EDUCATIONAL TERMINOLOGICAL DICTIONARIES: CLASSIFICATION AND METHODS OF THEIR COMPOSING

Abstract. At the current scientific stage, there was a need to create a conceptual and procedural apparatus for the construction of an educational terminological dictionary that would be effective for teaching students. The problem of creating computer versions and electronic dictionaries that will facilitate effective work with the linguistic term system is also relevant.

According to their purpose, educational dictionaries have a number of features that differ from ordinary system-oriented dictionaries. First of all, educational dictionaries (monolingual and multilingual) are designed for teachers and students, as they can be used as teaching aids. Such dictionaries contain the most used and widespread terms from a certain field of knowledge, are characterized by the presence of minimally necessary lexicographic information for each word, the division of vocabulary into productive and receptive vocabulary, the presence of methodical instructions for mastering the material, analysis of terms.

A terminological dictionary is one of the varieties of linguistic dictionaries, in which the terminology of the field of knowledge is presented. Terminological lexicography deals with the theory and practice of compiling dictionaries. Terminological dictionaries are considered according to their species and typological features.

Educational terminological dictionaries should meet such characteristics as: brevity, assignment to a certain topic of study, simplicity of structure and systematic presentation of the material to ensure the effectiveness of their use not only by scientists and teachers, but also by students and pupils who have not yet gained experience in using dictionaries.
Regarding the classification of educational dictionaries, it is their practical systematized description, genres that have developed historically in one or another national lexicographic tradition. Solving the problem of dictionary classification will contribute to the development of a unified compilation methodology (thematic volume, register, form, purpose, functions of the dictionary).

Methodical and didactic requirements are met by the following types of educational dictionaries that reflect the historical stages of compiling practice: at the initial stages, the main attention of compilers of educational dictionaries was focused on the selection of the lexical minimum for various stages of language learning. At the same time, the selection of vocabulary was based on the following principles: thematic selection, the ability of the word to perform official functions, the combinability of the word, taking into account the peculiarities of the semantic structures of the native and foreign languages, the stylistic neutrality of the word, its frequency characteristics. This is how the reference dictionaries of the lexical minimum were compiled.

The article reveals the concept of an educational terminological dictionary, establishes species and typological features, presents the classification of educational terminological dictionaries according to various criteria, and partially discloses the history of the formation of methods of compiling terminological dictionaries.

**Keywords:** terminological vocabulary, educational terminological dictionary, lexical minimum, lexicographic information, minimum dictionary, species classification.

**Сікалюк Анжела Іванівна** кандидат педагогічних наук, доцент, доцент кафедри іноземної філології, Національний університет «Чернігівська політехніка», вул. Шевченка, 95, м. Чернігів, 14035, тел.: (0462) 665-103, https://orcid.org/0000-0002-6681-271X

**Литвин Світлана Володимирівна** кандидат педагогічних наук, доцент, завідувачка кафедри іноземної філології, Національний університет «Чернігівська політехніка», вул. Шевченка, 95, м. Чернігів, 14035, тел.: (0462) 665-103, https://orcid.org/0000-0002-0530-1822

**НАВЧАЛЬНІ ТЕРМІНОЛОГІЧНІ СЛОВНИКИ: КЛАСИФІКАЦІЯ ТА МЕТОДИКИ УКЛАДАННЯ**

**Анотація.** На сучасному науковому етапі постала необхідність створення поняттєвого і процедурного апарату для конструювання
навчального термінологічного словника, який виявився б ефективним для навчання студентів. Актуальною є також проблема створення комп’ютерних версій та електронних словників, що сприятимуть ефективній роботі з лінгвістичною терміносистемою.

Навчальні словники за своїм призначенням мають низку особливостей, чим відрізняються від звичайних системозорієнтованих словників. Передусім, навчальні словники (одномовні та багатомовні) розраховані на викладачів і студентів, оскільки можуть бути використані ними як навчальні посібники. Такі словники містять найбільш уживані та розповсюджені терміни з певної галузі знань, характеризуються наявністю при кожному слові мінімально необхідної лексикографічної інформації, поділом лексики на продуктивну та рецептивну, наявністю методичних вказівок щодо оволодіння матеріалом, аналізу термінів.

Термінологічний словник – один із різновидів лінгвістичних словників, у якому подано термінологію галузі знань. Теорією і практикою укладання словників займається термінологічна лексикографія. Термінологічні словники розглядають згідно з їх видовими й типологічними особливостями.

Навчальні термінологічні словники мають відповідати таким характеристикам, як: лаконічність, призначення певній темі вивчення, простота будови й системність викладу матеріалу для забезпечення ефективності їх використання не тільки науковцями і викладачами, а й студентами, учнями, які ще не набули досвіду користування словниками.

Щодо класифікації навчальних словників, то це їх практичний систематизований опис, жанри, що склалися історично в тій чи іншій національній лексикографічній традиції. Розв’язання проблеми класифікації словників сприятиме виробленню єдиної методології укладання (тематичний обсяг, реєстр, форма, призначення, функції словника).

Методичним і дидактичним вимогам відповідають такі типи навчальних словників, що відбивають історичні етапи практики укладання: на початкових етапах основну увагу укладачів навчальних словників було сконцентровано на відборі лексичного мінімуму для різних етапів вивчення мови. При цьому в основу відбору лексики були покладені такі принципи: тематичний відбір, здатність слова виконувати службові функції, сполучуваність слова, врахування особливостей семантичних структур рідної та іноземної мов, стилістична нейтральність слова, його частотні характеристики. Так були укладені словники-довідники лексичного мінімуму.
У статті розкрито поняття навчального термінологічного словника, встановлено видові та типологічні особливості, представлено класифікацію навчальних термінологічних словників за різними критеріями і частково розкрито історію формування методик укладання термінологічних словників.

Ключові слова: термінологічна лексика, навчальний термінологічний словник, лексичний мінімум, лексикографічна інформація, словник-мінімум, видова класифікація.

Target setting. In modern linguistics, there is a significant growth of the terminological vocabulary: new terms appear, and the meanings of existing ones also expand. This necessitates the creation of educational dictionaries of professional terminology systems, as well as theoretical developments regarding the principles of their arrangement.

At the current scientific stage, there was a need to create a conceptual and procedural apparatus for the construction of an educational terminological dictionary that would be effective for teaching students. The problem of creating computer versions and electronic dictionaries that will facilitate effective work with the linguistic term system is also relevant.

Actual scientific researches and issues analysis. The works in the field of lexicography by V.Drabovska, V.Dubichinskyj, V.Morkovkin, O.Taranenko, F.Hausmann, S.Landau, A.Ray, L.Zgust, who described the features and typology of lexicographic publications, and also developed stages compiling a dictionary. Equally important are the studies of the peculiarities of compiling lexicographic sources by V.Shyrokov, I.Shevchenko, O.Rabulets, O.Kostyshina, M.Peshchak and others. In particular, a number of works by V.Shyrokov devoted to the phenomenology of lexicographic systems and their theory are extremely important.

The research objective. So, the purpose of this article is the analysis of existing methods of compiling minimum dictionaries of linguistic terminology and their possible application for building a term system.

The statement of basic materials. According to their purpose, educational dictionaries have a number of features that differ from ordinary system-oriented dictionaries. First of all, educational dictionaries (monolingual and multilingual) are designed for teachers and students, as they can be used as teaching aids. Such dictionaries contain the most used and widespread terms from a certain field of knowledge, are characterized by the presence of minimally necessary lexicographic information for each word, the division of vocabulary into productive and receptive vocabulary, the presence of methodological instructions for mastering the material, analysis of terms.
Educational dictionaries must meet the following requirements: the register of an educational dictionary must include a small number of words. The basis of the register of the educational dictionary is the lexical minimum, which corresponds to the program of the training stage and is selected on the basis of an analysis of the frequency of use of terms; the educational dictionary should contain recommendations on the sequence of studying terms in the general terminological system: at what stage of learning it is more appropriate to study a certain word. In accordance with this requirement, either create a series of graduated educational dictionaries (a separate dictionary for each stage of education), or compile one dictionary that covers the entire course of education; the dictionary article should be short, well structured; the dictionary article should not only contain the translation of the word, but also illustrate its use in a certain lexical and terminological environment; both the interpretation of the word and examples of word combinations can include only register words to avoid uncontrolled expansion of the register of the educational dictionary; it may be appropriate to include illustrative appendices with images in the educational dictionary [1]. The capabilities of the electronic dictionary allow you to illustrate in an animated form actions, states that change over time; in educational dictionaries, it is appropriate to present grammatical and methodical comments; in electronic educational dictionaries, the software should be simple and accessible.

Thus, one of the most effective dictionaries used for learning a language or a certain branch of linguistics is an educational dictionary. Unlike ordinary translation dictionaries, the main purpose of educational dictionaries is the selection and activation of lexical and grammatical material.

Educational dictionaries form the basis of lexicographic support of the educational process. The effectiveness of the perception of lexicogrammatical and terminological material, especially at the initial stages of language learning, depends on the extent to which the educational dictionary meets the programmatic and didactic requirements.

Nowadays, a new type of lexicographic works is developing - terminological dictionaries as educational aids. They include dictionaries that reflect the terminology of a certain specialty or an even more limited subject - a course [2, p. 144].

A terminological dictionary is one of the types of linguistic dictionaries, in which the terminology of a field (or several fields) of knowledge is presented. Terminological lexicography deals with the theory and practice of compiling dictionaries [3, p. 86]. Terminological dictionaries
are considered according to their species and typological features. This aspect of the analysis of scientific terminological dictionaries creates prerequisites for the development of methodology and specific methods of compiling special minimum dictionaries, the development of scientifically based principles of vocabulary selection, as well as uniform principles of organization, presentation (interpretation, translation, description) of lexical units to create optimal conditions for their use [4].

V. I. Perebiynis notes that in order to create effective dictionaries in the study of a certain section, it is necessary to coordinate the data of the educational dictionary with the requirements of the language learning program both in terms of subject matter and in terms of the number of terms to be mastered; accurate targeting of the addressee (student, teacher or scientist); taking into account the stage of language learning, the age characteristics of the addressee, the purpose of learning the language [5, p. 34].

Therefore, educational terminological dictionaries should meet such characteristics as: brevity, assignment to a certain topic of study, simplicity of structure and systematic presentation of the material to ensure the effectiveness of their use not only by scientists and teachers, but also by students and pupils who have not yet gained experience in using dictionaries.

Regarding the classification of educational dictionaries, it is their practical systematized description, genres that have developed historically in one or another national lexicographic tradition. Solving the problem of dictionary classification will contribute to the development of a unified compilation methodology (thematic volume, register, form, purpose, functions of the dictionary) [6].

Dictionary classification is a practical systematic description based on the concept of an idealized dictionary as an invariant, as a type, taking into account its main coordinates: linguistic, psychological, semiotic and sociological.

The concept of classification is focused on delineating such two categories as: the process of division into classes and the results of this process - systems of subordinate concepts of a certain field of knowledge, presented in the form of diagrams, tables. The theory of dictionary classification was developed in the works of well-known linguists L. V. Shcherba, A. M. Tsyvin, S. V. Hrynyov, L. O. Symonenko, O. O. Taranenko, V. V. Dubichynskyi, document experts N. M. Kushnarenko, S. G. Kuleshova, H. M. Shvetsova-Vodka. For the first time, the problem of classification was raised by L. V. Shcherba in the work "Experience of the general theory of lexicography".
But such a classification mainly provided a typology of interpretive and partially translational dictionaries, laid the foundation for further attempts to classify and systematize dictionary work [7].

For the classification of dictionaries, the following requirements are defined: non-intersection of divisions (classification by one feature); proportionality of divisions (the division must be exhaustive, complete; it must be neither insufficient nor excessive); mutual subtraction of divisions (members of the same row must mutually subtract each other); continuity of divisions (members of division must clearly reproduce the structure of concepts, be closest to the concept, without jumping from one subclass to another) [8].

The essence of species and typological classification of dictionaries consists in the differentiation of objects of study according to certain defining characteristics. Species and typological classification schemes are created on the basis of various logical processes. If the basis of species classification is the differentiation of features, then the basis of typology is their integration. Each classification scheme is based on one differential feature related to structural features and functions: 1) the ratio of the left and right parts of the dictionary; 2) the method of placement, composition and nature of selection of the register vocabulary series; 3) display object; 4) reflection of historical processes; 5) purpose and purpose of the dictionary. Terminological dictionaries reflect the conceptual and terminological apparatus of various branches of science and technology, the vocabulary of a special field, have a functional purpose: they provide scientific, educational, and industrial activities. In the article "Classification of Terminological Dictionaries" M. Komova singles out such types of classification as: species and typology. The species classification of terminological dictionaries provides for a clear division of documents according to the laws of logic: unity of features, proportionality of division members, their mutual extraction, continuity of division. The first of them is the most important and requires that the entire terminological composition of the dictionary be divided according to one of the signs.

Species classification is the differentiation of dictionaries by one essential feature. The entire collection of dictionaries is grouped into a species. The basis of the species classification of dictionaries is based on three blocks of signs according to different characteristics: informational and material components of the document, conditions of existence of the document in the external environment. Each of the blocks is a criterion for building a classification series based on priority features. These series form a multi-level structure of the classification scheme of terminological
Attempts to classify dictionaries in general lexicography after L. V. Shcherba were carried out by V. V. Dubichinsky ("Theoretical and practical lexicography"), O. O. Taranenko ("Dictionary" // Ukrainian language) and others. O. Ivanova notes that the difficulty of classifying the terminological system is that it is impossible to single out a single differential feature for division. In her opinion, there is a connection between the classification of terminological dictionaries and structural features and functions.

According to Goroshko O. I., the typology of dictionaries should be based on a number of theoretical opposites, namely: an academic-type dictionary is a reference dictionary; encyclopedic dictionary - general dictionary; thesaurus – an ordinary (interpretive or translation) dictionary; ordinary (interpretive or translation) dictionary – ideological dictionary; explanatory dictionary - translation dictionary; non-historical dictionary - historical dictionary [1]. V. M. Pererva divides terminological dictionaries: by the number of languages represented (monolingual, bilingual, multilingual dictionaries); according to the availability and principle of interpretation of terms (encyclopedic, explanatory, "without interpretation"); by the represented field or fields of knowledge (branch, narrow branch, multi-branch (including polytechnic)); according to the completeness of the represented terminology (full, medium, short); for a special purpose (conceptual, frequency, reverse).

V. M. Leychik's classification consists of six schemes, each of which is based on one differentiating feature: by thematic volume (multi-branch, branch (thematic), narrow branch); according to the content of the left (dictionaries of terms, dictionaries of term elements) / right part (translation, dictionaries of equivalents), explanatory, reference dictionaries, lists of terms (glossaries, ideographic dictionaries, descriptive dictionaries) of the dictionary article; according to the way the dictionary is organized (alphabetic, non-alphabetic (nested, alphabetic-nested), statistical (alphabetic and non-alphabetic); by the purpose (function) and purpose of the dictionary (usus dictionaries (registration, inventory), regulatory (normative and non-normative), popular science , educational, informative (information search thesauruses, classifiers, rubricators), systematizing (dictionaries of term systems, frequency, reverse); by volume of languages (mono-, bilingual, multilingual); by novelty (dictionaries of new terms) [4, p. 35].

Based on the research of the last decades of the 20th century, a new classification of M. V. Komova was proposed, which was carried out according to the following criteria: by the breadth of coverage of the terminological vocabulary (universal, multi-branch, branch, narrow-branch dictionaries); according to the method of describing the lexical meaning of
the word (encyclopedic-reference (interpretive, interpretive-translation; reference books, encyclopedia; encyclopedic, illustrative dictionaries); translation (bilingual, multilingual dictionaries); according to the structure of publications (serial, one-volume, multi-volume); by readership (dictionaries intended for a wide range, certain categories of specialists or groups of scientists); by "priority of publication" (originals, reprints, translations); according to the structural and word-forming structure of the terms (general, partial) […].

Consequently, dictionaries are created in Ukraine that reflect the conceptual and terminological apparatus of a certain scientific theory (including linguistics). This type of dictionary is usually developed by higher education institutions to support the educational process. With the appearance of new types of terminological dictionaries, the number of differential features may be increased.

Educational dictionaries are divided into two groups: a) dictionaries intended for those who study a foreign language; b) dictionaries intended for those who compile textbooks, manuals, prepare methodical materials.

Methodical and didactic requirements are met by the following types of educational dictionaries that reflect the historical stages of compiling practice: at the initial stages, the main attention of compilers of educational dictionaries was focused on the selection of the lexical minimum for various stages of language learning. At the same time, the selection of vocabulary was based on the following principles: thematic selection, the word's ability to perform official functions, word compatibility, taking into account the peculiarities of the semantic structures of the native and foreign languages, the stylistic neutrality of the word, its frequency characteristics. This is how the reference dictionaries of the lexical minimum were compiled.

The next stage in the practice of compiling educational dictionaries was the emergence of explanatory and translational educational dictionaries. The structure of these dictionaries depends on the level for which they are intended, and whether they ensure the accessibility of use and the efficiency of searching for the necessary lexical and grammatical material. At the same time, the second dictionary is compiled on the basis of translations in the dictionary articles of the first and is situational, that is, one that reflects the peculiarities of word usage in speech, and not the system of the native language.

Solving the problem of scientifically based selection of the lexical minimum and selection of the meanings of a polysemous word is impossible without compiling dictionaries of word combinations, which are based on either the principle of selecting word combinations most characteristic in the
opinion of the compilers for a given word, or the frequency criterion. It is known that words characterized by a high frequency of use have wider combinatorial possibilities. Most of these words are polysemous. Therefore, when compiling lexical minimums, it is advisable to select the most frequent word combinations, in different constructions of which different meanings of a polysemous word are realized.

The organization of a scientifically based study of the grammar of a foreign language is impossible without teaching aids, reference books and without selecting the grammatical minimum. In contrast to ordinary manuals, lexical-grammatical dictionaries contain data on the frequency of use of each of the grammatical forms of the word included in the dictionary and the vocabulary found in these forms.

A similar guide to the frequency of inflectional forms of the English language was created by a team of authors in electronic form. Data on the usage of inflectional forms of the word can also be obtained from such frequency dictionaries, which, describing the word as a lexical unit, provide a complete paradigm of the word with an indication of the frequency of each inflectional form. According to the method of presentation of the material, there are three types of educational dictionaries: printed, electronic and combined - with an appendix in the form of a CD.

Educational lexicography as a separate field emerged in the middle of the 20th century, when its theoretical foundations and requirements for compiling educational dictionaries were formulated. The work of V.I. Perebijnis "Lexicographic support of the educational process in a foreign language" [5] is devoted to the theoretical foundations of the development of the methodology for building educational dictionaries of professional terminological systems. Also the works of the collectives of authors - "English-Ukrainian educational dictionary-minimum" [7], "English-Ukrainian educational dictionary with methodical comments and grammatical tables" [8], "Glosa project: a system of computer educational translation dictionaries" [4] and others.

Today, the process of selecting the terminological minimum is a problem in Ukrainian linguistics. Before such a minimum, there is a requirement to ensure that the student understands the maximum amount of terms and definitions. This problem is related to important scientific and practical needs: the first (scientific) is the development of a methodology for compiling a dictionary, and the second (practical) is the possibility of using a minimum dictionary for teaching students and preparing terminological dictionaries of the Ukrainian language for them.
Researchers solve the problem of identifying terms in one or another "context" in different ways, using different definitions, proposing their own methods, criteria for their selection, when the system of concepts has not yet been developed, and there is no clear boundary between a term and a non-term.

In addition to the intuitive selection of vocabulary by linguists, certain scientific goals already exist, in particular, the selection of vocabulary based on certain features (for example, thematic, frequency) or based on the presence in several dictionaries at the same time (a feature of word prevalence). The last method (provided frequency dictionaries are used) is one of the most objective.

For example, textbooks on the Ukrainian language for philology students contain attempts to present the author's understanding of linguistic concepts along with highlighting the most common points of view on linguistic phenomena and units. In such dictionaries, reference books briefly present concepts that are illustrated with examples. As for the selection of terms, those that directly name linguistic units, rather than general linguistic concepts, are chosen. Such reference books are mostly organized by sections that reproduce the traditional levels of analysis of the language system. This means that objective methods for compiling minimum dictionaries in such dictionaries were used unsystematically.

Conclusions. We can conclude that the article reveals the concept of an educational terminological dictionary, establishes species and typological features, presents the classification of educational terminological dictionaries according to various criteria, and partially discloses the history of the formation of methods of compiling terminological dictionaries.

References:


Література:

2. Комова М. Класифікація термінологічних словників. Львів : Слово, 2017. С. 144-147.