



The Evolution of the Conceptual Sphere of “Education” in Ukrainian and Polish Discourses: Lexical Innovations, Neologisms, and Their Application in PhD Training

Olena Semenog¹ ORCID ID: <https://orcid.org/0000-0002-8697-8602>

Yan Kapranov^{2,3*} ORCID ID: <https://orcid.org/0000-0003-2915-038X>

¹Sumy State A. S. Makarenko Pedagogical University (Sumy, Ukraine), olenasemenog@gmail.com

²VIZJA University (Warsaw, Poland), y.kapranov@vizja.pl

³Dmytro Motornyi Tavria State Agrotechnological University (Zaporizhzhia, Ukraine), yan.kapranov@tsatu.edu.ua

*Corresponding author: y.kapranov@vizja.pl, yan.kapranov@tsatu.edu.ua

ABSTRACT

This article explores the semantic and conceptual evolution of the educational sphere in Ukrainian and Polish academic and pedagogical discourses from a diachronic and interdisciplinary perspective. Emphasis is placed on the transformation of core educational terms, including “innovation,” “lifelong learning,” “academic culture,” and “praxeology,” and their reflection in legislative, normative, and scholarly frameworks. The study analyzes how lexical innovations and borrowed terms shape the contemporary educational narrative, especially in the context of globalization and the development of human capital. The research draws from legislative texts, academic dictionaries, educational policies, and institutional practices to reconstruct the conceptual framework of education. Particular attention is paid to the role of academic culture and integrity in shaping national educational strategies and in the formation of future PhD researchers through advanced university courses. The application of linguo-pragmatic and praxeological approaches highlights the necessity of communicative competence, ethical conduct, and cognitive-discursive skills in academic settings. The article synthesizes the national and European experiences and articulates the integrative components of academic culture as a crucial element of innovative national security.

ARTICLE HISTORY

Received	02 th March 2025
Revised	30 th April 2025
Accepted	31 th May 2025
Published	30 th June 2025

KEYWORDS

concept of education;
academic culture;
lifelong learning;
lexical innovation;
praxeology;
academic integrity;
higher education;
Ukraine;
Poland;
doctoral training

Copyright © 2025, Semenog & Kapranov

This open-access article is distributed and licensed under **the Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) license.**



HOW TO CITE?

Semenog, O., & Kapranov, Y. (2025). The Evolution of the Conceptual Sphere of “Education” in Ukrainian and Polish Discourses: Lexical Innovations, Neologisms, and Their Application in PhD Training. *Acta Humanitatis*, 3(1), 41–69. <https://doi.org/10.5709/ah-03.01.2025-03>

1. Introduction.

The concept of *education* holds a central position in the cultural, social, and intellectual discourses of both Ukraine and Poland, reflecting not only their historical legacies but also the contemporary transformations within their educational systems. Parallel to structural reforms in each country's education sector, an active lexical and conceptual development of the academic domain is taking place, particularly evident in legislative and normative frameworks, as well as educational and pedagogical discourse.

Educational terminology in Ukrainian and Polish is shaped by associative-logical connections that allow for a systematic representation of the current state of academic language. This, in turn, serves as a tool for monitoring the dynamics of Ukrainian–Polish and Polish–Ukrainian linguistic and educational relations, while also facilitating intercultural communication in the academic and professional domains.

Among the pressing issues for educational communities in both countries are the oversaturation of knowledge and its rapid obsolescence—challenges that affect curriculum design and long-term educational relevance. The overarching aim of contemporary academic discourse is thus to develop professional, civic, and personal competencies while cultivating societal values through reflective and future-oriented pedagogies.

Joint academic initiatives and innovative approaches to higher education have been increasingly implemented in Ukrainian and Polish institutions, including through collaborative research and Erasmus+ partnerships. One of the focal points of doctoral education in Ukraine is the development of linguistic, conceptual, and ethical competences related to the educational domain.

At Sumy State Pedagogical University named after A. S. Makarenko (Ukraine), the doctoral curriculum for candidates in education includes specialized courses such as *Comparative Pedagogy*, *Pedagogical Innovations*, and *The Ethics of Scientific Inquiry: Philosophical and Linguistic Dimensions*. These courses are integrated into the third-cycle educational and scientific programs and are designed to reflect the latest psychological and pedagogical frameworks. They also align with European qualifications standards, promote personalized learning pathways, and foster continuous professional development.



Moreover, these disciplines emphasize interdisciplinary integration, support value-based academic training, and aim to prepare future PhD holders for participation in international scholarly communities. Knowledge of the evolving conceptual sphere of *education*, including its thesaurus, lexical innovations, and neologisms in both Ukrainian and Polish discourses, forms a critical foundation for doctoral-level research and teaching in educational sciences.

2. Literature Review

The conceptual and terminological framework of the *education* domain is represented across a range of international and national policy and legal documents. Among the most influential international documents are *the Bucharest Declaration concerning Ethical Values and Principles for Higher Education in the Europe Region* (Bucharest, Romania, 2–5 September 2004). At the national level, core references include the *Law of Ukraine “On Higher Education”* (2014), the *Law of Ukraine “On Education”* (2017), as well as Poland’s *Law on Higher Education and Science (Ustawa z dnia 27 lipca 2005 roku. Prawo o szkolnictwie wyższym)* and national *Strategies for the Development of Education in the Republic of Poland*.

An important category of sources also includes national lexicographic and encyclopedic works, which contribute to the structuring and clarification of educational terminology systems. These include the *Dictionary of the Ukrainian Language* (online, Vols. 1–6) by the Ukrainian Language and Information Fund of the National Academy of Sciences of Ukraine (2016); *Słownik języka polskiego; Mały słownik języka polskiego; Encyclopedia of Education; Ukrainian Pedagogical Dictionary; Encyklopedia pedagogiczna XXI wieku* (2004); *Mały słownik etyczny* (1994, 1996); *W. Okoń’s Nowy słownik pedagogiczny* and *Angielsko-polsko-ukraiński Leksykon Pedagogiczny*.

Contemporary issues related to the conceptual sphere of education remain at the center of scholarly attention among both Ukrainian and Polish researchers. Ukrainian scholars include Androshchuk, Luk’yanova, Nychkalo, Sysoieva, and Vasyl’iuk. Meanwhile, in Poland, the works



of Denek, Grzegorzycykowa, Kwiek, Sitarska, and Tanaś are especially significant. A comprehensive analysis of these research perspectives is presented in Semenog’s monograph¹.

The analysis and synthesis of *education* through the lens of pedagogical axiology. This serves as a foundation for integrating research findings into doctoral education and for fostering the academic culture of future PhD holders in the field of education. This objective lies at the core of this study.

3. Aim and Objectives.

This article aims to analyze the evolution of the conceptual sphere of “education” in Ukrainian and Polish academic discourses, with a special focus on lexical innovations, academic culture, and the praxeological aspects reflected in doctoral training and contemporary educational frameworks.

Objectives:

- to trace the semantic development of the concept of “education” in Ukrainian and Polish legislative, pedagogical, and scholarly discourses;
- to identify and classify lexical innovations and neologisms related to the conceptual sphere of education;
- to explore interdisciplinary approaches (cognitive-discursive, axiological, praxeological) applied in the study of educational discourse;
- to examine the influence of globalization and European educational policy on the formation of key educational terms and values;
- to highlight the role of academic culture and academic integrity in doctoral education and research ethics;
- to compare national and international practices in the development of academic competencies among future researchers.

¹ Semenog, O. (2025). *The Conceptual Sphere of Education in Ukrainian and Polish Discourses: An Interdisciplinary Approach*. Europe: Scholars’ Press.

4. Method.

This study employs *a qualitative interdisciplinary approach*, integrating methods of linguistic, pedagogical, and discourse analysis to examine the evolution of the conceptual sphere of “education” in Ukrainian and Polish academic contexts (Semenog, 2025; Taranenko, 2021).

The primary methodological tool is *cognitive-discursive analysis* (Zahnitko, 2020; Radziievska, 2019; Sysoieva, 2022), which enables the investigation of the linguistic representation of the concept “education” across legislative, pedagogical, and scholarly texts. Particular attention is paid to normative legal documents (e.g., national laws on education), educational policy frameworks, academic publications, and lexicographic sources from both countries.

In addition, *elements of axiological linguistics* are employed to explore the value-laden aspects of educational terminology (Denek, 2002), particularly in relation to notions of quality, academic culture, and innovation (Kremen, 2017). *The linguopraxeological perspective*, based on praxeology as the theory of practical action (Kotarbiński, 1973), is also applied to assess how key terms reflect success, productivity, and effectiveness within educational discourse (Matsko, 2023; Terepyschyi, 2020).

The comparative component of the methodology enables the identification of common and divergent trends in Ukrainian and Polish educational lexicons (Serebrianska, 2018; Wiatrowski, 2021), thereby contributing to a broader understanding of how language shapes and reflects contemporary educational realities within a European context.

5. Results.

5.1. Definitions & Core Concepts.

An analysis of linguistic and pedagogical sources reveals the semantic evolution of the concept of *education*. Initially, the emphasis was placed on educational and moral dimensions—reflected in proverbs and sayings—primarily concerning upbringing and instruction (Semenog, 2025)². Later, the focus shifted toward instructional and didactic

² Semenog, O. (2025). *The Conceptual Sphere of Education in Ukrainian and Polish Discourses: An Interdisciplinary Approach*. Europe: Scholars' Press.



aspects. In the early 21st century, there has been a growing emphasis on the social component of education.

The legal and educational frameworks of Ukraine and Poland demonstrate that the conceptual and terminological thesaurus of education is undergoing a complex phase of development, closely tied to the establishment and standardization of higher education systems. In Ukraine, *the Law on Education* (2017, September 5)³ defines education as the foundation for the intellectual, spiritual, physical, and cultural development of the individual, a condition for successful socialization and economic well-being, and a prerequisite for the development of a society united by shared values and culture, as well as for the development of the state. In Poland, the *Law of Poland “Ustawa o szkolnictwie wyższym” (Higher Education Act)* (2005, July 27)⁴ conceptualizes education as a shared societal treasure rooted in universal ethical principles.

Taranenko⁵, based on Ukrainian language materials from the late 20th and early 21st centuries, provides a detailed account of the formation of a new system of social values and priorities within Ukrainian society, in which education plays a central role. He identifies the primary nominative and axiological trends in the evolution of the Ukrainian language’s lexical and phraseological system, as well as its word-formation mechanisms and the repertoire of pragmatic and stylistic means, all of which are shaped under the influence of linguistic globalization.

³ Verkhovna Rada of Ukraine. (2017, September 5). *Закон України “Про освіту”* [Law of Ukraine “On Education”] (No. 2145-VIII). Retrieved from Venice Commission, Council of Europe website: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

⁴ Sejm of the Republic of Poland. (2005, July 27). *Ustawa z dnia 27 lipca 2005 r. – Prawo o szkolnictwie wyższym* [Law on Higher Education] (Dz.U. 2005, No. 164, item 1365).

⁵ Taranenko, O. O. (2012–2014). *Formuvannia novoi systemy sotsial'nykh tsinnosti i priorytetiv ukrains'koho suspil'stva (na materialy ukrains'koi movy kintsia XX–pochatku XXI st.)* [Formation of a new system of social values and priorities of Ukrainian society (based on the Ukrainian language of the late 20th – early 21st centuries)]. *Movoznavstvo*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

In the documents of the Education Ministers' Summit (2020)⁶ and scholarly sources^{7;8}, relevant recommendations for the development of the European Higher Education Area (EHEA) by 2030 are presented. The EHEA is described as *an innovative space*, characterized by new and effective methods and practices in learning, teaching, and research; as *inclusive*, ensuring equal access to higher education for all participants in the educational process; and as *partnership-based*, with shared tools for international cooperation between academic institutions, as well as mobility for staff and students.

Lexical innovations, neologisms, and new borrowings – these and other terms have permeated the educational space. For instance, Serebrianska⁹ includes among innovations “neologisms, borrowings, as well as incorporations and integrations into the language caused by the redistribution of meanings across types and genres of discourse.” Serebrianska¹⁰ offers the following explanations of these terms: *lexical innovations* are new derivative words, or *neologisms*; *new borrowings*, or *neo-borrowings*, refer to new meanings of words that emerge due to semanticization. She uses the terms “lexical innovation” and “neologism” as absolute synonyms.

The term *innovation* is also characterized as a lexeme meaning:

– a novelty, recent change, or invention (Dictionary of the Ukrainian Language, Vol. III)¹¹;

⁶ Rome Ministerial Communiqué, 2020. <https://www.enqa.eu/wp-content/uploads/2020/09/Preview-of-the-2020-Rome-Ministerial-Communiqu%C3%A9.pdf>

⁷ Batechko, N. H., Bulvinska, O. I., Lokshyna, O. I., Mospan, N. V., Protsenko, O. B., Sysoieva, S. O., & Sokolova, I. V. (Compilers; Sysoieva, S. O., Ed.). (2020). *Yevropeiskyi prostir vyshchoi osvity: parametry ta ekspertyzy: navchalnyi posibnyk* [The European Higher Education Area: Parameters and Expertise: A textbook] (152 pp.). Kyiv.

⁸ Kharchenko, I. I. (2019). *Teoretychni ta prykladni aspekty rozvytku filolohichnoi osvity v Ukraini ta v krainakh Yevropeiskoho Soiuzu* [Theoretical and applied aspects of the development of philological education in Ukraine and in the countries of the European Union]. *Naukovyi Visnyk Mizhnarodnoho Humanitarnoho Universytetu. Serii: Filolohiia*, 38(1), 4. <http://repo.snau.edu.ua/handle/123456789/7860>

⁹ Serebrianska, I. M. (2018). *Osvita v Ukraini: sposterezhennia kriz pryzmu movnoi kartyny svitu* [Education in Ukraine: Observations Through the Lens of the Linguistic Worldview]. Vydavnytstvo Ivanchenka I. S.

¹⁰ Ibid.

¹¹ Ukrainskyi movno-informatsiinyi fond NAN Ukrainy. (2016). *Slovnnyk ukrainskoi movy (onlain). Tomy 1–6* [Dictionary of the Ukrainian Language (Online). Vols. 1–6] [Elektronnyi resurs]. Retrieved from <http://services.ulif.org.ua/exp/Entry/index?wordid=216374&page=1238>

– a neologism in the language, with the usage of this term having become widespread in the fields of education and pedagogy (*Pedagogical Dictionary*, edited by Yarmachenko)¹²;

– the process of creating, introducing, and disseminating new ideas, tools, pedagogical and managerial technologies in educational practice, resulting in improved performance (levels) of the structural components of education and a transition of the system to a qualitatively new state. The word “innovation” has a complex meaning, as it encompasses both the idea itself and the process of its practical implementation. An essential feature of innovative activity is its ability to influence the overall level of a teacher’s professional activity and to expand the innovative scope of the educational environment within an institution or region (*Encyclopedia of Education*, edited by Kremen)¹³.

The analysis of the lexeme *novatorstvo* (lit. *innovation, pioneering activity*) is carried out based on the work of Konovalchuk¹⁴, who studied lexicographic sources. In the *Dictionary of the Ukrainian Language*, it is recorded with the meaning “everything new and progressive introduced in any field of human activity.”¹⁵ In the *Ukrainian Pedagogical Dictionary*, it is also used to denote the activity of teachers and educators aimed at improving the teaching and upbringing process, as well as its rationalization. Pedagogical innovation may take the form of activities conducted by experimental, pilot, or authorial schools¹⁶.

In the Polish *New Pedagogical Dictionary*, *innowatorstwo* (lit. *innovation*) is characterized as the activity of teachers and educators aimed at improving didactic and educational work by implementing their rationalizing ideas¹⁷. In the *Pedagogical Encyclopedia*

¹² Kopylenko, N. B. (Pidhot.), Yarmachenko, M. D. (Vidp. red.), ta in. (2001). *Pedahohichnyi slovnyk* [Pedagogical Dictionary]. Pedahohichna dumka.

¹³ Kremen, V. H. (Hol. red.). (2008). *Entsyklopediia osvity* [Encyclopedia of Education]. Akademiia pedahohichnykh nauk Ukrainy. Yurinkom Inter.

¹⁴ Konovalchuk, I. I. (2016). Terminosystema bazovykh poniat pedahohichnoi innovatyky. In *Akmedosiagnennia naukovtsiv Zhytomyrskoi naukovo-pedahohichnoi shkoly: Monohrafiia* (O. A. Dubaseniuk, Ed., pp. 138–170). Vyd-vo ZhDU im. I. Franka.

¹⁵ Bilodid, I. K. (Holova redkol.), ta in. (1970–1980). *Slovnyk ukrainskoi movy: v 11 t.* [Dictionary of the Ukrainian language: In 11 volumes]. Akademiia nauk URSS, Instytut movoznavstva im. O. Potebni.

¹⁶ Honcharenko, S. U. (1997). *Ukrainskyi pedahohichnyi slovnyk* [Ukrainian Pedagogical Dictionary] (S. Holovko, Hol. red.). Lybid.

¹⁷ Okoń, W. (2007). *Nowy słownik pedagogiczny* [New Pedagogical Dictionary]. Warszawa: Wydawnictwo Akademickie Żak.

of the 21st Century (Poland), innovation is defined as a new solution to curricular, organizational, or methodological tasks, aimed at disseminating, modifying, or implementing the goals and content of teaching, upbringing, or care in schools or educational institutions. These innovations may relate to one or several school subjects or enhance the overall quality of school performance¹⁸.

5.2. Interdisciplinary Approach to the Study of the Conceptual Sphere of Education.

In analyzing the concept of *education*, we are guided by the core features of interdisciplinary research.

According to the cognitive-discursive approach, the educational discourse (as explored by Radziievska¹⁹, Sysoieva²⁰, and Zahnitko²¹) is defined as a set of texts unified by the common theme of human educational activity, which is linguistically represented across various functional and stylistic types of texts, particularly in normative-legislative and scientific genres. Educational discourse encompasses key conceptual categories, including *knowledge, upbringing, teacher, pedagogue, instructor, student, mastery, and innovation*.

Researchers within the frameworks of linguistic and pedagogical axiology consider the axiological context of the concept of education. The concept of *values* is defined in the *Concise Ethical Dictionary* as “everything worthy of desire and choice; the ultimate goal of human aspirations.”

Denek²² emphasizes that in the fields of education and science, fundamental values include novelty, truth, and creativity. Equally important are clarity, precision, and the evident nature of knowledge, as well as characteristics of the participants in the educational process, such as freedom, responsibility, authenticity, dialogue, openness, and respect.

¹⁸ Encyklopedia pedagogiczna XXI wieku [Pedagogical Encyclopedia of the 21st Century]. (2004). T. 3. Warszawa: Wydawnictwo Żak. [Pedagogical Encyclopedia of the 21st Century, Vol. 3].

¹⁹ Radziievska, T. V. (2018). *Dyskursywni prostory: istoryko-lingwistychnyi vymir* [Discursive Spaces: A Historical-Linguistic Dimension]. Kyiv: DP “Informatsiino-analitychne ahentstvo”.

²⁰ Sysoieva, S. O. (2012). Sfera osvity yak ob'iekt doslidzhennia [The sphere of education as an object of research]. In *Osvitohiia: polsko-ukrainskyi / ukrainsko-pols'kyi shchorichnyk* (Vol. 1, pp. 22–29). Kyiv: VP “Edelweis”.

²¹ Zahnitko, A. P. (2008). *Osnovy dyskursolohii* [Foundations of Discourse Studies]. Donetsk: DonNU.

²² Denek, K. (2000). *Aksjologiczne aspekty edukacji szkolnej*. Torun: Wydawnictwo Adam Marszałek.

To analyze innovations in education, it is also appropriate to apply a *linguopraxeological approach*, which is based on the principles of praxeology, including quality, success, productivity, result orientation, and effectiveness. Polish scholar Kotarbiński defined praxeology as a general theory of the effective organization of activity. This discipline synthesizes data from various sciences related to labor organization, functioning as a “grammar of action,” which clarifies practical ways and means to increase labor productivity in both quantitative and qualitative terms²³.

The principles of praxeology are applied in this study to examine emerging concepts within the educational and pedagogical discourse.

5.3. The Terms “Lifelong Learning,” “Continuous Education,” and “Adult Education” in Educational Discourse.

In Ukrainian and Polish discourse from the second half of the 20th century to the early 21st century, the thematic group of the concept sphere *education* has been fully integrated, acquiring the status of an independent concept sphere—Ukr. *неперервна освіта* / *neperervna osvita* / Pol. *kształcenie ustawiczne* (lit. *lifelong education*). The key lexemes within this concept sphere include: Ukr. *суспільство знань* / *suspil’stvo znan’* / Pol. *społeczeństwo wiedzy* (lit. *knowledge society*); Ukr. *освітній капітал* / *osvitniy kapital* / Pol. *kapitał edukacyjny* (lit. *educational capital*).

“Неперервна освіта” / “*Neperervna osvita*” (lit. *Lifelong learning*), “пожиттєва освіта” / “*pozyttieva osvita*” (lit. *continuing education*), “освіта дорослих” / “*osvita doroslykh*” (lit. *adult education*), “освіта, що продовжується” / “*osvita, shcho prodovzuietsia*” (lit. *ongoing education*)—these and similar expressions, as noted by S. Terepyschchi²⁴, have saturated the educational landscape and become crucial factors in the intellectual and creative life of society at the dawn of the third millennium. Education has come to be perceived by states and nations as the highest right and a valuable treasure of human beings²⁵. Its “philosophical-pedagogical

²³ Kotarbiński, T. (1958). *Wybór pism. Tom 2: Myśli o myśleniu* [Selected Writings. Vol. 2: Thoughts on Thinking]. Warszawa: Państwowe Wydawnictwo Naukowe.

²⁴ Terepyschchi, S. O. (2016). *Suchasni osvitni landshafy* [Modern Educational Landscapes]. Kyiv: Feniks.

²⁵ Filipchuk, H. H. (2014). *Natsiyetvorynist’ osvity* [The Nation-Building Role of Education]. Chernivtsi: Zelena Bukovyna.



idea,” as argued by I. Zyazyun, is “the continuous and purposeful assimilation of sociocultural experience by the individual.”²⁶ This affirms the thesis that Comenius said, “All our life is a personal school ... it is a calling; it is work.”

The educational community is increasingly emphasizing the importance of quality, continuous pedagogical education, viewing it as a necessary condition for sustainable development, the accumulation of human capital, and a key component of national security. The stronger and more advanced the human capital—comprising education, knowledge, qualifications, experience, health, motivation, and labour productivity—the greater the opportunities for both national and individual development and self-realization.

According to Terepyshchyi²⁷, the key features of quality education include, above all, the development of students’ cognitive strategies and their independent monitoring of personal progress. Kremen²⁸ maintains that quality education should cultivate a continuous need for personal growth and self-development through formal, non-formal, and informal learning.

In the *Encyclopedia of Education*, the concept of *lifelong education* is defined as a process that spans a person’s entire life, ensuring the gradual development of individual creative potential and the comprehensive enrichment of one’s spiritual world. It is presented as a purposeful, systematic cognitive activity aimed at acquiring and improving knowledge, skills, and competencies gained in both general and specialized institutions, as well as through self-directed learning²⁹.

²⁶ Ziaziun, I. A. (2003). *Filosofs'ki zasady osvity: osvitni i vykhovni paradyhmy, osvitni tekhnolohii, dialektyka pedahohichnoi dii* [Philosophical Foundations of Education: Educational and Upbringing Paradigms, Educational Technologies, Dialectics of Pedagogical Action]. In *Pedahohichna maisternist' u zakladakh profesiinnoi osvity: monohrafiia* (p. 13). Kyiv.

²⁷ Terepyshchyi, S. (n.d.). "Brak doviry porodzhuye brak vidpovidal'nosti" ["Lack of Trust Breeds Lack of Responsibility"]. <http://sergii-terepyshchyi.net/sergij-terepishhij-brak-doviri-porodzhuye-brak-vidpovidalnosti/>

²⁸ Kremen, V. H. (2014, October 30). *Problemy yakosti ukrains'koi osvity v konteksti suchasnykh tsyvilizatsiinykh zmin* [Problems of the Quality of Ukrainian Education in the Context of Contemporary Civilizational Changes]. Report at the General Assembly of the National Academy of Educational Sciences of Ukraine. <http://www.mext.gov.jp>

²⁹ Kremen, V. H. (Hol. red.). (2008). *Entsyklopediia osvity* [Encyclopedia of Education]. Akademiia pedahohichnykh nauk Ukrainy. Yurinkom Inter.



The key principles of lifelong education are reflected in UNESCO documents such as *Learning to Be*, as well as in internationally adopted conventions, recommendations, and declarations (e.g., *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region*; *Memorandum on Lifelong Learning (2018)*³⁰; *World Declaration on Higher Education for the Twenty-First Century: Vision and Action*³¹; *Workshop “Measurement of Human Security”: Summary of Deliberations*³²; *The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates*³³).

The international abbreviation “LLL” (lifelong learning) is being gradually incorporated into national educational frameworks, glossaries³⁴, and academic research. It signifies the individual's possible navigation through the labyrinth of educational pathways in the modern civilized world. Alongside it, terms such as *lifelong education*, *adult education*, and *continuing education* are increasingly used. The core senses of these terms highlight self-education, self-development, individualized learning, and interdisciplinary knowledge. The terms “lifelong learning” and “lifelong education” are often used interchangeably.

5.4. Lexemes Denoting New Educational Trends in Ukrainian and Polish Discourses.

Several new terms denoting emerging directions in pedagogy have begun to appear in Ukrainian and Polish educational and pedagogical discourse. These include *alternative*

³⁰ International Association of Universities. (n.d.). *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region* [Electronic resource]. Retrieved from http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_o.pdf

³¹ UNESCO. (1998, October 9). *World Declaration on Higher Education for the Twenty-First Century: Vision and Action* [Electronic resource]. Retrieved from http://www.unesco.org/education/educprog/wche/declaration_eng.htm

³² Harvard University JFK School of Government. (2001, November 30). *Workshop “Measurement of Human Security”. Summary of Deliberations* [Electronic resource]. Retrieved from <http://www.humansecurity-chs.org/activities/outreach/measure.html>

³³ Jolly, R., & Basu Ray, D. (Eds.). (2006). *The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates* [NHDR Occasional Paper 5, Electronic resource]. UNDP. Retrieved from <http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>

³⁴ Zakharchenko, V. M., Kalashnikova, S. A., Luhovyi, V. I., Stavytskyi, A. V., Rashkevych, Yu. M., & Talanova, Zh. V. (Uklad.); Kremen, V. H. (Red.). (2014). *Natsional'nyi osvitrnii hlosarii: vyshecha osvita* [National Educational Glossary: Higher Education] (2-he vyd., pererob. i dop.). Pleiady.

pedagogy, andragogy, ecological pedagogy, humanistic pedagogy, critical pedagogy, cultural pedagogy, media pedagogy, naturalistic pedagogy, pedagogy of care, personalist pedagogy, postmodern pedagogy, labour pedagogy, pedagogy of reform, special pedagogy, social pedagogy, and paedeutology—which Polish scholar Okoń aims to conceptualize in his *New Pedagogical Dictionary*³⁵.

In both the Ukrainian and Polish educational spheres, several terms that were popular in previous centuries or decades have been revitalized, notably the lexeme *pedeutology* (Latin: *pedeutologia*)³⁶. Piramowicz is considered the founder of Polish *pedeutological* thought. As early as 1787, he authored the first textbook on the pedagogy of work, titled *The Duties of a Teacher*. Today, *pedeutology*—the science that studies the social role of the educator, the meaning, content, and effectiveness of a teacher’s work, their self-improvement, and professional training—has, as noted by Wiatrowski, been included in the list of mandatory disciplines across all institutions of higher education in Poland³⁷.

Polish (Alexander, Choryń, Maciejewski, and Wiatrowski) and Ukrainian (Luk’yanova, Nychkalo, and Sysoieva) scholars consider *pedeutology* within the framework of a new science of adult education, known as *andragogy*. Nychkalo (2000)³⁸ defines *andragogy* as the theory of teaching and educating maturing youth as well as various categories of adult learners.

The *Polish Pedagogical Encyclopedia* (2004)³⁹ offers the following rationale for the definition of *andragogy*: “a theory of education and upbringing of working youth and adults; this term is used interchangeably with *adult education* and *adult pedagogy*.” Researchers distinguish several branches of *andragogy*, including *general andragogy, lingvoandragogy, school andragogy, health andragogy, labour andragogy, and leisure andragogy*. The task of

³⁵ Okoń, W. (2007). *Nowy słownik pedagogiczny [New Dictionary of Pedagogy]*. Warszawa: Wydawnictwo Akademickie Żak.

³⁶ Encyklopedia pedagogiczna XXI wieku [*Pedagogical Encyclopedia of the 21st Century*]. (2004). Tom 3. Warszawa: Wydawnictwo Żak.

³⁷ Wiatrowski, Z. (2010). *Praca człowieka – wątpliwości, nieporozumienia i realia [Human Work – Doubts, Misunderstandings and Realities]*. In J. Zimny & N. Nyczkało (Eds.), *Semper in Altum. Zawsze wzwyż* (pp. 613–616). Katolicki Uniwersytet Lubelski Jana Pawła II.

³⁸ Honcharenko, S. U. (Układ.), Nychkalo, N. H. (Red.), et al. (2000). *Profesina osvita: slovnyk [Vocational Education: Dictionary]*. Vysycha shkola.

³⁹ Encyklopedia pedagogiczna XXI wieku [*Pedagogical Encyclopedia of the 21st Century*]. (2004). Tom 3. Warszawa: Wydawnictwo Żak.

conceptualizing and substantiating these terms within the Ukrainian pedagogical discourse remains highly relevant today.

An attempt to implement an interdisciplinary approach to science and education is reflected in the use of the terms *osvitolohiia* and *educology* (lit. *Education Studies*), which denote a set of sciences dedicated to the study of the field of education and characterize the European dimension of education (Serebrianska (2018)⁴⁰ discusses the linguistic realization of these terms). The content of *osvitolohiia* encompasses *philosophy of education, history of education, sociology of education, cultural studies of education, education law, education policy, education management, and economics of education*. The term *osvitolohiia* functions both as a general term (referring to an integrated science) and as a proper noun, as seen in the Ukrainian-Polish/Polish-Ukrainian publication *Osvitolohiia*. In Poland, the parallel English-language term “*educology*” (derived from “*education*”) is also gaining traction⁴¹.

5.5. Concepts of the Competence-Oriented “Educational Society”.

Among the lexemes highlighted in scholarly works, the phrase “*European choice of education*” stands out as one that has gained prominence in contemporary Ukrainian and Polish societies. It reflects the aspiration to “align with global standards” and is represented by a series of related words: *ievropeiets'* (lit. *European*), *po-ievropeis'komu* (lit. *European-style*), *ievropeis'kist'* (lit. *European values*).

Among the modern concepts of the “educational society” recorded in dictionaries are lexemes such as Ukr. *kompetentny* (lit. *competent*) – Pol. *Kompetentny* (lit. *competent*), *miarodajny* (lit. *authoritative*), which denote someone experienced in a particular field; someone possessing competence (authorized, having full rights in decision-making). According to the *Universal Dictionary of the Polish Language*, Ukr. *kompetentsiia* (lit. *competence*) refers to a range of knowledge, skills, and abilities, as well as adequacy for tasks, based on three

⁴⁰ Serebrianska, I. M. (2018). *Osvita v Ukraini: sposterezhennia kriz pryzmu movnoi kartyny svitu (Monohrafiia)* [Education in Ukraine: Observations Through the Lens of the Linguistic Worldview (Monograph)]. Kharkiv: Vydavnytstvo Ivanchenka I. S.

⁴¹ Okoń, W. (2007). *Nowy słownik pedagogiczny* [New Dictionary of Pedagogy]. Warszawa: Wydawnictwo Akademickie Żak.



(knowledge, skills, attitude) or four (knowledge, skills, abilities, and attitude) components that constitute its structure.

Following the informational, activity-based, creative, and developmental functions of the professional activity of a language and literature teacher, and based on cluster analysis of *profesiograma* (lit. the professional profile) as well as the *Framework for Key Competences for Lifelong Learning* (2018), several essential key competences for language and literature teachers have been identified: *literacy competence, language and communication competence, civic competence, and cultural awareness and expression competence.*

In the early 21st century, the thematic cluster of the concept “*New Ukrainian School*” emerged in both Ukrainian and Polish discourses. The expected outcomes of students’ educational and cognitive activities are reflected in the components of key and subject-specific competences, which are developed during the learning process. These include: *the cognitive (knowledge-based) component; the praxeological (action-oriented) component*, which involves purposeful preparation for carrying out successful, effective, and optimal actions aimed at achieving expected results; *the axiological (value-based) component*, where cooperation between teachers and students during learning fosters the creation of new valuable products and the development of students’ creative potential; and *the interactive (behavioral) component*, which reflects the tactics and strategies of interaction between participants in the learning environment. The fulfillment of these strategic objectives largely depends on a motivated teacher, one who acts as the organizer of successful and productive activity and embodies the qualities of a creative individual⁴².

Researchers have noted the dynamic development of international educational terminology, including terms such as *social intelligence, intercultural competence, new media literacy, transdisciplinarity, design thinking, cognitive load management, and virtual collaboration.* International terms such as *competence-based approach, academic mobility,*

⁴² European Commission. (2018). *Annex to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning* [Electronic resource]. <https://ec.europa.eu/education/sites/education/files/annexrecommendation-key-competences-lifelong-learning.pdf>



credit, tutor, facilitator, and coach are increasingly integrated into both the Ukrainian and Polish languages. However, the term *mentor* continues to hold a special position among educators. It is well known that religious traditions placed great importance on the spiritual guide. “No knowledge, however noble and elevated, brings me joy if kept only to myself,” wrote Seneca. Other frequently used terms include *moderator, educational stakeholder, roadmap, portfolio, educational trajectory, and student-centeredness*.

In the context of ongoing reforms in general secondary and higher education, as well as the establishment of a learner-centered educational model, there is a growing demand for professionally mobile educators. According to the *Dictionary of Foreign Words*, *mobility* (from Latin *mobilis*) is defined as “the capacity for movement” or the ability to move or act quickly. Thus, such professionals must be exceptional individuals, capable of innovative professional activity, able to adapt rapidly and effectively to complex professional realities, and ready to make responsible decisions—in other words, they are professionally mobile.

A professionally mobile specialist is, first and foremost, a competent one. *The Tuning Europe* project outlines general, integral, and subject-specific competences essential for professional mobility. These include: the ability to solve problems and learn; the ability to work both independently and in teams; the ability to apply knowledge in practice; adaptability to new situations; success orientation; the capacity to generate new ideas (creativity); the ability to communicate with experts from other fields; critical and self-critical thinking; information management skills; basic digital literacy; interpersonal skills; oral and written communication in one’s native language; ability to collaborate (e.g., in interdisciplinary teams); and decision-making competence.

Innovative processes in pedagogical and philological education, along with dynamic language changes and the urgent need to develop and implement practical approaches for fostering culturally and linguistically competent individuals among school pupils and university students, have led to increased attention toward new branches of linguistics—particularly communicative and cognitive linguistics, discourse theory, and the linguistics of influence.

5.6. Praxeological Aspect of the Concept of the Education Sphere.

In both Ukraine and Poland, the praxeological aspect of the concept of sphere *education* has become increasingly prominent in scholarly research. Its core senses include ‘success’, ‘efficiency’, and ‘productivity of work’, which may be driven by both globalization and the mental-cultural characteristics specific to each national context.

Taranenko⁴³ describes the expansion of the semantic range of the word *uspishnyi* (lit. *successful*) as a characteristic not only of actions, events, and their outcomes, but also of periods that “are accompanied by or culminate in success, yielding positive results” (*to be successful – to be prestigious, trendy, or part of the mainstream*). A notable activation of the nominative-axiological complex of *success* within the system of values of the linguistic community is also observed by Polish scholars Groboszowa and Kotarbiński.

Under the influence of the English word *effective*, which possesses a significantly broader semantic structure than the Ukrainian *ефективний / efektyvnyi* (lit. *effective*), the Ukrainian lexeme has developed a meaning closer to that of *successful*, as in *effective manager, effective rector*. Taranenko⁴⁴ also proposes a reevaluation of the lexemes *кар’єра / kariera* (lit. *career*) and *кар’єрист / karieryst* (lit. *careerist*), which have shed their previously negative connotations and are now used in both Ukrainian and Polish societies to refer to respected individuals who have achieved success in life (e.g., *successful career, brilliant career, etc.*).

The adjective *креативний / kreatyvnyi* (lit. *creative*) is increasingly used to highlight specific qualities of a person, their activities, and the results of those activities: *creative abilities, creative thinking, creative potential, creative approach, creative idea, creative project*, and so on. Taranenko explains the semantic distinction between the lexemes *творчий / tvorchy* (lit. *spiritual/creative*) and *креативний / kreatyvnyi* (lit. *creative*), as in *creative vs. artistic thinking* or *creative class*. The Ukrainian word *творчий / tvorchy* (lit. ‘creative’)

⁴³ Taranenko, O. O. (2012–2014). *Formuvannia novoi systemy sotsialnykh tsinnosti i prioritytetiv ukrainskoho suspilstva (na materialy ukrainskoi movy kintsia XX – pochatku XXI st.)* [Formation of a New System of Social Values and Priorities of Ukrainian Society (Based on the Ukrainian Language of the Late 20th – Early 21st Century)]. *Movoznavstvo*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

⁴⁴ Ibid.

belongs to the sphere of spirituality and cultural production. In contrast, the English-derived term '*creative*' is closely associated with the domain of practical activity.

The lexemes *elitnyi* (lit. *elite*) and *elitaryi* (lit. *elitist*) have gained popularity in the works of linguists such as Matsko⁴⁵ and Taranenکو⁴⁶. Teachers and students are referred to as the national elite of Ukraine, and *elite* (or *elitist*) schools have emerged, including proper names such as “*Elitaryna Svitlytsia*” (The Elitary Parlour) – a club at the Kyiv City House of Scientists aimed at the broad discussion of current issues in society, science, and culture. According to L. Matsko⁴⁷, the personality of a Ukrainian scholar—particularly a philologist and educator—should above all embody *Ukrainian eliteness*. This refers to an active, tolerant individual characterized by national distinctiveness, linguistic normativity, stylistic individuality, precise selection of language means, and integration into the European cultural context.

5.7. Academic Culture as a Crucial Component of Innovative National Security.

An analysis of international documents and scholarly works makes it possible to outline the core senses of the *education* concept in the early 21st century⁴⁸—semantics that have not yet been fully reflected in dictionaries. These include *human development*, *accessibility*, *openness*, *interculturality*, and *technological innovativeness*. Education is thus increasingly recognized as a crucial component of *human capital* and a vital element of *national security*.

At the core of *human capital*, as a vital strategic resource of the state, lies *human security*. Experts identify the key aspect of the lexeme “*human security*” as the *humanization of security* (Workshop “*Measurement of Human Security.*” *Summary of Deliberations*) and the *value-*

⁴⁵ Matsko, L. I. (2009). *Ukrainska mova v osvith'omu prostori: Navchal'nyi posibnyk* [The Ukrainian Language in the Educational Space: A Textbook]. Vydavnytstvo NPU im. M. P. Drahomanova.

⁴⁶ Taranenکو, O. O. (2012–2014). *Formuvannia novoi systemy sotsialnykh tsinnosti i prioritetiv ukrainskoho suspilstva (na materialy ukrainskoi movy kintsia XX – pochatku XXI st.)* [Formation of a New System of Social Values and Priorities of Ukrainian Society (Based on the Ukrainian Language of the Late 20th – Early 21st Century)]. *Movoznavstvo*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.

⁴⁷ Matsko, L. I. (2009). *Ukrainska mova v osvith'omu prostori: Navchal'nyi posibnyk* [The Ukrainian Language in the Educational Space: A Textbook]. Vydavnytstvo NPU im. M. P. Drahomanova.

⁴⁸ Harvard University JFK School of Government. (2001, November 30). *Workshop “Measurement of Human Security”: Summary of Deliberations* [Electronic resource]. Retrieved from <http://www.humansecurity-chs.org/activities/outreach/measure.html>



based priorities and interests of the individual (*The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates*⁴⁹).

At the *personal level*, human capital consists of the knowledge and skills acquired through education and practical experience; at the *microeconomic level*—the cumulative qualifications and professional competencies of a worker, as well as their achievements in effective work organization; and at the *macroeconomic level*, as noted by Nychkalo, it includes *education, vocational training, and retraining*⁵⁰.

The *culture of quality* in a state's *innovative national security* is primarily ensured by *academic culture* (Polish: *kultura akademicka*) and *academic integrity*. The term “*academic culture*” has become firmly established in the educational sphere to denote the culture of learning, as well as the social and moral responsibilities associated with research outcomes. It encompasses a *culture of tolerance* fostered within the cultural and educational environment of an institution, along with the *linguistic* and *ethical culture* of both academic mentors and students. (For more details, see...⁵¹).

Experts describe the lexeme “*academic culture*” as the *culture of the university*⁵². In today's sociocultural context, the criteria for assessing university performance have expanded to include the construction of new models of institutional functioning within the national education system (Kurbatov). These models are guided by principles such as *cultural relevance, ecologism, self-positioning, and homeostatism* (Smolinska), as well as the university's capacity to train professionals capable of responding promptly to a rapidly changing labor market.

The values of *academic culture*—including the role of *academic ethos, culture, and*

⁴⁹ United Nations Development Programme (UNDP). (n.d.). *The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates* [NHDR Occasional Paper 5, Electronic resource]. Retrieved from <http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>

⁵⁰ Nychkalo, N. H. (2014). *Rozvytok profesiinoi osvity v umovakh hlobalizatsiinykh ta intehratsiinykh protsesiv: Monohrafiia* [Development of Vocational Education in the Context of Globalization and Integration Processes: Monograph]. Vydavnytstvo NPU imeni M. P. Drahomanova.

⁵¹ Semenoh, O., & Vovk, M. (2016). *Akademichna kultura doslidnyka v osvitno-kulturnomu prostori universytetu: Monohrafiia* [Academic Culture of the Researcher in the Educational and Cultural Space of the University: Monograph]. Vydavnytstvo SumDPU imeni A. S. Makarenka.

⁵² Loima, J. (2017). *Academic cultures and developing management in higher education* [Electronic resource]. Retrieved from http://www.vink.helsinki.fi/files/Theoria_academic.html



community; academic integrity in the teaching and learning processes; democratic and ethical governance and management; and research based on academic integrity and social responsiveness—are articulated in the *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region* (2004)⁵³.

Academic integrity is a component of the Law of Ukraine “On Education” (2017)⁵⁴ and is defined in Article 48 as a set of principles and rules of conduct for participants in the educational process, aimed at forming an independent and responsible individual capable of solving tasks following their academic level, while observing the norms of law and social morality. The moral and ethical requirements for a researcher include adherence to universal moral standards, social responsibility for the outcomes of one’s research, and the pursuit of truth without yielding to external pressures or opportunistic motives.

On 24 March 2017, the *European Code of Conduct for Research Integrity* was adopted. In May 2024, at the Ministerial Conference of the European Higher Education Area in Tirana (2024), academic integrity was defined as a key element of academic culture, with a particular emphasis on core values⁵⁵.

Among the competencies of doctoral degree candidates that are essential for writing and defending dissertations, the National Qualifications Framework⁵⁶ places particular emphasis on *professional ethics* and *universal research skills*—including the ability to *present the results of one’s scientific research orally and in writing in the Ukrainian language, language*

⁵³ International Association of Universities. (n.d.). *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region* [Electronic resource]. Retrieved from http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_o.pdf

⁵⁴ Verkhovna Rada Ukrainy. (2017). *Zakon Ukrainy “Pro osvitu”* [Law of Ukraine “On Education”]. *Vidomosti Verkhovnoi Rady Ukrainy*, (38–39). Retrieved from <http://zakon5.rada.gov.ua/laws/show/2145-19>

⁵⁵ Verkhovna Rada Ukrainy. (2024). *Proekt Zakonu Ukrayiny “Pro akademichnu dobrochesnist”* [Draft Law of Ukraine “On Academic Integrity”] (Reyestratsiynnyy № 10392; 08.01.2024). Retrieved from <https://itd.rada.gov.ua/billInfo/Bills/Card/43481>

⁵⁶ Kabinet Ministriv Ukrainy. (n.d.). *Pro zatverdzhennya Poryadku pidgotovky zdobuvachiv vyshchoyi osvity stupenya doktora filosofiyi ta doktora nauk u vyshchyykh navchal'nykh zakladakh (naukovykh ustanovakh)* [On the Approval of the Procedure for Training Higher Education Applicants for the Degree of Doctor of Philosophy and Doctor of Sciences in Higher Education Institutions (Research Institutions)] [Electronic resource]. Retrieved from <http://www.kmu.gov.ua/control/uk/cardnpd?docid=248945529>



competencies, and the use of modern information technologies in scientific activity.

5.8. The Evolution of the Conceptual Sphere of “Education” in the Training of Future Doctor of Philosophy (PhD).

The evolution of the semantic structure of the conceptual sphere of “education” has been reflected in the training of future Doctor of Philosophy (PhD) in educational sciences, particularly through the course “Ethics of Scientific Inquiry: Philosophical and Language Aspects.”

The course aims to develop the values of academic culture, particularly the principles of academic integrity, the language and communication competence of the academic leader, and a knowledge system encompassing national and European practices of academic ethics, academic mentorship, and academic communication culture.

The course continues the tradition of the “Academic Culture of the Researcher: European and National Experience” course, which was delivered to doctoral students within the framework of the Erasmus+ Jean Monnet Module from 2018 to 2021. It focuses on developing cognitive-discursive skills for the effective processing and modeling of academic texts across various genres—particularly using digital technologies—as well as enhancing the ability to engage in effective dialogical communication during the presentation of research materials and findings. Special emphasis is placed on interaction within academic communities and in interdisciplinary and/or international expert settings, grounded in subject-to-subject communication.

The course content is grounded in the principles of the *humanistic paradigm*, the *anticipatory (or proactive) approach*, and *interdisciplinary, comparative, and inclusive* approaches. In particular, the inclusive approach is implemented through interactive methods in both academic and extracurricular activities, as well as by involving young researchers in the work of research laboratories, student research clubs, and problem-based groups.

An essential component of our course is the *security-based approach*. An expert group from the **Council on Foreign Relations (CFR)** has examined education as a national security issue and concluded that “*military power is no longer sufficient to guarantee national*

security. National security is closely linked to human capital, and the state of its education system determines a country's strength or weakness in this regard."

The course content includes the analysis of official documents issued by international organizations, such as the European Network for Academic Integrity (ENAI) (<https://www.academicintegrity.eu>), the International Center for Academic Integrity (ICAI) (<https://academicintegrity.org>), the European Network of Research Integrity Offices (ENRIO) (<https://enrio.eu>), the Netherlands Research Integrity Network (NRIN) (<https://nrin.nl>), and the Strengthening Academic Integrity in Ukraine Project (SAIUP) (<https://saiup.org.ua>) that define priorities for *academic integrity* and *ethical conduct in research*, as well as the core educational values such as *academic freedom, openness, tolerance, solidarity, and dialogue*.

At universities, dedicated centers and offices of academic security are in operation. Institutions issue *Codes of Honor, Student Conduct Codes (also referred to as University Regulations)*, and maintain official guidelines on plagiarism on their websites (e.g., Western Governors University, University of Massachusetts, MIT, and Curtin University in Australia).

The experience of developing academic culture among young researchers in European universities within a research-oriented model is summarized in the report by the League of European Research Universities (LERU). Particular attention is paid to the implementation of:

- The research web journal technology (University College London, The Graduate School: <http://www.grad.ucl.ac.uk/>)
- Innovative management and leadership training (K.U. Leuven University, Netherlands: <https://www.kuleuven.be/personeel/competentieprofiel/index.htm>)

We also analyze the Ukrainian experience, such as:

- The sociological study “*Academic Culture of Ukrainian Students: Key Factors of Formation and Development*”(2015), conducted by the Eastern Ukrainian Foundation for Social Research in cooperation with the Institute of Social and Humanitarian Research of V. N. Karazin Kharkiv National University (<http://www.univer.kharkov.ua/images/redactor/news/2015-07-17/2015.pdf>);

- The Academic Integrity Promotion Project;



- Academic writing schools and centers for English-language academic communication at Ivan Franko National University of Lviv;
- The Code of Academic Integrity and internal regulations on academic integrity and academic ethics at Sumy State University;
- The Code of Honor for staff and students of the National Technical University of Ukraine “Kyiv Polytechnic Institute”;
- The Center for Personal Development at the Ukrainian Catholic University in Lviv.

The application of the praxeological approach requires engaging participants in effective dialogic communication in both Ukrainian and foreign languages during the presentation of research materials and results, particularly within international academic communities⁵⁷.

The linguistic and cultural dimensions align with the objectives of the Scientific Laboratory of Academic Culture at *Sumy State Pedagogical University named after A. S. Makarenko*. These dimensions characterize the development of the structural-functional components and manifestations of academic culture among future teacher-researchers within the context of the linguistic genealogy of scientific communication and the theory of linguistic personality. This aspect is explored through the following topics: scientific language culture as a component of academic culture; text-genre approaches to the development of academic culture; the architecture of various genres within academic discourse; strategies and tactics of scholarly communication; tools for cohesion and coherence; argumentation and persuasiveness; visual rhetoric in oral and written communication; neorhetoric and scientific dialogue; neorhetoric and knowledge mediation; and disciplinary variability in argumentative means.

The course also draws upon the principles of text-genre and cognitive-visual approaches, which include mastery of cognitive-discursive skills and the ability to process and model academic texts across various genres; the development of educational projects using digital technologies; and a narrative-digital approach that enables the application of netnography to

⁵⁷ Semenog, O., & Kapranov, Ya. (2024). *Ethics of scientific research: Philosophical, linguistic aspects. Third (educational and scientific) level: Handbook*. Sumy: Sumy State A. S. Makarenko Pedagogical University. <https://repository.sspu.edu.ua/handle/123456789/15704>



identify and describe available online services and resources offering digital narratives and tools for their creation.

As a tangible outcome of the course, PhD students participate in activities such as the essay competition “*Integrity in Learning: To Respect or to Violate?*”, and the annual International Scientific-Practical Forum “*Academic Culture of the Researcher in the Educational Space: European and National Experience*” held at Sumy State Pedagogical University.

In conclusion, we concur with experts Dobko and Turchynovskyi: *academic culture cannot be transferred or borrowed*. It is typically forged through trial and error, as well as ongoing communication and self-reflection within the university community about itself and its mission. Academic culture is neither fixed nor permanent; it requires constant renewal and nourishment. A well-defined academic culture is not only a university’s calling card—it also constitutes a tangible competitive advantage.

A synthesis of the experiences of international and European organizations, along with national practices, provides grounds to define the *academic culture of the researcher* as an *integrative construct of the personality*, composed of several components: *axiological, motivational-ethical, narrative-digital, language-communicative, praxeological, and behavioral-interactive*. Each element has distinct content and is manifested in various dimensions, such as the culture of intellectual work, ethical culture, academic reading and writing, academic communication, academic informatics, and academic management⁵⁸.

A future researcher must not only generate new knowledge but also bear responsibility for its accuracy and social value.

6. Concluding Remarks.

The concept of “education” occupies a central position in the cultural, social, and intellectual discourses of both Ukraine and Poland, reflecting their historical evolution and current challenges. Alongside reforms in the educational systems of each country, there has

⁵⁸ Semenoh, O. (2024). Rozvytok akademichnoi kultury zdobuvachiv PhD v osvitno-kulturnomu prostori ZVO v umovakh voiennoho chasu [Development of PhD students’ academic culture in the educational and cultural space of higher education institutions during wartime]. *Osvita. Innovatyka. Praktyka*, 12(10), 103–109. <https://doi.org/10.31110/2616-650X-vol12i10-016>



been an intensive development of the lexical system within the conceptual sphere of education, particularly in legislative-normative and educational-pedagogical discourses.

1. *Lexical innovations, neologisms, and new borrowings* have saturated the educational space. This phenomenon results from shifting *strategic objectives, functions, and value systems* in education, shaped by sociocultural contexts and globalization trends.

2. These contexts and trends manifest themselves in linguistic units.

3. In Ukraine and Poland, the *praxeological aspect* of the concept of sphere *education* has become more prominent in scholarly research, with core semes such as *success, efficiency, and productivity of labor*. Both globalization and the mental and cultural characteristics of each society influence this.

4. The adjective *creative* has become increasingly relevant to describing human traits, activities, and outcomes (e.g., *creative abilities, creative thinking, creative potential, creative approach, creative idea, creative project, etc.*).

5. The concept sphere is expanding with terms such as *lifelong education, knowledge society, educational capital, learning society*, and a variety of international educational lexemes, including *social intelligence, cross-cultural competency, new media literacy, transdisciplinarity, design mindset, cognitive load management, and virtual collaboration*.

6. International terms are entering both the Ukrainian and Polish languages, including *competence-based approach, academic mobility, credit, tutor, facilitator, coach, moderator, educational stakeholder, roadmap, portfolio, educational trajectory, and student-centeredness*.

7. Disciplines that were popular in earlier centuries or decades—such as *pedeutology (pedeutologia)*—and new disciplines like *andragogy, osvitolohiia, and educology* are gaining renewed or emerging relevance.

8. The *culture of quality* in innovative national security is significantly ensured by *academic culture and academic integrity*.

9. The term “*academic culture*” has entered the educational concept sphere as a marker of the *learning and tolerance cultures* formed within an institution’s cultural and educational



environment, reflecting the *linguistic* and *ethical values* of academic mentors and students. It highlights the artistic, conceptual, and value-oriented nature of education.

Acknowledgments:

The author thanks all academic peers for their contributions to the research findings and article writing.

Conflicts of Interest:

The author declares no conflict of interest.

Disclaimer Statement:

The information, opinions, and views presented in the research article are solely those of the individual author(s) and contributor(s) and not of Acta Humanitatis, the Editorial Board, or its publishers. Acta Humanitatis and the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.

Author Bionote:

Prof. Olena Semenog is a Doctor of Sciences in Education, Professor, and Professor of the Department of Pedagogy, Head of the Center for Scientific-Educational Partnership and Network Cooperation at Sumy State Pedagogical University named after A. S. Makarenko (Sumy, Ukraine).

The sphere of interest: Digital Technologies in Education, Lexicography, Ukrainian Studies.

ORCID ID: <https://orcid.org/0000-0002-8697-8602>

Dr. Habil. Yan Kapranov is a Professor in the School of Humanities and Fine Arts at VIZJA University (Warsaw, Poland) and Professor of the Department of Foreign Languages at Dmytro Motornyi Tavria State Agrotechnological University (Zaporizhzhia, Ukraine).

The sphere of interest: Comparative / Macrocomparative Linguistics, Historical Linguistics, Global Etymologies, Corpus Linguistics, Multilingualism.

ORCID ID: <https://orcid.org/0000-0003-2915-038X>

Authorship and Level of Contribution:

Olena Semenog and **Yan Kapranov** contributed to the design and implementation of the research article, the analysis of the results, and the writing of the manuscript.

References

- Batechko, N. H., Bulvinska, O. I., Lokshyna, O. I., Mospan, N. V., Protsenko, O. B., Sysoieva, S. O., & Sokolova, I. V. (Compilers; Sysoieva, S. O., Ed.). (2020). *Yevropeiskyi prostir vyshchoi osvity: parametry ta ekspertyzy: navchalnyi posibnyk* [The European Higher Education Area: Parameters and Expertise: A textbook]. Kyiv.
- Bilodid, I. K. (Holova redkol.), ta in. (1970–1980). *Slovnnyk ukrainskoi movy: v 11 t.* [Dictionary of the Ukrainian Language: In 11 Volumes]. Akademiia nauk URSR, Instytut movoznavstva im. O. Potebni.
- Denek, K. (2000). *Aksjologiczne aspekty edukacji szkolnej*. Toruń: Wydawnictwo Adam Marszałek.



- Denek, K. (2002). *Aksjologia edukacji* [Axiology of Education]. Wydawnictwo Uniwersytetu Zielonogórskiego.
- Encyklopedia pedagogiczna XXI wieku [Pedagogical Encyclopedia of the 21st Century]. (2004). *Tom 3*. Warszawa: Wydawnictwo Żak.
- European Commission. (2018). *Annex to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning* [Electronic resource]. Retrieved from <https://ec.europa.eu/education/sites/education/files/annexrecommendation-key-competences-lifelong-learning.pdf>
- Harvard University JFK School of Government. (2001, November 30). *Workshop "Measurement of Human Security": Summary of Deliberations* [Electronic resource]. Retrieved from <http://www.humansecurity-chs.org/activities/outreach/measure.html>
- Honcharenko, S. U. (1997). *Ukrainskyi pedahohichnyi slovnyk* [Ukrainian Pedagogical Dictionary] (S. Holovko, Hol. red.). Lybid.
- Honcharenko, S. U. (Uklad.), Nychkalo, N. H. (Red.), et al. (2000). *Profesina osvita: slovnyk* [Vocational Education: Dictionary]. Vyshcha shkola.
- International Association of Universities. (n.d.). *Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region* [Electronic resource]. Retrieved from http://www.iau-aiu.net/sites/all/files/Bucharest_Dec_0.pdf
- Jolly, R., & Basu Ray, D. (Eds.). (2006). *The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates* [NHDR Occasional Paper 5, Electronic resource]. UNDP. Retrieved from <http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>
- Kabinet Ministriv Ukrainy. (n.d.). *Pro zatverdzhennya Poryadku pidhotovky zdobuvachiv vyshchoyi osvity stupenya doktora filozofiyi ta doktora nauk...* [On the Approval of the Procedure for Training Higher Education Applicants...] [Electronic resource]. Retrieved from <http://www.kmu.gov.ua/control/uk/cardnpd?docid=248945529>
- Kharchenko, I. I. (2019). *Teoretychni ta prykladni aspekty rozvytku filolohichnoi osvity v Ukraini ta v krainakh Yevropeiskoho Soiuzu* [Theoretical and Applied Aspects of the Development of Philological Education...]. *Naukovyi Visnyk Mizhnarodnoho Humanitarnoho Universytetu*. Seriya: Filolohiia, 38(1), 4. <http://repo.snau.edu.ua/handle/123456789/7860>
- Konovalchuk, I. I. (2016). Terminosystema bazovykh poniat pedahohichnoi innovatyky. In Dubaseniuk, O. A. (Ed.), *Akmedosiagnennia naukovtsiv Zhytomyrskoi naukovo-pedahohichnoi shkoly: Monohrafiia* (pp. 138–170). Vydvo ZhDU im. I. Franka.
- Kopylenko, N. B. (Pidhot.), Yarmachenko, M. D. (Vidp. red.), ta in. (2001). *Pedahohichnyi slovnyk* [Pedagogical Dictionary]. Pedahohichna dumka.
- Kotarbiński, T. (1958). *Wybór pism. Tom 2: Myśli o myśleniu* [Selected Writings. Vol. 2: Thoughts on Thinking]. Warszawa: Państwowe Wydawnictwo Naukowe.
- Kotarbiński, T. (1973). *Traktat o dobrej robocie* [A Treatise on Good Work]. Ossolineum.
- Kremen, V. H. (Hol. red.). (2008). *Entsyklopediia osvity* [Encyclopedia of Education]. Akademia pedahohichnykh nauk Ukrainy. Yurinkom Inter.
- Kremen, V. (Ed.). (2017). *Encyclopedia of Education*. Kyiv: Yarmoshchuk Publishing.
- Loima, J. (2017). *Academic cultures and developing management in higher education* [Electronic resource]. Retrieved from http://www.vink.helsinki.fi/files/Theoria_academic.html
- Matsko, L. (2023). *Elitarnist' i lingvistychnyi imidzh vchytelia-filoloha* [Elitism and the Linguistic Image of the Language Teacher]. Kyiv: Lenvit.
- Matsko, L. I. (2009). *Ukrainska mova v osvith'omu prostori: Navchal'nyi posibnyk* [The Ukrainian Language in the Educational Space: A Textbook]. Vydavnytstvo NPU im. M. P. Drahomanova.
- Nichkalo, N. H. (2014). *Rozvytok profesiinoi osvity v umovakh hlobalizatsiinykh ta intehratsiinykh protsesiv: Monohrafiia* [Development of Vocational Education in the Context of Globalization and Integration Processes: Monograph]. Vydavnytstvo NPU imeni M. P. Drahomanova.
- Okoń, W. (2007). *Nowy słownik pedagogiczny* [New Pedagogical Dictionary]. Warszawa: Wydawnictwo Akademickie Żak.
- Radziievska, T. (2019). *Movlennia v naukovomu dyskursi* [Speech in Scientific Discourse]. Kyiv: Akademia.
- Rome Ministerial Communiqué. (2020). *Rome Ministerial Communiqué 2020*. Retrieved from <https://www.enqa.eu/wp-content/uploads/2020/09/Preview-of-the-2020-Rome-Ministerial-Communiqu%C3%A9.pdf>
- Sejm of the Republic of Poland. (2005, July 27). *Ustawa z dnia 27 lipca 2005 r. – Prawo o szkolnictwie wyższym* [Law on Higher Education] (Dz.U. 2005, No. 164, item 1365).



- Semenog, O. (2025). *The Conceptual Sphere of Education in Ukrainian and Polish Discourses: An Interdisciplinary Approach*. Europe: Scholars' Press.
- Semenog, O., & Kapranov, Ya. (2024). *Ethics of scientific research: Philosophical, linguistic aspects. Third (educational and scientific) level: Handbook*. Sumy: Sumy State A. S. Makarenko Pedagogical University. <https://repository.sspu.edu.ua/handle/123456789/15704>
- Semenoh, O. (2024). *Rozvytok akademichnoi kultury здобувачів PhD в освітньо-культурному просторі ЗВО в умовах воєнного часу* [Development of PhD students' academic culture in the educational and cultural space of higher education institutions during wartime]. *Osvita. Innovatyka. Praktyka*, 12(10), 103–109. <https://doi.org/10.31110/2616-650X-vol12i10-016>
- Semenoh, O. (2025). *Development of academic culture of PhD students in the educational and cultural space of higher education institutions during wartime*. *Osvita. Innovatyka. Praktyka*, 12(10), 103–109. <https://doi.org/10.31110/2616-650X-vol12i10-016>
- Semenog, O., & Vovk, M. (2016). *Akademichna kultura doslidnyka v osvitno-kulturnomu prostori universytetu: Monohrafiia* [Academic Culture of the Researcher in the Educational and Cultural Space of the University: Monograph]. Vydavnytstvo SumDPU imeni A. S. Makarenka.
- Serebrianska, I. M. (2018). *Osvita v Ukraini: sposterezhennia kriz pryzmu movnoi kartyny svitu* [Education in Ukraine: Observations Through the Lens of the Linguistic Worldview]. Vydavnytstvo Ivanchenka I. S.
- Serebrianska, I. M. (2018). *Osvita v Ukraini: sposterezhennia kriz pryzmu movnoi kartyny svitu (Monohrafiia)* [Education in Ukraine: Observations Through the Lens of the Linguistic Worldview (Monograph)]. Kharkiv: Vydavnytstvo Ivanchenka I. S.
- Serebrianska, S. (2018). *Movlennia ta mova v osvith'omu dyskursi* [Speech and Language in Educational Discourse]. Lviv: VNTL Klassika.
- Sysoieva, S. (2012). Sfera osvity yak ob'ekt doslidzhennia [The sphere of education as an object of research]. In *Osvitohiia: polsko-ukrainskyi / ukrainsko-pols'kyi shchorychnyk* (Vol. 1, pp. 22–29). Kyiv: VP “Edelweis”.
- Sysoieva, S. (2022). *Pedahohichna komunikatsiia i naukovе movlennia* [Pedagogical Communication and Scientific Speech]. Kyiv: Pedahohichna dumka.
- Taranenko, O. (2021). *Movni innovatsii v suchasni ukrainskii movi* [Linguistic Innovations in Modern Ukrainian]. Kyiv: Movoznavstvo.
- Taranenko, O. O. (2012–2014). *Formuvannia novoi systemy sotsial'nykh tsinnosti i priorytetiv ukrains'koho suspil'stva (na materialy ukrains'koi movy kintsia XX–pochatku XXI st.)* [Formation of a New System of Social Values and Priorities of Ukrainian Society (Based on the Ukrainian Language of the Late 20th – Early 21st Century)]. *Movoznavstvo*, 2012(3), 3–31; 2012(5), 13–40; 2012(6), 3–22; 2013(6), 3–26; 2014(1), 3–31; 2014(3), 3–33; 2014(5), 14–34.
- Terepyshchyi, S. (n.d.). *"Brak doviry porodzhue brak vidpovidal'nosti"* ["Lack of Trust Breeds Lack of Responsibility"]. Retrieved from <http://sergii-terepyshchyi.net/sergij-terepishhij-brak-doviri-porodzhue-brak-vidpovidalnosti/>
- Terepyshchyi, S. O. (2016). *Suchasni osvitni landshafty* [Modern Educational Landscapes]. Kyiv: Feniks.
- Terepyshchyi, S. (2020). *Osoblyvosti kontseptualizatsii yakisnoi osvity v informatsiinoi ery* [Conceptualization of Quality Education in the Information Age]. *Pedahohichniy dyskurs*, (29), 34–42.
- UNESCO. (1998, October 9). *World Declaration on Higher Education for the Twenty-First Century: Vision and Action* [Electronic resource]. Retrieved from http://www.unesco.org/education/educprog/wche/declaration_eng.htm
- United Nations Development Programme (UNDP). (n.d.). *The Human Security Framework and National Human Development Reports: A Review of Experiences and Current Debates* [NHDR Occasional Paper 5, Electronic resource]. Retrieved from <http://hdr.undp.org/en/content/human-security-framework-and-national-human-development-reports>
- Verkhovna Rada of Ukraine. (2017, September 5). *Zakon Ukrainy “Pro osvitu”* [Law of Ukraine “On Education”] (No. 2145-VIII). Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19#Text>
- Verkhovna Rada Ukrainy. (2017). *Zakon Ukrainy “Pro osvitu”* [Law of Ukraine “On Education”]. *Vidomosti Verkhovnoi Rady Ukrainy*, (38–39). Retrieved from <http://zakon5.rada.gov.ua/laws/show/2145-19>
- Verkhovna Rada Ukrainy. (2024). *Proekt Zakonu Ukrainy “Pro akademichnu dobrochesnist”* [Draft Law of Ukraine “On Academic Integrity”] (Reyestratsiynyy № 10392; 08.01.2024). Retrieved from <https://itd.rada.gov.ua/billInfo/Bills/Card/43481>



- Wiatrowski, Z. (2010). *Praca człowieka – wątpliwości, nieporozumienia i realia* [Human Work – Doubts, Misunderstandings and Realities]. In J. Zimny & N. Nyczkało (Eds.), *Semper in Altum. Zawsze wzwyż* (pp. 613–616). Katolicki Uniwersytet Lubelski Jana Pawła II.
- Wiatrowski, Z. (2021). *Pedeutologia jako nauka o nauczycielu* [Pedeutology as a Science about the Teacher]. Warszawa: Wydawnictwo Naukowe PWN.
- Zahnitko, A. P. (2008). *Osnovy dyskursologii* [Foundations of Discourse Studies]. Donetsk: DonNU.
- Zahnitko, A. (2020). *Kognityvno-dyskursywnyi analiz terminologii osvity* [Cognitive-Discursive Analysis of Educational Terminology]. Donetsk: Skhidna Brama.
- Zakharchenko, V. M., Kalashnikova, S. A., Luhovyi, V. I., Stavytskyi, A. V., Rashkevych, Yu. M., & Talanova, Zh. V. (Uklad.); Kremen, V. H. (Red.). (2014). *Natsional'nyi osvittii hlosarii: vyshcha osvita* [National Educational Glossary: Higher Education] (2nd ed., revised and expanded). Pleiady.