THE METHODS OF THE MODERN GREEK PEDAGOGICAL VOCABULARY TERM FORMATION

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Abstract

This article analyses the most productive methods of Modern Greek pedagogical vocabulary term formation. It deals with semantic and morphological tools for creating nominations. Working over the educational terminology is of particular urgency in the reform of the education system. It is due to the free access to various sources of information and cooperation between different countries in the field of education. The pedagogical terminology completion process is illustrated by abbreviations and linguistic borrowing. The role of affixes in term formation is also studied.

Key words: *Modern Greek language, modern scientific terminology*, *pedagogical vocabulary*, *term formation*, *terminology methods*

Résumé

Cet article analyse les plus productives méthodes de formation des termes du vocabulaire de la pédagogie en grec moderne. Sont ainsi présentés les instruments sémantiques et morphologiques pour la création des dénominations. La terminologie du domaine de l'éducation exige une approche urgente dans le cadre de la réforme du système d'enseignement, fait dû au libre accès aux diverses sources d'information et à la coopération entre divers pays dans le domaine de l'éducation. Les abréviations et les emprunts linguistiques complètent le processus de formation de la terminologie de la pédagogie. Le rôle des affixes dans la formation de ces termes est aussi étudié.

Mots-clés: *langue grecque moderne*, *terminologie scientifique moderne*, *vocabulaire de la pédagogie*, *formation des termes*, *méthodes terminologiques*

1. Statement of the problem

Pedagogy is a science that is systematically updated with new knowledge and is expanding its conceptual and terminological basis. This is due to technological progress, by which a new possibility of educational process appeared. Working over the educational terminology is of particular urgency in the reform of the education system, because of free access to various sources of information and cooperation between different countries in the field of education.

Based on the fact that one of the main ways to top off terminological standardization is the translation of scientific literature in different languages, the translator must be able to combine successfully national traditions of term formation with positive international experience, which involves the means of knowledge of the original language of terms.

Subject of study also updates the thesis of the lack of knowledge in Ukrainian linguistic terminology of Modern Greek teaching and actually terminology means of

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teaching Modern Greek. Disclosure of this issue will strengthen the capacity of national lexicographical linguistics.

2. Analysis of recent research and publications

Greek researchers M. Katsoyannou and E. Efthymiou[1] demonstrated increasing interest in modern scientific terminology towards all branches of science, including teaching. International conditions of formation of scientific and technological knowledge, the trend towards "globalization of knowledge" and related multilingualism - motivate a new look at the question of the nature of terminology that is not limited to the conclusion of terminology glossaries, but requires an examination of internal and external communication terms including those of terminology and semaseology.

A. Paryanou[2] emphasizes that English as a "special language" (αγγλική ειδική γλώσσα) presides now in the process of formation and changing of new terms, as well as in the in the production of new knowledge.

T. Mendzelopulos[3] adds that if the earlier teaching of Modern Greek terminology was enriched with Greek and Latin words, presently the largest source of loan terms is teaching English.

The issue of terminology in Ukrainian linguistics was disclosed in detail in the monograph of A. Diakov, T. Kyyak, Z. Kudelko "Fundamentals of terminology, semantic and sociolinguistic aspects" (2000)[4].

Researchers believe that terminological units enter the language in different ways: through the status of terms of common lexical units of their native language; borrowing from other languages; the use of words and word-building models of Greek and Latin as a special type of borrowing; borrowing lexical units from other scientific fields[5].

According to the opinion of modern scientists, nowadays, three main ways may be set up: 1) the use of internal resources of language – tracing (formation) of derived words, giving new meanings to existing words, drawing up foundations, making up of phrases; 2) direct borrowing of the elements of terms: full borrowing (internal form together with the outer, incomplete borrowing (only internal form) 3) artificial words[6].

Some terms are used to describe pedagogical phenomena of the Hellenic Republic and of the Republic of Cyprus, for example, "newly appointed teachers", "mentor", "inclusive education", "combined education", "postgraduate education", "teaching internship", "educational priority zones", etc. were covered in single works of local researchers (O. Protsenko[7]; I. Korotkova[8]; N. Voyevutko[9]).

However, these studies were carried out within comparative pedagogy that made it impossible to make a coherent picture of the terminology means of teaching Modern Greek.

Taking into account the urgency of the issue and the lack of elaborated works,

[1] Κατσογιάννου Μ., Ευθυμίου Ε., 2004, p. 28.
[2] Παριανού, Α., 2004.
[3] Μεντζελόπουλος Θ., 2007.
[4] Д'яков А. С., Кияк Т.Р. Куделько З.Б., 2000.
[5] там же/ibid., с.7.
[6] там же/ibid., с. 106.
[7] Проценко О. Б., 2009
[8] Короткова Ю. М., 2013.
[9] Воєвутко Н. Ю., 2013.

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the object of the research is determined over the teaching of Modern Greek terminology. The subject of the study are the means of term formation in teaching the vocabulary of Modern Greek. The goal is to define and examine ways of teaching terminology lexicon formation in Modern Greek.

3. The main material research

Terminology vocabulary as part of the vocabulary of the language is a basic example of word combining laws. For the nomination of new objects and concepts we use all available opportunities in the word formation of a particular language, lexical resources of the national language, the resources of the international fund vocabulary and vocabulary of other national languages.

The process of terminology has informing and productive nature. The most active and productive in terminology are the morphological and semantic ways to create the nomination.

The morphological method of terminology formation in teaching Modern Greek terminology is the most productive. Let us consider in detail prefixes, prefixes and suffixes, prefixes and suffixes making method.

In Modern Greek terminology the most common noun-forming suffixes are:

-οτητα – suffix denoting feminine features, quality or condition of the phenomenon, the subject (*δεξιότητα, ικανότητα, δραστηριότητα*);

-ισμός – masculine suffix used in words formed from the verb referring to directions, systems, skills and aptitudes, action or condition (*προγραμματισμός, αξιολογισμός, προβληματισμός*);

-νηση – feminine suffix to describe the process used in nouns formed from verbs (*διερεύνηση, εξέυρενση*);

-γεια – feminine suffix to indicate the state of the object or process (*ενέργεια, καλλιέργεια, διενέργεια*);

-ούχος – masculine suffix that has an important quality that covered the first part of the word (*προσοντούχος, πτυχιούχος*).

Adjective-forming suffix: **-κος** (*βασικός, επαγγελματικός, αποτελεσματικός*), or participial suffix **-μενος** (*θεσμοθετημένος, γραμμένος, διαβασμένος, αποκλεισμένος*).

Note that the majority of terms have the adjective-forming suffix -κος.

Prefixes (often in combination with suffixes) are presented with a wide range of formants, including the most productive, among which:

συμ- / συν- / συ- prefix denoting association, combination (*συζήτηση, συντονιστής*);

επι- important location above or next to something (*επίπεδο, επικοινωνία*);

δια- prefix with the content of something with separated duration (*διάλογος, διαδικασία*);

πολυ- prefix with the content of a plural number (*πολύπλευρος, πολυπολιτισμικότητα*);

ανά- prefix meaning the beginning of a process value, rising action (*ανάπτυξη, ανάλυση*).

Another productive technique is the basic combination of terminological units that allows in compact forms to express a complex of concepts for the sake of briefness.

As examples there are the following terms: *πρωτοβάθμιος, οπτικοακουστικός, μεθοδολογία, αιτιολογία, ελληνομάθεια, παρουσιολόγιο*.

A rather common terminology in pedagogical terms is abbreviation.

For example, *ΚΠΕΕ* (Κέντρο Πολιτικής Έρευνας και Επιμόρφωσης) – Center

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for Political Research and Training, *ΙΞΓΦ* (Ινστιτούτο Ξένων Γλωσσών και Φιλολογιών) – Institute of Philology of Foreign Languages, *OEEK* (Οργανισμός Επαγγελματικής Εκπαίδευσης και Κατάρτισης) – Organization of education and specialists' training).

It should be mentioned that most of the examples containing abbreviations are terms describing educational institutions, organizations and institutions that develop issues of the educational process.

Except one-syllable terms and terms-abbreviations, in the terminological system of pedagogy of the Greek language there is a number of terms, phrases. Most of them have a two-component structure.

For example, M. Havriyilidou and P. Lambropulou[10] distinguish two-component terms that can be formed as follows:

1) adjective + noun: *βασική κατάρτιση, γραπτή έκφραση, ανοικτή εκπαίδευση, διαγνωστική παιδαγωγική* (basic training, written expression, open education, pedagogical diagnostics);

2) noun + noun in the genitive case: *ικανότητες πληκτρολόγησης (typing skills), κλίμακα μέτρησης, ανταλλαγή εμπειριών, αντιστάσεις παιδιών* (measuring scale, exchange of experiences);

3) noun + preposition + noun: *εκπαίδευση εξ αποστάσεως, πρόσβαση στην εκπαίδευση* (distance education, access in education);

4) noun + noun (both words in the same case): *εκπαιδευτικός ψυχολόγος, δεξιότητες κλειδιά* (educational psychologist, key skills);

5) verb + noun: *τηρώ βιβλία, εκσυγχρονίζω γνώσεις, αναβαθμίζω ικανότητες (δεξιότητες)* (abide books, updated knowledge, upgrade skills).

It should be noted that the highest the most productive is the model "adjective + noun". A rarely used model is "noun + noun".

The way of semantic creation of terms includes secondary nomination and metonymy (analogical relation). Some terms are the result of terminology upgrading of words in general use. In the secondary category of terms the external form of the term remains unchanged – only the content changes.

Typically, the second category is based on the metaphor of the similarity content relation – formal or functional. For example, *κύκλος – closed curve, all points of which are equally distant from the center.* This term takes on a new meaning, which is directly related to the original definition. Thus, *κύκλος - a set of objects, events, issues that form a whole and which constitute a separate sphere of human activity or interest.*

The use of the metaphor in the creation of the term brings a shade of expressiveness, but only in the first phase of its formation.

"The analogy that underlies the metaphor, brings the essence of expressiveness and makes the definitive function of the term", - said V. Volodina[11] Thus, the basis of the nomination period is *κύκλος* analogy with the circle, i.e. limited scope of its isolation.

The semantic way of creating terms also includes admission of metonymical relation, that leads to term creation with different interpretations in different terminological systems. For example, *πρόφιλ* – it outlines the face side, or even

[10] Γαβριηλίδου Μ., Λαμπροπούλου Π., 2004.
[11] Володина В. П., 1996, p.36.

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outlines something on the side; *προφίλ* – a set of basic features that characterize the profession, specialty, for example, *προφίλ εκπαιδευτικού* (a teacher's profile).

One means of term formation is borrowing. The source of loan depends on the age and popularity of a specific language. As a source of refilling of Modern Greek pedagogical terms English has become remarkably popular as an international (global) communication language, which gradually replaced French.

English terms are often used in Greek pedagogy, denoting international programs and processes (ERASMUS, TEMPUS, Bologna Process), linguistic and pedagogical theories and approaches (Queer Theory, gender mainstreaming), education on e-elements (hardware, software, website, inter-active phase) and so on.

4. Conclusions

The most active and productive means of enrichment of Modern Greek teaching vocabulary are morphological. In the first place there are morphological methods of word formation, and also, abbreviations and borrowing.

Among the means that were used by the morphological system in Modern Greek educational terminology one should mention the list of the most common suffixes and prefixes. The main means to enrich terminology of teaching Modern Greek at the present stage is borrowing from English. The perspectives for further research will be aimed at identifying ways to achieve adequacy of translation of Modern Greek teaching terms into Ukrainian.

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