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EDUCATION FOR SUSTAINABLE DEVELOPMENT: FROM CODIFIED INTERPRETATION TO DISCURSIVE REPRESENTATION (BASED ON MATERIALS FROM THE GENERAL REGIONAL ANNOTATED CORPUS (GRAC))

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Edukacja na rzecz zrównoważonego rozwoju: od interpretacji skodyfikowanej do reprezentacji dyskursywnej (na materiale Ogólnego Regionalnego Anotowanego Korpusu języka ukraińskiego (GRAC))

Streszczenie

Wprowadzenie. Intensyfikacja zrównoważonego rozwoju oraz edukacji na rzecz zrównoważonego rozwoju jako istotnych elementów współczesnej ukraińskiej i globalnej agendy znajduje swoje werbalne odzwierciedlenie w dyskursie. Skodyfikowane w źródłach leksykograficznych i utrwalone w świadomości językowej użytkowników leksemy zrównoważony, rozwój oraz edukacja pozostają funkcjonalnie aktywne i podlegają adaptacji semantycznej do procesów współczesnych.

Cel. Celem artykułu jest kompleksowa analiza przekształceń semantycznych w obrębie docelowych wyrażeń zrównoważony rozwój / edukacja na rzecz zrównoważonego rozwoju oraz wyjaśnienie specyfiki ich interpretacji zarówno w rejestrze leksykalnym, jak i w dyskursie.

Materiał i metody. Skodyfikowane znaczenie badanych zjawisk zbadano metodą definicyjnej analizy semantycznej haseł słownikowych. Znaczenie dyskursywne przeanalizowano na materiale Ogólnego Regionalnego Anotowanego Korpusu (GRAC, GRAK-19) z wykorzystaniem podejścia korpusowego i analizy semantyczno-dystrybucyjnej, uzupełnionych ogólnonaukowymi metodami obserwacji, porównania, uogólnienia, opisu i systematyzacji.

Wyniki. Skonstruowanie pól leksykalno-semantycznych analizowanych wyrażeń wykazało ich nakładanie się semantyczne oraz językowe odzwierciedlenie idei transformacji w świadomości użytkowników. Zapytanie korpusowe o zrównoważony rozwój ujawniło 10 442 wystąpienia, podczas gdy edukacja na rzecz zrównoważonego rozwoju dała zaledwie 35 wystąpień. Analiza ujawniła nowe, warstwowe i typowe modyfikacje semantyczne wywołane czynnikami pozajęzykowymi oraz pozwoliła zidentyfikować dodatkowe semy uobecnione w treści dyskursywnej.

Wnioski. Dyskursywne rozumienie zrównoważonego rozwoju oraz edukacji na rzecz zrównoważonego rozwoju nie stoi w sprzeczności ze znaczeniem skodyfikowanym. Pierwsza nominacja jest definiowana z głównym naciskiem na stabilny wzrost, ciągłe doskonalenie i ewolucję, szczególnie w sektorze edukacji, z semami stałości, stabilności i niezmienności. Edukacja na rzecz zrównoważonego rozwoju jawi się jako swoista trajektoria edukacyjna ukierunkowana na wdrażanie zasad i dominant aksjologicznych zrównoważonego rozwoju w procesie kształcenia.

Słowa kluczowe: podejście korpusowe, korpus językowy, obszar asocjacyjny, świadomość językowa, zrównoważony rozwój, edukacja na rzecz zrównoważonego rozwoju

Abstract

The present paper aims to provide a comprehensive analysis of the semantic transformations within the target phrases sustainable development / education for sustainable development, and to elucidate the specificities of their interpretation within both the lexical register and discourse. The review of theoretical literature and source base made it possible to construct lexical-semantic fields of the phrases sustainable development and education for sustainable development, to demonstrate their semantic overlap, linguistic reflection of the idea of the transformation in the speakers' minds and interpreted driven by essential objective / subjective intra- and extra lingual factors. To achieve the defines goal, general scientific and linguistic research methods were applied. Primarily, the method of definitional semantic analysis was applied to examine and elucidate the structure, content, and logic of the dictionary definitions for the concepts under consideration. The corpus-based methodology enabled the tracking of usage frequencies and dynamics of the phrase's sustainable development and education for sustainable development in discursive content. Semantic-distributive analysis made it possible to analyze the specificity and variation of the contextual compatibility of the considered lexeme from a different perspective, as well as to construct a lexical-semantic field. The results illustrate the emergence of new semiotics, layered and usual, and therefore semantic modifications caused by extralinguistic factors. The outcomes of the research convince us that the understanding of the concept of sustainable development and education for sustainable development does not contradict the codified one. The first nomination is defined with a primary focus on sustainable growth, continuous improvement, and evolution, particularly within the educational sector. The identified semes denote constancy, stability, immutability of something. Education for sustainable development is a specific trajectory of

movement aimed at implementing the principles and axiological dominants of sustainable development in the educational process. Semantic-distributive analysis, an appeal to the linguistic corpus GRAK-19 helped reveal and identify additional seven explicated in the discursive content. In the considered discursive fragments (samples of the linguistic corpus GRAK-19) the word combinations sustainable development / education for sustainable outlined the features of vectors and approaches to attaining sustainable development, outlining goals, building algorithms and mechanisms for its achievement and adapting the educational sector to its core goals, aimed at constant improvement, perfection and growth.

Keywords: corpus-based approach, linguistic corpus, association area, language awareness, sustainable development / education for sustainable

1. Introduction

Verbal reflexes of the sustainable development's importance, its intensification as a significant component of the modern lifestyle and general vector of the current Ukrainian development, as well as the entire world society modification, are reflected in discourse. Alongside the partial revision of the thesaurus (sustainable development, education for sustainable development, sustainable development strategies, sustainable development concepts, components of sustainable development, goal / objective of sustainable development, sustainable development programs, etc.), its modernization and semantic adaptation to the present-day domestic and global processes in all spheres of life are taking place. Being codified in official lexicographic sources and fixed in people's minds, derivatives of the both words sustainable and development are functionally active today.

«Language system is rapidly developing, which is reflected at all its levels, primarily at the lexical-semantic level» (Zhovnir, 2024). The phenomenon of sustainable development, encompassing all its goals, strategies, and key components, manifests as a specific, dynamic, and rigid linguistic construct whose precise meaning remains elusive. It depends on the context of use, but it boils down to economic stability, ecological integrity and social well-being.

Popular concept of sustainable development is dominant in the ideology of the 21st century, focused on strengthening the harmonization of relations between economic, social and ecological systems. Concurrently with the formalization and intensive promotion of the sustainable development concept, the educational sector's role in fostering long-term viability has undergone a gradual transformation. At the same time, there has been an expansion of the functional purpose of education, its content, and effectiveness, pedagogical practices are being updated, and the learning environment is being modernized.

Transformations in the modern higher education system, which became a natural consequence of changes in the political, socio-economic and cultural spheres, led to the visible educational tasks shifting and adaptation of training in the context of the goals to form specific lifestyle that would be the basis for long-term economical humans' harmonious evolution.

The globalization of national development, the expansion of international communication, and the rapid intensification of intercultural relations, Ukraine's integration into the global educational arena and its active engagement in the international market of educational services necessitate not only high-quality standards but also the development of a distinct pedagogical approach designed to prepare young people for forging a sustainable and just future. A viable approach to achieving this involves integration of multidisciplinary knowledge, skills, values and perspectives in order to balance economic, social and environmental demands of society alongside its representation in the educational discourse.

Education is not only a driving force of human progress, but also an important social institution capable of uniting the past, present and projection into the future. Educational sector is directly related to the transfer of necessary knowledge to the younger generation, introducing the youth to the world of values, maintaining communication between generations and ensuring a continuous exchange of skills, abilities and knowledge. Education as a social institution has professional, legal and social responsibility for the results of learning, upbringing and socialization of the individuals. Teachers are in charge of acquiring qualifying knowledge, formation of research, cultural and creative potential, social agency and a stable civic position.

Ukraine has firmly committed to anchoring its future within the paradigm of sustainable development, steering a gradual yet deliberate modernization of its educational sector. Recognized globally and nationally as a pivotal Sustainable Development Goal (SDG), education serves as a primary catalyst for the comprehensive and effective realization of the broader sustainability agenda. It is impossible to deny the importance of education in the process of implementing basic sustainable development strategies, since achieving macroeconomic stability, environmental balance and social unity is possible only through the fastest achievement of sustainable development goals at the national level. One of the ways to do this is to work with the younger generation.

Within the sustainability paradigm, emphasis is placed on national development that harmonizes economic, social, and environmental policies with a long-term strategic outlook. The economy and the social sphere—specifically healthcare, science, culture, and education—must be strategically aligned with greening trends. This alignment serves as a priority for shaping the vectors of general development and defining ecologically sound measures to implement the core principles of sustainable socio-economic progress. In addition, socio-cultural and socio-political factors, such as: equality, poverty, democracy and quality of life, should be taken into account. From the standpoint of the above, we are talking about the phenomenon of «education for sustainable development» as effective alternative tool for organizing teaching and learning in accordance with the urgent needs and demands of modernity.

In the contemporary context, the awareness of a holistic continuum of verbal representatives that correlates with sustainable development and education is being formed. Furthermore, it becomes an integral component of the domestic conceptual worldview. For the given study, we chose the phenomenon «education for sustainable development» as an important component of the general vectors of movement for countries to meet the needs of the present without harming the basic future generations requests. Central to this issue is the economy of a democratic society, which integrates core principles such as environmental safety, social justice, and the sustainable optimization of natural resources. This refers to the traditional triangle of sustainable development, which contains important aspects for achieving sustainable development, in particular economic, environmental, social.

The economic component centers on continuous and rational progress extrapolated into the future; i.e., it aims for steady growth that preserves the resource base required by subsequent generations. Environmental component addresses urgent issue of using natural resources carefully, prevention of pollution and environmental remediation, preservation of ecosystems and exhaustible natural resources to sustain life on the planet. In turn, the social component of sustainable development encompasses the optimization of social institutions in order to involve citizens in the adoption and implementation of decisions, on which the social awareness of society now and social well-being and stability in the future fundamentally dictates.

Achieving the Sustainable Development Goals requires profound changes in human behavior and mindset. So as to balance economic, environmental and social challenges, humanity must have the knowledge, skills and values that enable sustainable development. Education, particularly higher education, is crucial for achieving sustainable development.

Undeniably, the educational sector must focus on the rational and balanced integration of sustainable development ideas and principles. As a pivotal social institution, education plays a mandatory role in facilitating the achievement of these declared goals. This proses can have positive dynamics, since education is directly related to the transfer of necessary knowledge to the current students, introducing young people to the world of values, maintaining communication between generations and ensuring a continuous exchange of skills, abilities and knowledge necessary for building the trajectory of youth movement to preserve normal life and the functioning of humanity in the future.

Therefore, it is extremely important to realize the importance of the discussed concept in order to build the activities of educational institutions in accordance with norms and principles of the sustainable development, and on the other, to adhere to generally established vectors of movement towards achieving sustainable development goals. Both parties are involved in this process – governing institutions and students.

2. Theoretical background

The contemporary scientific landscape is characterized by a heightened interest in sustainable development and its implementation across various domains, particularly within the educational sector. This is evidenced by a substantial body of literature from both international and domestic scholars, focusing on the core concepts of sustainability and the diverse modalities of its extrapolation to education.

The specified issues, their compliance with declared international standards, theoretical foundations and practical implementation of sustainable development strategies, analysis of its components, modernization of the educational sector in accordance with the declared concepts of sustainable development are presented in scientific research by many Ukrainian scholars (Yu. Basyga, Z. Buryk, B. Wald, Yu. Dovgan, I. Ivankiv, T. Kaganoska, Ye. Kurinnyi, A. Lelechenko, L. Melnyk, V. Nepyyvoda, A. Popovych, A. Sabovchyk, L. Seredynska, K. Solodan, M. Savchyn, V. Seryohin, Yu. Samoilyk, S. Skibina, O. Khanovata, etc. It is necessary to emphasize the sporadic formation of the theoretical and methodological basis of education for sustainable development (I. Danilchenko, I. Dubrovich, G. Lesyuk, I. Karpan, I. Koreneva, N. Myskova, O. Pometun, O. Khmelevska, N. Filyanina, etc.).

Researchers are studying sustainable development in various aspects, particularly economic, legal, environmental, social, analyze its traditional vision, concepts, key goals, ways of implementation in the context of outlining the vectors of state activity. Numerous studies focus not only on evaluating trends and potential obstacles to achieving the Sustainable Development Goals but also on adapting them to contemporary demands. In addition to this, functioning of the educational apparatus and shifts in the traditional model of education-society interaction in order to implement the goals of sustainable development and strengthen the role of the educational segment in this process are under scoopulas consideration.

Despite the interest in the above-mentioned issues and the rapid emergence of new research devoted to urgent problems related to sustainable development, scientists have not paid attention to the issues within linguistic paradigm. Consequently, a detailed examination of the terminology associated with the outlined problems is required. The findings of this study are expected to contribute significantly to a comprehensive understanding and vision of the concepts under discussion. Information provided in the paper can help to systematize its existing/further fixations in the dictionary thesaurus and discourse. These considerations confirm the relevance and urgency of the proposed study in the context of general multi-format transformations and modernization of areas to which the educational field is directly related.

Consequently, the phenomenon of sustainable development occupies a prominent place among the subjects of multifaceted research, both globally and within the Ukrainian scientific

community. Accordingly, the theoretical and methodological foundations of domestic scholarship document a wide range of interpretations regarding this concept. According to researchers, «Sustainable development is a system of mutually agreed managerial, economic, social, and environmental measures aimed at forming a system of social relations based on trust, partnership, solidarity, consensus, ethical values, a safe environment, and national sources of spirituality» (Khanova, 2017).

Noting that «The term sustainable development was established at the UN Conference on Environment and Development, where it was defined as the development of society that meets existing needs without harming future generations» (Ruda, 2021), «Scientists consider sustainable development in three dimensions: ecological, economic and social, interpreting this concept as one that includes comparable development opportunities for different peoples, groups of individuals, individuals, humanity as a whole, as well as future generations» (Biloskurska, 2023). At the same time, the common denominator among contemporary definitions of the term «sustainable development» is its multidimensionality: «In structural terms, sustainable development is described as a system of closely interconnected and long-term relationships that unites dynamic (changing) economic, social and ecological subsystems» (Kurinny, 2023). The scientific consensus across existing definitions highlights the continuity of the outcome: «In simple terms, sustainable development is a way of organizing the activities of society, according to which it will be able to exist in the long term» (Kurinny, 2023).

From the above, we conclude that the concept of sustainable development places man and his changing value orientations at the center. In the foreground are freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility. The leading goals of sustainable development are based on political, economic, social, environmental, moral, and cultural values inherent in society, including the Ukrainian one.

Particular focus is directed toward education and shifts within the educational paradigm, which must aim at acquiring the knowledge and skills necessary to cultivate a new, environmentally conscious society (Samodryn A., Rybalko L. &, 2021). Rapid transformation of the worldviews, positions, and values contribute to development that is socially desirable, economically viable, and environmentally balanced (Lavrentieva O., Rybalko L., Tsys O., Uchitel A., 2018). The modernization of the national educational system enables the integration of innovative approaches to personal development in alignment with the tenets of education for sustainable development. It is based on the sustainable development model, particularly ensuring the rational use of social, economic and natural resources to address the demands of contemporary society while preserving its potential for future generation (Rybalko L., Topuzov O., Velychko L., 2020).

Despite the extensive terminological paradigm – encompassing concepts such as education for sustainable development, environmental education, and education for sustainability – the present study defines this educational trajectory based on the key provisions of the UNESCO Global Action Programme on Education for Sustainable Development (ESD) (GAP on ESD, 2024).

The present study adopts the concept of «education for sustainable development», which clearly elucidates the mechanisms of implementing worldview tenets through the educational paradigm. As a unique instrument of the social system, this paradigm directly influences the formation of civic mental traits, facilitates the dissemination of core axiological values, and promotes ethical, socio-cultural norms alongside sustainable behavioral standards.

In current scientific research conducted in the direction of sustainable development numerous of the phenomenon of education for sustainable development are presented: «Education for sustainable development is considered as a special form of education aimed at preparing young people for the future» (Koreneva, 2018); «Education for sustainable development can be considered as a special educational model aimed at changes in the behavior

and thinking of students, which are associated with the implementation of the principles and values of sustainable development in teaching and education, the formation of a culture of thrifty and responsible attitude to the natural and social environment» (Pometun, 2015); «Education for sustainable development includes environmental education, but is a broader concept that takes into account socio-cultural and socio-political factors, such as: equality, poverty, democracy and quality of life» (Dubrovin, 2019); «Education for sustainable development aims to form a worldview based on the principles of this development, systematization and assimilation of information on relevant issues» (Melehanych, 2022); «Thus, education for sustainable development is a form of educational activity aimed at introducing ideas, principles and values of sustainable development into teaching and upbringing in order to form a culture of thrift and responsible attitude to the natural and social environment» (Vysotska, 2011), etc.

Consequently, the traditional paradigm of ESD (education for sustainable development) is reduced to its interpretation by an interdisciplinary teaching methodology that encompasses integrated social, economic and environmental aspects of formal and informal curricula (GAP on ESD, 2024). It requires a special approach to the organization of the educational process. Confirmation of this reasoning is recorded in the works of researchers: «The development of ESD in Ukraine requires state support, appropriate programs and political decisions, requires further theoretical substantiation of the content, forms and methods, the formation and application of inclusive approaches and teaching methods through personal participation» (Zagvoyska, 2011).

The above-mentioned achievements in the discussed sphere do not fully satisfy the requests of the modern academic mainstream. Such a theoretical and methodological gap underscores the relevance and timeliness of the topic, object and subject of research chosen for consideration.

3. Research objective, methodology and data

In this study, the focus is on comparing the codified meaning of the phenomena sustainable development, education for sustainable development, in particular, the one that is presented in the in the dictionary register with the one recorded in the minds of speakers and interpreted depending on a number of objective / subjective intra- and extra lingual factors. The priority is to build and analyze the contextual compatibility of the considered phenomena «sustainable development», «education for sustainable development», its semantic intersections with the same word combination, considering the projections of the subjective worldview of the producers of the discourse.

The discursive meaning is analyzed using materials presented in the General Regional Annotated Corpus (GRAC). The selected research methods are subordinated to the achievement of the set goal: the work uses general scientific methods of observation, comparison, generalization, description and systematization – at the stage of selection, analysis and inventory of factual material; linguistic methods themselves, in particular the method of linguistic observation, description, distribution, are used to interpret and systematize collocations presented in the discourse. To study and clarify the structure, content, logic of dictionary definitions of the studied concept, the method of semantic analysis of definitions was used.

The corpus-based approach enabled the tracking of the frequency and dynamics behind the usage of both phenomena – sustainable development and education for sustainable development – within literary and publicistic discourses. Concurrently, it facilitated an analysis of their specific contextual collocability and allowed for the construction of their respective lexical-semantic fields.

4. Results and discussion

Sustainable development is conceptualized as an enduring, long-term paradigm that emphasizes harmonizing present interests with the resource demands, goals, and axiological dimensions of the future. The latter involves increased attention to the state of the environment, its active protection for future generations, building strategies and courses of economic growth to the urgent needs of humanity in the long term and available resources. This analytical focus stems from the integration of ecology into the contemporary value paradigm.

The results of the study will contribute to the formation of a general idea of the vision of the concept under consideration by speakers and will help systematize its existing fixations in the dictionary thesaurus and discourse. These considerations confirm the relevance and urgency of the proposed study, in the context of general multi-format transformations and modernization of areas to which sustainable development has a direct or indirect relationship.

The considered lexeme is codified with the meanings «1. Which does not change, retains its composition, size, shape, strength, manifestation, etc.; unchanging, constant book. constant. 2. in the meaning of noun. constant, fat, female, special. A constant, unchanging quantity in a series of those that change. 3. Which does not stop, is not interrupted, lasts all the time; continuous, uninterrupted, book. permanent. 4. Designed for a long time, intended for long-term functioning; not temporary. 5. Which is not changed for a long time (about the place of residence, work, position, occupation, etc.). 6. peren. Solid, unshakable» (SUM, 1970).

In contrast, the lexeme «development» elucidates a divergent semantic dimension: «1. Action with the meaning of develop and develop. 2. The process as a result of which the quality of something changes, the transition from one qualitative state to another, higher. 3. The degree of education, culture, mental, spiritual maturity» (SUM, 1970). B. D. Grinchenko in his «Dictionary of the Ukrainian Language» interprets development as «will blossom, jelly» (Grinchenko, 1927-1928). (The lexeme stable is not recorded in the thesaurus). The author correlates «development» with «progress», treating the respective lexemes as synonymous. It is noticeable that the semantics opposite to that contained in the lexeme stable are actualized in the dictionary register. As a result of the sharp comparison of opposites, the oxymoron «sustainable development» emerged and entered active usage.

The dictionary records different variants of the lexical unit stable: stable value, stable balance, stable emphasis, stable connection, stable epithet, stable frames, stable color, stable concept, stable direction, stable combat unit, stable work, stable memory, stable address, etc. However, among the examples that illustrate the definitions provided, we record the use of «stable growth», «steady improvement» (SUM, 1970).

This confirms the reasoning about the use of the word combination stable + noun to denote the action / state with the meaning of improving, developing, improving, perfecting, strengthening, growing. The presence of such variants of use is justified under the condition of appealing to stable as «which does not stop, is not interrupted, lasts all the time; continuous» (SUM, 1970).

Based on a general analysis of explanatory dictionaries of the Ukrainian language, a picture of the lexicographical fixation of the word education emerges: «1. The set of knowledge acquired in the process of learning; 2. Raising the level of knowledge; education; 3. General level of knowledge (in society, the state, etc.); 4. rarely. Literacy, literacy (SUM, 1970), «Education, enlightenment» (Grinchenko, 1927-1928).

We presented the dynamics of codification of lexemes stable, development, education in Table 1, Table 2., Table 2.

Table 1. The Chronological Dynamics of Recording the Lexeme «Stable» in Dictionaries

Lexicographic Source	Publication date	Codification
SUM-11	1973	+
SUM-20	1917	+
«Dictionary of the Ukrainian Language» by B. Grinchenko	1959 (repr. of 1909)	–
Dictionary of the Old Ukrainian Language 14th–15th c.	1977–1978	+
Etymological Dictionary of the Ukrainian Language	1982–2006	+

Table 2. The Chronological Dynamics of Recording the Lexeme «Education» in Dictionaries

Lexicographic Source	Publication date	Codification
SUM-11	1973	+
SUM-20	1917	+
«Dictionary of the Ukrainian Language» by B. Grinchenko	1959 (repr. of 1909)	+
Dictionary of the Old Ukrainian Language 14th–15th c.	1977–1978	–
Etymological Dictionary of the Ukrainian Language	1982–2006	–

Table 3. The Chronological Dynamics of Recording the Lexeme «Development» in Dictionaries

Lexicographic Source	Publication date	Codification
SUM-11	1973	+
SUM-20	1917	+
«Dictionary of the Ukrainian Language» by B. Grinchenko	1959 (repr. of 1909)	+
Dictionary of the Old Ukrainian Language 14th–15th c.	1977–1978	–
Etymological Dictionary of the Ukrainian Language	1982–2006	–

Amid the broad paradigm of updating strategic models for global development and the national landscape, an urgent need arises to document fundamental existential shifts. Once actualized in the minds of contemporary speakers, the phrase «sustainable development» functions as a distinctive marker of social time and a rich source of insights into the political, economic, and cultural life of society. Concurrently, the combinatorial potential of the concept under consideration is also undergoing a transformation.

Education for sustainable development is interpreted as a specific educational trajectory aimed at implementing the principles and axiological dominants of sustainable development in teaching and upbringing in order to form a conscious and responsible attitude to all spheres of the environment. Naturally, modern discourse fixes both phrases sustainable development, education for sustainable development, however with different frequencies. To strengthen the fixation of possible semantic variations and changes that occur under the influence of obvious and partially outlined extralinguistic factors, we appeal to language corpus, which can be interpreted as a kind of text and discourse banks., Data presented in the 19th General Regional Annotated Corpus (GRAK-19) was selected for this research. This choice was due to the significant number of tokens presented in it (the total number of word forms identified in the corpus is presented in Fig. 1, Fig. 2, respectively).

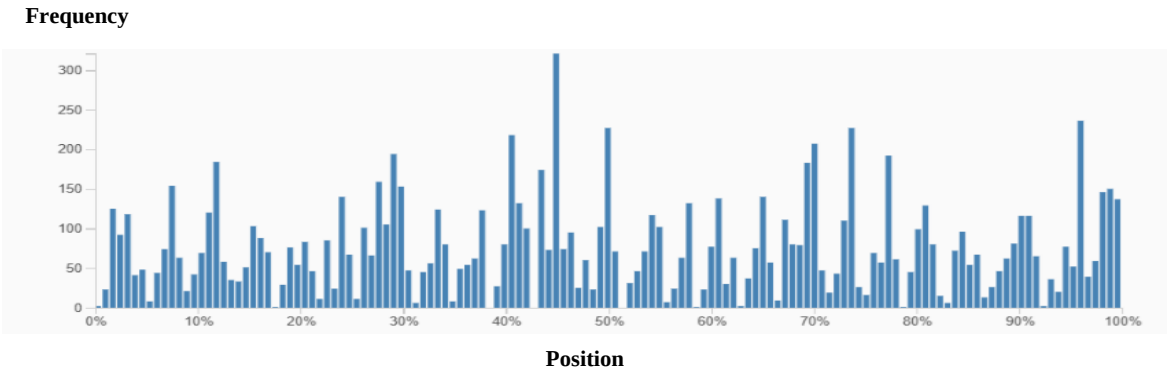


Fig. 1. Fixation of the word combination sustainable development in the corpus

Simple: sustainable development; Number of occurrences (10 442); Occurrences per million tokens (5.16); Percentage of the whole corpus (0.0005159%); Corpus size (2 023 921 236 tokens); Distribution of occurrences in the corpus; Frequency; Position.

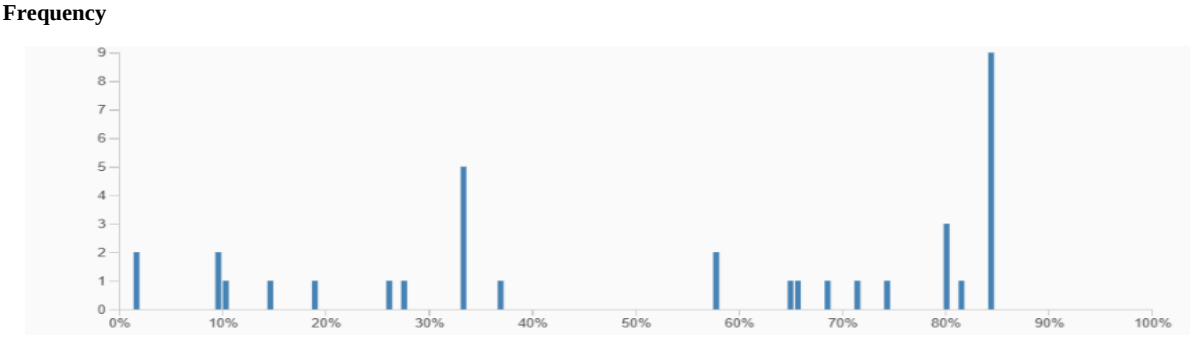


Fig. 2. Fixation of the word combination education for sustainable development in the corpus

Simple: education for sustainable development; Number of occurrences (35); Occurrences per million tokens (0.02); Percentage of the whole corpus (0.000001729%); Corpus size (2 023 921 236 tokens); Distribution of occurrences in the corpus; Frequency; Position.

The search in the GRAK-19 corpus using the CQL1 query [lemma="sustainable"] [lemma="development"] revealed 10,442 occurrences. As a result of sorting collocations using the T-score criterion, the most frequent combination with the connecting conjunction ta was found – 1392.

The CQL1 query [lemma="education"] [word="for"] [[lemma="sustainable"] [lemma="development"] revealed only 35 occurrences, with the number of occurrences per million tokens being 0.02, and the percentage of the entire corpus being 0.000001729%. According to the T-score criterion, the combination with the even punctuation mark » prevailed – 20, followed by the connecting conjunction ta.

The most common collocations of the sustainable development / education for sustainable development in discourse are presented in Table 4.

Table 4. Ranking of occurrences of collocations sustainable development / education for sustainable development in discourse

Sustainable development	Education for sustainable development
Goal – 939 (9%), Provision – 700 (6.7%), Strategies – 653Action – 15 (43%), Project – 15 (43%), International – 4 (6.3%); Concept – 315, Ukraine – 313, Ensuring – 230,(12%); Preschoolers – 3, Practice – 3, Outpacing – 3 Program – 264, City – 198, UN – 167, Society – 163, Economy – 148, Country – 141, Agency – 148, Issue – 137, Carpathians – 130, Principle – 130, Region – 125, Territory – 104, Community – 97, Industry – 90, Sphere – 86, Principles – 81, Institute – 77, Promotion – 73, Tourism – 71, State – 70, Promote – 68, Achievements – 63, Humanity – 59	

The results of the discourse study show that the word combination sustainable development, being actualized in the minds of speakers, is primarily associated with theoretical aspects presented in the form of strategies, provisions, goals and ideas. The presence of the lexeme «provision» in the core of the lexical-semantic field firmly reinforces the assumption that society seeks to define structural pathways and pragmatic mechanisms for theoretical execution. Similar semantics are possessed by collocates of different linguistic affiliations: achievement, promotion, assistance, ensure: «This definition also contains a necessary condition for the social orientation of the economy, namely «efficiency and balance of development in the economic and social spheres», that is, ensuring sustainable development of society» (GRAK-19), «The main principles for strengthening relations between the parties to the agreement are «the rule of law, good governance, the fight against corruption, the fight against various forms of transnational organized crime and terrorism, the promotion of sustainable development and effective multilateralism», and the basis for the relations of the parties will be the principles of a free market economy» (GRAK-19).

The extensive reach of sustainable development, its cross-sectoral relevance, and its institutional integration are systematically manifested through the following lexemes: country, city, village, society, community, organization, UN, industry, sphere, institute, workshop, agency, tourism, education, training, economy, medicine, etc. It is noticeable that the nomination economy and relevant derivatives prevail among the quantitative indicators, which does not contradict the traditional interpretation of the concept under consideration and its components: «The purpose of the event is to stimulate actions to reduce the impact on the climate and send governments a clear message that the population is ready to transition to clean energy and a sustainable economy» (GRAK-19).

The expanding combinatorial capacity of this lexeme directly mirrors the dynamic transformations within the extralinguistic environment. Furthermore, fixation of the nomen humanity in the discourse confirms the intensification of people's involvement in the implementation of the principles of sustainable development and their promotion at all levels, the scale of the process. In this context, the toponym Carpathians indicates locality, the involvement of a specifically defined region in multi-vector processes of ensuring and achieving sustainable development.

Modern society seeks to establish a clear theoretical and methodological framework for the study of sustainable development as a phenomenon, and create an arsenal necessary to ensure its achievement. This is reflected at the linguistic level by the lexemes goal, strategy, concept, program, question, principle, principle, guideline, etc.: «On this basis, the National Strategy for Sustainable Development is a way to correctly formulate strategic goals and initiate the necessary actions for sustainable development, outline and implement institutional reforms, improve the policy of convergence of sectors and benefit from interaction in this activity» (GRAK-19), «The proposed new approach makes it possible to obtain quantitative indicators

of the stability and risks of loss of natural ecosystems, which can be used as indicators of the state of the environment, and therefore – assessments of the ecological component, important for ensuring the transition of regions to the principles of sustainable development» (GRAK-19).

In the speakers' view, education for sustainable development is inherently embedded within the pedagogical process. The nomens preschoolers, practice, and outpacing recorded in the linguistic corpus express the need to introduce fundamentally new methods and approaches to teaching, implement innovative projections for achieving sustainable development in practice at any educational level. Instead, the core is formed by the nomens action, project, and international. Corpus analysis confirms the importance of the theoretical dimension – specifically, creating a cohesive system of conceptual views and policy decrees. These efforts aim to overhaul the traditional educational paradigm, aligning curriculum design with the goals of education for sustainable development. The lexical-semantic fields of the sustainable development, education for sustainable development, derived from the GRAC-18 corpus, are presented below in Figure 3., Figure 4.

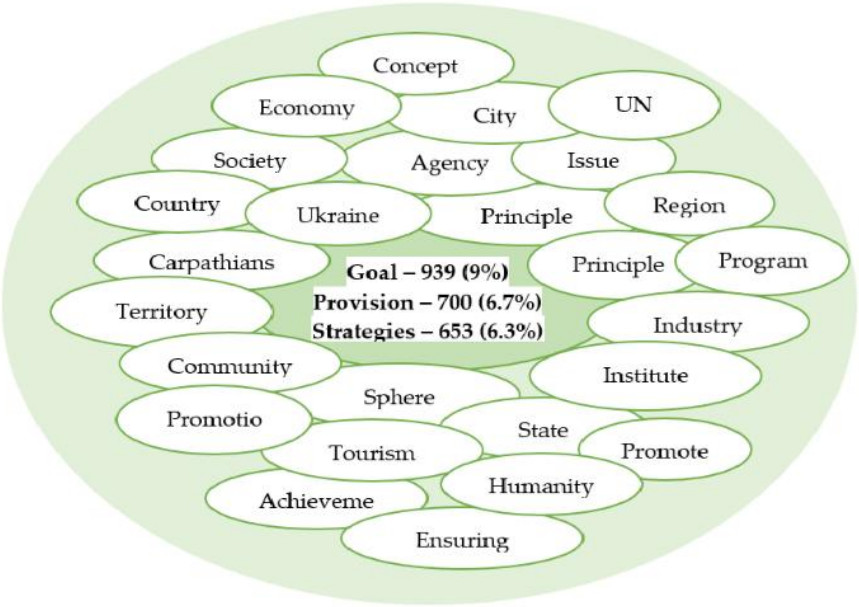


Fig. 3. Lexical-semantic field of the compound sustainable development

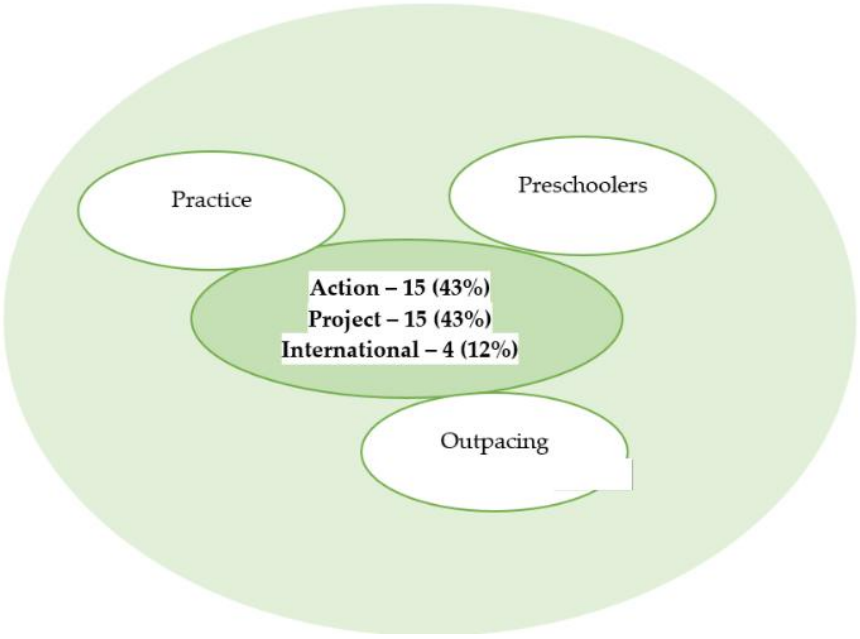


Fig. 4. Lexical-semantic field of the compound education for sustainable development

5. Conclusion

The meaning of a word given in dictionaries explicates the primary, denotative core of a term, content of any term or concept. In the process of development and changes in extra lingual realities, semantic transformations of words are recorded. While present at all linguistic levels, such transformations are most distinguishable within lexical semantics. Lexical semantics is sensitive to external factors of influence and it is it that most clearly reflects the dynamics of language.

The results of observation of the dictionary register showed that the considered nominations are codified with an emphasis on stable growth, improvement, evolution, including education. In parallel, the examined definitions highlight a distinct set of features associated with sustainability, namely long-term stability and structural endurance.

Education for sustainable development appears as a specific educational trajectory aimed at implementing the principles and axiological dominants of sustainable development in the educational process for the balanced formation of a conscious and responsible attitude towards the environment, and resource management from a long-term perspective.

A semantic-distributive analysis utilizing the GRAK-19 linguistic corpus enabled the identification of additional attributes within the examined discourse. Specifically, the analyzed contextual fragments of the collocations «sustainable development» and «education for sustainable development» highlight specific vectors and methodologies for achieving sustainability. These attributes outline strategic goals of sustainable development, actively building its clear strategies and concepts aimed at constant improvement, perfection and growth.

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Education for sustainable development: from codified interpretation to discursive representation (based on materials from the General Regional Annotated Corpus (GRAC))

Summary

Background. The intensification of sustainable development and education for sustainable development as significant components of the modern Ukrainian and global agenda is verbally reflected in discourse. Being codified in lexicographic sources and fixed in the language consciousness of speakers, the lexemes sustainable, development and education remain functionally active and undergo semantic adaptation to present-day processes.

Purpose. The paper aims to provide a comprehensive analysis of the semantic transformations within the target phrases sustainable development / education for sustainable development and to elucidate the specificities of their interpretation within both the lexical register and discourse.

Materials and Methods. The codified meaning of the studied phenomena was examined through the method of definitional semantic analysis of dictionary entries. The discursive meaning was analysed on the materials of the General Regional Annotated Corpus (GRAC, GRAK-19) using the corpus-based approach and semantic-distributive analysis, complemented by general scientific methods of observation, comparison, generalisation, description and systematisation.

Results. Construction of the lexical-semantic fields of the phrases demonstrated their semantic overlap and the linguistic reflection of the idea of transformation in the speakers' minds. The corpus query for sustainable development revealed 10,442 occurrences, while education for sustainable development yielded only 35 occurrences. The analysis exposed new, layered and usual semantic modifications caused by extralinguistic factors and identified additional semes explicated in the discursive content.

Conclusions. The discursive understanding of sustainable development and education for sustainable development does not contradict the codified one. The first nomination is defined with a primary focus on stable growth, continuous improvement and evolution, particularly within the educational sector, with semes of constancy, stability and immutability. Education for sustainable development appears as a specific educational trajectory aimed at implementing the principles and axiological dominants of sustainable development in the educational process.

Keywords: corpus-based approach, linguistic corpus, association area, language awareness, sustainable development, education for sustainable development

Edukacja na rzecz zrównoważonego rozwoju: od interpretacji skodyfikowanej do reprezentacji dyskursywnej (na materiale Ogólnego Regionalnego Anotowanego Korpusu języka ukraińskiego (GRAC))

Streszczenie

Wprowadzenie. Intensyfikacja zrównoważonego rozwoju oraz edukacji na rzecz zrównoważonego rozwoju jako istotnych elementów współczesnej ukraińskiej i globalnej agendy znajduje swoje werbalne odzwierciedlenie w dyskursie. Skodyfikowane w źródłach leksykograficznych i utrwalone w świadomości językowej użytkowników leksemy zrównoważony, rozwój oraz edukacja pozostają funkcjonalnie aktywne i podlegają adaptacji semantycznej do procesów współczesnych.

Cel. Celem artykułu jest kompleksowa analiza przekształceń semantycznych w obrębie docelowych wyrażeń zrównoważony rozwój / edukacja na rzecz zrównoważonego rozwoju oraz wyjaśnienie specyfiki ich interpretacji zarówno w rejestrze leksykalnym, jak i w dyskursie.

Materiał i metody. Skodyfikowane znaczenie badanych zjawisk zbadano metodą definicyjnej analizy semantycznej haseł słownikowych. Znaczenie dyskursywne przeanalizowano na materiale Ogólnego Regionalnego Anotowanego Korpusu (GRAC, GRAK-19) z wykorzystaniem podejścia korpusowego i analizy semantyczno-dystrybucyjnej, uzupełnionych ogólnonaukowymi metodami obserwacji, porównania, uogólnienia, opisu i systematyzacji.

Wyniki. Skonstruowanie pól leksykalno-semantycznych analizowanych wyrażeń wykazało ich nakładanie się semantyczne oraz językowe odzwierciedlenie idei transformacji w świadomości użytkowników. Zapytanie korpusowe o zrównoważony rozwój ujawniło 10 442 wystąpienia, podczas gdy edukacja na rzecz zrównoważonego rozwoju dała zaledwie 35 wystąpień. Analiza ujawniła nowe, warstwowe i typowe modyfikacje semantyczne wywołane czynnikami pozajęzykowymi oraz pozwoliła zidentyfikować dodatkowe semy uobecnione w treści dyskursywnej.

Wnioski. Dyskursywne rozumienie zrównoważonego rozwoju oraz edukacji na rzecz zrównoważonego rozwoju nie stoi w sprzeczności ze znaczeniem skodyfikowanym. Pierwsza nominacja jest definiowana z głównym naciskiem na stabilny wzrost, ciągłe doskonalenie i ewolucję, szczególnie w sektorze edukacji, z semami stałości, stabilności i niezmienności. Edukacja na rzecz zrównoważonego rozwoju jawi się jako swoista trajektoria edukacyjna ukierunkowana na wdrażanie zasad i dominant aksjologicznych zrównoważonego rozwoju w procesie kształcenia.

Słowa kluczowe: podejście korpusowe, korpus językowy, obszar asocjacyjny, świadomość językowa, zrównoważony rozwój, edukacja na rzecz zrównoważonego rozwoju