



Research Article

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Lexico-Associative Image of a Teacher in the Language Consciousness of a Future Teacher: According to a Free Associative Experiment

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Abstract

The article analyzes the results of a free associative experiment to determine the associative image of the teacher in the language consciousness of students of pedagogical specialty. The experiment was conducted to determine the degree of influence of extralingual factors on the status of teachers in the modern world, strengthened by the reform processes in education, reorientation to a competency-based approach to training students within the project "New Ukrainian School". In the associative field of the token "teacher" there are four thematic areas: "Nomination of a person on a professional basis" "Teacher's characteristics". "Learning process".

Keywords: associate, associative field, free associative experiment, word-stimulus, token "teacher", lexical-associative image of a teacher, emotional-evaluative component of meaning

1. Introduction

The teaching community represents an important socio-professional group, especially in the modern realities of Ukraine. Strengthening the processes of globalization and digitalization, changes in the socio-economic conditions, the challenges caused by the pandemic, have a significant impact on the

position of the teacher. At the same time, namely the motivated teacher has the freedom of creativity and develops professionally, being the central figure in the educational process of the New Ukrainian School, ensuring the implementation of the innovative content of education, focused on the formation of competencies necessary for successful self-realization in society (New Ukrainian school, p. 7).

The orientation of modern Ukrainian education towards a competency-based approach involves the acquisition of knowledge, skills, and abilities by applicants for educational services that will ensure the socialization and harmonious life of a person in a dynamic digital environment. Therefore, we consider it relevant to study the modern meaningful filling of the concept of “teacher” in the language picture of the world of pedagogical specialties students based on the results of the free associative experience.

The work of a teacher has been recognized as a priority throughout the history of civilization, however, modern transformational processes in the world and national-level education systems are accompanied by a number of problems, including a decrease in the social status of the profession as a whole, aging of teaching personnel, and a change in society's attitude towards the teaching profession. We also note that the establishment of updated components of the concept of “teacher” is important not only for the public, but also for the teachers themselves, in particular, to increase their self-esteem, increase self-confidence, and, consequently, the formation of a successful teacher, in the person of which the Ukrainian school will be effective, a person-leader, “...who can lead, who loves his/her subject, who teaches it professionally” (New Ukrainian school, p. 16).

Our study is based on the traditional interpretation of the semantics of the word as “... the meaning of language units - individual words, phraseological units, word components, etc.” (Dictionary of the Ukrainian language, p. 120). Considering the language picture of the world as “... a set of human ideas about the real world, fixed in the system of meanings of a certain language, in its lexical-semantic subsystem, in the structure of encyclopedic, explanatory dictionaries, in countless speech situations, texts of different types, types, genres, finally, in individual communication” (Sokolovskaya, 2002, p. 87-88), we can assume that such representations are reflected in the semantics of linguistic units. Mastering the language, in particular, the meaning of words, the speaker simultaneously acquires these ideas, and throughout his life supplements, modifies, and corrects them. The materials of associative experience reproduce universal cognitive structures (knowledge) and personal traits of informants, the content of their personal ideas. At the same time, it is important to identify the actual associative volume of the word, which is different from the dictionary definition.

The associative lexicography of the modern Ukrainian language is presented by several works: “The Dictionary of Associative Norms of the Ukrainian Language” by N. Butenko (1979), in which the researcher added 33 more words to the 100 words of the “Kent-Rozanov list” (Butenko, 1979), her own “Dictionary of Associative “definitions of nouns in the Ukrainian language” (1989), containing more than 800 dictionary entries (Butenko, 1989).

“Slavic Associative Dictionary” covers materials of free associative experiments conducted in Belarusian, Bulgarian, Ukrainian, Russian context (1998–1999), has HTML and PDF versions and a printed version (Ufimtseva et al., 2000).

At the beginning of the 21st century in Ukrainian linguistics, a new work on associative linguistics appeared – ‘Ukrainian Associative Dictionary’ by S. Martinek. The first volume of the dictionary presents the associative fields of stimulus words (“from stimulus to response”), the second one – in reverse order (“from response to stimulus”) (Pasichnyk, 2009, p. 11). In these sources, there are no associative fields of the teacher's lexeme.

In the monograph by I. Serebryanskaya “Education in Ukraine: observation through the prism of the linguistic picture of the world”, devoted to the analysis of the linguistic image of Ukrainian education as a valuable fragment of the linguistic picture of the world, in particular, innovative processes in the vocabulary for the designation of educational realities are considered; the specificity of the representation of educational concepts in the linguistic consciousness of three social groups of

speakers (students, teachers, journalists) is outlined there (Serebryanska, 2018).

In the scientific research of A. Dzyubenko "The concept of learning in the language picture of the world of Ukrainian students (according to the psycholinguistic experiment)", the concept of learning in the language picture of the world of Ukrainian students was analyzed, among the stimulus words the author used the words student, teacher, knowledge, mind (Dziubenko, 2015).

The works of L. Serdiychuk (2014) and L. Spiridonova (2015) are devoted to the multidimensional characterization of the concept *teacher*.

The purpose of the article is to determine the lexical-associative image of the lexeme *teacher* in the language picture of the world of a modern student of a pedagogical specialty and to characterize its content. Based on the analysis of the data of a free associative experiment, we outline and analyze the components of the lexical-associative image of a *teacher* in the linguistic consciousness of students of pedagogical specialties.

We believe that extralingual factors actualized the individual components of the concept of a *teacher* in the language picture of the world of young people; the semantic volume of the corresponding lexeme is expanded, therefore, the analysis of the enclosed associative field of the word-stimulus "teacher" will allow the differentiation of the received reactions by lexico-thematic groups. The results of the associative experiment represent the respondents' personal ideas about the teacher, in particular, emotional reactions to the stimulus word, and are also informative in terms of the choice of means of verbalization of the associative field of the lexeme "teacher".

2. Materials and Method

As the main research method, a free associative experiment was used, with the help of which it is possible to establish the actual content of the concept of "teacher" and determine its components. The method of application of associative experiments for the analysis of the language system is used by Dina Abdel Salam El-Dakhs (2017), N. Kostruba (2018), O. Kotys (2014), V. Zavatsky, L. Letyucha, O. Petrov (2019). Materials of associative research are considered in the aspect of psycholinguistic problems of S. Rakosi (2017) and cognitive paradigm - L. Vivas, L. Manoilloff, A. García, F. Lizarralde, J. Vivas (2019).

To implement the outlined tasks of the scientific study, we also use the method of observation of lexical material, descriptive method; methods of lexical-semantic analysis - for differentiation of the received words-reactions on thematic groups, psycholinguistic analysis - for isolation of emotional reaction of the respondent to the word-stimulus.

To determine the semantic volume of the lexeme "teacher" in the language picture of the world of modern youth, a free associative experiment was conducted with the participation of applicants for a higher education degree of a bachelor of pedagogical specialties - 106 1st year students of the Faculty of Philology and Journalism of Vinnitsa State Pedagogical University named after Mikhail Stelmakh at the age of 18–20 years. Each respondent was asked to write down five associative reactions to the word "teacher" - the first words that come to mind during the response. The choice of word-reaction was not limited either formally or semantically; researchers have taken into account the reservations of researchers that, with a strict time limit, informants give the most typical answers, while an increase in time diversifies reactions and causes the appearance of unusual, unique associations. Let us note that individual informants answered with six or more associations that were informatively significant. S. Martinek notes that "... the second, third, etc. reactions that are usually not indicated in associative dictionaries also contain important information that can be used, in particular, for the explication of the corresponding conceptual structures in the minds of the speakers" (Martinek, 2011, p. 14).

3. Results

As a result of the conducted free associative experiments, the associative field of the token teacher

was identified, which contains 540 reactions to the word-stimulus. The set of associations established as a result of a free associative experiment makes it possible to identify the semantic volume of the token *teacher* and the actualized components of meaning in the linguistic consciousness of our recipients.

It is known that the semantics of a word is determined by the interaction of denotative, connotative and significant components of meaning. The core, the center of the semantic structure of the word is represented by the denotative and significant components, presented by the dictionary definition and scientific interpretations of the token. The concluded associative field of the word-stimulus expresses specific features of the teacher's professional activity, which gives grounds to interpret it as a system of semantically connected and extralingually conditioned units.

In the "Dictionary of the Ukrainian language" in 11 volumes, the word *teacher* is interpreted in two ways: 1. A person who *teaches* a subject at school. 2. A person who is an authority in any field that influences others, transmits his experience, knowledge, serves as an example for them (*Dictionary of the Ukrainian language*, p. 536). As a result of elaboration of the associative field of the token *teacher*, we singled out 4 main thematic groups of reactions: "Nomination of a person on a professional basis", "Teacher's characteristics", "Learning process", "Emotional reactions (perception, assessment)".

The first thematic group "Nomination of a person on a professional basis" is quite extensive - 108 associates (20% of the associative field): *mentor* 29; *another* 12; *another mom* 6; *educated person* 5; *educator* 5; *professional* 5; *guide* 4; *woman* 3; *class teacher* 3; *connoisseur* 2; *conductor* 2; *smart man* 2; *source of knowledge* 2; *thinker* 2; *speaker* 2; *specialist* 2; *speaker* 2; *a person who teaches*; *one who is not always clear to me*; *indifferent person*; *genius*; "old-fashioned" teachers; *a person who has knowledge*; *educated person*; *stager*; *tyrant*; *cyborg*; *kind*; *teacher*; *omniscient*; *comedian*; *the giver shares his own knowledge*; *companion (directs to the right path)*; *the one who expresses the rules*; *Prometheus of knowledge*; *a person who will help in certain matters*; *the one who teaches*; *savior*; *conductor*; *Angela Yuriyivna*; *friend*; *a person who knows how to approach the child, to reveal his talents*; *the whole soul is "invested" in the work*. This part of the associative field of the token "teacher", in our opinion, is most correlated with the semantic volume of the word, identical to the dictionary definition.

According to the results of the experiment, the most frequent association of the token *teacher* in the linguistic picture of the world of students of pedagogical specialties was the word *mentor* (29 reactions, 5.3%). Other words-reactions that come into synonymous with it are also characterized by high frequency: *friend* 12; *another mom* 6; *educator* 5; *advisor* 4.

In general, in the first thematic group, we observe a significant advantage of reactions with the connotative component of positive semantics: *mentor* 29; *another* 12; *another mom* 6; *educated person* 5; *guide* 4. Only 3 sporadic associations of negative semantics are recorded: sometimes an annoying person; indifferent person; tyrant. Individual reactions cannot be qualified unambiguously: one who is not always clear to me; "old-fashioned" teachers; *cyborg*; *teacher*; *omniscient*; *comedian*.

Among the first thematic group of associates, we will single out the expanded names formed on the model of syntactic constructions, in particular the subordinate phrase: *second mother* 6; *educated person* 5; *smart man* 2; *stager*; "old-fashioned" teachers; a complex sentence with a contracted definite part: the person who teaches; a person who has knowledge, a person who is sometimes annoying; a person who commands respect; a person who will help in certain matters; a person who knows how to approach the child, to reveal his talents; one who is not always clear to me; the giver who shares his own knowledge; the one who expresses the rules; the one who teaches.

In the associative field of the token *teacher*, a number of metaphorical names with an emotional and evaluative component were recorded: *second mother* 6; *conductor*; *source of knowledge* 2; *genius*; *tyrant*; *cyborg*; *kind*; *teacher*; *omniscient*; *comedian*; *educator*; *Prometheus of knowledge*; *savior*; *conductor*. Let us note that these are also mostly tokens with positive semantics, some of them have signs of proverbs (*kind*; *teacher*) and ironic connotations (*omniscient*; *comedian*; *savior*).

Traditional teacher names like *class teacher*, the one who expresses rules, etc. in the associative field are less frequent compared to the reactions-associates like: *professional* 5; *thinker* 2; *speaker* 2;

specialist 2; speaker 2; companion (directs to the right path); the one who teaches; a person who is able to find an approach to the child, to reveal his talents, etc., which, in our opinion, are significant for the respondents and important for identifying the actual semantic scope of the token *teacher*. It is important that the participants of the experiment did not associate the word-stimulus with specific teachers (except for 1 reaction: *Angela Yuriyivna*) and the first teachers (no associations).

The second thematic group "Teacher characteristics" is formed by two subgroups:

- motivational signs of appearance (24 associates, 4.4% of the associative field): *cry 6; glasses 4; elegance 2; business style 2; diction; shorts; style; short hairstyle; skirt; raised voice; meticulous look; poverty; "paperwork"; welding*. Relatively frequent words-reactions present stereotypical ideas about the teacher (shout; glasses; business style), and sporadic ones manifest the modern image of the teacher in the perception of recipients (shorts; style). We state that this thematic subgroup is dominated by traditional, often pejoratively marked, features of the teaching profession: *shout; raised voice; poverty; "paperwork"; quarrels*;
- motivational features of the internal state (171 associates, 32% of the associative field): *knowledge 24; wisdom 18; mind 13; example 6; experience 5; responsibility 4; rigor 4; smart 4; severity 4; authority 4; competence 4; education 3; control 3; kindness 3; attitude 3; support 3; lesson 3; demanding 3; injustice 2; fair 2; indifference 2; anger 2; inspiration 2; creativity 2; development 2; persistence 2; requirements 2; honesty 2; sample; seriousness; interest; creative; correct; responsible; austere; erudition; sample; charisma; complete ideal of behavior (should be); physical and intellectual fatigue; apathy; demanding; restraint; tolerance; patience; arrogance; savvy; superiority; the desire to give better knowledge; the embodiment of kindness; good mood; objectivity; lack of experience; care; punctuality; sometimes not interesting; care; bad mood of the teacher; sometimes trust; equal treatment of all; not perfect; thirst to show oneself for the better; good; strength (because it is difficult to be a teacher); certainty; art; openness*.

This thematic subgroup was dominant in the respondents' perception, at the same time, according to our observations, only 25% of words-reactions correlate with the semantic volume of the token *teacher* – "a person who teaches, teaches a subject in school": *knowledge 24; wisdom 18; mind 13; smart 4; competence 4; education 3; control 3; support 3; lesson 3; development 2; persistence 2; the desire to give better knowledge; "A person who is an authority in any field, who influences others, transmits his experience, knowledge, serves as an example for them": example 6; experience 5; authority 4; inspiration 2; charisma; complete ideal of behavior (should be); lack of experience; not perfect*.

It is gratifying that the reactions are associated words to denote intelligence: *wisdom 18; smart 4; competence 4; education 3; lesson 3; creativity 2; development 2; mind; interest; creative; erudition; awareness*, this testifies to the importance of the relevant component of the associative image of the teacher in the linguistic picture of the world of recipients.

The second activity is the nomination of the control function, which is associated with the traditions of the previous school system: *responsibility 4; rigor 4; severity 4; control 3; demanding 3; injustice 2; fair 2; indifference 2; persistence 2; requirements 2; discipline 2; seriousness; responsible; austere; demanding*. Associates of opposite semantics are mostly sporadic: *support 3; kindness 3; inspiration 2; charisma; tolerance, etc.*

The analyzed thematic subgroup is dominated by reactions semantically distant from the lexicographical meaning of the word "teacher": *rigor 4; severity 4; injustice 2; fair 2; indifference 2; anger 2; inspiration 2*. We state that the recipients use associates with a positive connotation to denote a teacher, such as: *good mood; honesty; correct; good; the desire to give better knowledge; objectivity; care; care; the same attitude to all and a rather small number of tokens with opposite semantics: anger 2; injustice 2; indifference 2; arrogance; superiority; apathy*.

Given the objectives of our study, the following words-reactions of the associative field of the token *teacher* are socially motivated: *physical and intellectual fatigue; apathy; lack of experience; sometimes not interesting; bad mood of the teacher*. In our opinion, the volume and components of

this thematic subgroup of the associative field of the word-stimulus teacher demonstrate a clear idea of the respondents about the moral and psychological portrait of the modern teacher.

It is significantly emphasized by the third thematic group, singled out in the associative field of the word-stimulus teacher – “Learning process” (147 associates, 27% of the associative field): *learning 19; lesson 15; school 13; grades 12; explanation 6; board 6; magazine 5; teaching 3; red paste 3; assistance 3; control 3; mathematics 3; information 2; ZNO 2; chalk 2; control work 2; discipline 2; remarks 2; discussions 2; doctrine; subject; diary; leisure; class; question; 1st of September; rule; speech; lecture; call; communication; praise; pride; awards; participation in the Olympiad; a reminder that if you don't read, no one will read; Ukrainian language; ethics; hours of persuasion; exercise; writing; children; double leaf; ban; height; instructions; errors in checking tests; science; examination; endless journal entries; twos; chemistry; pointer; chewing; abuse; stories about life in the classroom; anecdotes from the director's grandmother; German; English; foreign.*

Words-reactions of this thematic group is represented in the image of the teacher a modern school system with the following hierarchy of components:

1. learning attributes: learning 19; lesson 15; school 13; grades 12; explanation 6; board 6; magazine 5; teaching 3; mathematics 3; information 2; chalk 2; control work 2; discipline 2; doctrine; subject; diary; leisure; class; question; 1st of September; rule; lecture; call; communication; participation in the Olympiad; Ukrainian language; ethics; exercise; writing; children; science; examination; twos; chemistry; pointer; German; English; foreign. Among the reactions, the most frequent are tokens that nominate elements of the traditional school system, in particular typical forms of organization of the educational process. We state the absence in the associative field of names related to innovative technologies such as: interactive lesson, multimedia presentation, etc.;
2. manner of pedagogical work: red paste 3; assistance 3; control 3; remarks 2; discussions 2; method; speech; praise; a reminder that if you don't read, no one will read; hours of persuasion; ban; instructions; errors in checking tests; endless journal entries; chewing. This group of the associative field is especially important given that the recipients are future teachers, so their understanding of the specifics of the teacher's professional activity determines the next steps in their acquisition of professional competencies. The analysis of the thematic group confirms a significant weakening of the role of the teacher as an educator: only sporadic associations such as remarks and instructions are recorded. Stereotypes about the teacher present nominations related to the attributes of the “old school”: *a double leaflet; errors in checking tests; endless journal entries; chewing; stories about life in the classroom; anecdotes from the director's grandmother; abuse.*

Also, important ones are the reactions that testify to the importance of the figure of the teacher in modern society: pride; awards; height. It is known that a person in his development seeks to focus on a certain coordinate system, as well as professional, which allow building own picture of the world. The associative field of the token *teacher*, in our opinion, reflects the results of the complex interaction of the social role of the teacher and the recipients' own experience. Each of the participants of the associative experiment was in long-term communicative contact with teachers, and this provided individual reactions, assessments, interpretations, and as a result - a formed attitude to the generalized figure of the teacher. Such an image in the student's language consciousness has an impact on his daily educational activities and future professional practice.

Therefore, the fourth thematic group of the associative field “Emotional reactions (perception, evaluation)” - 90 associates (16.6% of the associative field) - is important in terms of the objectives of our article: *respect 12; profession 9; education 9; education 7; “Call for the teacher!” 4; work 4; fear 4; behavior 3; work 3; misunderstanding 2; stress 2; sentences 2; not interesting 2; mood 2; oppression; “I'll call your parents now!” ; employment; relationships; awareness; another opinion; “Pets”; the film “Teacher for replacement”; anxiety when asked; to teach; will force you to do something; what are we going to do; “Where did communism go?” ; the improbability of seeing him outside of school; interest; pity; jokes from Facebook. These sporadic reactions present the subjective emotions of the participants*

in the associative experiment, some of which are typical and predictable: employment; punctuality; anxiety when asked; will force you to do something; what are we going to do; sometimes not interesting.

We consider it necessary to analyze the following associations: non-equality; the opinion one has to follow in order to please the teacher; equal treatment for all. These reactions indicate the problem of modern school education, in particular, the lack of cooperation between teacher and student in the educational environment, authoritarianism in teacher' behavior. Symptomatic one, in our opinion, is the lack of culturally marked associations in the analyzed field, except for a single reaction: the film "Teacher for a replacement". The participants in the experiment did not use any literary or cinematic sources on school topics, nor were there any reactions related to the first teacher. The image of the teacher, which is important in the Ukrainian ethnoculture, has noticeably lost the aura of exclusivity and significance and has been modernized, which we associate primarily with the change of social priorities.

The associative field of the token *teacher* also represents the psycholinguistic meaning of the word, which researchers qualify as an ordered unity of all semantic components; it actualizes the word in the minds of native speakers in the unity of all semantic features. The experiment revealed the expansion of the psycholinguistic content of the token *teacher* due to the action of social and subjective factors or their combination. The main reactions of the participants of the experiment are positively labeled words: *mentor 29; knowledge 24; wisdom 18; mind 13; respect 12; another 12; example 6; second mother 6* (120 reactions, 22.2% of the associative field). However, for modeling the image of the teacher, it is the semantically distant from the lexical meaning associations that contain the emotional-evaluative component (140 reactions, 25.9% of the associative field) which, in turn, are important.

Such reactions are mainly represented by the names of abstract concepts: doctrine; sample; subject; seriousness; interest; method; oppression; creative; correct, etc. The specificity of the image of the teacher in the linguistic picture of the student's world is evidenced by sporadic associations with connotative labeling, which can be combined into several groups, some of which are binary oppositions on the scale "good - bad": *strict - the embodiment of kindness; objectivity is not equality; anxiety - apathy; openness - restraint; supremacy - tolerance*. Other elements of the associative image are in paradigmatic terms: readability; awareness; savvy; responsibility; demanding, punctuality.

In general, we note the ambivalent nature of the following reactions: the usual meaning of the associations used is positively marked, but in the minds of modern youth, such nominations have mostly negative layers: teaching; exacting; awareness; demanding, etc.

Less frequent, sporadic in the associative field are reactions - the names of specific concepts: *board 6; magazine 5; glasses 4; red paste 3; woman 3; chalk 2; diary; call; shorts; double leaf; short hairstyle; skirt; pointer*. In our opinion, such associations are the result of metaphorization according to the model "person - optical / tactile image of the object world", respectively, the teacher is associated with typical objects that belong to him or surround him.

Syntactic constructions (61 reactions, 11.3% of the associative field) are also a means of modeling the associative image of the teacher. The vast majority of such names have a denotative nature: *educated person 5; smart man 2; a person who teaches; a person who has knowledge; the giver shares his own knowledge*. In some reactions, semantics is concretized by adverbial propagators: *sometimes a person who is annoying; sometimes commands respect; one who is not always clear to me; sometimes not interesting; sometimes trust*. Metaphorical constructions in the associative field of the word-stimulus *teacher* are mostly standard: *second mother 6; source of knowledge 2; "old-fashioned" teachers; the embodiment of kindness; meticulous look; raised voice; the whole soul is "invested" in work, and so on*.

Sporadic associates: *complete ideal of behavior (should be); a reminder that if you don't read, no one will read; the opinion you have to follow in order to please the teacher; errors in checking tests; stories about life in the classroom; anecdotes from the principal's grandmother do not correspond to the semantic scope of the teacher's token and reflect the purely subjective experience of the participants in the experiment. Students' figurative worldview is also presented by reactions: "Call*

for a teacher!" 4; "Now I'll call your parents!"; companion (directs to the right path); "And where did communism go?"; the improbability of seeing him outside of school.

4. Discussion

As the results of the study show, in the image of the world of future teachers, one can single out the world of their profession as a special stable categorical grid of typification and interpretation of professional tasks, as a complex of deep structures that reflect a person's biased attitude to the world and determine the style and way of his behavior in life and professional situations. The teacher, as a participant in pedagogical activity, builds his own image of the world and a system of values that are adequate to empirical reality; therefore, the conceptual and emotional-evaluative components of the concept are the most significant for him.

The content of the concept is both a product and an instrument of ideology that creates a system of values in the minds. The values of the 'reference teacher' are focused on enlightening the masses, on dedication, selflessness. The values of the profession include deep knowledge, rich life / spiritual experience, mastery of the word - the main teaching tool, attention to the needs of students. Pedagogical values, established from the position of the student and educator, have a personal meaning for the student: they include kindness, love for children, tolerance, restraint in the manifestation of feelings and at the same time openness, the desire to transfer one's experience and knowledge to students.

The value component of the concept "teacher" correlates with the values of pedagogical discourse, since the teacher is at the center of the most important socio-cultural process - education. The axiological side of the concept "teacher" is determined by its relation to the concept "education": it is a value dominant, the central concept that forms the basis of the concept sphere of 'education'. The relevant public institution is designed to transfer knowledge, and the teacher is the executor of this mission.

Thus, the linguocultural habitat of the concept actualizes certain features of its three-component structure, allowing the concept to be filled as a kind of "research construct" with information that is not abstracted from native speakers. Therefore, the discursive approach should be an integral part of the study of the concept, helping to form the most complete picture of it, consisting of opinions, attitudes, stereotypes of an individual or a social group.

In order to further study the concept of "teacher", it seems necessary to involve literary texts, which will expand the study of the ways of its linguistic implementation within the framework of the educational genre of pedagogical discourse and will reveal the features of the individual author's conceptualization. In addition, the study can be continued by establishing links between this concept and other elements of the "education" concept sphere. Due to the fact that the content of the concept "teacher" can change under the influence of such factors as a change in the political system, ideology, changes in social values, it is also interesting to study the evolution of the concept at different historical stages.

5. Conclusion

The study of the associative semantics of the token teacher and its comparison with the lexicographic definition of the word proves that the linguistic picture of the world of the modern student of pedagogical specialty is dominated by associations correlated with the common meaning of the word *stimulus*. Four lexical-thematic groups - "Nomination of a person on a professional basis", "Teacher's characteristics", "Learning process", "Emotional reactions (perception, evaluation)" - model the associative image of the teacher in the language consciousness of the student - future teacher and testify to the expansion of semantic volume of the appropriate tokens.

The most frequent association of the word-stimulus *teacher* in the linguistic picture of the world of students of pedagogical specialties was the word mentor (29 reactions, 5.3% of the

associative field), which is part of the first thematic group “Nomination of a person on a professional basis”. In the second thematic group “Characteristics of the teacher”, the thematic subgroup “Motivational signs of the internal state” (32% of the associative field) is dominant in the representation of the respondents. The words-reactions of the thematic group “Learning Process” represent in the image of the teacher a modern school system with the following hierarchy of components: the attributes of learning, the manner of pedagogical work. The analysis of the thematic group “Emotional reactions (perception, evaluation)” showed a number of problems of modern school education, including the lack of cooperation between teacher and student in the educational environment, authoritarianism in teacher behavior, indirectly represented by words-reactions.

In general, the main associations of the participants of the experiment were positively labeled units available in all thematic groups: mentor, knowledge, wisdom, intelligence, respect, friend, example, second mother (120 reactions, 22.2% of the associative field). The generalized results of the research are important first of all for strengthening the motivational sphere of higher education seekers of pedagogical specialties, in particular its professional and practical component. We are also convinced of the need to popularize the main features of the associative image of the modern teacher among the participants of the educational process to prevent negative manifestations of professional activity and enable activation of innovative components of pedagogical work. The prospect of further research of the associative image of the teacher is associated with conducting similar associative experiments with the participation of students of different ages.

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