

Culture of Ukrainian Scientific Language: Oral and Written Forms of Professional Communication

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ABSTRACT

The article comprehensively analyzes the modern Ukrainian scientific language in its oral and written forms with an emphasis on the internal organization, functional-stylistic, lexical, grammatical, communicative-pragmatic features of texts of various genres, as well as in plane of academic ethics and the implementation of speech strategies and tactics, which enabled a multidimensional interpretation of the object under study. The focus is made on typical models of professional communication in the scientific field – report, scientific message, dispute, monograph, article, theses, etc., their linguistic (lexical, morphological, and syntactic units), compositional and logical structure. Normative and non-normative words and their compounds, attested in scientific works of various genres and in oral monological and dialogical professional speech, are highlighted. Deviations from the stylistic norms of the Ukrainian language are identified and described, with an emphasis on stylistic figures and tropes, the sphere of expression of which is mainly oral professional speech. The specificity of lexical units that serve as a means of linguistic manipulation in disputes, as well as those that give emotionality, expressiveness, unorthodoxy to public speeches, and attract the attention of listeners, is emphasized. It is traced that the oral and written forms of scientific language, despite the presence of common features, in particular, objectivity, accuracy, argumentation, etc., have a number of different parameters. The oral form of scientific language is characterized by extensive syntactic variation, spontaneity, and the presence of some elements that give speech emotionality. In contrast, written works of various genres are characterized by a higher level of completeness, normativity, and a clear, logically and structurally motivated construction of sentences. It was found that mastery of the norms of the Ukrainian scientific language, a high level of professional communication culture, and skillful use of vocabulary serve as important factors in forming the image of a modern highly qualified researcher who is able to analyze and objectively evaluate the achievements of specialists in a certain field, effectively argue own position, and present own research results in an orderly, accurate, and understandable manner.

Keywords: Scientific style, Ukrainian scientific language, Academic rhetoric, Rhetorical skill, Academic writing, Professional communication, Intercultural communication, Language norms, Culture of the Ukrainian language.

INTRODUCTION

The continuous development of contemporary society is directly related to the development of science and poses new tasks for researchers, the solution of which requires updated forms of critical thinking, the ability to skillfully express thoughts, generate new ideas, communicate correctly, tolerantly and effectively, freely operate the necessary terminology, use a normative language arsenal, with the help of which represent logically and motivatedly the results of own research on professional issues. An important role in the implementation of these tasks is played by fluency in Ukrainian language, knowledge of its orthoepic, spelling, grammatical, and punctuation norms, and operation of them in written and oral monological and dialogical professional speech.

REVIEW OF LITERATURE

In modern linguistics, the issues of the normativity of the Ukrainian scientific language have repeatedly been in the field of research. In particular, Bagan (2019) characterized the cultural-linguistic and communicative parameters of normative and non-normative clichés, the functional manifestation of which is Ukrainian scientific discourse. Gorodenska (2001) focused on the syntactic organization of scientific style texts. The syntactic and semantic originality of the works of the specified stylistic variety was described by Pysarska et al. (2023). Changes in the new edition of “Ukrainian Spelling” (2019), associated with variant case endings of nouns, became a prerequisite for their study with an emphasis on the dominance of some grammatical forms and the sporadic use of others (Kostusiak et al., 2023).

A number of works have raised the issue of the Ukrainian scientific language’ normativity, the specifics of orthographic, word-forming grammatical, and lexical-semantic processes in it is clarified, while they are considered in the plane of dynamism, literary standard, and style differentiation (Kostusiak, 2025; Kots, 2024). Vengrinyuk (2025) analyzed different types of narratives in scientific texts, characterized them in terms of cognitive linguistics, the combination of multidimensional functions, in particular, accuracy, artistry, accessibility, emotionality of academic writing, the ability to transform academic information into a clear and convincing narrative. According to the researcher, the use of narratives forms a space of trust between the scientist and the reader and contributes to a deep understanding of terms that seem difficult for a non-specialized audience. Monographic works that are distinguished by their comprehensiveness and multidimensionality in studying the language of scientific style (Seligey, 2016) and communicative culture in scientific discourse (Romanchenko, 2019) deserve appreciation. Educational and methodological publications are also related to the issues raised (Horoshkina & Gruba, 2023; Semenog, 2010; Tkachuk & Nakonechna, 2018).

The features of oral scientific language expression in the context of achieving success in professional communication are reflected in studies devoted to current issues of academic rhetoric (Koloiz, 2018; Kostusiak, 2021; Kostusiak et al., 2022; Novruzaliyeva, 2024). The above list of diverse studies shows that the issues of Ukrainian scientific language, its oral and written forms used by researchers in professional communication, although they have been the object of study, do not claim to have an exhaustive solution. Generalization and deepening are required to describe the Ukrainian vocabulary arsenal, which is different in terms of linguistic affiliation, used in scientific style texts, its research is needed in the area of normativity/non-normativity, professional ethics, implementation of scientific communication strategies, oral and written communication, writing and delivering reports, messages, lectures, the ability to discuss, argue, provide reasoned evidence, and create own multi-genre scientific works in compliance with the norms of the modern Ukrainian language, which testifies to the relevance of the problem raised in the article.

METHODS

The objectivity of the research results and formulated conclusions was ensured by scientific publications published in professional editions of Ukraine, as well as public speeches of researchers at various scientific events (conferences, round tables, forums, meetings of specialized councils, etc.). In addition, some fragments of statements of specialists and students of humanitarian fields who participated in discussions, disputes, debates, etc. were taken into account.

The following methods were used in the article: 1) descriptive, applied to systematize the facts of modern Ukrainian scientific language, outline the features of its oral and written forms, highlight typical models of professional communication in the scientific field (report, scientific message, scientific dispute, monograph, article, theses, etc.), distinguish normative and non-normative words and their compounds, attested in various genres of scientific works and in oral monological and dialogical professional speech; 2) structural, which provided an analysis of the internal organization of oral and written forms of scientific language, a description of the linguistic,

compositional, and logical structure of a holistic scientific study and its fragments, and also made it possible to emphasize the originality of lexical, morphological, and syntactic units that participate in the formation of oral speeches, disputes, written works of various genres, etc.; 3) component analysis, fragmentarily used to describe the typology of lexical units that serve as a means of linguistic manipulation in disputes, as well as those that give emotionality, expressiveness, unorthodoxy to public speeches, and attract the attention of listeners (these are metaphors, omonyms, polysemantic words, linguistic symbols, evaluative and emotionally-expressive lexemes); 4) functional-stylistic analysis, used to identify deviations from the stylistic norms of the Ukrainian language and the characteristics of varieties of stylistic figures and tropes, the sphere of expression of which is mainly oral professional speech; 5) complex analysis, aimed at the holistic study of the Ukrainian scientific language in its oral and written forms with an emphasis on the structural, functional-stylistic, lexical, grammatical, communicative-pragmatic features of texts of various genres, as well as their description in the field of academic etiquette and the implementation of speech strategies and tactics, which ensured a multidimensional interpretation of the object under study.

RESULTS AND DISCUSSION

The speech behavior of a scientist is an important factor that ensures the success of the researcher's oral and written public communication, reflects his ability to evaluate and synthesize complex ideas, present his own developments, effectively argue own position, skillfully operate with vocabulary, create multi-genre written texts, etc. The key to the general culture of a scientist is a high level of professional speech culture and intercultural communication. One of the aspects that can arouse interest and respect among interlocutors is the purity and expressiveness of language, free operation of language means, conciseness of presentation. Statements should be formulated so that they are unambiguous, logical, and semantically accurate. Focusing on the peculiarities of the Ukrainian scientific language, we consider it necessary to emphasize its dynamics, that is expressed by the emergence of new multidisciplinary terms, a significant part of which is borrowed from English. In this regard, the problem of their normalization, registration in accordance with current spelling norms, as well as morphological adaptation, which involves normalization according to the model of specific and long-established nominations, arises.

The lexical originality of scientific works is expressed by the use of abstract nouns, the dominance of words in the direct meaning, the presence of scientific phraseology (*to play a significant role, to have great importance*, etc.), the absence of colloquial and emotionally colored vocabulary. The use of correct syntactic constructions, modeled by active verbs, that displace passive forms with the postfix *-ся*, which are not characteristic of the Ukrainian language, has become relevant. For example, instead of statements like *проблеми граматики досліджується відомими науковцями* (*the problems of grammar are studied by famous scientists*), it is customary to use constructions like *відомі науковці досліджують проблеми граматики: Українські мовознавці впродовж останніх 30-х років зосереджують свою увагу переважно на поверненні, відновленні тих прескриптивних літературних норм, що сформовані історично відповідно до особливостей системи та структури української літературної мови* (*famous scientists study the problem of grammar: Ukrainian linguists over the past 30 years have focused their attention mainly on the return, restoration of those prescriptive literary norms that have been formed historically in accordance with the peculiarities of the system and structure of the Ukrainian literary language*) (Gorodenska, 2025); *С. Шабат-Савка системно дослідила комунікативну інтенцію крізь призму синтаксису і дискурсу* (*Shabat-Savka (2014) systematically investigated communicative intention through the prism of syntax and discourse*) (Turko, 2025). In the context of dynamism and features of scientific language expression, it is necessary to consider synthetic forms that are inferior to cumbersome analytical compounds, compare: *to carry out a description and to describe, to carry out an analysis and to analyze*: *О. Селіванова описала комунікативно-прагматичну парадигму як концептуальний фундамент для аналізу мови як комунікативного процесу...* (*Selivanova (2008) described the communicative-pragmatic paradigm as a conceptual foundation for the analysis of language as a communicative process*) (Turko, 2025); *К. Серажим проаналізувала дискурс як соціолінгвальне явище з прагматико-семантичної перспективи* (*Serazhim (2003) analyzed discourse as a sociolinguistic phenomenon from a pragmatic-semantic perspective*) (Turko, 2025). Texts of the scientific style exhibit syntactic originality, which consists in the use of complex and simple complex sentences, mainly with direct word order. If the sentence is structured with the impersonal verb form *-но, -то*, then it is not necessary to use the subject in the instrumental case: *У статті схарактеризовано внутрішньо- та позамовні чинники, які впливають на стабільність онімного простору української мови* (*The article characterizes intra- and extra-linguistic factors that affect the stability of the onymic space of the Ukrainian language*) (Verbych, 2025); constructions such as *У статті схарактеризовано нами внутрішньо- та позамовні чинники* (*In the article, we characterize intra- and extra-linguistic factors*) should be considered as violation.

Language means, style of presentation and intonation must correspond to the conditions and circumstances of the communicative process. Attention is always drawn to the unusualness, clarity, persuasiveness, freshness, and in some cases even the emotionality of the presentation, which gives it liveliness. A professional speaker must have impeccable command of the norms of the modern Ukrainian literary language, adhere to them, improve the skills

of linguistic sense, speech technique, work on expanding the worldview, psychological culture. A significant role in professional speech falls on: 1) intonation (completion / incompleteness, questions, negation, comparison, enumeration), which must be natural, not played; 2) changing the tone (usually at the end of the statement it decreases, and increases in the case of increasing emotionality); 3) correctly chosen pace of speech; 4) justified presence of pauses that implement logical-grammatical and intonation-constructive functions; 5) stressing words in a statement, etc. Skillful operation of logical stress (main and secondary), based on the principles of grammatical logic, contributes to the logical expressiveness of speech. Usually, in a sentence, the subject and predicate, compared components, new information (rhema), comparisons, repetitions, appeals, postpositive definitions, adverbial adverbs are logically stressed. It is important to master the norms of phrasal stress, which is subordinate to the communication situation and serves as a means of giving semantic weight to the word necessary for the speaker. In addition, it is necessary to master orthoepic norms (rules of pronunciation of sounds, their assimilation), means of speech melodiousness.

A scientist needs extraordinary skills to carry out intercultural communication, which will be facilitated primarily by knowledge of the linguistic and behavioral stereotypes of representatives of different socio-cultural communities. Ignoring the above issues can cause problems or misunderstanding of the interlocutor during communication in foreign languages. It should be remembered that it is not always possible to choose a one-word equivalent for a specific word in another language. In order to optimize intercultural dialogue and successful communication with foreigners, it is worth thinking over the topic of conversation in advance, recalling the relevant terminology, speech etiquette formulas, paying attention to ambiguous words, and predicting communication tactics. The elimination of intercultural and interlingual misunderstandings, which often result in failures and sometimes conflicts, will be facilitated by acquiring cultural and communicative competence through preliminary familiarization with the specifics of symbolism, gestures, non-verbal conventional signs, and behavioral stereotypes of the interlocutor as a representative of a certain social group. Achieving communicative success will ensure respect for other nationalities, knowledge of their cultural traditions, and the practice of respect and tolerance.

Oral and written multi-genre speech related to scientific and educational spheres is distinguished by its systematicity, objectivity, logical order, argumentation, persuasiveness, accuracy, unambiguousness, and clarity, while at the same time it is not devoid of expressiveness, emotionality, and imagery. The specified complex is relevant for both monological (lecture, report, message, etc.) and dialogical (dispute, discussion, debate, polemic, etc.) eloquence. Today's academic communication is focused on ensuring that the speaker meets modern requirements that are put forward to scientists, lecturers, and teachers. Among the most important canons, there are novelty, originality, brevity, and completeness of the presentation.

The priorities of modern oral scientific communication have changed somewhat compared to previous periods. While earlier attention was paid to the speaker's knowledge and intellectual abilities, his communication with the audience was considered one-way, and the goal of the speech was seen in the ability to convince the listeners, now the emphasis has shifted somewhat: the main features of the speaker include his ability to interact and cooperate with the listening audience, which ensures the two-way nature of scientific communication.

Modern public speaking is distinguished by the presence of various stylistic figures that contribute to the "revival" of speeches and the interest of listeners. In particular, in Ukrainian scientific language, the functioning of units with different structures that perform the role of means of expression has become common: 1) allusion, which serves as a hint at the object of the message; 2) anaphora, the specificity of which reflects the repetition of the same sounds, words, compounds at the beginning of each phrase in order to attract the attention of listeners; 3) antithesis, which allows comparing objects, phenomena, concepts and is a means of expressing contrast; 4) gradation, the peculiarity of which is the use of words or word combinations that strengthen or weaken the meaning or give an emotional shade to the statement; 5) ellipsis, which consists in omitting words that the listener must establish from the context; the use of this stylistic figure contributes to the dynamism of the narrative, the actualization of the attention of the addressees; 6) inversion, which involves a conscious violation of the traditionally established order of words in the statement in order to focus the attention of the listeners on a certain aspect, etc. Modern scientific language expression and the rhetorical skill of the researcher are expressed by tropes that give emotionality and expressiveness to public speeches.

The following are aimed at achieving this goal: 1) allegory, built on the clarification of a certain feature with the help of a specific image; 2) antonomasia, based on the phenomenon of secondary nomination, in particular, the use of one name instead of another, for example, instead of *Hryhoriy Skovoroda*, they use expression "*a wandering philosopher*", *Ivan Kotlyarevsky* - *the founder of new Ukrainian literature*, *Taras Shevchenko* - *the founder of new Ukrainian literature*, *Kobzar*, etc. We add that antonomasia should be used after making sure that the listeners are appropriately prepared; 3) hyperbole, built on the exaggeration of a certain feature for the purpose of its expression, however, an excess of hyperbolized units can cause the listeners to feel a sense of fiction, non-objectivity of what is said; 4) epithet as an artistic designation that serves as a means of figurative characterization of a scientific concept, phenomenon, etc.; 5) metaphor, which is based on the transfer of features (by similarity or contrast) of one object

to another and contributes to the associative nature of thinking, emotionality of expression, etc.; 6) metonymy, built on the use of one name (by contiguity) instead of another, for example: *the chair of Ukrainian language* (instead of *teachers, scientists of the chair*) *took part in an international conference*; 7) comparison, which makes it possible to clarify some feature in one concept, object, phenomenon, etc. due to its presence in another. Comparisons are also used to express one's own attitude to what has been said, to strengthen the argument, etc.

The communicative process in the academic sphere is based on rhetorical norms, which are based on the triad *language - thinking - culture*, and is associated with two spheres: the scientific one, which is represented by various genres of scientific works, and the educational one, which concerns higher and secondary education. In addition to direct communication, electronic exchange of thoughts and ideas has become relevant in the academic sphere. Rhetorical mastery and the acquisition of scientific and speech competencies serve as a prerequisite for effective communication, which includes skillful mastery of the word, persuasiveness of the presentation of own thoughts, achieving understanding with the interlocutor, the ability to arouse his interest and persuade him to one's side. Such priorities ensure the productive implementation of thinking and speech operations, including criticality, in particular self-criticism, independence and efficiency of thinking, the development of erudition, correct, accurate, reasoned, clear and effective expression of thought. Scientific communication is also focused on observing the rules of tact and correctness, on mastering the ability to manage and control own speech activity, on improving the skill of presenting the material while observing the necessary intonation requirements, canons of facial expressions, gestures, etc. Mastering the above competencies contributes to the formation of a socially active, educated personality who perfectly possesses the culture of professional communication.

The success of a scientific public speech in any narrow scientific specialty ensures compliance with clearly organized rules. At the initial stage, the topic should be chosen, the goal formulated, the discussion questions outlined, the level of elaboration of the problem should be studied, the interpretation of one's own opinion regarding the object of the message should be expressed, the concept should be formulated, and the most important information should be highlighted, which should be presented at the beginning (usually in the formulation of the topic) and at the end (the announcement of conclusions) of the speech. As practice shows, namely this the listener remembers the most. No less important is the modeling of the listening audience, which will allow the speaker to achieve effective contact with the listeners and a psychologically comfortable atmosphere of communication. The speaker should take into account the age, gender, nationality, professional and educational activities of the listeners, and their readiness to perceive information. Of course, some characteristics of the audience (such as temperament, emotional state, etc.) cannot be programmed, but they should be promptly taken into account when delivering the material. A number of main rules include adherence to time limits: if it is a public speech, it usually lasts for an hour; on the other hand, lecture material can cover a semester and must correspond to the number of hours specified in the curriculum. Thinking actions include work on the strategic and tactical parameters of a speech, report, message, etc. This involves logical ordering of the material, thoughtful composition of the speech, formulation of convincing arguments, citing facts, experimental results, references to authoritative sources that ensure the demonstrability of the thesis and the truth of the expressed considerations. In addition, it is necessary to remember the effectiveness of the intellectual and emotional impact on the listeners and mutual contact, which involves activating the attention and interest of the addressees of the speech, encouraging them to reflect, discuss, and draw conclusions.

It is well known that any mental operation is inextricably linked with speech acts. It is important that the verbal formulation is accurate, correct, clear, concise and complies with the norms of scientific style. The interest of the listeners will be promoted by the use of appropriate terminology, the application of figurative means (metaphors, comparisons, epithets, etc.), various syntactic units (of course, complex sentences, quotations, interjections prevail in scientific communication, but catchphrases, rhetorical questions, and appeals will not be superfluous). In addition, the speech must be expressive, delivered in compliance with phonetic and orthoepic norms, which involves focusing on intonation, tempo, diction, and the correct pronunciation of vowels and consonants, that undergo changes in the corresponding positions. The effectiveness of scientific communication is aimed at skillfully managing emotions, own behavior and the behavior of listeners, using various techniques to overcome anxiety, observing the norms of speech etiquette, adequately responding to uncomfortable and sometimes incorrect questions, and skillfully expressing gratitude, accompanied by an appropriate smile.

The genre palette of oral speeches, which is characterized by specific content, peculiar stages of preparation and conditions of delivery, is quite extensive and is associated with the scientific and educational spheres of functioning. Genre varieties of scientific eloquence include a scientific lecture, scientific report, abstract, review, scientific message, speech at the defense of scientific work (dissertation, master's thesis, coursework, etc.), a dispute, a scientific discussion as a short spontaneous speech at a conference, which is distinguished by accuracy, clarity of formulation of own opinion, polemic. The educational sphere is limited to two varieties - higher and school education. According to the first variety, it is customary to distinguish a lecture, a series of lectures, a speech

or report delivered at a seminar, a conversation, etc. A school lecture, a teacher's story, a conversation are related to the school educational process.

It is considered that a lecture is the main genre of the scientific and educational process. A scientific lecture is a public speech that reflects a certain problem and clarifies a list of questions formulated by the speaker. An educational lecture in higher education institutions is the main form of classes used for oral teaching of various educational components. This form of work makes it possible to familiarize students with complex material that is usually not presented in printed educational sources or that does not have an unambiguous interpretation in the scientific paradigm. The advantage of a lecture is that in a relatively short time the teacher can talk about various scientific concepts and achievements united by a certain topic. Thanks to the lecture material, students receive a significant amount of knowledge, which, if studied independently, would have required much more time and effort. At the same time, it will be useful to encourage students to independently study the literature, since it would contribute deepening of their knowledge.

As experience in higher education institutions shows, lecture material should be presented in order of increasing complexity. Lectures have the following structure: 1) an introduction, which contains a preamble aimed at activating the attention of the audience, setting them up for work (for example, in addition to greetings, one can use the following phrases: *Glad to see you...*; *We continue to consider...*; *Today we have an interesting topic...* or express compliments to the audience), and a tie, which includes stating the topic, goal, level of elaboration of the raised problem in the scientific paradigm, list of literature); 2) the main part, in which the teacher argues the topic, informs about the multifaceted nature of the interpretation and ambiguity of the interpretation of a particular scientific concept, phenomenon, category, etc., occasionally giving his own opinion on the raised issue. The logical presentation of the material will be ensured by the numbering of questions, a smooth transition from one of them to another, the use of adverbs *first*, *second*, as well as other compounds such as *on the one hand*, *on the other hand*. The lecturer can use the methods of induction (from the partial to the general) or deduction (from the general to the partial). It is important to illustrate the stated theses, definitions, explanations of categorical features, etc. with examples; 3) the final (conclusive) part - a fragment of the lecture, when the lecturer summarizes, draws a conclusion and answers the questions of the students.

Lectures can be introductory, which begin the course, final, delivered at the final stage of teaching an educational component, overview, covering several related topics, thematic, in which the teacher presents material from each topic in turn in accordance with the curriculum, educational and professional program and syllabus, lecture-conversation, which involves dialogue with the audience. The typology of lectures is complemented by the following varieties: 1) reproductive-search (informational), the purpose of which is to present the most important information about a certain scientific aspect; 2) partially-search, when not only information is provided about some issues, but also auxiliary cognitive tasks are proposed, a comparison of different interpretations is made. The teacher corrects the ways of their solution and summarizes; 3) search (problematic), focused on modeling a problem situation, which will prompt a dispute between students. Such lectures often begin with a problematic question, inform about the relevance of the topic, various hypotheses and interpretations of a particular scientific phenomenon, appealing to scientific sources. In addition to the general problem, a number of its varieties (subproblems) are distinguished. The teacher must express his position, encouraging the students to dialogue. The concluding part should correlate with the introductory part.

The most important functions of a lecture are information-oriented, motivational, ideological-educational, developmental, methodological. The psychological and pedagogical features of a lecture are determined by a number of factors. The successful assimilation of the material is facilitated by the motivation of the students, the specificity of the teacher's oral speech, in particular, the emphasis on the most important elements. The pace of the lecture should usually be such that the listeners have time to note down the most important issues. All terms that are unclear or used for the first time by the teacher require mandatory interpretation. The use of visual aids and presentations during the lecture plays an important role, which will help to concentrate the attention of the listeners and free up time to increase the volume of information. As it is known, the maximum time for perceiving information is 40 minutes, especially productive - 15–20 minutes. To activate the audience's attention, a teacher can ask a problematic question, which he can then answer himself, using the necessary arguments. The teacher can move from a monologue to a dialogue, quote a fragment of poetry, etc.

One of the genre-text varieties of the scientific style is a report - a detailed presentation of a topical problem with a projection on its generalization, deepening, and new interpretation. The report can be devoted to getting familiarized with the results of an experiment, survey, etc. A scientific report is usually delivered at symposia, conferences, meetings of the department, university council. The main tasks of a scientist-reporter include the correct, convincing, and appropriate expression of his or her reasoning, effective command of the word, which allows achieving the set goal.

When preparing a text of this genre, the speaker must carefully consider the choice of topic, which, undoubtedly, should be relevant, innovative and interesting for the audience. During the speech, it is important to

focus on the problematic nature of the issues raised, emphasize the ambiguity of their interpretation in the scientific paradigm, try to convince in the superiority and scientific validity of one of the concepts or in one's own interpretation. The arrangement and structuring of the selected material will be facilitated by a plan, which comes in three varieties: 1) simple, consisting of titles, formatted with short sentences; 2) complex, which, in addition to points, contains subpoints; 3) quotation, when the points are presented with quotes that convey the main idea of a certain part of the report.

When forming a text, the speaker must be prepared for the fact that the report must necessarily be adapted to the level of knowledge and interests of the listeners. For example, philologists and specialists in other fields will perceive a scientific text about language dynamism differently. The report is delivered in different ways: the scientist can read the compiled text to the listeners, tell them, fragmentarily using notes, or speak, having studied the material by heart. Each of the above forms has its advantages and disadvantages. When reading the text, the speaker will be able to adhere to time norms, logically organize the speech, will not miss the most important thing, and avoid mistakes. However, this form of presenting information will deprive of the opportunity to monitor the reaction of the listeners and will not provide close contact with the audience.

The most optimal type of presentation is a story with partial use of the prepared text, which will allow not missing the most important thing and at the same time contacting the audience. Much less often, materials are studied by heart, but this method is productive for short speeches, since in other cases the speaker may confuse or forget some specific facts, figures, etc. Meanwhile, if the speaker is familiar with the topic of the presentation, has sufficient knowledge of a certain problem, significant experience in scientific work, and possesses oratorical skills, then he does not need to write a long text; it is enough to note down the theses, in particular, the beginning and end of the speech, quotes, and important digital data, which he will then read out during the speech. Depending on the perception of information, attention, and level of interest of the audience, the text can be easily modified, shifting the emphasis to another aspect of the problem or a relevant issue.

Compared to a report, a scientific message is smaller in volume, which also requires detailed or abstract notation of the most important thing, and also has identical stages of preparation. Its main features are novelty, systematicity, brevity, originality, completeness of presentation.

When delivering a report or message, the success of communication with the audience depends on several important factors. In addition to focusing on formulating thoughts, choosing the most appropriate words, observing lexical and grammatical norms, it is important to master a number of other skills. These include the ability to focus on the listeners (interlocutors) and the desire to inspire trust in them, never speaking condescendingly to someone. Providing feedback is facilitated by the use of personal pronouns *I, we, you*, and verbs grammatically related to these forms, rhetorical questions, addresses such as *highly respected colleagues, esteemed students*. At the beginning of a speech, it is important to interest the audience, quickly get to the point, and avoid irrelevant questions. The speaker should first think about what result he wants to achieve with his speech: to share his own experience, ideas, teach something, help someone solve important issues, etc.

An important feature of a speaker is the ability to quickly adapt to certain conditions, control own actions, avoid aggression, and be tolerant of the audience, which will not only form a positive impression on them, but will also contribute to the success of the speech. One should not show excessive self-confidence, which will cause a negative perception of the audience. When delivering a report, message, lecture material, etc., a scientist should direct efforts to establish psychological contact with the audience, which is considered the highest manifestation of oratory skills. During the speech, the speaker should not demonstrate artificial pathos and pretentiousness, only true tact, culture of behavior and speech will serve as one of the important prerequisites for success. It is important to remember that the speech may sometimes be accompanied by verbal aggression of listeners, the manifestation of which is a negative conclusion on the speaker's report, remarks, questions, accusations presented in sarcastic and ironic forms. In this case, one should not escalate the conflict; it is appropriate to try to relieve the tension with a joking response, express disagreement correctly, and, if possible, ignore the listener's behavior.

In addition to the analyzed genre varieties, a separate comment is required for the speech at the defense of the dissertation. Together with the prepared text of the work, it is the key to a successful defense. A successfully constructed speech should be a brief reflection of the main results of the research, contain information that highlights the most important, most original, new information presented in the work. At the beginning of the speech, the applicant should emphasize the relevance of the topic, goal, scientific novelty, personal contribution, briefly describe the structure of the dissertation, and then dwell on the conclusions, highlighting, first of all, new material. A detailed analysis of each of the sections may become a prerequisite for the fact that there will be no time left to express the novelty and significant results of the work.

Focusing on the most significant results of the research, the applicant can use visual aids - tables, diagrams, slides, etc., which must be prepared quite responsibly, because in the event of errors or inaccuracies, a negative attitude will arise from the members of the council. It is necessary to remember about the time limits of the speech and the pace of reading, which should not be too fast or too slow. It is important that the novice scientist explains

the most important points of the research on occasion and at the same time tries to establish eye contact with the listeners. When pronouncing the text, it is appropriate to monitor breathing, speech (not to use parasitic words), facial expressions and gestures, and pay attention to acoustics.

In order to find the truth or to convince the opponent of the correctness of their own position, in scientific communication, the interlocutors resort to a dispute. It is important that each of its participants chooses a respectful attitude to the other's arguments as a priority and, defending own position and refuting the opposite, uses reasoned evidence. Such a dispute is called a constructive (comradely) dispute, the opposite of which is a destructive (hostile) dispute. It should be remembered that the winner in a dispute will be the one who is thoroughly familiar with its subject and freely navigates the problem under discussion. The following logical structure is characteristic of a scientific dispute: introduction (the organizer announces the problem and the purpose of the discussion); argumentation (each of the participants expresses their opinions on the chosen subject of the dispute, convincing the correctness of their own position); opposition; confrontation of the parties (providing additional arguments, counterarguments, involving other persons); search for a compromise (analyzing the problem, the participants make concessions); solving the problem (generalizing what has been said, highlighting the most substantiated arguments, formulating mutually acceptable conclusions); concluding the dispute (informing about its results). Scientific dispute is represented by various genres, among which the most common ones are scientific discussion, scientific dispute, and polemic.

A scientific discussion, the topic of which is mostly predetermined, involves the search for truth, demonstrating one's own position (supporting or refuting the opinions heard), reaching a compromise, for which the participants compare concepts, views of different scientists, and communicate tolerantly. An example of this genre of dispute is a scientific discussion at the defense of a dissertation. In this case, the head of the specialized council gives the floor to reviewers, opponents, and at the end informs about his own position and summarizes. The aim of a scientific dispute is to study, compare, and evaluate contradictory judgments in order to ultimately reach a common opinion. The purpose of a polemic is to defend one's opinion and refute the arguments of the opponent. In this case, they try to convince the opponent, sometimes even resorting to forbidden techniques and tricks.

It is important that polemical skill is based on the principles of communication culture, tolerance, correctness, and a calm tone, because demonstrating fear and anxiety is often a guarantee of defeat. It is necessary to consider all the circumstances in advance, study the issue, decide on the arguments, predict the opponent's refutations and evidence, take into account the level of his professionalism, think through the ways of a phased movement to prove the truth of own arguments, model non-standard solutions to direct the conversation in the right direction, tune in to difficult communication, and psychologically prepare for it. The key to success is also the ability to listen calmly, with respect and patience to the opponent, and under certain circumstances even accept his opinion if it seems correct. It is important to identify the weaknesses of the interlocutor's position during his speech and to recognize linguistic manipulation, when the opponent, using a system of special linguistic means, tries to decode information, uses linguistic symbols, emotionally expressive vocabulary instead of neutral, uses wordplay, metaphors, omonyms, and polysemantic lexemes, which serve as a means of subconsciously imposing thoughts. Usually, linguistic manipulation is implemented by lexical means.

One of the prerequisites for winning a scientific dispute is the ability to use arguments. This involves substantiating the relevance and correctness of own reasoning, the chosen concept, and the interpretation of a particular scientific phenomenon, which will help convince the opponent(s) of this and refute the thesis put forward by him/her/them. Arguing own position, the speaker can appeal to authoritative scientists, quote from their works, use factual data, etc. The best, most eloquent evidence should be chosen as an argument, especially if their number is limited; in the absence of a main, vivid argument, it is worth operating with a larger number of evidence, presenting them together and combining them into a certain chain, where one argument will serve as a clearer justification for the previous one.

It is necessary to ensure that there is not too much of own evidence and that it does not contain contradictions. An equally important role in a scientific dispute is played by refuting the opponent's thesis. In this case, it is appropriate to cite an antithesis and prove its correctness. This method is called refutation from the opposite. In addition, it is possible to substantiate the fallacy of the thesis expressed by the opponent, first resorting to the assumption of the correctness of the interlocutor's reasoning and then, having developed the opinion, reporting on negative or contradictory consequences. When refuting the opponent's thesis, it is important not to ignore his evidence, not to be unfounded, to use only facts, but not those that the opponent presented. If the opponent did not try to refute what was heard, then this should be emphasized, because the absence of the stated reasoning indicates that the opponent does not have the necessary arguments. During a scientific debate, all participants should take care of a favorable atmosphere, not violate the principles of scientific ethics, show tolerance for other people's opinions, avoid selfishness, aggression, personal hostility, ambition, and create conditions for constructive

discussion and compromise. In this case, speech should be expressive, clear, calm, and comply with the norms of literary language.

The issues raised above have been largely analyzed in the projection onto the speaker who is able to argue and dispute correctly; at the same time, no less important is the problem of the culture of perception of various genres of scientific speeches, the behavior of the listeners, their formulation of questions to the speaker, etc. The culture of perception of the speech is outlined by the ability of the audience to comprehend and understand the content and main ideas of what was heard. An educated and tolerant listener should demonstrate his goodwill and attention by non-verbal means, not to be distracted, not to give priority to speech errors, not to interrupt the speaker, not to answer questions posed to the speaker or by the speaker himself, since they are often rhetorical. The listener should try to create conditions that are as comfortable as possible for the speaker. It is customary to establish eye contact with the speaker, demonstrating his interest.

Common in the scientific field are questions that are often asked after reports, messages, lectures, speeches by candidates for scientific degrees at the defense of their dissertations, etc. Questions are one of the signs of the competence and awareness of listeners. A correct, meaningful, understandable, and short question sets the audience and the speaker up for cooperation and tolerant communication. And vice versa, long, unclearly worded questions make it difficult to understand their essence, slow down the process of answering them, and cause inconvenience and discomfort for the speaker. If the question is too complex, it is appropriate to divide it into parts. Questions are characterized by two components: initial information (basis, premise) and the unknown that the person asking seeks to know.

Questions can be closed, requiring a clear and concise answer, or open, special, encouraging deep, reasoned answers with a demonstration of one's own position. Given the logical structure of questions, it is customary to divide them into: 1) clarifying, which are asked in order to obtain more detailed information about the object of the speaker's story; 2) supplementary, which allow obtaining additional knowledge; 3) problematic, built on contradictions and aimed at solving a problem. Sometimes, questions are used as a means of argumentation to convince the interlocutor of something. As it is known, questions asked during scientific discussions, debates, dissertation defenses, etc., usually require improvised, often short, but nevertheless clearly structured answers. In professional communication, a scientist's answer consists of thanking the person who asked the question, formulating an opinion (this part can be started with phrases *according to our (my) observations, in our (my) belief, in our (my) opinion, we believe (I believe) that...*), justification, examples (if necessary), conclusion. When answering a question, it is worth avoiding irony and a negative attitude towards the person who asked it.

In addition to oral scientific communication, we will focus on written scientific texts represented by monographs, dissertations, qualification papers, articles, theses, which are characterized by the relevance of the topic, content integrity, compliance with the requirements for structure, logic, consistency, objectivity, in-depth analysis of various phenomena, processes, concepts, etc. with mandatory compliance with language norms. In addition, their commonality lies in a thorough analysis of works related to the issue, the presence of new information that expands previously put forward ideas, and results that have scientific value and will be deepened in other studies. While in a monograph and dissertation, information about the object of research is presented capaciously, articles, and especially theses, are characterized by compactness, the presence of the most important, and a limited amount of illustrative material. Unlike oral scientific communication, written texts are distinguished by the absence of elements of spontaneity and means that give speech an emotional tone; instead, they are characterized by a clear and logically and structurally motivated sentence structure, since the researcher has time to think over the statement and, if necessary, edit it.

Genre varieties of scientific texts include a review that contains a scientifically motivated, objective, impartial, and reasoned assessment of the work. Without violating the principle of scientific ethics, the reviewer may express advice that will help improve the content and structure of the text. In the review, the author focuses on the relevance of the topic, the methodological basis of the scientific work, the completeness of the analysis of the literature related to the topic, the motivation for choosing a particular concept, novelty, the reasoning of the conclusion, compliance with the norms of the Ukrainian language and academic integrity.

CONCLUSION

Thus, mastery of the norms of the Ukrainian scientific language, a high level of professional communication culture, and skillful use of vocabulary serve as important factors in shaping the image of a modern highly qualified researcher who is able to analyze and objectively evaluate the achievements of experts in a certain field, logically, systematically, accurately, and clearly present his own research results, which should be distinguished by novelty, originality, and completeness of description. A modern scientist must possess a number of competencies and rhetorical norms that will ensure the correctness and argumentation of the expression of thought, the success of a scientific public speech, victory in a dispute, and will contribute to achieving understanding with the interlocutor.

An important feature of a speaker is the ability to quickly adapt to certain conditions, to be tolerant of listeners, to adhere to a culture of behavior, principles of scientific ethics, which is characteristic of both monological (lecture, report, message, etc.) and dialogical (dispute, discussion, debate, polemic, etc.) eloquence. The oral and written forms of scientific language, despite a number of common features, in particular, objectivity, accuracy, argumentation, etc., have a number of different parameters. The oral form of scientific language is characterized by extensive syntactic variation, spontaneity, and the presence of some elements that give speech emotionality. In contrast, written works of various genres are characterized by a higher level of completeness, normativity, and a clear, logically and structurally motivated construction of sentences.

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