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Comparative Research in the Field of Professional Education of Preschool Teachers: Comparative Content Analysis as a Method of Authentic Interpretation of Concepts

Nataliia I. Melnyk

National Aviation University, Kyiv, Ukraine

Alla M. Bogush

South Ukrainian National Pedagogical University named after K.D. Ushynsky, Odesa, Ukraine

Valentyna M. Vertuhina

Borys Grinchenko Kyiv University, Kyiv, Ukraine

Nataliia D. Trofaiła

Pavlo Tychnyna Uman State Pedagogical University, Uman, Ukraine

Nadiia V. Rohalska

Mykolaiv National University named after V.O. Sukhomlinsky, Mykolaiv, Ukraine

Abstract--The article is devoted to the disclosure of psycholinguistic aspects of comparative research, in particular the specifics of speech and thinking activities of the comparativist in the application of comparative content analysis of Ukrainian and English scientific pedagogical terminology. Theoretical aspects of comparative content analysis in comparative pedagogical research are revealed, which consist in: objectivity of system and quantitative description of the available content of the term; counting the semantic units represented in the information array that are determined; objectivity of conclusions and rigour of a procedure; quantification of text processing with the subsequent interpretation of the results of the analytical review of the phenomenon under study. It is determined that the speech-thinking activity of a comparativist is characterised by a step-by-step and complex of complementary, interconnected operations, which consist of the following components: motivational-target, cognitive-semantic, reproductive-activity, creative-active,

evaluative-reflexive. It was determined that the methodological aspects of the application of comparative content analysis are the necessity to separate units for analysis, the formation of a sample that will ensure the authenticity of the interpretation of the concept in the domestic research-pedagogical thesaurus.

Keywords---comparative content analysis, comparative researches, interpretation, method, speech-thinking activity, translation.

Introduction

The dynamic development of modern Ukrainian scientific terminology is actualised through the implementation of numerous comparative studies in linguistics (Zelenko, 2010; Ivashchenko, 2013; Selivanova, 2008; Goddard & Wierzbicka, 2014; Dressler et al., 2010), in the pedagogical field (Lokshina, 2015; Melnyk, 2017; Pukhovska, 2012; Bray et al., 2000; Cowen, 2000; Gonzalez, & Wagenaar, 2003) and psycholinguistics (Bogush & Kovtun, 2019; Kharchenko, 2017; Zasekina, 2016). The intensification of comparative research of Ukrainian scientists in the field of education is due to the fact that the professional training of teachers in Europe and the world in recent decades is a valuable source for thorough analysis, rational and comprehensive understanding. An objective assessment of foreign experience based on the implementation of fundamental comparative research contributes to the formation of a single educational space between Ukraine and Europe. In view of the above, qualitative comparative research is important for the renewal of the modern domestic higher pedagogical school in solving current issues of its present and future.

The process of conducting comparative research involves not only research, but also complex speech and thinking activities of a comparativist. A researcher-comparativist faces the peculiarities of the translation of scientific terminology and interpretation of scientific, documentary, legislative content of a foreign text, which actualises the question of identity and authenticity of the translation of concepts. Thus, a researcher faces a number of questions, the main of which are the psycholinguistic aspect of language comprehension and qualitative methods of interpretation of the studied phenomenon in domestic and foreign science (Melnyk, 2019). In the context of this, the current method of comparative research is a comparative content analysis (Zyura, 2013), which is one of the dominant in the process of semantisation of pedagogical concepts, terms or phenomena. The use of comparative content analysis allows a comparativist:

- to clearly specify the categorical apparatus in the English interpretation (this is necessary for the researcher to understand the common and different characteristics of the studied phenomenon for domestic and foreign educational theory and practice);
- to reasonably refer to those documents and scientific works in the English-language scientific information dimension, which use exactly the terms he outlined in the process of his analysis, as they most accurately reflect the essence of the phenomenon in the context of its understanding in Ukrainian scientific and educational dimensions.

The quality of comparative pedagogical research, which involves the study of two or more educational systems, pedagogical phenomena or processes, is determined by a set of factors, including: professional speech training of a researcher-comparativist; depth of his professional knowledge and understanding of the specifics of the studied pedagogical unit; foreign language competence (knowledge of a foreign language, communicative/multicultural competence), psycholinguistic factors (motivational, orientation-research and executive phases of speech-thinking activity, hierarchical organisation of speech actions and operations), etc. Thus, foreign language training and competence of a researcher, the ability to implement speech-thinking activities are important conditions for comparative pedagogical research, which must be taken into account at the stage of determining the topic of a dissertation, as the specifics of comparative research involves not only a scientist being in foreign higher education but also direct foreign language scientific and professional communication with representatives of these institutions, correspondence, work with the legal framework in the original language, etc.

The purpose of the article is to study the essence of comparative content analysis in comparative research, its functions and features of application; in determining the psycholinguistic aspects of comparative content analysis by a comparative researcher. This purpose determines the alternate solution of the following tasks:

- to clarify the essence of the method of comparative content analysis, its meaning and function in the process of implementation and design of the results of comparative research;
- to find out the psycholinguistic aspects of the application of comparative content analysis by a comparative researcher;
- to establish the stages of application of comparative content analysis in the process of comparative research.

Materials and methods

Modern translation practice is represented by a wide range of methods of correct interpretation of the phenomenon under study, including: literal translation, direct borrowing method, descriptive method, transcoding, content analysis, comparative analysis, etc. (Yancheva, 2012; Melnyk, 2017). Methodological approaches: hermeneutic, verification, combined, contextual, etc. (Melnyk, 2019). However, the presence of such an arsenal of methods and approaches does not always provide a quality interpretation and comparison of Ukrainian and foreign scientific terminology, as often a researcher working in the field of pedagogical comparative studies and fluent in a foreign language must first study the linguistic aspects of foreign language interpretation, further master the specifics of the use of methods in general, and only then choose the methods or approaches that best ensure the disclosure of the studied pedagogical phenomenon.

The research used a set of methods: theoretical – analysis of psycholinguistic literature, the generalisation of theoretical provisions obtained in the analysis, systematisation and separation of functions and tasks of comparative content analysis in comparative studies; empirical – observation of professional-speech

activity of researchers who carry out comparative research, psycholinguistic analysis of their speech-thinking activity, the process of mastering new concepts of English pedagogical terminology; theoretical and practical – modelling to create a construct of step-by-step application of comparative content analysis in comparative research (Antrop, 2001; Graneheim et al., 2017).

The concept of any scientific research determines the researcher's use of a set of interrelated and complementary approaches. For psycholinguistic and pedagogical research that involves comparative characterisation, analysis or description, the founding approach will be comparative. A comparative or competitive approach provides a comprehensive study of the peculiarities of pedagogical phenomena in the countries selected by a researcher for analysis; allows finding out the common and distinctive features of the implementation of the processes identified in the pedagogical comparative study, making comparisons with domestic science and practice in order to highlight the promising achievements of foreign educational institutions. The comparative approach provides the definition and justification of criteria for comparing pedagogical processes in the countries selected for analysis, and its implementation involves the use of a set of methods (comparative analysis, content analysis, modelling, etc.) (Melnyk, 2017).

Within the framework of the initiated research, the authors will focus on clarifying the essence of comparative content analysis, clarifying its meaning and function in the process of comparative pedagogical research. Comparative content analysis is a formalised method introduced by the American researcher G. Lasswell (Lasswell et al., 1952), which according to the classical definition of B. Berelson is a research technique for an objective systematic and quantitative description of the existing content of communication that meets the goals of a researcher, the essence of which is to count the semantic units represented in a certain information array (Berelson, 1952). Content analysis is a qualitative and quantitative method of studying documents, which is characterised by the objectivity of the conclusions and the severity of the procedure and consists in the quantification of a text with the subsequent interpretation of the results of the analytical review.

To achieve objectivity, which is one of the main characteristics of comparative content analysis, it seems necessary to use the criteria proposed by O. Zabolotna: to accurately determine the objective boundaries of the text, its type and correlations with social phenomena reflected in it; as a unit of observation structural units should be allocated that would be represented in relation to the whole text and its individual essential parts; units of analysis must be recurrent, i.e. have repetition (or its possibility) throughout the text, as well as the identification of features that determine their quality; units of analysis and their features should be convenient for measurement, calculation and comparison, i.e. subject to formalisation (Zabolotna, 2015; Shulga et al., 2021).

The authors emphasise that the use of content analysis in comparative research is important given the need for a high degree of accuracy of interpretation and objectivity of information about the pedagogical process or phenomenon being studied. The process of applying comparative content analysis is impossible

without taking into account the psycholinguistic features of speech-thinking activity of a comparative researcher, as the development of foreign terminology, interpretation of scientific content, its direct or literal translation, search for authentic counterparts in the language of research:

- Formation of specific foreign language speech skills and speech or communication skills based on them, taking into account the fact that the types of speech activity include “different types of speech skills and speech abilities” (Bogush, 2015). It follows that the methods of application of comparative content analysis should be correlated with the structure and formation of appropriate psycholinguistic mechanisms, always complex and multilevel. In practice, the necessity to ensure the formation of individual psychological operations and their complexes cannot ignore the fact of interaction of different types of speech activity, their intertwining, especially in solving complex communicative and translation problems (Leontiev, 2001; Tri et al., 2021);
- Taking into account the activity aspect of foreign language speech activity. The study of any pedagogical phenomenon by a comparative researcher is first of all the formation of external (material) and/or internal (mental) activity. In the practical implementation of comparative content analysis a comparativist must clearly imagine what is an object of study, and explore not so much the term as the context of its application and its reflexive interpretation (personal understanding generated by psycholinguistic analysis of the concept), which reflects the essence of the phenomenon;
- The formation of an activity involves not only the training of this activity (in the operational sense), but also the construction of a strategy for the implementation of the plan (cognitive aspect), which is provided by this activity (in the context of this study – research and translation). According to the theory of activity, “it is necessary to teach orientation in a subject and conditions of activity; it is necessary to form a motive that stimulates and directs this activity; it is necessary to teach those means without which the implementation of this activity is impossible” (Leontiev, 2001). Thus, the correctness of the interpretation of a foreign pedagogical term by a researcher-comparativist in terms of psycholinguistics involves the formation of orientation actions necessary for search and translation activities and to master the means of carrying out these activities. The very presentation of terms should be subject to the principles of functionality (from research intent, clarification of the content and essence of the concept to the means to do so) and system (comparativist must understand the importance of a pedagogical phenomenon in the general education system, if necessary to make conscious orientation in this system and choose the optimal term for its interpretation in Ukrainian).
- Consecutive stages of formation of a speech-thinking activity are associated with a certain dynamics of consciousness, the implementation of mental operations (Bogush, 2015). To form most effectively such a structural component of activity as an operation (skill), it is necessary to first put the implementation of this operation under the control of consciousness; subsequently, including this operation in a more complex system, gradually transfer it to lower levels of awareness; finally, forming a holistic act of activity, where awareness is focused on a goal (Leontiev, 2001). Therefore,

the use of comparative content analysis should be ensured by working out its individual structural components and then combining them into a holistic system of activities.

- Application of comparative content analysis taking into account the structure of speech activity.

The peculiarity of the use of content analysis in comparative research is that by choosing a unit of pedagogical research it is necessary to determine a sample of specific documents, research and reference sources that will confirm the authenticity of the interpretation of a concept (Peterson, 2005; Lonska & Boronenko, 2015; Pakhomova et al., 2021). Usually, the necessary source for obtaining information about a concept under study is determined by the repetition of this concept in the text of the normative document, the availability of its specific wording and references to national or international documents. When using comparative content analysis to select a study of the peculiarities of the interpretation of pedagogical concepts related to the field of pedagogical education to apply such criteria as: the presence of features in the text, which implies the presence of features (types) of a certain characteristic of the pedagogical concept in each part of the document, reference source), into which the text is divided; frequency of occurrence of units of analysis (number of mentions of pedagogical concept in the text). Units of content analysis in comparative studies can be:

- individual words, phrases, terms. For example, pedagogical concepts: teacher-educator-teacher; vocational preparation – vocational training – vocational education; early school education – preschool education; professional competence – professionalism, etc.;
- topics, messages, expressed in semantic images, articles, parts of the text, which provide a more complete description of the content of the document than the previous units of analysis. Thus, the topics in which the international situation of Ukraine, the transition to market relations, the fight against crime, the way of life and health of the nation, etc. are considered.
- the names of international and regional organisations, institutions, educational institutions, which is a certain generalised characteristic of the activities of organisations in a certain historical period that is characterised by certain social features. Their analysis gives a researcher important information about the studied historical epoch, the dominance of specific social, economic, political ideas, the influence of certain organisations and figures on the formation of public opinion about educational processes.

Results and discussion

As a special kind of activity, speech activity is subject to the general laws of activity (Kovtun, 2015). Leontiev (2001) defined the “principled structure” of any model of speech generation. It covers:

- the stage of motivation of the statement;
- the stage of the plan (program, plan);
- the stage of implementation of the plan (implementation of the plan);
- the stage of comparison of the plan implementation with the plan itself.

Regarding the application of comparative content analysis in comparative pedagogical research, these stages are filled with the following specific content:

- orientation in scientific terminology (identification of the scope, the definition of the type of concept, its general characteristics, belonging to a certain structure);
- planning the interpretation or translation of a concept from a foreign language into the language in which the research is conducted (what exactly needs to be translated, to which level of education the term or concept belongs, how it should be presented – in broad or narrow meanings), which involves the selection of such scientific terms units) that would correspond to the topic and purpose of the study, as well as their location in a certain sequence or hierarchy;
- implementation of the program of interpretation – development of the interpreted concept or term reflected from a foreign language;
- control, which involves the correlation of the results of translation or interpretation aimed at finding an authentic statement, detection, correction of errors in the structure, content of the interpretation of the concept (phenomenon or phenomenon) ([Kelchtermans, 1993](#); [Lindahl & Folkesson, 2012](#)).

It should be noted that speech-thinking activity is a complex dynamic process, which is characterised by phasing and a set of complementary processes. According to the basic provisions of psycholinguistic theory, speech activity includes:

- need, motive, purpose, plan, instruction, knowledge (linguistic and cultural);
- a comprehensive analysis of the situation in which the process of activity takes place;
- making a decision on the implementation or non-implementation of activities and the selection of optimal for a particular situation means of carrying out activities;
- planning activities and predicting its future outcome;
- performance of necessary actions and operations;
- constant control over the activity and its correction (if necessary);
- the final merger of activity with its purpose ([Diachuk, 2015](#)).

The speech-thinking activity of a comparativist is realised as a system of verbal signs, which a researcher uses for communication, mental activity, for accumulation, preservation and presentation of the results of his research from the studied foreign experience in scientific theory and practice of domestic educational environment. researched. This gives grounds for formulating the conclusion that the speech-thinking activity of a comparative researcher involves a number of interconnected psycholinguistic operations, which are the following components: motivational-target (provides guidance on a conscious positive attitude to the need for perfect command of Ukrainian and English scientific (pedagogical, psychological, methodological, etc.) terminology; the desire to master

the speech of professional scientific direction; improving the correct interpretation of English scientific concepts and terms in Ukrainian, striving to professional culture of scientific speech and communication); cognitive-semantic (involves the study by a comparativist in accordance with the defined object and subject of pedagogical, psychological, methodological concepts and terms of foreign science in order to clarify the essence of their interpretation and understanding in domestic science and in the scientific space of countries, whose experience is selected for comparative research); reproductive-active (aimed at the application of content analysis: translation of English terms and concepts, presentation of the characteristics of these terms or concepts in pedagogical, psychological, philosophical scientific literature through the interpretation of leading European, American and other scholars in the information field of authoritative international scientific publications, documents of the Council of Europe, international pedagogical organisations and independent associations of scientists, in the professional speech of teachers-practitioners and activists in the field of education, documents of the country whose experience is being studied, etc.); creative-active (involves immersion of a comparativist in the Ukrainian and English speech-thinking activity in the process of generalisations and conclusions. This means that a researcher practically correlates processes or phenomena that occur in the studied educational systems: seeks analogies in the functioning or structure of a system; determines the common and different in the interpretation of concepts, identifies the essential characteristics of the studied object or subject, taking into account the obtained theoretical generalisations); evaluative-reflexive (aims to form an adequate objective assessment of the Ukrainian version of the interpretation of the English-language concept formulated as a result of translation and interpretation activities, awareness of its essence, structure, features).

To understand how the implementation of these components of speech and thinking and optimise the process of application by a researcher of comparative content analysis in comparative studies, it is necessary to clearly understand the features and stages of implementation of this method. To this end, the authors will demonstrate an example of a comparative content analysis of Ukrainian and English pedagogical terminology related to the field of professional training of teachers. Qualitative implementation of comparative pedagogical research primarily involves determining the most common, generalised and unified interpretations of key concepts; delimitation of their essential features; finding out how English terms correspond to Ukrainian ones, and what is their semantic commonality or difference. The phenomenon of “professional pedagogical training” was chosen as an example. In terms of teachers, it is used in two English versions – “professional teacher education” and “vocational pedagogical training”. One of the leading tasks of a comparativist in the formation and justification of the categorical apparatus of research is to find the correct authentic English version of the term, taking into account the semantic, contextual, structural and functional aspects of this process. At the initial stage of the research the motivational-target component of the speech-thinking activity of a comparativist was actualised (Adamson, 2012; del Carmen Ramírez-Rueda et al., 2021).

The cognitive-semantic mechanism of realisation of comparative content analysis includes the presentation of the analysis of each of the concepts of the term

“professional pedagogical training” in the psychological and pedagogical literature of the European and Ukrainian educational space. A comparativist needs to find out the stages of presentation of concepts, substantiation of their expediency and significance for the research, determination of priority. Thus, in the given phrases “professional teacher education” and “vocational teacher training” it is expedient to consistently differentiate such pairs of concepts as “professional” (profesiynny) and “vocational” (fakhovyy); “education” (osvita) and “training” (navchannya/pidhotovka); interpretation of the term “pedahohichna/yy” whose English equivalents are “pedagogical” and “teacher”. The reproductive-active component of the speech-thinking activity of a comparativist will be realised through recourse to the analysis of terms in the context of various search and reference sources. Thus, in interpreting the definitions of “professional” and “vocational”, it is important to refer to authoritative information resources for European vocational education, proposed by the European Commission (European Centre for the Development of Vocational Training) (ECDVT); to coordinate the quality of developed educational programs – Comite diagement des programs de formation a lienseignement (CAPFE); Department of Vocational and Economic Education, etc.

Thus, the 2011 publication of the ECDVT “Vocational education and training at higher qualification levels” states that the difference between “vocational” (profession, vocation, occupation at a certain activity at the professional level) and “professional” (professional degree education) lies in the plane of approaches to understanding the concepts of “vocation” (fakh) and “profession” (profesiya). There are two conceptual approaches to their interpretation: according to the first – differential approach, – the concepts are distinguished in a hierarchical interpretation, in which the profession (profesiya) is a category that has a higher status than the vocation (fakh). All professions are essentially professional occupations, but not all occupations are professions; according to the second – synonymous approach, – the concepts of “vocation” and “profession” are interpreted as synonymous terms, and in the terminology of fakhovyy (vocational) and profesiynny (professional) degree training are opposed to the definition of “education” in the context of general (Graue, 1992; File & Gullo, 2002).

The definition of “profession” in the context of the first approach is used when it comes to describing the features of the functioning of vocational higher education; when it comes to secondary general and vocational education, the terms “profession” and “vocation” are synonymous. In European dictionaries, “fakh” (vocation) is interpreted as a job, a business in which a person is involved, as well as a business in which a person is engaged; “profesiya” (profession) – a kind of occupation/employment/business or profession, the implementation of which requires special knowledge and long-term intensive academic training (ISCO, 2008). B. Yam’s research (Yam, 2004) indicates that “profession” (profesiya) requires a person who masters it, a set of knowledge, skills, abilities, competencies necessary to master and carry out certain work, which is regulated by the requirements of public authorities to form an educational route that further provides “immersion” in professional activities. Among domestic researchers, a supporter of a differential approach to these concepts is L. Pukhovska, who notes that “according to the Western tradition, the term and concept of “profesiya” (“profession”) is used mainly for prestigious occupations in

medicine, law, science and architecture...”, and in relation to the fact that “... refers to other types of specialised human activities, the term “fakh” “vocation” is widely used in the context of skilful mastery of a certain set of skills” (Pukhovska, 2012). Thus, the concepts of “profesiya” (profession) and “fakh” (vocation) are reasonably differentiated based on several characteristics, distinguishing in the term “profesiya” such qualitative characteristics as: thorough academic training; control of supererogatory aspects of training carried out by competent representatives of professional bodies; high degree of autonomy in carrying out professional activities; regulated access and quality control of professional activity.

The creative-active component of the speech-thinking activity of a comparative researcher involves immersion in the essence of the studied phenomenon from different approaches. Thus, the analysis of the proposed example indicates its specificity, i.e. needs further clarification. Since the professional training of teachers in foreign countries takes place in institutions that provide professional education and training, it seems appropriate to use the first (differential) approach to the use of English concepts and authentic terms, which most meaningfully reflect the essence of the phenomenon. Thus, in the study, the authentic Ukrainian term “profesiynyy” will be the English term “professional”. The same scheme is used to clarify the essence and compare the concept of “pidgotovka (training)” in the Ukrainian and foreign scientific dimensions. In reference sources, it is interpreted as learning – the formation of readiness to perform future tasks and as preparedness – the availability of competence, knowledge and skills necessary to perform tasks (Batyshev, 1999). In dictionaries, “pidgotovka (training)” is “a stock of knowledge, skills, experience, etc., acquired in the process of learning, practical activities” (Busel, 2005). Corresponding to the concept of pidgotovka in English educational terminology are the terms “education” and “training”. The term “education” means the process by which society consciously transmits the accumulated information, knowledge, attitudes, values, skills, abilities and behaviour of different generations, and involves the communication of one or more entities, which aims to achieve educational goals. “Training” (practical training) is an educational process aimed at achieving specific learning objectives, especially in terms of acquiring practical skills.

In European pedagogical comparative research, the term “training” is often used in the phrase “teacher training” (literally – teacher training) – pedagogical training (training). The use of the term “training” is focused on the professional component of training, not on general pedagogical education, it is accompanied by the particularising the specifics of the teaching profession, for example: “preschool teacher training” emphasises on professional training of preschool teachers, primary school, etc. In the context of the European degree system, the term “higher professional education” is also used, which describes the mastery of the programs of institutions that prepare students for specific professions. The term “vocational higher education” is not fixed in European scientific terminology, it is not used at the institutional or national levels. Over the last ten years, the term “higher professional education” has become more academically oriented and is separated by researchers from European countries from general academic education, which means university training (Melnyk, 2017). Thus, in the European context, the concept of “professional education” is interpreted as a

thorough academic training, future professionals to obtain a profession in terms of higher education by passing and mastering educational programs that form their professional competence in a particular speciality, as well as obtaining educational levels (e.g. bachelor, master level).

In the domestic pedagogical discourse, the term “professional training” is interpreted as a set of special knowledge, skills, personality qualities, work experience and norms of behaviour that provide the opportunity to work successfully in the chosen profession (Goncharenko, 1997). Thus, the phenomenon of “professional training” in the context of describing pedagogical systems in comparative research, outlines two aspects: the process of formation of preparedness (obtaining pedagogical education by obtaining educational degrees) and the state of preparedness to implement methodological actions due to special skills and personal qualities of a pedagogue (practical component of pedagogical education) (Melnyk, 2017). These allows identifying the English version of “professional education” with the Ukrainian “profesiyna pidgotovka”. The next term to be analysed is the concept of “pedagogical”. The Ukrainian term “pedagogychna pidgotovka” is correlated with the English version of “teacher education”, which is more typical of the European scientific tradition than “pedagogical education”, as the latter phrase is a tracing paper from Ukrainian into English. In the UNESCO glossary, the category “teacher education” is understood as the formal training of teachers (before professional activity), which is designed to provide teachers with the amount of knowledge necessary for professional activities, values, and involves the formation of professional behaviour and skills needed to organise the educational process according to levels of education (Surahman, 2020; Bento, 2018).

Demonstration of the evaluative-reflexive component of the speech-thinking activity of a comparativist in the context of the proposed example will be the generalisation and analysis of the obtained results of comparative content analysis of concepts. Thus, applying a step-by-step comparative content analysis of Ukrainian and English pedagogical terminology, carefully carrying out the semantic characteristics of the pedagogical concepts selected for analysis, the authors conclude that the most authentic is the use of English phrase “professional teacher education”, which is the most accurate Ukrainian “profesiyna pedagogychna pidgotovka”, because it outlines the essence of this process and is understood as receiving pedagogical education that meets the qualification requirements approved at the national level. The phrase “professional pedagogical education” (profesiyna pedagogychna osvita) is used by European and foreign scholars in a more general sense, but is broader than “vocational pedagogical training”, because in the latter phrase, the term “training” refers to the professional aspect of general pedagogical training or education in general. Thus, the presented example of the application of content analysis, which is devoted to the training of teachers in foreign countries, allows concluding that the method of analysis involves first defining specific categories of concepts or terms that must be adequately reflected in the content of work. Procedurally, the following methods of translation and interpretation of English pedagogical terms into Ukrainian are provided: problem definition (substantiation of the necessity to study a certain pedagogical phenomenon), formulation of the search purpose (for which analysis and interpretation are performed), term study (elaboration and

study of pedagogical phenomenon in Ukrainian and foreign scientific theory), reflection of the concept (formulation by a researcher of personal understanding of a certain pedagogical phenomenon based on comparison of concepts in Ukrainian and English scientific theory and practice).

It is important to form a representative sample, select the necessary documents, research and reference sources, which present the studied pedagogical phenomenon. The sample size depends on the purpose of the study and the nature of the information obtained and should be justified in the study program. It is also necessary to take into account the credibility and reliability of the information contained in the documents. In comparative pedagogical research for the formalised analysis of certain pedagogical categories the following semantic units are distinguished: a) concepts in its various manifestations (word, term, combination of words); b) a theme expressed in semantic images, articles, parts of a text. Given the results of the study, the application of the method of comparative content analysis in the process of comparative research is not only the translation or interpretation of English pedagogical terms and search for their counterparts in the Ukrainian scientific and educational dimension, but also a step-by-step thorough study of interpretations of different approaches in various information and scientific sources; study of specific characteristics of the pedagogical term chosen for analysis in the socio-cultural dimensions of the countries selected for analysis; characteristics of structural features of a term or phenomenon in the context of the functioning of Ukrainian and foreign educational systems, etc.

Conclusion

Thus, comparative content analysis is one of the most effective qualitative methods of authentic interpretation and translation of scientific pedagogical terminology, which can be widely used in related sciences. The functional purpose of the method is the analysis of the scientific pedagogical literature, which determines the species specificity of the studied phenomenon or concept, ensuring the correct comparison with the concepts in the Ukrainian scientific and educational dimensions. Therefore, the following stages of the comparativist's use of comparative content analysis in comparative research can be distinguished: introductory (separation of the information field of terms for research, determining the directions of information processing and search activities); elaboration of the scientific and information field of research (selection of specific documents, scientific works, normative acts, resolutions, reference editions and dictionaries, which are directly related to the sphere of the researched concept); semantic and structural analysis of the interpretation of concepts in the Ukrainian and English scientific literature (direct translation, search for synonymous meanings, contextual translation, transcoding); procedural (comparative) stage (comparison of interpretations of certain terminological units of the Ukrainian and English pedagogical branches, their construction, quantification and interpretation); analytical and final (conclusion of a researcher-comparativist on the essence of a concept in English pedagogical science and its counterpart in the Ukrainian version with a reasoned interpretation, formulation of the synthesised author's understanding of a studied concept).

The complex approach to the application of comparative content analysis in the process of translation and search for English pedagogical terms in the Ukrainian language in the context of comparative research: allows the empirical search and objective establishment of the laws of the translation process; covers psycholinguistic aspects of the comparative activity, which is determined by a set of hierarchically interconnected speech-thinking operations, and covers motivational-target, cognitive-semantic, reproductive-active, creative-active, evaluation-reflexive components; involves the deep cognitive-reflexive activity of a researcher; provides a correct understanding and presentation of concepts or processes of the pedagogical field in the Ukrainian and foreign scientific dimensions; contributes to the expansion, diversification and development of various aspects of the researcher's scientific speech.

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