

# Semantic and Morphological Composition of Attributive Statements of University Teachers About The Quality of Professional Activity

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## Abstract

**Purpose.** *The aim of this work was to analyse semantic-morphological composition of attributive statements in which the teachers of higher education institutions expressed characteristics of "professional activity's performance quality". The scientific novelty of the article is connected with further development of psycholinguistic theory of the notion of "conceptual looseness of the speaker". The article presents verification of hypotheses that conceptual looseness of the speaker manifests differently in speech production of adults and is related to a number of sociolinguistic parameters.*

**Research methods and techniques.** *In order to test the hypotheses, written attributive statements of 367 scientific and pedagogical workers were collected (total: 4,751 lexemes). Frequency comparative analysis of the following text parameters was carried out: 1) volume of utterances; 2) morphological composition; 3) semantic content. To compare frequency values we used Fisher's angular transformation test and the Kruskal-Wallis test.*

**Results.** *The majority of the resulting sentences were atomic attributive statements by their logical structure. Participants of the social and humanitarian profile tended to use a significantly larger number of unique words, and those of the natural and mathematical orientation tended to use pronouns. At the same time, there was not observed significant difference in the frequency of use of nouns, verbs and adjectives in attributive statements. An increase in the teaching experience of the participants is associated with an increase in number of unique words and a decrease in symbols.*

**Conclusions.** *The conceptual openness of the speaker has different degree of expression in written speech of scientific and pedagogical workers depending on their specialty and work experience. More experienced participants show higher levels of conceptual freedom. This feature also depends on professional specialization: it is inherent to teachers of social and humanitarian profile, significantly more often than to specialists of the natural and mathematical profile.*

## Downloads

Download data is not yet available.

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