

IV. МОВНІ АСПЕКТИ ФОРМУВАННЯ ФАХОВОЇ КОМПЕТЕНЦІЇ

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ACADEMIC ENGLISH TEXT IN FUTURE RESEARCHERS TRAINING

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The article discusses concepts related to Academic English for novice researchers, graduate students, questions on scientific discourse and scientific text, abstracts, annotations, resumes writing. The significance of scientific annotations and keywords is indicated, especially for beginners.

Some aspects of scientists training for writing/creating a text related to scientific work are analyzed. It is noted that the materials that guide scientific research must cover those that are closely connected to the purpose, contain all data collections, analyzes or experiments, if they are necessary and are provided for the study of a scientific article or its presentation. It is emphasized that a clearly formulated goal can determine the direction of the entire research work covering the abstract to the work/paragraphs of a dissertation. The hypothesis, which is closely related to the research question, determines empirically verified predictions.

It is emphasized that the focus of scientific exploration is concentrated on hypotheses that can determine the direction for further data collection. Since the text acts as a way of presenting scientific information or the results of exploration, two important elements are deduced from this: a description of the content of the theoretical provisions of a studied subject and its representation by the researcher. The main skills that are necessary to create an effective written text include identifying the key factors of the primary text/article (the source text), reducing its (source's) volume as much as possible, but preserving key facts.

It is pointed out that annotation allows a beginner to draw conclusions about the further study of the authentic text, its value and purpose. It is accentuated that an important factor is the metalinguistic representations of scientific work. The problem of writing/creating annotation, abstract, review, resume, scientific article, dissertation, part of it outlines its key competencies: the ability not only to perform tasks in vocabulary and grammar, but also to gain knowledge of training, to highlight the purpose of scientific work, the methods used, the obtained (experimental) data and conclusions, as well as the presentation of the research in English.

Key words: researcher, postgraduates, discourse, scientific text saturation, creation, information, presentation, scientific communication

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Introduction. In modern linguistics, the study of anthropocentric issues related to the factor of man and language has always been relevant: with the implementation of language contacts, semantics of language, cognitive linguistics, which involves the analysis of the functioning of one's object, as well as the study of the text in the process of its creation, taking into account extralinguistic factors. Language as a system of signs, that ensures the process of communication consists of a dictionary and rules. The language of any fields research, including linguistics is the language of science that is constantly and rapidly developing, colliding and intersecting with a large number of other sciences, primarily logic, psychology, mathematics etc. The language of modern linguistics, especially in its semantic and applied fields, literally "seethes", digesting and spilling out many heterogeneous concepts.

The aim of a trainer while working with PhD applicants, i.e. postgraduates, early researchers as well as experienced ones is to help, give an advice on academic career trajectories, work-life balance, research methodology, mentoring, paper reviewing processes, among other issues that may be of interest firstly to beginners - *early career researchers*.

In the situation, any ordering of terminology, any attempt to understand the meta-linguistic element and introduce an element of conceptual systematization into it has an unconditional meaning [2] (*text saturation with terms (in the relevant particular specialty) and/or specific meaning professional words* (in linguistics); market saturation (in economics); solution saturation (in chemistry)).

A set of methods, tools and techniques for considering language units, the whole text, its construction, impact on a person, society, orient to the analysis of **discourse**. The concept of discourse encompasses the consideration of the text as speech integrity. A text, from the point of view of its study in linguistics, is, first of all, a linguistic material fixed *in written form*. Depending on the theoretical setting, text can be considered as a sequence of units of any level: words, phrases, and not just as a sequence of sentences. The concept of text is quite legitimate to use both to denote any linguistic material in writing and as a synonym for discourse (speech in action), if this text is its written representation. Both are provided for scientific researchers training in the classes.

Purpose. The need to learn how to define and list the specific features of a scientific text, divide it into parts, paragraphs according to common features, properties arose in the process of many years of work with students of the specialty "Translation" who write master's (diploma) theses, and also in the work on training postgraduates for passing exams in Academic English, as well as guiding postgraduates (linguistics) in writing their dissertation research. We consider this issue to be also important for teachers who begin supervising students' first research works. The main difficulty in creating such a scientific text lies in the logical construction, in the meaningful structuring of the presentation, and in its design. This is confirmed by a large number of logical errors both in the texts of masters' theses and in scientific articles of early researchers and, seekers of the scientific degree of Doctor of Philosophy (PhD).

Results and Discussions. Scholars emphasize that scientific discourse is a special type of interaction between the addresser and the addressee (and we completely agree with this), in which the addresser makes efforts to convince the addressee of the truth of the message through a kind of internal dialogue with the reader [1]. It is well-known that any text under scientific study is always marked by its dual nature. *On the one hand*, this text is a secondary one. Not a single study arises from scratch, it relies, 'pushes off' and correlates

with the results obtained in a particular field of science. The ability to work with the source text, the correct design of one's thought the consistent indication of references to the primary source is the *primary task of any novice/beginner in research*. In his/her 'internal dialogue', he must convince the reader of the authenticity of his message [2]. But in his (scientific) text, he must *paraphrase other people's thoughts and not pass them off as his own* without reference to their real author – this is *virtue* that belongs to the code of the civilized scientific and educational community. The concept of '*academic integrity*' includes values such as the prevention of fraud, *falsification and plagiarism*; maintaining academic standards; *honesty and thoroughness in research and scientific publication*. This is the important starting point that we primarily draw our attention to when working with (early) researchers.

On the other hand, each work contains the author's own approach and the results of the author's research [3]. This particular component of the content of a scientific text indicates its primacy. In accordance with the primary and at the same time secondary nature of a scientific text, it is advisable to distinguish *the object* of text creation: right in our case, it is the writing/creating of a dissertation work (thesis). Assistance in building, designing, writing subdivisions precisely in scientific text is such a help so that postgraduates and early researches defend their dissertations *qualitatively and successfully*, and first of all, are prepared for passing exams in Academic English – *one of the set goals of the article*.

The need for knowledge of a foreign language in our times is unconditional, because in the course of research and development activities, persons who carry out academic or scientific research must have the ability be able to create *resumes and annotations, abstract and review texts* in academic language, present their research at scientific conferences and 'round tables'. These are the conditions for training PD postgraduates in passing Academic English exam proficiency, and then get ready for creating/writing a PhD scientific text, - this is *a paradigm* of training a future scientist, a theoretical and methodological model, a system of concepts and ideas that are inherent in the future development of science.

Main research. 1. Thus, the creation of a scientific (professional) written message (text) in a foreign language on the basis of the existing model is *the first step of the paradigm*. Based on the requirements and recommendations developed by the National Academy of Sciences and the Center for Scientific Research and Teaching of Foreign Languages regarding the proficiency and passing of the final exam in a foreign language, educational and methodological materials intended for postgraduate students and applicants for the PhD degree were proposed [1]. There are some characteristic features in this matter, especially when creating a short scientific (professional) text, beginning with the Three Minute Thesis presentation (3MT®); abstracting and summarizing information' text, which, among others, certainly includes annotation and reviewing of texts information on specialty. With regard to the requirements for the Academic English exam, a postgraduate must be able also to write business letters, resumes, fill out questionnaires of various nature regarding scientific conferences, prepare their own presentations and, of course, create their own scientific text, i.e. dissertation research work – everything that is included in the *written speech*.

Annotation (*contents note, indicative abstract, review*) is considered to be a microtext, which should contain a list of content objects in the text to be annotated (books, articles, monographs, etc.). The abstract indicates only important provisions of the content of the article, i.e. those items that allow the researcher to identify its *scientific and practical significance and, necessarily, novelty, as well as to distinguish it from others*, similar in subject matter and purpose. We recommend not easy to retell the content of the articles

(conclusions, recommendations, factual material). We emphasize that the following language units should be used: *not complex, but simple sentences and phrases, neither personal nor demonstrative pronouns*. We also recommend postgraduates to mark in the text the addressee when indicating *the purpose of the article (to whom it is addressed)*. These annotations are submitted in the classroom in the form of oral presentation, and each PhD student must conclude whether the annotated article would have an interest in his/her research. Usually, the abstract must be accompanied by keywords and a bibliographic description of the article – these allow postgraduates to identify articles correctly. The volume of an abstract must be not less than 500 printed characters. When modeling the creation of such a text (annotation), one should use *the mandatory requirements*.

1. Bibliographic sources. 2. Data about the author: academic degree, academic title, scientific school, etc., if they are indicated. Full data of the author is not required. 3. Type of a source under consideration: monograph, journal article, textbook, etc., place and year of publication. 4. Topic, key and general concepts, the main aim of the article. The processes, place and time where the research takes place, the goals and objectives that are set to solve the main topic, etc. 5. Features that distinguish this particular article from others, similar in subject matter and purpose of research: a new subject of study of the article (*novelty*), as well as features of teaching the material (for example, the system of teaching a question, problem statement (*relevance/topicality*), solving a separate issue, a new methodology, generalization of data from different sources, an original assessment of facts, a new concept or hypothesis, recommendations of a practical nature). 6. Special opinion (dissenting opinion). 7. To whom the article is addressed, an additional circle of readers, besides the main one.

To the written type of work with a scientific text, which has a model for creating a scientific text, we refer to a resume (resume, summary). The ability to create a resume (summary) is an important part of the structure of any scientific article, significant for both an early researcher and a PhD seeker. This is a microtext that lists the main provisions and conclusions of the main text and is presented together with the main text. The resume is published both in the original (Ukrainian) language and in a foreign one. Since it is usually attached to an article or report, we consider it an important step in creating a written and/or oral statement/message.

II. The next stage of researchers training (postgraduates, doctors of philosophy, early scientific workers) for taking exams is the writing of an abstract, reference article, i.e. such a *scientific text* that provides relatively detailed information on the subject of the document to be referred, methods, research goals, and results. The terms for postgraduate students to take finals are that the result of their acquaintance with the original literature on the specialty is a survey abstract (*survey abstract, correlated abstract*) - that is, a single abstract text compiled (created) with the help of several separate sources - a text united by a common topic of content. As a rule, this is an analytical-synthetic transformation of text information close to the topic of research by postgraduates and early researchers and which is united by a general topic of content.

If the classes deal with the oral and written report/presentation training on scientific research, we offer a list of *verbs and verbal phrases*. Verbal nomination as a *special type of actions and processes indication* (i.e. professional and terminological verbs) carries a clear semantic structure, great narrowness and specificity of the meaning that conveys a scientific or technical concept, contributes to its absence of associations with other layers of the vocabulary.

III. In the lecture material on the research writing/creation while guiding postgraduates in writing their dissertation, defining and formulating methods for their research, we advise starting with determining the draft title of the topic of a scientific work, and teach to divide it into two components: nominative, behind which there is a subject of research, and predicative, that is, determining the content of a statement to reality, which is implemented in a sentence (or text) through a predicate - a term of statement, in which something is said about the subject of statement (subject). The subject of statement in our case is a scientific work that requires validity - evidence of the presence of weighty arguments confirming the choice of the topic - this is the angle, approach, research methods. First of all, we propose postgraduates to isolate concepts expressed by nominative units and *constructs*. It can be one special concept expressed by a word-term or a terminological phrase: *emotivity, expressiveness, sociolinguistic research*, etc. A single nomination is not used very often. Usually it is specified with additional nominations: *linguistic styles of modern English, professional jargon that is used not only by specialists in any branch of science (like babbling), borrowings in journalistic discourse* etc.

While introducing several nominations into the title, it allows to specify the subject of the research, gives an individual character and limits it from related studies in the same fields and at the same levels of language. In true understanding the topic, we see for each nomination an independent special concept that belongs to its own certain field of science, to its own system of special concepts. So, in the next example, we divide the phrase in the creation of new words into 3 nominations: *word creation (section of lexicology - word formation), new words (neologisms) and scientific discourse (discourse-text)*. The concept of *linguistic interpretation of discourse and the concept of text* should be defined. Thus, the specification of the subject of research is reflected in *nominative phrases* and is a prerequisite for the accurate formulation of the research topic. Therefore, the nominative component reflects the subject and the field of study.

The second necessary term for a precise formulation of the topic is *the use of the terminological component* of the research. Non-special words of general nature with vague semantics often complicate the understanding of the studied subject. At the same time, one should not overuse with 'terminology' and overload the title with new, often unstable terms. Therefore, two main requirements should be put forward for the formulation of the research subject: 1) maximum specification; 2) the use of basic terms that cover the topic of research, i.e. the terminological apparatus of scientific work [4].

The predicative component of any topic is a category that with a whole complex of formal syntactic means correlates the message with a certain temporal plan of reality (in linguistics). This is the specific character of *language of science*, which is associated with *compression*, 'compressing' ('folding') of the text content and the use of nominative constructions for 'collapsing' the extended text and is linked with specific scientific thesaurus [5]. The detailed predication especially clearly could be observed in the titles of scientific texts. The lexical means of 'folding' the content are short participles, short adjectives, verbal nouns. At the syntactic level, such a tool is attributive phrases, elliptical constructions, punctuation means.

It should be noted that the topic of scientific research, which is included in the title of the work (it is the title of the whole scientific text), very rarely contains only a nomination. The topic of any research, namely the topic of a scientific article, or diploma work or *dissertation*, is always predicative, in other words, it contains a logical predication, the

author's attitude to the nomination, to its position in the system, to the focus of its consideration, to the methodology of its research, to the problematic nature of these aspects of the nomination, to the choice of the relevant object of the research material etc.

To specify the approach, subject or material of research, a colon is often used: "*Comparative analysis of borrowings in English-language scientific discourse: translation aspect; lexical and semantic aspect; structural-semantic approach*", etc.

Thus, the predication of the topic of scientific research is implicated in a nominative phrase or in a sequence of nominative phrases and is revealed when these phrases are transformed into statements. To reveal the concept that defines the subject of statement and determines its content, it is necessary at first to single out nominations, and then transform nominative phrases into predicative ones.

It should be remembered that the review of special concepts and their hierarchical relations (and mainly generic-specific relations) resembles a 'searching', so called 'a journey' through bibliographic thematic catalogs where we must 'descend' from the general name of a science or concrete field to specific concepts (terminological apparatus), such as units and their features, and 'rise' from a very narrow term to the level of a discipline or a field of research. For example, from the expressive-emotional component, one can go to generic and specific concepts: the connotative component of the meaning of the word - the semantic structure of the word - semasiology - lexicology.

Research tasks should briefly and clearly express, convey, define an opinion, concept, simultaneously with its step-by-step structure. Firstly, there are the tasks of the theoretical part, where the main scientific concepts, theories, points of view, concepts, classifications of various scientists are considered, analyzed and described, after that the analytical and practical part of the dissertation research is definitely provided.

Research Methods. *The descriptive method* – traditional for linguistics - in scientific work is usually based on the method of *dialogical interpretation* – the research, for example, of a journalistic text as a discursive model that dialogically correlates with others; *the method of modeling the context* is used as an auxiliary method – for the description of translation methods typical for the text model. A set of methods within the framework of an interdisciplinary approach is also used in the research: *discourse analysis* (description of the verbal translation of image signs in their projection onto extralinguistic context – political, social, cultural ones). The following methods are also used: *conceptual, component analysis* of the semantic structure of the word, *lingua-cognitive, the method of lingua-culturological analysis, overall sampling, and quantitative analysis of linguistic phenomena*.

Speech patterns play special significance in writing a scientific research. Speech patterns include cliché-phrases that build the semantic structure of a scientific text, and *actually verbs* themselves, which could discuss the target setting of each statement in the thesis/research, the fact, reliability and authenticity of which must be proven. We conventionally name patterns-phrases as metalanguage. *Verbs-patterns* are 'working' meaningful patterns and we distinguish them into one group. At the same time, we do not set the task of highlighting their thematic, semantic or conceptual classification, but focus on their exact meaning in the function of the speech pattern of a special text. The list of these verbs begins with the most used ones and it is proposed to individually widen (replenish) it with the obligatory clarification of the meaning of each verb:

To analyze - decompose, disassemble the whole; analyze in detail, think over.

To define - to give a definition, to formulate the exact meaning of the term.

To reveal - to make explicit, to show, to reveal: *to identify advantages, features; to open, (to reveal) - to reveal the mechanism; patterns, structure.*

To compare - identify *different and common sides, properties, signs.*

To find out - to make it clear, understandable: *to find out the nature of the phenomenon, status, degree of study.*

To interpret - interpret, explain, reveal the content.

To illustrate - give a visual example, to explain or prove your thoughts, explain visually.

To describe - to systematically *state the features*, signs, composition of something.

To underline - draw a dash under some text, word, etc., highlighting something;

To emphasize something, highlighting it as more significant, more important than another (usually in the presentation). - *to show one's attitude to someone, something by behavior, actions, etc.; - to make something brighter, more noticeable, etc. compared to something.*

To confirm - to prove with the help of something the truth, correctness of any statement: *to confirm with facts, research results; confirm the hypothesis, assumption; confirm with quantitative data.*

To mark - mark in one way or another: *show by example, graphically.*

To show - to show, to demonstrate something, to acquaint with something: *to show the advantages of an approach; show the results of the study.*

To compare - to consider one thing in connection with another to establish similarity or difference, or to establish the superiority of one over the other.

To refer - to point to someone as a witness or an authoritative person, to name something as an argument to confirm one's words, justify actions, etc.;

To report - report something (facts, figures, etc.) to support your opinion;

To prove - to prove the legitimacy of their reasoning, *to cite or recall the relevant statements of prominent scholars, theorists, scientists, writers, etc.*

To present - to propose something, to point to something as a basis: to present evidence, arguments; *The work is presented as fully as possible in an article, book.*

To trace - to conduct a thorough observation of something: to trace different points of view, classifications, approaches, features, characteristic features, signs.

To consider - to analyze, ponder, discuss, describe, dwell in detail, usually in order to assess decision-making: consider the issue, point of view, classification, concept, hypothesis.

To explain - visually teaching something: to show the rules of folding; to show the analysis by the components itself; to make explicit, obvious, to reveal, to reveal: to show practical significance.

To clarify - to make it more precise, to give greater precision: to clarify the wording; clarify the author's attitude.

Conclusion. The metalanguage of the structure of the analytical and practical part of a scientific text is based, as a rule, on the works of scholars that have been worked out by them and could be used by the researcher/applicant for a scientific degree. When analyzing the units (classifications) of other authors under study, the researcher faces two tasks: 1. Express his attitude to this or that statement. 2. Build a text by combining chains of reasoning and subordinating the logic of construction according to a given logic to the thesis. To solve the first and second tasks, linguistic clichés are offered as help, which, as already noted, we name the metalanguage of the structure of a scientific text:

As evidenced...; the interest of linguists in the study of... Explain...; it seems to us ..., this allows us to draw a conclusion ...; In our opinion...; At first, we wanted to pay attention...; quite obvious...; at the end of this section...; but let's turn to the (next) more...; So, let's consider this phenomenon with an example...; from the point of view of...; we join the thought...; If we assume that... etc.).

To sum up the above said it should be emphasized that both the analytical and practical sections of the research text must have a description of the study and its results. In findings and received data researchers should summarize the main results and recommendations for further scientific research. The skill of creation a scientific text is not only to reflect its several single components done, but also to integrate them into a whole. A scientific text should be clearly structured, divided into sections and paragraphs. It is necessary to strive for each section to be an independent scientific study on a certain component of the research topic, so that each component is set out in a separate paragraph, and the entire scientific work is holistic, not fragmentary.

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АКАДЕМІЧНИЙ АНГЛОМОВНИЙ ТЕКСТ У ПІДГОТОВЦІ МАЙБУТНІХ НАУКОВЦІВ

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У статті розглянуто поняття, що стосуються академічної англійської мови для дослідників-початківців, аспірантів, питання з наукового дискурсу та наукового тексту, рефератів, анотацій до тексту, резюме. Визначено значущість наукових анотацій та ключових слів особливо для початківців.

Проаналізовано деякі аспекти підготовки науковців до написання/створення тексту, який пов'язаний із науковою роботою. Зазначено, що матеріали, які спрямовують наукове дослідження, мають охоплювати ті, що тісно пов'язані з метою, містити весь збір даних, аналіз чи експерименти, якщо вони є необхідними й надаються для дослідження наукової статті або її презентації. Підкреслено, що чітко сформульована мета може визначити напрямок усієї дослідницької роботи, що охоплює анотацію до роботи/дисертації. Гіпотеза, яка тісно пов'язана з питанням дослідження, визначає емпірично перевірені прогнози. Зазначено, що фокус наукової розвідки є зосередженим на гіпотезах, які можуть визначити напрямок для подальшого збору даних. Оскільки текст виступає як спосіб викладу наукової інформації, результатів розвідки, з цього виведено два важливі елементи: опис змісту теоретичних положень предмета вивчення та його репрезентація.

До основних навичок, які необхідні для створення ефективного письмового тексту, належить визначення ключових чинників первинного тексту/статті, максимальне скорочення його (джерела) обсягу, але зі збереженням ключових фактів. Адже анотування дає можливість початківцю робити висновки про подальше вивчення автентичного тексту, його цінність та призначення. Акцентовано, що важливим чинником є метамовні репрезентації наукової роботи. Проблема написання/створення анотації, реферату, рецензії, резюме, наукової статті, дисертації, частини дисертації окреслює його ключові компетенції: уміння не лише виконувати завдання з лексики та граматики, а й знання підготовки, мети наукової роботи, використані методи, одержані (експериментальні) дані та висновки, а також презентація дослідження англійською мовою.

Ключові слова: дослідник, аспіранти, парадигма підготовки, дискурс, сатурація наукового тексту, створення, інформація, презентація, наукова комунікація

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