

The cover features a vertical gradient from dark purple at the top to bright red at the bottom. A faint, light-colored molecular or network structure is visible in the background, consisting of various sized nodes connected by thin lines. The title 'Journal of Critical Reviews' is centered in a white, sans-serif font within a dark purple horizontal band.

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STRUCTURAL FEATURES OF THE TERMINOLOGY OF THE EDUCATION SPHERE IN THE ARABIC LANGUAGE

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Abstract

This article is devoted to the structural features of the terminology of the sphere of education in the Arabic language. The terminology of education is one of the priority areas in modern linguistics. Moreover, a theoretical study of its development and functioning will serve as the basis for a thorough study of its structure. Arabic, like all languages of the world, has a number of lexical features. Each word and phrase has its own structure, and the terms can be either single-word or verbose, i.e. consist of phrases. All of the collected terms were classified. This terminological layer was composed of simple, derivative, complex terms and phrases. The features of their formation in terminology were examined in detail. Their lexical and semantic features were also studied. The conducted structural analysis made it possible to determine the role of terminology in the field of education. The vocabulary of the Arabic language is constantly updated with a morphological method (affixation), which makes a certain contribution to the enrichment of terminology.

Keywords: structural feature, education, terminology, simple word, derivative word, phrase, classification, lexical and semantic, affixation, job title, name of institution

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INTRODUCTION

Arabic terminological vocabulary is in constant development and updated with new terminological units. This process covers many areas of human activity, but it is most active in the fields of science, computer science, new technologies, communications, which, in general, is not surprising, given the importance and constant expansion of the scope of these branches of human knowledge due to the emergence and introduction into the circulation of new concepts, concepts and ideas.

Consideration of the structural features of the terms of the sphere of education made it possible to establish the most productive methods and models of their formation, and this makes it possible to predict the further development of any terminological system.

The terms were divided into several structural types: simple, derivatives, complex and phrases. The study of terms - words in accordance with the morphemic structure of the word. The following terms were identified:

- non-derivative: *تقدير، بئر، بطاقة*;
- derivatives: *كتاب، طالب، مدرسة، تعليم*;
- complex: *بمجلس، بشكائب، رئيس الجامعة*;
- phrases: *كتاب مدرسي، المجمع العلمي، بحث علمي*.

In Arabic, each word has its own basis, and it is natively Arabic. The borrowed terms, however, have no root and are basically four-consonant.

MATERIAL AND RESEARCH METHODS

In the course of work on the article, methods of intralingual comparison, modeling and a descriptive-analytical method were used. These methods are aimed at describing a language through its systematic comparison with another language in order to clarify its specificity, also at a description of the structure of the language, education and classification of terms in the field of education. The application of these methods led to a more thorough analysis of the consideration of the structural features of the terms of the education sphere, thereby establishing the most productive methods and models of their formation.

RESULTS AND DISCUSSION

Simple Word Terms

During the formation of any terminological system, the main role in it is played by one-component terms that express simple concepts. By simple terms we mean single-word terms that are formed by morphological and semantic methods.

When considering the structural features of terminology, we primarily pay attention to the form, i.e. morphological structure of the terminological unit. According to this criterion, we can divide special lexical units into terms-words, or single-word terms, and terms-phrases, which are also called terminological combinations.

The structural features of the terms are of great importance for mutual understanding. An analysis of the structural forms of terms allows us to establish the most productive methods and models of their formation, and this makes it possible to predict the further development of any term system. EK Dresen noted that "the possibility of constructing new terms, the possibility of establishing links between the form and meaning of a term is determined by the structural features of the language."

In describing the structural features of the formation of terms in the field of education in the Arabic literary language, one should proceed from the fact that the term formation fund largely coincides with the fund of word-formation means of common vocabulary. So, V.P. Danilenko notes that in terminology the same methods are active and productive as in general vocabulary: semantic, syntactic, morphological.

According to the classification of LB Tkacheva, simple and complex terms are formed in a morphological way, terminological combinations are formed in a syntactic way.

Most of the terms that appear in the vocabulary of a language are formed on the basis of the words already in it.

In terms of form, the terms are divided into terms-words (single-word terms) and terms-phrases (terminological combinations). Among single-word terms, as well as among common vocabulary, three groups of lexical units can be distinguished: simple (non-derivative, root), derivatives and complex.

Simple (non-derivative) words are not decomposable into smaller units (morphemes). At the same time, they are root, as they are not formed from other bases. The root (root morpheme) is characterized as "the carrier of the material lexical meaning of the word, its central part, which remains unchanged in the processes of morphological derivation". As M.D. Stepanova emphasizes, the root words "make up the core of the main vocabulary and serve as the center of word-building nests".

Non-derivative words (simple) are those that are not derived from any other cognate word that exists in the language. The basis of such words is non-derivative.

For example, a table is a non-derivative word, that is, in modern Russian there is no word from which this noun would be formed. The basis of the word table is also non-derivative (it includes only the root of the table). This is also observed in the terminology of the sphere of education of the Arabic language. For example, the term copybook دفتر - دفتر [daftarun-dafa: tiru] is non-derivative since it is not formed from a specific root. This term is also four-consonant. As you know, the term performance often comes from three-consonant roots. Non-derivative terms include many more, such as: بطاقة [biṭā: ḡatun] - card, ألفباء [alfaba: 'un] "alphabet", "بَيْرَق" [bajraḡun] - flag, etc. It should be noted that these terms are borrowings and they are non-derivative.

The vocabulary of the modern Arabic literary language is characterized by the fact that its main part is originally Arabic. As you know, the terms that are included in all the terminological systems of the Arabic language are structurally simple, complex and compound. This provision also applies to terminology in the field of education.

As mentioned above, simple terms can be: simple root (non-derivative) and simple, formed with the help of affixes, i.e. derivatives. The main part of the terms of the sphere of education is formulated precisely by adding affixes to the base and are derivatives. The used terms in the field of education testify to this: كتاب [kita: bun] - a book from the root ك ت ب [kṭb], طالب [ta: libun] - a student from the root ط ل ب [t l b], جامعة [ġā: mi 'atun] - university from the root ج م ع [ġ m '], كلية [kullijātun] - faculty from the root ك ل ل [kll], كرسية [kurrasatun] - notebook from the root ك ر س [krs], معلم [muta'allimun] - a student from the root م ل م [l'm] and many others.

The combination of these consonants fundamentally expresses the general lexical meaning of the word. Vowels are indicators of word formation and serve to express grammatical meanings. For example, the words: "safara" - "he went", "sufira" - "he was sent", "safar" - "travel, trip", "safr" can be formed from the root of SFR with the general meaning "go on a journey" - "travelers, travelers", "soufra" - "travel provisions, a dining table", "sa: fir" - "traveler, traveler", "safari" - "marching", "safa: ra" - "embassy", etc. d. This explains the structural harmony of the Arabic language, the clear decomposability of its forms.

So, in conclusion, we can say that simple terms - derivatives and non-derivatives made up the main terminoplast of the sphere of education. Derivatives are the formation of terms by affixation, non-derivatives are a single whole, indecomposable into individual morphemes.

Terms as Derived Words

The subject of consideration in word formation are exclusively derived words. Under the word production is understood the motivated connection between two words with a single root, subordinate to the system of word-formation relations that have developed in the language. Thus, derivative words are those that are formed from other words, regardless of the morphological structure of their foundations, because in this case it makes no difference whether this derivative basis is simple or extended.

Most of the new Arabic derivative words with three-letter roots have an expanded base, with four-letter roots - a simple one.

Studying the semantics and functions of derivative words in a discourse necessarily requires taking into account their structure and morpheme structure, well recognized by Russian speakers, as evidenced by the active formation of neologisms by analogy with existing models and individual derivatives in modern journalism, fiction and colloquial speech. Word-derivative production is the synchronous structural and semantic derivability of the derivative from the reference part (production base) and the formant part (word-formation tools). The reference part of the derivative (production base) is the basis of the word, word, a combination of the foundations or words used to form the derivative, referring to the motivating word or words and serving as a way to store the full-valued units contained in them in the structure of the derived word. For example, the reference part (production base) of the derivative word "schoolboy" is the basis of the noun "school" (schoolchild - "the one who goes to school"). The formative part of the derivative consists of word-formation tools that serve to express a new meaning in the derivative in comparison with a motivating word or words. So, for example, the formant part of the derivative "schoolboy" is the suffix -nik-. A non-derivative word is an unmotivated (primary) unit of nomination that does not have a reference and formant part. A derivative word is a motivated (secondary) unit of a nomination that has reference and formant parts. Thus, the word "cat" is non-derivative, because it has no reference and formant parts, and the word "cat" is derivative, because it has a producing base - the basis of the word cat - and includes in its structure a word-forming tool - suffix - k-, which has the meaning of femininity.

In Arabic grammar, the production or non-production of words is determined by the basis of the word. The Arabic root has a rigid structure and necessarily includes three consonants (three letters). There is also a system of four-letter roots, but it is less common due to its weak power in the sense of word formation and limited semantic capabilities. In this case, vowels (vowels) of the root consonants, often together with additional non-root consonants, express the grammar of the word, i.e. the relation of this idea to the situation described by the word, to its participants (activist, paternal, etc.) and the parameters of the situation (time, modality, pledge, etc.).

Accordingly, verbs whose basis consists only of the root are called non-derivatives. And the productivity of verbs is determined by the types of verbs. Verb tenses are verb forms formed from a three-consonant root by adding one or more additional consonants in combination with certain vowels and serving to express various changes in the primary meaning of the root, primarily changes in the direction of action (i.e. collateral relations), and also the nature of its course.

The productivity of verbs is formed by introducing affixes (non-root morphemes) into the word, either by doubling the middle root (second breed), or by lengthening the first vowel (third breed). The same method (affixation) forms the names of the action (masdar), both participles, sometimes the name of the place (coinciding in form with the participle passive).

Most Arabic terms refer to one of the categories listed here. Each of them has a special education formula called vase (وزن).

In the terminology of the sphere of education in the Arabic literary language, the terms are formed according to one or another formula. And they are naturally derivatives. For example, the producing base of the word طالب - [ta: libun] - demanding, the seeker is the basis of the three-consonant root ط ل ب [t l b] - search, demand. This term is a participle of the real voice of the first breed of the three-consonant verb. When combined with the word جامعي [ġā: mi'ijun] or الجامعة [al ġā: mi'atu], the word طالب [ta: libun] translates to: طالب جامعي [ta: libun ġā: mi'ijun] or طالب

الجامعة [a:libul ġa: mi'ati] is a university student. The formant part of the derivative consists of word-formation tools that serve to express a new meaning. For example, the formant part of the derivative طلب [a: libun] is the presence of the "long aliph".

From this verb بل [t l b] a number of derivative words are formed. Such as: مطلوب [maṭlu: bun] - required, طلب [ṭalabun] - requirement. The first word is the sacrament of the passive voice, and the second is the name of the action (masdar). These are examples of the formation of words from the first verb. The verb بل [t l b] also has derivative forms in III, V, VII rocks.

Prefixing and suffixing are the main ways to form derivative terms. Prefixes and suffixes are official lexical morphemes that do not coincide with the basics of independently functioning in the language of lexical units. The essence of prefixing is that "the word-formation morpheme that changes the lexical meaning of a word but does not affect the word's belonging to a particular grammatical class precedes the root of a word."

Consideration of examples from the sphere of formation of derivative terms will give the most concrete concept about them. For example: the verb درس [darasa] - to learn, to learn has many derivatives formed by affixation. They are: مدرسة [madrasatun] - school, دراسة [dira: satun] - teaching, مدرس [mudarrisun] - teacher, درس [darsun] - lesson, etc.

Thus, a derivative basis denotes an object of reality by indirectly connecting this object with other objects. It can be concluded that the educational derivatives in the Arabic language are original Arabic terms, since they are formed from three-consonant verbs.

The terms, which are compound words

It is known that in many languages, words can be complex and consist of two or more bases that have any particular meaning. Compound words are generally not characteristic of the Arabic language, since it is dominated by internal inflection based on one root. However, there are a number of terms formed by phrasing or lexicalization of phrases.

In the Arabic literary language, there is a completely clear and stable border between the compound word and the phrase. Compound words refer mainly to an adjoining subtype. The following types are distinguished here:

1. Complex names with a dependency relationship, the members of which are nouns connected by a definitive relationship. These are words with the second component خاتمة [ħa: natun] "department", meaning "institution, institution" (the Persian word has turned into a word-forming affix), for example: مكتبة [kutubħa: natun] "library" = كتب [kutubun] "books" + خاتمة [ħa: natun] "department", etc.
2. Compound names with the first noun, defining member and the second verb, defined. These are words with the second component تار [ta: run] [from the verb تار [ta: ra] with the meaning "act, function" - the Persian word has turned into a word-forming affix). These complex names carry the meaning of "leader". For example: دفتار [dafta: rta: run] "accountant" = دفتار [dafta: r] "copybook" + تار.
3. Compound words with attributive syntactic link. Here we include words with the first component باشن [ba: šin] "main, senior" - (Turkic word) or the second component باشى [ba: šijun] "head" + affix of belonging to a third person singular Turkic origin, for example: باشكاتب [ba: ška: tibun] "chief, first secretary", etc.
4. Compound words formed by combining two equal nouns into a vapor-forming unit. Both members are equal, united by the composition relation, for example: رأسمال [ra'sma: lun] "capital" = رأس [ra'asa] "head" + مال [ma: lun] "money", etc.

Thus, a compound word is stability, the integrity of components with a single meaning.

In the Arabic language, there is a clear boundary between a compound noun and a phrase: a compound word is a whole-formed unity (combination of foundations); a phrase, in contrast to a compound word, is a combination of individual words. This is an isafeta design. Phrases, expressing one concept, form a more or less strong phraseological unit, which is the equivalent of the word, have semantic integrity and are semantically equivalent to the word. On the basis of "semantic integrity" they are included in the category of lexical words.

As mentioned above, most of the compound words appeared on the basis of phrases, but some of them are formed by adding the root bases by analogy with the existing complex terms. A complex term is formed from the foundations of terms that are among themselves in certain structural and semantic relationships. In our terminological system, the terms are mainly formed on the basis of phrases, and the compounding of the roots is rarely observed. Complicated terms are understood to mean terms formed by compounding. For example: الجامعة رئيس [ra'i: sul ġa: mi'ati] - university rector, كتاب مدرسى [kita: bun madrasijun] - textbook, وكيل مدرسة [waki: lu madrasatin] - deputy director, etc. The terms "بسم الله الرحمن الرحيم" [bismilla: hir raħma: nir raħi: mi], "المشكلة" [al maš'alatu] from "عاشا الله" [ma:shaallah] - variants of root compounding.

A compound word is formed from the foundations of words that are in a certain structural-semantic relationship. Structural-semantic relations between the components of a compound word are a peculiar version of the semantic-structural relations of words in a phrase.

In terms of nomination, the complex term seems to be "more flexible, able to denote a significant number of varieties of various phenomena".

Complex terms for the participation of parts of speech in them are diverse, which is characteristic of the literary language and other terminological systems, including terminology in the field of education. In the formation of complex terms, the nominal parts of speech most often appear. But, it should be noted that in this case there may be distinctive features. For example, if in mathematical terminology you can often find complex terms formed by combining a numeral with a noun (a triangle, a quadrangle, etc.), then in the object of our study such terms occupy a certain place.

So, Arabic complex terms of education can be formed by combining:

A noun with a noun. This type of formation of complex terms is the most productive not only in the literary language, but also in the object of our study. Here are some examples:

Education ministry - وزير التعليم [yazi:rut ta'li:mi]
Dean faculty - عميد الكلية [ami:du kullijati]
Medical department - كلية الطب [kullijatuṭ ṭibbi]
university council - مجلس الجامعة [maħlisul ġa:mi'ati]
ministry of education - وزارة المعارف [yiza:ratul ma'a:rifi]
writing instruments - أدوات الكتابة [ada'atul kita:bati] и т.д.

Noun with adjective:

Primary school - مدرسة ابتدائية [madrasatun 'ibtida:'ijatum]
Middle school - مدرسة ثانوية [madrasatun ṭana'ijatum]
grammatical structure - نظام اجرومي [niza:mun 'aġru:mijun]
campus - مدينة جامعية [madi:natun ġa:mi'ijatum]
nominal sentence - جملة اسمية [ġumlatun 'ismi:jatum]
academic degree - درجة جامعية [daraġatun ġa:mi'ijatum] и т.д.

A noun with verb forms (participle and masdar):

Reading hall - قاعة المطالمة [ka:'atul muta:la'ati]
pedagogs - رجال التعليم [riġa:lut ta'li:mi]
closed meeting - جلسة مغلقة [ġalsatun muġlakatun]
accounting department - قسم المحاسبة [kismul muħa:sibati]

rul kutubi] - public library, عمادة الكلية [ima: datul kullijati] - dean of the faculty, مدير na رئيس التعليم [manhaḡut ta'li: mi] - teaching methods, وكيل مدير [waki: lu mudri: ri] - deputy head, etc. Such terms in most cases express relativity, belonging of one object to another, or rather, the determining component to the determined component.

2. One of the components of the term - phrases consists of the adjective, and the other - of the noun. In such phrases, the definitional component mainly consists of adjectives formed from nouns and verb stems. For example: الدراسات الفلسفية و الاجتماعية [kismud dira: sa: til falsafafijati ʔal iḡtima: 'ijati] - department of Philosophy and Social Sciences, الشؤون الثقافي [aš šu'u:nu 'aṭaka:fijatu], جملة اسمية [ḡumlatun 'ismiḡatun] - nominal sentence, طالب مجتهد [ta: libun muḡtahidun] - a diligent student, مكتب علمي [ka: tibun 'ilmijun] - scientific secretary, مترجم ماهر [mutarḡimun ma: hirun etc. -
3. One of the components of the term - phrases consists of the participle, and the other of the noun. There are many examples in Arabic terminology in the field of education, a definite part of which consists of participles. In the formation of these participles, models of derivative rocks take an active part. For example: قاعة المطالعة [ka: 'atul muta: la'ati] - reading room, غرفة التدريس [ḡurfatu tadri: si] - study room, اسم مجرور [ismun maḡru: run] - name in the genitive case, إدارة التحرير [ida: ratut tahriri: ri] - editing, التعمير حرف [harfut ta'ri: fi] - specific member, etc.

1. Various means carry out a grammatical connection between the components of terms - phrases. It looks like this:
2. A) both components of the terms - phrases does not have any grammatical indicators. For example: بحث علمي [baḡtun 'ilmijun] - scientific research, جملة اسمية [ḡumlatun 'ismiḡatun] - nominal sentence, زيادة ساعة [ziḡadatun sa: bikatun] prefix, حرف سلك [harfun 'arabijatu] - Arabic numerals, مضارع فعل [fi'tun muḡa: ri'un] - present-future tense of the verb, etc.
3. B) the first component lacks a grammatical indicator, and the second has a genitive affix. For example: روضة الأطفال [rayḡdatul 'aṭfa: li] - kindergarten, الفكر [ka: datul fikri] - luminaries of thought, عمادة الكلية [ima: datul kullijati] - dean of the faculty, معجمات اللغة [mu'ḡama: tul luḡati] - vocabulary, إلحاد الأمية [in'ida: mul 'ammijati] - universal literacy, etc. Terms - phrases in the field of education, as in all areas can be simple and complex.

Simple terms - phrases consist of two significant (non-derivative, derivative, complex) words. Let us turn to examples: التعليم العالي [at ta'li: mul 'a: li:] - higher education, الأستاذ الأكبر [al 'usta: ḡul 'akbaru] - rector al-Azhar, المجمع العلمي [al maḡma'ul 'ilmijū] academy sciences, عدد كسري [adadun kasriju] - fractional number, العلوم البشرية [al 'ulu: mul bašarijatu] - humanities, فعل مساعد [fi'tun musa: 'idun] - auxiliary verb, etc.

Complex terms - phrases consist of three or more significant words. It should be noted that the number of such terms - phrases began to increase, especially in recent years. These include the following types of terms - phrases:

- a) The three-term - phrases: عمادة كلية الأدب [ima: datul kullijati] 'adabi] - Dean's Office of the Faculty of Philology, معهد الفيزياء النووية [ma'hadul fi: ziḡa'il naḡaḡijati] - Institute of Nuclear Physics, برنامج الخمس سنوات [barna: maḡus sanawati] ḡamsi] - five-year plan, قاعة الاجتماعات الاحتفالية [ka: 'atul iḡtima: 'a: til iḡtifa: lijati] - conference room, الوظيفة التحوية للكلمة [al ḡazi: fatu'annahḡijatu liikalimati] - syntactic function of the word, قسم المحاسبة و المراجعة [kismul muḡa: sibi: ḡal mura: ḡi: 'ati] - department of accounting and audit, etc.
- b) quaternary terms - combinations: والميكانيكية الهندسة كلية [kullijatul handasati mi: ka: ni: ki: jati] ʔal kahra: iḡati] - Department of Electrical Mechanical

Engineering, قسم الدراسات الفلسفية و الاجتماعية [kismud dira: sa: til falsafafijati ʔal iḡtima: 'ijati] - Department of Philosophy and Social Sciences, قرارات مجلس التعليم العالي [kara: ra: tu maḡlisit ta'li: mil' a: li:] - decisions of the Council of Higher Education, الدراسات المألوق, tul ma: liḡatu ḡa mura: kabatul maḡa: ddi] - financial training and supervision, etc.

It should be noted that multicomponent terms - phrases are rarely used, because the terms should be concise.

CONCLUSIONS

Our structural analysis allowed us to determine the status of terminology in the field of education, to find out the nature of these terms. The vocabulary of the Arabic language is in a state of constant replenishment, and morphological methods, such as affixation, make a "dominant contribution" to the enrichment of the vocabulary of the Arabic language in the field of education, in particular, in terminology in general.

Thus, such structural types of terms are distinguished: simple terms, complex terms, and terminological combinations. Having analyzed simple terms from the point of view of the affixing method of formation, we can conclude that suffixes and prefixes are the most productive.

A detailed analysis of the structural type of terms in the form of simple (consisting of one root); complex (consisting of two or more roots), made sure that all terms are represented by nouns, adjectives, participles and masdars. The lexical and semantic features of terms - phrases in the field of education were also considered. Components of terms - phrases can consist of various categories of words.

An analysis of the degree of knowledge of the problem made it possible to determine that this topic did not become an object of study in the framework of Russian Arabistics. The results achieved represent a significant contribution to the study of the terminology of the Arabic literary language, including its history, methods of term formation and structural features.

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