Original Paper

Terminology as a Component of the Professional Discourse of a Language Teacher in the Context of Multilingualism

I.T.Kushegenova[1], S.S.Sayakhmet[1], A.B.Tumanova[1] & O.I.Rudenko-Morgun[2]

[1] Kazakh National University named after al-Farabi, Almaty, Kazakhstan

[2] Peoples' Friendship University of Russia, Moscow, Russia

Abstract

The article is devoted to the problem of the formation of the terminological component of the professional discourse of the future language teacher. In the conditions of social changes (globalization, informatization, computerization, integration, etc.) of the late 20th and early 21st centuries, one can notice the increasing requirements for the professional training of a specialist that meets the needs of our time. In this regard, the problem of forming a professional discourse of a future specialist and his competencies is of particular relevance. The article notes that in the multi-level education system of the Republic of Kazakhstan, based on credit technology of education, a number of changes are being made in state standards in all areas of training of multilingual specialists. These changes were also reflected in the educational program of the Al-Farabi Kazakh National University for bachelors in the specialty "Russian Language and Literature" and, in turn, required the development of educational content that allows them to master professional terminology at a different qualitative level. The solution of this problem was the goal of the study covered in this article. In the course of the study, the following analytical and synthetic methods were used: definitional analysis as a method of contrastive study of languages, complex competence analysis, methods of comparison, generalization and systematization, a descriptive method, a method of statistical processing of research results, etc. The authors attempted to show that a phased, systemic and a deep study of highly specialized terms of major and elective disciplines, based on working with texts in the specialty and lexicographic sources, will help improve the quality of professional training of future teachers of literature. As a result of the study, the article presents scenarios of creative tasks that provide for systematization and complexity in the presentation and assimilation of special terms and contribute to increasing students' motivation for professional growth, as well as data from a training experiment. The prospects for research in this area are presented.

Keywords

professional discourse, multilingual specialist, trinity of languages, term, linguistic terminology

1. Introduction

In the multilingual space of Kazakhstan, on the territory of which representatives of more than 130 ethnic groups live and a large number of various foreign companies operate, in the process of forming and maintaining important business contacts of both a socio-cultural and industrial nature, a full knowledge of at least three languages becomes relevant: Kazakh as the state , Russian as international, English as international. The main provisions of the legislative documents in the republic contribute to the mass study of these languages in educational institutions: the Constitution of the Republic of Kazakhstan (1995, article 7), the Law on Languages in the Republic of Kazakhstan (1997, article 5), the State Program for the Functioning and Development of Languages for 2001-2010 (2001), a national cultural project on the trinity of languages in Kazakhstan (2007), etc.

In the post-perestroika period in the Republic of Kazakhstan (RK), as in all CIS (Commonwealth of Independent States) countries, the language situation has changed, the status of Russian, English and national languages has changed. The changed social conditions necessitated the modernization of the

education system in the Republic of Kazakhstan, in particular the transition to credit technology of education. These changes, in turn, were put forward as relevant, along with the issue of raising the status of a teacher, his role in society, and the issue of forming a new generation of teachers, expanding his professional tasks and the range of his competencies (Kushegulova, Tumanova, 2021: 59-62). The researchers argue that in addition to professional training, the future specialist needs to create creativity in his activity, which is characterized by the need for change, the presence of critical thinking, the ability to find ways to solve production problems. Accordingly, the system of higher education should be aimed at the formation of a competent, competitive, creative professional (Grevtseva et al., 2021: 181-191).

In recent decades, almost all areas of activity (education, politics, culture, business, etc.) of Kazakhstani society have been introduced everywhere new requirements that correspond to the new realities of life. The education system has developed an updated version of the SCES RK (SCES, 2018). With the implementation of the National Project on the Trinity of Languages (Kazakh, Russian and English) in the Republic of Kazakhstan, the training of a multilingual specialist acquired a special priority in the higher education system (Nazarbaev, 2012: 2). The implementation of this project will make it possible to train graduates of higher educational institutions who are able to carry out their activities in a qualified manner both in a nationally heterogeneous environment (which is Kazakhstan) and at the international level.

The task of mastering professional discourse by future specialists must also be addressed in the preparation of language teachers. So, A.T. Akisheva in her work, speaking about the development of professional competencies of the future philologist, emphasizes the role of terminology in the formation of the language base of a specialist, in accordance with this, the need for careful selection of textual material, the creation of a system of exercises with appropriate types of tasks is noted (Akisheva, 2017: 89-92). In our work, we were guided by the opinion of this scientist.

The relevance of this issue and its novelty should be noted: at present, there is not a single multilingual terminological dictionary, and therefore, the experience of its development. This article deals mainly with the educational aspect, which includes the acquisition of knowledge in basic and professional disciplines (knowledge component), the ability to use the acquired knowledge in practical activities (communicative component), etc.

The purpose of the study is to develop a system of exercises and tasks of a professionally oriented nature, aimed at the effective assimilation of linguistic terminology and its use by future language teachers.

2. Materials and Methods

The object of the study is the terminology in professional discourse, through which the scientific and speech communication of philologists is carried out, it is considered by us in three main aspects: educational, educational, didactic.

Our understanding of the term «professional discourse» is based on the concepts of V.I. Karasik and Yu.N. Karaulov, who included in its content all the components of the professional activity of a specialist in any field: special knowledge, knowledge of pedagogy and psychology, knowledge of teaching methods and methodology, etc. (Karasik, 2002; Karaulov, 2010). In this regard, we studied a large number of scientific, methodological and methodological works of domestic and foreign scientists (O.S. Akhmanova, A.R. Bolito, I.A. Zimnyaya, R.A. Close. A.I. Komarova, V.M. Leichik, A.A. Leontiev, A.N. Leontiev, V.V. Morkovkin, E.A. Nistratova, E.I. Passov, A.L. Pumpyansky, E.N. Solovova, A.V. Khutorskoy, LV. Shcherba, A.N. Shchukin, A.Waters and others). Also, lexicographic publications were selected and studied, including the conceptual and terminological apparatus of linguistics:

- dictionaries of linguistic terms Akhmanova O.S., 1969, 2004; Baranov A.N., Dobrovolsky D.O., 1996; Durnovo N.N., 2001; Demyankov V.Z., 1979; 1982; Nemchenko V.N., 1985; Nikitina S.E., 1978; Podolskaya N.V., 1978; Kubryakova E.S. et al., 1996; Nikitina S.E., Vasilyeva N.V., 1996; Rosenthal D.E., Telenkova M.A., 2001; Zherebilo T.V., 2003; 2010 and others;

- linguistic encyclopedias Yartseva V.N. et al. 2002; Karaulova Yu.N. et al.,1997; Kozhina M.N. et al., 2003.

Since the purpose of the study is the assimilation, understanding, representation in professional discourse of special terminology, and in our case linguistic terminology, we turned to works directly devoted to the study of the term as a phenomenon (see: Averbukh K.Ya., Akhmanova O.S., Lotte D.S., Leichik V.M., Reformatsky A.A., Superansky A.V., Podolskaya N.V., Vasilyeva N.V., Danilenko V.P., Moiseeva A.I., Zherebilo T.V. and etc.). Due to the fact that no serious contradictions were found in the definitions of the term «term», we settled on the most complete and significant for our study «Dictionary of Linguistic Terms» by T.V. Foal (Foal, 2010). It was he who became one of the lexicographic sources for the selection of the corpus of educational units for the system of tasks developed by us.

As already mentioned, the specificity of the professional discourse of a modern multilingual specialist lies in the trinity of knowledge about the systems of languages: Russian, national (in our case, Kazakh) and English (as the language of international communication). The language teacher is obliged to know and teach students to master and use in practice both general scientific and highly specialized terms, no matter what language they are presented in. In this regard, in the universities of Kazakhstan for the training of language specialists, it is necessary to carry out training on a comprehensive basis: highlighting one language as the main object of study, and the other two as mandatory components of professional discourse – this is the focus of the new State Educational Standards of the Republic of Kazakhstan, standard and working programs for teaching languages in RK, as well as Catalogs of disciplines (2019-2020) (Catalogue, 2019). We had to adapt the content of the training to the new programs, and they also served as materials for our study.

From the very beginning, we assumed that when developing a system of tasks for mastering a multilingual professional discourse, innovative teaching methods and techniques would be widely applied. We focused our attention on scientific and popular science sources – educational content was selected not only from university textbooks, but also from Internet resources – from which we selected materials to support project activities, integrated lessons, preparing and conducting collective presentation lessons on a specific topic; writing with subsequent discussion of creative works (essays); scientific reports on specific topics, development of lessons and guidelines for learning languages based on the principle of interdisciplinarity (*Russian, Kazakh, English*).

The following analytical and synthetic methods were used in the course of the study: definitional analysis as a method of contrastive study of languages, forecasting, complex competence analysis, methods of comparison, generalization and systematization, descriptive method, method of statistical processing of research results, etc.

3. Discussions and Results

An analysis of the work of scientists in the field of lexicography, reinforced our belief that in the humanities there are difficulties in the use of terminology, and, consequently, in its development by students. So, one of the reasons that violate the unambiguity of terminology is the existence in linguistics of a large number of different scientific schools, respectively, the presence of not one, but several systems of terms. The second reason is the novelty of the scientific field, which gives rise to new terms that do not have time to gain a foothold and are replaced by new ones that seem more accurate to their creators (*computer linguodidactics, electronic linguodidactics, digital linguodidactics*). The integration of different scientific areas significantly affects the heterogeneity of terminology:

- this leads to the constant borrowing of terms from other sciences. For example, the terms «concept», «association» are borrowed from psychology, «valency», «quantum»;

- from physics, etc. In addition, the difficulty in perceiving linguistic terminology may be due to synonymy and polysemy. So, instead of the term «concept», the terms *«notion», «dominant», «keyword», «linguocultureme»* and others are used. These are objective reasons. But there are also subjective, and moreover, negative factors: the introduction of a new term to give pathos to novelty, prestige, «scientific» (and in fact, scientific imagery) presentation, etc. Acquaintance with these phenomena of university students is not only an educational, but also an

educational task.

Students must realize that the professional sublanguage *(discourse)* is an autonomous subsystem that has its own patterns. The terms of new scientific directions, appearing in the language, undergo adaptation and then are established in the common vocabulary, or in the professional one. There are commonly understood terms that are widely used both in the literary language and in the professional speech of linguists: for example, in Russian these are the words *language, system, word, statement, speech, monologue, dialogue, letter, composition, report,* etc. On the other hand , there are highly specialized terms that are exclusively the property of linguists' speech: *cohesion, coherence, synchrony, diachrony, syntagmatics, paradigmatics, categorization, conceptualization, metalanguage, pragmatics, verbalization, abbreviation,* etc. Many highly specialized terms have synonyms among commonly understood ones *(verbalization is a verbal expression).* The language teacher should not only understand this, but also be able to use both, depending on the situation of communication. He must be able to convert a scientific text into a popular science text and vice versa.

As you know, the replenishment of the lexical base of any language (*including the Russian language*) occurs through borrowing. So, in the formation of a terminological system, various terminological units are borrowed from different languages. All national languages borrowed (*or created from various borrowed elements*) many Greek and Latin terms, which form the basis of the terminology of the language of science as a whole. In modern terminology, along with the social processes of globalization, informatization, more and more anglicisms appear, differing in the degree of assimilation in the receiving language. At the same time, borrowed terms often coexist with national designations. The use of an English term in the presence of a Russian analogue may be dictated by the need for internationalization of the term or the conciseness and functionality of a foreign language form. English and Russian terms can either coexist in the form of doublets, or have different shades of meanings and contexts of use *(linguistics –linguistics, connection – cohesion, concept – notion).* It is also important for a future teacher to know this in order to operate with them in accordance with the conditions of communication.

In the process of adaptation, the terms function in English and Russian languages ambiguously. For example, an English word can have several meanings, and when borrowed in a successor language, only one is assigned to a given word (*«officer»* (Eng.) – 1) official, employee; officer (Russian) means only a military rank). Often, in the process of adaptation, a borrowed word acquires a different meaning than its main one. The most typical example is the word *«anecdote»* (Eng.) – a story from life, and an anecdote (Russian) – a short funny story / story. If the teacher of literature is not familiar with this phenomenon, then his students may remain in error, believing that the hero A.S. Pushkin, Eugene Onegin was a frivolous lover of anecdotes, which he kept in his memory *«from Romulus to the present day».* Not knowing that the English word *«paragraph»* means *«indent»*, in Russian a paragraph is a section of text of considerable length, the teacher, and therefore his students, may get a wrong idea about what is being said in Russian or English texts, not understand the task (for example: *Divide the text into paragraphs*). There are many such examples, and we considered it necessary to provide for appropriate work in teaching terminology. In addition to word-terms, word-combinations-terms, alphabetic symbols, abbreviations are widely represented in linguistic terminology, i.e. initial abbreviations of terminological phrases. For example, in the Russian language *CSW (Complex Syntactic Whole), SPhU (Super Phrasal Unity), LSV (Lexico-Semantic Variant), FSF (Functional-Semantic Field),* and etc. Understanding and memorizing this type of language units also require certain efforts from students, which should be paid serious attention to. An analysis of the functioning of a foreign word (in our case, a term) in the Russian language allows us to say that borrowed words go through an adaptation process, following the grammatical, morphological and other rules of the adopted language, as a result of this process they become common. Foreign terms in the borrowing language undergo adaptation, relatively speaking, in several stages: overcoming foreignness, semantic assimilation, pronunciation adaptation (an example with the establishment of stress in words: *marketing, syllabus, discourse*, etc.), habituation and transition to common vocabulary (or exit to passive vocabulary). Work with similar phenomena is also given attention in the developed system of tasks.

Thus, the system of teaching professional terminology in the conditions of multilingualism, which

includes organized and interconnected actions of students, was developed, first of all, taking into account those features of linguistic terminology that were mentioned above. All tasks of the system are aimed at achieving a specific educational goal: the formation of skills and abilities for operating with this type of language units. The obligatory characteristics of the proposed system of exercises are scientific character and its communicative orientation, interdependence of exercises, their availability, sequence and repetition of language material and speech actions. We used such techniques as: identification of terms according to certain characteristics, their specification, forecasting, comparison of terms in several languages, formation of complex terms, etc.

When selecting and compiling tasks of the system, we were guided, in addition to general methodological principles, by the following principles:

> I. *taking into account the specifics of the future professional field of activity of students and its communicative orientation;*

> II. *taking into account the peculiarities of linguistic terms;*

> III. *taking into account the native language as an intermediary language;*

> IV. *taking into account the logical sequence of mental operations.*

According to the proposed methodology for teaching terminology to students, training exercises are conventionally divided into several types.

First, there are introductory tasks. For example:

> *1. Read the text, highlight the terms included in them, give them definitions. In case of difficulty, refer to explanatory dictionaries.*

> *2. Make questions to the main thoughts / subtopics of the read text, prepare answers to them.*

> *3. Read the text and make a detailed retelling of it based on key words, phrases and terms. Retell the content of the text.*

> *4. Make sentences from these word-terms.*

> *5. Based on the read text / completed module / course, make a mental map.*

Let us explain point 5. A mental map is a set of concepts, terms related to the text / course, indicating scientific sources of information. Unlike a regular dictionary, the map indicates the connection and relationships (schematically or descriptively) between concepts and terms. Drawing up mental maps (and denotation maps) optimizes the terminological search for students; they learn to select terminology that is adequate to the topic under consideration, to compose their own text (Ekshembeeva, 2016).

> Further, tasks are proposed aimed at *consolidating and activating terminology* in speech activity (text, situation). For example, working with text involves the following tasks:

> *Make a plan for presenting this text, write down key words for it.* The tasks are aimed at restoring the logic of the text, structuring it and highlighting key terms for the purpose of their further use in statements. This exercise becomes the basis and preparation for the next task.

Retell the text in your own words, using the plan you have drawn up. This exercise activates the skills of self-constructing statements and combining them into a discourse based on already studied terminology and worked out exercises for this text. Retelling involves the logical completion of work with the meaning of the text, and subsequent exercises either deepen the existing terminological stock or supplement it with a number of terms.

The system of exercises includes *tasks that promote the use of special terminology in personal statements* (real situations and creative exercises): imitation of a situation of professional communication and encouragement to choose the right terms corresponding to it. Exercises imitating professional real situations can be presented in the form of a discussion, a conference, a role-playing game. For example, you can suggest the following topics to create a monologue statement: *«Who do we*

call a polyglot? », «Which of the scientific areas are the most relevant at this time? », «Is the introduction of English language teaching at the preschool level correct? » and etc.

As practice has shown, the use of Internet resources in the educational process is not only a productive way of learning, but also an effective means of increasing students' motivation to study professionally oriented materials. Researchers note that various authoring programs presented on Internet resources allow the teacher to create a variety of interactive exercises and test tasks using text, graphics, audio and video information (Ershova, 2016:13-21).

In addition to the above, one should keep in mind the fact that when developing electronic resources, it is important to take into account pedagogical approaches: integrated, integrated, competence-based, project, research and individual. According to D.V.Burimskaya, these approaches underlie the improvement of the methodology for teaching a professionally oriented foreign language (any language - our clarification) at the university (Burimskaya, 2020: 205-212).

Podcasts on linguistics in English and Russian became the most popular and arousing keen interest among students. For tasks we used:

　　• "BecauseLanguage", a site featuring interviews with linguists, linguistic news, word origin talks, and more (BecauseLanguage // internet resources);

　　• "11 podcasts" about the Russian language: about literacy, literature and language (11 podcasts // Internet resources).

　　Working with podcasts is important, as it involves the perception of information, and, consequently, the terminology from the ear. To work with podcasts, we used the following types of tasks (which varied depending on the complexity of the material and the level of students' preparation):

　　1. Listen to a podcast (a segment of a podcast) and identify its topic.

　　2. What linguistic terms that the participants used in the speech did you understand? Listen to the podcast again, write down the terms you heard and understood.

　　3. Write a podcast summary in English/Russian/Kazakh.

　　3. Retell the content of the podcast to 5th/8th/10th grade students, adapting it according to the recipient.

　　4. Write a script for an extra-curricular conversation about the podcast.

Exercises of a controlling nature are aimed at testing the formation of communicative competence and skills in the use of highly specialized terms in the framework of professional communication. They differ from other types of exercises in their integrative and complex nature. The method proposed by us implements the implementation of different types of control: initial, current, modular, final. Control uses quantitative and qualitative methods for assessing the level of proficiency in general scientific vocabulary and special terminology, and is carried out in the form of:

　　a.　a survey (frontal, mutual, combined, individual);

　　b.　interviews;

　　c.　questioning;

　　d.　vocabulary dictation;

　　e.　testing;

　　f.　oral and written tests;

　　g.　in the form of presentations;

　　h.　compositions, essays;

　　i.　in the form of oral presentations on professional topics.

The results of the study were reflected in the learning experiment, which was organized and conducted

in the form of a questionnaire. The experiment was carried out in three stages: starting, intermediate and final. For each stage, questionnaires were developed to test knowledge of highly specialized terms in the specialty «Russian Language and Literature». The questionnaire was created using the GOOGLE Form service and was filled out by students in the online format (GOOGLE Form, link) at the set classroom time in the presence of a teacher and an experimenter. The survey is conducted anonymously.

The respondents were 1st year undergraduate students (beginning of the academic year), 2nd year students (end of 4th semester), 4th year students (end of 7th semester). At each stage of the survey, 20 respondents took part.

For the initial control, we have chosen 20 highly specialized terms corresponding to the amount of knowledge in the language training of a general education secondary school (*phonetics, word root, noun, suffix and prefix method,* etc.). Quantitative-statistical analysis of the survey results data showed: out of 20 respondents, 3 students answered correctly (10.5%), 5 students gave an incomplete answer (26.3%), 12 students gave incorrect answers (63.2%).

For intermediate control, we have chosen 20 highly specialized terms of an interdisciplinary nature (*concept, anthropocentrism, archetype, competence-based approach,* etc.). Quantitative-statistical analysis of the survey results data showed: out of 20 respondents, 7 students answered correctly (35%), 8 students gave an incomplete answer (40%), 5 students gave incorrect answers (25%).

For the final control, we selected 20 highly specialized terms according to the profile of specialization (*associative experiment, pragmalinguistics, thesaurus, philological analysis,* etc.). Quantitative-statistical analysis of the survey results data showed: out of 20 respondents, 15 students answered correctly (75%), 3 students gave an incomplete answer (15%), 2 students gave incorrect answers (10%).

The results of the experiment will be presented in the form of a summary graph (See Figure 1).

The results of the survey allowed us to draw the following conclusions:

1. it is necessary to organize a systematic and in-depth study of the terminological component of the professional discourse of a future specialist in all major disciplines.

2. Correctly organized, purposeful work on the formation of communicative competence and skills in the use of linguistic terminology of the future teacher of the Russian language and literature leads to high results of professional training.

4. Conclusion

Thus, for the formation of the terminological component of the professional discourse of the language teacher and his communicative competence, a complex purposeful work is needed to study, perceive, understand, represent both general scientific and highly specialized terms (in Russian, Kazakh, English) in the process of educational and scientific, research and future professional activities. To achieve this goal, we have developed a system of tasks that, as the experiment showed, contribute to a more effective assimilation of linguistic terminology, the development and improvement of the skills and abilities of the conscious use of terminological units, and the enrichment of the thesaurus of a future linguist.

As a prospect for further research, the following areas of work in this area can be noted:

1.   development of a multilingual dictionary of linguistic terms in printed and digital formats;

2.   adaptation of textbooks and teaching aids for schools, with the aim of organizing the work of schoolchildren of different classes with linguistic terminology;

3.   development of guidelines for working with terminology for universities and schools.

References

Akisheva A.T. (2017) The study of the professional Russian language as the most important means in mastering the chosen specialty // Pedagogy of Higher School. № 2 (8) April. – P. 89-92.

Burimskaya D.V. (2020) Pedagogical approaches to teaching a professionally oriented foreign language based on ICT. Bulletin of TSU. – №459. – P. 205-212.

Catalog of disciplines for the 2019-2020 academic year.(2019) Specialty «6B01703 – Russian language and literature»(Bachelor's degree). Almaty: KazNU.

Ekshembeeva L.V. (2016) Integrative theory of discourse: monograph / L.V. Ekshembeeva, G.K. Ikhsangaliyeva, M.Sh. Musataeva, Zh.A. Nurshaikhova, Zh.S. Nurzhanov. Almaty: Kazakh University. – 318 p.

Ershova O.V., (2016) Yaroslavskaya I.I. Application of the methodology for preparing automated exercises in order to increase the effectiveness of pedagogical interaction. Bulletin of RUDN University, № 2. Russian Studies Series. – Pp. 13-21.

Grevtseva G.Ya., Kotlyarova I.O., Serikov G.N., Fakhrutdinova A.V., Tsiulina M.V. (2021) Methodological approaches to preparing students for professional innovation activities. Bulletin of TSU. – № 462. – Pp. 181-191.

Karasik V.I. (2002) Language circle: personality, concepts, discourse. Volgograd: Publishing house «Peremena». – 477 p.

Karaulov Yu.N. (2010) Russian language and linguistic personality. Edition 7th. M.: LKI Publishing House. 264 p.

Kushegenova I.T., Tumanova A.B. (2021) Features of the model of the linguistic personality of a Russian language teacher in the multilingual space of Kazakhstan // Linguistic and rhetorical paradigm: theoretical and applied aspects. № 26-1. Sochi: SGU. – Pp. 59-62.

Nazarbaev N.A. (2012) Social Modernization of Kazakhstan: Twenty Steps to the Society of Universal Labor // Kazakhstanskaya Pravda. № 218-219. 10 July.

State Compulsory Standard of Education (2018) Republic of Kazakhstan. Astana.

Zherebilo T.V. (2010) Dictionary of linguistic terms. Ed. 5th, rev. and additional. Nazran: Pilgrim. – 486 p.

Internet Resources

BecauseLanguage: (2021) ttps://zen.yandex.ru/media/id/597258dd77d0e6dc9fb7b03a/-podborka-lingvisticheskih-podkastov-5a0e b627e86a9ecee6c1bd22 (accessed December 11, 2021).

11 Podcasts: (2021) https://mel.fm/blog/zhannetta-yermolayeva/7243-11-podkastov-pro-russky-yazyk-pro-gramotnost-litera turu-i-yazyk (accessed December 11, 2021). GOOGLE Form: (2020) https://forms.gle/aU31tSPLh1MgWRjd9 (accessed August 25, 2020).

Figure 1.