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IMPORTANCE OF COMPOUND NOUNS STUDY IN TERMS OF THEIR SEMANTIC STRUCTURE AND TEXT-FORMING FEATURES FOR FUTURE ENGLISH TEACHERS

In this article certain aspects of future English teachers professional training are looked at, namely the semantic structure and text-forming features of compound nouns. Systematic study of compound nouns is of particular importance, since future teachers must not only master these structures at the level of reception and production, but also be able to carry out their didactic interpretation. In terms of a functional aspect, structural-semantic features of compound nouns directly affect their role in professional and academic discourse. Compounds perform an important cohesive function in the structure of English text, ensuring its logical coherence, compactness and semantic integrity. Due to their ability to concentrate meaning in a concise form, they allow to avoid redundancy and repetition, which is especially relevant for academic and professional discourse, where precision, conciseness and standardization of terminology are priorities. For students majoring in English understanding the cohesive function of compound nouns is of particular didactic value. A comparative analysis of English and Ukrainian models of compound nouns is also important, since this approach allows identifying structural and semantic similarities and differences, which facilitates material assimilation and develops students' interlingual competence. Exercises on translation, transformation and independent creation of complex nouns are of no less significance. Compound nouns actively function in scientific discourse, improving the quality of students' written work and contributing to their successful academic activities. Compound nouns actively function in scientific discourse, improving the quality of students' written work and contributing to their successful academic activities. The ability to explain and teach students using English compound nouns forms communicative skills which is especially important in a professional context, where the teacher is expected not only to have mastery of the language, but also to be able to adapt it to the needs of students and educational tasks.

Key words: compound nouns, future English teachers training, academic discourse, text-forming features.

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ВАЖЛИВІСТЬ ВИВЧЕННЯ СКЛАДНИХ ІМЕННИКІВ З ТОЧКИ ЗОРУ ЇХ СЕМАНТИЧНОЇ СТРУКТУРИ ТА ТЕКСТОУТВОРЮЮЧИХ ОСОБЛИВОСТЕЙ ДЛЯ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

У цій статті розглядаються окремі аспекти професійної підготовки майбутніх вчителів англійської мови, а саме семантична структура та текстоутворюючі особливості складних іменників, вивчення яких має особливе значення, оскільки майбутні вчителі повинні не лише опанувати ці структури на рівні рецепції та продукування, а й вміти здійснювати їх дидактичну інтерпретацію. З точки зору функціонального аспекту, структурно-семантичні особливості складних іменників безпосередньо впливають на їхню роль у професійному та академічному дискурсі. Складні іменники виконують важливу когезійну функцію в структурі англійського тексту, забезпечуючи його логічну зв'язність, компактність та семантичну цілісність. Завдяки своїй здатності концентрувати значення в лаконічній формі, вони дозволяють уникнути надмірності та повторів, що особливо актуально для академічного та професійного дискурсу, де пріоритетами є точність, лаконічність та стандартизація термінології. Для студентів, які спеціалізуються на опануванні англійської мови з метою її подальшого викладання, когезійна функція складних іменників має особливу дидактичну цінність, оскільки сприяє більш повному розумінню тексту. Порівняльний аналіз англійських та українських моделей складних іменників також є важливим, оскільки такий підхід дозволяє виявити структурні та семантичні подібності та відмінності, що сприяє засвоєнню матеріалу та розвиває міжмовну компетенцію студентів. Не менше значення мають вправи з перекладу, трансформації та самостійного творення складних іменників. Складні іменники активно функціонують у науковому дискурсі, покращуючи якість письмових робіт студентів та сприяючи

їхній успішній навчальній та майбутній професійній діяльності. Здатність пояснювати та навчати студентів, використовуючи складені іменники, формує комунікативні навички, що особливо важливо в професійному контексті, де від викладача очікується не лише володіння мовою, але й здатність адаптувати її до потреб студентів та навчальних завдань.

Ключові слова: складні іменники, підготовка майбутніх вчителів англійської мови, академічний дискурс, текстотворюючі особливості.

The problem statement. In terms of ongoing trends of globalization and internationalization of educational systems, a strategic priority belongs to training of English language teachers. It involves formation of comprehensive professional competence, covering linguistic, methodological, intercultural and digital components. Professional development of teachers directly affects formation of their students' language competence and adaptation of teaching practices to changing socio-cultural realities. This in turn causes an urgent need for constant updating of teaching methods, integration of innovative technologies and development of critical thinking as integral components of English teacher professional activity. Thus, high-quality training of teachers in the field of English language not only ensures effectiveness of educational process, but also contributes to formation of competitive specialists capable of academic mobility and intercultural interaction in a globalized world.

Analyses of the recent research and publications. The study of compounds has already established itself as a significant area within linguistic inquiry. Accordingly, the works of both domestic and international scholars – such as V. Chernysh, Y. Vaseiko, O. Kotenko, Yu. Zatsnyi, S. Yenikieva, L. Bauer, A. Renouf are devoted to examining diverse dimensions of compound noun formation, their textual functioning, semantic properties, and text-structuring features. Nevertheless, the question of how to address the specificities of teaching compounds to prospective English language teachers continues to remain a pertinent and pressing issue.

The purpose of the article. The current research is aimed at investigating the importance of in depth study of compound nouns by future English teachers since it contributes greatly to vocabulary mastering and understanding text-forming features.

The main material. Profound knowledge of various vocabulary constructions alongside with extensive grammar range is essential for future teachers of English, who will have to further share their expertise in the field with their students. From all the variety of vocabulary units, in this article we would like to focus on compound nouns, which are one of the key structural units of modern English, actively functioning in various areas of communication, from scientific discourse to professional and educational environments.

Compound nouns are among those most productive word-formation models in the English language, and their systematic study is of fundamental importance for future English teachers. English compound nouns productivity is explained by the ability to economically and accurately convey complex concepts, integrating semantic components into compact language structures (Bauer L., Nation I. S. P., 2020). For students of the «Secondary Education. English Language» specialism systematic study of compound nouns is of particular importance, because future teachers must not only master these structures at the level of reception and production, but also be able to carry out their didactic interpretation. This involves explaining the morphological and semantic patterns of formation, demonstrating functional capabilities in various genres of speech and integrating them into educational materials. Mastering the compound nouns contributes to development of students' academic and professional communication, forms their ability to accurately express their thoughts and ensures methodological readiness to work with students in a multicultural educational context.

A compound noun is defined as a combination of two or more lexical units that form a single nominative structure with a coherent semantic meaning. In modern English, such constructions are an extremely common means of word formation, which ensures economy of linguistic resources and accuracy of nomination (Symeonidis, 2018). Compound nouns constitute a separate category of word-formation processes that differ from derivation and conversion due to their structural and semantic specificity.

In modern linguistics, several main types of compound nouns are distinguished:

1. Fused forms (also named solid or closed) (*blackboard, toothpaste*). These are characterized by graphic integrity and a high degree of lexicalization. Such units often denote objects or phenomena that are perceived as an indivisible whole.

2. Hyphenated constructions (*mother-in-law, cloak-and-dagger*). The use of hyphens emphasizes semantic unity of components and allows to record specific cultural or social realities. Hyphenated forms often reflect idiomaticity and historical consolidation in the language.

3. Individual words that function as a single concept (*data analysis, language policy*). Despite their

graphic separation, they act as integral nominative units. In cognitive linguistics, such constructions are considered as «condensed sentences» that reflect deep semantic structures.

Compound nouns are formed according to several productive models, among which the most common are the combinations of noun + noun (*student assessment, classroom management*) and adjective + noun (*high school, greenhouse effect*). The first model reflects the tendency of the English language to nominalize processes and phenomena by combining two nominal components that create a new semantic unit. The second model demonstrates the integration of an attributive element that clarifies or limits the meaning of the main noun. Corpus studies indicate that it is these models that form the basis of the productivity of English compound nouns, ensuring their flexibility in various areas of communication.

In terms of semantic transparency, compound nouns can be transparent and opaque. Transparent constructions (*toothbrush, railway station*) have an obvious meaning that is easily deduced from the meaning of their components. They provide economy of linguistic means and contribute to the rapid assimilation of new terms. Opaque or metaphorical constructions (*red tape, double-edged sword, ivory tower*) require additional interpretation, since their meaning is not a direct consequence of the meaning of individual components. Such units often have culturally conditioned semantics, reflect idiomaticity and historical consolidation in the language. Semantic transparency is an important criterion in the classification of compound nouns, since it determines the level of their interpretative complexity and didactic value.

In terms of a functional aspect, structural-semantic features of compound nouns directly affect their role in professional and academic discourse. Transparent models contribute to the formation of basic terminology, while opaque models expand the expressive capabilities of language, ensuring accuracy and ambiguity of communication. Knowledge of these features is essential for future English teachers, as they must teach students not only to recognize and form complex nouns, but also to interpret them in the context of intercultural communication and academic writing (Bauer L., Nation I. S. P., 2020).

Students of the Secondary Education specialism, whose training requires in-depth study of language units, must also be well-aware of compound nouns text-forming features. Compounds perform an important cohesive function in the structure of English text, ensuring its logical coherence, compactness and semantic integrity. Due to their ability to concentrate meaning in a concise form, they allow to avoid redun-

dancy and repetition, which is especially relevant for academic and professional discourse, where precision, conciseness and standardization of terminology are priorities. For example, the *classroom management* construction replaces the expanded descriptive formulation «*classroom process management*», creating a more compact and established nominative unit. Cohesive function of compound nouns is the ability to integrate complex concepts into a single lexical structure, which helps to save language resources and increase the effectiveness of communication. In professional and academic speech, such units ensure terminological accuracy, maintain thematic unity of the text and form the basis for the development of specialized vocabulary.

For students majoring in «Secondary education. The English language», understanding the cohesive function of compound nouns is of particular didactic value. Future teachers must not only master these structures in their own speech, but also be able to explain them to students, show their role in ensuring text coherence, and teach them how to use them to create academic and professional texts. This knowledge contributes to formation of methodological competence, development of terminology skills, and preparation of students for teaching English in a multicultural educational environment. Thus, cohesive function of compound nouns is not only a linguistic phenomenon, but also an important tool in pedagogical practice.

Effective mastery of compound nouns by students of the specialty «Secondary education. The English language» requires the use of modern methodological strategies that combine theoretical analysis with practical activities. One of the key approaches is the use of corpus examples, which allow studying the frequency and contextual functioning of compound nouns in real texts. Working with corpus data contributes to the formation of students' skills in critical analysis of linguistic phenomena, as well as understanding their variability in different genres and styles of discourse.

A comparative analysis of English and Ukrainian models of compound nouns is also important, since this approach allows identifying structural and semantic similarities and differences, which facilitates material assimilation and develops students' interlingual competence. Comparison of language systems forms the ability of future teachers to explain complex phenomena to students through comparison with their native language, which corresponds to the principles of contrastive linguistics.

Exercises on translation, transformation and independent creation of complex nouns are of no less significance. Active use of these units in various language situations develops creative skills, language

flexibility and communicative competence of students. Productivity of word-forming models of the English language creates wide opportunities for new nominative units formation, which can be used in the educational process as a means of developing creativity and professional readiness of future teachers.

Practical work on complex nouns is of direct importance for the formation of methodological competence of future teachers. It ensures their ability to explain to students the mechanisms of formation and functioning of complex nouns, integrate them into educational materials and use them to develop academic writing and professional communication. Thus, practical aspect of learning contributes not only to the mastery of specific language structures, but also to the formation of pedagogical skills necessary for effective work in a multicultural educational environment.

While facilitating the future English teachers on compound nouns mastering and active usage, the following examples of exercises might be used.

1. Classification of compound nouns according to structural models.

One of the basic stages of learning is classification of compound nouns according to their structural models. Students analyze authentic examples, determine types (fused, hyphenated, separate) and explain their semantic features. Such activity contributes to the consolidation of theoretical knowledge, forms skills of morphological and semantic analysis, and also develops the ability to critically comprehend the patterns of word formation. In addition, classification exercises create the basis for the further use of compound nouns in professional and academic discourse.

2. Creation of professionally oriented word combinations.

Exercises on the formation of compound nouns in a professional context (lesson planning, curriculum design, classroom observation) are aimed at forming a specialized vocabulary necessary for pedagogical activity. They help students integrate compound nouns into their own speech and educational materials, which increases their readiness to use English in professional situations. Such exercises also develop the skills of pedagogical concepts accurate expression and contribute to the formation of academic competence.

3. Analysis of the role of cohesion in educational texts and scientific articles.

Students explore how complex nouns provide logical coherence of the text, increase the accuracy and compactness of statements. Analysis of authentic academic and professional texts allows to understand their role in creating terminological clarity and structured discourse. This contributes to the development

of academic writing skills, forms the ability to critically evaluate language tools in the context of cohesion and develops the ability to integrate complex nouns into their own scientific texts.

Performing such exercises has direct didactic significance: it forms the methodological competence of future teachers, develops their ability to explain to students the mechanisms of formation of complex nouns and demonstrate their functional role in the text. Practical tasks on the acquisition of complex nouns combine linguistic, methodological and communicative aspects.

Another significant aspect of use of compound nouns in the learning process is that it contributes to formation of skills for accurate, concise and structured presentation of thoughts while writing. Compound nouns actively function in scientific discourse, improving the quality of students' written work and contributing to their successful academic activities. Due to their compactness and semantic richness, these language units provide a high level of terminological accuracy, which is key for academic texts.

The ability to explain and teach students using compound nouns forms the communicative skills of future English teachers. Mastering these structures allows teachers to effectively integrate specialized vocabulary into the educational process, ensuring the accuracy and clarity of explanations. This is especially important in a professional context, where the teacher is expected not only to have mastery of the language, but also to be able to adapt it to the needs of students and educational tasks.

It should be also noted that integration of complex nouns into educational materials and tasks increases the effectiveness of teaching, contributes to better assimilation of the material and the development of pedagogical skills. Productivity of word-formation models of the English language creates wide opportunities for the formation of new nominative units, which can be used in the educational process as a means of developing creativity and methodological flexibility. Thus, working with complex nouns forms in future teachers the ability to create educational tasks that meet the modern requirements for teaching English in a multicultural educational environment, which makes them an integral part of the training of future English teachers.

Conclusions. The study of complex English nouns is an important component of the professional training of students majoring in «Secondary Education. English». These language units, due to their cohesive and structural-semantic features, ensure accuracy, compactness, and logical coherence of statements, which are key characteristics of academic and profes-

sional discourse. Their systematic study contributes to the development of three interrelated competencies: academic writing, professional communication and methodological skills of future teachers.

In particular, the use of complex nouns in educational process forms students' ability to create structured scientific texts, integrate specialized vocabulary into professional speech and develop effective educational materials. This improves the quality of their academic activity and prepares them for teaching English in a multicultural educational environment.

Prospects for further research in this area might include integrating corpus linguistics to analyze the

frequency and contextual functioning of compound nouns in different genres of discourse; cross-cultural analysis, which will allow comparing models of compound nouns in English and other languages, expanding students' interlingual competence; developing special training modules aimed at forming the methodological competence of future teachers and developing their ability to integrate compound nouns into the educational process.

Thus, the study and teaching of compound nouns have not only linguistic, but also pedagogical value, since they ensure the formation of holistic professional competence of future English teachers.

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