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# FORMATION OF AN ENGLISH-SPEAKING PROFESSIONAL PERSONALITY OF STUDENTS OF MARITIME TECHNICAL SPECIALTIES (LEXICAL-SEMANTIC DIMENSION)

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## **SUMMARY**

*A linguistic-didactic experimental study incorporating elements of statistical analysis in the lexical-semantic dimension was conducted. The study examined how professional maritime English vocabulary is acquired by students in technical specialties. The experiment was carried out over a three-year period while students were taking a course in English for professional purposes. This approach made it possible to track the dynamics of the formation, development, and shaping of linguistic personality. The primary research method chosen for this study was the empirical method, which included content analysis, questionnaires, observation, and methods of quantitative analysis of experimental data. The author presents a structure of the portrait of the English-speaking professional personality of a student of marine technical specialty in the lexical-semantic dimension. The linguistic personality is characterized using discursive means of expression. The lexical-semantic analysis of the English-speaking professional personality was conducted using a lexicon composed of thematic groups of lexical units. The segmentation of the dialogue text was performed*

*by identifying semantic fields and marker words. The method of structural analysis of written works and oral presentations of a specific target group was applied. The basic definitions of the stated subject field of research were delineated.*

*It is proposed to establish the concept of an “English-speaking professional personality” in academic discourse, defined as an individual who possesses a sufficient command of the English language to succeed in their professional field, has the relevant skills and knowledge, and is able to express their thoughts, conduct business negotiations, and handle documentation and professional correspondence in English.*

**Keywords:** *English-speaking personality, English-speaking professional personality, student of a technical specialty, portrait of a linguistic personality, lexical-semantic dimension.*

## **Introduction**

**The relevance** of this research problem stems from the fact that linguo-personology is a fairly popular field of study today. The key concept in the conceptual framework of this research paradigm is the concept of “linguistic personality,” that is, primarily, a person who is distinguished by their individuality in speech behavior. This individuality is most evident in professional practice, and the foundation for the formation of a professional linguistic personality is laid during higher education. The development of the linguistic personality and its linguistic abilities is the primary task of higher education, especially in the process of teaching languages. Accordingly, this study aims not merely to track the behavior of the linguistic personality during higher education but to investigate its dynamic manifestations. Such work is important not only from a theoretical standpoint as one of the ways to study human speech behavior and linguistic abilities, but also because, from a practical standpoint, the student segment is a vital component of the future agenda across all spheres of societal development (professional, cultural, economic, political, etc.).

**The aim** of our study is to examine the structural and communicative features of English speech among students of maritime technical specialties from a lexical-semantic perspective, as well as to identify the key characteristics of their speech behavior and, based on this, to create a corresponding linguistic profile. Based

on the research objective, we set ourselves the task of investigating the speech activity of native speakers in a linguo-personological dimension by studying their use of syntactic units, lexical groups, semantic fields, and terminological systems.

When discussing current research in our field, we can observe that specific aspects of it are being studied. In particular, E. Panasenko focuses on the development of professional English language proficiency among higher education students in non-language majors in Ukraine. N. Ogorodnik also focuses on this subject area, though the object of her research is future sailors. Within the framework of the English-speaking personality, scholars N. Odarchuk and T. Mironchuk study the English-speaking sub-systemic personality; O. V. Ivanova examines the English-speaking personality in the context of European integration; and T. Mironova is working on research into the English-speaking speech/text-producing personality. However, within the contextual-methodological framework we propose, the issue of shaping students' English-speaking professional personality is raised **for the first time** in this work.

To study the English-speaking personalities of students in maritime technical programs, we adopted an inductive research approach, which enabled us to describe the students' language, texts, and speech behavior from a personological perspective. The study employed the following primary research **methods**: *linguistic (descriptive)*, *empirical*, and *comparative*. The linguistic approach included lexical-contextual analysis, which involved studying the functioning of vocabulary in professional discourse, as well as the semantic fields method, which allowed for the grouping of vocabulary by topic. The empirical method involved: content analysis of creative written works (essays), questionnaires, observation, and methods of quantitative analysis of experimental data to substantiate and determine the levels and criteria of students' English proficiency and their development as professional English-speaking personalities. The comparative method allowed for a comparison of the research results obtained at the beginning of the experiment with the corresponding results at the end of the study.

The sample for the experimental study consisted of 25 first-through third-year students in the programme subject area *J5*

*Maritime and Inland Water Transport*, with specializations in *J5.02 Management of Ship Technical Systems and Complexes* and *J5.03 Operation of Ship Electrical Equipment and Automation Systems* at the Admiral Makarov National University of Shipbuilding. The selection of this group was based on the fact that these students will need to communicate in English in their future professional careers. The empirical study was conducted over the course of three years while students were taking the course “English for Professional Purposes.” This made it possible to assess the students’ proficiency in professional technical English at the beginning and end of the course, as well as their development as English-speaking professional personality.

**The research data** consisted of written assignments (essays) (a total of 50 essays), oral dialogue responses (20 thematic dialogues in which all 25 students participated), and survey results (50 questionnaires). A comparative analysis was conducted of the written assignments, oral responses, and questionnaires, which were conducted with first-year students as part of the course “English for Professional Purposes”; a similar contextual task load was applied to the same selected students at the end of the course.

**Results and Discussion.** In order to fully explore the subject of our study, we believe it is necessary to begin by clarifying the basic definitions.

In analyzing scholarly approaches to the concept of the “English-speaking professional personality,” we found that in most cases, researchers distinguish between the concepts of “linguistic personality,” “professional linguistic personality,” and “English-speaking personality.” We consider “linguistic personality” to be the broadest of these concepts, and scholars approach its interpretation in various ways. For example, S. M. Romanchuk defines it as “a person endowed with the ability to create and perceive texts that differ in terms of structural and linguistic complexity, depth and accuracy of reflecting reality, and a certain purposefulness” (Romanchuk 2022: 64). Together with her colleagues, the author also defines “linguistic personality” as a «concept that refers to the uniqueness and individuality of each person in their language use. It covers such aspects as language ability, speech style, vocabulary, phonetics,

syntax, etc.” (Romanchuk, Kuzmenko, Berezhna, et al. 2024: 16). M. Pentylyuk and I. Gaidaenko also proposed their own definition of the concept of “linguistic personality”: “a highly developed individual, a bearer of both national linguistic and universal human culture, who possesses sociocultural and linguistic resources, communicates fluently in Ukrainian and other languages in a multicultural environment, and appropriately applies acquired knowledge, linguistic abilities, and skills in the process of intercultural communication” (Pentylyuk and Gaidaenko 2025: 140). Some authors “tend to consider linguistic personality on verbal, lingual, and pragmatic levels, presenting it as a complex multilevel functional system combining the degree of language proficiency (linguistic competence), possession of the means of performing speech interaction (communicative competence), and knowledge of the world (thesaurus)” (Khamitova, Tymbolova, Kushkimbaeva et al. 2024: 976).

The focus narrows somewhat when we talk about an English-speaking personality. Thus, “an English-speaking personality is a person who possesses the linguistic code of another country, engages in active communicative English-language activities, and is capable of perceiving a foreign-language communicative environment and responding to it in accordance with the type of communicative situation” (Ivanova 2015: 5).

O. Kravchenko-Dzondza also distinguishes the concept of a “professional linguistic personality”: “this concept characterizes a personality endowed with certain intellectual, sociocultural, and moral-volitional qualities that have been formed during a person’s time in a specific professional and cultural environment and are reflected in their consciousness, behavior, and activities” (Kravchenko-Dzondza 2025: 46).

In turn, we propose to establish the term “English-speaking professional personality” in academic discourse, by which we mean an individual who possesses a sufficient command of the English language to succeed in their professional field, has the relevant skills and knowledge, and is able to express their thoughts, conduct business negotiations, handle documentation and professional correspondence in English.

We agree with the views of I. O. Voronyuk and V. V. Khyzhyak that “an analysis of the essence of the concept of ‘linguistic

personality’ is promising for the study and development of a professionally accomplished, highly competent, and competitive specialist in accordance with the requirements of society and the labor market” (Voronyuk, Khyzhnyak 2021: 17).

As research shows, a systematic approach to solving the problem of forming a linguistic personality among higher education students involves acquiring a basic knowledge of the language of instruction as a prerequisite for full-fledged and effective language use; the ability to comprehend texts and construct one’s own oral and written utterances; the ability to work with acquired and adapted texts of various styles and genres; mastery of the norms of language culture and linguistic etiquette as a necessary component of professional culture; and the ability to adapt to changing conditions in the linguistic environment and actively influence it (Shpetna, Kirichenko 2022: 93).

Mastery of the language of professional communication involves not only the formation of linguistic competence (the norms of modern literary language, specialized terminology, the specifics of syntactic construction, text, and discourse) but also the ability to apply this knowledge in practice, combining verbal and nonverbal means of communication in accordance with the purpose the communication situation – that is, the full formation of communicative skills (Drozdova 2010: 139).

Based on the above, we understand that for a deep study of a student’s English-speaking personality, it is necessary to determine the structural elements of her profile.

We believe that the structure of the English-speaking professional profile of a student specialty in marine engineering, in the lexical-semantic dimension, can consist of the following components: 1) general vocabulary, which includes basic English vocabulary, commonly used words, and typical grammatical phrases. Thanks to this component, we analyze the students’ established English language foundation, which is necessary for further professional communication; 2) professional terminology, consisting of maritime technical terminology and forming the core of a seafarer’s professional English-speaking personality. This component allows us to assess the student’s level of professional linguistic competence; 3) the semantic parameter,

which determines the accuracy of term usage, the semantic fields of maritime vocabulary, and the correctness of descriptions of technical processes. At this level, we assess the student's ability to correctly use professional terms and definitions; 4) vocabulary describing professional actions and processes occurring on a ship through the characterization of professional activities, the description of technical operations, and equipment operation processes. We can assess students' ability to use verbal synonyms and their capacity to describe professional actions in English; 5) professional-discursive language constructions that demonstrate the ability to construct professional texts. To identify students' ability to present information accurately, concisely, and unambiguously, this stage examines their proficiency in using established linguistic clichés in professional communication.

During the initial phase of our experiment, we developed a questionnaire for students to assess their baseline level of lexical competence. The questionnaire asked them to select technical terms they were familiar with. It turned out that 45% of the students had previously heard terms such as: *marine, diesel, engine, fuel, air, iron, cylinder, piston, pressure, power, and electricity*, but only 27% of them indicated that they could read and translate the corresponding terms without difficulty. Almost all first-year students (96%) indicated that they were unfamiliar with the specialized vocabulary presented in the questionnaire: *marine turbocharger, combustion chamber, internal combustion engine, crankshaft, exhaust valve, turbine nozzles, intake air density, lubrication system, steam turbine*.

The survey results also showed that 83% of students believe they read English well and are able to translate, but are afraid to speak and have difficulty understanding spoken information.

During the follow-up phase of the empirical study, a repeat survey was conducted, which revealed that 93% of students are familiar with all the technical terminology listed in the questionnaire, and 90% of students indicated that they would be able to use the aforementioned specialized vocabulary in conversational practice. Moreover, only 32% of students indicated that they had not overcome their fear of speaking English.

One of the key components of the experiment was having students write an essay on the topic "The Main Duties, Tasks,

and Professional Qualities of a Future Ship Engineer.” This discursive topic was chosen because first-year students do not yet possess sufficient fundamental and theoretical knowledge to write about more complex topics within their professional field. Accordingly, we set ourselves the task of determining, through the analysis of these student essays, the students’ level of language proficiency and their ability to appropriately use lexical, grammatical, and stylistic constructions. To compare the results, the next step was to have the same students – now in their third year of study—rewrite the essay on the same topic.

The results of the essay review showed that at the beginning of our study, first-year students (86%) made the most common typical mistakes in writing: a lack of clear word order when constructing sentences, which is essential in English; a lack of logical flow in the presentation of material; a limited vocabulary; use of repetitive phrases and identical introductory phrases in English; inability to agree tenses; lack of knowledge of the rules for using the gerund and infinitive. At the end of our experiment with the same subject group, we obtained the following results: significantly expanded use of professional terminology; most definitions were applied by students in the correct contextual manner; enriched use of verbal synonyms (for example, while at the beginning of the study most students limited themselves to using only “*I think*” to express their own point of view, by the end of the experiment, their vocabulary had diversified to include “*I guess*,” “*In my opinion*,” “*It seems to me*,” and “*To my mind*”).

A re-writing of the essays at the end of the experiment revealed a general trend: 90% of the students used lexemes such as *engine room*, *machinery*, *equipment*, *maintenance*, *temperature*, *safety*, *emergency*, *instruction*, *operate*, and *check* when describing their professional tasks. 72% of students used the following fixed professional phrases (terminological combinations) when writing their essays: “*the system is working properly*,” “*troubleshooting*,” “*routine maintenance*,” “*emergency procedures*,” and “*follow instructions*.” In addition, third-year students (54%) actively used lexemes related to all the core topics of their studies as future specialists. This indicates that most third-year students have developed a sufficient terminological foundation and fundamental

lexical-semantic and professional knowledge to thoroughly describe their future professional duties.

In the thematic oral dialogues, key semantic fields of maritime vocabulary were identified according to conceptual areas:

1) for students of specialization *J5.02 Operation of ship technical systems and complexes*: a) engine room (marker words – *engines, propulsion, pumps (fuel, oil, water), compressors, separators, diesel generators, electricity, engine control panels, automation, pipelines, heat exchangers, refrigerators*), b) marine power plant (marker words – *mechanisms, engines, devices, systems mechanical energy, electrical energy, main engines (diesels, turbines), auxiliary generators, steam boilers and pipelines, ship movement, propellers, nuclear, steam turbine plant, gas turbine operation, internal combustion engine*); c) operation of internal combustion engines (marker words – *heat engines, chemical energy, mechanical work, working chamber, piston diesel engines, rotate, propeller shaft, thermal energy, fuel-air mixture, cylinder, combustion, piston, crank-connecting rod mechanism, gas distribution mechanism, power supply, lubrication, cooling systems*); d) maintenance and repair of ship's technical equipment (marker words – *organizational and technical measures, premature wear, eliminating equipment malfunctions, emergency repairs, scheduled maintenance, shift maintenance, technical inspection, testing of operability, consumables, replacement of worn components and parts, system adjustment, overhaul, technical characteristics, technical diagnostics, identification of hidden faults, measurement of technical parameters*);

2) for students of specialization *J5.03 Operation of Ship Electrical Equipment and Automation Systems*: a) marine electrical power system (marker words – *main switchboards, cable networks, electric motors, lighting, navigation, uninterruptible power supply, energy flow control, energy production, distribution and consumption*); b) ship electrical power plant (marker words – *equipment, generators, prime movers, generator sets, diesel generators, shaft generators, turbo generators, energy generation, energy sources, current*); c) operation of electrical equipment (marker words – *life cycle of ship electrical systems, maintenance, repair, ensuring operability, safe operation of generators, switchboards and current consumers, operation, start-up, operation and shutdown of generators, electric*

*motors, navigation devices, regular inspections, cleaning, lubrication, measurement, restoration of operability, elimination of defects*); d) electrical safety (marker words – *electric shock, accident prevention, fire hazard, vibration, electrical equipment malfunction, safety precautions, housing grounding, insulation resistance measurement, safety regulations, circuit breakers, fuses, residual current devices, low voltage, instruction, high electrical conductivity*).

An analysis of students' linguistic profiles through the examination of semantic fields revealed that first-year students specialization *J5.03 "Operation of Ship Electrical Equipment and Automation Systems"* most frequently used words from the "electrical safety" semantic field (47%) and the fewest from the "marine power plant" field (12%) (accordingly, the semantic fields "ship electrical power system" accounted for 21% and "operation of electrical equipment" for 20%). These percentages allowed us to conclude that at the initial stage of learning professional English, respondents' greater use of vocabulary related to "electrical safety" indicates that they possess the necessary knowledge and skills to describe in English the system of organizational and technical measures aimed at protecting the crew from the effects of electric current, arcs, and magnetic fields. Subsequently, during professional communication in English, these students will be able to describe the operating rules for electrical installations and prevent accidents in maritime conditions. However, in the final stage of the study, the same students, now in their third year of study, showed results where all semantic fields in oral speech were represented almost evenly (marine electrical power system (24%), marine electrical power plant (26%), operation of electrical equipment (21%), electrical safety (29%).

An analysis of the oral thematic dialogues conducted with students specialization *J5.02 Management of Ship Technical Systems and Complexes* revealed somewhat different results compared to students specialization *J5.03 Operation of Ship Electrical Equipment and Automation Systems*. Thus, first-year students specialization *J5.02 Management of Ship Technical Systems and Complexes* found all topics within the semantic fields equally challenging. However, by the end of the experiment, 84% of these students were able to use all professional vocabulary without

difficulty and apply it in the correct context. The topics related to the marker words of the “marine power plant” block came most easily to them. Thus, by the third year, a profile of students specialization *J5.02 Management of Ship Technical Systems and Complexes* had emerged, the dominant components of which were their ability to explain in professional English the structure, operating principles, and classification of main and auxiliary engines and their systems (fuel, lubrication, cooling), as well as their ability to discuss issues related to the design, maintenance, and repair of ship equipment in English.

**Conclusions.** Thus, this study focused on the lexical-semantic level of English-speaking personality among technical students. The variability of elements within the language system made it possible to analyze the different levels of students’ language competence. The experimental study, conducted over three years while students were taking a course in English for professional purposes, made it possible to track how the profile of the English-speaking personality of these students changed and took shape over time. We found that over the course of three years, not only did the linguistic and terminological competence of future marine engineers and electrical engineers change, but their knowledge of the specifics of technical terminology deepened, and their attention to contextual vocabulary and professional terms became more focused.

The model we propose for creating an English-speaking personality of a student of a technical specialty can serve as a template for training practicing marine engineers in this format.

We see prospects for further research in studying the cognitive mechanisms of professional vocabulary acquisition and the formation of a cognitive model of the student’s linguistic personality.

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## ФОРМУВАННЯ АНГЛОМОВНОЇ ПРОФЕСІЙНОЇ ОСОБИСТОСТІ СТУДЕНТІВ МОРСЬКИХ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ (ЛЕКСИКО-СЕМАНТИЧНИЙ ВИМІР)

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### **АНОТАЦІЯ**

*Проведено лінгводидактичне експериментальне дослідження з елементами статистичного аналізу в лексико-семантичному вимірі. З'ясовано, як формується професійна морська англomовна лексика у студентів технічних спеціальностей. Експеримент проводився протягом трьох років під час вивчення студентами курсу англійської мови за професійним спрямуванням. Такий підхід дав можливість простежити в динаміці становлення, розвитку та формування мовної особистості. Основним методом дослідження в студії обрано емпіричний метод, який включав контент-аналіз, анкетування, спостереження, методи кількісного опрацювання експериментальних даних. Подано авторську структуру портрета англomовної професійної особистості студента морської технічної спеціальності в лексико-семантичному вимірі. Мовну особистість схарактеризовано за допомогою дискурсивних засобів вираження. Лексико-семантичний аналіз англomовної професійної особистості був здійснений за допомогою лексикона, утвореного тематичними групами лексичних одиниць. Сегментацію діалогового тексту здійснено шляхом виділення семантичних полів та слів-маркерів. Застосовано метод структурного аналізу письмових робіт та усних виступів визначеної цільової групи. Розмежовано базові дефініції заявленого предметного поля дослідження.*

*Запропоновано закріпити в науковому обігу поняття «англomовна професійна особистість», що буде конотуватися як особистість, яка володіє англійською мовою на достатньому рівні, щоби реалізуватися в своїй професійній галузі, має відповідні навички та знання, може висловлювати свої думки та вести ділові переговори, документатию та професійне листування англійською мовою.*

**Ключові слова:** *англomовна особистість, англomовна професійна особистість, студент технічної спеціальності, портрет мовної особистості, лексико-семантичний вимір.*

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