

SECTORAL LINGUISTIC AND UKRAINIAN STUDIES

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Onkoych H., Adamia Z. Sectoral Linguistic and Ukrainian Studies; кількість бібліографічних джерел – 15, мова англійська.

Abstract. Linguistic and country studies issues have gained intensive development in Ukraine, in particular in the methodology of teaching Ukrainian to foreigners. The achievements of Ukrainian theorists and practitioners have aroused considerable interest among researchers of the linguistic teaching process. By introducing linguo-Ukrainian studies, Ukrainian scholars successfully developed this area in the methodology of teaching Ukrainian as a foreign language and sought to expand their research in this promising and relevant field. Nowadays, both linguistic studies and linguistic Ukrainian studies are successfully developing in Ukraine.

The article presents the historical context of the term *linguoculturology* and proposes a new term – *professionally oriented sectoral linguocultural studies*.

The theoretical and practical significance of our study lies in the introduction of a new special course "Sectoral Linguistics of Ukraine" into the educational space of higher education. The need for this course is especially felt in the teaching of professional terminology in the course "Ukrainian for Specific Purposes". Our proposals are based on examples of educational training of future healthcare professionals. The article highlights the techniques and methods of using professionally oriented linguistic and country studies in the educational process of higher education. We consider it expedient to offer such a course in higher education institutions of various fields of study, since professional "national" terms are available in many fields, broaden the worldview, develop students' linguistic and analytical skills.

Keywords: language and culture, terminology system of linguistic studies, medical terminology, sectoral (specialised) linguistic studies, sectoral (specialised) linguistic Ukrainian studies, medical (pharmaceutical) linguistic studies.

Introduction. Formulation of the problem in general and its connection with important scientific and practical tasks. The first conference "Language and Culture" was held in 1991. And since then it has been held annually. Among the organizers and founders of the conference are the Institute of Philology of the Taras Shevchenko National University of Kyiv, the O.O. Potebnyi Institute of Linguistics of the National Academy of Sciences of Ukraine, the Institute of Ukrainian Language of the National Academy of Sciences of Ukraine, the Taras Shevchenko Institute of Literature of the National Academy of Sciences of Ukraine, the H.S. Kostyuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine, the Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine, the Tchaikovsky National Music Academy, and the Dmytro Burago Publishing House. Currently, the reports are published in the periodical "LANGUAGE AND CULTURE", approved by the Higher Attestation Commission of Ukraine in philological disciplines (linguistics, literary studies) as a professional specialized publication. More than 200 volumes have already been published. It all started with the publication of abstracts for the first conference [Onkoych H.V., Onkoych A.D. 2018, s. 486–491].

An analysis of the research and publications that initiated the solution to the problem and on which the author relies. When we first introduced the term linguo-Ukrainian studies into the educational and methodological circulation a few years ago [Onkoych 2001, s. 51–55], we first of all wanted to draw the attention of Ukrainian linguists to the new searches that were being conducted in the world and were reflect-

ed in a number of publications – on cultural literacy in the USA, on culture and civilization in France, on linguo-country studies and other countries. Linguistic and country studies issues have been intensively and actively developed in Ukraine in the field of language teaching to foreigners. The achievements of Ukrainian researchers and practitioners have aroused considerable interest in the world educational community, which has studied linguistic and didactic processes. The term linguo-Ukrainian studies was to some extent a borrowing, a copy, but by introducing it, we sought to direct the search for Ukrainian linguodidacts in this promising and, as we thought, relevant direction. Over time, we came to understand that we are actually talking about two methodological phenomena of linguodidactics - linguo-Ukrainian studies and Ukrainian linguistics [Onkoych 2010, s. 71].

The need for both terms, in our opinion, was determined by the development of methodological science. Practice has shown that these branches can be separate didactic areas.

At first glance, it may seem that these concepts are completely identical [Onkoych 2003, s. 113].

However, despite their common term-forming components, they are different. We believed that the term linguo-Ukrainian studies should primarily serve the didactic needs of the Ukrainian language. It covers a number of concepts, linguistic phenomena, facts from the history of the language, the origin of words, interesting phenomena around words - everything that is related to the Ukrainian language as a global phenomenon. However, the vocabulary of the world's languages contains many words that become linguistic signs of a

particular national culture: in one language, images reflecting the presence of willows, ponds, poplars, rivers or the sea: in another, eucalyptus trees, camels, oases or deserts: in the third, images of the infinitely high sky, endless steppe, mysteriously towering mountains will dominate, and in the fourth, images of being squeezed by jungle or gorges, the silence of glaciers or tundra will dominate [Donets 1996, s. 121].

Language records the phenomena of different cultural strata, different worlds. However, every language has phenomena of national culture that are condensed in the word. They are perceived differently at a particular age, by a native speaker of a particular culture. In any case, behind this word there is a certain text - verbal or non-verbal, knowledge of a particular type of human activity. And this is the field of Ukrainian linguistics. In our opinion, there is a need for another linguistic and cultural studies term, "word-topic", which has a prominent place in expanding the cultural memory of students. We illustrated this in the textbook "Hut: Word-Theme and Cultural Sign" [Onkovych 1999, s. 141-149].

Highlighting the previously unsolved parts of the general problem to which this article is devoted. Culture, both vertically (education from preschool - throughout life) and horizontally (through all disciplines and all educational activities), should be a determining factor in the nurturing of the individual, the citizen. This is the holy cross that pedagogy carries, being engaged in both teaching and upbringing at the same time. Perhaps this cross is pedagogy [Onkovych 1993, s. 7-16].

Linguo-Ukrainian Studies is now a field that studies language as a component of Ukrainian culture, analyses cultural phenomena through the Ukrainian language. It was founded as a branch of the methodology of teaching a language as a foreign language. Today, however, we are talking about the need to update the "national" concept from the sectoral terminology in this context. This is partly touched upon by specialists who refer to the history of professional speech in the course "Ukrainian for Specific Purposes" [Oncovich, A. 2021, s. 91-101]. We believe that this topic should be developed. Recently, at the conference "Lexical and Grammatical Innovations in Modern Slavic Languages" at the Oles Honchar Dnipro National University, the concepts of "Professionally Oriented Linguo-Ukrainian Studies" (the name in the programme) and "Sectoral (Medical) Linguo-Ukrainian Studies" (the name in the collection of materials) were presented for the first time for testing [Onkovych H. V., Onkovych A. D. 2018, s. 486-491].

At about the same time the journal of the International Organization of Philologists "WEST-EAST" (ISPOP) in Georgia published an article entitled "Sectoral linguocountry studies (on the example of medical linguo- Ukrainian studies)" [Onkovych, Haluzev 2021, s. 116-119].

As you can see, the search for a terminological reference is ongoing. **Our goal** today is to present a new phenomenon in the context of development of linguo-Ukrainian studies (on the example of linguo-Ukrainian studies).

To present the main material of the research.

The search for new ways in the development of linguo-Ukrainian issues led us to develop a new special course by choice. We designated it as "Sectoral Linguistic Ukrainian Studies" for students of the Healthcare programme, where we first attempted to include a new professionally oriented phenomenon in the educational space - sectoral linguistic Ukrainian studies (on the example of acquiring a medical/pharmaceutical specialty).

Volodymyr Jukalo in his article "Structure of Special Language and Profession Communication" outlined the terminological paradigm of research on special language and profession communication, analyzed the structure and the actual state in the application of one of the professional languages - medical professional language. In particular, he notes that researchers identify the following variations of the language of professional communication of health professionals - the medical professional language: the medical language (medical science language), medical language, medical documents, medical advertising language. Medical language or medical scientific language is the main codified type of professional language of medical staff, which serves for scientific communication in the field of medicine (medical science). The basis of this language is medical terminology, general scientific terms, other language tools, which are used mainly for the design of scientific text. It is used in interprofessional writing and oral communication (genres: Dissertation, monograph, textbook, medical dictionary, scientific or popular scientific article on a medical subject, patent, instruction on medical use of a medicine, scientific report on a medical subject, lecture on a medical subject, scientific debate on a medical subject, participation in a radio or TV program on a medical subject, etc.) [Shevchuk., Klymenko 2011, s. 696].

As we can see, both here and in other scientific and educational journals, the phenomenon to which our study is devoted is absent - the sphere of linguo-Ukrainian studies.

The purpose of the course is to teach students to have professional Ukrainian studies knowledge, to develop their speech and thinking based on this knowledge, to develop and enrich their imaginative and emotional memory, to activate the concept of "sectoral/medical linguistic Ukrainian studies". The programme takes into account the interdisciplinary connections of this discipline with courses in social sciences and humanities and specialized disciplines.

The objective of the course is to systematically master linguistic and Ukrainian studies material that will contribute to the national education of students through language and Ukrainian studies, ensure high intellectual development, and help improve professional, linguistic, cultural, media and communication competencies. The curriculum includes a lecture course, practical classes, independent work and individual assignments. In addition to a strong cognitive focus, the discipline has an important educational value and contains a left-hand side: "General Linguistic Ukrainian Studies" and "Medical/Pharmaceutical Linguistic

Ukrainian Studies”. The sectoral (second) block consists of several complex topics. Let us present them:

1. “Plant words-symbols. Symbols - names of creatures. Symbolization of object names. Medicinal plants and their properties. Folk names of medicinal plants: the Ukrainian aspect. Symbolization of names of natural phenomena.

2. “Ukrainian names of diseases, origin, signs, methods of treatment. Ukrainian names of diseases in linguistic research”.

3. “Ukrainian Studies: Folk Medicine: From Antiquity to the Present. Terms of Ukrainian origin”.

During the practical classes, students will have to get acquainted with and present professional publications from the standpoint of linguistic Ukrainian studies, pay attention to the Ukrainian-language names of the corresponding terms. The following are suggested: 1) “Pharmaceutical Encyclopedia” - a Ukrainian reference publication containing articles on pharmaceutical science and practice: chemical, organizational and economic, technological production of medicines and design of drug systems, methods of control and sale, certification, standardization of medicines, study of medicinal plants, laboratory diagnostics, etc. The encyclopedia is intended for pharmaceutical professionals, doctors, and students. 2) “Medicinal Plants: Encyclopedic Reference Book” is a Ukrainian-language reference publication intended for doctors and a wide range of people interested in medicinal plants. The reference book contains 1297 articles and 754 illustrations. The book briefly describes medicinal plants, discusses their morphological and botanical information, methods of preparation, storage and use, and presents their chemical composition. Common recipes for preparing medicines using medicinal plants are presented. The purpose of the reference book is to facilitate the mutual focus of physicians and botanists on the further study and use of medicinal plants, to emphasize and summarize the known experience of practical and folk medicine, and to compare it, where possible, with scientifically based methods of using medicinal plants.

Another practical lesson focuses on the develop-

ment of media competence of future specialists, involving the latest media sources in the educational space. Addressing, for example, the representation of the pharmaceutical industry in the articles of the Ukrainian Wikipedia orientates students to search for professional articles, their availability in the Latin and English sections of Wikipedia, which improves their knowledge of professional concepts in these languages: Present and describe 10 articles (terms, drugs, researchers, etc.).

Independent work in the professionally-oriented discipline “Sectoral Linguistics and Ukrainian Studies” includes studying lecture material, preparing for practical classes, as well as studying material that is not taught in lectures. Therefore, the purpose of independent work on the course is to develop the socio-cultural, communicative and media education competences of higher education students, to acquire knowledge about socio-cultural labelling.

Conclusions of the study, theoretical and practical significance, possible implementation, prospects for further research in this area. We have characterized one of the linguistic and country studies directions of the development of the problematic in the context of “Language and Culture”, which was traced, in particular, in several publications of the conference of the same name. The theoretical and practical significance of our study is the introduction of a new special course “Sectoral Linguistics of Ukraine” into the educational space of higher education. We felt the need for its introduction when teaching the topic of phase terminology in the course “Ukrainian for Specific Purposes” [Shevchuk, Klymenko 2011, s. 696]. Our proposals are based on examples of educational training of future specialists in the field of healthcare. The example of their training highlights the techniques and methods of using professionally oriented linguistic and country studies in the educational process of higher education. We consider it expedient to offer such a course in higher education institutions of various fields of study, since professional “national” terms are present in many fields, they broaden the worldview and develop students’ linguistic and analytical abilities.

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ГАЛУЗЕВІ МОВОЗНАВЧІ ТА УКРАЇНОЗНАВЧІ ДОСЛІДЖЕННЯ

Анотація. Мовознавчі та країнознавчі проблеми набули інтенсивного розвитку в Україні, зокрема в методиці навчання іноземних громадян української мови. Здобутки українських теоретиків і практиків викликали значний інтерес у дослідників лінгводидактичного процесу. Запроваджуючи лінгвоукраїнознавство, українські вчені успішно розвивали цей напрям у методиці викладання української мови як іноземної та прагнули розширити пошуки у цьому перспективному й актуальному річизі. Нині в Україні успішно розвиваються як лінгвоукраїнознавство, так і лінгвоукраїнознавство.

У статті подано історичний контекст терміна *лінгвокультурологія* та запропоновано новий термін – *професійно орієнтовані галузеві лінгвокультурологічні студії*.

Теоретичне і практичне значення нашого дослідження полягає у впровадженні в освітній простір вищої школи нового спецкурсу «Галузеве мовознавство України». Потреба в ньому особливо відчутна у викладанні фахової термінології в курсі «Українська мова за професійним спрямуванням». Наші пропозиції базуються на прикладах освітньої підготовки майбутніх спеціалістів у галузі охорони здоров'я. Висвітлено прийоми та методи використання професійно орієнтованого лінгвоукраїнознавства в навчальному процесі вищої школи. Вважаємо за доцільне пропонувати такий курс у закладах вищої освіти різних напрямів підготовки, оскільки фахові «національні» терміни наявні в багатьох галузях, розширюють світогляд, розвивають лінгвістичні та аналітичні здібності студентів.

Ключові слова: мова і культура, терміносистема лінгвоукраїнознавства, медична термінологія, галузеве (профільне) лінгвоукраїнознавство, галузеве (профільне) лінгвоукраїнознавство, медичне (фармацевтичне) лінгвоукраїнознавство.

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