

FORMATION AND DEVELOPMENT OF UKRAINIAN COMMUNICATIVE VOCABULARY

^aOKSANA DUTKA, ^bNATALIYA DZYUBAK, ^cVIKTORIYA PABAT, ^dHALYNA BEVZO, ^eIRYNA TAMOZHKA

^a*Uzhhorod National University, Uzhhorod, Ukraine*, ^b*Ukrainian Philology and Journalism Kamianets-Podilskiy National Ivan Ohienko University, Kamianets-Podilskiy, Ukraine*, ^c*Taras Shevchenko National University of Kyiv, Kyiv, Ukraine*, ^d*Ukrainian-American Concordia University, Kyiv, Ukraine*, ^e*Institute of International Education for Study and Research, V. N. Karazin Kharkiv National University, Kharkiv, Ukraine*
 email: ^a*dutkaoksana@gmail.com*, ^b*dznan@ukr.net*, ^c*vpaabat@yahoo.com*, ^d*bevzogala@gmail.com*, ^e*itamozska@ukr.net*

Abstract: The study aims to establish the level of sociolinguistic sensitivity to the use of homonymic borrowings as a source of “professional competence” of a teacher-philologist, as well as to consider the dynamics of development of ideas about Ukrainian communicative vocabulary and terminological apparatus in the teaching profession; also, to determine the main stages in the implementation of communicative activities of a teacher in teaching. The result is an increase in dynamic representation, moving away from the conservative, on the use of terminology in the standards of professional communication of the teacher and the high level of possession of borrowings as a source of homonyms.

Keywords: speaker evaluation; competence; professional discourse, homonyms, borrowings, terminology.

1 Introduction

The problem of the ways of formation and establishment of the dynamics of changes in the Ukrainian communicative vocabulary is multilevel, concerns many levels of interaction between language and society, and accordingly, today is actively discussed in the circles of linguistic, pedagogical, sociological, etc. (Delgado-Cruz et al., 2021; Kristiansen 2009; Klymenko et al., 2008).

An indicative relationship has been established between everyday discourse, normative language resources, and attributes of a teacher's communicative behavior, which are also indicators of professional competence and integral to the ideological framing and high level of national language development (Stott, Drury, 2017). The formation and dynamic development of the terminological apparatus of the Ukrainian language is also connected with many economic, historical, and socio-political factors, which are necessary conditions for the harmonious development of scientific knowledge and the construction of educational strategies in the European community. Even today, the rich stock and constant development of communicative vocabulary is a functioning indicator of a powerful ideology. It also indicates a linking power and scientific discourse at the level of the national state's high status. It also determines the prestigious and highly qualified way of communication (Taranenko, 2015). In dynamics of development of communicative behavior of highly qualified personnel also lies prospects of development of national language and status of the state – and it is an open problematic for modern researches of linguistics of branch, sociolinguistic researches.

Considering the relationship between standardization and the principle of diversity is also a separate scientific problem, which, in a harmonious combination, produces the basis of sociolects, professionalism, and terminological borrowings (Kristiansen, 2011), also forming the basis of “professional competence” of the teacher.

Communication, in modern society, is an integral part of life, which cannot be avoided; it is the core of successful communicative activity and realization of professional opportunities of a specialist. In pedagogical professional work, teachers constantly communicate with administration, students, and among themselves to obtain information to establish the level of knowledge and skills, pedagogical purpose, and development of strategic and tactical issues of the educational

process. From such positions, communication can act as an instrument of the professional linguistic, educational component, in general, that contributes to the intellectualization of young people. It is an essential lever that determines the success of negotiation, advocacy, and learning (Rababah, 2020). It is this aspect that has determined the relevance of implementing business communication standards in professional discourse. Teaching activities in the preparation of future teachers-philologists provides a high level of professional competence, part of which is sociolinguistic sensitivity to the use of homonymic borrowings; the dynamics of professionalism of the teacher at the communicative level, one factor is the addition of terminological apparatus, the ability to orient in the lexical-semantic system of language.

This research aims to establish the level of teacher's professional development, the use of Ukrainian communicative vocabulary, its formation, and dynamics of development.

Based on the aim, it is planned to perform the following research tasks:

- to determine the main stages in the implementation of communicative activity of the teacher in the educational process;
- to establish the level of sociolinguistic sensitivity to the use of homonymic borrowings as a source of “professional competence” of a teacher;
- to identify the presence or absence of dynamics in the development of ideas about communicative vocabulary in the teaching profession.

2 Literature review

A review of the literature on the consideration of Ukrainian communicative vocabulary shows that there are several experimental studies devoted to the consideration and analysis of dynamics and peculiarities of functioning of business communication standards in professional discourse, their changes, and influence on the level of teacher's qualification assessment, use of terminology, homonymic borrowings as an indicator of professional competence (Tkachyk, et al., 2017; Zenina, 2012). Reference, original, fashionable, status samples of texts are considered and how they are further reflected in the communicative behavior of broadcasters, reflected in professional communication, imply education, professional standards, image, etc. (Simonok, 2015). Most of the results of experiments (Androustopoulos, 2006) relied on speakers' evaluations of the speaker's performance (“matched guise”) in the terminology (Agheyisi, et al. 1970), in which the audience evaluated different types of speech and different stylistics of the message by several descriptors (professionalism of the speaker, level of education, caring, ethics, etc.).

At the forefront of contemporary research is the thesis of the benefits and importance of implementing modern communication tools in the educational process as indicators of prestige and, also, a high level of professionalism (Voinea, 2012; Hansson et al., 2018). Experimental research of this type also presents ratings, numerical and percentage results of factor analysis to determine the evaluation of various communicative action factors.

There are a couple of researches (Yablons'ka-Yusyk, 2018; Karpilovs'ka, 2012) that have considered the reasons for borrowing at the present stage of language development, are[^]

- the lack of an equivalent for naming this concept in the recipient language;
- the rapid development of high technology;
- attempts to avoid polysemy and homonyms;
- absence of an appropriate exact name in the borrowing language (differentiation of shades of meaning);

- the need to express positive or negative connotations is an equivalent lexical unit, which does not exist in the recipient language.

Several studies, with a focus on communicative vocabulary and the features of the dynamics of its development, concern the communicative behavior of highly professional specialists in areas that require the use of a special terminological apparatus and constant work on its improvement and adaptation. These are primarily studies in advertising, management, and PR (Moss et al., 2005), the medical industry (Ebbels et al., 2019), political-economic discourse (Gillespie, 2020), and pedagogical activities (Veera, et al. 2018; Rababah, 2020).

The issues of using borrowings as a source of homonyms replenishment of the Ukrainian language, enrichment, and transformation of the terminological apparatus used by the teacher remain unresolved. Also, consideration of the training of future teachers on the introduction of active familiarity with homonyms and the problem of borrowings as a source of enrichment of the terminological apparatus requires separate attention.

3 Materials and research methods

The study of a teacher's communicative activity in the educational process and establishing the level of sociolinguistic sensitivity to the use of homonymic borrowings as a source of "professional competence" of a teacher is based on the systemic, integrated, and technological approaches. The systematic approach means the consideration of a professional teacher's communicative behavior as a system of actions, where the teacher's professional level and students' needs in increasing the level of awareness of linguistic terminology and the use of homonyms in this field are taken into account first. All these are components of professional competence also affect the level of sociolinguistic sensitivity.

The integrated approach in the introduced study makes it possible to consider the learning process as a non-linear and multi-vector one. The integrated approach makes it possible to represent the introduction of borrowings in terminological resources and the use of communicative vocabulary as integration in the application of teaching and learning methods, ways of using various forms, and methods of presenting educational information. The technological approach defines the educational process in the sequence of pedagogical operations due to the logic of the pedagogical experiment.

Experimental research was conducted during the 2020/2021 academic year. The data was collected from teachers of linguistic disciplines, disciplines in the field of Ukrainian philology, who worked with students who studied at the Faculty of Philology (Uzhhorod National University, Faculty of Philology, Department of Ukrainian Language). All teachers (4 people) participants in the experiment are certified teachers with a specialty in "linguistics" – 2 people and "Ukrainian language" – 2 people. Respondents were chosen in such a way that their pedagogical experience ranged from 7 to 14 years of scientific and pedagogical experience. 2 teachers (Lecturer 1 and Lecturer 2) introduced new curricula to teaching, which included:

- consideration of homonymic borrowings in linguistic terminology;
- increasing the total volume of modern terminology;
- use of illustrative material, and consideration of problematic issues.

The other 2 instructors (Lecturer 3 and Lecturer 4) stuck to last year's curriculum without introducing new topics or significant terminological digests. Also, all participants expressed an interest in improving their qualification level and pedagogical skills. They are proactive and active employees who regularly participate in non-formal education activities and internships in various Ukrainian and foreign higher education institutions.

Students who participated in the experiment are students of the second (bachelor) level of higher education (2nd year), in general (64 people), who studied at the specialty "Ukrainian language and literature" and "Ukrainian language and literature in general secondary education institutions with minority languages." All of them had experience in studying linguistic disciplines.

All participants of the experiment voluntarily agreed to participate in the research project. All respondents were ensured anonymity, and privacy rules were observed.

The research data were obtained during the phased implementation of the pedagogical experiment (3 stages). At the preparatory stage, the first interviewing of the teachers participating in the experiment was conducted. Also, with the introduction of teaching, familiarization with the teaching materials in the updated disciplines, teachers were consulted on their readiness and attitude towards using homonymic borrowings in modern linguistic terminology within the academic disciplines. Teachers worked with the research team to develop curricula. In the beginning, inside and at the end of the study, there was also a survey of students about their attitude to the introduction of modern linguistic terminology, a separate consideration of the phenomenon of homonyms and borrowings in the Ukrainian language, constituting the figure of a professional teacher.

4 Results

At the 1st stage of the pedagogical experiment, there was a process of planning, consulting, formation of training materials, and organization of the educational process with step-by-step monitoring of the level of sociolinguistic sensitivity to the use of homonymic borrowings as a source of "professional competence" of a teacher and establishment of changes in assessments of communicative vocabulary and use of terminology in the teaching profession. All this constitutes the main goal of the teachers' work during the development of modern educational approaches to the formation of the professional competence of the teacher-teacher. The whole process of conducting the study was planned and divided into stages of implementation of communicative activities of the teacher in the educational process.

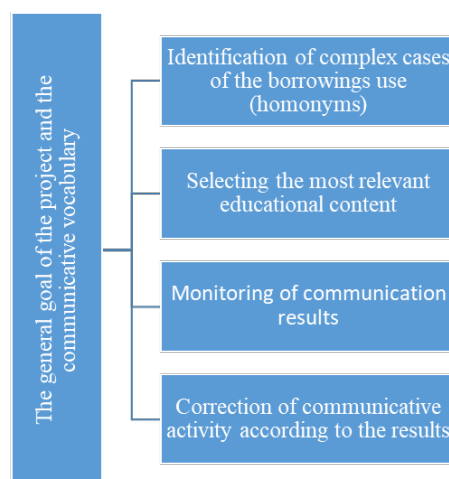


Figure 1 – The main stages of the teacher's communicative activity in the dynamics of development (author's note)

Source: Developed by the authors

At the initial (1st stage), the research group and teachers selected teaching material with the necessary amount of terminology taken, and the cases of homonyms in linguistic terminology were emphasized. The complex cases were explained and the problem of polysemy in terminology was highlighted. The illustrative and educational materials for linguistic topics were also used.

Students united into groups (G1, G2 – “Ukrainian language and literature”; G3, G4 – “Ukrainian language and literature in establishments of general secondary education with teaching languages of national minorities”) there were from 20 to 22 people in the groups. After that, a preliminary survey of respondents was conducted on their expectations from the subject and their attitude towards the modern linguistic terminology of the homonyms problem and the related image of the teacher, his professional level, and qualification. The results are presented as a percentage.

Table 1 – A preliminary survey to assess the speech performance of a teacher (author's note)

	Unsatisfactorily	Satisfactorily	Good	Excellent
Lecturer 1	5	20	40	35
Lecturer 2	10	17	43	30
Lecturer 3	5	20	42	33
Lecturer 4	12	18	42	28

Source: Developed by the authors

At the preliminary stage of the experiment, all teachers were evaluated positively. The negative perception of teachers and their professional competence, in general, is 7.5%.

At the 2nd stage of the experiment, two teachers introduced the active use of homonymic borrowings as a source of “professional competence”; the formation of ideas about communicative vocabulary in the teaching profession. All the

Table 3 – The results of the interview on the dynamics of the development of ideas about communicative vocabulary, terminology, and borrowing in the teaching profession (author's note).

Lecturer	Question	The answer to the beginning	The answer at the final stage
Lecturer 1	How do you feel about the use of loan terms and homonymic problems in terminology?	Positively. I use the terminology all the time. I talk about it 2-3 times a school year because of time constraints.	I enjoyed actively working with the terminology. In addition to simple memorization, the material was presented systematically with a historical perspective, and students were able to recognize the reasons for homonyms.
Lecturer 2	How do you feel about the use of loan terms and homonymic problems in terminology?	Positively. It's a nice way to break up the monotony of learning the theoretical component of linguistics disciplines.	It was effective. In my opinion, we should implement such an experience and increase the amount of target material on linguistic topics.
Lecturer 3	How do you feel about the use of loan terms and homonymic problems in terminology?	It's a useful practice. I give terminology materials and problem questions twice a year. Kindly create a report presentation on this topic.	It is good, but I don't think focusing on the problem of borrowings in linguistic terminology contributes significantly to the study of linguistic disciplines.
Lecturer 4	How do you feel about the use of loan terms and homonymic problems in terminology?	That is fine. I talk about homonyms- borrowings at the beginning and the end of the course to give students a chance to feel their progress.	That's a good thing. But I still think working with text to learn grammar is better.

Source: Developed by the authors

As we can see, teachers 3 and 4 were skeptical about the study of the practice of borrowings and homonyms in linguistic terminology. Lecturers 1 and 2 considered it necessary to continue actively using the topic of terminological borrowings and homonyms as an indicator of the high professional level of a teacher and the training of a qualified specialist. All teachers positively evaluated this practice.

At the 3rd (final) stage, the final student survey was conducted, which made it possible to determine how, if at all, the attitude towards the level of qualification of the teachers participating in the experiment would change according to their evaluation of the professionalism of the teacher's speech activity and the content of the educational courses.

Table 4 – Final survey on the evaluation of teacher speech activity (author's note)

	Unsatisfactorily	Satisfactorily	Good	Excellent
Lecturer 1	2	20	37	41
Lecturer 2	3	20	39	37
Lecturer 3	3	21	40	36
Lecturer 4	9	21	38	32

Source: Developed by the authors

teachers' actions were accompanied by comments, repetitions of difficult places, and clarifications. This stage also included a survey to evaluate the teacher's speech activity, the level of students' satisfaction with their work, and the course content.

Table 2 – Interim survey to assess the speech activity of the teacher (author's note)

	Unsatisfactorily	Satisfactorily	Good	Excellent
Lecturer 1	3	22	35	40
Lecturer 2	5	22	38	35
Lecturer 3	3	22	40	35
Lecturer 4	11	19	40	30

Source: Developed by the authors

As we can see, the sociolinguistic sensitivity of future teachers is determined by the attitude towards the active use of homonyms from the arsenal of borrowings. The results show a positive attitude towards the content of the course. The professional competence of Lecturers 3 and 4 slightly increased (by 2%). In Lecturer's groups 1 and 2, the number of excellent grades increased by 5%.

The final stage of the project showed the results of interviewing the teachers participating in the experiment. Teachers were asked a set of questions at the beginning and the end of the experiment, and their answers were compared.

At the initial stage, students gave an overall positive assessment, showed sociolinguistic sensitivity, which generally increased, and the negative perception of the work of the teacher and the content of the discipline amounted to a total of – 4.4%, the largest number of assessments are “good” and “excellent”. At the final stage, students showed an increase in the overall positive attitude towards the work and the level of competence of the teacher (Lecturers 1, 2) by an average of 6.5%, while Lecturers 4 and 3 increased the positive attitude and perception of a high level of professional competence by 2.3%.

The survey showed that more than 50% of the students who took part in the experiment are inclined to continue the experience of introducing in linguistic research the problems of borrowings and homonyms in terminology, as it positively affects the level of their training, and the vast majority of the respondents (in total more than 90%) positively assess the professional level of teachers and their pedagogical skills.

5 Discussion

Ukrainian communicative vocabulary is a dynamic structure, reflecting even minor and short-term changes in geopolitical and socio-psychological spheres of society, as stated in several

contemporary studies (Karaman et al., 2011; Yablons'ka-Yusyk, 2018). The process of globalization contributes to a rapid increase in the lexical composition of the language due to borrowings from other languages, the terminological apparatus of linguistic disciplines is no exception, where sometimes there are also complex homonymic cases.

In the study of ways to improve the competence of professional communicators in the medical industry, the use, and adaptation of terminology for successful communication with patients, management, as well as the difficulties encountered in the implementation of the educational process was considered in a research experiment (Zenner et al., 2021). An increase in the level of sociolinguistic sensitivity to the use of professional terminology in medical practice and the transformation of perceptions of the communicative vocabulary and terminological apparatus in the medical profession as a formation of its positive image, a sign of high status and prestige of the language of communication were found. In our study there is also a positive trend: 90% of the participants in the presented research experiment positively evaluated the work on borrowing homonyms in linguistic terminology, and 50% of the respondents expressed their desire to continue the practice of addressing complex terminological collisions and changes in modern terminology in the future.

Many studies (Karaman et al., 2011; Zenina, 2012) present the fact that the Ukrainian language has long been open to borrowings. S Karaman notes that the vocabulary of the Ukrainian language is heterogeneous because it was formed under the influence of many languages and at different epochs was replenished with borrowings, which in the process of historical development were "built into" the lexical composition of the language. The researcher claims that there are about 15 percent of borrowings in the Ukrainian language. That's why, in our opinion, such important work is the enrichment of terminological vocabulary at the expense of borrowings, an active explanatory activity in this direction not only increases students' appreciation of teaching professional competence but also helps to bring up qualified specialists. This is evidenced by the results of the experiment, where the overall positive evaluation of the linguistics teacher was 95.5%, and the evaluation of the teacher's professionalism in the groups where special attention was paid to terminological problems and homonymic borrowings was 6.5% overall.

6 Conclusion

The conducted study shows that research into the dynamics of communicative vocabulary development in the activity of a teacher-philologist requires active use of modern terminological apparatus in the field of linguistics. The results of the experiment showed a positive attitude to the use of homonymic borrowings as a source of "professional competence" of a teacher. 90% of the respondents-students and all the teachers-participants of the experiment consider it expedient to systematically introduce the issue of borrowings in terminology into the educational process as a form of enriching the professional arsenal of a teacher. It testifies to the respondents' awareness of the dynamics of communicative vocabulary development in the educational context.

The main stages in the study of a teacher's communicative activity and enhancement of his/her professional level, training of qualified specialists are identification and consideration of complex cases of using borrowings (homonyms) selection of the most relevant educational content; constant monitoring of communication results in the learning process; regular correction of communicative activity per the results.

The study presents a comprehensive approach to the study of the ways of formation and dynamics of development of the Ukrainian communicative vocabulary to enrich the arsenal of modern linguistic terminology and the problem of homonyms and borrowings. In the future, it is possible to fruitfully implement the approaches described in the research to the

content, methods, and forms of presentation of educational material, to form different levels of professional competence in parallel as well as to determine the influence of the figure itself and the qualification level of the teacher on the formation of a motivated future teacher.

The problem of meta-linguistic socialization of young people, their professional orientation, and gradual increase in the professional competence of the teacher, which in general affects the quality of education, requires further research.

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Primary Paper Section: A

Secondary Paper Section: AI