

ANNOTATION

Thesis for the degree of Doctor of Philosophy PhD
in 6D021000 - Foreign Philology

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«Cognitive-frame models of the e-learning terminology system formation
(based on the English language material)»

The significance of research topic. The development of technologies and means of communication has contributed to the emergence of new terms in the educational sphere. E-learning is the most dynamically developing area of communication in modern society. The actively developing terminology of e-learning is of interest for extensive linguistic research, being an area of intensive formation of new terms and terminology systems for e-learning in Modern English. Because of this development, there is a need for educational terminology describing new ways of learning, ways and means in the learning process. It is important to emphasize that despite the existence of numerous studies of the terminology system in the sphere of education and the terminology of information and communication technologies, the terminology of e-learning has not become an object of complex linguistic analysis yet.

Thus, the relevance of the dissertation research topic is determined by the need for a systematic description of English terms in the field of e-learning, since the English language is actively being introduced into the educational space of Kazakhstan, and electronic terminology is a lexical system that integrates into the communicative space of modern Kazakhstani society. The intensive development and qualitative changes of English vocabulary in the field of e-learning, due to modern trends and processes, are still insufficiently studied, which indicates the relevance of this study.

The object of the research is the e-learning terminology system in Modern English.

The subject of the research is the frame models of the e-learning terminology system in Modern English.

The purpose of the research is to systematically study and comprehensively describe cognitive-frame models of the e-learning terminology system.

The research **objectives** are:

- analysis of current studies of the English terminology system, in particular the cognitive aspect of the study of e-learning terms;
- sampling of e-learning terms based on professional English-language texts;
- identification of the main conceptual-derivational models of English terms of e-learning;
- analysis of the cognitive-semantic structure of Modern English e-learning terms;
- representation of the e-learning terminology system in the form of a frame and the allocation of categorical groups;
- frame analysis of e-learning terms in modern English.

The research material was e-learning terms (words and phrases), selected by continuous sampling. Sources of English e-learning terms are hypertexts of educational sites, electronic resources, Internet sources and various digital educational products. A significant part of the research material was extracted from scientific publications of researchers, as well as from materials from encyclopedias, linguistic dictionaries, monographs and specialized glossaries. The main criteria for the selection of e-learning terms from professional texts were: the novelty of the lexical unit, the semantic criterion, namely the relationship with foreign language education; the result of the analysis of contexts, namely, the reproducibility of a term or term combinations in the texts of scientific publications on the topic of e-learning, etc. In this case, compliance with one of the listed criteria is accepted as a sufficient basis for the selection of term units as an object of research. The total number of analyzed terms was more than 2000 units.

Theoretical and methodological basis of the dissertation. The dissertation work is based on the provisions of cognitive linguistics about language as a cognitive mechanism, the basic relations of the concepts language - reality and language - thinking and concept, as well as the ideas of modern terminology about the cognitive nature of the term and the modeling ability of terminology in general. In this study, language is viewed as an intensively developing system characterized by dynamic processes, which is based on the principle of the unity of form and content.

The general scientific basis of the study was determined by the ideas about the consistency of vocabulary, about the status and ways of development of terminological systems, the theory of term and terminology presented in the works of K.Ya. Averbukh, V.M. Leichik, S.V. Grinev, D.S. Lotte, A.V. Superanskaya, V.A. Tatarinov, T.M. Cabre, J. Pearson, J.C. Sager, K. Kageura, D. Crystal and others. The works of N.N. Boldyrev, E.S. Kubryakova, I.A. Sternin, M. Minsky, C. Fillmore, P. Faber, C. Márquez Linares, V. Evans, E. Goffman, W. Martin, etc. devoted to problems of the theory and methodology of cognitive-frame modeling of static and dynamic structures of knowledge.

In the Kazakh linguistic science, the problems of terms, terminology, conceptology are considered in the works of A. Baitursynov, Sh. Kurmanbayuly, K. Zh. Aidarbek, A. E. Karlinsky, I. V. Ospanov, G. K. Syzdykov, D. M. Bazarbekov, Z. K. Akhmetzhanova, E. D. Suleimenova, A. S. Amanzholov, A. Kh. Azamatova, A. M. Akhmetbekova, S. E. Isabekov and etc.

Research methods and techniques. As a methodological basis, defining the research paradigm, systemic and integrated approaches to the study of language as a complex systemic and structural formation are taken. To solve the set tasks, the following research methods were used: the method of critical analysis of theoretical literature on the research topic; statistical method - in order to establish quantitative parameters that allow to identify patterns that regularly appear in the terminology system of electronic education; descriptive method - in order to systematize and classify linguistic material; the method of component analysis - in order to identify the nuclear and peripheral meanings of terms and special words; method of semantic analysis - in order to determine the meaning of terms in the context and the presence of polysemy; the method of structural analysis - in order to establish the composition

and features of terms functioning and determine the features of the nomination; the method of frame analysis - with the aim of building a model of the e-learning terminology system.

Scientific novelty of the research lies in the fact that for the first time a comprehensive analysis of English e-learning terminology is carried out as a terminology system that is currently at the stage of formation and active development. The paper attempts to describe the originality of the English terminology of e-learning, identifies the general and specific features of the studied group of terms and their categorical features. The study analyzes and establishes the features of e-learning terminology using the example of new terms and previously known units with evolved semantics. As a result of the analysis, the thematic classification of e-learning terminology is presented in the form of a frame model of the terminology system. During the period of intensive development of new educational technologies, science and international contacts, the study of terms is of great theoretical and practical importance.

Theoretical significance. The theoretical significance of the dissertation is due to the study and generalization of the patterns of English e-learning terminology system formation and serves as a contribution to the development of the general theory of the term. A detailed study of e-learning terminology makes it possible to classify and systematize e-learning terms and allows identifying the ways of their interaction within the terminology system. The analysis carried out expands the understanding of the e-learning terminology system, and the cognitive-frame modeling method made it possible to structure and present the current state of the e-learning terminology system. The statement of the problem and the generalization of the results achieved contributes to the further development of the study and deepening of knowledge about the properties of the term. The results obtained are an addition to the development of the theory of the term, terminology and terminography of the studied professional sphere and give an idea of the trends and prospects for the development of special English vocabulary in the field of e-learning based on the most productive models of the formation of terms.

Practical significance. The practical significance of the research is due to the possibility of applying the main provisions and materials of the dissertation when compiling mono- and bilingual dictionaries of terms, glossaries and in special lexicography. This study is interdisciplinary in nature and it seems possible to apply its results in professional communication and written communication, both in the compilation of electronic textbooks and the creation of educational sites hypertext and other electronic resources with educational content, as well as in the development of the content of the interfaces of electronic educational courses. The results obtained can be used to teach linguistic courses, in particular, the theory of terminology and terminography, stylistics, cognitive linguistics, etc. and can also be applied in English for special purposes teaching practice, in the preparation of specialists in the field of e-learning. The result of this work is an educational and practical glossary of English e-learning terms, which can be used in an electronic educational environment, in particular, for testing, practical work, etc.

Main statements to be defended

- The current state of the terminology fund for e-learning in modern English is determined by two factors: the dynamism of the development of the field of e-learning and the latest educational technologies; the growing role of the English language in education as an object of study and a means of teaching. English terms in the field of e-learning are characterized by variability of semantics, which is a sign of an emerging term system; motivation, which is inherent in the established terms.

- The term system of e-learning is characterized by processes based on the principles of conceptual derivation, which are provided by various linguistic mechanisms. The e-learning terminology system is represented by the predominance of two and three-component terms, as well as the presence of multicomponent terms, and is characterized by the variability of structural models.

- The cognitive - semantic structure of e-learning terminological units in modern English is characterized by the following dynamic processes: a) semantic modification (modification of the semantic content of a word, the appearance of new semantic components in its meaning, the loss of meaning elements that do not correspond to reality, the actualization of socially significant semes); b) semantic derivation (the appearance of semantic innovations in the language, the formation of new meanings in the word); c) semantic transformation (changing the composition of semantic components in the lexical meaning of the word). In addition, English terminology and e-learning are characterized by cognitive-semantic processes such as expansion, narrowing of the meaning of the term, metaphorical rethinking and metonymic transfer.

- The E-LEARNING concept can be represented as a frame with the following features: presence of an agent, subject, process goal; the principles of the process, the scope of its implementation, the means and resources, and the constituent components. The frame models of the e-learning terminology system, verbalized by terminological units, form a complex branched structure and are represented by seven subframes: E-LEARNING PARTICIPANTS, E-LEARNING ENVIRONMENT, E-LEARNING EVENTS, E-LEARNING PRINCIPLES, E-LEARNING MANAGEMENT, E-LEARNING RESOURCES related to thematic macro fields of English e-learning terminology. The terms actualizing the selected subframes are united by a common cognitive - semantic feature.

- Subframe models are heterogeneous, as the number of first and second level slots varies from two to eleven within one subframe. The uneven filling of subframes and slots with terminological units that update information about the area under study confirms the varying degrees of structuredness of the specialized knowledge presented in these fragments. The E-LEARNING EVENTS subframe has the most developed structure and is dominant in terms of the number of slots and sub-slots it contains and terms that actualize this basic concept. Also, this subframe is marked with signs of a complex cognitive structure - a scenario, the components of which are an action element (process), an event, the roles of the subject and object and their functions.

The structure of the research work. The dissertation consists of an introduction, three chapters, a conclusion, a list of references and two appendices.

The introduction substantiates the relevance of the topic under study, analyzes the degree of its study, establishes the object and subject of research, formulates the goal and objectives, determines the scientific novelty, characterizes the methodological basis of the work, reveals its theoretical and practical significance.

The first part "Research of the e-learning terminology system from the standpoint of cognitive linguistics" provides an overview of the cognitive approach to the study of the terminology system as a whole and describes a frame approach to systematizing the e-learning terminology system as an analysis tool that makes it possible to present the studied terminology as a structure that reflects professional knowledge and systematizes terminological units.

The second part "Current state of e-learning terminology" reveals the tendencies of the formation of English e-learning terms, analyzes the conceptual-derivational mechanisms and reveals the cognitive-semantic structure of the English e-learning terminology.

The third part "Cognitive-frame characteristic of e-learning terminology" describes frame models as a way of representing the English e-learning terminology. As a result of frame analysis, basic concepts and their categorical relationships are identified, the frame of the e-learning concept is modeled and subframes are identified, the models of which include slots of the first and second order and terminological units that actualize them.

In the conclusion of the dissertation work, the overall results of the research are summed up and general conclusions are given.

Appendix A of the thesis contains tables and diagrams reflecting the data and the results obtained during the study.

Appendix B provides an educational practice glossary of English e-learning terms.