent functions and social roles of speakers.

Thus, the assertion that "professional language" is a functional variety of literary language is debatable. After all, the latter belong to the styles of language, not to sublanguage. The fact that "professional language" is a communicative subsystem is the most optimal explanation. It should be taken as a basis in the theoretical and practical presentation of special courses in professional language.

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"Professional language" ("language of profession") is a language tool at all levels, which are used in specialized areas of activity in order to ensure professional understanding between participants in the field of social activities.

In fact, the scientific and technical environment itself is one of the first socio-cultural segments of the language of special use, or rather lexical and grammatical fragments of literary language, designed to reflect the specialized knowledge.

In most textbooks authors note that the object of study of the discipline "Ukrainian language for professional purposes" are language rules – the rules of oral and written communication in the professional interaction of speakers. Of course, the basis of language activity is the general language norms that are obligatory for all native speakers of literary language, which expand in the field of culture of professional everyday life[22] specialized language forms, expressions, signs, as well as gestural means of communication; genre and style priorities of a profession.

The main purpose of training courses, trainings on the formation of communicative competencies in a particular professional field of activity is the deepening and expansion of language knowledge, skills and abilities that are necessary for further application in a particular activity. Therefore, "professional language" as a course has a theoretical and practical focus on developing sustainable skills to build accurate, logical, meaningful, appropriate, expressive, rich, pure professional expression in both oral and written forms. The teacher's goal is not to study the norms of modern Ukrainian literary language by structural-level features, properties, etc., but to teach Ukrainian-language oral and written professional practice taking into account socio-cultural (genre-style) markers of communication in a specialized environment. Language is one of the important components of the professionalism of communicators, their personal traits.

The phenomenon of "professional language" ("language of the profession") is a generalized model of the Ukrainian literary language in the culture of everyday life, which is segmented by the spheres of activity of a particular society.

Respectively, according to the known manuals on professional communication, we observe the similarity of the ***structure of the course***, in which we can distinguish between general and special, as well as narrow special parts.

The common part of the course of teaching the Ukrainian professional language involves the updating of knowledge about the social nature of the language and its social functions, the psychological attitude of students to

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[22] Бибик С.П. Усна літературна мова в українській культурі повсякдення. Ніжин, 2013. 589 с.

master the state language. During several classes the idea of: language, its functions, structure of language activity is specified and expanded; the role of literary language in society, its features, forms; status of the state language; differentiated by styles and purpose of modern sources of literary language.

The special part of the course provides deepening of knowledge about the stylistic system of the Ukrainian literary language, in particular its book varieties (official-business, scientific, partly – journalistic), about textual forms of language. Knowledge of the genre and style diversity of official business style is only the beginning of delving into the culture of professional everyday life, motivating to master the book norms of the Ukrainian literary language, the ability to read and compose scientific statements according to the standards of a modern field of knowledge.

It is important to focus in this educational segment on the presentation of the basics of language culture in its broadest sense. It is a question of transfer and knowledge of norms of various structural levels of language, and of work on consolidation of the corresponding competences in practice. And also about knowledge from a profile: about experts in the corresponding branch, history of branch in the country, the world, in region, the city, etc. with application of various information, the widest range of sources (periodical state and specialized professional magazines, newspapers – printed, electronic; modern and archival sources; official-business written and oral, etc.).[23]

Effective differentiation of educational material according to level norms – lexical, phraseological, morphological, syntactic, word-forming, stylistic. Their features are constantly in the field of attention of both teachers and students. The polishing of language culture is correlated with the textual approach in teaching. Therefore, the basic are the functional functional varieties of language – scientific (scientific and technical, scientific and natural, scientific and humanitarian); business; scientific and journalistic.

The narrowly focused part of the Ukrainian language course in the professional field is a system of tasks and classes for the formation of communicative competencies of specialists. It is necessary to remind that from the lingoucultural point of view, professional language combines global and national-cultural components. These features are most pronounced at the lexical (lexical-semantic) level: if the terms of the corresponding industry, intersectoral terminological units are common to majority of European literary languages, then professionalism, professional jargon are the representatives of a specific national professional culture. Training at a highly specialized level reveals two main functions of professional language: 1) the function of denoting narrowly professional

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[23] Єрмоленко С.Я. Професійна мова VS літературний стандарт. *Одеський лінгвістичний вісник: науково-практичний журнал: спеціальний випуск*. Одеса. 2015. С. 5–11.

special concepts and systems of concepts (objects, signs, actions, processes); 2) the function of naming well-known concepts, which gives them increased expressiveness, expressiveness, emotionality.[24] Thus, there can be no question of any special subsystem of national language practice.

Forming the professional language competence, the teacher is focused on deepening into skills that have already been acquired, on expanding the basic vocabulary of a professional speaker, on developing the habit of relying on stereotypical professional clichés, communications. Professional languages are heterogeneous, have different models, for example, the professional language of technology is the language of science (the language of theory, it is a systematized special terminology), it is the language of production (shop language, professional spoken language, as well as production language specialized in small industries), it is the language of advertising of technological processes and production processes, goods. Thus, the highly specialized component also has its own paradigmatic structure and functional breadth: from elitist to everyday; it depends on the level of socio-cultural content of speakers (their linguistic and psychological, educational and cultural portrait).

Taking into account the classes on the formation of professional competence of lawyers, among the highly specialized language and cultural skills should:

− find out the essence and functions of the language of law, be worked out the current legislation on the functioning and development of languages in Ukraine (the concept of "state language", "language of a national minority", "language of international communication", "language of justice", etc.);

− form an idea of stylistic and genre varieties of oral and written communication in the legal field; general idea about graphic design of texts of normative-legal acts, about international and national standards of document circulation;

− highlight the features of the functioning of language norms in legal texts;

− deeping into the specification of a legal activity master the basic concepts of legal terminology, namely: pronunciation requirements, use of legal terms in the appropriate meaning and context, with observance of system-semantic relations between them in the legal terminology;

− teach future specialists to use sources of legal terminology – dictionaries, reference books, thesauri, encyclopedias;

− form a lasting interest in expanding the culturological content of certain syncretic genre varieties of legal texts (in the field of legal

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[24] Литовченко І. Динамічні процеси у військовій лексиці української мови (назви зброї, амуніції, споруд). Кривий Ріг : Вид. Р.А. Козлов, 2016. С. 17.

journalism, lawyer-prosecutor oral official practice), improving the general professional erudition and language culture of a lawyer;

– develop skills of professional (official) etiquette, language and non-language, creating with the help of language means a psychologically positive communicative environment, which would take into account the gender specifics of speakers.[25]

It is important to apply project methods at the narrowly focused part of the Ukrainian language course in the professional field to strengthen the personality-oriented direction of teaching professional language competence. Among them are targeted speeches on a certain list of topics. For example, in the field of law: *1. Dialogue and its organization 2. Functions of the speaker and their implementation during a public speech 3. Components of a public speech 4. How to prepare a public speech 5. Commandments of the speaker 6. The art of argumentation 7. The ability to listen.*[26] Preparation and presentation of abstracts, in particular on the following issues – *1. The logical component of public speaking. 2. The method of "brainstorming". 3. Optimal ways to prepare a public speech. 4. Judicial speech. 5. History of domestic eloquence. 6. The concept of the portrait of the audience: signs, types.*[27] And also – summarizing, presentations of this or that subject with use of multimedia means.

Thus, the student "glues" his knowledge and skills in the field of oral and written communication in a particular field of everyday culture, learns to navigate in general and interdisciplinary, narrowly specialized terminology, genre and style varieties of official business communication, if necessary acquires editorial / translation skills while working with professional text, which forms / expands his horizons. In this case, language (systematized knowledge of the norms and rules of literary language, which are used to construct, expressions, texts) and communicative (system of knowledge, skills and abilities to translate globalized and nationally oriented professional information, interaction with colleagues to solve theoretical and practical issues) professional competencies are superimposed and mutually reinforced.

Professional language and cognitive linguistics. From the point of view of cognitive linguistics, language consciousness is segmented – it is divided into sections that are formed in specific everyday practices and codes by which the speaker "switches" in his daily activities depending on the communicative and pragmatic tasks of the situation. The task of cognitive science is to "identify the processes and results of mental activity in real

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[25] Мамич М.В. Українська мова за професійним спрямуванням : навчально-методичний посібник. Одеса : Фенікс. 2020. 163 с.

[26] Ялова О.В. Вивчення у вищих навчальних закладах України філософсько-українознавчих дисциплін. *Філософські та методологічні проблеми права*. 2015. № 1-2 (9-10). С. 130–140.

[27] The same.

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conditions" in order to establish ways to categorize the world in consciousness, "description of real processes of cognition and evaluation, conceptual structures that emerge as a reflection of the real world in human consciousness".[28] The formation of cognitions is associated with the adaptive properties of human mental activity and the formation of "habits", including language: "I include these codes in such an environment." Thus, "special purpose language" is a psycholinguistic phenomenon that can be studied (and planned in class with students) in historical and linguistic-didactic terms. The activity of certain cognitions in the practical or theoretical activities of a person is one of the objects of cognitive linguistics. Related to the latter is the modular concept, according to which human intelligence is a complex of different abilities, each of which can be represented as an independent module, a subsystem with certain structural and functional characteristics. These modules are separated from each other in the human brain.

As a historical phenomenon, these linguistic and cultural modules are modified and passed from generation to generation of professionals through educational activities, communication in small groups. In modern globalization conditions of communication, we observe the growth of internationalization of lexical-phraseological, lexical-word-forming components of "special purpose language".[29]

As one of the perspective directions of development of the theory of professional language, we consider the orientation on anthropocentric aspect: the speaker as the expert in a certain field of activity, the professional language personality (in linguistics such works have already been used). This would contribute to the formation of exemplary models of professional language communication in a particular area of human activity.

CONCLUSIONS

The subject "Ukrainian language for professional purposes" has a history of its formation, which is closely related to the formation of a structural-level approach in linguistics, the development of linguistic stylistics and Ukrainian disciplines.

Rapid changes in the educational space are an incentive to rethink the principles of teaching the Ukrainian language in a professional direction. First of all, depending on the specialty, students can be offered historical, psycholinguistic, anthropocentric, personological, text-centric areas of special language teaching. Among the partial methods it is necessary to

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[28] Никитин М.В. Основания когнитивной семантики: Учебное пособие. СПб. : Изд-во РГПУ им. А.И. Герцена, 2003. С. 5.

[29] Schwarz M. Kognitive Semantiktheorie und neuropsychologische Realitaet: Repraesentationale und prozedurale Aspekte der semantischen Kompetenz. Tuebingen, 1992. С. 13–14.

develop a method of project-based learning, which encourages individual in-depth study of a material.

SUMMARY

This section of the collective monograph offers a generalized overview of linguistic research of professional language in Ukraine. Attention to this theoretical and practical direction is due to a significant expansion of the spheres of functioning of the Ukrainian language, primarily – the introduction of the Ukrainian literary language in specialized education.

The article comprehends the issues of the history of studying the professional language in Ukraine, the theoretical preconditions for the separation of the special purpose language, the problems of research in the relevant segment of knowledge about the Ukrainian literary language.

It is concluded that changes in the educational space are an incentive to review, modernize the principles of teaching the Ukrainian language in a professional direction. Historical, psycholinguistic, anthropocentric, personological, text-centric areas of special-purpose language teaching should be used in the educational environment. Among the partial methods it is necessary to develop a method of project-based learning, which encourages individual in-depth study of a material. It is time to create highly specialized dictionaries.

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COMMUNICATION AND PRAGMATIC ASPECT
OF MODERN UKRAINIAN TEXT

Nazarenko O. M.

INTRODUCTION

The dominance of the anthropocentric approach in the linguistics of the XXI century determines the intensification of communicative and pragmatic researches, aimed at in-depth study of the role of the addressee and the sender in speech interaction. This aspect acquires a special role in the study of media activities mediated through the media, in particular print media, among which the maximum attention is drawn to newspaper texts given their inherent accessibility, prompt response to current events, which determines the specifics of their linguistic design.

In modern linguistics, scientists pay special attention to the communicative-pragmatic approach to the analysis of a newspaper text, because it allows the study of both its intratextual features and pragmatic guidelines of speakers, their communicative interaction, links with other texts in media and sphere of culture and literature, speech influence on the addressee, which in general is the basis of the category of dialogicity as an essential feature of the newspaper text and determines the relevance of scientific research. Dialogicity as a category of newspaper text is expressed through the main components of the communicative act – the participants of communication and text message.

Two communicators take part in the communicative act, O. Selivanova considers the communicator the most important component of the communicative situation and defines it as "a person, the subject of a communicative act that transmits information or communicative influence or perceives and interprets them"[1]. Subjects of speech and perception are the main components of communicative interaction, which are related to the pragmatic aspect of the study of verbal communication and text. Pragmalinguistic study of the text is primarily focused, on the one hand, "to identify the features of the author's presence"[2], and on the other – to the recipient. Linguists distinguish two communicators according to the main

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[1] Селіванова О.О. Основи теорії мовної комунікації. Черкаси, 2011. С. 100.
[2] Седов К.Ф. Дискурс и личность: Эволюция коммуникативной компетенции. Москва, 2004. С. 30.

functions they perform in the communicative act – the sender and the addressee. The sender is a communicator, he is a speaker or author of the text, he is considered an active participant in the communicative act, because it is the sender who initiates communication and regulates its subject matter and pragmatic content, the intentionality of communicative interaction is set by the sender.

1. The addressee factor in the representation
of the text category of dialogism

The sender initiates the communication, generates the text, sends the message to the interlocutor – the addressee. Communicative subject-object-subject interaction of both participants generates a category of interactivity, which O. Selivanova defines as text-discursive, the linguistic basis of which is "speech system, the purpose of which is realized communication"[3]. The sender factor is directly related to subjective modality, which is "layered on the basic modal qualification" and "creates additional modal interpretation of utterances"[4], subjective modality can be realized with the help of various lexical (insert words, modal particles, exclamations) and non-lexical (intonation, word order or special syntactic constructions). Subjective modality is interpreted as "an optional semantic-pragmatic factor of the communicative situation and communication in general, which is realized as a number of different relations of the sender (speaker, author) to the reported", the source of which is "evaluation, its subject is the speaker, object – various aspects of the relation of the content of communicative units to reality, by means – language units, categories..."[5]. Subjective modality is expressed in the text by different linguistic means, but all of them are conditioned by the realization of the sender factor, e.g.: *У Себастьяна Жапрізо є чудовий роман, що так і називається – «Убивче літо» (**багато хто пам'ятає екранізацію з Ізабель Аджані в головній ролі**). **Звісно**, це не якийсь там курортний детектив, а дуже серйозна психологічна книжка... Чию назву й запозичимо для невеличкого «ревю»: яке «відпускне кіно» варто подивитися і яке цікаве чтиво допоможе скоротати «убивче» (**через спеку й дощі**) літо? (Дзеркало тижня. №27.2011)*. In this fragment, subjective modality is expressed not only by explicated markers of the sender factor, but also by the

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[3] Селиванова Е.А. Основы лингвистической теории текста и коммуникации. Монографическое учебное пособие. Киев, 2002. С. 234.

[4] Вихованець І.Р. Модальність. Українська мова. Енциклопедія. Київ, 2000. С. 338.

[5] Бацевич Ф.С. Нариси з лінгвістичної прагматики. Монографія. Львів, 2010. С. 191.

corresponding syntactic constructions that convey subjective-modal meanings.

The sender forms the subjective-modal semantics of the text as a result of communicative interaction. F. Batsevych determines the types of modal semantic-pragmatic meanings that the speaker forms within the framework of communicative interaction:

1. The speaker's expression of the assessment from the standpoint of reality / unreality of what is said in the text.

2. Assessment from the standpoint of the possibility, necessity or desirability of what is said in the message.

3. Assessment of the degree of confidence of the addressee in the accuracy of what is said.

4. The target setting of the author of the message, according to which narrative, interrogative and optative sentences are distinguished.

5. The value of a statement / objection to the existence of objective connections, signs, events, etc.

6. Subjective and communicative negation can be considered as purely linguistic types of modality[6].

The sender is considered the initiator of communication, and in the case of written communication – the main subject of the communicative act, which determines the direction of communication, produces speech, addresses it to the interlocutor.

Linguists distinguish between different types of senders: O. Selivanova distinguishes the following types of senders in the text: collective sender – two authors of the text or a team of authors; unknown sender – due to the temporal remoteness of the modes of generation and interpretation; irrelevant sender – discursive location is limited by the author-function and does not require a specific author's update; generalized sender – the author-function correlates with the collective carrier of ethnic consciousness.

The peculiarities of the sender in the newspaper text should be noted: according to T. Vinokur, journalistic speech is an example of "quasi-individual content of the speech act as the action of one person"[7]. This means that the sender of a newspaper text does not always express his own point of view, the subject of broadcasting is a publication, the information policy of which mostly coincides with the author's position.

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[6] Бацевич Ф.С. Нариси з лінгвістичної прагматики. Монографія. Львів, 2010. С. 192.

[7] Винокур Т.Г. Говорящий и слушающий. Варианты речевого поведения. Москва, 1993. С. 52.

In the newspaper text the factor of the sender is first of all actualized through the author's position which can be expressed explicitly, e.g.: *Прочитавши в «Новій газеті» статтю Ю. Латиніної «Як насправді влаштована сучасна Росія»,* **не зміг утриматися** *від української аналогії. Для чистоти експерименту довелося скористатися авторською – Юлії Леонідівни – матрицею.* **На жаль, мої спроби** *зв'язатися з пані Ю. Латініною щодо авторських прав через редакцію газети, в якій вийшла публікація, не мали успіху… (День № 21.2011).* The author of the cited material acts as an active sender, emphasizing not only his position of linguistic personality, but also describing certain actions that preceded the creation of the material, both the existing speaker and the figure in one person of the author. Under such conditions, the author's point of view dominates in the text, respectively, and used grammatical means of its representation: verb forms, pronouns, modal constructions that manifest the addressee. Moreover, the author performs two functions at the same time – the speaker and the recipient (reader), because it indicates that his publication was the result of reading the newspaper material of another author, emphasizes the close connection between perception and production of newspaper text. Such a message is maximally individualized, it expresses the author's point of view and is addressed.

Explication of the position of the sender in the newspaper text is often accompanied by an increase in the internal dialogicity of the text, when the author points to a close relationship with the text addressee, e.g.: «**Ти** **почуєш** *зовсім іншого, нового президента!»* – **змовницьки** **підморгуючи, по секрету повідомив мені знайомий нардеп**-*регіонал у четвер вранці, напередодні виступу Януковича в парламенті… (Дзеркало тижня № 13.2011).* Quoting from a conversation with the addressee enhances the dialogic nature of the text, in which an indication of the close relationship between the author and the addressee is an appeal to "you", which involves informal communication. The reader feels that the author of the material is so familiar with the in-text addressee that this information was obtained directly, "first hand", so it is more likely than official reports or author's opinions or assumptions.

In the given examples the actualized intertextual dialogicity in the plane author – internal addressee, thus the addressee, is the real interlocutor of the journalist, but at the same time he becomes the internal textual communicator because conversation with him is reproduced in indirect form, ie indirectly in the text. This is best expressed in an interview. The degree of closeness of communicators is expressed through the explication of the addressee's factor, through the demonstration of the author's position. The real reader of a newspaper text only observes the communicative interaction between the author and his interlocutors, capturing the explication of the

addressee's factor as the presence in the text of the author's position and subjective view of events.

In general, the newspaper text is not characterized by the dominance of the sender factor, in particular when it comes to informational messages. However, analytical materials or artistic and journalistic genres are not devoid of explication of the author's position and subjective point of view. Such an explication can be a sign of individual authorial style, as in the journalistic materials of the famous Ukrainian journalist Mykola Veresen, who creates texts on a dialogical basis, e.g.: *"Секундочку, – запитаєте ви в мене, – а до чого тут наш Чорнобиль і наше, що стало звичним за останні майже двадцять років, держпідприємство Чорнобильська атомна електростанція?" Відповім: і в них, в Індонезії, є зона постійної сейсмічної небезпеки, яка призвела до біди... Але найголовніше, відповім я вам, це те, що і там, в Індонезії, і тут, в Україні, реальна причина минулих і, можливо, майбутніх (не дай Боже) екологічних і техногенних бід – та ж сама: бездумність, байдужість, безсовісність і жадібність (Високий замок. 04.05.2005)*. In the fragment of the text the actualized communicative interaction represents communication of the author with the imaginary reader, instead of the internal interlocutor. The author simulates the image of the reader, constantly addresses him, choosing the appropriate language forms, asks questions on behalf of readers and immediately answers them. The text is created as an imaginary dialogue with a potential reader in the form of alternate questions and answers, so it resembles the usual spontaneous communication, the difference of which is the programmability of the questions. The author formulates the questions in this way to reveal the main problems that, in his opinion, should be of interest to readers.

The sender of a newspaper text does not have such a multilevel typology as, for example, in an artistic text, where it is represented by the author, lyrical hero and intratextual addressee[8], but in the newspaper text he is more clearly expressed and explicated. The textual subject expresses the author's position, it does not "break down" into images of characters, narrators, etc., but is a holistic subject of speech, which participates in communicative interaction with both the real reader and the intertextual interlocutor.

In a newspaper text, the sender as a subject of broadcasting does not always appear in the same person, identified with the author of the journalistic material, when the text presents the author's position, outstanding view, and the author comments and evaluates the described events on his own behalf. The factor of the sender can be expressed in

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[8] Новиков А.И. Семантика текста и его формализация. Москва, 1983. С. 10.

general, with the help of grammatical forms of the first person plural of the verb and the corresponding pronoun forms – we, ours. In this case, we have a collective sender, which unites different people together with the direct author of the journalistic text, the author acts not only on his own behalf, but also on behalf of his associates, accomplices, friends, etc., so the sender becomes generalized. The most common variants of such an association, in our opinion, are two: first, it is a generalized sender – the author and intratextual subjects, and secondly, it is an association of the author with the reader, the sender allegedly acts not only as a subject of speech, but also as the addressee, it focuses on the position of the reader.

An internal generalized addressee involves the merging of several subjects, among which the author dominates, e.g.: *Колись, багато років тому, **нас, кількох журналістів-початківців,** запросили на відкриття виставки дитячого малюнка (Дзеркало тижня № 10.2011).* The author narrates the events on his own behalf, but the intratextual subjects in this fragment are not one person, but a group of people, so the speaker avoids subjective assessments and presents information in general. This type of sender is due to the desire to distance oneself from the described events, the author emphasizes the polysubjectivity of the situation, although he describes it. First of all, this type of addressee is found in texts where the author is one of the active members of a certain group of people, and therefore emphasizes the collectivity of the described actions.

A more frequent typical general addressee is the association of the author with the reader address, the latter can be manifested in different ways in the text, primarily by means of purely grammatical means, e.g.: *У дуже світлий день – а це 27 березня – досить **нам** скімлити чи зі скорбною міною нарікати по закутках: «нікому ставити! », «**наш** театр схожий на труп!», «усі, хто був, або померли, або виїхали...» Так **ми** далеко **не заїдемо**! І вже ж точно поважати **себе не примусимо** (Дзеркало тижня № 11.2011).* The generalization of the author and the reader does not occur as an artificial combination of the subject of speech (journalist, author) and the real or potential reader, but as the positioning of the author as one of the ordinary readers, as the same subject as all recipients. The author does not oppose himself to the readers even in the communicative act, but emphasizes the identity of the communicative positions of the addressee and the addressee as participants in the communicative act.

In this case, the pronoun "we" indicates the author's identification with potential readers and outlines the range of subjects that are generalized in the text, e.g.: *Чи є **нам,** українцям, діло до того, що відбувалося нещодавно на Всесвітньому економічному форумі в Давосі? Без сумніву, бо міць **нашої** національної валюти ґрунтується не лише на вітчизняних*

підприємствах, а й на світових ринках (Сільські вісті № 12.2011). The speaker unites himself and potential readers as speaking on behalf of the generalized sender. The author simultaneously acts in an active communicative position, appealing to the recipients, and at the same time expresses himself as a collective sender, moves to the recipients of the message, he to some extent combines the functions of the sender and the addressee. This technique is focused on the dialogic nature of the newspaper text, because the sender, producing speech, first of all actualizes the factor of the addressee.

The addressee may not be mentioned in the text, but only presented in general terms with the author, i.e the speaker does not separate himself from the readers, but unites himself with them, e.g.: ***Можливо****, це збіг обставин,* ***можливо,*** *закономірність. Але факт – кепкування польських парламентаріїв щодо «багатоверстатного» голосування* ***наших*** *нардепів стимулювало їх «заворушитися» (День № 41.2011).* In this text fragment the sender's factor is expressed by means of subjective-modal means – insert words of modal semantics, and the phrase "our people's deputies" indicates political subjects, i.e transfers semantics of association on parameter of political character: all citizens of the country have one People's Deputies, so they are the recipients of this newspaper report. The author also belongs to the Ukrainian citizens, therefore he emphasizes his commonality with readers, the described problems concern him directly. However, the chosen plural form creates the effect of dialogicity and indicates the indifference of the speaker to the described situation.

In general, the use of first-person plural pronouns and corresponding verb forms is one of the ways to represent intratextual dialogicity, given that the author considers the addressee factor as the main in the text, combines himself with the addressee, focuses on the "expectation horizon" and generalizes himself with the addressee. The author-sender of the newspaper text cannot but focus on the factor of the addressee, because the latter determines the relevance and significance of newspaper materials. The peculiarity of the sender of a newspaper text is that it coincides with the real author of journalistic material, who is both an in-text subject of speech and an out-of-text subject – a real author. The sender may have different ways of representation in the text – from the explication of the position of the subject of speech to the generalization with the recipients, but he is a holistic communicator, not represented by different text senders.

2. The addressee factor in the expression
of the text category of dialogism

The factor of addressing the text linguists interpret as "the desire of the speaker to adequately understand the addressee of the speech work"[9]. The addressee's position, at first glance, seems secondary to the sender, because he perceives the speech generated by the sender, interpreting the content. According to O.O. Selivanova, the addressee is "one of the communicators to whom the speech action of the person who generates the statement is directed and calculated, ie the interlocutor or the reader, the recipient of the message"[10]. Recently, however, the position of the addressee is considered as active as the position of the sender, due to the ability of the addressee not only to recognize the intentions of the speaker, but also to add new semantics to the message.

If the addressee in the newspaper text, in contrast to the literary text, does not have a detailed typology, the addressees are represented by several varieties.

O.P. Vorobyova, analyzing artistic communication, identifies the following types of recipients: real (empirical) reader; imaginary, potential reader that embodies the model of the ideal reader according to a particular text; the text reader combines the image of the ideal reader and the image of the fictitious reader[11].

In a newspaper text, we distinguish between two main types of recipients – the real reader, which the author focuses on in creating the text, and the in-text recipient, who acts as the interlocutor of the author in the text (in the interview). In our opinion, the appeal to the reader in the text involves the explication of a real non-text reader, to which the author appeals. Each author of a newspaper text has his own idea of the ideal reader, but the relevance and efficiency of newspaper messages require a focus on the real reader, rather than modeling the ideal recipient[12].

The complexity and multi-layered nature of the addressee of a newspaper text is determined by the specifics of mass communication. In mass media research, to which a newspaper text belongs, the addressee is called a mass addressee, and "finding common ground with a mass addressee means showing a willingness to use a standard designed to achieve goals that unite certain types

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[9] Седов К.Ф. Дискурс и личность: Эволюция коммуникативной компетенции. Москва, 2004. С. 31.

[10] Селіванова О.О. Основи теорії мовної комунікації. Черкаси, 2011. С. 16.

[11] Воробьева О.П. Текстовые категории и фактор адресата. Монография. Киев, 1993. С. 106.

[12] Назаренко О.М. Реалізація категорії діалогічності в сучасному українському газетному тексті. Автореф. дис. канд. філол. Одеса, 2012. С. 6–7.

of socially significant speech spheres"[13]. Such a mass addressee provides a generalized, collective, collective view of the recipient of the message, given that it is difficult to predict the reaction of the addressee to the text.

In a newspaper text, a direct appeal to readers is frequent, which enhances the intratextual dialogicity, e.g.: *Сумно виходить, **друзі мої...** Іншими словами, **читачу**, забувають й ігнорують усім відомі факти, «що випали» з мотивацій поводження тих, хто зобов'язаний вирішувати проблеми ядерної безпеки (Високий замок 04.05.2005)*. In this passage the factor of the addressee has an explicit expression – by means of the address and use of an vocative case the author appeals directly to readers. In addition, there is a coincidence of the in-text addressee and the real reader, so the author addresses the readers of his material, noting them in the text. In this case, textual communication is fully represented: the author simulates a dialogue with the reader in the text, so the text is built as a conversation, it contains some extended remarks of the speaker addressed to the addressee, the author's reasoning and appeal to the interlocutor. This technique is used not only in newspaper articles, but is generally characteristic of mass and artistic communication.

Modeling a conversation with an imaginary or potential reader involves the explication of the dialogic nature of the text, the addressee focuses on the "expectation horizon" of the recipient, which is emphasized by the dialogic form of the text.

Dialogue with the reader in a newspaper text further intimates such communicative interaction, given that it is no longer so much a conversation with a mass audience as with each reader individually. In view of this, the dialogue is created as a face-to-face conversation between the author and the reader, e.g.: *Це дуже політичне питання для країни й дуже філософське. Якщо в дитинстві **ти розбив** шибку, то **чи маєш ти, читачу, право зробити** щось шляхетне подорослішавши, скажімо, перевести бабусю через дорогу? Багато хто вважає, що **не маєш**. І дуже мало хто вважає навпаки... І тут **я, перепрошую, дорогий читачу**, подумав, що відповіді на запитання: чому в усьому винна саме Юлія Тимошенко – у природі не існує (Дзеркало тижня № 4.2011)*. The addressee expresses and evaluates the events as subjectively as possible, modeling the dialogic interaction with the reader. Through the use of the second person singular form, the dialogue is perceived as a conversation between close people, which does not require additional forms of politeness. In a newspaper text, readers are addressed only in two ways: either to a mass

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[13] Винокур Т.Г. Говорящий и слушающий. Варианты речевого поведения. Москва, 1993. С. 63.

addressee or a generalized audience using the plural form and the corresponding verb forms of the 2nd person plural, or to an imaginary specific reader using the singular form. The authors do not use 2nd person forms for you, which provide a polite attitude and are typical for communication with strangers. This means that an imaginary reader in a newspaper text is always a close, familiar person, a communicator; with whom you can discuss almost all problems; it is an indifferent addressee who shares the author's opinions.

The focus on the addressee factor is always implicit in the text, even if there are no linguistic forms of expression of the reader or appeal to the reader.

The newspaper text is designed to communicate current information or present an argumentative analysis of events, with the addressee factor always dominating: the information should be of interest to readers, even if the author does not consider it so.

Mass communication, in our opinion, is characterized by the dominance of the addressee factor, which determines both the content and the way of presenting information. This orientation towards the reader finds its expression in the constant appeal to the collective reader in the text, e.g.: *Я розумію, що **більшість читачів,** прочитавши ці рядки, **подумали** щось на зразок: «Ну скільки ж можна? Навіщо стільки писати про одне й те ж». Цих **читачів** хочу відразу заспокоїти: цей лист не про гроші і Європу, він про Руслану і Україну (Високий замок № 127.2011).* In this passage, the author tries to predict the reaction of readers, the analysis of the "horizon of expectation", implicitly entering into a dialogue with potential recipients. In this case, on the one hand, readers in the text become internal subjects, and on the other hand, remain outside the text. The linguistic means of expression of the addressee factor here are the corresponding grammatical forms of the plural, which allow the generalization of textual recipients.

The focus on the mass reader in newspaper publications takes a specific form: the authors often address or appeal not to readers in general, but specifically to the readers of the specific newspaper, e.g.: *«**Високий Замок» продовжує знайомити читачів** із «сімейною кухнею» політиків, які не почуваються обділеними через один штамп у паспорті (Високий замок № 127.2011).* The sender is also a generalized subject – the newspaper's editorial office, although the author of the material is a specific journalist, whose name appears in the material. The restriction of readers of one edition indicates the exclusivity of these recipients: the information becomes exclusive, because it is provided to the readers of a particular publication, and not to the mass recipient. Concretizing the readership, even in such a way as "our readers", emphasizes the unique status of the real recipients of the newspaper message, which separates them from potential readers. The

authors allegedly appeal to real readers, to a "permanent", "loyal" audience, emphasizing their attitude to the recipients and encouraging the latter to further communicative interactions.

The addressees in the newspaper text, which can be both real readers and in-text subjects, have specific linguistic means of expression, among which the main role is played by appeals, motivating and interrogative syntactic constructions.

The address directly indicates the addressee of the speech, indicating it in the text, it is "intonationally removed component of the sentence, which names the beings to whom the speech is addressed"[14]. In the Ukrainian language, the address has a special grammatical way of expression – the vocative case – and is most often used in persuasive syntactic constructions and interrogative sentences of direct interrogation.

In a newspaper text, appeals can be used both in the headlines and in the main text. In the titles, they mainly perform a rhetorical function, functioning in an unusual form – in narrative exclamatory sentences, where the emotional component is clearly expressed, e.g.: *Соррі, **бабусю**! Але вам – у інший заклад! (Київська правда №9.2011); **Україно**, я люблю тебе! (День № 177-178. 2010); «Нарешті я знайшов тебе, **Степане!**» (День № 222-223. 2010); Вітаємо тебе, **Естоніє**! (День № 4-5.2011); Пам'ятаємо тебе, **Назарію**! (Українське слово № 48.2010); Ой, **мамо**... (Сіверщина 22.01.2011); Довго живете, **бабусі**! (Чорноморські новини № 11.2011)*. The presence of emotional appeal in the title complex emphasizes the dialogic nature of the text, it is a dialogue between the sender and intratextual addressees, named in the appeal, but the rhetorical nature of such syntactic constructions mostly indicates a conditional dialogue not realized in the main text.

The titles also use poetic appeals, represented by quotations from the works of Ukrainian and foreign writers, given in quotation marks, e.g.: ***«Південний краю! Стороно прекрасна***!»: 25 лютого минає 140 років від дня народження Лесі Українки (Кримська світлиця № 4. 2011); «Я для тебе горів, **український народе**...» 75 років від дня народження Василя Симоненка (Кримська світлиця № 2. 2010)*. Dialogism in such headings is of a dual nature: on the one hand, the citation indicates an intertextual interaction, and on the other hand, the presence of an appeal in the headings represents intratextual dialogicity.

In headings, appeals are often used in motivational syntactic constructions represented by motivational sentences, e.g.: *Почуй, **владо**!.. (День № 202-203. 2010); Ловись, **рибко**, легально (День № 211.2010);*

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[14] Вихованець І.Р. Звертання. Українська мова. Енциклопедія. Київ, 2000. С. 184.

*Водись, **рибко**, велика і маленька… (Київська правда № 5. 2011);
Здрастуй, **владо**, я – твій соціальний тероризм? (Українське слово
№ 3. 2011); **Українці**, обираймо українську владу! (Українське слово
№ 42.2010); **Боже**, нам єдність подай! (Українське слово № 40.2010);
Країно, не пропусти розмову з собою (Кримська світлиця № 4. 2011);
Щедруйте, **люди**! (Сіверщина 8.01.2011); Почуйте його, **люди**...
(Сільські вісті № 20.2011); Дзвени, дзвени, **моя бандуро**! (Кримська
світлиця № 2.2011); Грай, **бандуро**, грай! (Кримська світлиця
№ 43.2010); **Українці**, не дайте себе купити! (Кримська світлиця
№ 2.2010); Тож здрастуй, Білий Кролику! (Чорноморські новини
№ 10.2011)* або їхніми еквівалентами, напр.: *Для тебе, **тату**: Вийшла
друком книжка доньки Івана Франка (День № 207-208. 2010); Браво,
капітане! Українські моряки не здались піратам! (Сіверщина
30.11.2010); Руку, **друже**! (Сільські вісті № 19.2011).* The real addressee
in this case remains the reader, and in the address the addressee does not
always point to the internal subjects of speech, although he outlines their
thematic range. Generalized addressees appeal to the real addressee-reader,
and other appeals mostly manifest the rhetoric of the headlines, but do not
encourage the action of the subjects mentioned in the headlines, in
particular, this applies to personalized appeals when the author appeals to
non-beings. Appeals to beings are also predominantly of the rhetorical type,
e.g.: ***Корупціонери**, тремтіть! (Сіверщина 3.12.2010); Гуртуймося,
РУНВірівці! (Чорноморські новини № 11.2011); Святкуй, **студенте**!
(КП. № 7.2011); Прощавайте, **Борисе Миколайовичу** (Сільські вісті
№ 17.2011).* Such headlines with appeals and motivations express the
category of dialogicity in full, even if there are no explicit markers of
dialogicity in the main text of the newspaper material.

The motivation in the title complexes does not necessarily contain an
appeal, it can be represented by personal sentences addressed to readers, e.g.:
***Врятуй** свою мову! (Українське слово № 40.2010); **Готуй** потяг
влітку! (День № 196. 2010); Кожний **знай**, що на тобі мільйонів стан
стоїть (Українське слово № 43.2010); **Плекаймо** соборність ділами!
(Кримська світлиця № 1.2011).* Motivational syntactic constructions in the
headings also explain the addressee's factor, although they do not point to it
directly as sentences with appeals, which is why they are perceived as
addressed directly to the mass addressee. The author in such titles appeals to
readers, encourages them to action, creates the effect of dialogic interaction
with potential readers.

In the main text of newspaper materials, appeals and persuasions are
used to a lesser extent if the text is not built on a dialogical principle.
However, the presence of the appeal emphasizes the implicit, indirect
dialogic nature of the newspaper text, in which the author's monologue is

addressed to a specific audience named in the appeal, e.g.: *Головне,* ***дядечки і тітоньки****, – серцем не старіти. А про те, щоб ми якнайдовше не втрачали фізичних кондицій і працездатності, «подбав» уряд* (*Дзеркало тижня* № 48.2010). The address indicates the real addressee of the text – the mass addressee-reader, whose name may be different. An appeal to a mass addressee is available in the text in an explicit or implicit form, and the appeal indirectly enables its explication. The author may use in the address of the token reader, readers or others that point to the imaginary reader and generalize the readership.

Another type of addressee – in-text – is presented in the newspaper text by appeals to the author's interlocutors. Such an addressee is relevant only for dialogically constructed texts, when the author-journalist talks to the addressee – a famous person, and their conversation is socially significant and interesting for readers: *Постановку вистави за мотивами твору «Мефістофель» Бойто здійснила молодий київський режисер Лариса Леванова. Вона належить до так званого покоління нульових: гнучкого, енергійного та надзвичайно мобільного. І разом з тим – у найкращому смислі цього слова консервативного.*

*– **Ларисо,** наскільки реалізація задуму вистави «Фауст. Відображення» виявилася близькою до початкової вашої ідеї?*

– Із Музеєм Булгакова я співпрацюю вже доволі давно, у цьому будинку ставила свій перший спектакль – «Орфей та Еврідіка» Глюка (День № 88.2011).

An excerpt from the text of the interview is given, in which the appeal is used in the author's remark-question addressed to the interlocutor of the journalist. However, in a newspaper text such cases are not frequent, because the questions in the interview are mostly generalized, they rarely indicate the name or patronymic of the interlocutor, but in a real conversation, which is reproduced by a newspaper interview, such appeals are mandatory, they are provided by the rules of etiquette.

In a newspaper article, a complete repetition of a real conversation would be semantically excessive and unjustified, because the communicative situation of the interview already sets the dialogic type of text and does not require constant reminders.

The presence of treatment in the monologue of the author actualizes the factor of the addressee as an intratextual subject of speech, mostly of a rhetorical nature. The most striking illustration of such an appeal is the

appeal to the "addressee"[15], which is traditional for the text of the prayer, e.g.: ***Царю небесний****, не карай Україну! Не карай українців горезвісними президентами. Український народ є добрий, щирий, розумний, талановитий, працелюбний, любить бути господарем на своїй землі у своїй державі. За що ж його карати?* ***Дорогі українці, громадяни України*** *– не карайте самі себе! (Сіверщина 28.01.2011).* The stylization of prayer in this fragment of the newspaper text presupposes the use of recourse to God with persuasive sentences with a pragmatic meaning of request. The author simultaneously appeals to the addressee and to his compatriots-readers, realizing the category of dialogism both as internal text and as external text, appealing to the addressees of different communicative spaces.

However, the main form of representation of internal dialogicity in a newspaper text is interrogative, which can be realized in two ways – monological and dialogical.

In monologue speech, both questions and answers are produced by the author, who independently asks questions and answers them, e.g.: *У XXI столітті ми підхопили хворобу «неоцинізму», про яку попереджала Ліна Костенко на початку 90-х.* ***Нові прибічники демократичного псевдокультурного, порнократичного тоталітаризму? Чому в постмодерний час з'являються хай плюгавенькі, але інквізитори? Чому в постпостмодерний час можлива інквізиція? Може, від нестачі справжньої України модерної? Хто ми після цього? Народ чи чернь?*** *(Дзеркало тижня № 5.2011).* A number of interrogative sentences in the text provoke the author and readers to think, and the following text contains the author's attempt to answer these problematic questions. The sender simultaneously addresses these questions to himself and the readers, he actualizes the category of dialogicity in the text, emphasizing the communicative situation of dialogic interaction between the sender (author) and the addressee (readers).

There are no traditional dialogic units in this text, in which each question is answered, and each subsequent semantic block is determined by the previous one, because several similar questions have one answer, but it is represented by the whole text.

However, monologue speech can be constructed as a set of interrogative-affirmative blocks, eg.: *На екрани батьківщини вийшов антирязановський і трохи художній фільм «Службовий роман. Наш*

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[15] Бахтін М.М. Проблема тексту в лінгвістиці, філології та інших гуманітарних науках. Антологія світової літературно-критичної думки XX століття. [За ред. М. Зубрицької; 2-е вид.]. Львів, 2002. С. 306.

час». ***Навіщо він вийшов?*** *Щоб із допомогою перекупленого «лейбл» зразка 1978-го вже сьогодні «немножко денег срубить».* ***Хто знімав?*** *26-річний юнак на прізвище Андреасян, який, кажуть, має за плечима «хорошу лондонську школу режисерської майстерності».* ***Хто знімався?*** *Завсідники російських і українських поп-шоу (Дзеркало тижня № 10.2011).* The author asks specific questions, to which he answers, while giving the text a traditional dialogic form, ie questions are not rhetorical in nature, they need answers. The information available in the text could be represented in another way, without using dialogic units, but this method activates the factor of the addressee, emphasizing the internal dialogicity of the text.

Dialogic organization of a newspaper text mostly involves the use of interrogative sentences that require answers. In our opinion, this is the main form of representation of in-text dialogicity, so we will consider it in more detail.

CONCLUSIONS

The communicative-pragmatic aspect of the modern Ukrainian newspaper text is realized through the subject-text interaction, which involves a dialogue between the sender and the addressee, not directly, but through the text.

Dialogism as a category of newspaper text is expressed through the main components of the communicative act – the participants of communication and text message. Newspaper text is the interaction of two communicators – the sender and the addressee, which have specifics due to the nature of mass communication.

The sender initiates a communicative act, produces speech, influences the interlocutor, in the newspaper text the sender is the author of journalistic material. The sender factor is directly related to the category of subjective modality, so it can be expressed through the syntactic constructions of modal semantics, in particular the inserted and inserted components of the sentence.

The sender in the newspaper text is integral, it does not consist of different aspects, but is identified with the only subject of speech – the author. The author can act individually and generalized, in the second case the generalization is realized as the union of the sender with different types of addressees – in-text (interlocutors of the author in the text) or out-of-text (readers). Linguistic means of expressing the factor of the sender are pronouns of the 1st person singular and plural and the corresponding verb forms.

The addressee in the newspaper text is defined by the specifics of communicative interaction as mass, so it provides a generalized idea of the recipient-reader. Addressees are divided into internal – interlocutors of the author of the text, and external – readers.

Linguistic means of expressing the factor of the addressee are appeals, motivational and interrogative sentences, grammatical forms of pronouns and verbs of the 2nd person singular and plural. Newspaper text is always targeted at the addressee, even if the latter is not explicitly presented and there are no means of its manifestation.

SUMMARY

The main attention of the author is paid to the analysis of the modern Ukrainian newspaper text in the communicative-pragmatic aspect. In this aspect, the peculiarities of the representation of the factors of the sender and the addressee are analyzed. It is established that the sender in a newspaper text can be expressed in general, verb plural forms and indicate generalizations of two types: 1) sender – author and in-text subjects, 2) sender – author and reader, which emphasizes the identity of communicative positions of addressee and addressee.

The generalized sender represents the in-text dialogism, unites and generalizes itself with the addressee. It is proved that in a newspaper text they address either a mass addressee or a generalized audience with the help of the plural form and the corresponding verb forms of the 2nd person plural, or an imaginary specific reader with the help of the singular form. The factor of the addressee in the newspaper text which is expressed by means of addresses, motivating and interrogative syntactic constructions is analyzed. The in-text addressee is represented by appeals to the author's interlocutors and is relevant for dialogically constructed texts.

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7. Новиков А.И. Семантика текста и его формализация. Москва, 1983. С. 10.

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11. Бахтін М.М. Проблема тексту в лінгвістиці, філології та інших гуманітарних науках. Антологія світової літературно-критичної думки XX століття. За ред. М. Зубрицької; 2-е вид. Львів, 2002. С. 306.

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SURFING THE INTERNET IN SEARCH OF CREATIVITY

Panchenko O. I.

INTRODUCTION

It is no doubt that we live in the information-oriented society which can be considered a new stage in the development of civilization which has got its own ways of creativity. Electronic means of communication have their own influence on humanity, and the degree of impact on human civilization development is quite comparable with the occurrence of writing and the invention of the printing press. The Internet as an information and communication platform has become essential in our normal daily life. One of the evidence of its scientific importance is the existence of variant terms for Internet language which include computer-mediated language, computer-mediated discourse, online discourse, and electronic discourse etc. All of these are intended to distinguish language- and discourse-related phenomena as a focus of interest from the broader phenomenon of computer-mediated communication, of which they form a part[1].

"As a global information network, that potentially connects people around the world, the Internet has become a new myth – the myth of the unity of mankind. This utopia is born from the idea that the Internet overcomes the limitations of time, space and corporality. Geographic, national, racial and sexual differentiations are losing their significance there. It seems that the Internet is able to provide a harmonious coexistence of the total, inclusive society and the individual, isolated individual"[2].

The relevance of the research is thus caused by growing interest of linguists to Internet innovations emergence, their interaction with other verbal and non-verbal components within and outside the network, peculiarities of creative activity on the Internet. The aim is to identify and analyze various means and genres of Internet creative activity. To achieve this aim during our study, it is expected to solve the following tasks: determine the types and ways of creation within the Internet; determine the

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[1] Herring S.C. Language and the Internet. The International Encyclopedia of Communication/ https://doi.org/10.1002/9781405186407.wbiecl005.

[2] Шмидт Э. Бестелесные радости. Проблемы тела, реальности, личности и языка в русскоязычном литературном Интернете. URL: http:www/litera.ru/slova/Schmidt/radosti.html.

notion and classification of creolized texts; analyze various types of creolized texts.

The language of the Internet has been studied for a long time (see papers by Crystal[3], Herring[4], Viotti[5] etc. Besides various aspects of contemporary Internet communication have been in focus of the research by Blashki and Nichol[6] who study the peculiarities of youth creativity on the Internet; Rice and Love[7] who investigate expression of emotions in a computermediated communication network; also mention Tagliamonte and Denis[8] whose attention is paid to LOL language. This list is not complete, anyway we consider that the analysis of creativity on the Internet in comnnection with creolized text is worth special attention.

1. Creolized text as a means of creation

Contemporary life and the language development make researchers pay much attention to studying the texts with non-homogenous composition, the structure of which is a synthesis of natural languages with different semiotic systems; the text consisting of both verbal and non-verbal components. This text type in modern linguistics is called "creolized text". This term was first coined by Sorokin and Tarasov (1990). They define the concept in the following way: creolized text is "text, consisting of two non-homogeneous parts (verbal language (verbal) and non-verbal (belonging to other sign systems rather than natural language[9]. In other words, creolized text is the text that consists of two interconnected and interdependent components: verbal (language) and non-verbal (image, sound).

Creolized texts, as any other non-homogeneous text, are classified into various species according to the relationship nature of units that make up the structure. There are many various classifications, here is one of them.

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[3] Crystal, David (2006). Language and the internet. 2nd edn. Cambridge: Cambridge University Press.

[4] Herring S.C. Language and the Internet. The International Encyclopedia of Communication/ https://doi.org/10.1002/9781405186407.wbiecl005.

[5] Viotti, Vicki (1999). Language on the web. USA Today, December 23, ARC.

[6] Blashki, Katherine, & Nichol, Sophie (2005). Game geek's goss: Linguistic creativity in young males within an online university forum (94/\/\3 933k′5 9055oneone). Australian Journal of Emerging Technologies and Society 3:77–86.

[7] Rice, Ronald E., & Love, Gail (1987). Electronic emotion: Socioemotional content in a computermediated communication network. Communication Research 14: 85–108.

[8] Tagliamonte, Sali A., & Denis, Derek (2008). Linguistic ruin? LOL! Instant messaging and teen language. American Speech 83:3–34.

[9] Сорокин Ю.А., Тарасов Е.Ф. Креолизованные тексты и их коммуникативная функция. Оптимизация речевого воздействия. Москва, 1990. С. 180–181.

According to Koltisheva, there exist three types of creolized texts[10]: 1) interdependent texts, in which the structure of the verbal and pictorial components is equal and they are interpreted in conjunction with each other; 2) texts with the defining verbal component, where the image is dependent on the verbal component, and without this sense the image may be unclear or wrongly interpreted; 3) texts with the defining visual component, where the image plays a leading role in the theme disclosure and determines the interpretation of the verbal component. Thus, various kinds of correlations are installed between the verbal and non-verbal parts, there are several approaches to their description and classification in modern linguistics.

Anisimova considers the relationship of complementarity and interdependence between verbal and non-verbal parts of creolized texts. In case of complementary relationship, the image is clear without words, and can exist independently. Verbal comment is secondary, optional feature, as it only describes the image, duplicating its information. Relationship of interdependence mean that image depends on the verbal component, which determines its interpretation. The meaning of an image is unclear without comment, or it may be wrongly interpreted. In this case verbal comment performs the primary, basic function[11]. In addition to describing the various connections between verbal and non-verbal components in creolized texts, scientists consider it necessary to note the different degrees of their participation in the organization of the text. Anisimova identifies three main groups of creolized texts depending on the presence of the image and the nature of its connection with the verbal part: 1) text of zero creolization (no image at all), 2) texts with partial creolization; 3) text with full creolization. In texts with partial creolization, there are autosemantic relationships between verbal and non-verbal components, when the verbal part is relatively autonomous and independent from the image, and visual elements of the text are optional. This combination is often found in newspapers, popular-science and literary texts. In texts with full creolization verbal part cannot exist separately from the non-verbal component – there are synsemantic relationship between two components. Verbal part in this case is focused on the image or refers to it, and the image serves as an obligatory text element. This dependence is usually observed in advertising (posters,

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[10] Колтышева Е.Ю. Креолизованная диктема как структурно-смысловой элемент рекламного текст. *Вестник КГУ им. Н.А. Некрасова.* 2008. № 1. С. 168–176.

[11] Анисимова Е.Е. Лингвистика текста и межкультурная коммуникация (на материале креолизованных текстов) : учеб. пособие для студ. фак. иностр. яз. вузов. Москва : Academia, 2003. С. 12.

cartoons, advertisements, etc.), as well as in academic and especially scientific and technical texts[12].

Poymanova suggests distinguishing creolized (in the author's terminology – video-verbal) texts according to the ratio of the information volume, transmitted by various characters, and according to the role of images: 1) rehearsal – image usually repeats the verbal part; 2) additive – an image brings considerable additional information; 3) emphatic – an image "emphasizes" some aspect of verbal information, which is more meaningful than non-verbal part; 4) opposite – information, transmitted by the image contradicts with verbal information, it often causes comic effect; 5) integrative – the image is embedded in the verbal text or verbal text complements the image in order to transmit some joint information; 6) image-centric – with the leading role of the image, the verbal part only explains and elaborates it[13].

As a rule, researchers focus their attention on the color and the font used in the creation of the analyzed text. Color is one of the most important elements of creolized text: it attracts the recipient's attention (*attractive function of colors*), allows highlighting the most important, significant elements of the verbal component in relation to its semantics *(meaning emphasizing function)*, as well influence human emotions (*expressive function*). Impact on the subconsciousness of the recipient provides also choice of a certain font size and typeface, as the font itself is a form of social coding, revealing the man relation to the various classes and groups. People use various font types according to fulfilment of different specific tasks, set by the sender, that define the basic functions of the font element in creolized texts. These include the attractive, meaning emphasizing, expressive, characterological, symbolic, satirical and aesthetic functions.

To sum up let us say, that on this stage creolized text is a comparatively new branch of study. For a long time this phenomenon has not attracted special and general attention of linguists, and traditionally narrow approach to that concept led to the fact that the analysis of creolized texts was reduced to individual observations of the images use in the book publishing, advertising and mass-media. A broad understanding of the text due to the communicative-pragmatic approach has led to a change in the status of creolized texts in linguistics, studying of their textual nature is the key point now. The starting point for such research is the provision of a fundamental

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[12] Анисимова Е.Е. Лингвистика текста и межкультурная коммуникация (на материале креолизованных текстов): учеб. пособие для студ. фак. иностр. яз. вузов. Москва : Academia, 2003. С. 15

[13] Пойманова О.В. Семантическое пространство видеовербального текста. Москва, 1997. 237 с.

similarity of creolized and proper verbal texts, therefore, they both have the same base text categories. This statement freed researchers and expanded the set of admissible "tools" for creolized text analysis. In modern works dealing with this or that creolized text form, scholars widely use traditional methods of verbal text analyzing: the description of the main text categories and their specifics, the description of cognitive and conceptual frameworks etc. Removing this restriction also allowed extending the meaning of the concept, and therefore the circle of the analyzed phenomena. This is significant step due to growing popularity of creolized texts on the Internet.

2. Typical means of creolization

The world of creolized texts is extremely diverse. They can be found in newspaper and journalistic texts, scientific and technical texts, instructions, illustrated literary texts, texts, advertising, posters, comic books, leaflets, etc. Creolized texts are presented in almost all life spheres, and are used at the same time as means of communication, and the culture carrier of people, social group etc. Creolized texts reflect the worldview and belief system of people, their values, aesthetic ideals, because their understanding or non-understanding depends on the general recipient's background. Creolized text is often used on the Internet. As the Internet considered to be the area where to be successful means to attract attention, one should use various types of text information coding. To be creative on the Internet media means catch the eye. Text creolization is a way to make verbal information more distinguishable, more noticeable among colorful Internet sites and pages. It can be done through traditional means of text accentuation (in bold, Italic, underlined, strikeout font), that in certain circumstances can be observed as the means of creolization text.

For example:

1. I have *italicized* the most important words of his thesis to make them noticeable.

2. I was approached by a **fat** man.

3. Read the text and find the translation of the underlined words.

Italicized text can also be used as an imitation of a handwritten note: "*I'll be back!* – was written on the fridge by Henry's hand". As means of creolization, other different ways of accentuation can be used. One can use a very compact font to give the reader an impression of closeness, cohesion. To produce extra influence not only on the recipient's conscious, but also on their subconsciousness, word meaning can be already encrypted in the way the words are written. Many different icons and logos can be found on the Internet. They usually present general idea of the following information, that is why its effectiveness directly depends not only on the text, but also on the image presented in the massage.

As a rule, the non-verbal aspect of the message bears about the half of the message information load. Illustrations in creolized messages should attract the reader's attention, give them some idea of the subject, to create a favourable impression of the information contained, and, in the end, make him become interested, whether it means to read the text or advertisement, or to use some link. Psychology studies how people perceive the message as follows: 1) at first, they look at the illustration; 2) then read the headline; 3) and finally, read the text message.

It is noted that the number of people reading the headlines is five times more than the number of people reading the main text. This means that combining headline (text) component with image component can be very successful.

To illustrate the abovementioned ideas we suggest considering some specific Internet creolized genres.

3. Creative genres on the Internet

Google Doodle

Google Search, commonly referred to as Google Web Search or simply Google, is a web search engine developed by Google. It is the most-used search engine on the World Wide Web, handling more than three billion searches each day. As of February 2016 it is the most used search engine in the US with 64.0% market share[14].

However, it is known not only as a search tool, but also as a very creative Internet-source. On certain occasions, the logo on Google's webpage changes to a special version, known as a "Google Doodle". This is a picture, drawing, or animation that includes the logo. It is usually done for a special event or day although not all of them are well known. Clicking on the Doodle links to a string of Google search results about the topic. They can be dedicated to the birthdays of notable people like Albert Einstein, historical events like the interlocking Lego block's 50th anniversary and holidays like Valentine's Day (2021).

[14] ComScore.com – Releases February 2016 // U.S. Desktop Search Engine Rankings. Режим доступу: https://www.comscore.com/Insights/Rankings/comScore-Releases-February-2016-US-Desktop-Search-Engine-Rankings.

Doodles has not only international, but also regional character. For example, on the Independence Day of Ukraine 2019 Google presented the logo, connotational meaning of which can be easily decrypted by Ukrainian people: reimaged the logo as a traditional Ukrainian rushnyk (towel). Embroidery has ancient roots in Ukraine, and so does the cultural significance of the kalyna digitally stitched into the center of that Doodle. This flowery shrub features prominently in Ukrainian literature, music, and folklore as a symbol of posterity and irrevocable family bonds, and often appears on the rushnyks sewn to celebrate Ukrainian births and weddings.

Word an image

Korean designer Ji Lee worked as a creative director at Google, Facebook and Instagram. His most outstanding and popular work is the project "Word as images". Lee draws words using characters that always convey the essence of the word[15].

On this example, text gradually changes from normal font into tracing in bold, transferring with this the idea of becoming fat, consuming fast food. The next work of Ji Lee gives the full idea of how the climate changes. The word "change" is already partially disappeared, as many various animal spices that are at serious risk of extinction.

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[15] Web Design Blog – Webdesigner Depot. Words as images. URL: http://www.webdesignerdepot.com/2013/03/words-as-images/.

Images made out words. Tag clouds

Creolized texts can constitute an image themselves. There are even various programs (e.g. Tegxedo) that give an opportunity for a not very skilled person to obtain, for example, creative advert. Such unusual presentation of the world map can attract recipient's attention and become a highlight of the travel agency site.

On the next example, the main lines of Justin Timberlake's face are recognizable. Looking closer, one can see the words from his the most famous songs (*"What goes around, comes around", "Cry me a river", "Sexy back"* etc.).

That style of the text presentation is often used in design of tag clouds.

A tag cloud (word cloud, or weighted list in visual design) is a visual representation of text data, typically used to depict keyword metadata (tags) on websites, or to visualize free form text. Tags are usually single words, and the importance of each tag is shown with font size or color. This format is useful for quickly perceiving the most prominent terms and for locating a term alphabetically to determine its relative prominence. When used as

website navigation aids, the terms are hyperlinked to items associated with the tag[16].

On this image you can see a tag cloud, constructed from Wikipedia's top 1000 vital articles sorted by number of views.

Comics

Comics is a medium used to express ideas by images, often combined with text or other visual information. Comics frequently takes the form of juxtaposed sequences of panels of images. Often textual devices such as speech balloons, captions, and onomatopoeia indicate dialogue, narration, sound effects, or other information. Size and arrangement of panels contribute to narrative pacing. Cartooning and similar forms of illustration are the most common image-making means in comics; fumetti (photonovels, photo comics) is a form, which uses photographic images. Common forms of comics include comic strips, editorial and gag cartoons, and comic books. Since the late 20th century, bound volumes such as graphic novels, comic albums etc have become increasingly common, and online web comics have proliferated in the 21st century. Colloquial language is generally used in the dialogues, they are laconic, and the information, presented in the comics, is emotionally colored that contributes much in efficient absorption. Comics is also considered to be an example of creolized texts. Comics is also characterized by a strict compositional structure that distinguishes it from other types of texts. This is reflected in the content-compositional level: image component associated with the whole message, image and the verbal parts are located in one visual field. The text of this type is closer than others to traditional creolized texts (such as illustrations for works of art), the only difference is minimalism in design and comic effect. The image in the

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[16] Halvey Martin An Assessment of Tag Presentation Techniques (poster presentation at WWW 2007) / Martin Halvey and Mark T. Keane. URL: http://www2007.org/htmlposters/poster988/.

comics performs an attraction function, its simplicity and accessibility of content is designed to solve communication problems. The iconic component of the comics carries information about the dialogue participants, about the situation and performs an informative function. To create a comic effect without an image is extremely difficult. Satirical image function is implemented in a comic effect: the specificity of man's work requires constantly reproducing the words vice versa.

One of the defining features of the comics is an illustrative function. It gives an opportunity to present information, expressed verbally, with the help of visual images in whole or partially.

This creolized text is characterized by full creolization, because verbal part has no meaning without its verbal implementation.

The next comics is characterized by partial creolization, the joke itself is meaningful, but the image gives it extra emotional coloring.

Meme

A meme is "an idea, behaviour, or style that spreads from person to person within a culture". A meme acts as a unit for carrying cultural ideas, symbols, or practices that can be transmitted from one mind to another through writing, speech, gestures, rituals, or other imitable phenomena with a mimicked theme. Supporters of the concept regard memes as cultural analogues to genes in that they self-replicate, mutate, and respond to selective pressures[17].

The term "meme" was introduced by R. Dawkins, who first suggested the concept of the replicator in addition to the socio-cultural processes, "Examples of memes are tunes, ideas, buzzwords and expressions, ways of soup cooking or of arches building. Just as genes propagate in the genetic pool by leaping from one body to another by means of sperm or ovicell, memes spread in the same way, moving from one brain to another by a process, which in a broad sense may be called "imitation". In a broad sense, the meme is considered as a mechanism for the transmission and storage of cultural information. The main feature of a meme – the ability to replicate, that is to copy itself[18].

The Internet is so important technology for the memes emergence, that those ones, that are actively distributed on the Internet, received an appropriate name – Internet-memes, although obviously, jokes, anecdotes and other popular "creative products" has successfully spread in other ways before the Internet popularity. So, Internet meme (or Internet phenomenon) – unit of information, an object that has gained popularity – usually spontaneously – in the information technology environment.

Spontaneous uncontrolled proliferation is not subject to any information among Internet users, but only that one, that somehow affects many people, makes them interested, or generates any associations. Sources of memes are the variety of online communities (blogs, forums, chat rooms, social networking groups, etc). Internet memes are of varying locality, depending on what part of the Internet space they cover. At first sight they usually remain incomprehensible for uninitiated person, if not accompanied with necessary explanations and, accordingly, do not cause the reaction of laughter. Primary sources of memes diversity: hot news in the media, art pieces (*Mona Lisa*), the film (*Sparta*), an anime character, the Internet user's saying, etc.

As a kind of precedent phenomena, Internet memes retain the information about the text resource, a cultural phenomenon or a historic event, which served as the source for the meme emergence. Hence, meme has a cultural connotation, providing the addressee the ability to identify the case of precedent phenomenon. The effectiveness of communication in this case is

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[17] Graham G. Genes: a philosophical inquiry. New York : Routledge, 2002. 196 p.
[18] Докинз Р. Эгоистичный ген. Москва : Мир, 1993. 318 с.

directly related to the ability of Internet user to carry out an explication of hidden cultural meme connotations, and to restore those associative links, which provide comic effect[19].

Important is the deliberate restriction of the focus group, which can understand it: this may be a specific group of people, united within the profession or social framework, users of one forum etc. For example, jokes on entertainment site, known as "Runet Quoter", according to the authors, was intended for programmers and similar audience.

This humor is "not for everyone", but only for those "who understands": the comic effect is intended for a specific audience. However, due to the openness of the Internet-meme space, it often becomes known to the general audience, breaking the limit that is of particular interest for the study.

Nowadays more complex structures are spread through the Internet, in which verbal and non-verbal elements form one visual, structural, semantic and functional unit, intended for the complex impact on the recipient – creolized formation. Opportunities to achieve some comic effect in this case is due to the organic interaction of verbal and image parts. In modern Internet the following types of Internet-memes are functioning: text meme: a word or phrase; image-meme; video-meme; creolized meme, consisting of text and visual parts.

Text memes are words or phrases, used in public culture. The sources of their appearance are often the expressions of "ordinary" users. Here can be listed such examples as: LOL – laughing out loud.

Image-memes are recognizable images. Here could be considered Cthulhu, Trollface etc.

Trollface

Image "trollface", created in 2008 by user "Whynne" on DeviantArt site for web comics, is often used to refer to trolling in the modern Internet

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[19] Щурина Ю.В. Прецедентные элементы в структуре малых речевых жанров комического. *Российский лингвистический ежегодник.* 2006. Вып. 1(8). Красноярск, 2006. С. 77–84.

culture[20]. In Internet slang, a troll is a person who sows discord on the Internet by starting arguments or upsetting people, by posting inflammatory, extraneous, or off-topic messages in an online community (such as a newsgroup, forum, chat room, or blog) with the intent of provoking readers into an emotional response or of otherwise disrupting normal, on-topic discussion often for the troll's amusement.

Cthulhu is a fictional cosmic entity created by writer H. P. Lovecraft and first introduced in the short story "The Call of Cthulhu". Lovecraft depicts Cthulhu as a gigantic entity worshipped by cultists. Cthulhu's appearance is described as looking like an octopus, a dragon and a caricature of human form. Considered a Great Old One within the pantheon of Lovecraftian cosmic entities, the creature has since been featured in numerous popular culture references. Different unnatural, even for this creature, actions were prescribed for the monster, such as human brain consuming etc. Cthulhu has become the subject of many cartoons, anecdotes, jokes and parodies. It has obtained even its own emoticon: (;,;)[21].

Video-meme

Video-meme is a comic video that are placed on the personal pages of social network users and are sent to each other via e-mail etc. The specificity of their use is in repeated playing and viewing, including collective. Their popularity is estimated by number of views. It is noteworthy that some video-memes conceived and shot as a parody, and others, on the contrary, become a comic source unexpectedly.

For example, a well-known meme "Mr. Trololo", emerged in 1967 from the video of the Soviet pop singer Eduard Khil. The singer has executed a vocalize, some parts of which sound like "ololo" or "Trololo" and nowadays is perceived as a reference to the modern Internet slang. In 2009 a video was posted on YouTube and has become an international Internet phenomenon.

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[20] Know Your Meme: Trollface. URL: http://www.webcitation.org/6CV2LWgLy.

[21] Lovecraft. H.P. Selected Letters of H. P. Lovecraft IV (1932–1934). Letter 617. Sauk City, Wisconsin: Arkham House, 1967. 424 p.

Creolized meme is a variety of creolized texts. The main components are verbal part (label / signature) and image part (drawing, photography, and schedule). In various types of text they are found in various combinations. In the following example it is played on the frequent orthographic mistake in writing of the word GREAT which is homonym to the word GRATE etc.

Internet comics

Forums' communication produced also new characteristic type of comics. The content of the online comic diverse: from comical to absurd situations on the most burning issues of the day. The iconic component in these texts is intended to illustrate the verbal text. For example, in this online comics the iconic part of the relatively static (the same background), changes occur with a person character. It shows a normal situation for modern social networks user. This creolized text has partial creolization. The verbal part is the relatively autonomous and can produce a comic effect without correlating with the visual component.

The most important task of comics lies in the necessity to express as much as possible information in a clear, visual way and to accompany it with the right quantities of replicas. The reader, while perceiving comics, processes organically both image and text, causing new level of generalization in perceiving.

The next comics illustrates a normal situation on the Internet. Whatever the source or the author has the information, it can be reposted under another initial data.

The comics' structure can be simple and colorless, or it can obtain form that is more complicated. However, usually it has simple structure, sketchy drawing and often contains duplicate items. Memes often become part of the comics, it's also one of the most prominent feature of that genre.

"True story"-meme is usually placed at the end of the comics, confirming the truth of history, although in reality the story may be a lie or a fantasy.

Demotivator

Demotivator (demotivating poster) is an image consisting of picture in a frame, and a comment, composed under a specific format. Demotivational posters appeared as a parody of motivational posters, or motivators – popular in the US kind of visual propaganda, designed to create an appropriate mood in schools, universities and workshops[22]. As a parody of motivational posters, demotivators spread widely. Demotivators are drawings of the same standard, but are intended to cause the opposite emotions: despair, despondency and sadness. Subsequently demotivators' themes expanded to simply comic.

Genre of demotivational posters requires strict adherence to the format of an image build-up: poster is almost always in black; image in a frame; slogan, dialled in large fonts including serif; explanation or citation explaining the slogan's idea, typed in a smaller font (sometimes is absent). Many slogans, used in demotivators, become Internet memes. For the production and perception of demotivators it is necessary to have not only a sense of humor, but also the ability to see events from a different

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[22] Голиков А.С. Демотиваторы в интернет-коммуникации: генезис, смыслы, типология. *Вестник Харьковского государственного университета.* 2010. Вып. 16. С. 124–130.

perspective. Verbal parts of that creolized text function well even without image part in everyday speech.

QR code

The last researches have also a tendency to understand QR code as a type of creolized text. This square bar code is a development of subsidiary of Japanese concern Toyota and was originally used for logistical purposes. QR code (quick response) code is a matrix or, in other words, a two-dimensional bar code. To "read" the information thus provided, the recipient has to use a mobile phone with a camera and special software. After photographing this code, the recipient almost instantly receives all the necessary information – this could be the site of the advertiser, video, map, text information, etc. In Japan, QR codes are used even in cemeteries and contain information about the deceased[23]. The example illustrates the inclusion of all three components of creolized text. On the following picture, a QR code is a creolized text itself. This hypercode includes a verbal part "You are here". "The map" and the image part – gives a recipient an idea of what he will get after "reading" of the QR code.

QR code can be used in the texts without any verbal or image component and even stand alone as creolized text, including visual and verbal components.

Thus it can be said, that creolized texts are gaining their popularity. Due to quick information transmission and perception, and extraordinary appearance, such non-homogeneous type of information is easy to find almost everywhere within Internet.

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[23] KAROKAN 2.0 – о реальном и виртуальном. QR коды на кладбищах. URL: http://karokan.livejournal.com/25755.html.

CONCLUSIONS

The growing role of the Internet causes the growth of interest of linguists to Internet innovations and creative units. We identified main means and genres of Internet creative activity, the role of creolized texts in particular. Creolized texts are other non-homogeneous ones consisting of verbal and non-verbal parts which can be classified according to the relationship nature of units that make up the structure. They demonstrate growing popularity on the Internet as the attention of the Internet users first of all is drawn by the image form of a text including its fonts, colours and images.

We have considered some specific popular Internet creolized genres such as Google Doodle, word as an image, a tag cloud (word cloud, or weighted list in visual design), Internet-memes, including creolized meme, demotivator (demotivating poster) and QR code.

All these are a variety of creolized texts. The main components are verbal part (label / signature) and image part (drawing, photography, and schedule). In various types of text they are found in various combinations. The text of this type is close to traditional creolized texts (such as illustrations for works of art), the only difference is minimalism in design and comic effect. They may be a visual representation of text data, typically used to depict keyword metadata on websites, or to visualize free form text.

Thus the Internet area is the inexhaustible source of creativity which can be useful for different purposes: enjoying ones selves, learning creative means, reusing them in one's own creative activity.

SUMMARY

The article deals with the peculiarities of creative activity on the Internet. It has determined the notion of creolized texts as a powerful means of organizing creative linguistic activity. Such texts increase the interest of the Internet users to the information presented on it. They also promote the popularity of this or that site. The article deals with various kinds of contemporary creative Internet genres. These are Google Doodle, meme (Internet meme, creolized meme), comics, Trololo and Cthulhu, QR-codes etc. Attention is drawn to their formal and content peculiarities. analysed. The article emphasizes the role of new texts and genres in creative linguistic activity in general.

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ABOUT THE RELATIONSHIP OF POLYSEMY, SYNONYMY, PARONYMY AND VARIANTS AT THE LEVEL OF WORDS AS A COMPLETE UNIT OF DERIVATOLOGY

Shepel Yu. A.

INTRODUCTION

The description of the polysemy of lexicon units (and, first of all, words) is one of the most difficult tasks of lexical semantics. The main issues of the scientific description of the polysemy of lexical units are associated, first of all, with the definition of the boundaries of this category. Basic theoretical tasks in this direction can be formulated as follows: a) the distinction between homonymy and polysemy (that is, the establishment of boundaries in which it is legitimate to talk about different meanings of the same word, in contrast to cases in which we have different words that coincide in form); b) the distinction between polysemy and monosemy (setting the limit to which the difference in specific uses of a word can be considered as contextualized variation within one meaning, in contrast to cases when the next use of a word should be described as the realization of another meaning).

Since synonymy is one of the most fundamental concepts of linguistics, researchers consider it to be an indefinable and primary concept even in relation to the concept of meaning: meaning is what is common in synonymous statements. Synonymy is not only a relationship between words, it pervades the entire language. For example, the suffixes are synonymous =*тель* и =*щик* (*водитель*, *сварщик*). They have the same meaning "one who professionally does something". Units of different levels of the language can also be synonymous, for example, the word *слишком* and prefix *пере–* (*пересолить*, *перестараться, переперчить, переговорить*). However, speaking of synonymy, they declare series of synonymous words.

There are several interpretations of the term paronymy. Paronyms in the "narrow" sense are closely related words. In the "broad" sense, paronyms are defined as words that sound similar to some extent, but have different meanings. Sometimes the phenomenon traditionally called paronomasia is referred to as paronymy – a stylistic device in which words that sound similar, both related and unrelated, are deliberately brought together.

We consider variability as inconsistencies in appearance, in the form of linguistic signs that have the same meaning. From a sociolinguistic point of

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view, the phenomenon of variability deserves special attention, since different language variants can be used depending on social differences between native speakers, on differences in the conditions of verbal communication.

The relevance of the topic lies in the fact that the concepts of variability, polysemy, synonymy, paronymy now increasingly penetrate the research process in linguistics, many related issues are still insufficiently studied. ***The aim of the research*** is to describe the concepts of polysemy, synonymy and paronymy in relation to variability. ***The object of the description*** is the phenomena of polysemy, synonymy and paronymy, ***the subject*** is their relationship with the phenomenon of variability in the Russian language.

1. Polysemy and issues of its consideration

In those linguistic traditions for which the concept of a word is central, polysemy is usually spoken about in relation to words, and since the European linguistic tradition is word-centric, we will consider the basic problems of studying polysemy precisely on the basis of the polysemy of words (lexical polysemy). It is known that any linguistic signs are characterized by polysemy: lexicon units are less and more than a word (that is, morphemes – both root and service ones – and phraseological units of various types), as well as grammemes, models of syntactic constructions, intonation contours, etc.

In inflected languages, polysemy is observed in many affixes. For example, the Russian prefix *про–* has such opposed meanings as ' pass by ' / 'мимо' (*пройти мимо ресторана*) and 'completely, from top to bottom' / 'полностью, сверху донизу' (*пробить стену насквозь*). This example demonstrates the relativity of the criteria for highlighting values. If, in the metalanguage description of individual meanings, one is guided by the highest level of generalization, then a large number of semantic variants can be combined within one meaning. So, if one of the prefix values *про–* formulated as 'completely', then there are such cases of the implementation of this prefix as *просверлить, прожечь, прожарить, прокутить, промотать, проесть, проиграть, пропить*. If we choose more specific formulations, then within this group, different subgroups can be distinguished: 'through and through' (*просверлить, пробить, прожечь*), 'thoroughly' (*прожарить, промыть, просеять*) and 'use up completely' (*прокутить, промотать, проесть, пропить, проиграть*).

The "correctness" of one way or another of description will largely depend on the correspondence to the tasks set. Thus, the presence of more than one meaning in a linguistic sign is an ontological property of the sign. The plane of expression and the plane of the content of a linguistic sign are not in one-to-one, but in asymmetric relations, from which it objectively follows that one

signifier tends to express more than one signified and vice versa. Determining the boundaries of the category of ambiguity does not lend itself to clear operation. A significant amount of research has been devoted to the search for criteria that make it possible to distinguish between polysemy and homonymy, on the one hand, and polysemy and monosemy, on the other hand. However, any of the proposed criteria, taken separately, is only relative.

Since the semantic description of lexical units is a theoretical construct obtained as a result of an analysis carried out for one purpose or another, it is clear that the same unit can be described in different ways. The absence of common features in the interpretation does not mean that they cannot be distinguished in the corresponding semantic structures. The allocation of common features as a basis for establishing polysemy sometimes causes discussion, because not only their potential presence is important, but also their status in terms of the content of the unit that they describe. In particular, it can be etymologically distinguished features that are not included in the meaning of the word at the synchronous level. In this case, they speak only of some potentially significant connection at the metaphorical level.

2. Questions of the definition of paronyms
and their stylistic differentiation

As noted above, paronyms are usually understood as words with a similar morphemic structure and different content[1]. In a broad sense, paronyms mean all sorts of similar sounding words. In a narrow sense, only semantically close single-root words are called paronyms[2].

According to the author of the "Dictionary of Russian paronyms" Yu. A. Belchikov and the author of the "Explanatory Dictionary of Russian Paronyms" V. I. Krasnykh, paronyms should include single-root words that belong to the same part of speech, having sound similarity, but differing in their meanings (such as *гневный – гневливый*)[3]. This approach is interesting because in paronyms their sound similarity is not accidental, but is a consequence of the presence of word-formation and semantic connections of these linguistic units. This point of view appeals to us much more, since we

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[1] Вишнякова О.В. Паронимия в русском языке [Текст]. Москва : Рус. язык, 1984. 382 с.

[2] Вишнякова О.В. Паронимия в русском языке [Текст]. Москва : Рус. язык, 1984. 382 с.; Воркачев С.Г. Из истории слов: лингвокультурный концепт [Текст]. *Новое в когнитивной лингвистике.* Кемерово : Изд-во КемГУ, 2006. Ст. 3–14.

[3] Бельчиков Ю.А. Словарь паронимов русского языка [Текст] / Ю.А. Бельчиков, М.С. Панюшева. Москва : АСТ; Астрель, 2004. 458 с.; Красных В.И. Толковый словарь паронимов русского языка [Текст]. Москва : АСТ; Астрель, 2003. 592 с.

consider polysemy, synonymy and paronymy at the level of variability of word formation, in particular at the level of word-formation series.

In scientific research, to characterize the binomial groups of paronyms, the terms paronymic series or paronymic opposition are used, which are very acceptable for our research[4].

Developed within the framework of phonology (it is no coincidence that in the dictionary of linguistic terms by O.S. Akhmanova[5] it is interpreted only from the standpoint of phonology), the concept of opposition in modern scientific research is used as a general linguistic one, applicable to units of different levels of language.

For the study of paronymy, the point of view of N.S Trubetskoy is important that "opposition (opposition) presupposes not only features that differ from each other members of the opposition, but also features that are common to both members of the opposition"[6]. Most often, relations between members of the opposition are considered on the basis of marking – unmarking, where one of the opposition members is marked, and the other is unmarked. This kind of opposition is traditionally called a *privative opposition*.

Equipollent opposition is less significant (including in the study of paronyms), which involves the opposition of members according to one differential feature[7]. For example: *адресат – адресант, аэробный – анаэробный, импорт – экспорт,* etc.

When systematically considering the phenomenon of paronymy, it is necessary to take into account the functional and stylistic characteristics of the text.

When systematically considering the phenomenon of paronymy, it is necessary to take into account the ***functional and stylistic characteristics of the text***. With regard to texts that are classified as official-business and scientific styles, that is, to texts with a rigid structure, which are characterized by a striving for accuracy, consistency, unambiguity, where the competence of the text creators makes it possible to exclude elementary erroneous substitutions, it is desirable to use a ***narrow understanding*** of paronyms. In

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[4] Веракша Т.В. Лингвистическая природа паронимов русского языка : дис. ... д-ра филол. наук [Текст]: 10.02.01. Санкт-Петербург. 2000. 343 с.

[5] Ахманова О.С. Словарь лингвистических терминов [Текст]. Москва : Либриком, 2010. 576 с.

[6] Трубецкой Н.С. Основы фонологии / Пер. с нем. А. А. Холодовича; Под ред. С.Д. Кацнельсона ; Послесл. А.А. Реформатского; Вступ. ст. Л.А. Касаткина. 2-е изд. Москва : Аспект-Пресс, 2000. Ст. 72.

[7] Лингвистический энциклопедический словарь [Текст] / под ред. В.Н. Ярцевой. Москва : Большая российская энциклопедия, 2002. Ст. 348.

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these styles, the main problem for differentiation is represented by incomplete paronyms, that is, words, the semantic delimitation of the scope of meanings of which in a natural language is not completely completed.

When two words similar in meaning and morphemic structure are used in the text of a scientific style, there is a tendency to differentiate their meanings. According to his point of view, S.G. Vorkachev, the paronymic opposition is an etymological doublet and paronyms striving to gain and acquire independent meaning. "If mentality is a way of seeing the world in general, then mentality is a set of specific cognitive, emotive and behavioral stereotypes of a nation"[8].

in a scientific style, associated with the possibility of profiling with their help conceptual differences based on formal vocabulary discrepancies. The independent names that have arisen as a result of semantic differentiation require increased attention and metalinguistic reflection, cf. frequently observed interchange of terms *лингвокультурный – лингво-культурологический, варьирование – вариантность, топонимия – топонимика,* E.I. Golovanova writes about the widespread tendency to distinguish between consonant words in scientific speech[9]. And this is convincingly confirmed by scientific publications of recent years.

Certain restrictions are imposed on the process of functioning of consonant linguistic units, especially in a scientific style, associated with the possibility of profiling with their help conceptual differences based on formal vocabulary discrepancies. The independent names that have arisen as a result of semantic differentiation require increased attention and metalinguistic reflection, cf. frequently observed interchange of terms *лингвокультурный – лингвокультурологический, варьирование – вариантность, топонимия – топонимика*, etc.

Paronymy is widespread in many texts of different content and industry, as evidenced by the Internet.

In the ***official business style***, some lexemes may be used in a different sense. For example, in the meaning of "affordable housing" (low cost and cost of housing), they use the term ***экономический*** instead of ***экономичный*** in combination with economy class housing. This can be explained by the fact that the formal business style is characterized by the use of fixed expressions that do not allow replacement of components. Thus, a change in the

[8] Воркачев С.Г. Из истории слов: лингвокультурный концепт [Текст]. Новое в когнитивной лингвистике. Кемерово : Изд-во КемГУ, 2006. Ст. 6–7.

[9] Голованова Е.И. Паронимия в научном тексте как проблема соотношения языковой формы и содержания [Текст]. *Гуманитарный вектор.* 2012. № 4 (32). Ст. 28–33.

composition of the combination "economy class housing" of the adjective *экономический* to *экономичный* would be considered as mistake.

Journalistic style. Within this style, we observe the functioning of both full and incomplete paronyms. Moreover, paired lexemes, which in scientific and official-business texts are perceived as paronymic oppositions, in publicistic texts can function as synonyms or variants. For example, the adjective *прозаический* from the 1-st meaning forms phrases that name concepts related to prose as a type of literary creation (scientific style). In other meanings, prosaic and prosaic act as synonyms, forming the same type of phrases[10]. Among the reasons for not distinguishing paronyms in a publicistic text are the following:

1) disregard for the accuracy of the statement, where preference is given to the information component;

2) to create a comic effect («Вот ответил бы *архетипичный* Овен! А народ требует любовный прогноз, и не какой-то личный, а на неделю! Что может измениться у *архетипических* Овнов и их *архетипических* партнерш-Весов или любимых Львов за неделю?»[11];

3) action function, for example: «Сливки с агитационных кампаний оппонентов Путина снимет кандидат "против всех". *Архетипические* черты русского человека могут сделать несостоятельными прогнозы»[12].

There are many examples of the erroneous use of consonant lexemes in the journalistic style. According to H.M. Lazutkina, mixing of paronyms is a common mistake in the media[13]. She uses as examples such paronymic pairs as *заболеваемость – заболевание* («растет число заболеваемостей гриппом»), *фермерство – фермеры* («начался отток фермерства»), *управляемость – управление* («чтобы не *потерять управляемость обществом*») *рассыпчатая пудра – рассыпная пудра*, **экономное – экономичное** *строительство* (вместо *экономичное строительство*), etc. Or *улучшается* **криминогенная** *обстановка* (вместо *криминальная), следует повысить* **противопожарную** *безопасность* (вместо *пожарную*);

4) to emphasize the main meaning of the statement, for example: "*Грозят или угрожают?*"[14] – on the economic blockade of Russia by Western countries after the annexation of Crimea. Subtle differences in the

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[10] Бельчиков Ю.А. Словарь паронимов русского языка [Текст] / Ю.А. Бельчиков, М.С. Панюшева. Москва : АСТ; Астрель, 2004. 458 с.

[11]URL: http://www.ratsen.narod.ru/programm.html.

[12] URL: http://www.press.ru-vector.com/2009/11/01/7828/.

[13] Лазуткина Е.М. Публицистический стиль: новые черты [Текст]. Москва : Элпис, 2008. Ст. 36.

[14] Южноуральская панорама. № 36, 18.03.2014

semantics of cognate words help to draw the attention of readers to a journalistic text.

Conversational style. In it we observe a massive use of paronyms, the reasons for which are associated with unpreparedness, spontaneity, reliance on non-verbal means of speech. For example: *подпись – роспись, различать – отличать (различие – отличие), главный – заглавный, познакомиться – ознакомиться, неприятный – нелицеприятный, представить – предоставить, патронаж – патронат,* etc.

Thus, paronyms as words that are similar in sound and not identical in meaning are a universal phenomenon: they are represented in all styles and functional systems and subsystems of the language. Phenomena based on the existence of paronyms make it possible to talk about the systemic and asystemic nature of paronymic convergence (attraction) in the language and consciousness of people.

3. The relation of paronyms to homonyms, synonyms, antonyms

When studying paronyms, the question arises about their relationship to other lexical categories – homonyms, synonyms and antonyms. So, some scientists consider paronymy as a kind of homonymy, and paronyms, therefore, as "pseudo-names", indicating their formal closeness. However, with homonymy, there is a complete coincidence in the pronunciation of words that are different in meaning, and paronymic forms have some differences not only in pronunciation, but also in spelling. In addition, the semantic similarity of paronyms is explained etymologically: initially they had a common root. And the similarity of homonymic words is purely external, accidental (except for those cases when homonymy develops as a result of the decay of the meanings of a polysemantic word).

Paronyms must also be distinguished from synonyms, although sometimes this is difficult to do. When distinguishing between these phenomena, it should be borne in mind that the discrepancy in the meanings of paronyms is usually so significant that replacing one of them with another is impossible. Mixing paronyms leads to gross lexical errors: *"Мать одела* (it is necessary **надела**) *на ребенка пальто"; "В вестибюле гостиницы сидели командировочные"* (it is necessary **командированные**)".

Synonyms are often used interchangeably. With all the originality of semantic structures, they provide the author with the right to a wide choice of the most suitable word in meaning, not excluding options for synonymous replacement. At the same time, cases of transition of paronyms to synonyms are known. So, relatively recently, the word humbled meant "to become meek, obedient, humble"; its use in the meaning of "reconcile" was considered unacceptable. However, in colloquial speech, this word is increasingly used in the meaning of "getting used to, to come to terms with something":

смириться с бедностью, смириться с недостатками. Modern explanatory dictionaries of the Russian language mark this meaning as the main one. Thus, the former paronyms, as a result of their mixing in speech, can converge and, in the end, turn into synonyms. However, it should be borne in mind that the interchangeability of recent paronyms is permissible only if the new meaning developed by them is fixed in the language.

The semantic difference of paronyms does not extend, as a rule, to the extreme opposite, that is, paronyms do not enter into antonymic relations. They can only be contrasted in context: *«Долг, а не должность»; «Служение, а не служба»* (headlines of newspaper articles). However, this opposition of paronyms does not affect their systemic connections in the vocabulary and is of an occasional nature.

4. Variation (variability), invariant and variant

Variation (from Latin *varians*, genitive *variantis* – changing) (variability) – 1) the idea of different ways of expressing a linguistic essence as its modification, variety, or as a deviation from some norm (for example, discrepancies in different lists of the same monument); 2) a term characterizing the way of existence and functioning of language units and the **language system** as a whole.

Variability is a fundamental property of the language system and the functioning of all units of the language. It is characterized using the concepts "variant", "invariant", "variation". At the first understanding of variability, only the terms "variant" and "variation" are used; what is being modified is understood as a certain sample, standard or norm, and a variant is understood as a modification of this norm or a deviation from it. In the second understanding, the term "invariant" is introduced and the opposition is variant – invariant.

By variants we mean different manifestations of that very phenomenon, for example, a modification of the same unit, which, with all changes, remains by itself.

An invariant is an abstract designation of that very unit in abstraction from its specific modifications – options. The second understanding of the concept of variability is a development and deepening of the first, it introduces into linguistics the general principles of the theory of variance – **invariance.**

The concept of an invariant reflects the general properties of a class of objects formed by variants. The invariant itself does not exist as a separate object, it is not a representative of a class, not a standard, not a "model variant". Invariant is an abbreviated name for a class of relatively homogeneous objects. As a name, the invariant has a verbal form of existence. Each variant-object belonging to a specific variant series has

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invariant properties that are inherent in each member of this series, and can be evaluated as a "representative" of this invariant. The concept of an invariant is a classification tool for ordering linguistic material.

All language units are variable, that is, they are presented in the form of many options. The variability of language units reveals the variant-invariant structure of the entire language system.

Invariants, being the result of understanding and combining the objective common properties of different series of concrete units, can be of varying degrees of abstractness. So, the word form "lamp" is a specific instance-variant (*allolex, lexa*) of the lexeme *"лампа"* (*invariant of the 1st degree of abstractness*), an instance-variant of a noun (*2nd degree*), an instance-variant of a word in general (*3rd degree*).

According to the principle of linearity of speech, only one variant of a linguistic unit can be placed at one place in the speech chain. Therefore, speech by its nature is variant. The variability of language units manifests itself in different ways at different levels of the language system. At the levels of two-sided units, the sound for the derivation of invariants is not relevant, but the meaning and function are essential. The most difficult is the question of the variability of the meanings of linguistic units. The value of any unit is in itself invariant and serves as the basis for combining different instances of the unit with this value into a variant class. Different meanings of the same word do not vary, but are accumulated in the word. Variants of the same meaning of a word with respect to some invariant, apparently, can be talked about when in a series of semantically different units we regularly find "the same meaning", for example, the same lexical and general grammatical (part of speech) meaning in numerous word forms of the word.

5. The influence of polysemy on the semantic ratio of single-root multi-affix derivatives of words in the derivational series of adjectives

A significant number of single-root words belonging to different derivational series and entering synonymic and paronymic relations are polysemantic words. Semantic links are possible between polysemantic words according to one of the meanings, that is, individual lexical-semantic variants (hereinafter – LSV) of polysemantic words can enter synonymous links[15]. When the individual meanings of polysemous words enter synonymous relationships, the others reveal paronymic relationships. Paronymic relations of individual meanings of polysemantic words can be illustrated by the example of adjectives related to word-formation rows on

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[15] Бережан С.Г. Семантическая эквивалентность лексических единиц. Кишинев : Штиинца, 1973. 372 с.

=ическ(ий), =ичн(ый). These adjectives in Russian are usually represented by correlative pairs *академический – академичный, автоматический – автоматичный, аллегорический – аллегоричный, демократический – демократичный, иронический – ироничный, лирический – лиричный, методический – методичный, исторический – историчный, мелодический – мелодичный, метафизический – метафизичный, неврастенический – неврастеничный, органический – органичный, пластический – пластичный, полемический – полемичный, схематический – схематичный, технический – техничный, трагический – трагичный, экономический – экономичный, юмористический – юмористичный, этический – этичный* and others (54 pairs in total). Complex relations between pairs of adjectives of derivational rows on *=ическ(ий), =ичн(ый)* are explained by the polysemy of many adjectives of the derivational row on *=ическ(ий),* which, developing qualitative meanings, are synonymized with adjectives of the derivational row on *=ичн(ый).* For example, the word *методичный* is explained as "the same as methodical in the second sense", that is, the adjective *методичный* coincides with the adjective *методический* in a qualitative sense. We observe the same relationship with other couples, for example: *антагонистический – антагонистичный, демократический – демократичный, драматический – драматичный, лирический – лиричный, мелодический – мелодичный, метафизический – метафизичный, мифический – мифичный, мистический – мистичный, патриотический – патриотичный, прозаический – прозаичный, поэтический – поэтичный, психологический – психологичный, ритмический – ритмичный, полемический – полемичный, иронический – ироничный, симптоматический – симптоматичный, статический – статичный, схематический – схематичный, трагический – трагичный, феерический – фееричный, цинический – циничный, флегматический – флегматичный, романтический – романтичный, фантастический – фантастичный.*

To differentiate word-formation paronymy and synonymy, we use the idea of the logical relation of homosemous units with synonymy: complete coincidence and inclusion (=absolute synonyms), intersection (=partial synonyms), complete mismatch (=different words). We distinguish between lexical and derivational synonyms and paronyms. Lexical paronyms are words of different derivational nests, formed from homonymous roots or one root. The lexical meanings of the components of a paronymic pair are necessarily delimited, let us compare: *земляной – земной, обидный – обидчивый, цветной – цветовой, просительный – просительский, разборочный – разборчивый, спасательный – спасательский, непроницаемый – непроницательный.*

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Partial synonyms \/ paronyms are single-root words that are close in meaning, located in one word-formation nest, but in different word-formation series. For partial paronymy \/ synonymy, the synonymy of the stages of derivation is inherent, compare: *покупательный – покупательский (купить – покупать – покупательный / купить – покупать – покупатель – покупательский), малахитный – малахитовый (малахит – малахитный, малахитовый), раскольнический – раскольничий (колоть – расколоть – раскольник – раскольнический, раскольничий), мелодический – мелодичный (мелодия – мелодический, мелодичный), прозаический – прозаичный (проза – прозаический, прозаичный), сладкий – сладостный.*

For synonyms that are formed at one step of derivation, the synonymy of affixes is characteristic, cf.: *нераздельный – неразделимый, романтический – романтичный, ремесленнический – ремесленный, наследный – наследственный, дарёный – даровой, гневливый – гневный.*

A separate issue for study is the vocabulary "paronymic pairs" characterized by the presence of polysemic parallelism in words with lexical polysemy. Partial synonymy \/ paronymy is most often preserved at the level of the LSV of polysemantic words. Preservation of semantic links between LSV enables lexicographers to interpret identically pairs of words cited in dictionaries as paronyms. Such pairs of words are often considered as derivational variants. Distinguishing word-formative synonyms and variants is a separate issue that requires special research from the standpoint of the semantic structure of word-formative entries and the intersection of word-formative rows with them. Synonyms \/ paronyms formed on the basis of one / several meanings of homonymous words like *публицистический1,2* and *публицистичный1,2.*

An attempt to comprehend paronymy and show paronyms in their connections with other linguistic units, to determine their characteristic features was undertaken by Ukrainian linguists D.G. Grinchishin and A.A. Serbenskaya[16]. Their analysis is based on the concept of "semantic field". In the dictionary, the authors distinguish between full and incomplete paronyms. The researchers note that "the ability to completely diverge in meanings is shown by full paronyms (they are also called real, absolute or maximum). However, certain paronymic relations can be entered by words that are close in sound terms (most often single-rooted), in which the process of delimitation in meaning has not been fully completed: in some meanings they diverge, in others they come closer, entering further into synonymous

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[16] Грінчишин Д.Г., Сербенська О.А. Словник паронімів української мови. Київ : Рад. школа, 1986. 222 с.

connections. These are incomplete paronyms"[17]. The authors of the dictionary classify incomplete paronyms as partial synonyms.

The basis for identifying paronyms among single-root different affix formations is the semantic opposition of words of one part of speech, formed from one root.

Among the lexical paronyms of adjectives, suffix formations are widely represented: *хваткий // хватский, старательный // старательский, разборочный // разборчивый, обличительный // обличительский, опытнический // опытный, наёмнический // наёмный, мучительный // мучительский, наблюдательный // наблюдательский, просветительный // просветительский, неорганический // неорганичный, ароматический // ароматичный,* etc.

Paronymy, in my opinion, is a consequence of word-formation processes and the intersection of semantic fields of single-root multi-affix derivatives of word-formation rows. Paronyms are characterized by a mismatch (almost complete) of the spheres of lexical compatibility, which excludes the use of one paronymic lexeme instead of another in the same context. With a possible coincidence of the lexical compatibility of paronyms (compare: *реальный взгляд // реалистическое искусство*), we observe a discrepancy between the spheres of meaningful identification, which also excludes the interchangeability of lexemes of the same paronymic pair.

Single-root words become paronyms when they acquire the greatest independence, the greatest differentiation in their lexical meaning, compare: *солярный // соляровый, командированный // командировочный, склочнический // склочный, эстетный // эстетский, строительный // строительский, просительный // просительский, прожигательный // прожигательский, луковичный // луковый, непроницаемый // непроницательный, поручительный // поручительский, отходный // отходчивый, проповеднический // проповедничий, подрядный // подрядческий, гусачий // гусячий, мучительный // мучительский, наёмничий // наёмный, опытнический // опытный, старательный // старательский, спасательный // спасительный // спасательский, обличительный // обличительский, разборочный // разборчивый.* Therefore, it is impossible to refer to absolute paronyms all single-root words in which one word indicates a sign, and the other – to a part of this sign in a different quality and quantity, like *мучной – мучнистый, волосатый – волосастый, носатый – носастый* and etc.

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[17] Грінчишин Д.Г., Сербенська О.А. Словник паронімів української мови. Київ : Рад. школа, 1986. Ст. 4.

To distinguish between paronyms and synonyms, it is necessary to find features that define each of these two linguistic phenomena in the system of single-root formations. The common things that create the preconditions for mixing single-root different affix words in the process of their use are: on the semantic level – the proximity of a large number of words; at the morphological level – the commonness of the root morpheme and belonging to one part of speech; at the phonetic level, the similarity of the sound envelopes of words. Therefore, from lexical point of view, synonyms are single-root words if they express one concept, have the same volume, the same lexical valence, belong to the same part of speech, are stylistically diverse, and paronyms are words that express different concepts, the differentiating element of the meaning of which indicates an incomplete coincidence of the semantic volumes of the members of the row, which turns them into separate lexical units and manifests itself in the specifics of their compatibility with other words when they function in the language.

Identifying the volumes of the meaning of single-root formations, we observe a gap in the semantic content of both synonyms and paronyms. However, synonyms are characterized by a slight semantic shift and, in most cases, stylistic diversity. For paronyms, the gap in semantic content is more significant.

Since in our study we are talking about single-root words of different derivational series, the principle of commonness and difference should be the basis for distinguishing between synonyms and paronyms.

Single-root synonyms and paronyms have a common semantic center. They are semantically linked by semantic motivation and the top of the word-formation nest. But the two words that make up a paronymic pair have a different subject-logical basis, which causes their different lexical compatibility. The selection of synonyms for each of them can serve as a check for the gap in the semantics of two, at least, derived words from monosemous roots[18]. So, in pairs of adjectives прилагательных *главный // заглавный, незаменимый // незаменный, неслышимый // неслышный, гнилой // гнилостный, дождевой // дождливый, духовный // духовой, дымный // дымовой, дарёный // даровой, грозный // грозовой, громкий // громовой, водный // водяной, шумный // шумовой, шелковистый // шёлковый, каменистый // каменный, лобный // лобовой, зернистый // зерновой, горделивый // гордый, гневливый // гневный* the replacement of one component with another is a sign of paronymic attraction (semantic syncretism) based on the proximity of the sound of the elements of each pair

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[18] Русская грамматика : в 2 т. Москва : Наука, 1980. Т. 1 : Фонетика. Фонология. Ударение. Интонация. Словообразование. Морфология. Москва, 1980. 783 с.

and the speaker's subconscious association, which establishes a semantic parallel between words that have different meanings. Unintentional confusion is based on the fact that the semantic side of the components of such pairs of single-root words is subjected to psychological transfer of direct meaning to the figurative. Synonymous alignment of words by analogy turns out to be a functional manifestation of paronymy.

Among the total number of lexical paronyms included in the adjective derivational series, the group of suffixal adjectives has been the most replenished in modern Russian in recent decades. They are modeled by suffixes such as *–н–/–лив–, иj–/–ск–(–еск), –иj–/–ов–/–ев–, –иj–/–н–, –чат–/–очн–, –ат–/–аст–.* However, the most productive are adjectives with formants *–ическ(ий)/–ичн(ый), –еск(ий)/–н(ый).*

Words located within one word-building nest are included into word-building paronyms, but different word-building rows and differing in lexical meaning, cf. couple *перегородочный // перегородчатый*:

(1) *городить→ перегородить→ перегородка→ перегородочный*;

(2) *городить → перегородить → перегородка → перегородчатый*.

Derivative paronymy appears 1) as a consequence of derivational relations established between different meanings of polysemous words (*кондукторный – кондукторский*); 2) as a result of the development \/ appearance of derivational homonymy at the zero or n + 1 step of derivation (*коренной – корневой, клеточный – клетчатый*); 3) due to the direction of acts of derivation in different branches of the same word-formation nest, cf.: *пес > псарня > псарный и пес > псарь > псарский*; 4) through varying degrees of manifestation of signs (*водный – водяной, болотистый – болотный*); 5) due to the preservation of the semantic relationship with obsolete words (*ниточный – нитяный*).

Proceeding from the existence of morphological variation of a word in a language, I understand word-formation synonyms as a modification of the number and material composition of word-formation morphemes, which does not violate the identity of the word. The main features of word-formative synonyms are a) the identity of the root morpheme and b) semantic closeness, which is reflected in the synonymy of the word-formative formant and the same syntactic function of the derivative. The emergence and development of full or partial lexical-derivational synonymy is usually observed in that group of single-root paronymically related words of different derivational series that are included in one nest and are formed at the same or at different steps of derivation, cf. *мелодия > мелодичный, мелодический, мистика > мистический, мистичный, хватать (хватить) > охватить/ обхватить >охваченный / обхваченный, чеканить >чеканка >чеканочный / чеканный; наследовать >наследный и наследовать >наследство >наследственный, сладкий >сладостный,*

шелк >шёлковый и шёлк >шёлковый >шелковистый, etc. The consequence of word-formation synonymy is the formant selectivity of those who produce within the word-formation nest, that is, the formation of words according to one word-formation model.

Among word-formative synonyms of one word-formative nest, but different word-formative series, we single out (1) derivatives of one step of derivation (let's call them one-step equal derivatives), compare: *безотлучный – неотлучный*, and (2) derivatives of different steps of derivation (let's call them inter-step equal derivatives), compare: *боевой – боевитый,* etc.

Equally derivative adjectives-synonyms are divided into two groups: *отчетливы – четкий*; and affix, cf.: *безвозвратный – невозвратный, безутешный – неутешный, безотлучный – неотлучный*; *гармоничный – гармонический, мелодичный – мелодический, басистый – басовитый*; *безопасный – неопасный (опасный).*

Diversified derivational synonyms-adjectives are structurally, as well as equally derivative, unequal and represented by two groups: 1) one is monoform – the other is polyform, cf. *великий – величавый*, *бестактный – нетактичный*, *бесталанный –*неталантливый; 2) both synonyms are polymorphic, compare: *антинаучный – ненаучный*; *безызвестный – неизвестный*; *невооруженный– безоружный*.

Semantic differences between word-formation synonyms are mostly characterized by either a quantitative feature or the presence of negation. A quantitative sign is complicated by an emotional-evaluative connotation, cf.: *здоровый – здоровенный* (vernacular).

CONCLUSIONS

The allocation of common features as a basis for postulating polysemy can be disputed in a number of cases, since not only their potential presence, but also their status in terms of word content is significant.

In linguistics, the concept of variability is twofold: (1) the characteristic of any linguistic variability, modification, which may be the result of evolution, the use of different linguistic means to denote similar or the same phenomena; (2) characterization of the way of existence and functioning of language units in synchrony.

In word-formation rows, we observe motivational connections between contracts. This is expressed (1) in the emergence of nodal connections, in which the main, motivating word of the next subordinate row (order) is located; (2) in parallel groups of derivatives, "double words" appear (synonyms, paronyms, derivational variants). This is explained by the fact that the word-formation system is based equally on formal and semantic relations.

Distinguishing between external and internal motivational connections of single-root derivatives of different word-formation rows helps to reveal the semantic convergence of the components of their semantic structure and, in this regard, look at the process of the appearance of partial synonymy as a result of the intersection of word-formation rows.

The ratio of semantic features of the fields of derivational series creates a picture of the overlap or crossing of elementary fields with other fields. The intersection of elementary fields leads to the fact that some of them acquire "vague" boundaries, that is, in places of general semantic field, word-formation synonymy appears as a related phenomenon between paronymy and synonymy.

By analogy with lexical and derivational synonymy (homonymy), we distinguish between lexical and derivational paronyms. The consequence of derivational paronymy is derivational relations established between different meanings of polysemantic words, derivational homonymy at zero or n + 1 derivation steps; varying degrees of manifestation of signs; maintaining a semantic link with obsolete words.

It has been determined that (1) if an indirect connection is established between the values of single-root derivatives through the vertex of the nest, or (2) if the values are directly related to different values of the generator and other single-root derivatives, then this leads to the appearance of partial or complete synonymy, that is, to the intersection of word-formation rows and the formation of a common semantic field (semantic-derivational field) at the point of their intersection.

If the general principle of differentiating morphological variants of one word and different (parallel) derivative words seems to be sufficient, then the theoretical criteria for differentiating derivational series have not yet been formed. In this I? see the prospect of further investigation of the problem raised.

SUMMARY

The study deals with the issues of describing the algorithm for the functioning of meanings within the framework of the semantic structure of adjectives in the Russian language, taking into account the invariant theory. The study noted that the instability of the content volume of many derived lexical units is supported by the phenomenon of paronymy – the mixing of words that have a similar sound, but differ semantically. The lack of a clear distinction between consonant units in speech often gives rise to situations of communication failures and misunderstanding. In this regard, the consistent differentiation of paronyms and synonyms is an important condition for the creation and perception of texts that are designed to ensure the accuracy and uniqueness of the translated meanings. This determines the relevance of the

work. The object of the research is the vocabulary presented in the texts, which has full or partial similarities in the formal composition and differences in content. The subject of study is the causes and derivational mechanisms of the emergence of paronymy and its convergence with synonymy. The purpose of the study is to consider and describe the phenomenon of paronymic and synonymous word convergence. It was determined that paronyms and synonyms that function in the field of communication form privative oppositions, one of whose members (marked) is characterized by the presence of a certain differential feature, and the other (unmarked) by its absence.

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PRECEDENT PHENOMENAS IN MUSIC INTERPRETATION

Siuta B. O.

INTRODUCTION

Studies of the precedent phenomenas in proection on the nature, features and functions of the speech genres in music are conducted in European musicology on a minimal scale. In fact, only some authors clearly articulate the name of the object of our research in the context of studying other theoretical problems[1]. More often, they only state the existence of precedent phenomenas or genres of musical speech without in-depth development of the related cultural, communicative, socio-psychological, receptive-and-style issues[2]. This is against the background of a great deal of research in the creative (artistic) genres in music and structural features of musical language. Only some researchers interpret the nature of precedents and only distinguish between categories of musical language and speech, but they also give the latter a bit of attention[3]. Therefore, the deepening study of issues of precedent phenomenas and speech genres in music in connection with certain aspects of the precedent theory, which is proposed in our article, is in fact one of the first musicological studies in this research field.

The purpose of the proposed article is to prove the dependence of the plurality of readable contents of musical compositions on the variability of the speech and genre interpretation of the verbal text as a precedent phenomena, which is the basis of the works.

In the history of music, there are many vocal works in which different authors voice the same verbal text. There are also works in which different verbal texts are accompanied with the same music. These are essentially the phenomena of the same order, and the technique of their creation is known as *counterfeit*. In this article, we will analyze the mechanisms of variability of the precedent text interpretation (which is the verbal component of works)

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[1] Слышкин Г.Г От текста к символу: лингвокультурные концепты прецедентных феноменов в сознании и дискурсе. Москва : Академия, 2000.

[2] Беліченко Н.М. Структурна поетика музичного твору (на матеріалі музики сучасних композиторів 80-х років. Автореферат дисертації на здобуття наукового ступеня кандидата мистецтвознавства. Київ, 1992. С. 10 – 11.

[3] Сюта Б. Мовне поняття *жанровий тип* у термінологічному корпусі теорії музики. Současné slovanské jazyki a literatury: tradice a současnost. Olomouc, p. 159–167.

in the context of the changeable use of musical speech genres and their variant combinations. In addition to using certain aspects of the methodology of the interpretative mechanisms of precedent texts and names analysis, which is developed in the works by D. Hudkov[4], Yu. Karaulov[5], N. Kuzmina[6], H. Slyshkin[7], Yu. Sorokin[8], we'll compare the composers' interpretation of precedent statements and their transformation in newly created musical-and-poetic works.

The fact of artistic variability of musical-and-poetic compositions written for the same poetic text, as well as variability of their semantic concept, is noted by all researchers of such works. While pointing to the overwhelming persuasiveness of the final artistic results of the cooperation of poetry and music, the researchers do not, however, reveal the mechanisms that allow such variability in the composers' interpretation of precedent verbal texts in musical works. The understanding of the nature and functioning of these mechanisms is the main task of our research. We will focus on the study of precedent statements and will find out the role of speech genres in the process of variation of precedent text musical interpretation.

To accomplish these tasks, let us briefly analyze a group of demonstrative musical-and-poetic compositions created on the basis of a single poetic precedent text. This text is the voiced (and extremely popular in the nineteenth century) poetry of Johann Wolfgang von Goethe taken from his famous novel "The Years of the Study of William the Master". This is the Mignon's song "Do you know the land?.." (in the original – "Kennst du das Land?").

1. Characteristics of the original poetic text, taking into account the implied by the author of his musical speech features

As it was pointed out by one of the researchers of Mignon's songs in I. Drach's music (a small propedeutical work by J. Arbogast devoted to the performing aspects of Mignon's Song is available online): "Goethe had a great idea of how these songs should sound. The novel contains detailed

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[4] Гудков Д.Б. Прецедентное имя и проблемы прецедентности. Москва, Издательство МГУ, 1999.

[5] Караулов Ю.Н. Русский язык и языковая личность. Москва : Наука, 1987.

[6] Кузьмина Н.А. Интертекстуальность и прецедентность как базовые когнитивные категории дискурса. Медиастилистика. Вып. 1. URL: www.mediascope.ru/node/755.

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[8] Сорокин Ю.А. Психологические аспекты изучения текста. Москва : Наука, 1985.

descriptions of the intonation of the poems (it refers to the "solemn grandeur" at the beginning of the song, which is almost absent in all musical versions of the song by the Romanticists, as well as to the "somber and sad tune" of the recurring question "Kennst du es wohl?" or "mystery and gloom" of the call "Dahin! Dahin ... ziehn", rendered in only a few compositions. – *B. S.*). Therefore, the composer's initiative, which wrapped the poet with a wave of vocal arrangements of his songs, did not cause him delight. "To depict with sounds the thing which itself sounds, thunders, drums, pours into a tank of sounds – is disgusting. A minimum of this can reasonably be used to sort things out" – Goethe wrote to one of the musicians"[9].

Then, the researcher in a musical-and-publicistic sense describes some of the most famous musical-and-poetic compositions based on the Mignon's song, created by L. Beethoven, F.P. Schubert, R.A. Schumann, F. Liszt, C.L.A. Thomas, P. Tchaikovsky. The author vividly depicts their artistic order, nature and lyricism. But in her work there is no mention of the reasons for the diversity of musical interpretations of poetry and the correlation of the musical-and-poetic variant with the "sound-vision" of the author of the precedent text. Even the diversity of rhythmic embodiments of musical "readings" and the magnitude and temporal commensurability of musical and poetic utterances (including repetitions of separate phrases and words) did not interest the author. However, this is no accident. After all, in the traditional methodology of musicological research, the tools for such operations have simply not been developed. We propose the only, in our opinion, productive method of analysis that can not only describe works and point out differences, but also justify ways to achieve a particular artistic effect in the poetry, which is put on music. It is based on the study of transformations and modulations of musical speech genres and their modalities.

First, let us carefully read the text of the analyzed first song of Mignon by Johann Wolfgang von Goethe (1784). We'll consider, first of all, the original German text to clarify the types and structure of the speech genres involved:

Kennst du das Land? wo die Citronen blühn...
Kennst du das Land? wo die Citronen blühn,
Im dunkeln Laub die Gold-Orangen glühn,
Ein sanfter Wind vom blauen Himmel weht,
Die Myrte still und hoch der Lorbeer steht,
Kennst du es wohl?
Dahin! Dahin
Möcht' ich mit dir, o mein Geliebter, ziehn.

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[9] Драч И. Странствия Миньон. URL: http://jgreenlamp.narod.ru/minjon.htm.

Kennst du das Haus? Auf Säulen ruht sein Dach,
Es glänzt der Saal, es schimmert das Gemach,
Und Marmorbilder stehn und sehn mich an:
Was hat man Dir, du armes Kind, gethan?
Kennst du es wohl?
Dahin! Dahin
Möcht' ich mit dir, o mein Beschützer, ziehn.

Kennst du den Berg und seinen Wolkensteg?
Das Maulthier sucht im Nebel seinen Weg;
In Höhlen wohnt der Drachen alte Brut;
Es stürzt der Fels und über ihn die Flut.
Kennst du ihn [by F. Schubert – es] wohl?
Dahin! Dahin
Geht unser Weg! o Vater, laß uns ziehn!

In this song the poet used the speech genre of appeal in the modality of a question as the basic and hierarchically the highest one. It is inextricably linked to the genres of the story ("ingrown" into the main question, which is verbalized in the first five lines of each verse), the call (the last phrase of the verse), and the explanation with the elements of exclamation (the last two lines of each verse). The outline of the creative genre of poetry – a song – is of musical origin and appeals to the musical-and-communicative realities and intonational specifics of reproduction.

All three verses of the song have the same structure in terms of the genres used. The first four lines are considered to be a rhetorical question, visually enhanced by the additional question mark used in the first line. The fifth, incomplete line is a repeated question, which is less rhetorical in modality. The last two lines in the form of an exclamation express the desire to get to that land (the last verse contains the call-request in the final line of the poetry: "Oh father, let's go there!". The last word of the line is absolutely phonically assonant with the last word of the previous two verses).

2. Transposition of speech genres used in Goethe's poetry into professional musical communication

The question is: How is this mix of genres reflected in music? We have considered a number of the most significant vocal-and-poetic works, which are based on the described poems by Goette. They all date back to the 19th century, when the ideas of romance experienced a time of the highest flowering in the art of European countries. These are the works of L. Beethoven (op. 75 No. 1, composed in 1810), L. Spohr (op. 37 No. 1, written and published in 1815), F. P. Schubert (op. 62 D 321; both versions

written in 1815, published in 1832), R. A. Schuman (op. 98 A, written in 1849), by F. Liszt (S. 275, three versions: 1842, 1854, 1860), by H. Wolf (IHW 10, written about 1875, printed in 1889). Only fragmentally we involved into consideration the very popular compositions by P. Tchaikovsky (Six Romances, op. 25 № 3) – because of the considerable deformation in this romance of the speech parameters of verbal precedent text in replay of F. I. Tyutchev and A. Rubinstein (op. 91 № 4 for soprano accompanied by piano from the cycle "Poems and Requiem for Mignon"). Here even the precedent genre in the epitextual position was changed from songs to "poems", which caused irreversible modulations of the used genres of speech. By similar features the Mignon's song "Kennst du das Land?" (No. 15 from the 4th Notebook "Śpiewnik-a") is characterized. Its Polish translation was put to music by S. Moniushko (in 1870 V. Bessel published this work in St. Petersburg with the Russian text only). The compositions to the text of the Goethe's song of Mignon, made by V.I. Glavach, E.Yu. Goldshtein, E.Ya. Dlusskij, A.M. Alferaki, D.A. Usatov, V.I. Suk, P.I. Blaramberg (in various translations into Russian) were also widely known, but now they are practically forgotten.

One of the earliest examples of the Mignon's song, "sounded" by the composer, is considered to be the work of L. Beethoven op. 75 № 1. As the main musical-and-speech genre of this composition, L. Beethoven chose a quiet and moderate ... march (in size 2/4; the rhythmics of the musical speech of the song is fully synchronized with the dactyl of poetry). Musical phrases are symmetrical in rhythm and duration to the phrases of poetry. Nevertheless, in the division of utterances prevails the logic of unfolding a musical-and-harmonic nature rather than a verbal-and-plot one. In this case, very logical and stylistically justified are the stops of the interrogative statements on the dominant harmony (in the 4th, 7th and 17th beats). True, this clearly directs the listener to dominance in the work of the laws of the development of instrumental music of Classicism. The sixth and the seventh verses of each stanza (in poetry – appeal) are organized by the composer as a refrain. They are created in the speech genre of a moderately fast double-beat dance in the style of Sicilian (beats 18-32, 50-64, 82-97 + 1; rate is changed onto 6/8 (also double-beat as the previous marching), the tempo from the rather slow Ziemlich langsam – onto Faster), and the melodious phrases become longer and more rounded. The modality of the call is modeled due to the iambic up-beat beginning of each phrase (as opposed to the affirmative nature of the choree rhythm in two-quarter phrases of the verse). However, this approach is typical for classicists, but it is not very effective in terms of art: the music sounds rather sluggish. The vivid symmetrical structure of the work (three equal verses with a final refrain-call-dance) does not contribute to the creation of a particularly elevated romantic mood and atmosphere of impulse embodied

in the call. It is broken only in the last (!) beat of the work, that serves as the final tonic point in this story.

An interesting and subtle musical technique of using the question genre in the song is the constant stressing of the first line of the stanza on the words "Kennst du ..." by ascending and close to the intonation of the question motive that further needs (and receives!) a descending solution-answer (or explanation). Minimal texture developing variation cannot overcome the static nature of the chosen speech-genre structure. Although the composer finds an interesting lively means of development: the major beginning is changed in all stanzas into a minor one to end again with a refrain in major. However, the chosen speech genres of poetry and music still do not resonate harmoniously: poetry here is clearly "adjusted" to the musical component of utterances, which causes its emotional simplification and elimination of the energetic impulse. The melody is interpreted in its development more instrumentally than vocally. Obviously, these features have caused the moderate popularity of this Beethoven's work among contemporary performers, though it has the reputation of being his best lyric song.

In Schubert's "Mignon", the customary rhythm of a moderate movement does not become as dominant as in L. Beethoven's work. Strangely, the tonal-and-harmonic development of the verse verse in F. Schubert coincides with the Beethoven's one. But the music reflects the motive turns of the poetic utterances much more subtly, each question is reflected in much shorter and more intonationally flexible musical phrases, devided by more tangible censorship (in tacts: $2 + 2 + 2 + 3 + 3 + 2$ (instr.) + 2). The structure of the verse loses a certain amount of the classical symmetry, but it fits completely into the possible domination at the highest level (also in interpretation of the verbal component) of the features of a conversation-story speech genre.

In the refrain (beats 19-40), the composer gradually but unambiguously directs the listener to the last phrases, which, like in poetry, are modeled in the genre of exclamation-clarification. The intention of desire that ends intonationally at the highest climax sound a^2, which is the tonic of the main tonality, seems to hang on the delayed pause that completes the first refrain. The listener awaits further verses of the same kind with verse – refrain. The second stanza is completely identical to the music of the first. The third (beats 41-59 + 60-81) becomes the logical center of the work. The speech genres used are completely the same. But if in the first verse predominated a fascinating expression in the modality of the question, here the music is focused on the story of something too unusual and fantastic. This is well accentuated by the use of the eponymous minor and the simultaneous isolation of the third verse into a kind of semantic climax of the form. The refrain is repeated three times without textural and harmonic changes, enhancing the

author's emotionality in the text. In addition, the expressiveness of the involved speech genres is enhanced by the repetition of verse appeals-calls used by the composer. The composer convincingly adheres to the strophic structure of the work, emphasizing the stages of dramatic development with laconic interacts between poems. Despite the enormous influence of L. Beethoven's "Mignon's song" both in rhythmic structure and in the construction of melodic phrases, F. Schubert's composition with its original character and thought-out dramaturgy is perhaps closest to the poet's ideas about the musical interpretation of the poems.

Almost simultaneously with F. Schubert, his famous contemporary Louis Spohr also created "The Song of Mignon". It opened his cycle of Six German Songs Op. 37, concluded in 1815, and was a huge success in the nineteenth century. This work was well known by Johann Wolfgang von Goethe, who characterized L. Spohr's music as the example of "entire misunderstanding" of his poetry. This is not surprising, because in Spohr's song we find neither emotional appeal nor rhetorical question, there is no feeling of longing for the native land, there are practically no intonations of the call. This is a typical lyrical epic story. As it was intended by the composer, epic features in the style of mythical Ossian songs should be supported by texture of accompaniment, which is created in the form of quasi-harp arpeggio chords (let's recall the Goethe's Harpist from "The Years of Study of William the Master"). It is also worth mentioning that Goethe's "Mignon's song" is actually a parody of James Thomson's English ballad "Summer" (compare lines 663-671 of this ballad with Goethe's lyrics), written in 1746 and still well known in Germany in the early nineteenth century. In this song, the melody of wide breathing totally predominates. Only in the climax zone of this epic tale (the point of golden division at the beginning of the third stanza) it slightly imitates the agitated appeal, after which the rounded melodic phrases of the epic tale come back again. The strophic poetry of precedent text receives a through dramaturgy, characteristic of the epic story genre. This fact brought it closer to the specifics of the development of music of instrumental genres and complicated the perception of the work by the listener. Of course, such modulation of the speech genres of poetry in music was disliked by Goethe, who both in Beethoven and Spohr wanted to see more a folk song, but not an aria. It also did not contribute to persuasiveness of musical interpretation of his poetry. This eventually led to the gradual departure of the Mignon's song from the foreground of the vocal masterpieces of the Romantic era to its far margins.

Ferenc Liszt, voicing Goethe's poems, read a precedent text, revealing in it the traits of sensuality, emotionality, exoticism. There are three editions of Liszt's "The Song of Mignon" (the first one – for high voice and piano). The huge popularity of the first edition was not least due to its author's arrangements for piano solo, which F. Liszt often performed as a pianist. It is

interesting to observe how the composer, creating new versions of the song, tries to get closer in sound and meaning to Goethe's original (the vast majority of works by F. Liszt exist in several editions). It is worth noting that Ferenc Liszt spoke many European languages and tried to convey their specifics in the vocal works to the original texts (he wrote eighty-two songs, fifty-two of which were written on the German poems, fourteen – on French, five – on Italian, three – on Hungarian, one – on Russian and twelve – on the English ones). Sometimes, this was not quite successful, so the songs were constantly improved. The third (second edition is a simple version of the first, modified for mezzo-soprano and piano) edition (1860) features four beats of instrumental introduction. The intonations of the introduction with the characteristic descending tritonic motif become a kind of "leit expression", which marks all the main stages of the song's plot development. The seemingly unambiguously ascending intonation of the question becomes in Liszt's work a descending one, adding to that question a touch of rhetoric.

This insightful lyrical song belongs to a few Ferenc Liszt's works of the stanza structure. It demonstrates a vivid desire to use the expressive potentiality of the speech genres: each stanza contains a question, which is subsequently intensified and – finally – becomes an expression of a melancholy sigh. The intensity of desire increases towards the third refrain. The melody moves more steadily with simultaneous movement down along the voice range, which makes the utterance more dramatic. The culminating sounding on the word "Vater" is emphasized by the fermata-detention. This is similar to the hanging detentions "laβ" in Beethoven's "Mignon". The deliberately impregnated repetition of "Dahin!" completes the work, gradually fading away.

In order to make the genre's possibilities of speech more expressive, Liszt takes a closer look at the sounding of poetic rhythm. Thus, in the first edition of "Mignon", the word "Du" found itself on a metrically strong beat. As a result, a logical emphasis of the phrase has shifted, leveling the content of poetry. This mistake was later successfully corrected in the third version of the song: the question "Kennst" attracted the main attention by lengthening the silaba's sounding by means of formation of an inter-beat syncope. It smoothed out the unwished accent and "moved" the silaba-lexeme "Du" to the weaker second beat. The nature and the degree of expression of the musical version of the song changed greatly, and the genre of question became dominant in the song, rising to a higher level. No composer before Liszt made such a distinction of speech genres by levels. Accordingly, the structure of all musical phrases-utterances has been transformed. Using expressive resources of tonal-and-harmonic, as well as texture and voice colours, the composer appropriately enhanced the song's

expressive line with modalities of nostalgia and desire, which harmonized well with the speech genres used in poetry and synchronized with the dramatic center of this poetry. The first edition of the work was often criticized by the contemporaries (e.g., the disdainful commenting on this Liszt's work in the articles by G. Larosch) for its purely timbre-sweet beauty of instrumental nature. However, the third edition is considered one of the best romantic songs of the XIXth century.

In Robert *Schumann*'s creative work, "Kennst du das Land?" is the only song based on Goethe's poetry, in which a stanza structure is used. But it is unlikely that he wanted to write the song, imagined by the poet – quasi-folk "Volkslied". Here we come across the very dense harmonic structures and very solitary and lively part of piano accompaniment. The slow tempo (Langsam), the gusty Schumann's three-beat meter (3/8), the "non-square" five-beat instrumental introduction and the "passionate" f-moll tonality perfectly characterize the overall character of the work. The vocal part is very demanding, intonationally and tessiturally complicated. In it the agitated, two-beat, phrases-questions with up-beat predominate. This enhances the modality of the question genre. From the 14th beat (B-Dur) the musical phrase-question grows (14 – 17 beats: as if run-up before the main appeal-call). Then again, there is a two-beat question-"run-up", which leads to the culminating zone of the stanza on the words of the emotionally charged call "Dahin!" (the culminating five-beat phrase-call in beats 20–24) and the final three-beat post-call (25–27 beats), ending the stanza. The final phrase blends in closely with the further flow of music (the interlude-link between the first and second stanzas, which is a repetition of instrumental introduction) by means of "invaded cadence" and it plunges us in the further development of the artistic plot in the second stanza. Similarly, the third stanza of the composition is created, and only the final postlude, while subsiding, is shortened by half. Gradually, in the work the partner expressive spheres of voice and piano are mixed, and the vocal acquires exquisite features of Schumann's instrumental melodics. The genres of expression become of the same type, containing a one-level nature. Thus, a "simple folk song", according to Goethe, remains in this work an unattainable ideal, and the sincere emotions of Mignon are irrevocably lost.

P. Tchaikovsky's "Mignon's Song" (based on the text of a verse-replay) is created in the style of a detailed lyrical romance with a sufficiently developed instrumental component in the introduction and code (identical in music) of the works. This creates the framing, which first introduces the listener into the emotional character of composition, and in the end summarizes the unity of all emotional content of the work. Here dominate the descending motives of sighing, emphasized by the vivid syncopes (intonation of two descending tones: for a second or tertiary down). This

mood of nostalgic appeal-complaint after the introduction of the melody of the voice is completely dispelled, changing by a series of interrogative phrases of utterances, which against the background of active sequential development lead us to the first climax (the 17th beat with the delayed pause). Further, according to the poetic script, appeals ("Dahin!") are introduced. Because of their intonational passivity (rather impersonal sequencing of the second movement), they are perceived, to some extent, theatrically and not quite sincerely. Mignon's mood of emotional nostalgia and fragile excitement somehow disappeared in the usual sequences of small melodic phrases (the winning, light and joyful tonality of Es-Dur work can serve as another argument). The romance itself is written according to the laws of this creative genre, with domination of vocal melodics against the background of "guitar" accompaniment and very close to the style of romantic opera arioso. In general, P. Tchaikovsky's "The Song of Mignon" became, at the very least, a song and almost an alternative version of the same plot, which was proposed by Goethe in his poetry.

In Hugo Wolf's version, "Mignon" is less associated with the primary source than in the work of R. Schumann. Wolf, for example, emphasizes the word "hoch" (high) with the top of the melodic phrase, and the word "glühn" (to shine) is enhanced by changing the melodic pattern by means of bringing the melody an octave down and thereby achieving a warmer, more radiant timbre. The smallest emotional nuances of the poetry melody are meticulously reflected in the sound-high configuration of the vocal melody and the very ground harmonic development with numerous deviations and modulations in the distant tonality. Unfortunately, the complexity of melodic development and harmonic structures sometimes leads to the loss of harmonic unity, which is reflected in the artistic integrity of the work and the conviction of its concept when heard. In terms of the use of speech genres in such a compositional approach at the highest level the emotional narration dominates. Constantly changing, in its bosom the genres of the lower levels appear – the question and the call (which are modeled by the same melodic-and-rhythmic means against the background of the texture of accompaniment active change). An interesting finding of the composer, which allows to detail the modalities of the genres used, is the use of a strophic form with a unique (or similar in general outline) intonational-and-rhythmic beginnings of the verses. This brings the musical-and-poetic expression to the intonation of excited emotional narration within domination of the narration speech genre. Also, H. Wolf's song is perhaps the only composition in which the last lines of the first two stanzas are presented, as in the poems, in the genre of explanation, and the last two lines of the final stanza very close to the poet's intention model the traits of call-request genre, used by him. The integrity of the concept and the

completeness of the form of this song is significantly facilitated by a kind of "ingrowth" of the music of the initial four-beat piano introduction to the final beats of the song (with a vocal part already).

We can see that each composer who tried to put on music "The Song of Mignon" followed the same creative instructions, but each realization has many subtle differences. In L. Beethoven's interpretation we find a firm understanding of the fluidity of the emotional lyrics of the poems and the subtle meanings of the lexemes. In Liszt's works, the dissonant harmonies and intonational interconnections between the voice part and the piano accompaniment create a tremendous emotional drama, enhanced by the subtle interweaving of instrumental texture lines and timbre units into rhythmically and intonationally designed vocal line. The musical-and-poetic version of Franz Schubert, perhaps the most famous one among the best known nowadays, shows the great influence of Beethoven's version, and is probably the closest one to Goethe's creative intentions. The musical-and-poetic work of Ludwig *Spohr*, due to the change of the dominant musical-and-speech genre, "replays" the lyrical poetry in an epic format, effacing the emotional strophicity and emphasizing the features of historical narration. Robert Schuman's version demonstrates a lot of lively accompaniment of a saturated texture with a lack of real emotional connection to the title character of the poetry: it is actually a tremendous appeal that is created due to the continuous alternation of short appeals-questions, questions-calls and their combination at the lower levels.

P. Tchaikovsky's "The Song of Mignon" has little to do with Goethe's precedent text both in terms of content and genres used (speech genres and creative ones: romance, arioso). Obviously, the main reason for this lies in the verbal text-replay, which directly formed the basis of the composition. Hugo Wolf's version of the song uses rich possibilities of the texture and harmony, as well as "listening into" the specifics of word-formation, to offer the listener a beautiful song that, unfortunately, has little to do with Mignon's singing. Probably, Wolf turned out to be the closest to the synthesis of music and poetry that, in Goethe's view, could best convey the deep meaning of the song. From the point of view of music-performing practice in the twenty-first century, the most beloved was the version of Franz Liszt (both in the first and third editions). In fact, it shows more genuine emotions than all the rest. Being difficult enough for interpretation because of its significant musical-and-expressive as well as technical complexities, it is considered by performers and musicologists to be one of the finest versions of this song. Anyone who decided to perform "Kennst du das Land?" (or any other Mignon's text) should take a lot of time and effort to grasp the character's inner self and make sure that he reflects her / his fragile vulnerability and emotional sophistication as best as possible. This

delicate elegance is perfectly embodied in the compositions of Beethoven, Liszt and Schumann. Musicians (singers and accompanists) are most often aware of their obligement to be responsible for a musical component of the work, but often they are not obliged to be responsible for the text, without being fully aware of the reasons for any or all imperceptible differences in its musical reading.

CONCLUSIONS

In fact, as we have tried to show, one of the main means of changing the composer's expression is an adequate selection of music-and-speech genres, their stratification onto different levels, and a more or less successful combination with the speech genres of the poetry. The criteria for the successful or less successful use of these latter and the artistic persuasiveness of certain combinations lie at the intersection of the spheres of musical aesthetics, artistic taste and artistic communication; and the scientific study of these issues has just begun. Therefore, at the end of the presentation, I think, it is appropriate to quote the well-known expression of the famous American composer and musical critic, Pulitzer Prize winner Virgil Thomson: "If the songs really need words (as it really is, since a human voice without them is another instrument for the wind), then in the marriage of words and music there must be basic compatibility, which seems to dominate in this union of the exact form of the text and the purpose of the utterance".

SUMMARY

In the article it is proven that the dependence of readable content of musical compositions depends on verbal precedent texts laid down in the basis of works. This uses reliance on the plurality of content based on the variability of the speech-genre interpretation. Also, the development of issues of the functioning of speech genres in music is proposed in connection with certain aspects of the theory of precedent and issues of the cooperation of speech genres in verbal and musical language.

The basis of the researchers' reasoning was the similarity of the process of constructing the contents of the works of art in literature (poetry) and music on the basis of the precedent texts and utterances used. The mechanisms of strengthening or elimination of a number of meanings by emphasizing certain moments of utterances, or certain names (precedent utterances and precedent names) by musical or verbal means have been studied. The dominant means of expression are the syntactic resources of constructing the utterances and their associations at the higher levels of musical works. These means and their potential in the process of speech

genres reading, which are the basis of musical and poetic interpretation of works, have been pointed out.

The regularities of intonation dominance and syntactic division of verbal utterances in the process of formation and correction of the contents of musical and precedent poetic works have been analysed. The interaction of means of constructing the musical and verbal expressions in such works have been traced. The role of individual-and-stylistic features of thinking of the authors of musical utterances in the described processes have been revealed.

For maximal reliability and objectivity of the study, the only one well-known and undeniably artistically perfect precedent verbal-poetic text in various musical readings has been used – "Mignon's Song" by J. W. Goethe. For persuasiveness of the stylistic parameters of the analysis, the musical and poetic versions of "Song", which were made public in the XIX century, have been used.

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PRECEDENT PHENOMENA IN UKRAINIAN POLITICAL DISCOURSE: TYPOLOGY AND PRAGMATICS

Siuta H. M.

INTRODUCTION

Political discourse is a special area of language and professional activity associated with the process of verbal transmission, the transfer of information from one part of society to another. And even if this transmission is carried out in the format of "subject – subject" ("politician – politician", "politician – journalist", "politician – voter"), it still has a socially oriented nature, designed for a wide audience.

Reflections on the issues of structure, communicative organization and pragmatics of political communication led to the formation of a separate linguistic direction – political linguistics. Today, various aspects of this area are actively developing in philology – both abroad (D. Bolinger, A. Burkhardt, W. Dieckmann, TA van Dijk, A. Dörner, H. Girnt, J. Klein, E. Neuland, Th. Niehr, M. Wengeler, V. Bazilev, A. Baranov, V. Karasyk, Y. Karaulov, G. Pocheptsov, O. Sheigal, A. Chudinov, etc.), and in Ukraine (K. Serazhym, O. Zaretskyi, M. Stepanenko, N. Kondratenko, H. Siuta, I. Zavalnyuk, N. Derenchuk, L. Stryi, etc.). At the same time, both foreign and local authors simultaneously use several synonymous and at the same time pragmatically competitive terms to delineate the plane of professional functioning of language: *political discourse / discourse of politics*, *political language /language of politics, political communication*, sometimes complementing this row with a somehow more narrow, but still related term *political rhetoric*.

The purpose of this study is to investigate and describe the typology and pragmatics of precedent phenomena relevant to contemporary Ukrainian political discourse.

1. Political discourse as a sphere of modern professional verbal communication: system-creating features, current communicative strategies

The application of communicative-discursive approach gives researchers grounds to define political discourse as a particular manifestation of political communication, which involves the actualization of a political text in a

communicative act of interaction between a political subject (politician, political force, power) and object (audience, electorate, voter)[1].

Distinguishing between real and virtual formats of political discourse, O. Sheigal emphasizes that in the real dimension political discourse is "a field of communicative practices as a set of discourse events, it is a current language activity in a certain social space, which is characterized by procedurality and is associated with real life and real time, as well as language creations (texts) that arise as a result of this activity, taken in the interaction of linguistic, paralingual and extralingual factors"[2].

It is also worth agreeing that political discourse is an area in which, with the help of correctly chosen linguistic means, political ideas are tested, and key and secondary political messages are verbalized[3]. Therefore, it is important for linguists to focus primarily on the analysis of communicative strategies and language units coordinated with them, as well as to take into account the axiological and evaluative parameters of texts of different genres of political communication, i.e. determined by the communication situation.

Despite the relative "youth" (the beginning of the formation is associated with the declaration of independence in 1991), Ukrainian political discourse today is quite diverse in genre. This multifacetedness is primarily related to the variety of communicative forms (oral and written) and formats of real / virtual communication of politicians with their target audience (speech, debates, interview, press conference, briefing, address, participation in analytical and information TV-programs, political advertising, political slogan, etc.), as well as with a wide range of mechanisms of their socio-communicative influence. This influence is manifested primarily in the fact that speakers-politicians actively and purposefully *appeal to the addressee* in order to form in their mind specific ("I" -positive / "opponent" –negative) evaluation and image characteristics of the speaker-politician or political force, *provide the desired angle of reception* of a specific message about the activities of the speaker-politician or political force in general, *alter* (strengthen / weaken / overemphasize) already formed ideas about them, *recruit* a new audience.

Functional extralingual pragmatics of political discourse as a sphere of professional use of language is a struggle for power, a linguistic reflection of the essence of socio-political processes, the activities of a political force, party or individual political or public figure. The specific utilitarian essence

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[1] Кондратенко Н.В. Український політичний дискурс: Текстуалізація реальності. Одеса : Чорномор'я, 2007. С. 12.

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of texts and statements is determined by the desire of politicians to influence potential audiences: to emotionally incline to their side, to prove the reality of the proposed political program and to convince of the sincerity of the voiced thoughts and intentions. This involves the widest arsenal of linguistic and extralinguistic means, which are subject to the implementation of communicative strategies of argumentation, persuasion, manipulation, etc. Thus, the target audience consciously creates a linguistic picture of the world that will correspond to political interests and goals and provide a particular figure or party with an appropriate level of public (moral and electoral) support[4]. Moreover, such tools are as consistent as possible with the tendency to the use of theatrical political activity, which is also intentionally aimed at attracting public attention[5].

The information and value area of political discourse is created by professional politicians, journalists and political scientists, and its users, potential and real addresses of transmitted information are also citizens. The activity and mental immersion of citizens in the political sphere depends primarily on the level of democratic development of the state and personal political activity. It is also important to consider the broad historical-cultural and specific temporal-ideological context in order to understand the nature of political discourse.

As N. Kondratenko convincingly demonstrated, the list of basic system-forming features of political discourse defined in O. Sheigal's works (institutionality, dominance of values over facts, semantic uncertainty // phantomism, ideological polysemy, fideism, esotericity[6]) needs methodological complementarity with such positions as theatricality, agonality, sacralization, rhetorical character, manipulativeness and dependence on fashion[7]. At the same time, for a relevant description of the linguistic and structural organization of oral and written political texts, it is necessary to pay attention to such their differential features as 1) a vocabulary thematically determined by political activity and 2) a big amount of expressive and influential syntax structures, corresponding to the conditions of professional political communication. It is an area of realization not of rational, but emotional political rhetoric, which is characterized by highly expressive vocabulary, accentuated evaluative

[4] Демьянков В.З. Интерпретация политического дискурса в СМИ. *Язык СМИ как объект междисциплинарного исследования*. Москва : Изд-во МГУ, 2003. С. 28.

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[7] Кондратенко Н.В. Український політичний дискурс: Текстуалізація реальності. Одеса : Чорномор'я, 2007. С. 15, 18, 21.

characteristics of personalities and activities of politicians, subjectivity of presentation, when it is not logic and facts that are important, but an emotional impact on the audience.

It has already been said above that one of the most expressive system-creating mental-pragmatic features of political discourse is its *manipulativeness*. It is motivated by the conscious desire of moderators of political communication to form a predictable perspective of perception, evaluation, interpretation of a phenomenon, event, person, etc., which determines the basic communication strategies of speakers. The tool of this strategy is often a variety of ***precedent phenomena***, which are systematically reproduced in speeches and interviews of politicians of various ranks and function as units of discourse. After all, "appeal to precedent phenomena is a traditional feature of domestic political communication, this technique allows to present the author's political position more vividly, to draw attention to the foundations of modern social theories, to strengthen the pragmatic influence of the text".[8]

It is important to emphasize that taking into account the specifics of political discourse encourages researchers to theoretical and methodological derivation of the basic provisions of the theory of precedent, in particular to revise the basic four-component classification of precedent phenomena: precedent name of the person, precedent text, precedent statement, precedent statement, precedent situation[9]. Today it is significantly supplemented by such varieties of precedent phenomena as precedent event, precedent date, precedent name of the object, precedent picture, precedent sound, precedent image[10]. All of them are relevant for professional political communication.

It is also worth emphasizing that the effectiveness of precedent phenomena in political discourse logically corresponds to the defining strategy of *conscious-selective perception / response*. After all, the reception and interpretation, evaluation of political information, key political messages and accompanying comments usually take place in accordance with the already formed values and information dispositions of the addresses. Therefore, they (those addresses) respond selectively – only to those verbal and emotional stimuli that are most relevant to their expectations. The task

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of precedent phenomena in this case is to accentuate and express the key thesis of the message as much as possible.

The linguistic mentality nature and situational pragmatics of the use of precedent phenomena in the language of politics are generally commensurate with their nature and pragmatics in other types of professional discourses (for example, journalistic, didactic, etc.). First of all, they act as verbal (rarely – audio, visual or syncretic) carriers of intellectual and cultural information important for society, established models of perception and evaluation of historical events or people, monuments of ancient and modern culture, literature, etc. In a sense, precedent phenomena are an expression of the longevity of tradition, and sometimes stereotypes of cognitive-receptive human activity, because they are usually well known to most members of this linguistic and cultural community. In the ideological, manipulative, corporate, mobilization strategies of professional politicians, this criterion, in fact, serves as a motivational basis for the use of specific precedent names, statements, images in a particular communicative situation as potentially resonant, empathic nominative and evaluative means. It is noteworthy that in political communication such a reproduction takes into account the mental structure of modern political space. Its expediency determines the ability or inability to emphasize the key positions of the postulated ideology, political course of the country, party, individual, etc., to transmit or explain behavioral motives or situational intentions to the target audience.

2. Pragmatics of precedent names
in modern Ukrainian political discourse

One of the most representative types of precedent phenomena in political discourse is precedent names.

As you know, the names of famous people, historical figures, literary heroes, movie characters, etc. are considered precedent in modern linguistics. That is, genetically, these names must be related to a well-known text that belongs to the precedent or to a situation that is well known to native speakers and addressees of the political message. On this basis, D. Gudkov argues that precedent names belong "to the core of linguistic means of recording and transmitting cultural information", materializing "the key concepts of national culture"[11]. At the same time, Yu. Karaulov emphasizes that the ability of precedent names to accentuate a certain property of an object or phenomenon, to turn it into a generalized-recognizable feature, makes them related to metaphors. The ideological

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[11] Гудков Д.Б. Прецедентное имя в когнитивной базе современного русского (результаты эксперимента). *Язык, сознание, коммуникация*. 1998. № 4. С. 82–93.

derivation of this thesis gives grounds to partially identify precedent names and names-symbols – as universalized language signs, reference verbalizers of certain character traits, physical or psychomental properties, behavioral features, etc .: *Моцарт, Ейнштейн* – 'a genius', *Геракл, Ілля Муромець, Вернидуб* – 'a person with great physical strength', *Ірод* – 'a cruel person', *Нарцис* – 'a narcissist', *Крез, Абрамович* – 'a rich person', *Аполлон, Венера, Афродіта, Нефертіті, Ален Делон, Бріджит Бордо* – 'a man/woman of extreme beauty', *Соломон, Сократ* – 'a wise man', *Дон Жуан, Казанова* – 'a seducer, a lover of women', *Джеймс Бонд* – 'a superhero', *Мюнхгаузен* – 'a braggart', *Юда, Павлик Морозов* – 'a traitor', *Отелло* – 'a jealous man', *Колумб* – 'a traveler, discoverer', *мати Тереза* – 'a kind, merciful woman, protector of the offended', *Шерлок Холмс, Пінкертон, міс Марпл* – 'a detective', *Штірліц* – 'a spy', *Шумахер* – 'a lover of fast driving', etc. For example, *Польща зазнала потужного удару інформаційної бомби, отримавши можливість долучитись до таємниць військової розвідки – Військових інформаційних служб (WSI). Минулої п'ятниці президент Лех Качинський своїм указом оприлюднив рапорт з усебічним аналізом діяльності польських «джеймсів бондів» комуністичного розливу* (Україна молода, 22.02.2007); *Чому в українській історії так багато мучеників? Тому що в її політиці багато зрадників. Чому кожне покоління має свого Іуду?* (Галичина, 28.07.2009); *Тільки огиду може викликати заява В. Медведчука про те, що „УПА не підлягає реабілітації". Такі слова з уст людини, батько якої був репресований сталінським режимом, змушують згадати витворений радянською пропагандою образ Павліка Морозова* (Слово Просвіти, 16–22.03.2006). In the latter example, the precedent name of the historical figure *Павлик Морозов* (proclaimed a hero by Soviet propaganda as a symbol of honesty and principledness as a young fighter against social injustice; a schoolboy who testified in court against his own father) semantically correlates with the name of the modern politician V. Medvedchuk, actualizing the invariant of the perception of the precedent situation "betraying one's own father / memory of the father" and extrapolating the image of Medvedchuk with negative-evaluation semantics as the one who "sold his own father".

For a complete outline of the corpus of precedent names relevant to modern Ukrainian political discourse, we have to note that there are also such precedent names of place and time: *Ельдорадо, Клондайк* – 'a place of wealth, excess of something', *Канари* – 'a place of elite rest', *Печерські пагорби, Конча Заспа* – 'an elite district / place of work / place of residence'. For example, let us consider the amplitude of the use of the nomination *Печерські пагорби,* which is relevant to the language of modern

Ukrainian politicians (ruling and oppositional): *як наполягають лідери політичних партій, переважна більшість депутатів будуть представляти у Верховній Раді горезвісні «**Печерські пагорби**»* (npp.com.ua/ articles /articles / personal); *Здоровий глузд … полишив наші політичні **печерські пагорби**, і ми займаємося здебільшого демагогією, популізмом* (www.radiosvoboda.org/con-tent/article/1140196.html); *Доморощені **цезарі** та **наполеони** час від часу трапляються в багатьох парламентах, але щоб так часто… Бачили очі, що вибирали… Бачили-то бачили, але не дуже й побачиш, коли той цезар чи наполеон раптом вигулькне десь „із списку", мов Пилип з конопель* (Урядовий кур'єр, 04.01.2002). These illustrations confirm that the criterion of their recognizability and notoriety remains important for the perception of precedent names included in the political context. Only under this condition can these language signs be adequately decoded. Especially when they are used as a secondary evaluation nomination in the context of the characteristics of a particular statesman, political phenomenon, event or situation.

Verbalization of the modern Ukrainian "political picture of the world" often includes the use of images of children's culture. They are relevant both for the representation of defining lexical and semantic fields (such as "state power", "political struggle", "political propaganda") and for the characterization of Ukrainian politicians (P. Poroshenko, V. Klitschko, V. Yushchenko, L. Kravchuk, L. Kuchma, V. Zelenskyi, D. Razumkov, Y. Tymoshenko, O. Lyashko, Y. Lutsenko, V. Medvedchuk, etc.), political parties, their strategies, results of activity. Precedent names that appeal to the texts of children's literature (Ukrainian and foreign ones), cinema and animation are productive from this point of view.

The popularity of precedent names from the texts of children's literature in the language of politics is associated not only with their recognizability, but also with the cognitive ability to serve as nominative and evaluative models, means of describing psychological and intellectual traits: *Незнайко* – 'an illiterate or ignorant man', *Лис Микита* – 'a cunning person'; *Фарбований Лис* – 'a person who skillfully hides their true nature, successfully adapts to the situation; an imposter'.

Given the manipulative specifics of professional political communication, we focus on the image of *Фарбований Лис* (precedent text – a fairy tale of the same name by Ivan Franko). It is often used for a sensitive and contemptuous description of statesmen who ideologically mimic to achieve temporary or strategic results of political struggle: *Цієї ж весни 2014 року **фарбований лис Олексій Гончаренко** став головою передвиборчого штабу Порошенка в Одеській області* (Svoboda.2016.22–28.12); *Сіромаха з Нацкорпусу напосівся на*

фарбованого лиса Садового (https://varianty.lviv.ua/59577/12.02.2019); ***Кравчука*** *колись у Львові назвали, що він **фарбований лис**. Таким цей дідуган і залишився. Дуже мала надія, що він щось добре зробить для України* (www.pravda.com.ua. 10.08.2020). It is noteworthy that the field of semantic action of this precedent name includes people who are known for the "flexibility" of their political views and behavior – L. Kravchuk, O. Goncharenko, A. Sadovyi.

In precedent texts, the characters of children's literature are clearly differentiated into "positive" and "negative" ones. They usually maintain this connotation in the language of politics, which is motivated by "attempts to give a social positive or negative emotional assessment to those who have influenced and are influencing the political situation in our country"[12]. From this point of view, the most significant names of the negative fairy-tale characters are *Кощій Безсмертний* та *Баба-яга*: *Усіх бійців, що відбивають напад гнилої імперії,* ***Кощія*** *Балбесовича* ***Безсмертного*** [V. Putin – *H. S.*], *вітаю з днем Добровольця й Днем нацгвардії* (Holos Ukrajini. 29.03.2017); *Психологи: Янукович – це **Кощій Безсмертний**, а Тимошенко – **Баба Яга*** (Корреспондент.net.17.10.2007). Used in reporting on current events in national life, in the contexts-descriptions of political opponents, they consistently implement the seme of "anger", "insidiousness", "aggression" and "cunning".

Another significant aspect of the use of the name ***Баба Яга*** in modern political texts is the formula ***Баба Яга проти*** ("unfounded, but strongly categorical protest; protest for the sake of protest"), which appeals to the key phrase of a cartoon of the same name: ***Баба Яга проти*** *– реакція ватажків ОРДЛО на децентралізацію без особливого статусу* (Патріот Донбасу. 14.12.2019); «*А* ***Баба Яга – проти***!» *Сьогодні роль невдоволеної бабці взяла на себе російська влада в особі Газпрому. Він виявився єдиною зацікавленою стороною, яка виступила проти встановлення європейських правил на пункті з'єднання ГТС України та Польщі* (https://www.facebook.com/NaftogazUA/posts/1300746306671818/ 7.03.2017); *Головною новиною тижня став звіт Нідерландів щодо катастрофи малазійського «Боїнга» на Донбасі минулого року. Результати звіту не задовольнили Російську Федерацію, через що Москва почала свою звичну гру «**Баба Яга проти**»* (https://www.unn.com.ua/uk/news/1511017/16.10.2015).

Reflections on various genres of Ukrainian political communication also clearly demonstrate the use of precedent names of real historical figures and

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[12] Степаненко М. Публіцистично-політичні перифрази в українській мові. Полтава, 2018. С. 60.

contemporary local and foreign politicians. However, the strategy of their use is radically different from the re-actualization of names motivated by the texts of literature, cinema or art. Through the names of real (historical or modern) persons, evaluative-cognitive parallels are established with precedent historical, historical-cultural, socio-political situations, which are perceived as carriers of certain meanings and evaluations, connotations. This is in good agreement with the understanding of the purpose of professional political communication – not only to convey basic information, but also to form certain ideas, associations through which the author can influence the addressee of the speech. That is why we regard precedent names in the context of political discourse *as minimized arguments*. The use of a name as a linguistic sign, a marker of a specific precedent situation implies that the author of an oral message or written text builds the desired connections, which are based on certain associations, comparisons, allusions, thus achieving the necessary understanding in conjunction with the necessary emotional assessment of his speech.

One of the most productive sources of precedent names is history. References to the historical experience of Ukraine, Europe and the world in general represent, for example, comparisons between politicians from different time and countries, such as *Юлія Тимошенко – Жанна д'Арк*, *Маргарет Тетчер*. Building such vertical historical-semiotic parallels, the politicians-speakers reconstruct prototype personalities (the national heroine of France, the legendary woman – the long-term effective prime minister of Great Britain), and through them emphasize differential meanings: "ability to self-denial, self-sacrifice for the sake of the people", "incredible efficiency", "efficiency of professional state activity", etc. This simulates the value of the linguistic portrayal of Yulia Tymoshenko as a modern Ukrainian politician.

The maximum degree of such convergence captures the phenomenon of onomastic telescope (contamination, fusion), which is indicative of modern political discourse[13]. In this way such onomatics are formed: *Медведчуркіс* (***Медведчук*** + ***Суркіс***), *Янческу* (***Януко***вич + Чау***шеску***); *Путінкович* (***Путін*** + ***Януко***вич), *Путлер* (***Путін*** + ***Гітлер***), *Медведпут* (***Медведєв*** + ***Путін***), *Меркозі* (***Меркель*** + ***Саркозі***), *Меркіавеллі* (***Мерк***ель + ***Мак***іавеллі), *Мерколланд* (***Мерк***ель + ***Олланд***), etc. Such contamination usually reflects a high level of linguistic creativity in expressing an ironic

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[13] Колоїз Ж.В. Неузуальне словотворення. Кривий Ріг, 2015. С. 96–104. Див також: Косиченко Е.Ф. Прецедентное имя как средство выражения субъективной оценки: дис. … канд. филол. наук. Москва, 2006; Стексова Т.И. Словотворчество как проявление политических пристрастий. *Сибирский филологический журнал.* Новосибирск : Новосибирский гос. пед. ун-т, 2012.

attitude towards politicians, emphasizing the similarity of their behavior, views, convergence of positions, principles of state formation or foreign policy. For example, *Америка підтримала, європейці ні. Тон задали москвофіли **Меркозі**... Тож у нульових єврозверхники числили Україну за Росією* (Radio Svoboda. 16.04.2014); ***Медведчуркіс** прагне розорити найкращий банк і його вкладників* (Українська правда Pravda. 2.10.2003); *Ми казали «**Меркозі**». Але це можна легко перетворити і на «**Мерколланд**». У цьому випадку навіть відбудеться перерозподіл впливу між Францією та Німеччиною, – сказав Ернст Штеттер з Фонду європейських прогресивних досліджень* (https://ua.euronews.com); *Підтримую вимогу Майдану про те, що **Янушеску** має піти до 10 ранку завтра. Якщо ні, то Майдан піде на штурм. І я теж там буду* (twitter.com/ovliashko/status/436950651168628736). According to the communicative-manipulative strategy, such onomastic neologisms contaminated with precedent names create at least two plot-event lines – personal and sociopolitical. For example, the above-mentioned anthroponymic innovation of *Меркіавеллі*, according to researchers[14], emphasizes that in her internal and external politics, A. Merkel adheres to Machiavelli's principle of the acceptability of any means to achieve political intentions.

Realizing the intention of creating a "thought about…", an effective tool of mental and evaluative manipulation is a contaminated innovation ***Путлер***. Its obvious word-formation connection with the name ***Гітлер*** motivates a distinctly negative connotation and correlation with the meaning of "a hater of people"[15]. For example, *Путін хоче української крові. Та чим довше у Донбасі тривають військові дії, гинуть російські солдати, тим більше невдоволення у російському суспільстві. Першими проти кровожерливого **Путлера** повстали чесні політики Росії. І він вбив Нємцова. Це вбивство – вирок **Путлеру*** (Час. 20.03.2015); *31 березня – 1 квітня екскерівник ЦРУ і держсекретар США Майк Помпео таємно зустрівся з Кім Чен Ином просто на території КНДР. ... І тепер у **путлера** зовсім немає друзів – даже Кім його покинув. І **путлер** зовсім не розуміє, на відміну від Кіма, що йому по-доброму намагалися пояснити американці. Так що у світі залишається тільки одна ядерна країна-ізгой із її ізгоєм-диктатором – Росія з **путлером**. І це дуже погано. Для Росії насамперед* (gordonua. 27.04.2018). Numerous repetition of the ***Путлер*** nomination (in the title and in-text) models

[14] Цаголова В.А. Прецедентные трансформы (на материале образа А. Меркель в СМИ. *Политическая лингвистика*. Екатеринбург, 2016.

[15] Косиченко Е.Ф. Прецедентное имя как средство выражения субъективной оценки : дис. … канд. филол. наук. Москва, 2006. С. 212.

a coherent evaluative model of information presentation, clearly verbalizing the negative attitude towards the politician.

3. Pragmatics of precedent statements
in modern Ukrainian political discourse

The pragmatics of precedent statements recorded in modern Ukrainian oral and written political texts is multidimensional. First of all, appeals to various genre and thematic precedent texts increase the informativeness and influence of the message of a political figure. After all, the invariants of representations, compactly accumulated, engraved in precedents, allow politicians to transfer a significant amount of information by referring to background knowledge, using minimal means to verbalize it. The same property is associated with a stronger persuasiveness (argumentation) and increased expressiveness, emotionality of political messages, enriched with "the words of others".

The differential function of precedent statements in the language of politics is their ***argumentative use*** to confirm opinions and key ideas. Indicative in this regard is the inaugural speech of P. Poroshenko, which, according to experts in strategic communications, has already become a classic in terms of citation appeal to the texts of previous culture. In particular, several vivid quotations unfold and support the evidential modality of the conceptual thesis "Ukraine is Europe". Accordingly, the words **Ukraine** and **Europe** are key in the precedent statements by which Poroshenko confirms his opinion on the expediency of Ukraine's European course: *Ми, українці,* ***«живий вогник у сім'ї європейських народів і діяльні співробітники європейської цивілізаційної праці».*** *Так казав Іван Франко*; ***«Стояти ногами й серцем на Україні, свої голови держати в Європі»,*** *– заповідав Михайло Драгоманов.* Lexico-syntactic formulas *так казав Іван Франко, заповідав Михайло Драгоманов* serve as additional markers of argumentativeness and at the same time meta-operators of the call to national authorities.

Argumentation is specifically actualized in situations where politicians hide their communicative or emotional insecurity. The pragmatics of the precedent in this case changes dramatically: the function of accentuating information, confirming, expressing postulated theses becomes peripheral, while the quote forms the emotional resonance of the reported, as it focuses primarily on emotion (feeling), and only then on reason (mind). An illustrative example of such an "argumentatively veiled" citation is in P. Poroshenko's speech delivered after the announcement of the preliminary results of the 2019 elections: ***Ніколи не здавайся. Ніколи, ніколи, ніколи!*** *Не здавайся в великому,* ***не здавайся в малому,*** *ні в значному, ні в дрібному,* ***ніколи не здавайся,*** *якщо це не суперечить честі і здоровому глузду. Саме* ***цими словами великого британця Вінстона***

Черчіля *я керувався завжди…* Churchill's words seven repetitions structurally follow the constructive approach of Martin Luther King Jr.'s famous speech "**I Have a Dream**": the words in the title serve as the leitmotif of the speech and create a meaningful anaphora. At the same time, in the context of a crushing defeat, such a repetition is perceived as a kind of formula for self-affirmation and veiled apology to supporters.

Psycholinguistic motivation of argumentation in the language of politics is reliance on position, statements, already established in the target micro-society as moral authorities. In this case, the politician is **aware** of the persuasiveness of the citation appeal and **counts** on it.

It is worth emphasizing the following thesis: in order to have proper argumentative power, a precedent should reflect the value system of the social group, the target audience to which the text is focused, and, if possible, it should be a recognizable formula for verbalizing these values. Such authoritative and potentially recognizable texts include biblical quotations, appeals to the anthem of Ukraine, and classical texts of the Ukrainian literature: *Будь-який агресор на кордоні України має **згадати Євангельську мудрість: хто з мечем прийде, той від меча і загине**!* (Inauguration speech of P. Poroshenko); *«**Душу й тіло ми положим за нашу свободу**…» Таку обіцянку ми даємо кожного разу, співаючи Гімн. І рік тому цей рядок припинив бути просто словами. Він став повсякденною дією в боротьбі за цілісність держави і за європейський вибір* (P. Poroshenko's address on the occasion of the Day of Dignity and Freedom 21.11.2014); *«**Я єсть народ, якого Правди сила/ ніким звойована ще не була./ Яка біда мене, яка чума косила! – / а сила знову розцвіла**». Ці слова – проникливі, аж мороз шкірою. Із душі та серця великого поета Тичини вони вирвалися 71 рік тому. … Та вони такі злободенні, ніби сказані прямо сьогодні…* (Poroshenko's speech at the parade in honor of the 23rd anniversary of Ukraine's Independence 24.08.2014).

In the case of poor recognition, the role of meta-operators-instructions to the author and the source of expression increases significantly: *«Історичний факт, – **писав Дмитро Донцов у «Підставах нашої політики»**, – що жодна нація не визволялася лише власними силами. Здійснити їм свої політичні цілі вдавалося лише тоді, коли вони втягали цю справу в круг ідей загальнішого характеру, пов'язували її з інтересами інших держав». І саме це зараз ми будемо робити* (Extraordinary message of the President of Ukraine to the Verkhovna Rada of Ukraine 27.11.2014); *Він (Янукович) не знає української історії. Бо вона для нього – чужа. А хоч би раз зазирнув до підручника, побачив би **слова нашого гетьмана Пилипа Орлика**. Того самого соратника Івана Мазепи, автора написаної ще триста років тому першої української конституції: «**Народ завжди має право протестувати проти гніту…**»* (Address of

the President of Ukraine on the occasion of the Day of Dignity and Freedom 21.11.2014); *Актуалізуймо й широко соціалізуймо **слова Довженка**: **«Якщо любов до Батьківщини – це націоналізм, то я націоналіст»*** (Слово Просвіти, 17–23.01.2013); *Бо вона (інтелігенція) не забула ще **слова митрополита Іларіона**: **«Кожен народ – то квітка на луці Божім цвітучі»*** (Літературна Україна, 07.02.2013); *У стосунках з іншими народами наукою нам будуть **слова гетьмана Богдана Хмельницького**: «Всі наші зобов'язання ми обов'язково виконаємо, як тільки переконаємося, що друга сторона прийме це з вдячністю»* (V. Yushchenko's speech on the European Square, 18 вересня 2004 р.); *Ми – **єдиний** український народ. На Заході і на Сході, на Півночі і на Півдні усім однаково болять бідність і безправ'я. Наш дім не розділиться, бо наше **об'єднання**, за словами великого Олександра Довженка, "це кінець дрібному, другорядному і кон'юнктурному*" (V. Yushchenko's speech on the European Square, 18 вересня 2004 р.); ***В'ячеслав Чорновіл** казав: «Нам потрібні сьогодні реформи, а не революції; сила закону, а не закон сили, … демократія, а не диктатура»* (Extraordinary message of the President to the Verkhovna Rada of Ukraine 27.11.2014). For such contexts the lexical-syntactic development, prevalence of meta-operators is indicative, which does not only introduce a quotation of a historical figure-predecessor into the context, but also provides accompanying, conceptually significant information for this text: *слова нашого гетьмана Пилипа Орлика. Того самого соратника Івана Мазепи, автора написаної ще триста років тому першої української конституції.*

The second differential communicative-pragmatic feature of the use of precedent statements in the language of professional politicians is **manipulativeness**.

In the aspect of manipulative operation of precedent statements, it is worth mentioning the demonstrative practice of references to abstract authorities. Its symbolic formulas-metaoperators – *як казав хтось із великих…*; *не пригадую, хто сказав, але…* is a sign of lack of convincing arguments, an attempt to avoid a clear affirmative or negative answer, an unambiguous reaction, especially if it is a live communication in the format of debates, discussions, etc.

Controversy is the third significant mental and evaluative dimension of the political use of the precedent. It is a manifestation of an active response to a foreign language, which reveals fundamentally different subject-linguistic positions of communicators, and the semantics and evaluation of quotations become a kind of starting point for this discrepancy.

According to the modality of response, there are *negative* (direct denial, principled or moderate discussion), *consistent argumentative* and *invective* types of political controversy.

An example of the fundamental denial of the values of the previous epoch through the precedent statement is contained in the inaugural speech of P/ Poroshenko. Used with sarcasm, the quote *Прощай, немытая Россия* from the poetry of the same name by M. Lermontov became a kind of slogan of consistent adherence to the European integration course of Ukraine.

The situation of virtual political communication, which has developed in the context of the declared but not implemented Poroshenko-Zelensky election debate, is also clearly ironic. In a correspondence controversy, P. Poroshenko described the absence of his opponent with a line of a humorous folk song "*Я прийшов, тебе нема…*".

The consistent-argumentative type of polemical modality demonstrates the verbal confrontation between P. Poroshenko and V. Zelensky after a resonant New Year's address to the Ukrainian people, the key thesis of which was instantly axiologized in a transliterated format *Какая разніца?* The ideal intellectual and evaluative formula, which reflected the reaction of a large part of the conscious Ukrainian intelligentsia, was T. Shevchenko's quote «*Та не однаково мені…*». It is the leitmotif of Poroshenko's address on the occasion of the Day of Unity: «***Та не однаково мені, / Як Україну злії люде / Присплять, лукаві, і в огні / Її, окрадену, збудять…/ Ох, не однаково мені…*** *Флешмобом із цими словами свого пророка Шевченка українці відреагували на лжепророчий заклик "**Какая разница?!**". **Нам не однаково, яка мова**, тому що українська об'єднує і консолідує. … **Нам не однаково, які пам'ятники**. Місцеві громади тепер самі вирішують, як називати вулиці і кому зводити монументи. **Нам не однаково**, яка церква, і тому ми вибороли Томос. Ми розуміємо, що РПЦ в Україні не просто конфесія, а інструмент геополітичного впливу Росії. Але громадяни вільні обирати свій шлях до Бога…*

Studying of the precedent of the language of politics also involves the study of the type of recorded precedent statements depending on the genre of the created text and the specifics of the target audience. Therefore, speeches in foreign state and diplomatic institutions contain numerous philosophical and statist quotes, which are already relevant and recognizable for European politicians, but in Ukraine have not yet become universally precedent: *Ми **пам'ятаємо слова Святого Папи Івана Павла ІІ**, який ще напередодні шістдесятої річниці Волинської трагедії казав: «**Якщо Бог простив нам у Христі, тоді треба також людям віруючим простити взаємні кривди та просити прощення власних провин…**»* (P. Poroshenko's speech at a joint sitting of the Sejm and the Senate of the Republic of Poland 17.12.2014); *Були в нашій історії славетні приклади спільних перемог над ворогами. Траплялося й таке, про що не хотілося б згадувати. Але, **як сказав хороший друг України і мій, Президент Польщі Броніслав Коморовський**, «**минуле, навіть найбільш драматичне, не повинно розділяти наші країни**»* (P. Poroshenko's

speech at a joint sitting of the Sejm and the Senate of the Republic of Poland 17.12.2014); *Хочу наголосити, що Україна відстоює не тільки свою незалежність та територіальну цілісність. Наголошую ще раз: … Україна сьогодні бореться за нашу спільну Європу. І **старе гасло набуває нового звучання, змісту та актуальності: Za naszą і waszą wolność!*** (P. Poroshenko's speech at a joint sitting of the Sejm and the Senate of the Republic of Poland 17.12.2014).

Instead, in "intra-Ukrainian" speeches, the nationally marked quotations from the poems of G. Skovoroda, T. Shevchenko, P. Tychyna, O. Oles, and V. Symonenko serve as intellectual rods: *Розповідь про моє бачення «Стратегії-2020» дозвольте почати з філософії. **Як писав Григорій Сковорода у вірші «De libertate»: «зрівнявши все злото, проти свободи воно лиш болото»*** (P. Poroshenko's speech at the press conference "Strategy 2020"); *І дозвольте сьогодні застерегти: не чекайте від «**Вашингтона з новим праведним законом**» якихось позитивних змін. Ми маємо покладатися, в першу чергу, на себе* (P. Poroshenko's speech at the press conference "Strategy 2020"); *я хотів би згадати **слова українського класика Василя Симоненка: «Народ мій є! Народ мій завжди буде! Ніхто не перекреслить мій народ!»*** (P. Poroshenko's speech at the press conference "Strategy 2020"). The contextual pragmatics of such citation uses is determined by their recognizability and belonging to the core area of the precedent vocabulary, citation thesaurus, formed within the study of the school curriculum in Ukrainian literature.

No less empathetic are the use of quotations that are not part of the core area of the citation thesaurus, but which semantics and tone are as harmonized as possible with the general content and expressive tone of the political message: *«**Синій, як море, як день – золотий,/ З неба і сонця наш прапор ясний», – писав великий український поет Олександр Олесь**. Це фарби нашого прапора не лише мирні, але й сильні. Вони – це впевненість! Вони – це сила! Вони – це слава!* (P. Poroshenko's speech at the ceremony of solemn raising of the State Flag of Ukraine 23.08.2014).

In the structure of modern political texts there are also foreign precedents – ancient maxims, aphorisms of politicians of the twentieth century. *На межі минулого та теперішнього століть ми … добровільно позбулися ядерної зброї. А війна повторно прийшла з тієї сторони горизонту, з якої її, за звичкою, не чекали. **Чи не вчили нас ще давньоримські мудреці: "Сі віс пацем, пара беллум" – Хочеш миру – готуйся до війни*** (P. Poroshenko's speech in honor of the 23rd anniversary of Ukraine's Independence 24.08.2014).

CONCLUSIONS

Political discourse is a sphere of professional use of language, in which political processes and events are comprehended, and political ideas are tested. Functional pragmatics of political discourse is a struggle for power, a linguistic reflection of the essence of socio-political processes, the activities of a political force, party or individual political or public figure. Therefore, political texts are an instrument of socio-communication, interaction of a political subject (politician, political force, power) and an object (audience, electorate, voter). The socio-communicative nature of the language of politics is manifested in the fact that speakers purposefully appeal to the addressee in order to form in their mind specific ("I" -positive / "opponent" – negative) evaluative and image positions on the activities of the speaker-politician or political force.

One of the most pronounced system-creating mental-pragmatic features of political discourse is manipulativeness. A variety of **precedent phenomena** become a tool of manipulativeness, which are systematically reproduced in speeches and interviews of politicians of various ranks and function as units of discourse.

The linguistic nature and situational pragmatics of the use of precedent phenomena (names and statements) in the language of politics are commensurate with their nature and pragmatics in other types of professional discourses. They act as verbal carriers of intellectual and cultural information important for society, established models of perception and evaluation of events, people and more. One of the main criteria for the use of precedent names and statements as potentially resonant, empathic nominative and evaluative units of political communication is their recognizability.

The main aspects of the pragmatics of precedent phenomena in political discourse are argumentativeness, manipulativeness and polemics.

The prospect of studying the typology and pragmatics of precedent phenomena in modern Ukrainian political discourse is determined by the possibility of in-depth study by comparing them with units in the texts of other professional discourses.

SUMMARY

Political discourse is an area of language and professional activity, related to the comprehension and verbalization of information about political processes and events and the constant transmission of this information to society.

Linguopragmatics of political discourse is a linguistic reflection of the processes of struggle for power and activities of political forces and parties subordinate to this struggle. Socio-communicative nature of the language of politics manifests itself in the fact that speakers appeal to the addressee in order to form in their mind specific ("I" -positive / "opponent" -negative)

evaluative-image positions. To do this, they use a wide arsenal of language tools, aimed at implementing strategies of argumentation, persuasion, manipulation, and polemics. A variety of precedent phenomena becomes a tool of these strategies.

The most representative varieties of precedent phenomena in political discourse are the precedent names and statements. They act as verbal carriers of intellectual and cultural information, established models of perception and evaluation of events, people, etc. Therefore, using them for verbalization of lexical and semantic fields (e.g., "state power", "political struggle") and for characterization of politicians, political parties, their activities and its results is pragmatically justified.

Differential functions of precedent phenomena in the language of politics are:

1) argumentativeness (confirmation / refutation of one's own opinion) by relying on someone else's, already established as a moral and value axiom);

2) manipulativeness ("adaptation" of "the words of others" to a specific socio-communicative situation, accompanied by obvious or hidden change of primary semantic and evaluative meanings);

3) polemics (active response to the opponent's speech, which reveals the difference of positions; the quote becomes a means of emphasizing this discrepancy).

Prospects for the study of the typology and pragmatics of precedent phenomena in the Ukrainian political discourse determines the possibility of their in-depth study in comparison with the same units in texts of other professional discourses.

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A CORPUS-BASED APPROACH
TO THE UKRAINIAN POLITICAL DISCOURSE STUDY

Taran O. S.

INTRODUCTION

Among various studies discussing different aspects of political discourse we had to mention some of them which use corpus-based approach. Mostly they are focused on American top-politician speeches (J. McCain, B. Obama, D. Trump, H. Clinton).

A number of papers by Jacques Savoy (2010, 2016) describe a US political corpora and present the study of the style and rhetoric of John McCain & Barack Obama[1], Hillary Clinton & Donald Trump[2] during presidential elections. To detect and analyze differences between Trump and Clinton, the author examined both the oral communication form and the written form of the last. Asomwan Adagbonyin, Isaiah Aluya & Samuel Edem (2016) described a corpus-based approach to identify the linguistic devices used in Nigerian and American presidential speeches. Authors compared both presidents' usage of linguistic devices in terms of frequency at the levels of keyword, part of speech and semantic domain as well as the communicative purpose which the linguistic devices serve[3]. Valentin Kassarnig (2016) presented an approach of training a system on speech transcripts in order to generate new speeches for a desired political party. A simple statistical language model based on 6-grams was used[4]. Interesting results of N-gram-based method of a presidential debate transcript analysis were presented by Daniel Walter's (2016)[5].

[1] Savoy J. Lexical Analysis of Obama's and McCain's Speeches. *Journal of Quantitative Linguistics.* 2010. № 17(2). P. 123-141. DOI: 10.1080/09296171003643205.

[2] Savoy J. Trump's and Clinton's Style and Rhetoric During the 2016 Presidential Election. *Journal of Quantitative Linguistics.* 2016. DOI: 10.1080/09296174.2017.1349358.

[3] Adagbonyin A, Aluya I. Edem S. A corpus-based approach to the linguistic features in Nigerian and American presidential speeches. *Journal of Linguistics, Language and Culture.* 2016. Vol. 3. № 1. P. 1–27.

[4] Kassarnig V. Political Speech Generation // eprint arXiv:1601.03313 (January 2016). URL: https://arxiv.org/abs/1601.03313.

[5] Walter D.A Presidential Debate in N-grams // Subjective Functions: blog (published: Wed 28 September 2016). URL: https://dswalter.github.io/.

Ukrainian political discourse studies usually dill with the methods of traditional linguistics and manual approaches to establish particular properties of political contexts, structure and lexicon, syntax and rhetoric, speech acts and interaction. We can mention only a few researches in which corpus-based approached was applied, such as: Margaryta Dorofeyeva (2005) studied category of subject in Federal chancellors' political speech[6], Dariia Kharytonova (2019) investigated cognitive and pragmatic dimensions of Ukrainian political discourse[7]. But governmental or parliamentary speeches or presidential programs were not studied jet, also there are no corpus-based studies of them, what emphasizes the urgency of this paper.

There are a lot of classifications of discourse type. For example, according to ideological stances political discourse subdivides into LGBT discourse, religious, green, nationalistic, feminist. All of them represent a discourse of a particular segment/group of society[8]. It is one of the Teun van Dijk's ideas interpretation ways: "Since people and their practices may be categorized in many ways, most groups and their members will occasionally (also) 'act politically', and we may propose that 'acting politically', and hence also political discourse"[9].

Political discourse is subdivided according to different denominations: spoken or written; prepared or spontaneous speech; spoken monologue or dialogue / polylogue. Representatives of each show different genres: biography of a politician, slogan, political program, campaign text, ritual speech etc.[10] Parliament speech and ritual speech are both monologues but they are delivered to a different audience. In the first case it is a commonly homogeneous type of recipients – government officials and also the media, in the second one speech is aimed at a large heterogeneous audience. These different types are reflected in corpora: governmental corpora (Labbé & Monière), electoral corpus (Jacques Savoy). None of open corpora

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[6] Дорофєєва М.С. Категорія суб'єкта в політичній промові (на матеріалі виступів федеральних канцлерів ФРН повоєнного періоду) : автореф. дис. … канд. філол. н. : 10.02.04. Київ, 2005. 23 с.

[7] Харитонова Д.Д. Український політичний дискурс: когнітивно-семантичні та прагмакомунікативні виміри : дис. … канд. філол. н. : 10.02.01. Київ, 2018. 212 с.

[8] Amaglobeli G. Types of Political Discourses and Their Classification. *Journal of Education in Black Sea Region.* 2017. Vol. 3. Issue 1. P. 18–24. DOI: 3. 10.31578/jebs.v3i1.117.

[9] Dijk T.A. van What is Political Discourse Analysis? URL: http://www.discourses.org/OldArticles/What%20is%20Political%20Discourse%20Analysis.pdf.

[10] N. Kondratenko's monograph examines certain genres of political discourse; political program, TV debates, New Year's greetings and inaugural speeches of presidents [13].

developed for the Ukrainian language contains the governmental or parliament speeches.

For this study presidential programs as a type of written discourse (section 1) and parliament speeches transcripts (section 2) as an oral text genre were chosen. The main goal of this paper is to distinguish linguistic features of each type of mentioned discourse which the corpus-based approach can reveal.

1. Presidential programs

The 2019 presidential election in Ukraine was characterized by two figures: Volodymyr Zelenskyi and Petro Poroshenko who won the presidential election in 2014 but lost 2019 election to his opponent. So, that's why their presidential programs were chosen for analysis in this research paper. The programs were downloaded from official website of The Central Election Commission of Ukraine[11]. Further work was done using NLP tools for quantitative analysis of text. For this we removed quotes and dashes from the texts of both programs. Uppercase was ignored.

1.1. Keywords

At the first stage of the study we focus on word occurrence frequencies. Software TextusPro 1.0[12] allows to receive a list of keywords without stop-words which are usually the most frequent (conjunctions, prepositions, particles etc.). As a result, we can see tokens sorted by absolute frequency (AF) and relative frequency according to free stop-words text (RF_{stop}). As the Ukrainian language is an inflectional language we had to lead similar tokens to lemmas. Thus with manual search we sorted lemmas taking into account phonetic alternations in suffixes. In such way we received semantic hard core of each presidential program. Comparison of key lemmas in both presidential programs allows to find out common concepts (fig. 1), which represent meaningful topics.

Figure 1 shows relative frequency according to free stop-words text. As we can see, the most significant concept in both programs is *Україн–* (*Україна / українці / український)* (*Ukraine / Ukrainian*): $RF_{stop=}$3,23 in Zelenskyi's program and 3,14 in Poroshenko's program.

We chose 10 lemmas with AF≥ 4 for each presidential program and compared two lists. Tables 1, 2 present distinctions in frequency of key lemmas in both presidential programs.

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[11] URL: https://www.cvk.gov.ua.
[12] TextusPro is a freeware for text SEO-optimization, it makes elementary statistical analysis of text. Available from: http://rabota-kopirait.com/index/textus_pro/0-196.
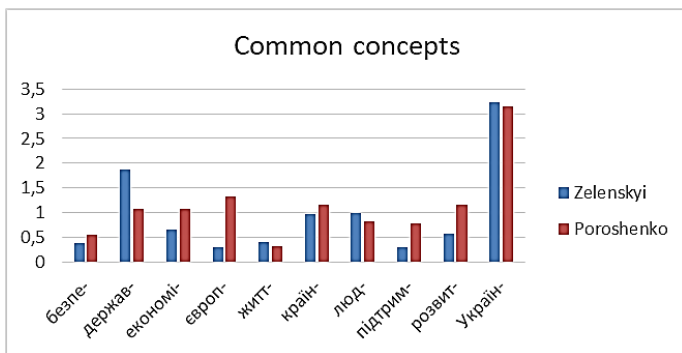
Fig. 1. Common concepts in both presidential programs

Table 1

Different key lemmas in Zelenskyi's program

Rank	Key lemmas in Zelenskyi's program	AF	RF$_{stop}$	AF in Poroshenko's program
1	народ-	14	0,97	1
2	освіт-	14	1,13	3
3	влад-	12	0,97	1
4	бізнес-	8	0,65	1
5	корупці-	7	0,57	3
6	майбут-	7	0,57	0
7	вибор-	4	0,32	0
8	здоров-	4	0,32	1
9	президент-	4	0,32	0
10	справедлив-	4	0,32	0

The contents of the tables illustrate some interesting points. At first, it is obviously, the most frequent lemmas reveal the most important concepts in presidential programs. Semantic analysis of the main concepts of Zelenskyi's program shows that they are connected to terms of internal policy such as priority areas, as problems. The text of Poroshenko's program is focused on both external policy (joining NATO and the EU) and internal policy. The second point is extremely different frequency of key lemmas. It means that the most important concepts in Poroshenko's program have low frequency or zero

rate in Zelenskyi's program and vice versa. The key words of Porohenko's political slogan – 2019 *армія – церква – мова* (*army – church – language*) are absent among frequent key words in his presidential program, all of them have AF 1. There are no such concepts in his program as: *майбутнє / майбутній, вибори, президент, справедливість / справедливий* (*future, elections, president, justice*). But Zelenskyi doesn't speak about *вільний, змога / змогти, підвищення / підвищений* (*free, able, raised*).

<div align="right">Table 2</div>

Different key lemmas in Poroshenko's program

Rank	Key lemmas in Poroshenko's program	AF	RF$_{stop}$	AF in Zelenskyi's program
1	*можлив-*	10	0,77	2
2	*захис-*	8	0,61	1
3	*вільн-*	6	0,5	0
4	*НАТО*	6	0,5	1
5	*ЄС*	5	0,38	3
6	*змог-*	5	0,38	0
7	*інфраструктур-*	5	0,38	2
8	*підвищен-*	5	0,38	0
9	*щаслив-*	5	0,38	1
10	*окупован-*	4	0,31	1

1.2. Pronouns

Quantitative parameters of pronouns in political speech allow to reveal hidden intentions. For example, according to a corpus-based research, "Obama's use of the personal pronouns "she", "he" and "they" suggests references beyond himself and indicate the level of difference in the distance from the electorates observes"[13].

Quantitative measurements of pronouns in presidential programs which introduce written speech genre reveals tactics of the self-presentation strategy of presidential candidates. We used the classification proposed by Marina Dorofeeva: tactics of singularity, tactics of plurality, tactics of

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[13] Adagbonyin A, Aluya I. Edem S. A corpus-based approach to the linguistic features in Nigerian and American presidential speeches. *Journal of Linguistics, Language and Culture*. 2016. Vol. 3. № 1. P. 1–27.

indefiniteness, tactics of elimination[14]. Fig. 2 and fig. 3 show percentage of each pronoun among all pronoun tokens used in the text. On this stage of our study the software AntConc 3.4.4w[15] was used.
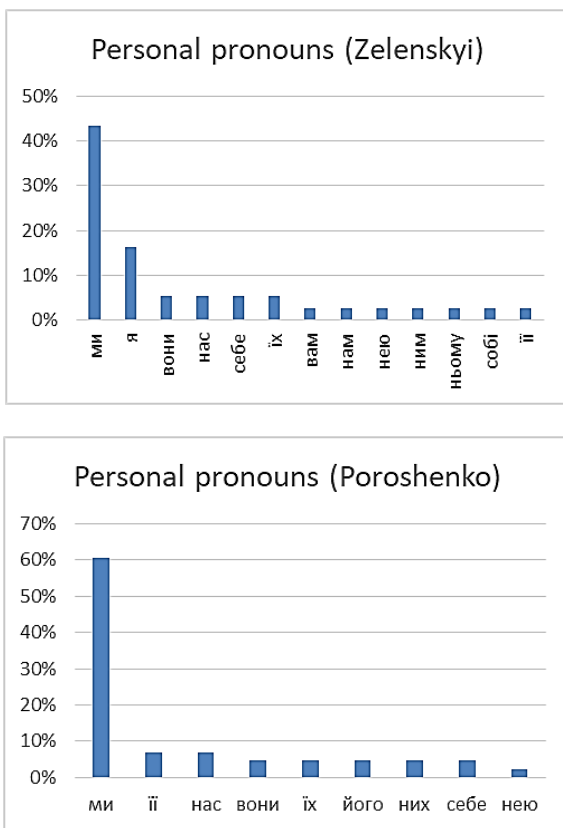
**Fig. 2, 3. Percentage of personal pronoun tokens
in presidential programs**

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[14] Дорофєєва М.С. Категорія суб'єкта в політичній промові (на матеріалі виступів федеральних канцлерів ФРН повоєнного періоду): автореф. дис. … канд. філол. н.: 10.02.04. Київ, 2005. 23 с.

[15] AntConc is a free corpus manager for concordancing and text analysis, available from: http://www.laurenceanthony.net/software/antconc/.

In general, Poroshenko used pronoun tokens a bit more than Zelenskyi: 5% and 4% respectively. But their number is less: 9 pronoun tokens in Poroshenko's program against 13 pronoun forms in Zelenskyi's text. Figure 4 shows relative frequency (RF) of pronoun lemmas (e.g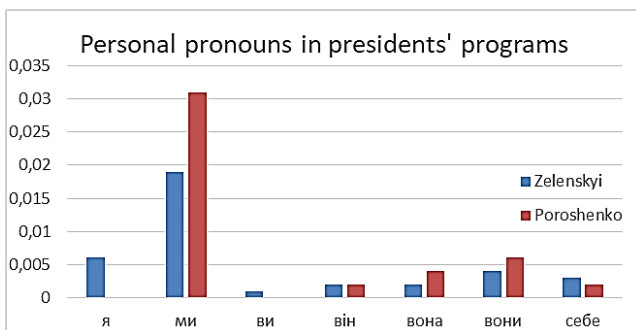., the lemma *ми (we)* includes forms *нас, нам (us)* etc.). If we compare lemmas in both programs we'll see that Poroshenko used only 5 pronouns, Zelenskyi used 7 pronouns.

Fig. 4. RF of personal pronoun lemmas in presidential programs

Also, we have compared percentage of pronouns used in both Poroshenko's presidential programs 2014 & 2019 and noticed such feature: in 2014 his program contained pronouns *я (I)* – 11%, *ви (you)* – 7%. Usage of personal pronoun *я (I)* points to singularity tactics. It is an active tactic of direct self-presentation. But in 2019 Poroshenko's team refused of it.

In both presidential programs the most frequent pronoun is *ми (we)* and it indicates tactics of plurality. This tactic is realized in metonymy "we = I + my team", "we = I + my sympathizer / my electorate", "we = I + you / addressee / a people". In the first case, the metaphor states that the responsibility for the words lies on the speaker's team. In the second and third cases, the level of responsibility of the speaker for his own statements is significantly lower, as the responsibility for decision-making is transferred to the listener.

An interesting fact related to the frequencies of the pronoun *we* in American political discourse was pointed by Jacques Savoy: "The written form tends to use the *we* more frequently than the *I*. The pronoun *we* owns the useful advantage of being ambiguous (who is really behind the *we*? Myself and the future government? Me and the people? Me and the workers? Me and

the (future) Congress? etc.)"[16]. A similar observation was made by Concepción Hernández-Guerra in her research of the Barack Obama's speech: "Moving on to something else, the wide use of the pronoun "we" referring to different addressees may be done purposely to involve everybody indirectly in the solution of the problems or to reflect that everybody is responsible of the problems that threaten the world, not just America"[17].

It is interesting to trace in what collocations pronoun *ми* (*we*) were used by Poroshenko and Zelenskyi.

1.3. N-grams

The N-grams option (with min/max cluster size = 3) of AntConc 3.4.4w allows to find 3-grams which contain pronoun *ми* (*we*).

There are 16 3-grams in Zelenskyi's program, which are presented in the table 3. All of them have AF=1. As we can see, 69% of them are constructions with verb in the Future tense, only 6% contains the verb in the Past tense and 13% have modal verbs. So as V. Zelensky ran to presidential election for the first time and he had no experience in politics he appealed to the future. One of 3-gram explains what does *ми* (*we*) mean: *ми це народ* (*we are a people*).

Table 3

List of 3-grams in Zelenskyi's program

ми будемо пишатись	*ми сприятимемо розвитку*
ми відкриємо український	*ми ставитимемо питання*
ми забезпечимо монетизацію	*ми створимо умови*
ми запровадимо одноразову	*ми повинні вибороти*
ми запровадимо принцип	*ми повинні замінити*
ми перестанемо концентрувати	*ми плекали на*
ми повернемо довіру	*ми це народ*
ми разом закріпимо	*ми і вони*

[16] Savoy J. Trump's and Clinton's Style and Rhetoric During the 2016 Presidential Election. *Journal of Quantitative Linguistics*. 2016. DOI: 10.1080/09296174.2017.1349358.

[17] Guerra C.H. Textual, intertextual and rhetorical features in political discourse: the case of President Obama in Europe. *Revista de Lingüística y Lenguas Aplicadas*. 2013. № 8. DOI: 10.4995/rlyla.2013.1175.

We received results of N-gram analysis of Poroshenko's program which indicate about different from Zelenskyi strategy of self-presentation. They are reflected in the table 4.

List of 3-grams in Poroshenko's program

ми вступимо як	*ми відродили армію*
ми гармонізуємо структуру	*ми заклали міцний*
ми забезпечимо активну	*ми захистили наш*
ми завершимо створення	*ми зробили те*
ми збільшимо обсяги	*ми отримали безвіз*
ми подамо заявку	*ми прорвали російську*
ми продовжимо децентралізацію	*ми підписали угоду*
ми продовжимо лінію	*ми створили потужну*
ми продовжимо цю	*ми захищаємо свою*
ми піднімемо рівень	*ми можемо вийти*
ми робитимемо усе	*ми спрямуємо зусилля*
ми сприятимемо перетворенню	*ми країна, яка*
ми повинні зосередити	*ми й надалі*

There are 26 3-grams, all of them have AF=1. In Poroshenko's case we found out more variety tense forms of verbs in 3-grams: 46% contains verbs in the Future Tense, 12% is in the Present tense, 31% is in the Past tense and 4% have modal verbs. It is obvious, candidate appeals to positive experience and achievements but also he builds a chain of events 'past – present – future'. Poroshenko's program reveals metonymy "we=I+…" as *ми – країна* (*we are country*), which is wider and more indefinite because includes not only people but state structures, territory, resources etc.

At the last stage of presidential program study we wanted to know whether there were phrases that popped up frequently for each candidate. For this purpose, we analyzed N-grams for n=2...10 whether there were repeated phrases. This analysis appeared an interesting point about syntax.

The maximum repeated cluster size in Zelenskyi's program is 4. As we can see from the list of 4-grams (table 5), Zelenskyi used opposite constructions (1,2% from total number of 4-Gram types 1590).

Table 5

List of 4-grams in Zelenskyi's program

а в польщі є	*а не системою забаганок*
а всі решта знати	*а не те що*
а дурнів немає це	*а не інфаркт від*
а корупціонери реальні строки	*а перемога над нею*
а не депутати де	*а переходитимуть у спадщину*
а не з вікон	*а повинен забезпечити гідні*
а не людина для	*а проголосувати на виборах*
а не лікувати програма	*а тепер про те*
а не на десятьох	*а хто не зрозумів*
а не прислужником у	

Obviously such constructions were used to emphasize a difference between reality and proposing perspective. Repetition of the opposite constructions has a suggestive effect, like any repetition.

The maximum repeated cluster size in Poroshenko's program is also 4. In Poroshenko's program we have find only three 4-grams (0,2% from total number of 4-gram types 1541) which indicated contrastive constructions (table 6).

Table 6

List of 4-grams in Porosheno's program

а й всю європейську
але справжнє лідерство можливе
але щоб стати справжнім

So, using NLP tools for quantitative method of text analyses allows to appear some interesting linguistic features about tactics and strategies of presidential programs which are not evident with manual research.

2. Ukrainian Parliamentary speeches

Speech in Ukrainian Parliament is a kind of formal communication. Often it combines prepared and spontaneous spoken monologue. The first addressee is deputies and government official and then the media which interprets parliament events for wide audience. All these facts determine the politician's strategies and tactics and, of course, their linguistic features.

2.1. Corpus

For this stage of our study we created a corpus of transcripts of parliamentary speeshes in 2004–2021, i.e. the parliament from IV to IX convocation. Transcripts had been downloaded from official site of Ukrainian parliament Verkhovna Rada[18]. We employed a commercial corpus management and corpus query software SkethEngine[19]. Figure 5 reports our corpus text size.

Fig. 5. Corpus statistics

The Keywords option allows to find as the most frequent tokens in compare with reference corpus as rare or unusual words in our corpus which is focus corpus. Ukrainian Web 2014 (ukTenTen14) amounting to 1 388 494 043 tokens was chosen as the reference corpus. In order to perform this task advanced settings were used. Non-words (tokens which do **not** start with a letter of the alphabet) were excluded.

According to the average reduced frequency (ARF), words of etiquette are in the top-20 of the most frequent: *прошу*, *будь ласка* (*please*), *дякую* (*thank you*), *шановні* (*dear*) as well as the vocative *колеги* (*colleagues*). It indicates a certain degree of ritual speech in Ukrainian parliament. The next analysis was focused on rare words. It is a list of tokens with AF=1…3 in the focus corpus (i.e. Transcripts of parliamentary speeches corpus) and AF=0 in the reference corpus. It allows to find out some linguistic features of Ukrainian formal parliamentary speeches:

1) surzhykisms (*несостиковки, юморить, южаніної, вскривав, полистаєте, видвинута, присвоїте, обідняємо, согласловували, взривами, спросіть, сотрясати, запретити, заранєє, просовуєте, виясняв, присилала, розгрузити*) reflect very poor Ukrainian language skills of politicians;

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[18] URL: https://www.rada.gov.ua.
[19] URL : https://app.sketchengine.eu/.

2) Russian words which are in Russian graphics (*оспоренный, выкидая, услышан, привыкали, воспалённом, барышня*) reflect Russian speeches of some deputies who do not speak Ukrainian;

3) occasionalisms (*юридизм, єврооптимісти, профірташівська, Мінздох*) provide evidence of language creativity;

4) barbarisms (*Maruv, ProZorro, Bihus.info, ICTV*) declare a tendency of using Latin graphics for proper names;

5) gender forms (*міністерка, колежанці*) gradually enter into speech of lawmakers, who are predominantly male;

6) colloquialisms (*обналом, есбеушні, блефуєте, говорильнею, шо-то, кацапи, компашка, платіжка, претесь, здох*) and slang vocabulary (*сєпар, гонітє, вибиваємо, совдепівські*) indicate from one hand, cultural and educational level of politicians but from another hand, their communicative tactics. Slang which can be used only in informal communication but not in professional speeches in Ukrainian parliament, became the subject of our research in the next section.

2.2. Slang

N. Kondratenko says that fashion in language violates normative requirements, and politicians are the subjects of language fashion creation in political discourse [20]. During Trump's term a lot of media (e.g. *The New York Times, Salon, Fortune, The New Yorker, The Washington Post*) discussed his "rhetorical strategy to gain popularity, in accordance to the trend of anti-intellectualism"[21].

We distinguish political slang and common slang usage of which are understandable to everybody despite out of social stratification. In the first case we deal with professional slang (or jargon) which is used in informal communication of politicians. But some units of political slang can be spread via media to society (e.g. *ширка* – broad coalition, *піаніст, кнопкодав* – a deputy who votes in the parliament with someone's card, *противсіх* – a voter who chooses the line "against all" in the ballot). Ukrainian politicians use both slangs.

Earlier we were studying slang in informal communication of Ukrainian deputies, in particular during talk-show[22], which made it possible to observe

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[20] Кондратенко Н.В. Український політичний дискурс: Текстуалізація реальності: монографія. Одеса: Чорномор'я, 2007. 156 с.

[21] Kayam O. The Readability and Simplicity of Donald Trump's Language. Political Studies Review. 2018. Vol. 16. Issue 1. P. 73-88. DOI: 10.1177/1478929917706844.

[22] Таран О.С. Сугестивні потенції сленгізмів в українських дискурсах. Ucrainica VI. Současná Ukrajinistika. Problémy jazyka, literatury a kultury: Sborník vědeckých článků. Olomouc: Univerzita Palackého v Olomouci, 2014. P. 168–171.

the unprepared oral speech of politicians, its proneness to conflict, expressiveness, evaluativity, often substandart language elements. In such case the addressee was political opponents, the direct audience in the studio of talk-show and the mass addressee.

As L. Morawskinotes that political discourse is not aimed at dialogue[23]. So, it is always monologue with two main strategies: self-presentation and discrediting the opponent. From these points we analyzed slang in deputies' speech in the parliament.

First of all, the self-presentation strategy is realizing in tactics of demonstration of power and authority. And argot usage helps in it. This tradition of criminal argot usage has been inherited since Soviet Union, since 1917 when the revolutionaries used the vocabulary of the lowest strata of society to show prestige of proletarian language against the language of the clerisy. In the 70's of the XXth century there was an amalgamation of top managers of the USSR and the criminal world. This co-operation has had new perspectives after the collapse of the USSR and in the conditions of an independent Ukraine. Also, there were common interests of members of political and criminal circles. M. Nadel-Chervinska & A. Chervinska use R. Barthes' term "sadic language" for marking a communicative form of the "Soviet zone" which arose as a result of the interaction of prison argot with administrative & political jargon[24]. If in the Soviet times the "sadic language" existed mainly in the colloquial informal sphere (in such communicative situations as 'boss – subordinate'), then after the collapse of the USSR it came into widespread usage on the background of general criminalization of society and colloquialization of the Ukrainian language. The socio-psychological habit of politicians to use argot vocabulary of the power vertical manifests itself to this day. Usage of argot in formal communication may be unconsciously.

The most frequent argot words are: *дерибан, дерибанити, криша, кришувати, блатний, бєспрєдєл, вибити, відмазати, відмивати, відмивання, втюхнути, гнати, зачистити, наїзд, розборка, розвести / розводити, розвод, лох,* also lexemes with meaning of sexual violence used as metaphor: *прогнутися, нагнути.* Now all of them comes into common

Таран О.С. Сленгизмы в политическом дискурсе (на материале украинских телевизионных ток-шоу). *Вестник Прикамского социального института. Филология.* Пермь, 2013. № 2 (60). С. 42–48.

[23] Morawski L. Argumentacje, racjonalność prawa i postępowanie dowodowe. Toruń : *Universytet Mikołaja Kopernika,* 1988. 311 s.

[24] Надель-Червинская М., Червинская А. Язык и сознание: номенклатура и феня (уголовно-партийный жаргон как коммуникативная форма «советской зоны»). Тернополь : Studia methodologica, 2009. 102 с.

informal use, we call it as common slang. But speakers feel argotic origin of them.

We noticed that slang (mostly of argotic origin) were used by every chairman of Ukrainian parliament on the sessions of 2004–2021:

– *Ну, скажімо, ми, дійсно, вдається нам **вибити** оці гранти і одержати надзвичайно дороге обладнання, але коли воно приходить сюди, воно зустрічає неймовірні перепони* (Volodymyr Lytvyn, 30.01.2004);

– *Іде боротьба не про ставлення до влади, іде боротьба за доступ до газової труби, за “**кришування**” ПДВ* (Oleksandr Moroz, 27.09.2007);

– *…бажано, щоб трагічні історичні факти не втягувалися в зовнішньополітичні “**розборки**” між двома державами* (Arsenii Yatseniuk, 4.04.2008);

– ***Розвели**, насамперед, мене. Але, за великими рахунком, **розвели** Україну, **розвели** народ* (Volodymyr Lytvyn, 4.07.2012);

– *…внутрішньопартійні **розборки*** (Volodymyr Rybak, 22.02.2013);

– *… щоб пільгами не користувалися шахраї, які отримали відповідні документи «завдяки якомусь “**блату**” чи зв'язкам* (Oleksandr Turchynov, 31.10.2014);

– *...закон, який дозволить правильно побудувати систему адміністративних послуг, і цю пострадянську систему, де все вирішувалося **по блату**, вона взагалі буде скасована цими законами* (Volodymyr Hroisman, 26.11.2015);

– *Змінами до чинного законодавства ми ліквідували гігантську корупційну схему – “**відкати**” при поверненні податку на додану вартість* (Andrii Parubii, 5.07.2019);

– *Завжди є частина суспільства, якій “треба більше за всіх”. Їй потрібно більше **драйву**, більше активностей, її бентежать ті чи інші проблеми* (Dmytro Razumkov, 22.02.2021).

So, it is expected that argot is used by official establishment such as prime-minister, ministers, general prosecutor etc:

– *В іншому випадку ті, хто спричинив чергову політичну кризу та ситуацію “безголового” парламенту, мають разом із Президентом брати відповідальність на себе і “**не розводити**” ні парламент, ні усю країну* (M. Tomenko, vice speaker of the parliament, 18.11.2008);

– *Підтримку з метою саме виконати їх, а не з метою “**з'їхати**” з їх виконання* (P. Klimkin, the minister for external affairs, 13.02.2015);

– *Також були зірвані ще ряд спецоперацій, одна з яких стосувалася “**кришування**” грального бізнесу, до якого, за його словами, також були причетні працівники СБУ* (A. Sytnyk, the head of National Anti-Corruption Bureau, 3.10.2018);

– *Виконувати свої обов'язки добросовісно, чесно і сумлінно. Не продавати справи, не **"зливати"** їх, не повертати прокурорських перевертнів* (I. Venedyktova, the General prosecutor of Ukraine, 17.03.2020).

Slang words, especially slang of argot origin, are sociolinguistic markers in the linguistic portrait of politicians. The subconscious choice of such vocabulary is an implicit demonstration of power and authority. It is the ways of self-affirmation.

The strategy of self-presentation of politicians is also realized in tactics of approaching to people via use of slang as a "source of linguistic realism" (expression by O. Taranenko). The aim of the tactics is to reduce the distance between the politicians and the addressee, who have different social and material status, and accordingly – to reduce the critical perception of the image of a politician:

– *...місто перетворилось в руїну: розриті дороги, утворились фіктивні управительські фірми, **дерибан** землі, бардак* (M. Burbak, 23.04.2019);

– *Ми намагаємося **прогнутися** перед всіма* (O. Musii, 14.03.2019);

– *І реакція їх дуже проста, молодіжна: шо ви **гоніте**?* (S. Kaplin, 5.02.2019);

– *...прибрати з наших доріг **мажорів**, **блатних**, всяких чиновників, які замість того, щоби мати дозвіл на такі сигнали, суюсь в обличчя співробітнику міліції корочку – оце для них головний дозвіл* (S. Mishchenko, 4.03.2015).

In these examples, slang is also marker of language outrageous.

The main intention of political discourse is the struggle for power. So, the next important strategy is discrediting the opponent. It is realized with tactics of lowering the political status of the opponent via conscious use of argot origin words and phrases for his personal characteristics, description of his actions, contacts and professional activities:

– *Вже третю добу країну по суті в шоці тримає інформація про те, що завод Президента України – Головнокомандувача країни **відмивав** кошти через "Ленінську кузню"* (Yu. Tymoshenko about P. Poroshenko, 28.02.2019);

– *Юлія Тимошенко вже пообіцяла **"відмазати"** його від звинувачень, якщо стане Президентом* (A. Herasymov about Yu. Tymoshenko, 12.03.2019).

Using argot, a speaker hints at the connection of his opponent with the criminal subculture to which society has a persistent negative attitude. Argot is a "specific sign of aggression" (expression by O. Sheigal) because it acquires the ideological connotation of stranger. Professional jargon units

used to describe an opponent's actions may have the same sarcasm effect like in such contexts with military jargon units:

– *...ну, не ведіть себе так, як ви виглядаєте* **шнурком** *в офіцерських берцах поліцейської держави* (V. Nimchenko, 23.04.2019);

– *він лише підтвердить, що сам просто* **"відкосив"** *від порятунку країни* (A. Herasymov, 23.04.2019).

As we can see, in all examples slang (argot) was used for describing a political opponent, his/her ideology, his/her activity explicitly or implicitly. In such way archetypal binary opposition 'my – stranger' is realized.

CONCLUSIONS

Corpus-based approach allows the quantitative analysis which deals with occurrence frequency, quantitative parameters of pronouns and N-grams of Zelenskyi's and Poroshenko's presidential programs. The result shows that the most frequent lemmas reveal the most important concepts in presidential programs, 10 lemmas are common for both programs and the most significant concept is *Україн* – (*Україна / українці / український)* (*Ukraine / Ukrainian*). Semantic analysis shows that the main concepts in Zelenskyi's program reflect the terms of internal policy. The text of Poroshenko's program is focused on both external policy (joining NATO and the EU) and internal policy. Quantitative measurements of pronouns are revealed by the most frequent pronoun in both presidential programs *ми* (*we*). It indicates such tactics of self-presentation strategy as plurality which points on collective responsibility. Poroshenko's program provides metonymy *ми – країна* (*we are country*), which is wider and more indefinite because includes not only people but state structures, territory, resources etc. N-grams analysis show an interesting point about syntax.

A corpus of parliament speeches transcripts was created with SkethEngine software. It provides finding out such linguistic features as surzhykisms, Russian words which are in Russian graphics, occasionalisms, barbarisms, gender forms, colloquialisms ans slang which indicate cultural and educational level of politicians, as well as their communicative tactics.

So, using NLP tools for quantitative method of text analyses allows to underline some interesting linguistic features about tactics and strategies of presidential programs which are not evident with manual research.

SUMMARY

The research is aimed at distinguishing linguistic features of presidential programs and parliament speeches transcripts which the corpus-based approach can reveal. The data was taken from official websites. For quantitative analysis of presidential programs TextusPro and AntConc were

used. Discussion based on word occurrence frequencies, quantitative parameters of pronouns and N-grams. The result shows the presidential programs tactics and strategies which are not evident with manual research. A corpus of parliamentary speeches transcripts was created with SkethEngine software. It provides finding out some linguistic features including slang which indicates cultural and educational level of politicians, as well as their communicative tactics.

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13. Надель-Червинская М., Червинская А. Язык и сознание: номенклатура и феня (уголовно-партийный жаргон как коммуникативная форма «советской зоны»). Тернополь : Studia methodologica, 2009. 102 с.

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TEACHING PROFESSIONAL DISCOURSE IN A FOREIGN LANGUAGE THROUGH LEXICAL COMMUNICATOR FORMATION

Varieshkina N. V.

INTRODUCTION

Economic and socio-cultural changes in the modern world have led to the expansion of cooperation and growth of professional contacts in a foreign language environment.

In the context of the Bologna Declaration, the ideology of teaching a future specialist at the university is changing, new tasks of the educational process are being formed, in which the main place is given to professionally oriented education.

Modern structure of higher education content requires updated professional competences of a specialist, which integral part is knowledge of a foreign language and professional communication rules. Instead of focusing exclusively on the acquisition of ready-made knowledge, the content of education should contribute to the formation of general cultural and professional competences, preparation for learning throughout life. That is why quality of higher education should be characterized not only by a great amount of knowledge in the future professional domain, but also by the ability of graduates to communicate in a foreign language with colleagues from other countries. One of the key factors is students' self-study and, consequently, their independent access to educational resources and technologies of self-education. Motivation and interests of students should also be regarded as a key resource for the effectiveness of education. The level of education of a qualified specialist who has a whole range of competences should also enable him/her to carry out effective communication in a foreign language. This implies the need not only to possess foreign language communicative and intercultural competences, but also to be able to act in the circumstances of professional communication in appropriate manner, to have skills to deal with information in a foreign language, to be able to discuss professional problems. Professionally oriented education should be aimed at forming competences in the field of professional activity and motivation for learning throughout life. It ensures a good foundation for professional mobility in future.

The development of various forms and technologies of teaching foreign languages, changes in the socio-cultural aspect of modern life entail a

change in the requirements that society imposes on higher education in general, and on linguistic education particularly.

Modern linguistics has become a cycle of knowledge, having absorbed various sections of sciences regardless of the specifics of the chosen profession, and all areas have interdisciplinary spheres of interaction, which is necessary for students of humanitarian specialties that serves as important connecting link for the development of teaching professional discourse in a foreign language.

The psychological and pedagogical conditions for creating a foreign language program for students of humanities faculties should be focused on students' personal development through use of modern teaching methods that contribute to increasing motivation to learn a foreign language as a means of professional foreign language communication based on the use of a foreign language professional discourse.

1. Discourse as language for communication. Specificities of professional discourse in a foreign language

The problem of the discourse concept interpretation is not completely new, but since the 60s of the last century, it has been paid more and more attention. In modern linguistics, the term "discourse" is very often used as close one to the concept "text". The endless search for equivalents such as language, discourse, type of speech, text, type of text, coherent text, text of speech indicates the ambiguous essence of this concept. Since our study is not devoted to the consideration of the entire evolution of the term "discourse", we will consider only the main problems of understanding this concept, which remains at the center of attention of modern scientific discussions.

Discourse analysis is an interdisciplinary field of knowledge, that not only linguists, but sociologists, psychologists, artificial intelligence specialists, ethnographers, semiotic literary scholars, stylists and philosophers, study.

Let us consider some definitions of this widely used and controversial concept.

American linguist Deborah Schiffrin considers different approaches to the definition of the concept of "discourse". The first approach is based on the positions of formally and structurally oriented linguistics. Based on this approach, discourse can be defined as a language that is higher in level than the sentence and the phrase "language above the sentence". "Roughly speaking, it refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic

units, such as conversational exchanges or written texts."[1] D. Schiffrin shows how the nature of discourse is intertwined with the process of communication, though the actual model of communication assumed under specific approaches may differ. She asserts that, although various approaches to discourse may be governed by different assumptions, they are all united by a shared one: the idea of language as interaction.

Deborah Schiffrin approached the study of conversation unveiling the problems of the analyses of everyday real language in context. Her "Discourse Markers" opened a new dimension to the analysis of discourse and communication in academia; she coined a term that soon became used by the university community and, at the same time, discourse analysis became a subfield of study within linguistics that gained place and interest among researchers. Discourse markers – the particles *oh, well, now, then, you know,* and *I mean*, and the connectives *so, because, and, but* and *or* perform important functions in discourse. Dr. Schiffrin's approach clearly demonstrates that neither the markers, nor the discourse within which they function, can be understood from one point of view alone, but as an integration of structural, semantic, pragmatic, and social factors. "As such, it cannot be restricted to the description of linguistic forms independent of the purposes or functions which those forms are designed to serve in human affairs."[2] So, we may conclude that Dr. Schiffrin's general aim was the study of language in text and context.

Another concept in the understanding of discourse has a functional basis, where discourse is interpreted as the use of language: "the analysis of discourse is, necessarily, the analysis of language in use" and where the functions of discourse are related to the functions of language.[3]

This approach is also close to the ideas of the Prague Linguistic Circle; its representatives believed that linguistic analysis should be approached from a functional point of view. The Prague Linguistic Circle provided linguistics with new theories such as theory of linguistic functions. It brought novelty in interpreting language but failed to offer a complete theory. Vilem Mathesius by the notion of theme understood what is known or obvious in the given situation, and the point from which the speaker starts in the discourse. But his colleague Travnicek did not agree and defined theme as the sentence element that was linked up directly with the object of thought. Karl Buhler contributed greatly to the structural theory of language,

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[1] Schiffrin D. Approaches to Discourse. Oxford − Cambridge, Mass. : Basil Blackwell, 1994. P. 30.

[2] Schiffrin D. Discourse Markers. Cambridge, Cambridge University Press, 1987. P. 3.

[3] Brown G., Yule G. Discourse Analysis. Cambridge: Cambridge Univ. Press, 1983. P. 1.

he found that main linguistic functions start from speaker, recepient, process of communication. Linguists of the Prague Circle stressed the function of elements within language. The Prague scholars attached great significance to external factors such as political, social, and geographical ones and stressed the importance of the social function of languages. "Most representatives of the Prague School of linguistics considered that speech was the reality of language. The concept of linguistic function is one of the most important provisions of the concept of the Prague School of Functional Linguistics."[4] It follows from this that language is a system of means of expression that serves a specific purpose. It should also be noted that this approach is based on a conditional action, an idea of the development, development from a fragment of a text to speech activity.

Discourse markers are elements that appear in initial or terminal position and can be part of contextual theme. But some authors of the Prague School of linguistics consider that elements that we now name discourse markers are situated outside the theme. One of these authors is Jiri Nosek who writes about sentence constituents as textual elements that connect sentences and utterances into a coherent text. According to Mr. Nosek, the sentence parts, or elements, function as a code which is recurrent and that is why their structure is known to native speakers. Although they operate functionally within one sentence, they can reappear and be repeated beyond the sentence. So, the identification of these items' functional roles within discourse is mainly based on practice and their recurrent uses. But we agree with the researcher M. Matei that "even though native speakers are swift in recognizing the function that such an element exercises, not only them can master possible discursive functions of these items. In the process of foreign language learning these patterns of discourse markers are transmitted to learners by means of conversation, written texts, movies, etc. as they are part of linguistic communication competences that foreign language learners aim to acquire"[5].

Now let us return to a problem posed earlier concerning interpretations of the term discourse. In her next interpretation of discourse Deborah Schiffrin offers the following definition: "discourse is utterances" with utterances considered as "units of language production that are inherently contextualized" [6]. Thus, she successfully finds the way to manage a middle

[4] Звегинцев В.А. Тезисы Пражского Лингвистического Кружка. История языкознания XIX−XX веков в очерках и извлечениях. Москва: Просвещение, 1965. Ч. II. С. 123−140.

[5] Matei M. Discourse markers as Functional Elements. Bulletin of the Transilvania University of Brasov : Philology and Cultural Studies. 2010. Vol. 3 (52). P. 121.

[6] Schiffrin D. Approaches to Discourse. Oxford − Cambridge, Mass. : Basil Blackwell, 1994. P. 39.

course, combining the focus of formalist on linguistic structures with the functionalist's concern for how language is used in context. Dr. Schiffrin shows us that this is a good strategy which opens possibilities of analysis to those interested in the research of discourse, while at the same time encouraging the use of combined formalist and functionalist theories and methods to study discourse-related issues.

The famous researcher of discourse T. van Dijk suggests using the term "discourse" in many meanings. He proves that discourse can be written, oral, verbal and non-verbal, that is, it can be considered as a written or oral speech product of a communicative action that is associated with specific conditions and context.

In other words, van Dijk writes that discourse in the broadest sense can be written, oral, and can have verbal and non-verbal components; the researcher defines discourse in the narrow sense as a written or oral speech verbal product of communicative activity. Further, the author of the famous work adds that discourse is always associated with specific conditions and context. "The primary meaning of the term "discourse" and as it is used, is that of a specific communicative event. Such a communicative event is itself rather complex, and at least involves several social actors, typically in speaker/writer and hearer/reader roles, taking part in a communicative act, in a specific setting (time, place, circumstances) and based on other context features. This communicative act may be written or spoken, and, especially in spoken interaction, usually combines verbal and non-verbal dimensions (jesters, face-work, etc.)".[7]

T. van Dijk also considers it possible to regard discourse as a genre, namely, scientific discourse, political discourse, etc. "Communicative events are usually tied to a specific social or institutional domain. In some cases, they may be constitutive of such a domain. Thus, the many types of legal discourse constitute the domain of "law", whereas types of political discourse largely constitute what we understand by "politics" or the "policy", and educational discourse the domain of education. That is, a domain is the typical contextual property that defines overall classes of genres, such as political discourse, medical discourse, scholarly discourse[8].

The abovementioned approaches to the study of the concept of discourse are to some extent interrelated. Various methods and directions of discourse analysis explain the existence of a great number of definitions of this concept.

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[7] Dijk T. A. van. Ideology: A Multidisciplinary Approach. London : Sage, 1998. P. 193–194.

[8] Dijk T. A. van. Ideology: A Multidisciplinary Approach. London : Sage, 1998. P. 214–215.

In foreign and domestic studies, the understanding of discourse is not unambiguous. For example, the researcher V.V. Krasnykh has a point of view, according to which she interprets discourse as "verbalized thinking and speech activity, which includes linguistic and extralinguistic components," and the text as "an elementary unit of discourse,"[9] that is, in the researcher's approach, discourse is defined through text or text through discourse.

A researcher E.V. Temnova thinks that discourse can also be viewed as a process (verbalized speech-thinking activity) and as a result (fixed text), as well as in these two aspects simultaneously.

James Paul Gee and Michael Handford, in their definition of discourse, refer to "the meanings we give language and the actions we carry out when we use language in specific contexts".[10]

Within the framework of the communicative approach, discourse is perceived as verbal communication, dialogue, dialogical utterance, speech from the position of the speaker. The disadvantage of this approach is its high level of abstraction.

Another approach to the analysis of discourse is the structural-stylistic approach, when discourse is understood as "a non-textual organization of the spoken language, which is characterized by imprecise division into parts, the dominance of associative links, spontaneity, and high context".[11]

In our work, we adhere to the definition of discourse by N. D. Arutyunova, where "discourse is a coherent text in combination with extralinguistic − pragmatic, sociocultural, psychological, and other factors; text taken in the event aspect; speech, considered as a purposeful social action, as a component involved in the interaction of people and the mechanisms of the consciousness (cognitive processes)". Discourse is speech, "immersed in life".[12] In this interpretation, the discourse is regarded as an expanded understanding of the text, as a text that is immersed in a specific communicative situation with information about the participants of communication and the conditions or circumstances of the situation.

The interpretation of the concept of discourse by a researcher A.I. Varshavskaya, who introduces the concept of discourse-text and

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[9] Красных В.В. Виртуальная реальность или реальная виртуальность. Москва : Изд-во Диалог, МГУ, 1998. С. 190.

[10] Gee, J.P. and Handford, M. (eds). The Routledge Handbook of Discourse Analysis. Abingdon, Oxon : Routledge. 2012. P. 1.

[11] Карасик В.И. Структура институционального дискурса. Проблемы речевой коммуникации : межвуз. сб. науч. тр. Саратов : Изд-во Сарат. ун-та, 2000. С. 26.

[12] Арутюнова Н.Д. Дискурс : Лингвистический энциклопедический словарь / под ред. В.Н. Ярцевой. Москва, Сов. энцикл., 1990. С. 136-137.

considers discourse as a process of linguistic thinking, and the text as the result or product of this process, seems to be valid too.

Despite the great number of definitions of the concept of "discourse", it remains somewhat vague and ambiguous. Based on this, it can be classified as a universal concept in research, because the range of its interpretations is constantly expanding. And yet, with a high probability, further research of discourse, at least in the field of linguistics and methods of teaching languages, will be related to the concepts of "text" and "speech".

Foreign language professional discourse is defined in different ways by different researchers. Some researchers, for example Shaturnaya E. A. and Millrood R.P. define it as mastering of the necessary set of linguistic knowledge, as well as the ability to act adequately in certain conditions of professional communication.

Other researchers understand professional discourse as a speech professional act regarded as a specific concept of the social one, and professional activity is understood as social interaction with inherent speech, covering all aspects of professional life, including socio-cultural and foreign language aspect. Such point view has a researcher from Saint Petersburg N. A. Proschyants.

In the sphere of teaching foreign languages to students of humanities faculties, it is of particular interest to increase the effectiveness of the formation of foreign language communicative competence through teaching a foreign language professional discourse.

According to well-known linguistics researcher N.D. Galskova, "communicative competence is a person's ability to understand and generate utterances in foreign language in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to"[13] Yet there are many other opinions on the matter.

Since linguists-researchers do not have a unified view on the composition of the components of communicative competence, we will take into consideration the opinion of the Council of Europe for Cultural Cooperation: Communicative language competence can be considered as comprising several components: linguistic, sociolinguistic, and pragmatic.

Linguistic competence includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system. A given individual's communicative language competence relates not only to the range and quality of knowledge (e. g. in terms of phonetic distinctions made or extent and precision of vocabulary) but also to cognitive organization and

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[13] Гальскова Н.Д. Теория обучения иностранным языкам: лингводидактика и методология. Москва : Академия, 2005. С. 19.

the way this knowledge is stored (various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall, and availability). Its organization and accessibility will vary from one individual to another or with the same individual (plurilingual person). Cognitive organization of vocabulary and storing of expressions, etc. depend on cultural features of the community, in which the individual has been socialized and where his/her learning has occurred.

Sociolinguistic competences refer to sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between genders, classes or social groups, linguistic codification in functioning of a community), sociolinguistic component affects all language communication between representatives of different cultures.

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts) drawing scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms. It is not necessary to stress the impact of interactions and cultural environments in which such abilities are constructed.[14]

It follows from the aforesaid that the formation of foreign language communicative competence of students of humanities faculties should be aimed at reducing the intercultural distance between representatives of different societies by forming competencies that would help a future specialist to carry out professional communication in the context of interaction of different cultures, that is achievable when teaching a foreign language as professional discourse. The conditions for the implementation of the above is focus on the personal development of students based on the use of modern teaching methods that contribute to increasing motivation for learning a foreign language as a means of professional foreign language communication, i. e. the use of a foreign language professional discourse.

Teaching a foreign language discourse makes it possible to form communication skills, when students must understand what relations the communicants are in, in what situation communication takes place and how, depending on these factors, it is necessary to construct an utterance. It should be noted that the professional community is a community of people, which is characterized by a certain discourse, determined by the type of professional activity. "Foreign language professional discourse has all the categories inherent directly to discourse (proposition, explicature, implicature,

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[14] Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Council of Europe, Council for Cultural Co-operation. Education Committee. Cambridge University Press. 2001. 273 p.

inference, reference, presupposition, mental lexicon). However, its formation is impossible without a formed foreign language communicative competence, which includes all types of competences that give new meaning to the categories of discourse and contribute to the implementation of an effective communication process"[15].

Thus, the concept of a foreign language professional discourse arises, that is based on objective data and has as its goal the transfer of knowledge using strictly selected linguistic and stylistic means. It should be taken into consideration that a foreign language professional discourse is characterized by knowledge of certain number of linguistic and extralinguistic factors, among which a special subject network of communication for interlocutors, and a variety of types of texts and professional themes of communication can be distinguished. In this case, the so-called "mental lexicon (or vocabulary) acquires special significance as a category of discourse, since it is an active system in which new connections are constantly being established, which make it possible to find and realize the meanings of words determined by the professional sphere of communication"[16].

We agree with S.K. Gural, who defines an important category of discourse – a mental lexicon, which means a vocabulary stored in a person's memory, which, unlike a traditional dictionary, is very flexible, multifaceted, mobile, stores many meanings and options of the words' use, on its basis word formation and the creation of new phrases and phrases are possible.

Nowadays all the lecturers know that while gaining higher education, a student gets acquainted with professional discourse. Professional discourse is a professional, legal, linguistic, and social field in which a specialist carries out his/her professional activity, exchanging information with other communicants. Analysis of professional language discourse requires special attention. From a linguistic point of view, professional discourse has its own special design, expressed, as a rule, in the vocabulary and style of speech.

"It is obvious that one of the most important competencies of any specialist who, in the process of his/her activity, deals with a professional foreign language, is discursive competence. For its formation, the systematic professionally oriented training of students is necessary, while students learn to perform communicative tasks presented in various forms"[17]. Thus, one of the main goals of language professionalization at the university is

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[15] Макаров М.Л. Основы теории дискурса. Москва : ИТДГК Гнозис, 2003. С. 61.

[16] Гураль С.К. Обучение иноязычному дискурсу как сверхсложной саморазвивающейся системе : автореф. дис… д-ра пед. наук. Тамбов, 2009. С. 23.

[17] Поленова А.Ю., Постукян М.М. К проблеме ранней языковой профессионализации бакалавров в сфере экономики. *Вопросы регулирования экономики*. 2014. Том 5, № 1. С. 130.

introduction of students to professional language discourse. Reflecting the model of future professional communication, the classroom language discourse is aimed at mastering the mechanisms of constructing utterances based on speech experience and understanding of the functioning of language means in the communication process. The content of professionally oriented language training can be considered as formation of the basis of professionally important competencies based on knowledge, abilities, skills, and preparation of students for professional communication in a foreign language. The content of language training can also be considered as the relationship of learning objects (language, speech, speech activity, culture), objects of acquisition (knowledge, skills, abilities, intercultural communication) and learning outcomes, or competencies (linguistic, communicative, and sociocultural).

Many linguists-researchers agree that components of the content of any language education include:

1. means of communication (phonetic, grammatical, lexical, stylistic, linguistic-cultural);

2. ability to choose the appropriate means in the process of communication;

3. skills formed in the process of training that enable students to use a foreign language;

4. knowledge of extralinguistic factors that influence communication;

5. spheres, themes, situations of communication, which help to acquire the content of education;

6. competences formed on the basis of knowledge, abilities and skills.

Further let us examine the lexical means of communication, in no way underestimating the significance of the others. We shall try to explain why, from our point of view, the lexical means are especially important in formation of the linguistic competence as one of the foundations of professional language discourse.

"Communication in the professional sphere is characterized by versatility, since various areas of scientific communication have a special thesaurus or vocabulary, interaction situations, communicative and practical intentions, and strategies for achieving them."[18] To our mind, students can acquire the necessary information about a professional thesaurus or vocabulary through the study of speech/language activity (oral and written),

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[18] Астафурова Т.Н. Стратегии коммуникативного поведения в профессионально-значимых ситуациях межкультурного общения : автореф. дис. ... д-ра пед. наук. Москва : Московский государственный лингвистический университет, 1997. 47 с.

that is, a discourse that reflects all the specific features of a foreign language linguistic society.

2. Formation of the students' lexical communicator
as the basis of professional discourse

Motivation as one of the key factors that influence success in the process of learning foreign languages is recognized by both teachers and researchers "Without sufficient motivation even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement".[19]

The sources of motivation to study are both internal and external. It is obvious that any incentive circumstances of the external plan (for example, the need or the ability to communicate with native speakers) ultimately pass into the deep spheres of human activity, then acting as a strong internal motivational principle.

External sources of motivation include: 1) "interestingness" and enlightening, instructiveness of the lesson, and the educational process as a whole; 2) personal and professional qualities of the teacher; 3) success directly felt by the student in the process of mastering foreign language-speech competence.

Meanwhile, the "feeling" of success, of progress in knowledge is most often observed only when a student experiences freedom when operating with linguistic signs of higher levels, which allows him/her to semantize (understand) utterances, super phrasal unities, text, where there is an involuntary jump from the plan of form into the realm of content. Here purposeful and "unorganized" efforts of students merge with the result, which is an essential psycho-motivation feedback.

It is no need to say, knowledge of vocabulary (lexicon) as a potential information field plays a decisive role. Hence, the creation of a lexical communicator, effective in terms of covering text arrays and reliable in terms of operation, a chain "linguistic form – meaning", as well as "meaning – linguistic form" of a lexical communicator is the primary task of a methodologist – organizer of learning. "To understand a text, learners need to know words, and knowing a word involves knowing: its spoken and written contexts of use, its patterns with words of related meaning"[20].

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[19] Dornyei Z. Motivation in second and foreign language learning. Language Teaching.. 1998. Vol. 31 (3). P. 117.

[20] Carter R. Vocabulary: Applied Linguistic Perspectives. London : Routledge, 2012. p. 43.

By the term "lexical communicator" we mean a specific sector of general speech competence, which is responsible for a set of knowledge, skills, and abilities in the normative use of words in semantic coding and in the perception of lexical units (items) in semantic decoding. The term "communicator" as a speech imitating (psycholinguistic) device was first used by E.P. Shubin in his well-known work "Language Communication and Teaching Foreign Languages". Somewhat later, studies appear in which the psychological mechanisms of possession of aspectual linguistic material are examined within the framework of a specific type of speech activity, that is essentially detailing of the concept of a communicator.[21]

Psycholinguistic aspects of the formation of a lexical communicator of students, from Petrushevskaya N.N. point of view include the following tasks: 1) mastering a productive vocabulary-minimum at the skill level; 2) mastering a receptive minimum at the skill level; 3) upbringing of so-called lexical "instinct or hunch", manifesting in the volume of a potential vocabulary (level of knowledge).[22]

The actual methodological aspects of the formation of a lexical communicator (LC) imply: 1) an adequate selection and acquisition of a minimum vocabulary for specific learning conditions (target setting, program, set of educational factors); 2) the development of a systemic lexically oriented block of exercises that develop LC in all basic types of speech activity within the framework of the existing or newly constructed educational system.

We have tried to consider some issues of compiling a minimum vocabulary for students of the non-linguistic faculty of the university, as well as the methodological and psycho-motivational role that it should play in the structure of the educational process in a foreign language.

All foreign language teachers know that students studying a foreign language have the greatest difficulties in mastering its lexical system. Unlike the phonetic and grammar systems, which are practically closed, the vocabulary of the language is an open, limitless sphere in the bosom of any natural (living) language. In a modern developed language, there are approximately 100 thousand lexical items (LIs), which appearance in the text seems unpredictable, random (which, in fact, it is), and, according to the

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[21] Куклина С.С. Ситуативно-функциональная обусловленность механизмов лексического навыка говорения. Коммуникативный метод обучения иноязычной речевой деятельности. Воронеж, 1992. С. 36–47.

[22] Петрушевская Н. Н. Формирование и расширение лексического запаса для чтения специальных текстов. Иностранные языки в высшей школе. Москва : Высш. шк., 1987. Вып. 19. С. 121–126.

observations of speech statisticians, the most informative parts of the text are provided primarily by low-frequency words, or "rare" ones.

The constant encounter of the student with unfamiliar LIs irritates him/her, reduces the motivational potential. Moreover, the further advancement in studying the program does not seem to remove this problem. On the contrary, it is exacerbated, gaining a new impetus when degree seekers move on to work with the original scientific literature. We find confirmation of this in the studies of foreign linguists D. Gardner and M. Davis. "Almost without exception, experts are calling for more explicit instruction of academic vocabulary, including more focused lists of "core" academic vocabulary, as well as lists specific to certain disciplines of education (e. g. history, philosophy, law and political science). Such lists are useful in establishing vocabulary learning goals, assessing vocabulary knowledge and growth, etc."[23]

Taking into consideration the above, the importance of a reliable, effective vocabulary minimum cannot be overestimated. While compiling it, one should proceed from the fact that no matter how colossal the vocabulary of the studied language is, it is always possible to single out the core, that constitutes an important and necessary part of the lexical communicator of each native speaker, without which the implementation of linguistic communication is impossible.

We are talking about a minimum dictionary containing only the vocabulary that should be learned first when studying any foreign language in certain conditions.

It is known that the vocabulary minimum can be created both for teaching a language "in general" and for communicating with individual groups of the linguistic community (social, professional, regional, age, etc.). Such dictionaries differ significantly in their size and composition, since they can include terminology, social vocabulary, argot, etc. The size in this case can vary from several hundred (for example, Basic English) to many thousands of lexical items. However, the obligatory presence in each of them of the core part of the vocabulary ensures the possibility of free communication between members of the language community.

Creation of vocabulary-minimums is a relatively young branch of lexicography, but one can speak of it as a separate discipline – educational lexicography, under which V.V. Morkovkin, for example, understands "a complex linguo-methodological discipline, the content of which is

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[23] Gardner D., Davies M. A New Academic Vocabulary List. Applied Linguistics. 2014. 35 (3). P. 305–327.

theoretical and practical aspects of describing vocabulary for educational purposes"[24].

This definition should be substantially supplemented by the reference that the basis of educational lexicography is scientifically grounded selection, and its quality decides the whole matter.

The practice of compiling lexical minimums indicates shortcomings in this very aspect: the extremely limited LIs minimum often includes "optional" vocabulary, while the immensely necessary vocabulary often remains outside.

The reasons for the inadequacy of many vocabulary-minimums are as follows: the basis of their creation is mainly based on "linguo-centric" principles, that is, provisions focused on the internal rules and mechanisms of language but neglecting or ignoring its communicative characteristics and properties, its main purpose – to serve as a means of communication.

Developing the issues of modeling the minimum vocabulary, the methodologist must be aware of: 1) educational conditions that determine the quantitative parameters of the minimum vocabulary; 2) the social and communicative position of a graduate of a higher educational institution – a future specialist, whose linguistic competence is supposed to be formed; 3) the role that in his/her general speech competence will be occupied by the main types of speech communicative activity (in what volume, on what material).

Let us briefly consider the above prerequisites for the formation of the lexical minimum.

The first question is: what should be the size of the minimum vocabulary? Methodologists believe that knowledge of 1000–1600 most common words may be required to steer a conversation on everyday topics. A detailed review of this problem is contained in the work of B.A. Lapidus.[25] The problem of the number of LIs, the knowledge of which is needed to understand the written text, is solved somewhat differently. In the language of monographs, newspapers, popular science, and literary and artistic works, we find a great number of words that are rarely used or do not occur at all in everyday life.

The "critical" size of the commonly used vocabulary (1000 LIs) established for oral speech is not able to ensure understanding of a written text, particularly the special one.

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[24] Морковкин В.В. Типология филологических словарей. Vocabulum et vocabularium. *Вестник Харьковского политехнического университета.* Харьков, 1994. Вып. 1, № 19. С. 13–23.

[25] Лапидус Б.А. Проблемы содержания обучения языку в языковом вузе. Москва : Высш. шк., 1986. 144 с.

The search-informative understanding of a source happens when at least 70% of the words are familiar to a reader or speaker. However, such a ratio does not seem optimal, since it only gives a general, approximate understanding of a work, which is unacceptable for a special (for example, legal) oral or written text. Welding dictionary data, for example, show that 3612 word-forms cover 90% of the text.[26]

The size of students' vocabulary is influenced by the learning conditions – the duration of the course, the number of classroom hours per week, the teaching method, the quality, and nature of the exercises. Therefore, in the learning process, adjustments are possible.

Since learning to read is aimed at achieving adequate understanding, there should be at least 85% of familiar words in the text, which will correspond to a passive vocabulary of about 2800 most common words. Lexical items of the active minimum vocabulary (1600 LIs) constitute its stable core. The composition of the remaining 1200 receptively acquired words, built on top of the active core (although they belong to the most essential for understanding the text), can undergo certain changes caused by shifts in the formulations of learning goals, changes in the number of class hours, and changes in organizational forms of teaching/learning.

It should also be remembered that to this educational minimum, the student will add 500 LIs, representing highly specialized terminology (for example, the sublanguage of jurisprudence: to accuse, advocacy, to allege, attorney, barrister, bill, burglary, convict, coroner, crime, courtroom, dock, evidence, forgery, guilty, investigate, jail, jury, law, legal, murder, offence, plaintiff, probation, prosecutor, to rob, shoplifting, solicitor, trial, will, witness, etc.).

Let us move on to considering approaches, principles, and procedures for selecting the minimum vocabulary. The history of methodology has registered different approaches to the selection and acquisition of lexical minimum. Among them are deductive-lexicographic, intuitive-pragmatic, thematic-conceptual, inductive, statistical, mixed (combined) and other approaches.

The most fruitful and effective, both from a methodological and psycho-motivational point of view, is the communicative (more precisely, the communicative-inductive approach. It was studied and substantiated in the works of V.L. Skalkin.[27] This approach is based on an accurate definition of

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[26] Петрушевская Н.Н. Формирование и расширение лексического запаса для чтения специальных текстов. Иностранные языки в высшей школе. Москва : Высш. шк., 1987. Вып. 19. С. 121–126.

[27] Скалкин В.Л. Коммуникативные основы отбора языкового материала для обучения устной иноязычной речи. Коммуникативный метод обучения иноязычной речевой деятельности. Воронеж, 1983. С. 21–27.

the social-communicative position of a higher educational institution graduate, in our case – a certified specialist (in our case, a lawyer).

The socio-psycholinguistic approach to the functioning of a language as an object of learning (in particular, its lexical system) makes it possible to assess accurately the text-forming role of certain layers of the LIs minimum and the communicative decorum that reveals their semantic value and determines their real role in speech activity. For LIs exist not only in the "text", but also in a concentric system of communicative categories, such as the sphere and type of communication, a typical speech situation, etc.

Thus, the "sowing", or selecting of the lexical inventory from the text should be preceded by targeted selective work at the communicative level – the selection of written materials (for the receptive part of the minimum) and the selection of typical communication situations (for the reproductive minimum). In both cases, the professional and personal interests of students should be taken into consideration, that should provide a motivational component of the vocabulary learning at this stage.

Each stage and "site" of selection uses its own selection rules. So, if the statistical principle is suitable for processing written sources for the passive stock of LIs, then while completing a productive vocabulary, the leading one should be the principle of situational-thematic modeling, supplemented by the criteria of semantic importance, availability of concepts, the relationship of LIs to a certain lexical microsystem, etc. This is where complex selection principles can be applied.

Thus, the communicative approach involves the use of differentiated rules and selection procedures that are most consistent with the nature and purpose of these functional-methodological vocabulary classes, which form the minimum for specific teaching/learning conditions.[28] The use of test materials of the educational minimum, compiled on the bases of the described procedures in classroom lessons, aroused great interest among students.

Giving a general description of the lexically oriented block of forms of work that develop the LC, we note that both in the training-preparatory and in the communicative-speech phase they are distinguished by some qualities.

1. They provide a systematic, methodologically relevant for typological difficulties and information needs replenishment of the vocabulary that students have already acquired;

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[28] Яременко Г.И. К вопросу о репродуктивном лексическом минимуме для первого этапа обучения иностранному языку в техническом вузе (на материале английского языка). *Анализ содержания курса иностранного языка.* Томск, 1989. Вып. V. С. 112–119.

2. Any LIs introduced at one stage or another of the educational process are worked out on communicative, contextually interesting (at an advanced stage – professional) material;

3. The methodical apparatus of the block provides for repeatability of LIs with a frequency adequate to the typology of their difficulty (learnability);

4. The whole complex of activity forms ensures the formation of a so called reserve vocabulary (vocabulaire disponible).[29]

The proposed system allows at all stages of work on the development of students' LC to keep in mind the psycho-motivational aspects of teaching vocabulary. Revealing the meaning of words, the teacher connects the student's lexical communicator through the meanings and semantic fields of separate layers of vocabulary to extralinguistic content that has cognitive and motivational characteristics. This happens according to the following general correlation scheme:

REALIA ----------------------- life of the country of the target language;

TERMS ------------------------ new data, concepts of professional domain and legal science;

SOCIAL AND POLITICAL VOCABULARY ------– socio-economic, political situation in countries, regions, in the world;

ANTHROPONYMS ---------------– the life and work of prominent historical figures, politicians, legal theoreticians and lawyers of a particular country;

PRAGMONYMS -----------------– activities of foreign legal corporations, trade, production, and research organizations.

CONCLUSIONS

Summing up the above, we can make a conclusion about the dialectical interconnectedness of the methodological and psycho-motivational aspects of the vocabulary/lexis teaching system – the formation of a lexical communicator. The more correct is the linguistic base of the lexical communicator and the ways of its development in a purely methodological aspect, the stronger and more stable is students' professional potential.

Still, it should be admitted that we face some problems while moving from language as system towards language as discourse. Though the vocabulary of the English language is composed of a colossal repository of lexical units and phrases, there are important domains where we should move away from considering the lexicon as a part of the language system towards viewing it as a resource for the discourse formation. All lecturers

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[29] Гугенейм Г. Некоторые выводы статистики словаря. Методика преподавания иностранных языков за рубежом. Москва : Прогресс, 1976. С. 299–305.

know that both grammar and lexis, which form a big portion of every language are often taught from the viewpoint of language as system. However, introducing the concepts of lexis as discourse encourages understanding of language form and function, that stimulate more effective communication.

The syllabus can potentially bridge the gap between language as system and language as discourse include, from the point of view of Brian *Clancy and Michael* McCarthy: discourse roles; types of verbal exchange that are natural in different contexts; natural turn-taking; discourse marking; creating and maintaining relationships; goal-orientation. But not all these points offer ready-made linguistic repository that can be written into the syllabus. Everything requires thinking, planning and reassessment of methods, materials, activities, and classroom practices.[30]

Question how to distribute discourse roles in the classroom affect not only the content of the syllabus, but also methods of teaching and classroom activities. An important issue is how to create a syllabus which encourages the transition from language system to discourse in areas of language where the available linguistic repository is not so well-described as, for example, the tense system, the prepositions, the names of the days of the week, verbs of the senses, etc. Quite often, attempts to explain what discoursal competence means in foreign language contexts is not defined in exact terms. Defining and specifying content are the subsequent problems for anyone willing to incorporate the sphere of discourse into a planned syllabus. Another problem lies in the fact that there is a wide variety of contexts in which language use changes according to the situation and the participants.[31]

Nevertheless, we see the prospect of further research in creation of a vocabulary minimum for creation of lexical communicator with the aim of using it in classroom and self-study to achieve a higher level of foreign language proficiency.

SUMMARY

The article deals with professional discourse or communication in professional sphere that is characterized by versatility, since various areas of such communication have a special thesaurus or vocabulary, interaction situations, communicative and practical intentions, and strategies for

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[30] McCarthy M. and Clancy B. From Language as System to Language as Discourse. In Routledge handbook of English language Teacher Education. Routledge. 2019. P. 201–215.

[31] Clancy B. Investigating Intimate Discourse: Exploring the Spoken interaction of Families, Couples and Friends. London : Routledge, 2015. 194 p.

achieving them. Hence, the creation of a lexical communicator, effective in terms of covering oral and written text arrays and reliable in terms of operation, a chain "linguistic form – meaning", as well as "meaning – linguistic form" of a lexical communicator is the primary task of a methodologist – organizer of learning.

While doing a research we found out that actual methodological aspects of the formation of a lexical communicator imply: 1) an adequate selection and acquisition of a minimum vocabulary for specific learning conditions (target setting, program, set of educational factors); 2) the development of a systemic lexically oriented block of exercises that develop lexical communicator in all basic types of speech activity within the framework of the existing or newly constructed educational system.

We are of opinion that students while learning a foreign language have the greatest difficulties in mastering its lexical system because unlike the phonetic and grammar systems, which are practically closed, the vocabulary of a language is an open, limitless sphere of any natural language. Taking it into consideration, the importance of a reliable, effective vocabulary minimum cannot be overestimated.

Unfortunately practice of compiling lexical minimums indicates shortcomings in this very aspect: the extremely limited lexical minimum often includes "optional" vocabulary, while the most necessary vocabulary often remains outside.

In our work we made a comparative study of different approaches to the selection and acquisition of lexical minimum (among them deductive-lexicographic, intuitive-pragmatic, thematic-conceptual, inductive, statistical, mixed, or combined and others); the most effective, both from a methodological and psycho-motivational point of view, is the communicative approach because it is based on an accurate definition of the social-communicative position of a higher educational institution graduate.

We have proved that selecting of the lexical inventory from the oral and written texts should be preceded by targeted selective work at the communicative level – the selection of written materials (for the receptive part of the minimum) and the selection of typical communication situations (for the reproductive minimum) because lexical items exist not only in texts, but also in a concentric system of communicative categories, such as the sphere and type of communication, a typical communication situation, etc.

As a result of our research, it is possible to deduce that each stage of selection needs its own selection rules. If the statistical principle is suitable for processing written sources for the passive stock of lexical items, then while completing a productive vocabulary, the leading one should be the principle of situational-thematic modeling, supplemented by the criteria of semantic importance, availability of concepts, the relationship of lexical items to a certain lexical microsystem, that is to apply complex selection principles. Consequently, the communicative approach involves the use of

differentiated rules and selection procedures that are most consistent with the nature and purpose of these functional-methodological vocabulary classes, which form the minimum for specific teaching/learning conditions.

At all stages of work on the development of students' lexical communicator a lecturer must bear in mind the psycho-motivational aspects of teaching vocabulary: revealing the meaning of words, the teacher connects the student's lexical communicator through the meanings and semantic fields of separate layers of vocabulary to extralinguistic content that has cognitive and motivational characteristics.

At the end of our research, we reached a conclusion about the dialectical interconnectedness of the methodological and psycho-motivational aspects of the vocabulary teaching system – the formation of a lexical communicator: the more correct is the linguistic base of the lexical communicator and the ways of its development in a purely methodological aspect, the stronger and more stable is students' professional discourse potential.

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SPEECH CULTURE IN PROFESSIONAL COMMUNICATION

Yermolenko S. Ya.

INTRODUCTION

The state status of the Ukrainian language raised the issue of the enlargement of its communicative and cognitive functions as an important factor in state formation, a reliable mechanism of consolidating society. New public conditions for the functioning of the Ukrainian language motivate, first, comprehension of such a concept as national-linguistic consciousness associated with self-awareness, self-determination of the nation, the discovery of its identity culture. Secondly, they raise the questions of the in-depth study of the Ukrainian language as a literary language standard, which is an important, historically determined variety of the national language in its dynamics, given the conditions of globalization, significant migration processes and the influence of unlimited information space.

The concepts of "state language", "national language", "literary language" in relation to *the Ukrainian language* provide the appropriate content in context of the history of terminology of these concepts. If the first is explicated in legal, legislative documents, the second needs further linguistic definition due to the fact that it is often used in the humanities discourses, without distinguishing between such varieties of the national language as *literary language* and *the language of territorial and social dialects*.

In the historical and cultural discourse of the XIX century there was a formation of the concept of the Ukrainian language as an active subject in the history of the Ukrainian people, who, in conditions of statelessness, fought for the right to have their own language not only for domestic use, but also to develop education, culture and enter the civilized world as an authentic Slavic nation.

Divided between different states, the stateless Ukrainian nation has walked the difficult path of formation of the literary variety of the national language, that language standard, which in modern conditions is an important factor in consolidating society, as well as an instrument of professional communication in various fields of human activities.

Literary language is a phenomenon of communication, codified and developed in all areas of science, education, culture and production. It provides real multifunctionality, social prestige of the language that unites society and ensures the integrity of the national culture.

1. The history of the concept of *literary language*

The specific meaning of the term "literary language" is being rethought in certain historical periods of development of the national culture. L.A. Bulakhovskyi emphasized such characteristic features of literary language as its written character, unifying (integration) tendencies and normativeness. The researcher noted that the normativeness of oral spoken language is formed under the influence of the written one, "but the very standard, strict normativeness of written language are mostly a phenomenon of later times"[1]. The following signs of literary language are constant: literary norm; interaction of literary language with territorial and social dialects; preservation of previous traditions in literary language; the ratio of literary language and the language of fiction; impact of speaking practice on literary language and social dialects.

The concept of normalized literary language is formed in societies with appropriate level of education, science and culture development. Literary language in its own relevant feature – the presence of an established norm (phonetic, lexical, word building, morphological, syntactic) – strives for standardization, uniformity, preservation of traditions.

Rationing and codification are two processes that are reflected in grammars, dictionaries. They record the literary norm as usage examples of language in formal, scientific, educational and informational areas. Exemplary literary language requires a long formation and establishment. It also certifies a certain level of education in society, as well as the execution of integrative and unifying functions by the national language.

For Ukrainians, the question of the unity of the nation and a single literary language has acutely arisen in the second half of the XIX century, as well as in the early XX century due to the existence of variants (written and literary practices) of the Ukrainian literary language[2].

Ivan Franko saw the basis of a single literary model in a certain type of language, "which in a huge area from Kharkiv to Kamianets-Podilsky showed such homogeneity, such a lack of sharper differences, which fully corresponded to the Ukrainian national type, also "mixed" and aligned as a whole mass, as few others in the world do. Everyone, Galician or Ukrainian, who wants to speak in print to the largest mass of Ukrainian people, must use the language of the largest mass, the language produced by the largest number of talented and popular writers"[3]. The writer could not stand aside

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[1] Булаховський Л.А. Виникнення літературних мов. Вибрані праці в 5-ти томах. Т. 1. Київ : Наукова думка, 1975. С. 323.

[2] Матвіяс І. Варіанти української літературної мови. Київ, 1998. С. 124–150.

[3] Франко І. Зібрання творів у 50-ти томах. Т. 37. Київ, 1982. С. 206.

from the linguistic discussions that erupted in the late XIX century and early XX century. Making efforts to form an all-Ukrainian literary language, I. Ya. Franko "found in the linguistic and literary dispute a democratic, broad approach, the foresight that was ultimately intended to achieve unification, to bring together the nascent in the linguistic practice of different regions, and thus bring together the alternative rules, if not overcome, then at least minimize cultural and ethnic differences"[4].

Exploring the role of playwrights of the late XIX century and early XX century in the development of the Ukrainian literary language, Ya.V. Janusz characterizes, in particular, translations made by M. Starytskyi[5]. The researcher gives conceptual provisions of the playwright about the then state of the Ukrainian literary language: "Although I had at my disposal a language with an extremely rich vocabulary, able to convey a storm of passions and a tender song of love, but still it was the language of the vast fields and meadows, not of the royal chambers, foreign to the language eloquence of court etiquette, alien to the artificial subtlety of metaphors and others rhetorical ornaments"[6]. Mykhailo Starytskyi devoted his talent as a writer and translator to the development of literary language. In a letter to Ivan Franko, he wrote: "From the first steps of self-knowledge in the field of the nation, I was ignited to serve my native word with my very soul and thought, to polish it, to give it beauty and strength, to make it able to express a cultural educated thing, to sing the finest beauties of high poetry… I wanted… to bring our word to the rank of a general … "[7].

In the second half of the XIX century, the question of the influence of the specific dialects on the Ukrainian literary language was topical. Lesya Ukrainka expressed her thoughts on the interaction of vernaculars and the formation of literary language in her letter to Osyp Makovei in such words: "... there is absolutely no sense in talking about the victory of one or the other dialect because literary language must be created from all dialects, with no violence, quarrels or fights"[8].

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[4] Кононенко В.І. Мова. Культура. Стиль: збірник статей. Київ-Івано-Франківськ, 2002. С. 410.

[5] Януш Я.В. Українські драматурги-класики кінця XIX – початку XX ст. і українська мова. Життя у слові: зб. наук. праць на пошану академіка В.М. Русанівського. Київ, 2011. С. 432–433.

[6] Старицький М. Передмова до перекладу трагедії «Гамлет» В. Шекспіра. Твори у 8 т. Київ, 1963–1965. Т. 8: Оповідання ; Статті ; Листи. 1965. С. 356.

[7] Старицький М. Лист до І.Я. Франка. Початок червня 1902 р. Твори у 8 т. Київ, 1963–1965. Т. 8: Оповідання; Статті; Листи. 1965. С. 636.

[8] Українка Леся. Лист до А. С. Маковей від 28 січня 1894 р. Зібрання творів у 12 т. Київ, 1975–1979. Т. 10, 1978. С. 209–210.

Exploring the modern communicative-stylistic complex of oral literary language, considering oral language as a system, S.P. Bybyk states: "The formation of the components of this system is a complex, long-lasting process due to the expansion from the household functions to the social ones"[9].

In the context of liberalization of social relations, the growing role of types and genres of oral communication increases the number of alternative means of linguistic self-expression, but they are subject to the basic requirement – to be understandable to as many native speakers as possible, to identify appropriate level of education and language competence. Language education and modern media form the integral space in which the main, determining role belongs to the standardized literary language. Deviation from spelling or orthoepic norms, as well as attempts to introduce a new lexical, syntactic norm is still considered by the educated people as a lack of knowledge of modern literary language, as a violation of the codified language norms.

It is worth noting that reflections on the language norm has occurred before because the functioning of the norm is related to the category of evaluation, language habits and preferences of the person. Critical evaluation of the specific word usage, pronunciation, explanation of historical changes in language depend on actualization of the theory and history of literary language.

If in a broad sense, modern literary language is the language from the times of Ivan Kotliarevskyi to this day, which is actually confirmed by the dictionaries and educational philological literature, in the narrow sense the term "modern literary language" unites the communicative practice of three generations. This is a period of simultaneous life of older, middle and younger generations. The language of young people is always different from the language of older people, but it is balanced by the communicative activity of the middle generation, which determines the nature of the norms of modern literary language.

The relentless flow of the language river reflects constant changes in the life of society. In times of great social changes, socio-cultural landmark changes, the evolution of language is noticeable in much smaller time spans. Thus, we identify modern literary language with the language practice of the last 10 – 15 years. Researchers of modern Slavic literary languages write about the changes in the evaluation of literary, exemplary, elite language. For example, referring to the controversial statement of a well-known researcher of Polish stylistic varieties of literary language Stanislav Haida on the "de-elitization of literary language", Stanislav Dubish reflects on the

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[9] Бибик С.П. Комунікативний комплекс «усна мова»: сучасна проекція. Життя у слові: зб. наук. праць на пошану академіка В.М. Русанівського. Київ, 2011. С. 284.

relationship between the terms *literary* and *common* Polish language at the turn of the XX and XXI centuries[10].

Literary standard (as a standardized and codified in dictionaries and grammars polyfunctional and polythematic Ukrainian literary language) is formed in specific historical conditions. The concept of temporal and spatial depth of the literary norm[11] makes it possible to connect the phenomenon of the new (and modern) literary language with the language of I.P. Kotliarevskyi, Taras Shevchenko, with the language consciousness of educated Ukrainians of the past centuries.

Functioning of literary language in written and oral forms, in different stylistic varieties determines the specifics of the implementation of the literary norm. Due to the dynamic stability of the literary norm, the connection between generations is ensured, the educational and cultural traditions of the nation are preserved.

2. Spatial and temporal depth of the literary norm

In the age of democratization of modern life, there is a change in regulatory stylistic consciousness of native speakers. There are different attitudes towards the literature norm: awareness of its *necessity* against modern processes of swaying norms; *liberal attitude* to innovations in the field of literary norm; *chaotic use* of language rules, which may be a deliberate violation of language norms as means of outrage, drawing attention to what is said, or an unconscious violation of the literary norm, i.e. ignorance of this norm. The chaos in language use is reflected in the language practice on the Internet, in particular in creation of both authentic and translated texts.

At the beginning of the XXI century, we observe differences, swaying in the graphic presentation of numerous English-originated loanwords. This vocabulary is in broad use in all areas of culture affected by globalization. The criteria for its rationing are contradictory because they are based on different principles: reproduction of the spelling or sound of a foreign word, written reproduction of the sound of individual sounds, which correspond to a certain letter in Ukrainian language. This traditional approach to spelling foreign words is applied in Ukrainian spelling standard. However, in modern language practice we observe violation of this tradition: the dynamics of integration of a foreign word is changing. In English loanwords the integral

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[10] Dubisz Stanislaw. O tym, co sie stalo z jezykiem literackim – raz jeszcze. Stylistyka XXV. 2016. S. 133–143.

[11] Літературна норма і мовна практика: монографія / Єрмоленко С.Я. Бибик С.П. Коць Т.А. та ін. ; за ред. Єрмоленко С.Я. Ніжин : ТОВ «Видавництво «Аспект-Поліграф», 2013 (320с.) С. 65–73.

sound reproduction of words prevail over individual sounds. In addition, determining the source of foreign origin words, we cannot ignore the specific way in which the word comes into the modern Ukrainian language.

Those active processes that take place in the language of the media determine modern literary norm in its linguistic and oral functioning. The media increasingly influence the linguistic consciousness of native speakers of literary language. Mass character and ability to respond quickly to changes in modern vocabulary and language pragmatics make the language of modern media one of the main criteria of literary norm formation. Both written and oral forms of communication are represented in the media. This factor makes them all encompassing in the transformation of functional styles of literary language.

Considering linguistic consciousness in the paradigm of modern linguistics, emphasizing the ontological inseparability of the trinity "language – consciousness – culture", L.P. Hnatyuk makes an excursion into the history of domestic and foreign linguistics. Linguistic consciousness is a kind of reflection on language, varieties, forms, variants of its existence, on the literary norm itself. Since language consciousness exists in individual and social forms, we must emphasize that the literary norm reflects the social language consciousness and at the same time testifies to the stability and automatism of the norm in individual linguistic consciousness, as: "Linguistic consciousness is the essence of the language culture of an individual, social group, nation and society"[12].

In the substantiation of normative word usage, they have always used the concept of "compliance with the language system". Such interpretation of the criterion of the norm establishment is objective, but it also undergoes subjective changes, when it comes to the fact that each native speaker defends language traditions which are close to him, especially the dialect environment in which his language competence was formed, his education and individual preferences acquired, etc.

In times of revision and reflection on the language norm, not only the increase of the number of possible variants can be assumed, but also diversifying of dictionaries of different communicative spheres. Due to the dynamics of literary norms, it is worth emphasizing the conceptual features of literary language, among which researchers distinguish the following: a) the degree of spatial consolidation of literary language; b) the age of the

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[12] Гнатюк Л.П. Мовна свідомість і мовна практика Григорія Сковороди в контексті староукраїнської книжноїтрадиції : Автореф. дис. ... д. філол. наук: 10.02.01 / Інститут філології Київського національного університету імені Тараса Шевченка. Київ, 2011. 35 с.

literary language and the degree of its modernity; c) the influence of other languages in the process of contact with them; d) the spread of literary language outside its ethnic group; e) communicative rank of the language, i.e. the functions the language performs, its official status. This parameter is called the "vitality" of language, more precisely, viability; e) the degree of liberalism in national-language issues. The first two signs relate to the actual spatial and temporal depth of the literary norm. The language social prestige depends on the functioning of this norm, the social consciousness of people.

Socially prestigious language is the language used for writing and teaching. It is used for writing important state documents (laws), conducting court cases, informing society about the most important events in the state, the world. Depending on education, territorial origin of speakers, their professional, cultural level, social status, the assessment of literary language as socially prestigious form of the national language is formed in society.

Today we see an emphasis on the substandards of language – not only on dialectal sources of literary language, but also on vernacular, jargon. Negatively assessing the functioning of the literary language norm, the authors of such discussions do not want to notice that they use this norm as usual and convenient means of understanding. Literary language remains a socially prestigious form of the national language with its dynamically stable norm, which spatial and temporal depth is perceived differently depending on the educational level of its speakers.

Reiterating the idea that *Eneyida* is a treasure trove of spoken expressions of the Ukrainian language, we must note that not all of them are recorded in common vocabulary with appropriate stylistic remarks, some would deserve attention and introduction to modern vocabularies.

Can the word *турбація* be considered obsolete in the context of «Еней Анхизович, сідайте, Турбацію не заживайте?» The word *мудрація* of the same stylistic color is marked as ironic, humorous in an 11-volume dictionary of the Ukrainian language. The vocabulary of synonyms by S. Karavanskyi[13] marks the word *турбація* as one "from the live language". Thus, a specific word usage in the work of I.P. Kotliarevskyi is considered stylistically normative in modern literary language.

From the point of view of the temporal depth of the literary norm, the word *рація* has an interesting history. In *Eneyida* it is a "welcome speech" e.g. *«Посли к Латину приступились, Три рази низько поклонились, а старший рацію сказав».* In normative word usage in modern language, it is

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[13] Караванський С. Практичний словник синонімів української мови : близько 20 000 синонімічних рядів. 4-те вид., опрац. і значно допов. Львів : БаК, 2012. 523 с.

used like: *Ти маєш рацію, Ти не маєш рації*, and in this case, the normative is associated with a certain spatial identification.

Kotliarevskyi's work *Eneyida*, significant for the Ukrainian culture, witnessed examples of acclimatization of foreign words, establishing them as expressive conversational means. It is only etymologically that the naming of a "complacent, resolute man" as *фертик* can be explained due to a comparison with the form and the name of the letter *ф* – "hands on hips". For native speakers and connoisseurs of the word, the motivation of this word's position among such synonyms as *франт, джигун and жевжик* is not clear.

If only the text of *Eneyida* had been "implanted" in the linguistic culture of modern Ukrainians, then, probably, one more word would be added to the abovementioned synonymic row: *"Ласощохлисти походжали, Всі фертики і паничі, На пальцях ногтики кусали, Розприндившись, як павичі!"* In a row of synonyms *ферт, чепурун, піжон, жевжик, джигун, прилиза, сноб*[14], a worthy place would have been given to *павич*.

For many speakers, lexicographic sources of the 20-30s of the XX century are considered the ideal of the literary norm. Because of a tragic fate of the linguists who worked to establish a literary norm in those years, the spelling standard of 1928-1929 became a kind of symbol of the united Ukrainian language, in fact, a symbolic norm that was to be common written and literary practice of Ukrainians living in mainland Ukraine and in the diaspora.

Some of our contemporaries evaluate the spelling rules recorded in the so-called Skrypnyk's spelling standard, as well as the lexicographical activity of that period, as a golden day of development of the united Ukrainian literary language. In the meantime, it was a process of rapid language formation, in which there were no actually established norms[15]. Each newspaper wrote according to its own rules, the school had no traditions of the Ukrainian language education and upbringing. Linguists also saw the way of development of literary language differently. The dictionaries of that time have records of the following phonetic variants: *окромий, окремий; єдиниця, одиниця; пімста, помста; гинджал, кинжал; стирта, скирта; блинець, млинець; цвітень, квітень; шкура, шкіра; ведмедь, ведмідь; метець, митець*, etc.; word formation variants: *видавець, видавник; плавець, плавач,* etc.

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[14] Караванський С. Практичний словник синонімів української мови : близько 20 000 синонімічних рядів. 4-те вид., опрац. і значно допов. Львів : БаК, 2012. 523 с.

[15] Мельник Т.П. Процеси унормування лексики української мови у 20-30рр. XX століття. Автореф. дис. на здобуття наук. ступеня канд. філол. наук. Київ, 2010. 21 с.

Oleksa Syniavskyi was critical of the tendency to "Ukrainize" the Ukrainian language of that time, denying such a clear tendency: "anything for it not to look like Russian or Polish, just to be 'original', 'own', 'distinctive'"[16]. Quite rightly, the linguist emphasized: "Only where the linguistic nature and linguistic culture converge, at school, finally a single all-Ukrainian literary language will be formed – pure and beautiful"[17].

In different historical periods, the processes of rationing and codification were followed by the activation of variants, i.e. periods of relative stability alternated with periods of dynamics, increase in variants' numbers. If the spelling and partially grammatical norm are more or less regularly checked in spelling dictionaries, the symbolization of the lexical norm is more complicated, especially with increasing numbers and intensity of loanwords in the Ukrainian language.

Due to the content of the concept of spatial and temporal depth of the literary norm, criterion of correspondence of the linguistic phenomenon to the fact and to the system of language gets concretization, projecting on the phenomena of historical stylistics of the Ukrainian literary language, diversifying the stylistic remarking of vocabulary in normative dictionaries, typology of stylistic relevance of grammatical phenomena to historical sections of literary language. Various signs of the spatial and temporal depth of the literary norm are revealed in genre and style varieties of the written and oral Ukrainian literary language in a modern synchronous section.

3. Strong and weak language norm

Strong, or stable, language norm – regular, traditional implementations of codified language units (phonetic, grammatical, lexical) in written and oral practice. This norm is based on differential features of literary standard, as well as on those characteristics of the national language that distinguish it from related languages. For example, strong language norms are such typical alternation of vowels and consonants of Ukrainian languages such as alternation of *o, e* in open syllables with *i* in a closed syllable (*узвіз– узвозу – на узвозі, підхід– підходу, сім – семи*); alternation of *г, к, х* with *з, ц, с* and *ж, ч, ш* (*допомога – допомозі – допоміжний; книжка – книжці*). Such alternations reveal the specifics of the Ukrainian language against the background of functioning language systems of related languages. A strong norm, though not without exceptions from regular, traditional rules of alternation, stress, word change and word usage, provides for a minimum of such exceptions.

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[16] Синявський Олекса. Норми української мови. Харків-Київ, 1931. С. 5.
[17] Там само. С. 3.

Cases of violation of a strong language norm are typical for speakers who either just begin to learn the Ukrainian language or use it sporadically. In such situations, we record in oral communication violations of stable language norms. For example, those who only get used to the Ukrainian language confuse *здібну* (instead of *здобну*) *булочку* and *здібну дівчину*, in TV shows we can hear that *гості ко́штували вареники* (when in fact it should be – *гості куштува́ли вареники*), some write that *спеціалізація вимагає нового підхіду* (instead of: *підходу*). We record rather strange cases of translation. It is difficult to guess, for example, what means the expression *східні та відмінні риси*. These are, of course, *схожі та відмінні риси*. Speakers need constant practice in alternation of *o* with *i* in a closed syllable, especially in those words that belong to the active vocabulary of contemporaries. Meanwhile, from a high-ranking official we can hear a phrase *на Андріївському узві́зі*, and an error is broadcast to an audience of millions.

The literary norm chooses the path between two laws: the alternation of sounds in closed and open syllables and the analogy to which forms of declension, conjugation, word formation are subordinated. The emergence of variants *торговельний – торгівельний* we can explain by the law of analogy: the second variant arises by analogy with the noun paradigm *торгівля, торгівлі, торгівлю, торгівлею*, which naturally keeps *i* in a closed syllable in all cases forms of the noun. The dictionary codifies the parallel forms *згодний* and *згідний* though we have a well-established normative vocabulary in the short form – *згоден*.

We record the form of the imperative form of the verb *заспокоїтися – заспокійся* (codified forms are *заспокойся, заспокойтеся*). It is not difficult to establish that the form *заспокійся* appears as a consequence of the law of analogy from *спокій, спокійний, спокійно*. If under the influence of the law of analogy or other tendencies the number of exceptions to the rules, which constitute a strong literary norm, is growing, therefore, there is a need to revise the rules of codification of such a linguistic norm.

A weak language norm is an unstable norm that is associated with a regular deviation from the codified rules, with a tendency to alterations in stress, pronunciation, word usage and spelling. In the modern communicative practice, we observe the activation of the Ukrainian language communication in its oral form. At the same time, the normative filter detects weakness, first of all, of the accentuation norm, as well as other structural level norms – lexical and grammatical. Considering the difference between written and oral language, L. Bulakhovskyi gives the opinion of the famous French linguist A. Meillet: "There are many words that we often

write, but rarely use in a conversation and a lot of those that we pronounce, but do not dare to write down"[18].

Observation of modern language practice of people with higher education (teachers, scientists, and writers) indicates a deviation from the codified norms of stressing verbs: *кажу́, ро́блю, но́шу, гово́рю, розпові́ла, внести́ (пропози́цію), ве́сти (диску́сію)*. Characteristically, in everyday communication, as well as on the radio, all prefixal verbs such as *донести́* most often are pronounced with an accented root sound **е** – *приве́сти, дове́сти, наве́сти, підве́сти*, as well as *приве́зти, підве́зти, дове́зти* etc. However, according to the norm of literary language, they must be pronounced with an accented final syllable for example *привести́, довели́, підвезли́*, etc. From philologists we can hear *різнови́д* instead of a codified normative *різно́вид; запи́тання, чи́тання* instead of normative *запита́ння, чита́ння*. Not only speakers with insufficient language skills training, but philologists as well do not follow the normative pronunciation of the words *ви́падок, пересі́чні грома́дяни, житло́, фено́мен* and incorrectly accent *випа́док, пере́січні грома́дяни, жи́тло, феноме́н*. Variants of pronunciation of the word *інтеліге́нція* can be considered a sign of carelessness. We hear (see in written) it in different forms: *інтелеге́нція, інтелеге́нція, інтелиге́нтка, інтилиге́нція*. In general, the pronunciation of foreign words is a weak norm of the literary Ukrainian language; let us consider such common mistakes: *гібрі́д, корєспонде́нт, ле́кція, субордіна́ція.*

The weak norm of stress is the stress of pronoun forms in indirect cases. The general pattern is a change of stress in pronoun forms combined with prepositions, such as *мене́ – до ме́не, тебе́ – до те́бе, себе́ – до се́бе*. At the same time it is necessary to distinguish the stress of pronouns in the Prepositional case, which retains the stress of all others prepositionless indirect singular forms such as *у мені́, на тобі́, при собі́*. Indistinguishable stress of pronouns in the Prepositional case and accenting them in combination with prepositions in other cases leads sometimes to erroneous conclusions and "unexpected" cultural recommendations. Let us compare the following considerations about the choice of normative stress: "Pronouns in indirect cases accent the last syllable (*себе́, тебе́, мене́, цього́, собі́, тобі́, мені́, цьому́*), and when they appear in the sentence next to the prepositions, the stress shifts to the first syllable: *із се́бе, до те́бе, коло*

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[18] Булаховський Л.А. Нариси з загального мовознавства. Вибрані твори : У 5 т. Київ, 1980. Т. 1. С. 280.

мéне, без цьóго, при сóбі, на тóбі, по мéні, у цьóму"[19]. In the following examples, dialectal accent is suggested as a norm instead of the literary one like *при собí, на тобí, по менí*. It is worth to note that such a literary accent in the Ukrainian language is not the influence of the Russian language, but a natural accent in the pronoun system, which is influenced by both the singular form and prepositional compatibility. Pronouns in the Prepositional case with the corresponding prepositions are accented differently than in the Genitive or the Dative cases.

Proper emphasis and literary pronunciation, in particular, should be taught by the theater. Meanwhile, in the theater we see a frequent error: devocalization of sonorous consonant sounds at the end of the syllable or the word, incorrect stress and pronunciation of words, erroneous phraseology. We hear *п'ятЬдесят* (norm is: *п'ятдесят*), *двУХмільйонний* or *двоХмільйонний* (norm is: *двомільйонний*), *піділлєш масла в огонь* (norm is: *підкинеш хмизу в огонь*). The implementation of a certain weak norm should be seen as the effect of the internal language laws development, which are often determined by external conditions, in particular, language culture of society. In the minds of modern speakers, we can see a process of active distancing from the Russian language in those cases that allow the choice of language means. Thus, the phenomenon of hyperism explains common mistakes – cases of replacement of the codified ending of masculine nouns of the second declension, having in the genitive singular ending *-а(-я)*,– *предмета, відмінка, варіанта, атома, об'єкта, документа, паспорта, графіка* – by the case forms ending in *-у (-ю)*. Not only do we hear, but we also see in written abovementioned words ending in -у in the genitive singular – *предмету, відмінку, варіанту*. This ending indicates insufficient semantic motivation to distinguish case endings in masculine nouns of the second declension in the genitive singular. By analogy with this phenomenon, the ending -у extends to the formal phrase *до відому* (instead of *до відома*).

We record a weak language norm at the end of the Prepositional case of plural nouns, which conveys the meaning of "distinguishing objects by some signs": *по віковим категоріям, по першим фразам* (modern norm prefers *за віковими категоріями, за першими фразами*).

Due to the weak grammatical norm, there is incorrect formation of the Vocative case in the masculine nouns of the second declension (soft group) like *місяць – місяце* (instead of *місяцю*), *Сергій – Сергіє* (instead of *Сергію*). The mistake is replicated in the children's developmental sound

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[19] Островський В.І., Островська Г.Ф. А українською кажуть так... Одеса : Астропринт, 2008. С. 29.

toys (Ukrainian translation made in Dnipro): *Мишка та бджілка мандрують в автобусі, щоб побачити місяць: «Привіт, місяце!»*. It is especially unfortunate that trade for language development of children offers such a Ukrainian literary standard.

The superlative forms of adjectives such as *більш цікавіший* (instead of *цікавіший, більш цікавий*), *найбільш точніший* (instead of *найточніший, найбільш точний*), *більш дохідливіший* (instead of *найдохідливіший, найбільш дохідливий*) are also considered weak grammatical norm. This grammatical mistake occurs as a consequence of contamination of analytical and synthetic forms of degree of comparison in adjectives.

Among the examples of weak lexical norm, there are words that are often used in scientific and colloquial speech. These are paronyms like *уява* and *уявлення*, *нагода* and *пригода*, *зумовлювати* and *обумовлювати*, *чисельний* and *численний*, as well words whose meanings are delimited by areas of use such as: *місткість* and *ємність*. *Ємність резервуара* is sometimes used instead of the phrase *місткість резервуара*. It is obviously originated from the loanword *ємкість* without considering the meaning of the physical term *ємність*. Even in linguistics, the authors in their texts use incorrect phrases *ємність парадигми*, *ємність словникової статті* talking about *місткість парадигми, статті*.

Almost every linguistic and stylistic guide offers recommendations for the correct choice of grammatical forms after verbs *дякувати, навчати, навчатися*. However, due to the weakness of the grammatical norm we see such mistakes as *дякують кого* (*дякуємо організаторів виставки, дякую Володимира Петровича*), instead of *кому*, *навчають, вчать чому* (*навчити студентів життєвим університетам, у школі вчать правилам поведінки*), instead of *чого – життєвих університетів, у школі вчать правил поведінки*. Grammatical forms after verbs, recorded in an 11-volume dictionary, sometimes reflect the process of functioning of the weak norm, when one of the options marked as rare goes into the category of non-normative while another one is established as the only norm. For example, the verb *сміятися* is a weak literary norm as in language practice along with *сміятися з кого? з чого?* we often observe another variant – *сміятися над ким? над чим?* even though in the dictionary it is marked as rare. In fact, the mark means inequality of the given variants and, accordingly, indicates a weak language norm.

The action of strong and weak language norms is due to complex processes of standardization of literary language, the functioning of its oral and written forms, instability of literary and written tradition, and the interaction of literary variety and territorial dialects of the national language in different historical periods. Then the number of options – lexical, phonetic, grammatical – significantly increases. As a result, the role of

codification in the practices of linguists, the application of a differentiated approach to cultural advice and stylistic remark in the normative lexicographic sources is growing.

CONCLUSIONS

Speech culture is the mechanism of formation of normalized, codified literary language. The literary norm is correlated not only with the requirements of the language system, but also with real communicative professional activity, in which the frequency of the use of language tools, the accuracy of the use of terms and the authority of social evaluation of the utterance are important. Along with general literary norm, there are the stylistic norms in various social spheres of modern communications. Professional communication is based on speech culture foundation of the Ukrainian literary language. In addition to a narrow understanding of speech culture as the observance of phonetic, lexical, word-forming, grammatical norms, literary language professional communication involves mastering the speech culture in its broadest sense: it is an assessment of accurate, clear statement, the requirement of a clear, unambiguous opinion. Exemplary language means usage of phraseological richness of the language, linguistic and aesthetic signs, verbal images of classical literature, which became the property of the Ukrainian national culture. The sense of spatial and temporal depth of the literary norm, developing a linguistic taste associated with the aesthetic function of language, with its psycho-emotional influence on the choice of genre of communication is just as important component of speech culture.

SUMMARY

The terminological meaning of the terms "literary language", "literary language norm" and "speech culture" is considered in the article. An important type of national language – a literary standard with its codified norms (phonetic, lexical, word-forming, grammatical) – has a specific historical meaning. The key concept of literary language is a literary norm that reveals the level of the national-linguistic consciousness, speakers' reflections on the means of speech communication. Codified norms of literary language provide polyfunctionality, polythematic, social prestige of literary language that unites society and ensures the integrity of national culture. The concepts of spatial and temporal depth of the literary norm along with strong and weak norms are described. The emphasis is placed on the communicative, cognitive function of literary language in the formation of professional competence.

Narrow and broad understanding of speech culture are substantiated: the former concerns the evaluative content of units of linguistic usage in their projection on the literary norm, the latter involves the development of a

sense of language associated with the aesthetic function of language, with its psycho-emotional influence on the choice of genre of communication, use of phraseological richness of language, linguistic and aesthetic signs, verbal images of classical literature, which became the property of the Ukrainian national culture.

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TEACHING THE UKRAINIAN LANGUAGE TO FOREIGNER STUDENTS WITH THE TEXTS OF NEWS CHRONICLES

Zanko O. V.

INTRODUCTION

The article considers the features of the media text of news chronicles as a material for teaching reading to foreign students. The expediency of using the method of creating speech models of media texts of news chronicles is analyzed, which will allow students to systematize lexical material, structure it in accordance with certain components of the text structure, master the semantic structure of the text with its specific language features. The mechanisms of practicing reading with the help of speech models of media text and production of other skills related to both reception (model as a reference point when reading a text) and reproduction (model as a reference point when translating a text) are clarified.

The importance of researching mass media texts in the field of teaching Ukrainian to foreigner students is obvious as the events taking place today in any country of the world will become the property of the whole planet tomorrow thanks to the work of the media. A modern person cannot imagine their life without the use of a global information system, which is why the problem of quality reading of the media, which include online publications and the press, is becoming relevant.

The peculiarity of the current stage of development of society is that information has become the main resource of development. The relevance of the topic of this study lies not only in the linguistic field as it also is one of the sources of local history and historical knowledge of the Ukrainian language because online publication along with the press today is not a unique environment for the dissemination and functioning of the media. The value of information on the Internet lies in the natural motivation of its knowledge, which is created by the relevance of the material – up-to-date and accessible information about world events, which is interesting for the network users. The convenience of the Internet environment in teaching Ukrainian as a foreign language is influenced by the fact that each foreign student can independently choose the time and place to use the network, choose ways to obtain information and its volume.

Today, one of the most important strategies of international relations is carried out through mass media and media texts – business communication.

That is why the issue of speech competence of future specialists in law, political science, sociology, journalism is becoming relevant.

The purpose of the article is to substantiate the need to teach reading of the texts of news chronicles of online publications / press in Ukrainian using speech models of texts of a certain type.

The leading didactic task of our research is to solve the problem of improving the effectiveness of classes on the formation of reading skills of foreign students in Ukrainian, using the method of separating linguistic and semantic units.

1. Features of the media text of news chronicles as a material for teaching reading to foreign students

The problem of methods of teaching reading in a foreign language is presented in the scientific works of many domestic and foreign scholars who have studied various aspects of teaching reading, in particular the cultural and historical development of personality covered in the works of O. Asmolov, L. Vygotskyi, O. Leontiev, etc. Mechanisms of coding and decoding of speech were considered in the works of M. Zhynkin, O. Zalevskaya, I. Zymniaya. The works of V. Belianin, I. Halperyn, T. Drydze, K. Sedov, and others are devoted to the peculiarities of the linguistics of the text. The processes of perception and understanding in reading have become the subject of scientific research of such famous linguists as A. Sokolova, O. Leontiev and I. Zymniaya.

Ukrainian as a foreign language is a relatively young branch of linguistics. Modern research in the field of teaching Ukrainian as a foreign language is reflected in the scientific works of L. Bei, T. Yefimova, I. Kochan, D. Mazuryk, T. Laguta, A. Chistiakova, B. Sokil, O. Trostynska and many other linguists. The latest research on this issue is G. Boyko's scientific research, which covers methods for improving the reading skills of foreign students in Ukrainian as a foreign language. In the article, the author focuses on the benefits of personality-oriented learning and improving the skills of reading of science texts by foreign students of technical specialties in the 1–2 years of studies. The researcher proposes to distinguish five stages of development of reading skills, identifies the basic principles of students' interest in reading and learning interesting information, as well as names certain skills that should be acquired by a university student.

In "Types of reading in the course of Ukrainian as a foreign language" N. Stankevich rightly emphasizes that "learning to read is a complex and long process. They start with reading in order to voice the language material, practice pronunciation, stress words, develop correct intonation, etc. Then reading pursues communicatively pragmatic goals, and gradually foreign students develop an attitude towards it as a way to obtain information. It is

important for the teacher to combine skillfully all the above types of reading in the learning process. Then the student learns to freely combine them independently, and these are steps towards mature and mobile reading as a pragmatic, aesthetic, culturological problem"[1]. However, methodological developments in teaching reading to foreign students today are few, in particular based on informative texts of online publications / printed press.

Traditional basis for teaching to read news-chronicles and texts devoted to socially important topics ("Politics", "Economics", "Culture", "Sports", "Health") in the process of teaching foreign students is selection and presentation of a thematically conditioned tokens and stable speech inversions (clichés) that characterize the journalistic style of the modern Ukrainian language. Creating thematic dictionaries (lists of words, phrases and clichés) is certainly useful and mandatory in the process of learning to read and understand the texts of news chronicles, but, as we see from experience, it is not effective enough.

The above necessitates the study of the text of news media chronicles from the standpoint of psycholinguistics, as it takes into account the context factor (the main feature of psycholinguistics) -situation (a fragment of reality with appropriate social conditions). O. Selivanova considers the problem of perception of the text in connection with its generation, as the processes that take place during perception are considered convertible processes of text production[2].

The style and genre of the media text are actively discussed in the modern scientific world. The text is studied in a range of sciences, such as literary studies, psychology, semiotics, history, ethnography, rhetoric, logic, pragmatics, hermeneutics and anthropology. There is no single definition of the text, as there is no common view among all researchers as to what the text is as an object of in linguistics. In our opinion, the researcher N.G. Ishchenko in the article "Text – a holistic linguistic and speech structure" analyzed a wide range of interpretations of the concept of "text" as a subject of scientific research of many linguists: Yu.M. Lotman, E. Benvenista, V. Vinogradov, M. Bakhtin, O. Leontiev, M. Zhynkin, etc., who considered the text from the standpoint of semiotics, discourse, psycholinguistics, pragmatics, etc.:

– semiotically, as a verbal sign system in aspects of its content: structural, semantic, functional; paradigmatics and syntagmatics (scientists:

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[1] Станкевич Н.І. Види читання в курсі української мови як іноземної. *Теорія і практика викладання української мови як іноземної.* 2013. Вип. 8.186 с.

[2] Селіванова О. «Сучасна лінгвістика: Напрями та проблеми», підручник. Полтава : Довкілля-К, 2008. 713 с.

R. Jacobson, Yu. M. Lotman, B.Ya. Uspenskyi, A.G. Baranov, V.G. Gak, L.M. Loseva);

− discursively in the characteristics of interdisciplinary fields of knowledge (E. Benvenist, T.A. van Dyck, early R. Bart);

− linguistically in the system of functional meanings of language units (V.V. Vinogradov, G.O. Vynokur, V.P. Grygoriev, G.Y. Solganyk, L.A. Novikov);

− pragmatically, depending on speech situations (J. Austin, J. Searle, M.M. Bakhtin, N.D. Artyunova);

− cognitively, as a set of concepts and ideas related to certain areas of language use (G. Deleuze, Yu. Kristeva, R. Bart);

− naratologically within the theory of communication as an active dialogic interaction of writer and reader (W. Propp, W. Shklovsky, B. Eichenbaum, M.M. Bakhtin, P. Lubbock, N. Friedmann, E. Leibfried, W. Früger);

− psycholinguistically, as a dynamic system of language formation and its perception (L.S. Vygotskyi, O.R. Luria, M.I. Zhynkin, T.M. Dridze, O.O. Leontiev);

− psychophysiologically, as a multidimensional phenomenon that implements the psychology of the author in a certain literary form by language (O.I. Dibrova, N.O. Semenova, I. Filippova)[3].

Thus, the above information shows how diverse scholars consider the text. The phenomenon of the text lies in its multifacetedness, systemacy, due to the structure, hierarchy, integrity and relationship with the environment, which belong to the invariant features of this multidimensional phenomenon[4]. Scientists, especially O. Leontiev, note that native speakers when reading the text primarily perceive its semantic structure while people who do not know the language well enough (level A, A1, B), pay attention to individual speech constructions[5].

Given the above, a productive direction in teaching foreigners students to read the texts of news chronicles of online publications / printed press is to study the semantic structure of the text, its relationship with the relevant speech models. One of the leading factors that determines the effectiveness

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[3] Іщенко Н.Г. Текст – цілісна мовна й мовленнєва структура. *Науковий вісник ДДПГУ імені І. Франка. Серія «Філологічна». Мовознавство.* Том 1. № 5, 2016. Вип. 62. 129 с.

[4] Іщенко Н.Г. Текст – цілісна мовна й мовленнєва структура. *Науковий вісник ДДПГУ імені І. Франка. Серія «Філологічна». Мовознавство.* Том 1. № 5. 2016. 129 с.

[5] Леонтьев А.А. Восприятие текста как психологический процесс. Психолингвистическая и лингвистическая природа текста и особенности его восприятия. Київ, 1979. 23 с.

of text comprehension is its structural and semantic organization, which organizes and directs the process of perception and understanding of the message, ensuring the reader's interaction with the text[6]. In this case, the text acts not just as a language unit, but also as a product of the author's active work in organizing not only the content of the message, but also embedding in the text of the program its perception and understanding by the reader. This is the essence of the psychological approach to the study of the text, which, in contrast to the linguistic one, involves entering a non-textual reality, reflecting in its structure the interaction of the author and the reader. The text models the interaction between the author and the reader, reflecting, on the one hand, the communicative intention of the author, on the other – the communicative-cognitive activity of the reader. Important characteristics of the work, such as structure, informativeness and dialogicity, allow not only to control the processes of understanding and comprehension of the work, but also to provide dialogic contact between the author and the reader, thus contributing to semantic, creative understanding of the text[7]. The Ukrainian language encyclopedia states that text (from Latin textum – connection, combination, fabric) – is a written or oral speech array, which is a linear sequence of statements, combined in the short term semantic and formal-grammatical connections, and in general compositional terms – a common thematic and plot task[8].

In psycholinguistic theory, any consistent expression of any content is considered as the text.

The object of our research is the text of the news chronicle of online publications / printed press. O. Selivanova in her research identifies types / genres of texts[9]. Texts are classified according to the following parameters: by the form of speech presentation; by the styles and genres; by the form of communication; by the way of presentation; by the expressiveness of speech[10]. This study analyzes the interpretation of the text, its features in terms of material form – news-chronicles of the printed press or online publications.

In the process of teaching foreign students to read news texts, it is advisable to analyze speech-semantic models of the text, i.e. to identify

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[6] Чепелєва Н.В. Текст і читач: посібник. Житомир : Вид-во ЖДУ імені І. Франка, 2015. С. 67.

[7] Чепелєва Н.В. Там само.

[8] Українська мова. Енциклопедія. Київ, Українська енциклопедія ім. М. Бажана. 2000. С. 254.

[9] Селиванова О. Сучасна лінгвістика: напрями та проблеми : підручник. Полтава. 2010. С. 508.

[10] Селиванова О. Там само.

elements of the semantic structure of the text and further identify the elements through speech forms / models that embody them. To create such constructions, it is recommended to divide the text into lexical-semantic units, i.e. in such a way that there is a connection between the essence of the text and the speech model that expresses it. This type of text has a clear direction of construction with fixed elements at the grammatical and lexical levels. According to O. Selivanova, texts, based on the degree of stability of the textual content of language elements are divided into three types: 1) tough (clichéd); 2) usual (partially regulated) and 3) free[11].

An example of a tough clichéd text is: «*Україна та Угорщина планують створити робочу групу щодо українського закону про освіту. Як інформує УМ, про це заявив міністр закордонних справ Угорщини Петер Сійярто на спільному брифінгу з українським колегою Дмитром Кулебою*».

The text of news chronicles of online publications / printed press can be identified, in our opinion, as tough (clichéd). The rigidity of the construction of a news text is caused by extra linguistic factors, namely: social, geographical, socio-historical, cultural, ethnic, etc. The purpose of the text of the news chronicle – adequate transmission of operational information to the reader – has led to the requirement of accuracy, which ensures the adequacy of perception provided the efficiency of information assimilation. These factors determine the production of standardization of the text, i.e. its structure is correlated with a certain functional speech model. For example, in the above-mentioned text, which informs about a certain event, there is a fixed sequence of lexical-semantic units, which are expressed in certain clichés: agents (*Україна та Угорщина планують створити*) – content (*щодо українського закону про освіту*) – source (*як інформує УМ*) – link (*про це заявив міністр закордонних справ Угорщини Петер Сійярто*) – time / place (*на спільному брифінгу з українським колегою Дмитром Кулебою*).

The rigidity of the construction of the text of the news chronicle is due to its conciseness, which is achieved through both the linguistic means that formalize it and the condensation of information. Registration of the maximum information by the minimum linguistic means promotes fixing of a parity of elements of semantic structure and means of their lexical embodiment. In modern linguistics, there is a discussion concerning definition of style of similar texts, so I.G. Cherednichenko, describing the style of the mass press, distinguishes between informational and journalistic[12]; V.V. Zaitseva proposes a new functional style – informational

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[11] Там само. 508 с.
[12] Чередниченко І.Г. Стиль масової преси. Нариси з загальної стилістики сучасної української мови. Київ, 1962. С. 51–52.

one. The question of the status of the newspaper style is debatable, as it can be realized in short informational messages and headlines[13]: *«Дніпро: Коронували особливих; Луцьк: Готують собі студентів.; Кропівницький: Повертаються до книжки»; «Відлуння Другої світової: на Тернопільщині розкопали літак США».*

"Language of newspapers", as scholars note, is a multifaceted concept, as all styles of the modern Ukrainian literary language can be present in the columns of a newspaper (a column of an online publication). Some genres are more journalistic in style (propaganda materials), other genres (essay, feuilleton) combine features of journalistic and artistic styles, while others are dominated by features of oral speech (interviews, reports) and so on. A. Ya. Alekseev considers the media style to be a macrosystem that includes such microsystems as newspaper style, journalistic style, broadcasting style, television style, which in turn is divided into types of texts or genres. Thus, the newspaper style includes such genres as: editorial, official communiqué, commentary (political, economic, sports, etc.), chronicle, announcement. Each of these genres, or backgrounds, is characterized by its own linguistic and paralinguistic properties, but they all meet the basic functional criteria of the style to which they belong[14].

Peculiarities of newspaper texts have been studied by numerous domestic and foreign linguists: V.V. Zaitseva, K.V. Boychuk, M.P. Brandes, Yu.O. Areshenkov, Yu.M. Skrebnev, I.V. Arnold, A.Ya. Alekseev, etc.

The main features of the texts of the "language of newspapers" of the news chronicle of the mass media include: economy of language means, conciseness of presentation with informative saturation; presence of socio-political vocabulary and phraseology, use of language stereotypes, clichés; emotionally expressive vocabulary; use of pictorial and expressive means of speech, in particular means of stylistic syntax (rhetorical questions and exclamations, parallelism, repetitions, inversion, etc.). Scientific literature notes the high standardization and expressiveness of the language of news chronicles[15].

Speaking about the most important features of newspaper materials or online publications, it is appropriate to turn to the scientific research of V.V. Zaitseva, who identifies and analyzes note, essay and leading article.

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[13] Зайцева В.В. Особливості газетно-публіцистичного стилю. *Дослідження з лексикології і граматики української мови.* 2001. С. 82–91.

[14] Алексеев А.Я. Сопоставительная стилистика: уч. пособие. Дніпропетровськ, Национальный горный университет. 2012. С. 47.

[15] Зайцева В.В. Про жанрову своєрідність газетної мови. *Український смисл.* 2015. № 2015. С. 40.

In her opinion, a note is a linguistic newspaper genre, the functioning of which is based on the following extra lingual factors: 1) the dominant communicative intention of the genre – to promptly report on events, answering three main questions: what? where? when? happened 2) the subject of information – a topical, socially important event; 3) the addressee of the information message – the correspondent of any press body, news agency. Characteristically, the scientist notes, there is no subjective "I" in the note, all attention is focused on the objective reflection of documented events. The brevity of the note determines its compositional structure, its logic, the sequence of sentence construction: each sentence is a continuation of the previous one with the addition of new factual elements of content. The author notes that this type of text does not use stylistic devices such as rhetorical questions, exclamations, etc. The effect of reliability and influence of the material is determined primarily by the reported facts. The informational text uses mainly socio-political vocabulary, terms, geographical names, proper names, job titles, titles, nominations of time as mandatory components of naming events[16]. For example, *«Перша у світі робот-художниця проведе свою виставку картин. Першого у світі робота-художницю створили 2019 року. Її назвали Ай-Да, на честь першої програмістки Ади Лавлейс. У Лондоні в травні в Музеї дизайну відкриється перша виставка робота, пише The Times».*

2. Speech models of lexical and semantic units of the media text

Knowledge of functional styles of modern Ukrainian language, mastering the relevant vocabulary and speech models, compositional structure of the journalistic text, skills of drawing up interrogative and nominative plans of the text give the opportunity to study the Ukrainian language with foreigners on the basis of news texts.

Studies of informative texts of news chronicles of online publications / printed press considered in this article are based on the scientific work "Lexical and semantic unity in the structure of the text (on the material of the newspaper chronicle)" by a linguist P.V. Khazov[17]. The scientist considers the creation of the models of the text, which are its transformation in the process of perception and reproduction. P.V. Khazov emphasizes that such analysis of texts is important for studying the mechanisms of construction of informative texts, as it makes it possible to identify the

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[16] Зайцева В.В. Про жанрову своєрідність газетної мови. *Український смисл.* 2015. № 2015. С. 39.

[17] Хазов П.В. Лексико-смысловые единства в строении текста (на материале газетной хроники): дис. … канд. филол. наук. www/dissercat.com. Языкознание. 1984. 268 с.

national specifics of the text of the news chronicle. Defining certain speech models of informative text will allow foreign students to better understand the semantic structure of the text, determine the language tools that embody it and, accordingly, will teach the holistic perception of a foreign text, taking into account the specific semantic structure.

Analyzing the research of the scientist, we can say that the text of the news chronicle of online publications and the printed press is a holistic morphological structure, built on the laws and norms of a language, organized by a certain system of speech signs. The functioning of these speech signs determines the stability of expression of the elements of semantic structure by a closed number of lexical means, i.e. the presence of lexical-semantic units; stereotyping of their location in the text, as well as the correspondence of elements of the semantic structure of texts to a certain group of events / situations. This, according to scientists, is the standardization of the text of the media.

The choice of means of speech and the very structure of the media text is influenced by the limited amount of such text, the need to contain as much information as possible. The peculiarity of the text of the news chronicle is its structure, i.e. such organization of the text message that allows to convey information quickly, concisely, to report the essence (even if the note is not read to the end) and to influence the reader to some extent. The exposition should not require long-term preparation from the foreign reader, i.e. the dependence on the context (except for the pre-text task – dictionary of new words and phrases of journalistic style / cliché) should be minimal. At the same time, along with the familiar recurring theme, a new and relevant topic emerges.

In his scientific work, P.V. Khazov[18] identifies three forms of permanent connection between the elements of the semantic structure of the text and their lexical and grammatical embodiment: grammatical (use for one category of elements of the semantic structure of words of one morphological category and phrases that perform one function in a sentence); semantic (use of words and phrases belonging to one lexical-semantic group to express one category of elements of semantic structure); lexical (use for one element of semantic structure of a closed series of words, phrases). These forms of communication can be both universal variants of lexical-semantic units and used in variants conditioned by certain events. The scientist established the functioning of 15 lexical and semantic units:

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[18] Хазов П.В. Лексико-смысловые единства в строении текста (на материале газетной хроники) : дис канд. филол. наук. www/dissercat.com. *Языкознание.* 1984. 175 с.

source, place, time, event, agent, content, purpose, cause, reason, relation, reference, evaluation, result, participation, scale[19].

Lexical-semantic unity in the text of the news chronicle of Internet publications / printed press is a set of variants of lexical-semantic expression of certain elements of the semantic structure of the text. The lexical and semantic unity of the text analyzed by us can be expressed by one of the options:

1) a toponym: a) a name of acity: «*У **Парижі** в рамках урочистостей з нагоди 60-ї річниці прийняття ООН Загальної декларації прав людини відкрито меморіальну дошку Рафалу Лемкіну, винахідникові терміну «геноцид», повідомляє польська Інформагенція ПАП*»; b) a name of a country: «*У **Нігерії** визволили з полону піратів шістьох українських моряків. Сьогодні було звільнено 6 українських моряків-членів екіпажу судна Stevia, яких півтора місяця утримували в піратському полоні в **Нігерії***»;

2) a phrase (with the name of a place little-known to the reader), containing: a) a noun denoting a generic concept (region, region, city, district, settlement, river, mountain, island, peninsula, etc.) + name of a city, district, settlements, etc. (toponym). It is possible to include an adjective in the phrase, which means belonging to the country / city, etc .: «*На **Одещині** опинилася у сніговій пастці сотня вантажівок. Близько сотні вантажівок застрягли у трьох снігових пастках на трасі М-05 в **Одеській області** у п'ятницю. Попри безперервну роботу снігоприбиральної техніки, на **автошляху Київ-Одеса** досі є проблемні ділянки*»; «*У **французьких Альпах** рятувальники знайшли живим чоловіка, який потрапив під лавину і провів під снігом майже три години*»;

3) an adverb of place, for example, ***там***: «*Учора, 28 січня, сім'я туристів з Ельзасу вирушила на прогулянку на курорті Валь д'Ізер. Саме тоді **там** зійшла лавина*»;

4) a name of the institution: a) a name of a building: «*У **Гостинному дворі на Подолі** хочуть створити музей сучасного мистецтва*»; «*В **Українському інституті** в Лондоні розповіли про проєкт '10 речей, які кожен має знати про Україну'*»; b) a phrase according to the scheme: a noun denoting a generic concept (building, airport, project, network, etc.) + its name, it is possible to include an adjective denoting its belonging to a settlement, country, etc .: «*Робота української художниці Уляни Сторожилової (Ulitta) представить Україну в інноваційному **Міжнародному мистецькому проєкті «Вічне мистецтво поза***

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[19] Хазов П.В. Лексико-смысловые единства в строении текста (на материале газетной хроники) : дис. канд. филол. наук.www/dissercat.com. Языкознание. 1984. 268 с.

часом» *– виставці просто неба в італійському місті Мері (Сицилія)»*; *«23 лютого у приміщенні* **столичної книгарні «Сяйво книги»** *відбудеться літературно-музичний вечір у рамках проєкту молодіжної літературної платформи Кабінет молодого автора НСПУ 'Творчий ковчег'».*

The number of lexical and semantic units in the informative text of a news chronicle is limited, there can be a maximum of fifteen in one text. They express the following elements of the semantic structure of the text: source, place, time, event, agent, content, purpose, cause, reason, relation, reference, evaluation, result, participation, scale.

Lexical-semantic unity, according to the linguist P.V. Khazov, can be divided into mandatory, which carry the main information and form the informative core of the text, and optional, which organize the integrity of the text in combination with the lexical and semantic units of the core. Each group of texts of certain events has its own set of obligatory and optional lexical-semantic units. A sequence typical for each group of events can be represented in the corresponding scheme.

The text of the newsreel, for example, is structured as follows:

*«Міністри закордонних справ (*agent*) України, Литви та Польщі (*participation*) розпочали перше засідання у форматі «Люблінського трикутника» (*event*), що проходить онлайн (*place*) у п'ятницю. Про це поінформував міністр МЗС України Дмитро Кулеба (*link*) у соцмережах. В установчій декларації три країни підтвердили необхідність відновлення територіальної цілісності України в межах її міжнародно визнаних кордонів, закликали Росію припинити агресію проти України і тимчасову окупацію Автономної Республіки Крим, міста Севастополь і окремих районів Донбасу, підтримали прагнення України до членства в ЄС і НАТО, надання Україні Плану дій щодо членства в НАТО (*content*)».*

This text can be shortened due to optional (those that do not occur in all texts) lexical-semantic units, the sequence of which can be reduced to the minimum scheme: source-participation-event-place-content.

«Як поінформував міністр МЗС України Дмитро Кулеба, міністри закордонних справ України, Литви та Польщі розпочали перше засідання у форматі «Люблінського трикутника», що проходить онлайн у п'ятницю. В установчий декларації три країни підтвердили необхідність відновлення територіальної цілісності України в межах її міжнародно визнаних кордонів, підтримали прагнення України до членства ЕС та НАТО».

The processing of the informative text of online publications / printed press using the above-mentioned speech models / schemes can be as follows.

Foreign students are provided with a certain informative text of the news chronicle.

«У Парижі в рамках урочистостей з нагоди 60-ї річниці прийняття ООН Загальної декларації прав людини відкрито меморіальну дошку Рафалу Лемкіну, винахідникові терміну «геноцид», повідомляє польська інформагенція ПАП. Церемонію почав міністр закордонних справ Франції Бернар Кушнер. Саме в Парижі за день до прийняття Загальної декларації прав людини була прийнята Конвенція про запобігання злочинів геноциду, яка була фактично творінням однієї людини– професора Лемкіна.

Рафал Лемкін (1900–1959), народився в Гродненській губернії в єврейській родині. Після навчання у Львові В Університеті Яна Казімєжа провадив у Варшаві адвокатську практику. Ще в 30-х роках сформулював термін «злочини варварства», але у виданій 1944 року в США роботі змінив його на термін «геноцид». У роки Другої світової війни Лемкін утратив усю родину, тому залишив Польщу і виїхав до США. Створений ним термін здобув міжнародне визнання і був використаний обвинуваченням на Нюрнберзькому процесі.»

Beforehand the minimum model / scheme of this group of events is written on the board, which can be presented in the form of questions or names of lexical-semantic units:

1. (lexical-semantic unity of the place) *Що було відкрито на честь винахідника терміну «геноцид»?*

2. (lexical-semantic unity of time) *Коли відкрито меморіальну дошку винахідникові терміну «геноцид»?*

3. (lexical-semantic unity of the source of the message) *Хто повідомив про відкриття меморіальної дошки винахідникові терміну «геноцид»?*

4. (lexical-semantic unity of the event) *Що було відкрито на честь винахідника терміну «геноцид»?*

5. (lexical-semantic unity of the agent) *Хто почав церемонію відкриття меморіальної дошки?*

6. (lexical-semantic unity of content) *Коли був сформульований ученим термін «геноцид»?*

7. (lexical and semantic unity of the result) *Коли і де термін «геноцид» здобув міжнародне визнання?*

At the same time, lexical tools that reflect these lexical-semantic units in the text are written on the board, and the given vocabulary is processed in the form of pre-text tasks:

Pre-text task 1. Read new words and phrases. Using a dictionary, translate into your native language. Write them down and remember them.

Меморіальна дошка, церемонія, винахідник, урочистості, справи, Загальна декларація прав людини, ООН, сформулювати, термін

«злочини варварства», створити, використати, здобувати, міжнародне визнання, Нюрнберзький процес.

Pre-text task 2. Determine the gender and number of the given nouns: дошка, винахідник, злочин, урочистості, декларація, термін, людина, права, визнання.

Pre-text task 3. Choose the appropriate nouns for the given verbs using the text. Model: відкрито (що?) дошку, церемонію.

Сформулювати (що?), створити (що?), здобувати (що?), використати (де?).

Pre-text task 4. Using the text, select appropriate adjectives for the given nouns. Model: дошка (яка?) меморіальна.

Інформагенція (яка?), декларація (яка?), справ (яких?), війна (яка?), визнання (яке?), процес (який?).

After studying the vocabulary, students read the proposed text.

Task 5. Read the text of the news chronicle «Він придумав слово «геноцид».

Then, following the scheme (written on the board in the form of a questionnaire), students restore the text according to this scheme / model, introduce other most commonly used variants of lexical-semantic units used in the group of events considered and written by the teacher on the board. That is, foreign students perform post-text tasks.

Post-text task 6. Write the answers to the questions written on the board in the form of a question plan.

Post-text task 7. Retell the news you have just read to your friends (using your notes).

CONCLUSIONS

Thus, in the minds of students, the semantic structure of the text and its lexical embodiment are interrelated. In the future, students can perform tasks for transformation, i.e. the replacement of one version of lexical-semantic units with another in the processing of informative texts of news chronicles containing similar lexical-semantic units.

Models / schemes of texts are typical variants of arrangement of lexical-semantic units, such as: source-time-place-event-agent-link-content. Although in a certain informative text a different order of lexical-semantic units is possible. Students, processing the text, retell it in accordance with the proposed model / scheme. The next stage is transformation, i.e. students are offered a text that differs from the model under consideration.

Thus, the didactic goal of processing the informative text of news chronicles of online publications / printed press is achieved – it is the understanding of the text and its reproduction, retelling.

Summarizing the above, we can conclude that productive reading of informative media texts is one of the priority practical tasks of teaching Ukrainian as a foreign language in higher education institutions of Ukraine. The role of reading in the educational process is difficult to overestimate because due to the productivity of this process the student masters speech material of a foreign language, works on certain topics to prepare an oral presentation, enriche their worldview with knowledge of history, culture and life of the people they study.

According to the results of our study, it can be stated that informative texts of news chronicles of online publications/ printed press should correspond to the level of speech competence of students; should contain a problem and have a clear structure, as the text is used not only as means of teaching reading, but also for the formation of other productive skills: orientation in the text, mental processing of new information and learning to review.

SUMMARY

The article considers the features of the media text of news chronicles as a material for teaching reading to foreign students. The expediency of using the method of creating speech models of media texts of news chronicles is analyzed, which will allow students to systematize lexical material, structure it in accordance with certain components of the text structure, master the semantic structure of the text with its specific language features. The mechanisms of practicing reading with the help of speech models of media text and production of other skills related to both reception (model as a reference point when reading a text) and reproduction (model as a reference point when translating a text) are clarified.

Productive reading of informative media texts is one of the priority practical tasks of teaching Ukrainian as a foreign language in higher education institutions of Ukraine. The role of reading in the educational process is difficult to overestimate, because due to the productivity of this process the student masters the speech material of a foreign language, works on certain topics to prepare an oral presentation, enriche their worldview with knowledge of history, culture and life of the people they study.

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ASSOCIATIVE FIELDS "REPUTATION" AND "IMAGE" IN THE INTERCULTURAL DIMENSION

Zavalska L. V., Kiselova A. A.

INTRODUCTION

Reputation management is a new field of theoretical and applied science related to advertising, public relations and imageology. The basic concepts of this field are "reputation" and "image", which are used both as synonyms and as subordinate terms, need thorough study as terminological concepts. The choice of topic is connected with the fact that a fundamentally new understanding of such activities as Public relations (PR) has appeared in the research area. Until a few years ago, PR was interpreted as public relations, as an activity that includes a set of measures to create a favorable socio-psychological atmosphere for a product or company among consumers, business partners and competitors, administrative bodies, general population. However, lately, more and more often this area of activity is considered as *reputation management*. Reputation management is the management of the process of forming and adjusting reputation characteristics and bringing them to the target audience. According to O. Derevyanko, "reputation management is a set of measures for the formation, maintenance and protection of reputation, based on the real achievements of the organization, and aimed at its long-term development"[1].

The basic concepts used by reputation management are "image" and "reputation". The formation of a positive image and high reputation is a guarantee of mutually beneficial and stable relationships that require a complex and long process of creating style, determining the socially significant role of the organization, its individuality and identity. This view of reputation management has intensified a further study of the concept of *reputation*, in particular in comparison with the concept of *image*, which for many years has been decisive in the field of Public relations. We focused primarily on the concept of "reputation", which correlates with the concept of "image" and has a field structure, forming a lexical and semantic field.

The relevance of the work is that the lexical-semantic field has a multilayered structure, covers different lexical-semantic groups, which are

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[1] Дерев'янко О.Г. Репутаційний менеджмент підприємств: теорія, методологія, практика. Київ : Видавництво «ДКС центр», 2016. С. 90.

reflected both in lexicographic works and in the minds of native speakers. The study of the field structure of the concept of "reputation", represented by the lexical-semantic and associative fields will demonstrate common and distinctive features between the meaning of the token and its perception by speakers of different languages and representatives of different linguistic cultures. In other words, it will demonstrate its place in the language system and in everyday speech. In view of this, we note that in order to deepen the understanding of the system-structural principles of language, it is necessary to recognize as promising a method of singling out certain fragments of lexical-semantic fields, united by a single semantics, from the linguistic whole. It is by modeling different linguistic paradigms that the most detailed and comprehensive analysis of units representing different categories and concepts of extralinguistic data can be carried out. In addition, the study of concepts through associative experiments remains promising. On this basis, we conducted a free associative experiment and built two associative fields – "reputation" and "image".

The object of research is the lexical-semantic and associative field "reputation"; the subject of study are its conceptual, figurative and value characteristics in comparison with the image.

The aim is to comprehensively research the lexical and semantic features of the token reputation in comparison with the token image and to identify the features of their objectification in terms of intercultural communication.

The set goal and tasks led to the use of the following methodological basis: general scientific operations of analysis and synthesis, induction and deduction; general scientific axiomatic, descriptive and quantitative methods; linguistic methods of lexical-semantic and component analysis, survey, associative experiment and linguistic modeling.

The theoretical value of the work lies in the further study of such important concepts for modern society as image and reputation as the basic categories of advertising, public relations, reputational image, sociology and imageology. It is also important to further develop such pressing issues of modern linguistics as field theory and the linguistic picture of the world, as well as intercultural communication.

The practical value of the work lies in the possibility of implementing the results in the practice of advertising agencies, PR-agencies and reputational management agencies. Clarifying the concepts of image and reputation can be useful for PR managers and brand managers of a wide range of companies. In addition, the materials can be used in university practice in teaching subjects such as intercultural communication, cognitive linguistics, lexical semantics and others.

1. Structure of lexical-semantic fields "image" and "reputation"

The issue of the lexical-semantic field as an object of modern linguistic research is in the center of attention of numerous linguists (J. Lyons, I. Arnold, L. Vasyliev, S. Denysova, O. Selivanova, G. Schur, etc.). According to modern notions, the lexical-semantic field (hereinafter LSF) is "a set of tokens that denote a certain concept and can be represented by different parts of speech"[2]. LSF is characterized by the presence of a set of signs of systemicity both in synchrony (semantic correlation of tokens included in the field; the presence of hyponyms and hyperonyms) and in diachrony (a set of repeatedly implemented motivational models, repetition of word-forming models, repetition of etymological fields with deriving field vocabulary).

The idea of vocabulary as a multifaceted and integral system object explains the possibility of forming different but interconnected subsystems, among which a special place belongs to LSF. Studies of the lexical system of language are usually carried out in the form of identifying lexical groups of different types and volumes, as well as through the establishment of their relationships. The search for ways to study the systemic connections of lexical composition led to the theory of the semantic field. Field theory has proved effective because in the concept of "field" linguists have succeeded in realizing the idea of the existence of a certain structural figure that unites vocabulary into a lexical-semantic system, where each token reveals this figure as the dominant semantic meaning.

Lexical-semantic field is a complex lexical microsystem that combines words according to the semantic principle, has a specific field structure and consists of microfields. LSF has the most important structural properties: the interconnectedness of elements, their order and hierarchy, and has a number of properties that distinguish it from other linguistic systems.

Yu. Karaulov defines LSF as "a group of words of one language, quite closely related to each other in meaning"[3]. The author clarifies that such a definition does not contradict the data of existing ideographic dictionaries, but is not accurate enough. The meaning of the word should be the center in the construction of LSF. In the field, there are certain relations between separate meanings of words. Meanings appear as a set of differential semantic features or components of meaning (semes).

M. Kochergan tried to use LSF in typological studies of lexical semantics: "If we take the initial unit of comparative analysis of the meaning

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[2] Апресян Ю.Д. Избранные труды: В 2-х т. Лексическая семантика. Москва : Школа «Языки русской культуры», 1995. С. 65.

[3] Караулов Ю.Н. Структура лексико-семантического поля. *Филологические науки.* 1972. № 1. С. 57.

of a word, as it is the basic unit of the semantic level, the comparison can only distort the real picture of the analyzed systems. The specificity of the lexical-semantic system can be objectified by comparing the compatibility of words in individual LSFs. Lexical compatibility reveals those semantic nuances that elude other methods of semantic analysis.[4] Thus, LSF is a complex and multi-layered concept, it intersects the main problems of lexicology: problems of synonymy, antonymy, polysemy, the problem of the ratio of word and concept.

LSF as a special system-forming unit has a complex and unique structure, the components of which are interconnected by paradigmatic relations. At the heart of the organization of LSF there are organised classes, lexical paradigms of different types, which structure the semantic field vertically and horizontally. The core of the lexical field, as its semantic dominant, is formed by a lexical unit that expresses a common invariant meaning.

LSF is a system through which the study of semantic changes in language. It is necessary to study LSF when the task is to identify the internal connections of words within the semantic system of language, to determine its structure and specific semantic connections of its components. O. Selivanova reveals the concept of LSF model and conditions of its use. The semantic field model, according to the researcher, "involves the selection of a set of words united by a common semantic feature"[5] M. Kochergan notes that lexical-semantic fields are the largest paradigmatic associations, which are characterized by the connection of words based on similarities or differences of their meanings, LSF is a set of paradigmatically related lexical units, united by common content (sometimes common formal indicators) and reflect the conceptual, substantive or functional similarity of the denoted phenomena[6].

In dictionaries, *reputation* is defined as a general opinion about the advantages and disadvantages of someone or something. Reputation can also be presented as a public assessment of the strengths and weaknesses of the designated entity. The concept of "reputation" until the middle of the XX century was perceived as a synonym for the concepts of "honor", "dignity" and was used to describe an individual. In recent decades, this concept has been interpreted extensively, applying not only to individuals but also to the organization.

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[4] Кочерган М.П. Загальне мовознавство. Київ : Академія, 2006. С. 42.
[5] Селіванова О.О. Сучасна лінгвістика: напрями та проблеми. Полтава : Довкілля-К, 2008. С. 111.
[6] Кочерган М.П. Загальне мовознавство. Київ : Академія, 2006. С. 211.

In the West, in recent years, the concept of "reputation" is increasingly converging with the concepts of "social responsibility" and "social mission"[7]. The mechanisms that shape image and reputation are the same. These include customer relations, company policy (including ethical standards, rules of the game), the company's positioning in the market, the psychological climate in the company, the degree of professionalism and experience of employees, work experience (business experience), financial stability, enterprises' development dynamics, participation in socially significant actions (charity, sponsorship); intellectual and scientific potential of the company[8]. A positive reputation increases the social status of a person or organization, inspires confidence in their actions or decisions, reduces the risk of disappointment in case of failure, helps to attract professional and competent employees, increase the effectiveness of discussions with opponents, and increase the impact on media viewers.

Reputation is a specific product consumed at one time by no less specific group of people – the target audience. Reputation has many features in common with social myth[9]. The target bearer of the reputation at some point in time can "confuse" the perception of the characteristics of the subject of reputation, and the reputation itself as a "virtual reality" may not only not disappear, but also even begin a tumultuous independent life.

In market conditions, a positive image is one of the key factors in the success of the enterprise. However, both in the scientific literature and in practice, the term "reputation" of the enterprise is widely used along with the term "image". They are often considered to be the same. At the same time, the lack of a clear understanding of the essence of the image greatly complicates the work on its creation and improvement. In this regard, clarifying the essence of the concepts of "image" and "reputation", defining a clear difference between them is now a topical task.

The analysis of literature sources allowed us to identify five approaches to the relationship between the concepts of "image" and "reputation":

1) the concepts of "image" and "reputation" are synonyms. Thus, N. Popova considers the image as a "formed presentation of the company, reputation as the opinion of the general public about prestige"[10];

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[7] Ротовський А.А. Системний PR. Дніпропетровськ : Баланс Бізнес Букс, 2006. С. 90.

[8] Сальникова Л.В. Репутационный менеджмент: современные подходы и технологии. Москва : Юрайт, 2013. С. 67.

[9] Чуланова О.Л. Имиджелогия. Сургут : Изд-во СурГУ, 2007. С. 21.

[10] Попова Н.В. Маркетинг транспортных услуг. Харків: ХНАДУ, 2002. С. 64.

2) the concepts of "image" and "reputation" are not synonymous, and are correlated in different ways: image – is a component of reputation. Proponents of this approach are, for example, O. Saginova, I. Skorobogaty, V. Gaft[11]. They note that corporate reputation encompasses concepts such as identification, values, and image; or reputation is a component of the image. V. Shkardun and T. Akhtyamov[12] adhere to this point of view. In most of these sources, reputation is considered as one of the indicators used in assessing the business image of the enterprise (in turn, the business image is treated as one of the types of image of the enterprise in its assessment by business partners); or reputation is a consequence of the image, a reaction to it. Thus, N. Rogalyova points out that "prestige" and "reputation" are based on the formation of the image, and the image itself is characterized as "presentation that has an emotional and psychological impact"[13].

Thus, reputation is a collective opinion about the company, which is formed over time in the minds of target groups on the basis of expert assessment of economic, environmental and social aspects of its activities. Image is a stable, emotionally tinged presentation that is formed in the minds of target groups through the perception of information about the organization[14].

Compared to reputation, the image may not reflect the deep economic and social characteristics of the company, the peculiarities of its behavior and the consequences of its activities. The image can be significantly changed, while changing almost nothing in the company itself, which is not to say about the reputation, which must be carefully worked on by all employees from the end of the company to its employee.

Image, according to G. Pocheptsov, is a mental idea of a person, product or institution, which is purposefully formed in the mass consciousness through publicity, advertising or propaganda[15]. An effective image contains *a set of characteristics of its subject-carrier* (usually positive) formed in advance by the person or authorized assistants / specialists, which set "tested

[11] Сагинова О., Скоробогатых И., Гафт В. Маркетинговое управление корпоративной репутацией коммерческого банка. *Маркетинг.* 2006. № 5. С. 52.

[12] Шкардун В.Д., Ахтямов Т.М. Оценка и формирование корпоративного имиджа предприятия. *Маркетинг в России и за рубежом.* 2001. № 3. С. 68.

[13] Рогалева Н.Л. Современная концепция имиджа организации. *Управление персоналом.* 2007. № 2. С. 42.

[14] Дерев'янко О.Г. Репутаційний менеджмент підприємств: теорія, методологія, практика. Київ : Видавництво «ДКС центр», 2016. С. 23.

[15] Почепцов Г.Г. Профессия – имиджмейкер. СПб.: Алетейя, 2001. С. 22

ways of object identification"[16], i.e. the choice of "peaks" is no longer determined by human consciousness, but by the image.

B. Gee points out that the image that was developed in the early days of the new company largely determines its reputation for the future[17]. Creating the right image helps a potential buyer to see something different in the product compared to others, a little better. However, you need to be careful and attentive as scientists believe that this process requires constant monitoring. Sometimes a complete lack of image can be better for the reputation than the consequences of a wrong image.

Thus, reputation is characterized by systemicity while image is defined by integrity. The points of intersection of the concepts of "image" and "reputation" are explained by the following factors: both models of structuring information exist in a single information area and involve similar mechanisms for creating pragmatic texts (in a broad sense). The consequently arising question about the differences requires experimental research.

2. Intercultural specificity of associative fields
"reputation" and "image"

The purpose of the experiment was to analyze the stimulus words "image" and "reputation" to later create lexical and semantic fields based on these associations and compare them with the definitions from dictionaries, where we allocate "keywords" to these stimulus words. The associative experiment involved the establishment of associative arrays with a stimulus in a certain token. Associations arise "on the basis of the reflex to respond to a particular stimuli"[18], acting as a "spontaneous" explication of deep structures.

At the first stage, the associative experiment was conducted among residents of southern Ukraine, mostly students of Odessa universities who speak Russian and Ukrainian. Thirty people were involved, 19 females and 11 males, aged from 18 to 33. Most of them are students. The experiment was conducted individually with each participant, so the exchange of information between recipients was impossible. Based on the method of

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[16] Барна Н.В. Іміджелогія. Київ : Університет «Україна», 2008. С. 27.
[17] Джи Б. Имидж фирмы: планирование, формирование, продвижение. Санкт-Петербург : Питер, 2000. С. 119.
[18] Горошко Е. Интегративная модель свободного ассоциативного эксперимента. Москва : РАН, 2001.С. 43.

conducting an associative experiment proposed by N. Kutuza[19], the result of the analysis was the creation of a dictionary article of the tokens "image" and "reputation". It had such structure: word-stimulus; in parentheses, divided by a slash: the total number of informants who participated in the experiment; the total number of reactions received to this question (stimulus); the number of recurrent associative reactions; the number of one-component reactions (specified in one word); the number of two-component reactions represented by a combination of two full words or one independent and dependent part of speech, or an independent part of speech and a graphic symbol; number of multicomponent associations; the following parentheses indicate the number of 0 associations (no reaction).

The results of the associative experiment on the stimulus words "image" and "reputation".

1. **Image (30/31/3/29/1/1)**

(no associations – 0)

‒ Style (8); fashion (3); self-presentation (3); appearance; individuality; classic; suit; beauty; young; uniqueness; clothes; quality; commerce; opinion; policy; style;

‒ Appearance;

‒ The situation in society.

Number of experiments – 1. In each experiment, there are 2 words-stimuli.

Total reactions obtained – 61. One-component reactions – 58. Two-component reactions – 1. Multicomponent reactions – 2. Number of cases when there were no associations – 0.

Given the frequency of associations, the structure of the associative fields "image" and "reputation" is as follows. The **core** of the field forms the concept of *style* (8). The **center** consists of associates with an index of 2-3: *fashion, image, appearance, clothes*. The **periphery** includes single associations: *classics, beauty, individuality, costume, uniqueness*, etc.

2. **Reputation (30/30/4/29/0/1)**

(no associations – 0)

‒ Respect (3); honor (3); dignity (2); professionalism (2); authority; business; excellent; personality; person; prestige; position; status; show business; presenter; actions; opinion; career; behavior; respect; the boss; doubts; labor; respect;

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[19] Кутуза Н.В., Ковалевська Т.Ю. Короткий асоціативний словник рекламних слоганів. Одеса : Астропринт, 2011. С. 35.

– Attitude toward the person.

The **core** of the field are reactions with an index of 5: *respect* (5), *honor* (3) + *dignity* (2). The **center** is associated with index 2: *professionalism*. The **periphery** consists of all other associations: *authority, personality, person, prestige, attitude toward the person*, etc.

Thus, based on the results of the associative experiment, we can draw the following conclusions: the core of the associative field "image" is *style*; the center of associations for the word-stimulus "image" is connected with appearance and fashion; the periphery includes tokens that characterize individuality, uniqueness, thought, beauty, that is, many words that emphasizing the inner qualities of man. The core of the associative field "reputation" is *respect, honor*, the center is only one word *professionalism*, that is, recipients perceive reputation as the result of professional activity; the periphery includes many associations that are related to human authority, as well as types of work (*job, career, business*), there is also a sign of quality (for example, *excellent*).

In the second stage of the experiment, to identify the intercultural specifics of LSF "reputation", we conducted an associative experiment, which was stimulated by the tokens "reputation" and "image", in two new groups of informants. The first group included students of various faculties of Odessa I.I. Mechnikov National University, residents of the western regions of Ukraine – Lviv, Ivano-Frankivsk, Ternopil, Khmelnytsky, Volyn and Chernivtsi, who are native speakers of Ukrainian and representatives of the Ukrainian national linguistic culture. The second group of informants included students of the Faculty of Philology who came to study from China, Vietnam and Turkey, i.e. are representatives of other linguistic cultures who have studied the Russian language, so they are able to give associations to words-stimuli.

The first group of informants is represented by 20 people, including 13 girls and 7 boys; aged from 18 to 21, i.e. it is mainly undergraduate students; residing on the territory of Western Ukraine – 10 people from regional centers, 10 people from district centers. Each of the informants had 30 seconds to write associations for incentives, so the number of associations could be from 0 to 5. The total number of associations received: for the word-stimulus "reputation" – 51; for the word-stimulus "image" – 53. From many informants, we recorded recurring associations.

We received the following associations for stimulus words. **Reputation** – success (8), status (5), image (4), self-presentation (4), business (4), work (3), role (3), progress (2), having a reputation (2), clothes (2), advertising (2), beliefs, business reputation, reputation of the

firm, calm, confidence, respect, persistence, strength, impudence, opinion, figure in society, position, mine, management, Pope, scandals.

Among the proposed associations, there are such paradigmatic ones: *success, status, image, self-presentation, business, work, role, progress, clothes, advertising, beliefs, calm, confidence, respect, perseverance, strength, impudence, opinion, position, management, scandals*. All these reactions are monosyllabic, and they are in such semantic relations with the token "reputation": genus-species, equivalent, intersection or counter ones.

The most represented are synonymous reactions: *success, status, image, self-presentation*. Syntagmatic associations are represented by the phrase *having a reputation* and individual reactions: *the reputation of the company, business, mine, figure in society*.

We divided the obtained reactions into the following semantic groups:

1) professional achievements: business, work, reputation of the firm, figure in society, business reputation, management, having a reputation – 12 reactions;

2) personal growth: success, status, image, self-presentation, respect, progress, position, role – 29 reactions;

3) appearance: clothes – 1 reaction;

4) character traits: calmness, confidence, strength, impudence, conviction – 5 reactions;

5) single unmotivated reactions: the Pope, scandals.

As we can see, the center of the associative field of the token "reputation" is personal growth, the near periphery – professional achievements.

If we compare the results with previous ones, the situation is somewhat different: the center of the associative field is personal growth, while previously moral and ethical categories dominated; the near periphery (professionalism, professional achievements) coincides, and the periphery differs to some extent (there has been a shift from the personal characteristics that are now included in the center to particular character traits).

However, we note the general similarity of the associative fields obtained in both stages of the experiment.

Let us consider the second word-stimulus.

Image – self-presentation (7), behavior (5), fashion (4), style (4), reputation (4), political (3), corporate (2), countries (2), appearance (2), dynamism, status, level, choice, office, suit, elegance, glasses, appearance, beard, show, university, female, how we look, English word, foreign, science of behavior, false, sample, modern.

Among the proposed associations, we distinguish such paradigmatic ones: *self-presentation, behavior, fashion, style, reputation, appearance, dynamism, status, show-offs, level, elections, office*, etc. All these reactions are monosyllabic, and they have different semantic relations with the token "image".

Semantically related reactions are represented most commonly by *self-presentation, fashion, style, reputation*. Note the fact that the word-stimulus "reputation" received 4 associations "image", and the word-stimulus "image" – 4 reactions "reputation" accordingly, which indicates the closeness of these tokens in the minds of informants. Syntagmatic associations are represented by the following reactions: *political, corporate, foreign, false, modern*.

We divided the obtained reactions into the following semantic groups:

1) appearance: self-presentation, fashion, style, appearance, costume, elegance, glasses, appearance, beard, how we look – 22 reactions;

2) human behavior: behavior, dynamism, show-offs, the science of behavior, false, sample, modern – 11 reactions;

3) professional growth and status: reputation, level, office, elections, political, corporate, university – 13 reactions;

4) single reactions: English word, foreign.

As we can see, the center of the associative field of the token "image" is the characteristics of a person's appearance, which previously was the near periphery. Now the near periphery is represented by professional achievements, which completely coincides with the near periphery of the token "reputation". On the far periphery, we see the semantics of human behavior instead of the associations connected with external manifestations – beauty, individuality, costume, etc. The main coincidence in the associative fields of the tokens "reputation" and "image" refers to the near periphery and professional success, which are common in these concepts.

Let us consider the results obtained in the second group of informants – representatives of non-Slavic language mentality.

The second group of informants is also represented by 20 people, including 15 girls and 5 boys; also aged from 18 to 21. These students study at Odessa I.I. Mechnikov National University at various faculties and came to Ukraine from Turkey, China and Vietnam. They all speak Russian well enough to take part in an associative experiment. However, the insufficient level of mastery of the system of synonyms of the Russian language led to a low number of reactions to each word-stimulus. Each of the informants had two minutes (given the problems of intercultural communication and language proficiency) to write associations for incentives. The total number

of associations received was for the word-stimulus "reputation" – 24 and for the word-stimulus "image" – 27, i.e. almost twice less than given by the Ukrainian-speaking informants. All reactions were submitted in Russian, and we received the following associations with stimulus words.

Reputation – impression (3), work (3), honor (2), respect (2), opinion (2), dignity, student, study, success, university, homework, teacher, book, Pushkin, clothes, my, I do not know.

Among the proposed associations, paradigmatic associations predominate and the only syntagmatic one is *mine*. These reactions primarily indicate the acquaintance of students with the Russian language through fiction, which led to the emergence of associations of moral and ethical nature, which now has archaic semantics – *dignity, honor, Pushkin, book*. In addition, numerous reactions are abstract tokens with moral and ethical semantics: *impression, respect, opinion*. The reaction *work* is also frequent, which is absent in native speakers of Russian and Ukrainian.

If we compare the associative series with the ones obtained in the first group, we can see that these are moral values that prevail here instead of material ones. Even the semantic connection of reputation with work (represented in both groups) has mainly status-moral semantics while in Ukrainian-speaking informants we record the dominance of material factors of the axiological type. The largest group in terms of the number of reactions are associations related to work and study. As we see, for foreign students the reputation is directly related to hard work and efforts to earn it. For Ukrainian-speaking informants, this group is the near periphery and is semantically actualized as professional achievements.

We divided the obtained reactions into the following semantic groups:

1) moral and ethical concepts: honor, respect, opinion, dignity – 7 reactions;

2) profession and education: work, student, study, success, university, homework, teacher – 9 reactions;

3) appearance: impression, clothes – 2 reactions;

4) culture: Pushkin, book – 2 reactions.

As we can see, the center of the associative field of the token "reputation" is profession and education while the near periphery is the moral and ethical categories.

A comparison of the associative fields of Ukrainian-speaking informants and foreigners suggests that for foreigners, as well as for Ukrainians, the components of reputation are professionalism, perseverance and hard work, albeit to varying degrees. For foreigners, the moral and ethical component of reputation is very important, while for Ukrainian-speaking informants it is

not important at all, instead they actualize personal growth mainly in professional and status aspects. For foreigners, the parameter of appearance is important as a component of reputation, and for native speakers of the Ukrainian language it is not.

Let us consider the second word-stimulus.

Image – *self-presentation (4), work (4), development (2), success (2), achievement, mind, university, to study, to look, to work, to convey, I see, eyes, beautiful, beauty, to wear a suit, home, girl, Ukraine*.

Among the proposed associations there are such paradigmatic ones: *self-presentation, work, development, success, achievement, mind, university, beauty, girl, Ukraine*, which are single nouns. However, foreigners have also provided here a large number of verb associations, which indicates the semantics of procedurality, indicated in the token "image": *to study, to look, to work, to convey, I see, to wear a suit*. Most reactions are monosyllabic, and they have different semantic relations with the token "image". The semantics of personal and professional development are the most represented ones: *work, development, success, achievement*, etc. The least repsented ones are the semantics of appearance and beauty: beautiful, beauty, etc. (mostly recorded semantics of the visual perception). It should be noted that the reactions to both word-stimuli – "reputation" and "image" – have such associations as *work, to work, to study*. We divided the obtained reactions into the following semantic groups:

1) appearance and visual perception of a person: self-presentation, beautiful, beauty, I see, eyes, to look, to wear a suit – 10 reactions;

2) the way to achieve success and success itself: work, development, success, achievement, mind, to learn, to work – 12 reactions;

3) the place of image realization: Ukraine, home, university – 3 reactions;

4) single reactions: girl, to convey.

As we can see, the center of the associative field of the token "image" for foreigners is the semantics of achieving success and success itself. On the near periphery, there is a person's appearance while on the far periphery we have secondary semantics such as the place of image realization. Compared to Ukrainian-speaking informants, appearance becomes secondary, and the hard work of achieving success, which Ukrainian informants had on the near periphery, comes to the fore.

On the far periphery, there are single associations, and the core part and the near periphery have very similar quantitative indicators. Let's compare the results with the previous group: for foreigners, image, as well as reputation is the result of hard work, which is a consequence of successful

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study, work and perseverance. In both associative fields, the semantics of work and professional success form a core part, while on the near periphery there are moral and ethical parameters as well as appearance, which is also important for reputation and image. Even though foreigners do not speak Russian very well, they put moral, ethical and professional qualities in the first place, which is a prerequisite for the formation of reputation and image.

Comparing the associative fields in the intercultural aspect, it should be noted that the representatives of Ukrainian linguistic culture in the associative fields "reputation" and "image" largely point out professional qualities, material success and appearance. However, foreigners preferred ways to succeed (work and study), as well as moral and ethical traits, naming appearance only in the case of image.

CONCLUSIONS

The group of foreign informants in the associative field of "**reputation**" mostly names moral, not material values. Even the semantic connection of reputation with work (represented in both groups) has mainly status-moral semantics, while in Ukrainian-speaking informants we record the dominance of material factors of the axiological type. The largest group in terms of the number of reactions are associations related to work and study, i.e. the reputation of foreign students is directly related to hard work, efforts to earn it. The center of the associative field is work and study, on the near periphery – moral and ethical categories; far periphery – appearance. The group of Ukrainian-speaking informants has no semantics of appearance at all, but foreigners consider it a component of reputation, albeit peripheral.

The center of the associative field of the token "**image**" in foreigners is the semantics of achieving success and success itself, on the near periphery – a person's appearance, and on the far periphery, the secondary semantics are the place of realization of the image. Compared to Ukrainian-speaking informants, appearance becomes secondary, and the hard work of achieving success, which Ukrainian informants had on the near periphery, comes to the fore. On the far periphery, there are single associations, and the core part and the near periphery have close quantitative indicators.

For foreigners, image as well as reputation is the result of hard work, which in its turn is the result of successful study, work and perseverance. In both associative fields, the semantics of work and professional success form a core part, while on the near periphery moral and ethical parameters and appearance remain, which are also important for reputation and image. Even though foreigners do not speak Russian very well, they put moral, ethical

and professional qualities in the first place, which is a prerequisite for the formation of reputation and image.

SUMMARY

The research is devoted to revealing intercultural peculiarities of verbalization of tokens "reputation" and "image" by both native speakers of Ukrainian and foreigners. The field structures of the concepts "reputation" and "image", represented by lexical-semantic and associative fields, are considered. This allowed to demonstrate common and distinctive features between the meaning of the token and its perception by speakers of different languages and representatives of different linguistic cultures. The object of research is the lexical-semantic and associative field "reputation"; the subject of study are its conceptual, figurative and value characteristics in comparison with the *image*. The aim is to comprehensively study the lexical and semantic features of the token *reputation* in comparison with the token *image* and to identify the features of their objectification in the aspect of intercultural communication. A free associative experiment was conducted, based on the results of which the associative fields "reputation" and "image" were modeled. It is proved that the representatives of Ukrainian linguistic culture in the associative fields of "reputation" and "image" mostly distinguish professional qualities, material success and appearance. However, foreigners preferred ways to succeed (work and study), as well as moral and ethical traits, distinguishing appearance only in the case of image.

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