Peculiarities of Modern English Educational Terminolexicon

Tetiana Soroka[1]

Abstract: The relevance of the study lies in the feasibility of theoretical justification of new approaches to the formation and organizational and methodological support of the innovative orientation of the educational process of the school. Peculiarities of innovative activity, ways of solving the problem of readiness for innovative activity and ways of its formation were the subjects of research A. Babeshko, N. Vasylenko, I. Gavrish, N. Gorodetskaya, N. Klokar, O. Kozlova, A. Kolomiets, E. Makagon, L. Petrichenko, A. Prigozhina, V. Slastyonina, E. Sof'yants, I. Chorny and others. The study of terminology in the field of use, the terminological theory of text is a direction clearly indicated by V. M. Leichik. The approach to the study of terminology in the field of communication can be traced in the scientific researches Rubtsova N. V. , Bukovskaya L. V. , Fedyunina S. M. , Skulovich N. B. , Podkolozina T. A. , Vlasova O. B. , monographs and publications by Volodina M. N. , Silvia Davel, Fred Riggs, Patricia Thomas. The aim of the study is to determine the patterns of formation of knowledge of English terminology in the field of "Education" by graduate students through the use of a specialized system of tasks. Research hypothesis: the specialized system of tasks aimed at developing knowledge of English terminology in the field of "Education" of graduating students will be a full-fledged tool for teaching English at school and increase the effectiveness of foreign vocabulary. To solve the above problems, the following general scientific research methods have been used: scientific deduction, systematic analysis and comprehensive study of psychological, pedagogical, linguistic and methodological literature in order to substantiate the theoretical foundations; grouping, comparison and classification units in the field of Education and determining the methodological difficulties of its assimilation by high school students; pedagogical observation, modeling of processes and situations with the purpose finding out the level of effectiveness of the formation of English lexical competence; testing of graduating students for current and final control of the level of formation of lexical competence and finding ways to improve the process of learning vocabulary; experiments.

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1. Problem Statement

The scientific and technological revolution is leading to an increase in the number of special lexical terms due to the need to solve at least three important tasks: 1) designation of the mass of the revealed phenomena and laws of the nature and a society; 2) automated processing of significant amounts of scientific, technical, economic and other special information recorded by means of natural and artificial languages, and the transfer of this information in a form accessible to human perception; 3) operation of automated control systems of different levels that use sign systems, including units of natural languages.

Much attention is paid to the study, research and implementation of educational innovations. However, the problem of comprehensive study of the theory and practice of innovation in education is still insufficiently solved. This determines the feasibility of theoretical justification of new approaches to the formation and organizational and methodological support of the innovative orientation of the educational process of school.

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2. Purpose of Investigation

The aim of the study is to determine the patterns of formation of knowledge of English terminology in the field of "Education" by graduate students through the use of a specialized system of tasks.

3. Research Course

Research hypothesis: the specialized system of tasks aimed at developing knowledge of English terminology in the field of "Education" of graduating students will be a full-fledged tool for teaching English at school and increase the effectiveness of foreign vocabulary.

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The word "term" comes from the Latin "terminus" (border, boundary). Linguists give different definitions of this concept. Here are some of them: - a word or phrase that is the name of a concept in a particular field of science, technology, art, etc. The terms serve as limiting signs characteristic of this area of objects, phenomena, their properties and relationships. Unlike words of general vocabulary, which are often ambiguous and have an emotional color, the terms are unambiguous and devoid of expression.

A term is a (border sign) word or phrase that accurately denotes a concept used in science, technology, art. Unlike common words, which are often ambiguous, terms are usually unambiguous, and the expression is also not typical for them. Terms are one of two groups of special vocabulary – words and phrases used mainly by people in a certain field of knowledge, profession (Бєляєва, 2008).

Systematic terminology is due to two types of connections that give a set of terms of a systemic nature: 1) logical; 2) linguistic (although the terms denote scientific concepts, they remain units of natural human language, and accordingly they are characterized by all those connections that are characteristic of commonly used words – synonymous, antonymous, word-forming, polysemic, grammatical, etc.).

Terms differ from the words in that they express and form professional concepts. The meaning of these concepts are reflected in their definitions and also determined in the system of concepts of the relevant field.

The term names, denotes, expresses and even reflects the concept, from which it follows that the term is attributed to the nominative, significant, expressive and even reflective function.

The terminological system connects the concepts of a particular field of use and provides, if possible, terms with definitions. This system is a set of interacting and interconnected concepts of a certain field of knowledge.

D. Lotte was the founder of the terminology school and was the first, who raised the issue of the systematics of terminology. In his writings, he wrote that compliance with the rule of systematicity requires three conditions: 1. The terminological system must be based on the classification of concepts. 2. Terminal features and concepts should be distinguished on the basis of classification schemes. 3. Words should reflect the commonality of the concept, concluded in the term, with other concepts, and its specifics.

In the modern world, the role of high technologies is especially introduced to the terminological dictionaries, in which they include the materialized components of scientific knowledge. The very same vocabularies and presenters are the basis for work in the field of scientific and technical information.

Education and related processes and phenomena have accompanied social existence throughout human existence, being an integral part of the full life of society. The sphere of EDUCATION is universal for all ethnic groups, so in each language there are lexical units that denote various conceptual categories of this socially significant concept.

Sayings, such as axioms that life is the best school, is constant work on oneself, exchange of information with other family members and society, exist in every nation, in every language (*live and learn; education is what survives when what has been learned has been forgotten*).

This was due to the need to transfer work and cultural experience, the need to preserve and increase the knowledge. Thus, the linguistic reality developed a special vocabulary to denote educational realities, which gradually formed the discourse of education. The English language is no exception, which is generously filled with lexems, containing educational semantics.

The classification by V. M. Leichik, D. S. Lotte allows the distribution of the terms for the meaningful feature, so: 1. Terms, which mean objects ("teacher", "lesson", "pupil"). 2. Terms, which mean the processes ("learning", "exercise", "reading"). 3. Terms, which mean signs ("collective", "visual", "successive"). 4. Terms, which mean values and their units ("academic hour", "credit unit", "literacy hour").

Classification of understanding and terms in the field of education can also be found in historical and terminological positions.

This classification includes: 1. Terms-neologisms (for example, the term "Education" in the XVIII century acts as a neologism, in the XIX century its definition is stabilized, in the XX century it is actively used). 2. Terms-historicisms associated with the concepts of previous historical periods (for example, the term "School" meant in the XI century "Stop", "rest", "leisure". That is, firstly *school* was as a free pastime, empty talk. The most interesting thing is that today in Britain the word *school* means not only a school in our understanding, also primary and secondary education, but also in a broader sense, any educational institution, including universities and colleges. The word *scholar* means a scientist, scholarship holder or just a literate person, i. e. a person has received any education [2, p. 102]. 3. Terms-archaisms, which are units of terminology and terminological systems that go into the past in connection with the growth of scientific knowledge (for example, terminology of pedology, a bushel – a physical unit of measurement).

There is also a classification of terms by thematic groups. In the study of English educational terminology, we identified three thematic groups: 1) new meanings of old words and new words denoting new phenomena, including first of all the traditional token "education" – in its full or abbreviated form (for example, lecturer, tutor, trainer, educator); 2) names of subjects and methods, methods of knowledge assessment (e. g. , ludology, ethnomathematics); mathematics, science , student-centred approach; 3) new words and expressions that reflect their relationship with education field (for example, education mortgage, sad grad, abbreviation NEET).

Many scientists (S. V. Grinyov, V. A. Tatarinov, V. M. Leichik, V. P. Danylenko) classify the basic mechanisms of formation of new terms. Summarizing the results

of these studies, we can identify the following main structural methods: *semantic*, which consists in the use a word-term taken from a common language; (e. g. , *academy, school, education*); *morphological*, i. e. the creation of a new term through affixes (e. g. , *gifted, talented, shared reading* 'a classroom where the teacher demonstrates reading strategies using a joint text'); *morphological-syntactic*, i. e. the formation of a new term by composing word bases (e. g. , *framework* 'a manual designed for key steps 2 and 3, which defines how and when to teach subjects, whiteboard', *multi-academy* 'a group of academies, joined by one board of directors, working together as a whole to unite resources and improving trust standards'); *syntactic*, i. e. the formation of terminological combinations; the appearance of abbreviations due to the creation of a new term by truncating the bases of words (e. g. , *IB Diploma Program* 'International Baccalaureate', *O Level* 'general certificate of ordinary level education is an international qualification for children aged 14-16', *AQA* 'Assessment and Qualifications Alliance – an exam that offers a wide range of qualifications).

The main purpose of learning a foreign language is the formation of communicative competence. Foreign language terminology, or foreign language for special purposes, solves professionally-oriented communicative tasks. It is impossible to solve such problems without knowledge of terminological vocabulary.

Methods of teaching English educational terminology for high school students are primarily methods of teaching information perception. The realization of the perception of information occurs through learning the perception of textual information.

In the perception of textual information can be divided into four stages of using textual information to identify educational terminology: 1. Review reading of authentic text. Listening to the authentic text. At this stage the acquaintance with the text as a whole, revealing in the text of terms of sphere "Education" is carried out. 2. Interpretation of terms using terminological linguistic dictionaries. At this stage it is necessary to find the term in the dictionary and identify the phenomenon of unambiguity or ambiguity. 3. Study and training of terminological units. 4. Practical use of knowledge, skills of educational terminology in reading, listening, writing and speaking.

The study of dynamic processes in the vocabulary of the field of "Education" in English was carried out on the basis of the dictionary Paul McFedries "Word Spy.

The Word Lover's Guide to Modern Culture ". We used an electronic version of this dictionary, the name of which indicates the interest of the authors of the publication to neology as an important phenomenon of modern culture. In the course of the research, 60 terms were analyzed, which were included in the named dictionary and belong to the category "Education".

Thematically-analyzed terms can be divided into three groups: 1. The designation of modern features of the teaching process, its types, features of discourse. 2. The names of subjects and methods, methods of assessing knowledge. 3. The social phenomena that are directly related to education.

Consider the first thematic group. More than twenty such units were found, and almost all of them appeared under the influence of changes in English-speaking society as a whole due to the emergence of new educational paradigms. Thus, the phrase *equity education* has been actively used, which means the orientation of education on respectful and tolerant treatment of minorities, teenagers from disadvantaged families.

Example Citation:

*'I am here to remind our nation that the problem (of **equity education**) has not been solved,' said Bins, noting that about 80 percent of most state legislators are from 'suburban or affluent white communities. '*

—Tamara Henry, "Administration Education Funding Policy Attacked," The Associated Press, October 2, 2004

The teacher is the main figure in the learning process, but the paradigm shift, the emergence of new learning technologies, etc. led to the fact that in the XXI century appeared a fairly large series of synonymous words denoting professionals involved in teaching, learning, education, psychological support of students: *lecturer, tutor (new meaning), trainer, educator, facilitator, instructor, licensed teacher, certified teacher, career coach, life coach*, etc. Electronic dictionary Word Spy gives another word from this synonymous series: *paraeducator*: n. 'a teaching assistant, particularly one who works individually with children who have special language or learning needs'.

Example Citation:

*The number of **paraeducators** is rising, coincident with the increase of special needs children in mainstream classes. Minnesota, for example, saw its number of paraeducators rise from 4,000 to the current 20,000 over 10 years.*

—"Untrained paraeducators can inhibit child's self-help skills," The Special Educator, July 31, 2001

The second thematic group (names of subjects and methods, methods of assessing knowledge) includes about a dozen units. Thus, the mass fascination with video games and computer games, the emergence of virtual reality pushed psychologists, anthropologists, economists and sociologists first to a comprehensive study of this new phenomenon, called ***ludology*** (ludos - Latin game), and then led to the introduction in American colleges special subject *ludology* (cf. Ukrainian game theory). A specialist in this field is called a ***ludologist***.

Example Citation:

Meanwhile, on the lit-crit front, some scholars have come up with a fancy name for their discipline: ***ludology****, from the Latin ludus (game). Topics range from game philology to the study of virtual economies in EverQuest.*

—David Kushner, "Xbox U," Technology Review, March 1, 2006

The new term ***ethnomathematics*** (ethno-mathematics), proposed by the Brazilian mathematician W. D'Ambrosio to denote concepts, practices and artifacts that reveal the mathematical ideas of representatives of "non-Western" civilizations, marginal groups, became popular. (derivatives of this neologism – *ethnomathematical, ethnomathematician*). Proponents of this direction call for making the discipline of "mathematics" more understandable for native speakers of other cultures who study in schools and colleges in the United States, by taking into account when teaching mathematics national cognitive styles (Бєляєва, 2008).

Example Citation:

Advocates see ***ethnomathematics*** *as a useful way to make math more expansive and relevant to students from different backgrounds. Critics characterize it as a diversion from numbers that could lead to softer standards.*

—Michael Hill, "In hair and Latin beats, professor creates math lessons," The Associated Press, April 29, 2003

Education is an important part of social life, reflecting the problems and moods of society, in recent years in English there are many new words and expressions that reflect their relationship (the third thematic group). So, there is a phrase ***education mortgage*** (mortgage for education). The influx of students to a particular area for study is called ***studentification***; about a recent university graduate who is burdened

with debts and has no prospects of finding a good job, it is customary to say ***sad grad***; abbreviation **NEET** (Not in employment, education, or training) refers to young people who do not work and are not covered by any type of education).

Example Citation:

*Here's another thought, lifted from Ridley's inspiring book: "The 21st century will be a magnificent time to be alive," he says, a message which deserves to be disseminated far beyond the literary pages, so as to reach everyone from **Neets** and unemployed graduates to Lib Dems who cannot believe what they have got themselves into.*

—Catherine Bennett, "Phew. At last we can ignore the gurus peddling happiness," The Observer, June 27, 2010.

Excessive access to ready-made information provided on the global Internet and the gradual "atrophy" of the skills of critical analysis of information, self-acquisition of data, etc. reflected in the new phrase Wikipedia kid (n. 'a student who has poor research skills and lacks the ability to think critically', 2009), and the result of such work is often patchwriting – a text that repeats the vocabulary, syntax, style of the original (found in the Internet) text. Distance learning, online courses and other widely used teaching methods have given rise to the abbreviation MOOC – a more concise version of the phrase Massive Open Online Course and the term binge learning – viewing online lectures or online courses.

Example Citation:

***MOOCs** (Massive Open Online Courses) are the latest addition to the acronym-bound lexicon of higher education, and quite possibly the most significant of them all. They represent a new generation of online education, freely accessible on the internet and geared towards very large student numbers.*

*—Mike Boxall, "**MOOCs**: a massive opportunity for higher education, or digital hype?," The Guardian, August 8, 2012*

Example Citation:

*Khan Academy founder Salman Khan explains why **binge-learning** doesn't work…To learn something, you need to make a commitment and hold yourself to that commitment, says Khan Academy founder Salman Khan. You can't binge learn something for three hours the first day and then taper off.*

—" Consistency Is the Key to Learning," Money, February 29, 2016.

4. Concluding Remarks

The conducted research allows to formulate the following conclusions. The terms are in certain syntagmatic and paradigmatic relationships within their terminology, as well as with elements of other subsystems of language.

The analysis of vocabulary units showed that the analyzed subject area is evolving, constantly enriched with new words, which are mainly nominative, conceptual, semantic, authorial, and involved in their formation of various means: actively using the possibilities of English morphology, metaphors, but little borrowings and abbreviations remain applicable.

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