

ANNOTATION

**of the thesis entitled
“Modern academic terminology in education discourse: semantization and
adaptation” submitted in fulfillment of the requirements
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The general description of thesis. In the conditions of comprehensive globalization, the values inherent in the entire human civilization are being recognized and perceived, while the structural components of domestic science and education as one whole system are undergoing a period of deep transformation. In this regard, there occurs a need to monitor the educational system of higher educational institutions of the Republic of Kazakhstan, their evolutionary map in the context of the implementation of a new programme in the era of intensive development of educational technologies, which makes it possible to examine the cluster of science and education from the perspective of its trends and prospects. In our country, the activities and project works aimed at modernizing advanced ideas and information technologies in the field of education are being systematically implemented in order to update them and provide scientific justification. The necessity for the correct formation of a terminological corpus in the field of education, i.e. creation of a communicative space common to both a teacher and a learner comes out of this point. In this regard, programmable actions should be taken to study the diagnostics, statistics, and pragmatic mechanisms of their usage in the educational process of the higher school taking into account the theoretical and practical features of the terminological apparatus and the skills of applying various types of pedagogical managerial and organizational technologies. It is necessary, first of all, to systematize the corpus of terms in educational discourse in order to effectively use the contemporary advanced technologies in the practice of higher educational institutions, to set the goal of studying them deeply and comprehensively. The pedagogical and methodological environment and groups, professional councils in the new paradigm of education recognize the terminological apparatus as the main form of educational activity and frequently say that they have to consider its meta-linguistic importance as a “value” in the educational system.

The terms related to the academic school in the modern education system are a topical issue in the science of terminology. The process of globalization has had a direct impact on the introduction of various types of academic terms into the Kazakh language, respectively, such a phenomenon causes the need for their in-depth scientific research. Currently, Kazakhstan higher educational institutions operate in various ways of introducing academic terms into the educational process, which has a direct impact on their transformation. For example, some academic terms enter through translation from English into Kazakh and function as equivalents; other academic terms entered the Kazakh language without being translated; still others

are introduced into the language in a hybrid form. Therefore, it is important to study the component structure of terms. This determines research needs that make it possible to find answers to the questions about how academic terms that have entered the Kazakh language without translation are undergoing adaptation, what are the distinctive features of their definition in dictionaries and functioning in the usus, and also what linguo-pragmatic characteristics they have.

The topicality of research work. Academic terminology comprises an enormous applied functional and linguistic layer necessary for all stages (Bachelor's degree programme, Master's degree programme, Doctoral programme, and Post-doctoral programme), which is particularly essential in the management and organizational activities at the institute and university. In fact, the collection and unification of academic terms used in academic schools is a great linguistic problem that is in the queue to be solved in the field of academic terminology. The academic mobility between universities is of paramount importance according to the rules of the Bologna process. In the field of academic mobility, opportunities for the exchange of students and teaching staff are increasingly expanding, and such interaction experience is recognized as a widespread phenomenon. The students and teachers, who attend the European universities within a framework of academic mobility or other exchange programmes at present time do not understand some academic terms, so the compilation of a common explanatory dictionary of academic terms becomes a practical tool in this field. Therefore, our research work is devoted to grouping academic terms at universities and researching them from a linguistic point of view. Due to the transition of the Kazakh language alphabet to Latin graphics, there is a need to determine the process of semantization and adaptation of contemporary education discourse terms in the spoken language and the media.

The tradition of accepting terms in the field of education mainly through Arabic-Persian languages and using them based on the graphics of the Russian language in the same form, without change, has been widely spread. Currently, there is a rapid process of adapting foreign words to the phonetic features of our native language in order to revive national values, as well as the ideas of A. Baitursynuly and other Kazakh intellectuals. Therefore, the fact that the processes proving the adaptation of foreign language terms to the pronunciation features of the Kazakh language are increasing every day confirms the relevance of the topic. The raised problem in the research work in the direction of academic words in educational discourse, which forms the basis of the dissertation, is a new topic for domestic linguistics, which was studied for the first time. Accordingly, an urgent issue will be the compilation of an explanatory dictionary in the Kazakh language of academic words used in the structural system of higher educational institutions

The object of research – the system of academic terminology in higher educational institutions and their usage in educational discourse.

The subject of research work – the semantization of academic terms in the education system of higher educational institutions and their adaptation.

The **purpose** of the research work is to carry out a complex linguistic analysis of the nature of academic terms in the education discourse of Kazakhstan

universities, especially the peculiarities of semantization and branch-wise adaptation of them. To achieve the goal set, it is intended to solve the following objectives:

- to identify the peculiarities of terms, which began to be used adapted to the modern Kazakh language at the discourse level, systematizing the theoretical and practical bases of terminological paradigms;

- to display the usage description of academic terms that appear in the context of communication in the structural system of education discourse;

- to analyze the semantization of the academic terminology in the education discourse of higher education institutions and based on the mentioned problem to classify the linguistic units into lexical semantic groups; to describe the mechanisms of lexical semantic processes (polysemy, homonymy, synonymy, antonymy) characteristic of academic terms;

- to create a mobile application of academic terms dictionary.

The sources of research work. The fundamental and basic theoretical works that deal with such notions as *term* and *terminology*, dictionaries, handbooks, monographs and research works related to *term* and *terminology* were used as sources in the research work. The official documents of Ministry of Higher Education and Science of the Republic of Kazakhstan, Al-Farabi Kazakh National University and Kazakh National Research Technical University named after K.I. Satbayev: “Academic policy”, “Academic calendar”, “Individual work plans”, “Scientific research practice programmes”, “Comprehensive examination programmes”, etc. <https://www.kaznu.kz/>, <https://www.univer.kaznu.kz/>, www.imio.kz, <https://satbayev.university/> were used as a guide while conducting the research work. The academic terms used in higher educational institutions were considered as **research materials**. The total number of terms considered in the research work is 700 language units.

Methods used in research work: the basic principles and scientific methods and approaches that determine the cultural and historical process of terminological development formed in contemporary language science such as collection, selection, as well as semantic and morphological methods depending on the way terms are created, scientific descriptive method; comparative method; survey; quantitative analysis method; the method of making a social linguistic picture; the method of classification into groups in the process of working with official documents; the method of component analysis of terms collected were used in the research work. The experimental method was developed using the PRAAT computer programme.

As a **methodological basis for the study of the topic**, the research works of domestic and foreign researchers in the field of general terminology and in the direction of the term were taken. At the global level i.e., in the world this issue has been considered by E. Wüster, H. Felber, A. Rey, J.C. Sager, M.T. Cabré, etc. Russian scientists: O.S. Akhmanova, A.A. Reformatsky, V.M. Leichik, V.P. Danilenko, T.L. Kandelaki, A.V. Superanskaya, B.N. Golovin, S.D. Shelov. Domestic scientists: the scientific works of such scientists as A. Baitursynuly, H. Dosmukhameduly, T. Shonanuly, N. Sauranbayev, A. Kaidarov, O. Aitbayev, Sh. Kurmanbayuly, E. Abdirasilov, K. Aidarbek, A. Azamatova, etc. were taken as a guide in the research work. The level of research of the topic, its linguistic picture,

the chain of extralinguistic factors that create academic terminology, and their peculiarities were determined in the process of the revision of research works. The linguistic relationship in the education space before and after the introduction of the Bologna system and ways of their further usage were determined as a result of a comparative and contrastive research. The research in this way helps to define the place of the academic terminology system in the current education discourse and to determine the reasons for its disappearance or emergence.

The theoretical significance of work. Improving the quality level of academic words using the latest achievements of terminology as a separate field of linguistics is a requirement of the time. It is aimed at increasing the functional potential of academic words in educational discourse, systematizing the scope of academic words application, defining methods of semantization and adaptation of academic words, relying on accuracy in naming the concepts specific to the education space of a new format, systematizing the borrowing process, forming a common academic terminological base for the educational system, developing the theoretical basis of the terminological base in order not to increase semantic gap in the naming of concepts, related to the field of higher education.

The practical significance of work. Research results, material and conclusions are described from three points of view. Firstly, it can serve as a basis for unifying the academic terminology in the official and business documents related to educational affairs, scientific innovation, international collaboration of the Ministries of Education, Science and Higher Education of the Republic of Kazakhstan; secondly, it can be used for lectures and practical classes in special courses such as “Academic Discourse”, “General Linguistics: Structure and Semantics” taught at master’s and doctorate levels of universities; thirdly, it is possible to compile explanatory, encyclopedic dictionaries on the basis of all collected academic terms for information-cognitive research work. The mobile application “Dictionary of Academic Terms” compiled and proposed in the work will benefit Kazakhstanis studying abroad to successfully adapt to a foreign academic environment.

The scientific novelty of the research work. A comprehensive investigation of academic terminology in the education space of higher educational institutions, especially including their semantization and adaptation peculiarities, was carried out for the first time in Kazakh linguistics. The scientific novelty of the research work is determined by the following issues:

– the phrase “academic terminology” was used for the first time in the field of Kazakh linguistics, and the definition was given from the theoretical point view as a terminological unit; the detailed description of the appearance of academic terms of the Latin language in the national language was given;

– the semantization of academic terms, which entered the Kazakh language under the influence of the Bologna process was determined; the adaptation peculiarities of academic terms, which entered the Kazakh language under the influence of the Bologna process were determined;

– the process of semantization of academic terms in higher educational institutions was described; the component structure of academic terms in higher educational institutions was analyzed;

– the mobile application of the dictionary of academic terms was compiled and put into usage within a framework of the research work.

Conclusions presented to the defense:

1. Academic terminology, forming an independent branch of the general terminological paradigm, promotes a number of peculiarities unique to the discourse of the field of education. In recent years, academic terms have started to take the form of pronunciation adaptation features that are characteristic of usage features only in colloquial speech or in platforms such as social networks, press, and TV channels. That is, there is a clear need to consider the mechanisms of the process of semantic adaptation according to the functional features of educational terms in language pronunciation.

2. Academic terminology is used within the walls of institutes, universities, scientific and educational centers, that is, in the field of education. Therefore, academic discourse is a specific type of verbal communication of participants, manifested in the conditions of communication in the structural system of universities.

3. The principles of semantization of academic terminology in the educational discourse of the higher educational institutions reflect both the terminological nature of lexico-semantic processes peculiar to academic terms (polysemy, homonymy, synonymy, antonymy) and the result of the process of phonetic adaptation in speech.

4. The academic terms identified in the process of analyzing the sources (academic policy, academic calendar, individual work plan, scientific research practice programme, comprehensive examination programme, etc.) and not fixed in the existing dictionaries of the Kazakh language serve as the foundation for the formation of a new academic paradigm as the basis of competitiveness and adaptation of Kazakh education in the global educational space.

The discussion and approval of work. The main scientific results and conclusions of the research work were published in domestic and foreign publications, 14 scientific articles at international scientific-theoretical and practical conferences. One scientific article was published in the Scopus database, one scientific article was published in the collection of foreign international conferences, four scientific articles and four theses were published in the collection of domestic international conferences, four articles were published in the journals included in the list recommended by the Monitoring Committee in the field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan.

The structure of dissertation. The dissertation work consists of an introduction, three chapters, conclusion, the list of references, tables, pictures, and appendix.