# LEXICAL, STYLISTIC AND GENRE FEATURES OF SCIENTIFIC DISCOURSE

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***Abstract.*** This article analyzes contemporary linguistic interpretations of scientific discourse and its lexical, stylistic, and genre-specific features. The study identifies such characteristics of English scientific discourse as terminological precision, nominality, syntactic compression, neutral style, logical coherence, and established linguistic patterns. The scientific-academic excursion is considered a distinct genre of oral scientific-academic discourse.
***Keywords:*** scientific discourse, academic discourse, terminology, scientific style, scientific-academic excursion, lexical features, comparative analysis.

In the present era of globalization and intensified information exchange, the effective organization of scientific communication is of particular importance. A scientific finding acquires value not only through its discovery but also through its presentation to the scientific community in a comprehensible, logical, and stylistically precise form. For this reason, the study of scientific discourse is considered one of the most relevant areas of linguistics, stylistics, terminology, and the theory of academic writing [1,90].

In contemporary research, the concept of discourse is interpreted as a phenomenon broader than a text alone. It encompasses not only written or spoken language but also the communicative situation in which discourse is produced, the status of its participants, purposes, strategies, social factors, and pragmatic conditions [1,92]. This aspect is particularly important in scientific discourse because scientific communication rests on precision, logical reasoning, substantiated argumentation, and generally accepted norms. English, as an international language of science, is increasingly assuming a leading position in shaping the norms of scientific discourse. This development is also influencing the terminological systems, scientific styles, academic writing, and oral scientific communication of other languages [3,60]. At the same time, it is important to study scientific discourse not only in written form but also in oral genres, particularly in the form of scientific-academic excursions [1,103].

In modern linguistics, scientific discourse is understood as a multifaceted concept. It is viewed as a unity of text, context, participants in communication, communicative purpose, social conditions, and linguistic means. According to this approach, scientific discourse is “speech embedded in life”; it is not merely a finished product but also a process of creating and transmitting knowledge [1,94].

The primary function of scientific discourse is to express new knowledge, substantiate it, and present it to the scientific community. At the same time, it requires scientific evidence and conclusions to be organized logically and expressed in a clear and verifiable form. Accordingly, scientific discourse is characterized by the following essential features: objectivity, logical coherence, precision, formality, and terminological consistency [1,99; 3,60].

Scientific-academic discourse, in turn, emerges at the intersection of scientific and educational communication. It is concerned not only with presenting new knowledge but also with teaching it, explaining it, and developing scientific thinking. In this respect, scientific-academic discourse is a


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didactically enriched form of scientific discourse in which communication among the researcher, teacher, and student occupies a special place [1,94]. Among the most important features of scientific discourse in English are terminological precision and lexical systematicity. In a scientific text, terms convey specific concepts unambiguously and prevent the content from becoming unclear. However, scientific discourse is not composed solely of specialized terms. General scientific vocabulary and words in common use also play an active role. It is precisely these lexical layers that ensure a coherent, connected, and comprehensible scientific exposition [2,51]. Another important feature of the scientific style is nominality. In English scientific discourse, nouns and adjectives are used with high frequency, while verbs often perform a secondary function. For example, expressions such as productivity increase, quality improvement, system analysis, and data processing increase the information density of a scientific text and express lengthy explanations in a compact form [2,52]. This contributes to the concise, succinct, and information-rich character of scientific style.

The extensive use of established syntagmatic patterns is also observed in English scientific discourse. In particular, constructions such as “It is clear that..., There is no doubt that..., It is proved that...” are frequently used to express the reliability and certainty of information [2,52]. Phrases such as to be based on, to be related to, to be connected with, and to lead to are important for indicating cause and effect, relationships, and systematic connections [2,51]. Such linguistic patterns contribute to the standardized, objective, and logical character of scientific exposition. The presence of families of terms derived from the same root is another important indicator of scientific discourse. For example, the sequences absorb – absorption – absorbent, activate – activation – active, and corrode – corrosion – corrosive demonstrate the internal interconnectedness of a terminological system [2,51]. These units reflect the interrelationships among scientific concepts and ensure the systematic character of specialized vocabulary.

Another important point is that emotionally expressive units are limited in English scientific discourse. Scientific style is formed mainly on the basis of neutral and formal vocabulary. However, in certain cases, adverbs such as significantly, relatively, and generally, or expressions such as possible, probable, and apparent, serve to express scientific judgments cautiously, that is, without making conclusions absolute [3,59]. This illustrates the cautious and evidence-based nature of scientific communication. One of the important genres of scientific-academic discourse is the scientific-academic excursion. This genre serves to convey scientific information orally through direct observation, visual demonstration, and explanation. Such excursions are generally conducted when introducing a laboratory, a scientific center, a research environment, or a scientific object [1,101]. The principal feature of the scientific-academic excursion is the combination of scientific and educational purposes. On the one hand, the excursion provides precise scientific information; on the other, it presents that information to the addressee in a comprehensible, step-by-step, and communicatively accessible manner [1,102]. Thus, not only terminologically precise language but also explanatory, interpretive, and guiding expressions play a significant role in this genre. The participants in this genre usually consist of a highly prepared speaker and an addressee receiving knowledge. The speaker may be a tour guide, researcher, or trained student, whereas the addressees are often students, early-career researchers, or individuals becoming acquainted with a particular scientific environment [1,103]. Therefore, in excursion discourse, complex scientific terms should not be used excessively; they need to be combined with general scientific and explanatory vocabulary.

The following features of oral discourse are important in a scientific-academic excursion: logical coherence, visual presentation, orientation toward the addressee, the presence of question-and-answer


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elements, and a relatively lower degree of formality [1,101]. For this reason, the genre can serve as an effective means of developing scientific communicative competence, particularly oral scientific communication in English. From this perspective, the scientific-academic excursion, the written research article, and the presentation are all different manifestations of a common discursive domain. In all of them, the primary function of language is to express scientific knowledge accurately, logically, and reliably [3,60].

The analysis indicates that in contemporary linguistics, scientific discourse is interpreted as a complex communicative system broader than text, serving to create, substantiate, transmit, and explain scientific knowledge [1,95]. Its principal characteristics include objectivity, logicality, formality, terminological precision, and structural integrity. From a lexical perspective, English scientific discourse is characterized by terminological consistency, nominality, syntactic compression, standardized linguistic patterns, and neutral style [2,53]. These features ensure that scientific texts are concise, precise, and logically connected. Consequently, the study of scientific discourse is relevant not only in theoretical terms but also for the development of scientific communicative competence.

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