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A COMPLEX APPROACH TO THE STUDY OF DIDACTIC TERMINOLOGICAL VOCABULARY IN MODERN LINGUISTICS

Abstract. The article is devoted to the analysis of the main methods of studying the semantics of the English didactic terminology, namely: categorical analysis, which is applied on the basis of the grouping of the English didactic terms and component analysis, which is applied on the basis of the analysis of dictionary definitions of the English didactic terms and the identification of the smallest units of meaning - seme; the “meaning – sence” method, which differentiates the terminological meaning of a lexeme and its additional meanings; the semantic differential method, which demonstrates the seminal structure of the English didactic term using a scale of the same name and a pair of proposed antonyms; the method of combining the term in a special text that describes the functional features of the English didactic term; a statistical method that demonstrates research results in quantitative calculations. We consider the above problems partially solved by domestic and foreign linguists. However, the conceptual sphere of industry terminologies, especially those that have not yet been fully formed, needs a more thorough study. Therefore, the conceptual sphere of education is a set of concepts related to the educational and extra-educational life of a person. It has been proven that the seminal structure of a didactic term allows you to most clearly distinguish and illustrate its meaning and possible meanings. We consider the chosen methodology to be significant for solving the tasks, as well as having a theoretical value, which is determined by a certain contribution to such fields of linguistics as morphology, word formation, syntax



of the English language and consists in an in-depth study of the principles and methods of a systematic study of the structural and semantic features of didactic terms in the lexical-semantic aspect, the disclosure and analysis of the main factors of the development and functioning of special vocabulary.

Keywords: didactic terminological vocabulary, semantic structure, method, concept, semantic differential, syntactic compatibility.

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КОМПЛЕКСНИЙ ПІДХІД ДО ДОСЛІДЖЕННЯ ДИДАКТИЧНОЇ ТЕРМІНОЛОГІЧНОЇ ЛЕКСИКИ В СУЧАСНОМУ МОВОЗНАВСТВІ

Анотація. Стаття присвячена аналізу основних методів вивчення семантики англomовної дидактичної термінології, а саме: категоріальному аналізу, який застосовано на основі групування англomовних дидактичних термінів та компонентному аналізу, який застосовано на основі аналізу словникових дефініцій англomовних дидактичних термінів та виокремленні найменших одиниць значення – сем; методиці “значення – смисл”, яка диференціює термінологічне значення лексеми та її додаткові смисли; методу семантичного диференціалу, що демонструє семну структуру англomовного дидактичного терміна за допомогою однойменної шкали та пари запропонованих антонімів; методу сполучуваності терміна в спеціальному тексті, який описує функціональні особливості англomовного дидактичного терміна; статистичному методу, який демонструє результати дослідження в кількісних обрахунках. Вважаємо наведені проблеми частково вирішеними вітчизняними на іноземними лінгвістами. Проте ґрунтовнішого дослідження потребує концептосфера галузевих терміно-



логій, особливо тих, які ще не повністю сформовані. Тому концептосфера освіти – це сукупність концептів, що стосуються освітнього та навколо-освітнього життя людини. Доведено, що семна структура дидактичного терміна дозволяє найчіткіше виокремити та проілюструвати його значення та можливі смисли. Вважаємо обрану методикую значущою для вирішення поставлених завдань, а також такою, що має теоретичне значення, яке визначається певним внеском у такі галузі мовознавства як морфологія, словотвір, синтаксис англійської мови і полягає у поглибленому вивченні принципів і методів системного дослідження структурно-сміслових особливостей дидактичних термінів у лексико-семантичному аспекті, розкритті та аналізі основних факторів розвитку та функціонування спеціальної лексики.

Ключові слова: дидактична термінологічна лексика, семантична структура, метод, концепт, семантичний диференціал, синтаксична сполучуваність.

Introduction. The choice of methodology is particularly important for a successful research. The purpose of the research is to analyze such methods as: component analysis, the “meaning – sence” method, the semantic differential method, the method of analyzing dictionary definitions, the descriptive method, the method of conjugation of the term in a special text, the statistical method, which we will dwell on in more detail.

Analysis of recent research and publications. The problem of a complex approach to the study of the terminological vocabulary of education was reflected in many scientific works. Thus, S. Gursky put forward the concept of “meaning-sence” of the invariance of the meaning of a word, and considered different meanings of lexemes as its different sences. In his opinion, the term is a universal word, used in a terminological sence and interpreted as a “variable” meaning in speech in contrast to its “unchangeable” meaning of an invariant in language [1, p.28].

As M. Kocherhan notes, for the theory of combinatorics of word meanings, it is important to distinguish such concepts as “meaning” and “sence”. In many linguistic studies, the categories “meaning” and “sence” are not distinguished, although the further development of semantic science is impossible without such a distinction [5, pp. 22–23].

Thus, the meaning is an actual meaning, the sence of the word is oriented retrospectively and prospectively by the words to the specific meaning that the word acquires in the context. Meaning is born in any free word combination. However, a word has a meaning when combined with other words. The greater the valence of a word, the greater the number of meanings produced by its



meaning in interaction with the meanings of other words. Therefore, the formation of meaning is necessary in order for a peculiar process of meaning weakening to take place in the word. According to A. Maye, this process begins in the formation of any word combination. In the word combination, the specification of meaning takes place, which is based on the knowledge of concepts and realities, and therefore is not a linguistic process itself. During the specification, the conceptual core of the meaning varies, some change in the seed composition occurs. The transition from a word to a phrase conceptually means the implementation of a thinking process, and the essence of thinking consists in combining or combining ideas [5, p. 24].

One of the methods of researching the English didactic terminology is categorical analysis, which is closely related to its concept, the classical teaching of which dates back to Aristotle. First of all, we will give an interpretation of the concept: concept (from the Latin *conceptus* - concept) is an informational structure of consciousness, a multi-substratum, a unit of memory organized in a certain way, which contains a set of knowledge about the object of knowledge, verbal and non-verbal, acquired through the interaction of five mental functions of consciousness [8, p.256].

Main findings. We are inclined to think that meaning in a certain sense is an invariant, supra-individual category, which is mandatory for all members of a language group to achieve mutual understanding. Adding different meanings can lead to a violation of the communicative act, misunderstanding, and in extreme cases to interpersonal conflicts. In general, it is advisable to consider the difference between meaning and sense, which we see in the following:

- meaning is a unit of the lexical-semantic system of language, while sense is a unit of the speech system;

- meaning is an actualized semantic category, sense is an actualized meaning, although historically meaning is a former frozen meaning, translated from everyday life practice into the language system;

- meaning is static, constant (invariant of information), sense is dynamic;

- therefore, the meaning can be interpreted as a set of differential elements (sem), while the sense “is not completely determined either in logical or linguistic terms: it blurs in the depths of individual existence, social consciousness and the uniqueness of a given situation”;

- the number of senses is infinite (they have an open nature), while the number of meanings is relatively limited, they have a generalized nature;

- that is, the meaning has a national-linguistic specificity, while the sense has a universal, international character (when translating from one language to another language, not the meanings that are specific for each language are transferred, but the sense and only the sense [5, pp. 24–25] .



We believe that the given features of the differentiation of the concepts of “meaning” and “sence” are fully realized on the example of the English didactic terminology, since a single semasiological mechanism is present in its creation. The logic of its action can be traced with the help of component analysis - decomposition of the lexical meaning into elementary semantic units. As it was already noted, during the component analysis of the didactic term, semes are revealed, the determining and dominant among which is the tangent to the field of education.

The semantic structure of a didactic term is a set of interconnected and mutually conditioned meanings. The ability of a word to have many meanings leads to polysemy, which is characteristic of many words in common vocabulary. As for terminology, in particular didactic, the phenomenon of polysemy is undesirable and in most cases impossible, since it is a lexical unit whose number of meanings is limited, which allows avoiding ambiguity and incorrect use in a special text.

The conceptual foundations of the proposed methodology consist in dividing the semantics of a word into two diverse components, a stable (invariant) in the language system and a variable “meaning” in speech. The essence of the concept consists in the sequential combination of a seme - an invariant differential sign, fixed in a symbolic meaning with different concepts in the context, and the formation of different meanings accordingly. The conceptual principles of the “meaning – sence” method are based on:

- distinguishing between two diverse components of invariant value in the language system and a variable component in speech;
- relations of oppositions, identical concepts with some differential features, which are the basis of the opposition.

We agree with the statement of S. Gursky that the structure of invariant meaning is a set of differential semes and we share the opinion that the meaning consists of elementary combined semes that add subjective aspects of meaning according to the linguistic situation [2, p. 14].

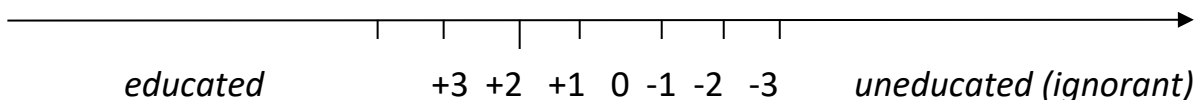
R. Dudok believes that “revealing the invariant meaning of a word-term makes it possible to correctly understand and use the term according to the norms of the English language, which undoubtedly increases the effectiveness of its study” [3, p.177]. The stability of the sem structure of invariant value lies in the fact that when the sem invariant value changes, the connections between them remain stable. It is the semantic-differential features that make it possible to recognize the signified object, to distinguish a separate lexical unit from other semantically similar words in the process of communication. That is, “sence, as a minimum of signs of a concept, makes a word understandable and allows it to function in speech” [1, p.14].



In our opinion, the outlined theoretical principles of the concept “meaning – sense” are extremely relevant for the analysis of didactic terms. We believe that during the analysis of the didactic terminological vocabulary in a number of exclusively didactic meanings, it is necessary to distinguish between special and general language meanings. Since it is difficult to draw a clear line between properly didactic terminology and the vocabulary of the field of education and didactics, it is important to determine the factor that influences the difference between special and commonly used vocabulary related to the field of education.

A semantic invariant denotes a terminological meaning with a narrow special meaning. Such a meaning is realized, first of all, in language, and in speech it can acquire a new peripheral meaning. So, for example, when analyzing the terms that denote educational institutions, we trace the tendency to move from the semantic category of place to the semantic category of participant and time. At the same time, the term loses its narrow terminological meaning and acquires new peripheral meanings, which in turn cannot be components of the didactic terminology system, but only indicate belonging to the field of education.

Another technique is the “Semantic Differential” - a free associative experiment, the author of which is Ch. Osgood. During the experiment, the subject’s reaction is limited to a pair of antonyms proposed by the experimenter. Let’s analyze pairs *educated* - *uneducated*, *scientific* - *unscientific*. The subject evaluates the stimulus using a scale, the poles of which are antonymous adjectives. The scale in Ch. Osgood’s experiments consists of seven divisions [9]. Let us illustrate it using the example of the analysis of the didactic term teacher, contrasting educated – uneducated (ignorant):



The division of the scale with the corresponding scores means: very educated (+3), quite educated (+2), a little educated (+1), neither educated nor uneducated (0), a little uneducated (-1), completely uneducated (-2) , very ignorant (-3). The scale can be graduated with other numbers - from 1 to 7 or from 1 to 5.

The subject, that is offered a word-symbol, must mark “X” on the division of the scale chosen by him (for example, teacher - very educated).

Correlation analysis conducted by C. Osgood revealed that there is a significant correlation between many scales (the scores on them are almost completely identical). The use of a special mathematical method - factor analysis, which is based on correlation analysis, showed that most of the scales (50 or more



scales were used in Ch. Osgood's experiments) can be reduced to three main ones: an assessment scale, a strength scale, and an activity scale.

However, scientists consider the following to be the main disadvantages of the semantic differential method:

- presented stimulus words can be multi-meaningful, so it is not always clear which meaning the subject evaluated;
- in many cases, the terms have a metaphorical character, so they cannot be used in a direct sense in relation to all stimuli;
- the reference of a word (its denotative meaning) can distort the measurement of meaning. The semantic differential measures the connotative (pragmatic) meaning, not the significant one.

It is important to note that the semantic differential method enabled the formation of the so-called “atlas of semantic profiles” of 360 concepts and found its application in psycholinguistics, sociology, and psychology. We apply the proposed method on the example of didactic terms.

The structure of the concept includes everything that belongs to the concept, which makes it a fact of culture. The logical structure of concepts is established on the basis of lexicographic interpretations, and the sublogical structure is established on the basis of associative vectors of words. The core of the concept structure is its lexeme of the same name. Marginal or peripheral nominations are associated with subjective experience, pragmatic intentions and connotations. Concepts are denoted by words, phrases and texts. According to O. Selivanova, the core of the concept is a concept fixed in the form of propositional structures and marked by a certain nominative unit. The word is a means of accessing conceptual knowledge, but it can represent different concepts [8, p.256].

The main method of category modeling is a conceptual analysis, which is carried out by using many methods: distributive, component, contextual, interpretive, etymological, comparative types of analysis, associative experiment. According to researcher O. Selivanova, the main approaches to the problem of the concept are:

- distinction between concept and notion (they are either identified, or attributed to different fields of science, or include the concept as the core of its content);
- the dependence of concepts on linguistic verbalization (some researchers consider them fully verbalized, others - partially verbalized, language-like or picture-like, visual images, mental models and sentence structures; or completely autonomous from language; an opinion is expressed regarding the presence of verbalized and non-verbalized concepts, taking into account the autonomy processes of thinking and verbalization;



– qualification of the concept according to the methods of its formation (various substrate structure of consciousness, thought formation, figurative scheme, etc.);

– the connection of concept and meaning (their complete identity “under the roof” of one sign, the relationship of intersection of meaning and concept or activation of meaning in the conceptual structure depending on the context and situation);

– concepts have evaluative and emotional, value and pragmatic components;

– the difference between concepts in individual or collective consciousness (national, group, regional);

– the scope of the concept depending on individual or ethnic-collective representation, scientific or naive picture of the world (according to A. Vezhbytska, the concept is distinguished as minimum, maximum and encyclopedic appendix);

– concept typology;

– concept structure (field model (core/periphery, base layer/additional cognitive features), grid structure, metaphorical model, mental-psychonetic complex, etc.);

– methods of its description and analysis [8, pp. 257–258].

Today, scientists distinguish between the concepts of valence and conjugation. According to O. Selivanova, valence is considered as a phenomenon of one-way connection (a strong word subordinates other words to itself), and conjugation is bidirectional (different classes of words are combined with each other and priority is not determined by only one part of speech or a certain direction of conjugation) [266, p. 56].

Connectivity is a combination of any words according to a certain syntactic connection, therefore, as a type of distribution, it covers not only valence, but also non-valence connections (usual and occasional). If valence bonds are syntactically formalized as subjunctive, then conjunctiveness also covers consecutive bonds. Finally, if the valence bonds of a word can (and should) be exhaustively described, then it is impossible to exhaustively describe conjugation “not only because the circle of relevant combinations is immeasurably large, but also because it is generally unlimited and not closed purely lexically. It is possible to define the general syntactic and lexical conditions in which these values are realized”. We understand lexical connectivity as the contextual ability of a word to connect with other words. Depending on the factors that affect the combination of words, lexical-syntactic and lexical-phraseological compatibility are distinguished. Lexical-syntactic conjunctiveness is a set and conditions of realization of syntactic relations of a word, it is conjunctiveness of certain grammatical classes of words [6], [7].



One of the ways to reveal the semantics of a lexical unit is the analysis of its functioning in the text, which plays an important role and helps to penetrate deeper into the semantic structure. Thus, M. Kocherhan believes that there is a two-way dependence between the meaning of the term and its conjunctiveness (syntagmatics) as a formal manifestation of the content. The semantics of a term determines its conjunctive (correlational) potentials, and conjunctiveness is a transponent of the meaning of the term, therefore the expansion or narrowing of conjunctiveness always signals a shift in the semantics of the term system. Correlation between meaning and its compatibility enables the study of synonymy and antonymy, establishment of synonymous relations and antonymic oppositions, etc. The description of synonymy through the conjugation of words can be carried out in two directions: from synonymy to conjugation and from conjugation to synonymy. In the first case, synonym series are established in a meaningful way, and later, based on the description of the compatibility of synonyms, an assessment of the degree of synonymy of each pair of words is determined, and previously selected or selected synonymous series from the dictionary are corrected. In the second case, the conjunctiveness of the words of the pre-established lexical-semantic field is described, after which, on the basis of the closeness of conjunctiveness, synonymous series are determined and the semantic distance between them is determined [5, p.95–96].

The compatibility of antonyms with other words, according to M. Kocherhan, resembles the compatibility of synonyms. This is explained by the semantic proximity of both synonyms and antonyms. At the level of semantic-thematic groups, antonym words are characterized by a greater commonality of combinability than synonyms. However, if for synonymy it is important to identify a common conjugacy, then in antonymy the main attention is focused on the difference in conjugacy, since the latter testifies to the sphere of semantics in which words are antonymized [5, pp. 140–142].

In our case, the conjugation the English didactic terms deserves special attention. For their analysis, we describe hyponymic relations on the basis of thematic and semantic groups formed in the previous sections. Since hyponymy borders on synonymy, in creating homonymous pairs and series, we follow the principle of similarity of terminological units according to their seminal structure. We also offer a number of thematic oppositional pairs, on the basis of which we trace the lexical conjugation of the English didactic term. In addition, we analyze how the stem composition of a didactic term affects its lexical compatibility.

There are numerous definitions of text in domestic and foreign linguistics. O. Selivanova interprets the text (from the Latin textum – tissue, interweaving, combination) as “an integrated semiotic form of the speaker's linguopsychomental activity, conceptually and structurally integrated, which serves as a pragmatic



mediator of communication and is dialogically embedded in the semiotic universe of culture” [8, p.600].

The question of the construction and structure of an academic text is important. The academic text as a semiotic unity has no upper limit, that is, it creates a world of objective knowledge and therefore appears unlimited, objective and universal. Regarding the lower limits, or the smallest units of the text, there is no single point of view. The lower limit of the text can be considered both a paraphrasal unity and a paragraph or a sentence. Considering this problem from the standpoint of informativeness, it is quite natural to consider the didactic term as a unit of text that has informative significance, adequate syntactic expression, and communicative integrity. Some scientists are inclined to the opinion that the term as the smallest unit can generate a scientific and academic text, in particular, of any length up to the creation of a certain sphere of objective knowledge [8, p.34].

Considering the presence of communicators, the question arises about the degree of intimacy of the academic text. The scientific style, to which the academic text belongs, is characterized by a low degree of intimization, due to both a narrow information orientation and a large amount of scientific, specifically didactic terminology, since any scientific text, and academic in particular, consists of concepts acceptable to science, or those, which are presented in terms of definitions, explanations, interpretations of concepts introduced for the first time by a separate author [8, p.36].

Academic texts include texts that reveal the theoretical aspects of didactics. They are represented by scientific articles, monographs, textbooks, reference books that relate to problems in the field of education and didactics.

As for the educational text, that is, the one that acts as a didactic tool in the educational process, it has its own field of research.

Educational texts are considered in the system of the communicative act as a connecting link between communicators and as a product of communication. At the same time, all states of the communication process are taken into account: communicative intentions of the speaker, social roles and relations between communicators, conditions of the communicative act. All these characteristics of the communication process are reflected in the texts. In terms of volume, the educational text is, as a rule, a large language unit, which is considered as an optimal unit of learning, the product of which is text-description, text-narrative, text-reflection and their combinations. Such texts are characterized by semantic sufficiency, purposefulness and structure, while at the same time acting as a part of a larger text. It is worth pointing out the following advantages of the educational text:

- the educational text provides an opportunity for the teacher and the student to discover the regularities of language functioning;



- it develops linguistic and analytical abilities of students, their language intuition and speech initiative;
- it helps to know and understand the linguistic picture of the world of the country whose language is being studied [7, p.70].

Thus, for the teacher, the educational text is both a means of communication and control, and a unit of learning. For those who study, the educational text serves as an object of learning and understanding, a source of new knowledge, an indicator of the level of language culture, and acts as a basis for the formation and development of certain skills and abilities. The text is the basis for observing and understanding the lexical and grammatical material being studied. Accordingly, a mandatory requirement for educational texts is saturation with lexical units and grammatical constructions that are the subject of study at the moment.

Conclusion. We consider the above problems partially solved by domestic and foreign linguists. However, the conceptual sphere of industry terminologies, especially those that have not yet been fully formed, needs a more thorough study. Therefore, the conceptual sphere of education is a set of concepts related to the educational and extra-educational life of a person. In our research, we lean towards the component analysis of the conceptual sphere of education, as we believe that the seminal structure of the didactic term allows us to most clearly distinguish and illustrate its meaning and possible meanings. We consider the chosen methodology to be significant for solving the tasks, as well as having a theoretical value, which is determined by a certain contribution to such fields of linguistics as morphology, word formation, syntax of the English language and consists in an in-depth study of the principles and methods of a systematic study of the structural and semantic features of didactic terms in the lexical-semantic aspect, the disclosure and analysis of the main factors of the development and functioning of special vocabulary. The practical value of the obtained results can be applied in teaching English, lectures, manuals on such normative disciplines as “Lexicology” and “Terminology”, special courses on “Structure of a word meaning”, “Vocabulary”, “Professional communication”. The results obtained using the “meaning – sence” method can be used for further study of the peculiarities of the didactic terminology, factors of its semantic development. As for the results of the research carried out using the method of conjugation of the term in a special text, it provides for their application in “Textology” and related disciplines.

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