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Linguistic Technology of Forming Students' Terminological Competence

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A B S T R A C T
This topic seems to be very promising, as it provides an opportunity to consider linguostylistic terminology in various aspects: 1) theoretical, allowing to create the most capacious and accurate description of the terminology system of linguostylistics; 2) applied, aimed, first of all, at using the research results for the purposes of professional development of students of the pedagogical faculty.

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When studying the linguostylistic features of the English language, one of the necessary conditions for the professional training of students of the pedagogical faculty is the formation of terminological competence, which is manifested in the desire of students to master the conceptual and terminological apparatus of the subject area of knowledge, to study disciplines focused on their professional activities. We understand the concept of "terminological competence" as an integral characteristic of the business and personal qualities of students, reflecting "not only the level of knowledge, skills, experience sufficient to achieve the goals of professional activity, but also the social and moral position of the individual" [5, p. 6]. In the process of training, we developed a linguistic technology for the formation of terminological competence, based on theoretical provisions developed by representatives of the scientific school of invariant-variant methodology and received independent support both in our republic and abroad [8]. One of the innovations significant for the theory and methodology of language teaching can be recognized as a system of description and use of linguistic terminology for scientific and educational purposes [3; 4; 6; 7].

While conducting scientific research as one of the representatives of the scientific school, we developed a linguistic technology for the formation of terminological competence of students of the pedagogical faculty based on linguostylistic terms and concepts [3; 4]. A number of parameters of linguostylistic terms, substantiated in the works of T.V. Zherebilo [6-10], were taken as the basis for fundamental linguodidactic positions.

As a result of the experiment, it was revealed that artificially created terminological lexemes in the process of functioning begin to develop according to the laws of natural language. It was this circumstance that was taken into account when teaching students of the pedagogical faculty. While doing exercises and analyzing the stylistic resources of the English language, students discovered that terms

enter into polysemy relations, terms are reterminologized as a result of their functioning in different areas of scientific knowledge, terms fall into synonymous, homonymous, paronymic and other paradigms. It is very interesting to observe the functioning of terms within the antonymic paradigm, as part of word-formation nests. This aspect seemed very interesting, since such an approach was a further development of the ideas we laid down in our candidate's dissertation [3]. This, in turn, makes it possible to consider linguostylistic terminology in the aspect of applied research and, what is especially important, to use the research results for the purposes of professional development of students of the pedagogical faculty. More than two hundred linguostylistic terminologies recorded in dictionaries were selected for work with students [1; 6; 7]. It is known that the terms and concepts of linguostylistics are divided into a number of groups, distinguished on various grounds:

1) term-lexemes taken from basic sciences: general and specific linguistics (system, structure, scheme, model, language), linguophilosophy (concept, linguistic picture of the world);

2) concepts and terms borrowed from related philological sciences: linguorhetoric, speech culture, various areas of text linguistics (image, composition, expressiveness of speech, text);

3) term-lexemes functioning as the main categories of linguostylistics (style, functional style, function, connotation, stylistic coloring, stylistic shade);

4) names of nomenclature units (specific linguistic objects) used in linguastylistics as terms and concepts of stylistics (verbal nouns, singular nouns, third-person present tense verbs, emotional-evaluative vocabulary, vocabulary of scientific style, common addresses, simple sentences, imperative sentences, narrative sentences, exclamatory sentences, parceled constructions);

5) names of functional styles, sub-styles, types, genres of text (scientific style, popular science sub-style, educational sub-style, journalistic style, newspaper-journalistic sub-style; description, narration; portrait, essay, landscape, etc.);

6) names of stylistic features (concreteness, accuracy, factual accuracy, abstractness, abstractness, generality, expressiveness, emotionality). Making up the terminological field of linguastylistics, these terms enter into various relationships of a paradigmatic nature.

Based on the results of the initial study of linguastylistics terms based on scientific, educational texts, information models of functional styles, students were asked to complete a number of tasks:

1) select terms included in synonymous paradigms;

2) identify terminological antonyms;

3) identify paronymic terms;

4) identify homonymous paradigms;

5) identify cases of terminological polysemy;

6) introduce linguastylistics terms into word-formation pairs, chains, nests;

7) identify archaisms, historicisms, neologisms in linguastylistics terms;

8) answer the question of why compound term units are mainly used in linguastylistics. When completing the tasks, it was proven that the terminological system of lingua-stylistics, just like the lexical system of any language, is structured using a number of paradigms: synonymous, antonymous, paronymous, homonymous.

In scientific and educational texts on linguastylistics, synonymous paradigms are most often presented, including two or more members of such a complex unit, which is the paradigm. For example:

1) style, syllable;

2) abstractness, generality, abstraction;

3) accuracy, concreteness;

4) expressiveness, emotionality;

5) stylistic coloring, connotation.

Working with synonyms made it possible to most accurately determine the meanings of terms, to study the patterns of their functioning. In this case, terminological dictionaries were widely used. The terms were considered based on their functioning in texts. Thus, despite the obvious similarity of meanings, the term lexemes "style" and "syllable" differ in the contexts of use. We can say "functional style", but the expression "*functional syllable" does not exist. As for the terms "accuracy" and "concreteness", at first glance, they are quite close in meaning, however, the term "accuracy" is usually used to characterize scientific style and reflects the concept of "accuracy of word usage". The term "concreteness" characterizes the features of artistic texts and is associated, first, with the idea of a concrete historical depiction of reality in a work of art. Students note that antonymic paradigms are also part of the terminological field of linguostylistics:

1) abstractness - concreteness;

2) vagueness of the name - accuracy;

3) generalization - differentiation;

4) synthesis - analysis, etc.

At the same time, they can reflect not only the opposition of different styles: bookish - colloquial, high - low, stylistically colored - neutral, but also indicate the opposition of properties, actions within the same style: generalization and differentiation, analysis and synthesis, abstraction and precision within the scientific style, expressiveness and neutrality in the journalistic style, emotionality and neutrality in a fiction text. Paronyms also interact both in texts and as part of paradigms:

1) stylistic - stylistic;

2) cognitive - cognitivistic;

3) structural - structuralist.

Stylistic - associated with the concept of "style", stylistic - from the word "stylistics". The contexts of using paronyms are different: "stylistic features", but the phrase "stylistic features" cannot be used. In scientific texts, the compound term “stylistic structure of the text” functions, but it is impossible to use the expression “stylistic structure of the text”.

As a result of the analysis of terms, the students came to the conclusion that homonymous paradigms in linguastylistics most often include inter-branch homonyms. Thus, the names of language resources (noun, adjective, verb, simple sentence, complex sentence, etc.) in linguistics are used to designate linguistic categories. In linguastylistics, they are used to nominate stylistic resources. For example, a noun is important in linguastylistics not because it is one of the main parts of speech with certain linguistic features, but because in different functional styles a noun can perform various stylistic functions. Thus, it is the main structuring component of scientific, official-business, journalistic functional styles, for which the nominal character of speech acts as a categorical feature of book styles. Meanwhile, artistic speech is considered verbal, although the nominal layer here is also quite wide, but nevertheless the verb, being the main constructive component of the sentence in the artistic text, makes the text more dynamic, mobile, emotional.

In our opinion, the terminological competence of students is formed to the greatest extent when identifying cases of terminological polysemy. Thus, based on the study of scientific and educational texts, information models of functional styles, dictionary entries, a rich polysemy of a number of terms was identified, in particular, the term lexeme "style".

In addition, in the process of analysis, obsolete terms were selected: "shtil" instead of: "style". One of the meanings of the term lexeme "style" is highlighted as obsolete: "Style is a bronze rod, the pointed end of which was used to apply text to a wax-covered tablet. The opposite end was made flat to erase what was written" [1]. Along with obsolete terms or their individual meanings, terminological neo-nominations used both in related disciplines and directly in linguastylistics itself were noted: lingua-rhetorical paradigm, lingua-stylistic paradigm, lingua-stylistic abstraction, emergence of the lingua-stylistic terminology system, etc.

Rich opportunities for developing students' terminological competence appear when introducing linguostylistic terms into word-formation pairs, chains, nests: 1) style - substyle, stylistic, stylistic, stylistic; 2) abstract - abstractness, abstraction, abstraction. In the process of completing the exercises, students also formed terminological nests that included compound terminological units: style - book style, colloquial style, neutral style, language style, functional style, scientific style, journalistic style, official business style. Answering the question of why linguostylistics mainly uses compound terminological units, students conclude that the linguostylistic terminological system continues to develop. The emergence of new meanings and their differentiation lead to the formation of compound names that allow the new concept to be reflected most accurately. Thus, the linguistic technology of forming the terminological competence of students of the pedagogical faculty based on the work with linguastylistic terms and concepts involves the integrated use of scientific and educational texts on linguastylistics and information models of styles.

The linguadidactic positions used in the process of forming terminological competence are predicted by the linguistic properties of the linguastylistic terminology system, in particular, by the presence of the following parameters of linguastylistic terms developing according to the laws of natural language:

1) polysemy of terms;

2) reterminologization of terms as a result of their functioning in different areas of scientific knowledge, including philological knowledge;

3) inclusion of terminolexemes in synonymous paradigms;

4) functioning of linguastylistic terms as part of a homonymous paradigm;

5) inclusion of terms in paronymic paradigms;

6) functioning of terminolexemes within an antonymous paradigm;

7) the inclusion of linguastylistic terms in the word-formation nests;

8) the presence in the terminological system of linguastylistics of both obsolete terms and neologisms;

9) the predominance of compound term units in educational and scientific texts.

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