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TERMINOLOGICAL DICTIONARY AS A COMPONENT OF THE LANGUAGE PORTFOLIO OF THE CADET

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Terminological dictionary as a component of the language portfolio of the cadet

In the article revealed the peculiarities of organization of independent work of cadets on the conclusion of a terminological dictionary as a component of language portfolio on the basis of the analysis of scientific works on pedagogy and linguodidactics. It is stressed on the importance of choosing such forms, methods and means that will promote the formation of cognitive independence of cadets, will teach them to be responsible for the result of educational activities, will encourage to acquire new knowledge, improve skills and abilities. Linguistic portfolio considered as one of them. Terminological dictionary is allocated as a part of the language portfolio - a lexicographic product that contains an interpretation of the terms of the future specialty. It is noted that the source database of dictionaries made by cadets should be specialized on academic literature, lexicographical publications, reference materials, regulatory documents. One of the peculiarities of work on the creation of a terminology dictionary is the independence of the cadet in the choice of language units, while the teacher coordinates his educational and cognitive activity, recommends lexicographic publications, focuses on the sequence of compiling a vocabulary article, etc. It is noted that the effectiveness of such work is provided by a set of propaedeutic exercises (vocabulary and text based), which should be used during practical classes. It is emphasized on the multifunctionality of such a dictionary. Author complements functions allocated by O. Matvienko (educational, reference, normative and systematic) with the reflection function. The scientist argues that the terminological dictionary is an important component of the linguistic portfolio of students, since its conclusion has a significant educational and developing potential.

Key words: language portfolio, structure of language portfolios, learning terminological dictionary, functions of the dictionary.

The rapid development of society sets a challenge to the present students – to perceive, process, and systematize multi-problem information, not only distinguishing

the one that is urgently needed, but also predicting possible situations for its further use. In addition, we must take into account the fact that a secondary school student, a university student and a cadet perform all these actions independently without / or with teacher's indirect support, who, accordingly, cannot track the process, but is able to "see", perceive and evaluate the results of these actions. Consequently, on the one hand, we have a request for the development of the skills and abilities to perform an independent text activity, and on the other one – an information flow in which the students are to navigate promptly and confidently.

In view of this, the problem related to the development of students' cognitive independence, which, according to O. Malkyhin, can be manifested by "knowledge availability; need for knowledge; value-based attitude to knowledge; their desire to know the ways how to master knowledge; a critical approach to information; their ability to search, receive and transform the information received" [3, p. 115], is becoming more topical. It is clear that it is important to choose the forms, methods and means that will contribute to the development of students' cognitive independence, accustom them to being responsible for the results of educational activities, induce them to acquire new knowledge as well as improve their skills and abilities. Perhaps, therefore, nowadays the focus on the use of language portfolio (hereinafter referred to as "the LP") in the educational process has been intensified.

The study of the scholars' works has revealed inconsistency in categorical definition of the LP. In particular, it is characterized as a pedagogical technology (T. Horpynych, T. Hurova, N. Nikitina, T. Polonska and others), as a package of working materials (documents) (O. Datskiv, N. Koriaktseva, Z. Nykytenko et al.), as a teaching method (M. Aleinikova, O. Ilina, K. Klymova and others). The scholars' views coincide in these issues: "the introduction of the portfolio not only contributes to maintaining students' high academic motivation, their activism and autonomy, but also expands the possibilities for learning and self-educating, develops their abilities to learn – to set goals, plan and organize their own educational and cognitive activities, including the

ability to work on a textbook within a certain subject” [6, p. 12]. It should be noted that the active introduction of information and communication technologies into the educational process has caused this change – most teachers prefer to make up an electronic LP, which “can be stored locally (to be accessible only to a certain circle of people) and globally (to be accessible to the whole world – to the Internet users)” [2, p. 37].

The scholars’ view regarding the structure of the language portfolios is controversial. Without going into the discussion, we consider it appropriate to take the structure of the language portfolios proposed by K. Klymova as a basis, which is stipulated by the common European requirements and implies the presence of these basic parts as follows: information about the student to whom the portfolio belongs; materials reflecting student’s achievements in learning the Ukrainian language; materials demonstrating evaluation and self-assessment of student’s educational, cognitive, research-oriented and quasi-professional activities; auxiliary educational and methodological materials for further professional language self-study and self-improvement of a future specialist [2, p. 38]. The latter mentioned component attracts our attention – auxiliary educational and methodological materials for further professional language self-study and self-improvement of a student. In our opinion, its structure should include, in particular, terminological vocabulary – a lexicographic product containing an interpretation of the terms needed for the future profession, – the one which cadets will make up while studying at an educational institution.

The analysis of the scientific studies initiated by the Ukrainian language teachers-methodologists (N. Bezhodova, H. Berehova, N. Borodina, I. Vlasiuk, I. Drozdova, O. Kovtun, N. Kostrytsia and others) has convinced us that the problem of students’ acquisition of terminological vocabulary is mainly disclosed in the aspect concerning the development of future specialists’ professional speech. The scholars give convincing grounds that the knowledge of terminological vocabulary is the basis for professional communication, because “the speech specificity of this communication style is

determined primarily by a large number of terms which actively serve the field of profession- / job-centred activities” [1, p. 257].

The study of the (language) methodologists’ works has shown that despite the diversity in the highlighting of the problem, in particular regarding the categorical definition-recognition of the LP, its structure, the organization directions of the work facilitating students’ acquisition of professional vocabulary and terminology, the linguistic and methodological aspects of organizing students’ independent work aimed at compiling their terminological vocabulary as a component of the LP have been insufficiently revealed.

The purpose of the article is, basing on the analysis of scientific works on Pedagogy and Linguodidactics, to reveal the organization peculiarities of the cadets’ independent work aimed at compiling their terminological vocabulary as a component of their LP.

Professional scientific literature, lexicographic editions, reference and information materials, normative-regulatory documents should be the source base for compiling cadets’ vocabulary. We consider the procedure of creating a dictionary (vocabulary) proposed by O. Matviienko [4] to be the basis for compiling the terminological vocabulary:

1. Theoretical substantiation of the dictionary structure, the principles regulating the selection of terms and their interpretation.

2. Selection of terms by analyzing professional texts during the classes of the Ukrainian language for Specific Purposes orientation, educational literature, informational sources.

3. The choice of the core term among polysemantic, homonymous, synonymous variants.

4. Selection of definition variants from the most authoritative methodological manuals, monographs, articles, specialized dictionaries, as well as the use of the terminological standards and the terminology part of non-terminological standards.

We distinguish frequency, time factor and normativity as the criteria for selecting lexical units for the cadets' LP.

Cadet's independence in choosing linguistic units is one of the peculiarities of working on the creation of his / her terminological vocabulary, whereas a teacher coordinates his / her educational and cognitive activities, recommends lexicographic publications, focuses on the succession of actions while compiling a vocabulary entry, etc.

We would like to note that in view of future professional activities, it is worthwhile targeting the cadets to make up highly specialized terminological dictionaries (vocabulary). The effectiveness of such work is provided by a set of propaedeutic exercises (vocabulary- and text-based) that we recommend to use during practical classes. Attention is drawn to the reproductive and productive assignments proposed by V. Pidhurska, which activate the process of terms assimilation [5, p. 1]. We divide them into curricular and extracurricular ones; let us add a list of them. The first group includes the tasks as follows: write out the term from the text and clarify its role in the text, familiarize yourselves with the term meaning, analyse its origin, compare it with the other terms comprising a system, select a number of terms that most accurately correspond to the definition, build a statement on a definite topic using the proposed terms; the second group contains these tasks: arrange a short terminological dictionary, define the term, add related terms.

Without limiting cadets to the choice of terms for their dictionary / vocabulary, we insist on their compliance with this model of the vocabulary entry: the term, its definition with the obligatory reference to the source from which it is taken, examples of its combinability with other words, synonyms. Here is an example of classroom (curricular) and extra-curricular exercises:

Exercise 1. Read the text. Write out the terms and terminological expressions. Explain their meanings. Explore the origin using the etymological dictionary by its reference (http://litopys.org.ua/djvu/etymolog_slovnyk.htm).

A part of a vessel, which is above the surface of water, is called freeboard, below the surface –draught. The line that marks the level of the surface of water on the point on the hull of a vessel to which the water rises is called waterline (WL).

The distance between the lowest part of a vessel and the waterline is called draught.

Each vessel is designed according to a specific draught, which is called design (calculated) draught. The waterline, which corresponds to the estimated draught, is called main waterline (MWL).

If the vessel's draughts in the bow and in the stern are the same, then they say that the vessel has an even keel. If the vessel's draughts in the bow and in the stern are different, then the vessel has a trim. If the vessel's draught in the bow is bigger than in the stern, the vessel has a trim by bow (+). If vice versa, it has a trim by stern (–) (V. Pradiukh).

1. Write down the words *keel*, *trim*, *calculation* in the form of the Genitive Case, singular.

2. Transform the last paragraph of the text into a scheme or a table.

Exercise 2. Complete the terminological vocabulary with terms and terminological expressions. Find synonyms if possible.

It is advisable to emphasize the multifunctionality of this kind of a dictionary (vocabulary). We consider the viewpoint of O. Matviienko that the educational terminological dictionary (vocabulary) will perform four basic functions: educational, referential, normative and systemizing. The educational function involves the development and improvement of students' active mastery of their specialty language, forms their abilities to understand professional communication as well as to carry it out. The normative function will enable collecting, systematizing the basic concepts, will reflect consistent approaches to defining the basic concepts of the professional area. Due to the implementation of the referential (informational) function, students' information needs are likely to be met, they will be provided with the information on terminology

and scholars who study those or other issues, which will indicate a list of professional literature that can be used for self-preparation. In the scientist's opinion, the characteristic of the systemizing function, which contributes to the complexity of students' vocabulary, is methodologically substantiated– the header units should be presented by means of several definitions, characterized from different sides, which will facilitate the most complete disclosure of the term meanings; it is expedient to group polysemantic, homonymous and synonymous units around the most stable and widespread terms [4, p. 2]. In the methodological aspect, while cadets are compiling, improving and replenishing their vocabulary, the reflexive function is implemented; since students, while evaluating their group mates' vocabulary, are likely to evaluate their own outcomes.

Thus, the terminological vocabulary is an important component of the cadets' LP, since its compilation has a significant educational and developing potential. In our further research, we are going to focus on other components of the cadets' LP as well as on the peculiarities of developing a multimedia terminological dictionary.

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Бахур С. І.

Термінологічний словник як складник мовного портфоліо курсанта

У статті на основі аналізу наукових праць з педагогіки й лінгводидактики розкрито особливості організації самостійної роботи курсантів з укладання термінологічного словника як складника мовного портфоліо. Наголошено на важливості вибору таких форм, методів і засобів, що сприятимуть формуванню пізнавальної самостійності курсантів, привчатимуть їх бути відповідальними за результат освітньої діяльності, спонукатимуть до здобування нових знань, удосконалення умінь і навичок. Однією з них вважають мовне портфоліо. Складником мовного портфоліо виділено термінологічний словник – лексикографічний продукт, що містить тлумачення термінів майбутнього фаху. Зазначено, що джерельну базу укладених курсантами словників мають становити фахова навчально-наукова література, лексикографічні видання, довідково-інформаційні матеріали, нормативно-правові документи. Однією з особливостей роботи над створенням термінологічного словника виділено самостійність курсанта у виборі мовних одиниць, при цьому викладач скоординує його

навчально-пізнавальну діяльність, рекомендує лексикографічні видання, орієнтує на послідовність складання словникової статті тощо. Зауважено, що ефективність такої роботи забезпечує комплекс пропедевтичних вправ (словникових і на текстовій основі), який доцільно застосовувати під час практичних занять. Наголошено на багатофункційності такого словника. Виокремлені О. Матвієнко функції (навчальну, довідкову, нормативну та систематизувальну) автор доповнює рефлексійною функцією. Вчена доводить, що термінологічний словник є важливим складником мовного портфоліо курсантів, оскільки його укладання має значний навчально-розвивальний потенціал.

Ключові слова: мовне портфоліо, структура мовного портфоліо, навчальний термінологічний словник, функції словника.

Бахур С.И.

Терминологический словарь как составляющая языкового портфолио курсанта

В статье на основе анализа научных работ по педагогике и лингводидактике раскрыты особенности организации самостоятельной работы курсантов по составлению терминологического словаря как составляющей языкового портфолио. Подчеркнута важность выбора таких форм, методов и средств, которые способствуют формированию познавательной самостоятельности курсантов, приучают их быть ответственными за результат образовательной деятельности, побуждают к получению новых знаний, совершенствованию умений и навыков. Одним из них считают языковое портфолио. Частью языкового портфолио выделено терминологический словарь – лексикографический продукт, содержащий толкование терминов будущей профессии. Отмечено, что основу подготовленных курсантами словарей должны составлять профессиональная учебно-научная литература, лексикографические издания, справочно-информационные материалы, нормативно-правовые документы. Одной из особенностей работы над созданием терминологического словаря выделено самостоятельность курсанта в выборе языковых единиц, при этом преподаватель координирует его учебно-познавательную деятельность, рекомендует лексикографические издания, ориентирует на последовательность составления словарной статьи и тому подобное. Замечено, что эффективность такой работы обеспечивает комплекс пропедевтических упражнений (словарных и на текстовой основе), который целесообразно применять во время практических занятий. Отмечено многофункциональность такого словаря. Выделенные О. Матвиенко функции (учебную, справочную, нормативную и систематизирующую) автор дополняет рефлексивной функцией. Отмечено, что терминологический словарь является важной составляющей языкового портфолио курсантов, поскольку его составление имеет значительный учебно-развивающий потенциал.

Ключевые слова: языковое портфолио, структура языкового портфолио, учебный терминологический словарь, функции словаря.

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