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ENGLISH-LANGUAGE TERMINOLOGICAL UNITS AND PHRASES IN PEDAGOGICAL DISCOURSE IN KAZAKHSTAN: STRUCTURAL AND FUNCTIONAL ASPECTS

M. Akizhanova, Sh. M. Turebaeva

ENU named after Gumilyev L.N.

Түйіндеме: Мақалада Қазақстанның педагогикалық дискурсында қолданылатын ағылшын тілінен енген терминологиялық бірліктер мен терминологиялық тіркестердің құрылымдық-функционалдық ерекшеліктері талданады. Терминдердің қалыптасу процестері, олардың типологиялық жіктелуі, сондай-ақ Қазақстанның білім беру жүйесінде қолданылуы қарастырылады. Сонымен қатар, белгілі бір термин тіркесінің педагогиканың терминологиялық жүйесіндегі орны, оның ішінде білім беру технологиялары мен қазақстандық білім беру жүйесіне бейімделу әдістеріне әсері жан-жақты қарастырылған.

Түйін сөздер: Педагогикалық терминологиядағы ағылшын тіліндегі терминдер, терминдік бірліктер мен термин тіркестері, педагогиканың терминологиялық жүйесі, педагогикалық дискурс, білім беру, халықаралық терминдер.

Аннотация: В статье анализируются структурно-функциональные особенности терминологических единиц и терминологических сочетаний, заимствованных из английского языка, используемых в педагогическом дискурсе Казахстана. Рассматриваются процессы формирования терминов, их типологическая классификация, а также их использование в системе образования Казахстана. Кроме того, всесторонне рассмотрено место определенного терминосочетания в терминосистеме педагогики, включая влияние на образовательные технологии и способы адаптации к казахстанской системе образования.

Ключевые слова: Англоязычные термины в педагогической терминологии, терминологические единицы и терминосочетания, терминосистема педагогики, педагогический дискурс, образование, международные термины.

Abstract: The article analyzes the structural and functional features of terminological units and terminological phrases borrowed from English used in the pedagogical discourse of Kazakhstan. The processes of term formation, their typological classification, as well as their use in the education system of Kazakhstan are considered. In addition, the place of a certain terminology in the terminology system of pedagogy is comprehensively considered, including the impact on educational technologies and methods of adaptation to the Kazakhstani education system.

Keywords: English-language terms in pedagogical terminology, terminological units and terminology, terminology system of pedagogy, pedagogical discourse, education, international terms.

English-language terms in the field of pedagogy: classification and functions

English-language terms in pedagogy are divided into several categories depending on their functional role in the educational context. To begin with, such terms can perform a differential function, i.e., they serve to accurately define new notions or concepts, which allows for creating a basis for their further dissemination in scientific and educational practice. This is especially important in the context of the rapid introduction of new technologies and teaching methods. According to Shah, the differential norm of terms is an important part of the process of their integration into the educational lexicon, since they not only establish concepts, but are also regulated by legislative acts, which contributes to their correct use in the professional sphere [1]

. From the point of view of the communicative-cognitive aspect of the functioning of English-language terms, they play a key role in ensuring the effectiveness of the educational process. In her work, Chaika emphasizes the accuracy and adequacy of the translation of these terms directly affect the quality of teaching and the assimilation of knowledge by students, which requires teachers to be attentive and highly qualified when using them [2].

Principles of borrowing and adapting English-language terms

Principles for borrowing terminological units in the field of pedagogy may include pragmlinguistic principles based on the need for functionality and compliance with educational requirements. These principles include not only lexical borrowing, but also the cultural and conceptual adaptation of terms to the specifics of education in a specific country. It is important to note that borrowing should be aimed not only at borrowed terminological units as it is, but also at the structural, semantic, and functional features of these terms, which contribute to its successful integration into the educational terminological system.

The importance of understanding the lexical and semantic paradigmatic relations when adapting terms is highlighted in the work of Madina Latypovna, which includes the use of the linguistic means to convey complex pedagogical concepts and technologies [3]. In this context, the sphere of functioning of these terms is divided into primary and secondary, where the primary is the borrowing of terms directly from English-language sources, and the secondary is their further use within the educational context, including practical training and theoretical understanding.

The Role of English-Language Terms in Educational Technologies

English-language terms in pedagogy play a significant role in the development and implementation of evolving educational technologies. These terms are frequently used to refer to new educational methods and tools, such as, pedagogical technologies, online learning, and interactive methods. These terms, borrowed from English-language scientific literature, serve to designate innovative approaches that have high potential for improving the educational process.

Exemplifying such an approach, the terminological phrase *learning ecologies* is used to describe interconnected and multi-layered educational environments in which learning occurs through the interaction of various forms and contexts, including online platforms, classrooms, additional resources, and students'/learners' everyday interactions with the outside world. The term of *learning ecologies* emphasizes the importance of considering both formal and informal learning and suggests that a successful educational process is impossible without an integrated approach to organizing all aspects of the educational environment. This term is aimed at creating an organic and complementary educational system in which various elements of learning merge into a single ecosystem.

Another unique and modern approach is *cognitive apprenticeship*, a terminological notion that describes the process of learning through collaboration and active participation in real-life tasks, with the aim of transferring experience and knowledge in the context of real activities. Unlike traditional education, where the emphasis is on theoretical knowledge, cognitive apprenticeship includes learning

through modeling, practical work, and feedback, which allows students to learn through practical experience and interaction with more experienced mentors.

Sherubay Kurmanbayuly notes that the role of these terms in pedagogical discourse is becoming especially important in the context of global changes in the educational system, which requires educators and researchers to pay special attention to the process of their integration and adaptation [4].

Analysis of the term "Learning Ecology/Learning Ecologies"

1. Definition of the term and its functional load

The term "*learning ecologies*" in pedagogy describes educational systems as ecosystems in which various components interact to create sustainable and dynamic conditions for learning. This terminological phrase emphasizes the interaction of multiple factors, such as educational technologies, various learning formats (online, offline), external resources, and social connections, which together form the learning context. This description goes beyond linear educational processes, which allows the concept to acquire flexibility and adaptability that meet the modern requirements of educational systems.

2. Lexical and semantic characteristics

The term "*learning ecologies*" consists of two components: "*learning*" and "*ecologies*", which, at the semantic level, denote the learning process in the context of an ecosystem that includes multiple, interconnected elements. Within the lexical-semantic paradigm, this term is an example of metaphorical expansion, in which the ecological context (connections and interactions in nature) is transferred to the educational process. The use of such a term allows us to enrich the understanding of educational processes, where the emphasis is put to traditional methods (lectures, seminars) and to the integration of various educational resources simultaneously.

3. Theoretical and methodological basis

From a theoretical point of view, "*learning ecologies*" is based on the notion of a systems approach and constructivism in learning. According to the systems approach, the educational environment is considered an interconnected system, where each element (for example, an educational platform, a student, or a teacher/mentor/coach/pedagogical consultant) influences others, creating a dynamic learning system. In this context, learning ecology goes beyond localized educational practices, offering flexible and multi-layered approaches that can adapt to changes in the context of globalization and technological progress.

4. Impact on pedagogical perception

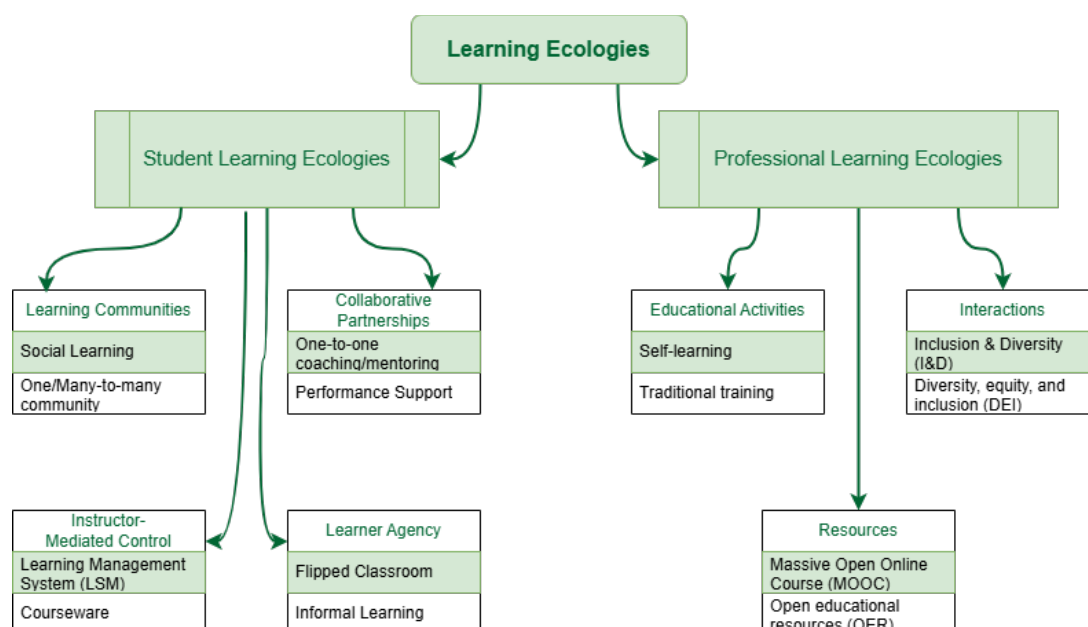
The inclusion of the term "*learning ecologies*" in pedagogical practice implies a transformation of the perception of the educational process. Unlike the traditional approach, which focuses on the transfer of knowledge from teacher/mentor/tutor to student, learning ecology assumes a more complex, multifaceted, and dynamic model. In this model, the educational process is examined as a set of interacting elements, where students, teachers, and educational resources form a holistic ecosystem. This approach requires teachers

to have more flexible methods of managing the educational process and the ability to integrate various tools and platforms to create the most suitable environment for each student.

5. Application in educational practice

The notion of learning ecologies promotes the development of interactive and inclusive educational practices. For example, the use of LMS (Learning Management System) platforms in combination with diverse applications and social networks allows to create flexible and adaptable conditions for students who can study anytime and anywhere, interacting with various resources and receiving feedback from teachers. This learning process may include elements of a personalized approach, where each learner selects and adapts appropriate resources and methods, which contributes to a deeper and more conscious assimilation of the material.

The term '*learning ecologies*' covers both educational processes related to learners and professional learning, where it describes key components such as educational activities, interactions, and resources, which reflect the interaction and use of various resources in a professional context. In the context of student learning, the terminology focuses on such terminological subcategories as learning communities, collaborative partnerships, instructor-mediated control, and learner agency, which emphasize the social organization of learning, interactions between participants, the role of the teacher, and learner autonomy. These terms assist in obtaining deeper understanding of the dynamics of educational processes in different fields and serve as a basis for building educational terminological systems in both academic and professional environments.



Picture 1. Structural Model of the terminological phrase 'Learning Ecologies' within the Pedagogical Terminosphere

6. Pedagogical Implications

The terminological phrase "*learning ecologies*" represents an important shift in the

pedagogical paradigm, both in terms of the theoretical understanding of educational processes and the practical implementation of innovative teaching methods. As a result of the implementation of learning ecologies, teachers have to reconsider traditional ideas about learning, offering flexible and adaptive strategies that can effectively combine various educational formats and approaches. This approach opens up new horizons for education, focusing it on the diversity of educational contexts and the integration of various resources, which is an important step in creating sustainable and effective educational terminosystems.

Conclusion

English-language terms in the field of pedagogy have a significant impact on modern educational practice, contributing to its globalization and innovative renewal. These terms, namely, "*learning ecologies*" and "*cognitive apprenticeship*", denote new concepts, as well as, set new paradigms for the educational process. In the lexical adaptation of these terms in the context of the Kazakhstani education, an important aspect is their functional and conceptual adaptation, which reflects pragmatic borrowing and synchronization with local educational realities.

In the process of borrowing terms, it is necessary to consider their differential function, which is not confined to only an accurate translation, but also involves careful preservation of the semantic load. The use of such terms requires deep knowledge of the context, as well as the integration of these concepts into the structure of educational systems, considering their cultural specificity. It is important to note that borrowing and adapting lexical units is not only a linguistic but also a cognitive task that requires teachers to have a prominent level of professionalism and knowledge in the field of intercultural communication. In addition, it is necessary to consider the role of such terms in educational technologies, where they become a crucial tool for the development and implementation of pedagogical methods and approaches. The use of such terms contributes to the formation of a modern educational vocabulary, which is a key factor in achieving educational flexibility and innovation. In this regard, the study of the issues of borrowing and adapting English terms in pedagogy continues to be relevant and necessary for further improvement of educational practice in Kazakhstan and beyond.

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