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ON THE ESSENCE AND IMPORTANCE OF THE DISCIPLINE "HISTORY OF THE LANGUAGE"

The article deals with the key essence and crucial importance of the discipline "History of the English Language" for students of philological specialties. The article emphasizes the important role of this discipline in forming a deep understanding of the dynamics of language processes, their gradual development, and their inextricable relationship with the broad cultural and historical context. It details the cross-cutting aspects of the study of language history, including the methodology of diachronic analysis, various approaches to effective teaching, and the importance of integration with other fundamental linguistic disciplines, such as linguistic and cultural studies and applied linguistics.

Based on a thorough review of current scientific research presented in important works by Ukrainian, Eastern European, and Western scholars, the article outlines the most significant trends in studying and teaching language history at the present stage. The prospects of using advanced digital technologies in the educational process, the undeniable importance of diachronic linguistics for the comprehensive formation of professional competencies of future philologists, and the close connection between the historical development of language and the diversity of its modern variation are considered.

Special attention is paid to the definition of the discipline "History of the English Language" as an indispensable basis for a deep understanding of current linguistic phenomena and processes and its decisive role in the system of high-quality professional training of philologists. The article convincingly substantiates the urgent need for an in-depth study of language history to form a holistic linguistic outlook for students to develop their analytical skills and ability to comprehend inevitable linguistic changes critically. It is emphasized that a thorough knowledge of the history of language is a key element of the professional competence of every philologist, regardless of the future specialization chosen by him/her.

Key words: *history of language, diachronic analysis, linguistic training, language evolution, language processes, language variability.*

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ПРО СУТНІСТЬ І ЗНАЧЕННЯ ДИСЦИПЛІНИ «ІСТОРІЯ МОВИ»

У статті розглядається ключова сутність та визначальне значення навчальної дисципліни «Історія англійської мови» для студентів, які опановують філологічні спеціальності. Акцентується фундаментальна роль цієї дисципліни у формуванні глибокого розуміння динаміки мовних процесів, їхньої поступової еволюції та нерозривного взаємозв'язку з широким культурно-історичним контекстом. Детально аналізуються наскрізні аспек-

ти вивчення історії мови, включаючи методологію діяхронічного аналізу, різноманітні підходи до ефективного викладання, а також важливість інтеграції з іншими фундаментальними лінгвістичними дисциплінами, такими як лінгвокультурологія та прикладна лінгвістика.

На основі ретельного огляду актуальних наукових досліджень, представлених у вагомих працях українських, східноєвропейських та західних науковців, стаття окреслює найбільш значущі тенденції у сфері вивчення та викладання історії мови на сучасному етапі. Розглядаються перспективи використання передових цифрових технологій в освітньому процесі, беззаперечна важливість діяхронічної лінгвістики для всебічного формування професійних компетентностей майбутніх фахівців-філологів, а також тісний зв'язок між історичним розвитком мови та багатогранністю її сучасної варіативності.

Особлива увага приділяється визначенню дисципліни «Історія мови» як незамінної основи для глибокого розуміння актуальних мовних явищ та процесів, а також її визначальної ролі у системі якісної фахової підготовки філологів. Стаття переконливо обґрунтовує нагальну необхідність поглибленого вивчення історії мови для формування цілісного лінгвістичного світогляду студентів, всебічного розвитку їхніх аналітичних здібностей та здатності до критичного осмислення неминучих мовних змін. Підкреслюється, що ґрунтовні знання історії мови є ключовим елементом професійної компетентності кожного філолога, незалежно від обраної ним майбутньої спеціалізації.

Ключові слова: історія мови, діяхронічний аналіз, лінгвістична підготовка, еволюція мови, мовні процеси, варіативність мови.

Problem's Statement. In new educational technologies, the student becomes a participant in acquiring and using new knowledge, which helps bring learning closer to life and future professional activity. The main thing in the educational process is to create optimal conditions for developing students' abilities and satisfying individual interests related to the chosen profession. It is a necessary component of the study of the sciences of the philological cycle and provides an opportunity to familiarize students with the main issues of the specified specialty. So, in this article, we will analyze the importance of studying the "History of the English Language" for philology students.

Analysis of recent research and publications. Several important trends and interesting fields of study in Ukrainian and East European contexts, as well as in Western European and American contexts and in interdisciplinary studies, are revealed by an examination of the present literature on the field of linguistic history. Studies conducted in Ukraine and Eastern Europe highlight the value of the field of Linguistic History in the philologist's professional training program (Boiko, Kovalenko, 2021; Danyliuk, 2018), emphasizing its essential role in developing professional competencies. Consideration is given to the methodological elements of teaching language history, particularly in the context of translator training (Chernovaty, 2019), as well as the significance of diachronic analysis for philologists' linguistic training (Voitseva, 2020).

A fuller comprehension of the relationship between language and culture in its historical development is made possible by the growing integration of linguistic and cultural studies with modern methods of language history in Ukrainian academia (Kolesnyk, 2021). The power of digital technology in teaching English history is being intensively investigated (Nizhehorodtseva, 2022), creating new avenues for student engagement and an efficient learning process.

The history of the Ukrainian language is given special consideration as a crucial field that advances knowledge of contemporary linguistic processes (Kochergan, 2019). In addition, the place of the English language's history in examining the diversity of modern English is examined (Moiseienko, 2019), as are the more general concerns of historical linguistics, its evolution, and prospective research fields (Kosmeda, 2020).

Both foundational texts like the Oxford Handbook of English Language History and traditional textbooks, as well as specialized monographs that present fresh viewpoints on the study of English language history, represent Western European and American research.

These studies also address the challenges of teaching English history in the digital age and highlight the use of diachronic linguistics in language curriculum (Brinton, 2021). There are now student textbooks that thoroughly cover English language history (Bergs, Brinton, 2023). Furthermore, the integration of historical linguistics with practical language research and the problems of world varieties of English in a historical context are being studied. Studies on historical linguistics and language acquisition (Fisiak, Bator, 2018) and opinions on teaching English history in light of the language's rapid evolution (Curzan, 2020) are particularly interesting.

Investigating the history of the English language in the digital age, the multichannel origins of Standard English, and language history as a means of comprehending contemporary linguistic processes are all examples of interdisciplinary research that shows an integrative approach to the study of English history in the contemporary educational context (Kochergan, 2019).

The significance of language history is emphasized in lexicography and language history (Durkin, 2020), as well as in the context of contemporary language education (Crystal, 2022). Additionally, interdisciplinary

research addresses the sociolinguistic history of language change, computational and cognitive approaches to historical language change, and historical sound changes and their importance for the study of second language phonology. Different approaches, the active use of digital technology, and the goal to combine historical knowledge with other linguistic and multidisciplinary domains are characteristics of the current literature on language history.

The study's objective is to present a thorough evaluation of the course "History of the English Language," which is designed to give students the ability to use comparative thinking, historical vision of linguistic phenomena, and skills to generalize and establish standard and distinctive features in related languages. This expands the encyclopedic and linguistic competence of the philologist-specialist. The methodological basis of the course is the lingua-philosophical paradigm of modern linguistics with its cognitive-communicative basis. When analyzing specific linguistic phenomena and processes, Germanic studies proceed from the laws of general linguistics, constantly interacting with such linguistic disciplines as language typology, comparative linguistics, linguistic geography, dialectology, etc. Germanic linguistics widely uses the achievements of various related sciences, in particular, history, ethnography, archeology, folklore, cultural studies, art, and literary studies. So, this discipline "has an interdisciplinary character, combining historical, linguistic, and cultural aspects, which makes it possible to study not only language changes but also their sociocultural determinants in depth. The teaching of this discipline focuses on the theoretical analysis of phonetic, morphological, syntactic, and lexical changes in the language, with an emphasis on the main stages of its development, such as the Old English, Middle English, and Early New English periods" (Isakova, Borolis, 2025), which is extremely important for Germanic philologists.

Presentation of the basic material. Thus, the main goal of the course is to study general information about the system and structure of the (ancient) Germanic languages of the era of their convergent existence (until the 7th–9th centuries), as well as ethnospecific and linguocultural features of their divergent historical development; to familiarize students with the history of the ancient Germans, their writing; phonetics and morphology of the Gothic language, since it is characterized by the archaic nature of certain features, which is the basis for typological studies of Germanic languages; features of word formation and syntax. Practical blocks contain tasks and etymological problems on comparative grammar and phonetics of Germanic

languages, texts in Gothic for reading, questions, and tasks for self-control and modular control.

We have defined the Main objectives of studying the discipline:

- definition of the terminological apparatus of the course, clarification of the place and role of Germanic studies in the system of humanities in general and philological disciplines in particular;

- presentation of the main provisions of Germanic linguistics, which are the scientific basis for special linguistic disciplines (history of language, theoretical and practical grammar, theoretical phonetics, lexicology, stylistics, etc.);

- review of the history of the development of studies in domestic and foreign Germanic studies;

- acquaintance with historical, ethnographic, and archaeological data on the origin, life, and social structure of the ancient Germans;

- coverage of the role of the Germans in the era of historical migration of peoples;

- coverage of the history of Germanic tribes and peoples; information about the settlement of the Germans in Europe, about the emergence of tribal associations and barbarian kingdoms; the process of development of Germanic dialects in the language of nationalities and the national language and the isolation of groups of Germanic languages;

- acquaintance with the history of the formation of writing among the ancient Germans, as well as with the first written monuments of the Germanic peoples;

- disclosure of the systemic nature of the processes of historical language change and the relationships between changes in the phonetic and grammatical structure of the language; disclosure of the patterns of the historical evolution of the Germanic language and phenomena-relics of previous periods of the history of the language;

- highlighting the connections between the history of language and the history of society;

- acquaintance with the history of the formation and formation of the national literary norm of each Germanic language;

- acquaintance of students with the principles of the comparative-historical method and its basic concepts: "archetype," "language reconstruction," and the method of systemic analysis of language phenomena;

- improvement of the general educational and philological level of students; formation of skills for independent work with linguistic material;

- formation of students' abilities and skills to solve etymological problems and analyze phonetic and morphological phenomena.

The course "History of the English Language" is inextricably linked with theoretical phonetics,

grammar, lexicology, and stylistics. Knowledge of theoretical phonetics (first consonant shift, K. Verener's law, J. Grimm, second shift, rotacism) helps students solve etymological problems in comparative phonetics. Practical grammar allows students to master morphological structures and schemes for solving certain problems in the discipline "History of the English Language". The acquired knowledge and skills in lexicology (the nature of lexical meaning, denotative, significant, and connotative meanings of a word, paradigmatic and syntagmatic connections, and types of motivation) help students master the material on the history of studying the vocabulary of the German language by its periodization. The theoretical course of a foreign language (stylistics), which provides students with knowledge of micro- and macro linguistics, stylistic means, the definition of the text and its characteristics (temporal, local, personal, and modal structure), contributes to mastering the skills of reading and translating texts in the Gothic language.

As a result of studying the academic discipline, the student should know: the names and works of prominent domestic and foreign linguists who actively worked in the field of the history of the English and German languages; the main stages of development and the main provisions of Germanic linguistics, which are of fundamental importance for the further study of the theory of the corresponding Germanic language (in particular, German and English); the initial concepts of comparative historical linguistics: protolanguage, archetype, reconstruction; the main provisions, primary methods and techniques of theoretical study of ancient and modern Germanic languages; the main milestones of the history of Germanic tribes and nationalities, to navigate the processes of transformation of Old Germanic dialects into the languages of nationalities and national languages; the main Germanic tribes; the main problems of the development of English and German languages; the structure and regularities of the phonetic subsystem of Old Germanic languages; the main phonetic (phonomorphological) laws (J. Grimm, K. Werner, A. Holzmänn), the laws of qualitative and quantitative changes of vowels and their alternation (ablaut, umlaut, etc.); main categories, regularities of vocabulary development, semantics, grammatical structure of English and German languages; features of phonetic, grammatical and lexical subsystems of each individual modern Germanic language; classification of the vocabulary of the Proto-Germanic language in a diachronic aspect, ways of enriching the vocabulary, ways of borrowing, phraseology, classification of phraseological units, lexicography.

Students should be able to:

- navigate the pre-written and written history of ancient Germanic tribes and peoples;
- determine the nature of linguistic connections and relationships within morphological and lexical units;
- analyze and summarize primary source articles and monographs in the field of morphology, lexicology, syntax, and stylistics;
- professionally use the acquired knowledge in practice during an analysis of authentic texts;
- work with ancient (in particular, Gothic) texts, namely, read and translate them using a dictionary;
- solve etymological problems;
- know the history of the English and German languages, which will be necessary for them in their further practical activities;
- have a scientific idea of the origin and historical development of the foreign language being studied;
- be able to see in languages general structural and genetic features and specific typological differences;
- work with mandatory and additional literature in order to acquire and improve the skills of independent work in the specialty;
- carry out an independent search for scientific information and write abstracts on the topics of the discipline.

The designed course consists of 3 credits and four content modules.

Credit I, "Germanic Languages: General Information," contains 2 content modules.

Content module 1. General characteristics of Germanic languages and their place among other Indo-European languages. Indo-European language as a basis. Comparative-historical method. Language typology.

Topic 1. Purpose, content, and objectives of the course "Introduction to Germanic Studies". General characteristics of Germanic languages. Classification of modern Germanic languages. "Centum" and "Satem" languages.

Topic 2. Germanic languages and their place among other Indo-European languages. Comparative-historical method. Indo-European proto-language.

Content module 2. History of Germanic philology, formation of the first Germanic states, and history of the emergence of Germanic languages. Characteristics of the first Germanic tribes and the writing of the ancient Germans. Runic and Gothic writing.

Topic 3. History of Germanic philology: formation of Germanic states and the emergence of Germanic languages. Goths, Vandals, Burgundians, Franks, Ingvae.

Topic 4. Writing of the ancient Germans. Runic writing. Gothic writing. Monuments of Gothic writing. Latin writing.

Credit II "Features of the phonetic and morphological structure of the Germanic languages. Morphological structure of the Indo-European language base. Old Germanic syntax and lexical composition of the Germanic languages" contains two content modules.

Content module 3. The phonetic and phonological system of the Germanic languages. Reflections of Indo-European vowels and consonants in the main groups of Indo-European languages. Consonant shift. K. Werner's law. Umlaut and ablaut in Germanic languages. Morphological structure of the Indo-European language base.

Topic 5. Fundamentals of comparative phonetics of Germanic languages. General features of the phonetic structure of the Indo-European language-base (phonological system of the Indo-European proto-language, reflexes of Indo-European vowels and consonants in the main groups of Indo-European languages).

Topic 6. Main features of the morphological structure of the Indo-European language base.

Content module 4. Features of Old Germanic syntax. Lexical composition of Germanic languages. Linguistic picture of the world of the ancient Germans. Semantic changes in Germanic vocabulary.

Topic 7. General features of Old Germanic syntax.

Topic 8. Linguistic picture of the world of the ancient Germans. Lexical composition of Germanic languages. Semantic changes in Germanic vocabulary.

So, the main goal of the course "History of the English Language" is to familiarize students with the characteristic features of the group of Germanic languages in the I. language family, with the main stages of development and the distinctive features of each Germanic language. Regarding its problems, it is one of the main and broadest courses taught at the philological faculties of universities for Germanic students. The course is devoted to the history of the ancient Germans – speakers of tribal Germanic languages, which provides information about the settlement of Germans in Europe, their main tribal groups, the emergence of tribal associations, and the formation of the first barbarian kingdoms.

Secondly, the history of Germanic philology is taught, and the main provisions of the historical-comparative method are highlighted based on the features of Germanic languages that determine their originality and their relationship to other groups of I. I. languages were established. Special topics are devoted to the characteristic features of the phonological system, grammatical structure (morphology), and vocabulary of Germanic languages.

Thirdly, a summary of the history of each Germanic language from the first monuments that have come

down to us to the present state is offered, revealing general and special patterns of their development caused by the interaction of various external and internal factors.

Indeed, we pay attention to the mythopoetic model of the universe. The linguistic picture of the world among the ancient Germans

Students would be informed that according to the Germanic myths, which have come down to us through Old Icelandic poetry, the Germans imagined the universe as a giant sacred tree, Yggdrasil. In the middle is the middle world (lit. *midgarðr*, Goth. *midjungards*), inhabited by people. The upper tier – Asgard (Asgard), belongs to the gods-as. The lower tier forms the underground kingdom – Helheimr, the world of death (N. *Hölle* "hell", Old Norse *hella*, Goth. *halja*, lit. *hel*, Da. *hell*). The middle world is surrounded by the outer world (Utgard) – the outskirts of the sea and land.

In the north of the outer world is Niflheimr – the world of fog and cold; in the south – Muspelheimr – the world of fire and heat; in the east of the outer world of Utgard live giants, monsters, and demons (Jotunheimr). The sultry Muspelheim is guarded by the creature Surt. The gods-vans (Vanaheimr) live in the west. Evil elves (*alfar*) live near the lower world, and good ones live near the upper world. Thus, the world's sides are thought of as living beings.

So, the ancient Germanic world model includes horizontal and vertical projections. The horizontal projection is built on the opposition of Midgard (the center of the earth), inhabited by people, and the outskirts of the earth (Utgard, Jotunheim), inhabited by giants and monsters. The vertical projection is the ash tree Yggdrasil. The north and east are marked negatively in this model, and many scholars explain that the north is associated with cold and death, and the east with hostile tribes that lived next door to the Scandinavians.

During our lectures, we inform students that in their development, Germanic languages have gone from a synthetic inflectional structure to a state characterized by a significant loss of signs of synthetics and the acquisition of features of an analytical agglutinative structure of the language. However, the development in the direction of analyticism was uneven, so some Germanic languages have almost completely rebuilt their structure, while others, to a greater or lesser extent, retain the main parameters of the synthetic structure.

The most significant degree of analyticism is characterized by Afrikaans and English; the features of the synthetic structure are preserved most in Icelandic and German.

Thus, the category of gender, built in ancient Germanic languages on the opposition of three grammatical genders, is preserved in German, Yiddish, Norwegian, Icelandic, Faroese; the two-gender system, which arose as a result of the merger of masculine and feminine genders, is characteristic of Danish, Swedish, Dutch and Frisian; in Afrikaans and English, the opposition of nouns by gender has disappeared.

The category of case is also represented differently in modern Germanic languages. Four cases are preserved in German, Icelandic, Faroese; three cases are recorded in Yiddish; in other Germanic languages (English, Danish, Swedish, Norwegian, Dutch, Frisian) the general case is opposed to the possessive (genitive).

The verb in Germanic languages has the category of tense, state, and mood; the category of person and number in the verb system is represented unevenly. The main difference between Germanic languages is the contrast between strong and weak verbs. Ablaut (i.e., internal inflection) and auxiliary words are widely used in forming verb forms.

The phonological systems of Germanic languages include vowels (monophthongs and diphthongs) and consonants. Vowels are contrasted according to length/shortness, openness/closedness, and labialization features. The clearest contrast between open and closed vowels is presented in German. Labialization, i.e., the participation of the lips, is widely used in German, Danish, Norwegian, and Swedish; to a lesser extent in English and Icelandic, and it is almost not used in Yiddish.

The stress in Germanic languages is dynamic, usually fixed (attached to the word's first syllable). In some languages (Swedish, Norwegian), dynamic stress exists alongside the tonic.

The lexical composition of a language in the most complete form reflects the peculiarities of thinking, psychology, conditions, and lifestyle of its speakers. Therefore, the study of the vocabulary of a language is the most important component in the training of a philologist of any specialty. It is worth noting that in linguistics, the following types of contacts are distinguished: adstrat, superstrat, and substratum. Adstrat (a term proposed by M. Bartoli) is the coexistence of languages with their mutual influence. Superstrat (a term first used by W. Wartburg) is a language that was layered on the language of the local population and dissolved over time in the latter. An example of this phenomenon is the Normans, who, having settled in France, adopted the French language, later abandoning their native Scandinavia. In general, this process is characteristic of the Normans twice. The second time this happened was

during the conquest of England by the Romanized Normans in 1066, when many centuries later, they abandoned their language in favor of English. The opposite phenomenon of the superstratum is called the substratum (the term is associated with the name of the linguist G. Ascoli). The substratum is the language base, which dissolves in the language layered on it. Let us note the following feature (V.O. Zvegintsev): In the superstratum phenomena, both participants in the "struggle" of languages are known – both the winning and defeated languages. The substratum, on the other hand, remains unknown, and in part, it is only a probable language. For example, Karsten explains the non-Indo-European features of the Germanic languages by the Finnish substratum, A. Maye by the unknown Indo-European, Dechev and Gunthert by the Ertrurian, Feist by the Illyrian, and Brown by the Caucasian (Japhetic) substratum. The substrate is associated with the transition from one language to another; in this case, the intermediate stage is a rather long period of bilingualism – bilingualism (V.I. Abaiev). It should be noted that the lexical level is most affected by the penetration of nominative units of foreign language origin. The syntactic and phonetic levels are less permeable. The least "vulnerable" level is the morphological level.

Semantic laws are represented in our designed course as regularly recurring semantic changes. Precisely because we are talking about typical changes, in modern linguistics, preference is given not to "semantic laws" but to "semantic typology". Such a difference in terminology does not change the essence of this phenomenon; it only highlights and emphasizes various essential features.

Semantic laws were intensively discussed and studied in foreign and domestic linguistics of the late 19th and first half of the 20th centuries. Under the general name "semantic processes" are combined various types of semantic changes, as well as other processes associated with the semantic development of a word (acquisition and loss of motivation, polarization of meanings, etc.).

One of the most famous classifications of types of semantic changes belongs to G. Paul, who, in Chapter 4 of his book "Principles of the History of Language" proposes to distinguish specialization (i.e., narrowing) of meaning, expansion of the scope of meaning, metaphor, metonymy and other types of semantic transformations. However, this classification has several shortcomings (it is built on overlapping features, so that in the development of a word, both narrowing and deterioration of meaning, etc., can be observed simultaneously); another – more successful – classification does not exist yet.

Of course, a detailed consideration of various types of metaphor, metonymy, hyperbole, and litotes in each Germanic language is the subject of a course in the lexicology of these languages. Therefore, in our lectures, we will briefly examine the development of some Germanic words that are of particular interest to illustrate the types of semantic changes in Germanic vocabulary.

Conclusion. The designed course effectively illuminates the typological similarities and distinctive typological features shared between Indo-European languages and other language families, thereby fostering a deeper understanding of linguistic universals and specific areal tendencies. Notably, the course underscores the significant degree of structural and lexical similarity observed between Slavic and Germanic languages across various linguistic levels, including phonology, morphology, syntax, and lexicon. This comparative approach allows students to appreciate the shared heritage and parallel developments within these branches of the Indo-European family.

Simultaneously, the curriculum provides students with a comprehensive exploration of the factual

evidence that highlights the inherent contrasts and divergent evolutionary paths between Germanic and Slavic languages. By examining these points of divergence, students gain a nuanced perspective on the unique characteristics that define each language group and the historical and sociolinguistic factors that contributed to their distinct profiles. This balanced approach, emphasizing both convergence and divergence, equips students with a more sophisticated understanding of language typology and historical linguistics.

Our ongoing and future research endeavors will be specifically directed towards a detailed analysis of the textual materials provided to students as illustrative examples. This in-depth examination of sample texts will aim to further refine the course content, identify potential areas for enhanced clarity, and develop pedagogical strategies that effectively demonstrate the theoretical concepts discussed throughout the curriculum. By focusing on the practical application of typological principles through concrete linguistic data, we intend to solidify students' comprehension and analytical skills in the comparative study of languages.

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