Trilingual Terminological Dictionary for students of Non-Languages Specialties

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ABSTRACT This paper describes the role of terminological dictionary in teaching languages and presents the maim phases and principles of trilingual (Kazakh, Russian, English) terminological dictionary. Terminological dictionary in Kazakh-Russian-English languages helps students to look up the meaning of professional and technical word. Moreover, the terminological dictionary is necessary to teachers to give productive lessons, work with educational materials, explain the meaning of technical words, and achieve academic objectives. These dictionaries are for students of non-linguistic departments (tourism, construction, and informatics) to define special terms and provides Kazakh-Russian-English equivalents, word combinations, and contributes to the description of the terminology.

Keywords: principles, teaching English, terminological dictionary, vocabulary

Introduction

The modern period of development is characterized by changes in all spheres as social, economic, political and cultural. These changes put forward new requirements for higher education and professional training of future specialists to adapt to multicultural, multilingual environment for realization of personal and professional needs. Kazakhstan is considered as a trilingual country with Kazakh, Russian and English spoken by its citizens. Notably, each of these languages has its own status, Kazakh is a state language, Russian the language of intercultural communication and English an international one (Nazarbayev, 2017).

Knowledge of three languages serves not only means of intercultural and interpersonal communication but also as an instrument to promote contacts, share information, and increase competitiveness in the global market. There are specific features of professionally-oriented foreign language training for future specialists as internationalization, integration, professional competence, interaction, and development of language skills (Krupchenko, 2015).

Today, in order to be competent in profession, future specialists and experts have to master special terminologies. This fact determines the necessity of a dictionary in three languages (Kazakh-Russian-English). The major difficulty of learners is finding the relevant specific words to use in practice. Grinev (2011) points, that there are no adequate theoretical concepts, standard criteria, and definite principles of choosing terms for the structuring of terminological dictionary (1986). The structuring of terminological dictionary is considered in the works of K.I. Averbukh, A.S. Gerd, S.V. Grinev, A.D. Khautin, Z.I. Komarova, R.U. Kobrin, U.N. Marchuk, V.N. Nechenko, S.D. Shelov and V.D. Tabanakova.

Trilingual dictionary is important and necessary tool for learners who have special purposes in language learning. Carroll notes that large number of common words with large number of rare words presents a kind of paradox that is the plague of the English teacher (1972). *The aim of this paper is to identify the main phases and principles of trilingual (Kazakh, Russian, English) terminological dictionary.*

The main phases of terminological vocabulary

Issues of mapping special terms and creating terminology dictionaries are discussed in educational field, particularly in teaching languages for students of non-linguistics departments. There are many terminological dictionaries in different fields. Namely, N.K. Grigorian determines principles of creating terminological dictionary in two languages; Ì.K. Babakhodjaeva presents educational dictionary for international students of non-linguistics schools; N.T. Djainakova elaborates the Russian-Kirgiz dictionary for biologists; E. Akhundova offers the Russian-Azerbaidjanian dictionary for students of architectural faculty; A.G. Rudakova presents the structure of the English-Russian dictionary for students of geodesy. All of these dictionaries are in one or two languages. The goal of this paper is to study the problem of creating a terminological dictionary in three languages (Kazakh, Russian, and English).

Trimble (1985) warns that there are some common words with special meanings or general English meanings and which in technical contexts take on extended meanings. One of the ways to the right mapping is to use a carefully designed rating scale. Nagy and Anderson (1984) in their study present a six-point scale to define the different forms of a word. Using a scale requires to use the word in context to see what meaning it conveyed.

Candlin points out that the study of vocabulary is the heart of language teaching and learning (1988). One of the main requirements of mapping words is to make a basis of special construction words for teachers and students to deal. Renouf says that the words which are included in course books are not clear what they signify (Renouf, 1992). Praninskas suggests preparing a list of words from books that students used in learning. This list can be used as data and materials for teachers to plan vocabulary lesson and in developing vocabulary course (Praninskas, 1972). The way of determining and classifying the words to a particular subject area was considered in works of Farrell (1990) who draws up a list of the most prominent semi-technical items and elaborates definitions.

The main phases of trilingual terminology vocabulary:
- identifying concepts (concepts specific to the subject field and borrowed from the main source);
- collecting data;
- establishing the term list;
- formulating definitions;
- selection and formation of the terms
- revising the concepts

According to the International standard of preparing terminology the most important indicator of a vocabulary's quality is its internal coherence, which includes clear and non-contradictory relationships between the concepts, definitions and terms. All terminology works should be based on an analysis and structuring the concepts and relations among them (Suonuuti, 1997).

In general, a concept is an abstracted word which needs the explanation or definition. Definition explains the meaning of a word and can consists of one or more words. Moreover, any concept has its own characteristics which are delimitat-

ed and differentiate it. Only delimiting characteristics should be used if definitions (ex.: **ағаш қосқыштар** – *ағаш қаңқасын бекіту үшін болат арқылы қосатын біріктіргіш түрі;* **деревянные соединители** – *устройства, которые используются для закрепления элементов из деревянного каркаса с помощью болтов;* **timber connectors** – *devices using bolts and other steel pieces that join one piece of a timber frame to another and anchor the frame to its foundation*).

The quality of terminological vocabulary depends on the quality of definition. Definitions in terminological vocabulary should be correctly placed and adequately described in the relevant concepts (*generic, partitive, associative*). *Generic concept* is a definition with relates to the part of the concept; *partitive* – a superordinate concept relates to the whole object; *associative concept* includes a wide range of relations of words.

This terminology vocabulary presents *partitive concepts* of words: *айналмалы есік – орталық білікке бекітілген және жабық кеңістікте айналатын үш немесе төрт бөлік есік; вращающаяся дверь – три или четыре двери, котрые прикрепляются к центральному валу и вращаются в замкнутом пространстве; revolving door – a door with three or four separate doors that attach to a center shaft and rotate within an enclosed space.* This example shows a relation between the subordinate and superordinate concept of the definition. Definitions in three languages have the related concepts and descriptions of essential and delimiting characteristics of the words and terms. Trilingual terminology vocabulary presents carefully written definitions in order to be concise and understandable.
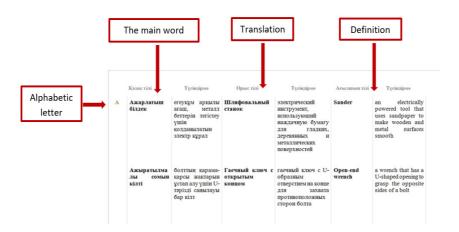
There are different types of definitions (Table 1).

№	Types of definitions	Description/Examples
1	Intentional	Describe the essential and delimiting characteristics *Ex.: Agency contract - a type of contractual relationship in entrepreneurial activity*
2	Extensional	List the objects covered by the concept *Ex.: noble gas – helium, neon, argon, xenon or radon*
3	Circular	Define a concept by itself directly or indirectly *Ex.: Dine-around **plan** - **a plan** that permits tourists to dine at a variety of restaurants using vouchers and coupons on a tour*
4	Negative	Describe what a concept is, what it is not. Some concepts require negative definitions because of the absence of a certain characteristics *Ex.: **non-food product** – product that **is not intended** to be used as nourishment*
5	Broad	Definition that does not provide the essential information needed to clearly delimit the given concept *Ex.: tree – tall plant that lives for many years*
6	Narrow	Include irrelevant characteristics that unintentionally exclude objects that should be covered by the concept *Ex.: Deluxe tour - the highest standard of travelling*
7	Hidden	Describe only one concept *Ex.: Euroline - an international carrier association*

Trilingual dictionary presents intentional definitions with delimiting characteristics of terms. Intentional definitions are based on a general concept that covers the basic characteristics of words (ex.: *Келу туризмі - тұрақты тұрмайтын тұлғалардың ел шетінде саяхаты; Âíâçäíîé òóðèçì - путешествия ёёö в пределах страны, не проживающих в ней постоянно; Inbound tourism - travel within the country of persons who do not reside in it permanently).* Intentional definitions contain only required information.

The main principles of trilingual terminological dictionary

Dubchinskyi presents the structure of terminological dictionary which includes the main unit (a word or term), its phonetic and grammatical characteristics, semantics (definition or translation), combinability, word-forming, etymology, illustration, lexicographical notes, encyclopedic information, reference and comments (2009). One of the peculiarities of the dictionaries is dividing into parts (alphabetical letter, a word, its translation and definition). Each of the unit has its translation, precise definition or synonym (Berkov, 2004). In trilingual dictionary each word has semantic characteristics to pass the precise value of a word (Picture 1).

Picture 1 – Kazakh-Russian-English Definition Dictionary for Construction

Any dictionary needs a systematic approach and a clearly developed concept. It is necessary to define the thematic and aspectual direction of the dictionary (purpose, readers, function, volume, and selection of terms). This trilingual dictionary is based on systematics, communicative and educational principles.

Systematic principle
This principle involves thematic coherence of all selected lexical units (words or terms) which are hierarchically organized thematic groups. Dictionaries follow this principle, and the search for words is carried out by systematizing vocabulary on a systematic basis. Systematization maximizes the informative content of the dictionary entry, reveal and reflect the systematic relationship between special concepts, determine the choice of lexicographic description tools, unify the metalanguage of the dictionary (Tabanakova, 1999). There are a huge number of terms in all fields of

our life and the problem of systematizing is very complex process. Systematic principle means to collect frequent terms in the field of informatics, construction and tourism. Moreover, terminological dictionary needs to hammer out the terms in alphabetic order to work and find the terms easily. Nemchenko proposes to systematize the terms or words in the dictionary in alphabetic order (1993). This approach is easy to concentrate in finding words and understanding the meaning of words. Moreover, this systematization helps to find the necessary word and mitigate the searching process of words (Picture 2).

	Қазақ тілі	Түсіндірме	Орыс тілі	Түсіндірме	Ағылшын тілі	Түсіндірме
A	Ақау тізімдеме	құрылыс аяқталған кезде сапа ақауларының тізімі	Дефектная ведомость	список дефектов в конце завершения строительного процесса	Snagging	a list of defects at the end of a build process
	Алғашқы көмек құралы	жеңіл жарақаттануды емдеуге арналған негізі қажетті нәрселері бар қорап	Аптечка первой помощи	контейнер, содержащий все основные предметы для лечения незначительных ран	First aid kit	a container that has all the basic suppliers to treat a minor injury
	Алдыңғы аула	үйдің алдындағы алаң	Передний двор	площадка перед домом	Front yard	an area in front of a house
	Алмасу (еңкіш)	жоғарғы және төменгі деңгей арасындағы айырмашылық	Перепад (уклон)	разница между верхним и нижним уровнем	Fall	the difference between upper and lower level

Picture 2 – The systematic principle of the Dictionary

Communicative principle

This principle plays an important role in selecting words for terminological dictionary. In the selecting process of words, the priority is given to the lexical units that have the broadest possible combination capabilities. Dictionaries allow identifying areas of speech activity, highlighting the main topics and situations to communicate in a certain area (Karpenko, 2004). The communicative principle implies using the selected words in oral speech to communicate with colleagues to decide problems, and to explain situations. This principle is important in creating terminological dictionary because of words' selection. All terms should be connected with the special field and specialty (Picture 3).
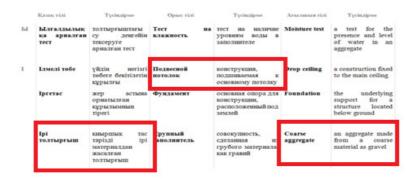
	Қазақ тілі	Түсіндірме	Орыс тілі	Түсіндірме	Ағылшын тілі	Түсіндірме
К	Қажылық туризмі	діни туризмнің әр түрлі конфессиялардың діндарлары қасиетті орындардарға барып келу туризм түрі	Паломнический туризм	разновидность религиозного туризма, совершаемого верующими людьми разных конфессий по святым местам	Pilgrimage tourism	a type of religious tourism performed by believers of different faiths in holy places
	Қайтарымды квоталау	туроператорға белгілі бір мерзім ішінде клиенттерін орналастыру квоталарын сату құқығын беру (квоталау кезені)	Возвратное квотирование	передача туроператору права на реализацию средств размещения в течение определенного периода (периода квотирования)	Return quotas	transfer of a right to a tour operator to sell accommodation facilities during a certain period (quota period)

Picture 3: Connected terms in tourism

This picture presents terms which are connected tourism sphere. These words introduce with the stages of travelling, describe documents that will be necessary for tourists, and give the information in three languages.

Educational principle
This principle provides the creation of a reliable base for the objective selection of terms for the educational purposes. Terminological dictionary presents individual meanings of poly-semantic words that contribute to the systemic assimilation of the language and the definition of the conceptual system language. This trilingual dictionary is based on the educational aids and books (English for Careers; English for Construction; Information Technology) for the students on non-linguistic departments. Each terminological dictionary has about 400 of the most common terms in one language (Kazakh). These selected terms are translated into Russian and English. The purpose of this trilingual dictionary is to provide explanations in a concise and accessible form to establish concepts from the studied field. Explanations or definitions should be as brief as possible (Picture 4).

Picture 4: Brief definitions

The trilingual dictionary is mainly aimed at students studying in this specialty to use these terms in the educational process to read texts, do grammar and lexical exercises. Using this trilingual dictionary facilitates the easy development of special foreign vocabulary and improves students' professional communication.

The principles are directly based on practical experience on assignments and books. The overall quality of terminology mainly depends on the quality of definitions. The definitions of the terms and words in three languages have been deliberately simplified to make them easier to understand.

These dictionaries offer teachers and students of non-linguistics departments to search and full view of necessary words and terms, find an entry giving information about the introduced word in Kazakh-Russian-English languages, simple A/Z navigation. Terminological dictionaries are applicable within the framework of the L.N. Gumilyov Eurasian National University in accordance with the syllabus or curriculum. Dictionaries include well-arranged system of information, complete data, appropriate language wording, encouragement of students' interest to motivate students to use the dictionary and improve reading and writing skills. In the process of teaching English in higher schools, teacher pays attention to the semantics of professional vocabulary, phases and principles of selecting the terminological words.

Conclusion

In this paper we studied the literature about the structuring of terminological dictionaries. It was clear that most of dictionaries are in one or two languages. There are no dictionaries in three languages. The main goal of this researching is to study the problem of creating trilingual dictionary. Kazakhstan is a trilingual country where citizens speak and understand the Kazakh, Russian, and English languages. We determined the main phases and principles of trilingual (Kazakh, Russian, English) terminological dictionary: to determine the specific concepts to the subject field and borrowed from the main source; collect data (terminology); establish the terminology list; formulate definitions; and revise the concepts. According to the International standard of collecting terms or words it is necessary to have close coherence between the concepts, definitions and terms. Our researching shows that all terminology is based on analysis, structuring concepts and relationship between them. Definitions of specific words in trilingual dictionaries (tourism, construction, information) are placed and described in generic, partitive and associative concepts. The best performance of creating trilingual dictionary is achieved using systematic, communicative and educational principles. This trilingual dictionary is mainly aimed at students of higher schools to use these terms in the educational process to read texts, do grammar and lexical exercises. This trilingual dictionary facilitates the easy development of special foreign vocabulary and improves students' professional communication.

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