



REVISTA INCLUSIONES

HOMENAJE A JORGE ELIAS CARO

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número 2

Abril / Junio

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Subdirectores

Mg © Carolina Cabezas Cáceres

Universidad de Las Américas, Chile

Dr. Andrea Mutolo

Universidad Autónoma de la Ciudad de México, México

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Brasil

Drdo. Maicon Herverton Lino Ferreira da Silva

Universidade da Pernambuco, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Traductora: Portugués

Lic. Elaine Cristina Pereira Menegón

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza

Universidad de Chile, Chile

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Mg. Keri González

Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz

Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya

Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanesio

Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer

Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Mg. David Ruete Zúñiga

Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía
Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas
Universidad Nacional Autónoma de México, México

Dr. Martino Contu
Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo
Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna
Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez
Universidad de Barcelona, España

Dr. Javier Carreón Guillén
Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie
Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar
Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo
Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto
Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco
Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo
Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandia
Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar
Universidad de Sevilla, España

Dra. Patricia Galeana
Universidad Nacional Autónoma de México, México

Dra. Manuela Garau
Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg
Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos

Dr. Francisco Luis Girardo Gutiérrez
Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire
Universidad de Colima, México

Dra. Antonia Heredia Herrera
Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre
Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla
Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura
Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros
Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández
Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango
Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut
Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa
Dilemas Contemporáneos, México

Dra. Francesca Randazzo
Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elian Araujo

Universidad de Mackenzie, Brasil

Mg. Rumyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

Instituto Universitario de Lisboa, Portugal

Centro de Estudos Africanos, Portugal

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el
Deporte, Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

**REVISTA
INCLUSIONES**
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Carlos Manuel Rodríguez Arrechavaleta
Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu
Universidad Iberoamericana Ciudad de México, México

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

**CUADERNOS DE SOFÍA
EDITORIAL**

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción



BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN

THESAURUS MODELLING OF ENGLISH AND RUSSIAN EDUCATIONAL TERMS

Ph. D. (C) Irina Igorevna Zhuchkova

Ulyanovsk State Pedagogical University, Russia

ORCID: 0000-0003-4711-3494

zhuchkova.ii@inbox.ru

Fecha de Recepción: 22 de diciembre de 2019 – **Fecha Revisión:** 11 de enero de 2020

Fecha de Aceptación: 21 de febrero de 2020 – **Fecha de Publicación:** 01 de abril de 2020

Abstract

Within the educational discourse of English-speaking countries, there are many concepts that denote various objects and phenomena that do not completely coincide in their meaning with Russian educational terms. As a result, Russian people working in the educational sphere often do not understand the meaning of translated terms and are confused in their use, especially when it comes to terms from different variants of the English language. The current research is aimed at systematizing English and Russian educational discourse and terms within it via thesaurus modelling of terms related to the educational discourse of American and British variants of English and comparing them with Russian terminology. The research showed that systematizing terms via the construction of the English-Russian thesaurus could help not only differentiate the nuances in meaning due to the new thesaurus entries but also illustrate the relations among these terms due to the schemes made for the main terms in the constructed semantic field.

Keywords

Thesaurus modelling – Terminology – Educational discourse – Semantic relations

Para Citar este Artículo:

Zhuchkova, Irina Igorevna. Thesaurus modelling of english and Russian educational terms. Revista Inclusiones Vol: 7 num 2 (2020): 345-354.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)
Licencia Internacional



Introduction

Linguists have been researching educational discourse for a long time. Any types of discourse contain different words, phrases and terms. Our research supposes investigating terms related to the British, American and Russian educational sphere. The current research is supposed to systematize terms under study through thesaurus modelling. Despite the variety of methods focusing on the research and analysis of terms of different social science and linguistic disciplines (such as *methods* of qualitative, statistical and content *analysis*, *sampling methods*, etc.), thesaurus modelling has been successfully applied by a number of Russian scholars to systematize the terminology of the following subject fields: French grammar¹, English morphology, morphosyntax and lexicology², English cognitive linguistics³, English text linguistics⁴, French business terminology⁵ etc.

In modern linguistics the most important difference between a monolingual dictionary and thesaurus is that the latter is “a book that lists words in groups of synonyms and related concepts”⁶. It should be stated that all dictionaries help to systematize lexical units and show their definitions. However, these approaches do not reflect any relations between terms and do not show the whole “picture” of the discourse. Now thesaurus modelling is widely used in lexicography and discourse study. Taking into account the fact that there is no thesaurus containing educational terms of American and British English, the first objective of the paper is to sample educational terms and to choose key terms. Another objective is to build semantic fields and to find relations between the terms with the help of thesaurus network.

We follow the definition of “term” given by the soviet linguist R.G. Piotrovskij, because his understanding makes building thesaurus network possible. According to R.G. Piotrovskij, “the term is an elementary, compound or complicated sign, which, serving within the framework of a specific scientific and business communication, embodies in its intended meaning a concept relating to a specific subject area of science, technology, and cultural, administrative or political activity”⁷. Our research showed that all educational terms are connected with each other with the help of hierarchical and equivalence relations. Our thesaurus network allowed finding out more information about the terms under study by making visual schemes and helped to create new entries by listing various semantic relations in the constructed thesaurus of English-Russian terms.

¹ E. Yu. Gorbunov, Francuzskaja grammaticheskaja terminologija: Opyt tezaurusnogo issledovanija (Saint Petersburg: RGPU Publ., 2004).

² E. Yu. Gorbunov, “Thesaurus Modelling of the Semantic Field of the Term “Word” in the Subject Field “English Lexicology”, Journal of Perm State National Research University, num 4 Vol: 32 (2015): 30-38.

³ Y. V. Vedernikova, “Thesaurus Modeling of Terminological Field “Encyclopaedic Semantics” in the “English Cognitive Linguistics” Subject Field”, Philological Sciences, Vol: 12 num 4 (2015): 44-46.

⁴ I. I. Zhuchkova, Discourse Styles, Registers Genres and Text Types: Clarifying the Concepts and Modeling a Set of Semantic Relations”, Young Scholars' Developments in Philology (2018): 3-20.

⁵ R. Y. Dmitrieva y I. I. Zhuchkova, “Thesaurus Modeling of French Business Communication Terminology: Semantic Field “Enterprise”, Volga Region Pedagogical Search num 3 Vol: 25 (2018): 38-44.

⁶ Oxford Living Dictionaries. 2019. Available at: www.en.oxforddictionaries.com

⁷ R. G. Piotrovskij, Linguistic automat (in research and constant teaching) (Saint Petersburg: RGPU Publ., 1999).

The research may be continued in some ways. First, it will involve more educational terms to expand the semantic network and make a bigger thesaurus dictionary. The next stage will be the investigation of educational terms from other variants of English.

Methods

In our research we studied educational terms from English educational discourse. The terms were selected from British and American online dictionaries. Sampling was taken according to the frequency of occurrence of these terms in literature, special glossaries. In order to conduct the analysis we observed the following contemporary dictionaries of linguistic terms:

1. Association of American Colleges and Universities⁸
2. Family Dictionary of Educational Terms⁹
3. The Glossary of Education Reform¹⁰

as well as general purpose online dictionaries famous all over the world such as MacMillan Dictionary¹¹, Merriam-Webster Dictionary¹², Oxford Living Dictionaries¹³, Cambridge Dictionary¹⁴, Collins Dictionary¹⁵ in order to find, compare and analyze the definitions of terms under study. Our investigation involved analyzing dictionaries with two different arrangements of entries: alphabetical and semantic. Alphabetical entries are based on the formal shape of the lexical unit. Semantic entries are based on the semantic content of the lexical unit.

Alphabetical dictionaries are connected with the formal approach of studying discourse. In most western dictionaries, the list of words is ordered alphabetically. It is habitual for many people. But this method has an obvious disadvantage - semantic structure of vocabulary is not reflected there. In specialized dictionaries with controlled vocabulary "lexical items are arranged according to their meaning with specified types of relationships, identified by standardized relationship indicators"¹⁶. Such kind of dictionaries are called thesauri.

According to NISO Z39.19: Standard for Structure and Organization of Information Retrieval Thesauri, there are three types of semantic relations used in the semantic approach: equivalence, hierarchical, and associative. In the current study we use only two of them: equivalence and hierarchical. The following relations were found in our research:

⁸ Association of American Colleges and Universities, Available at: www.aacu.org

⁹ Family Dictionary of Educational Terms (Washington: Office of the Education Ombudsman, 2010-2011).

¹⁰ The Glossary of Education Reform, Available at: [www.http://edglossary.org](http://edglossary.org)

¹¹ MacMillan Dictionary, Available at: www.macmillandictionary.com

¹² Merriam-Webster, Available at: www.merriamwebster.com

¹³ Oxford Living Dictionaries, 2019. Available at: www.en.oxforddictionaries.com

¹⁴ Cambridge Dictionary, Available at: www.dictionary.cambridge.org

¹⁵ Collins Dictionary, Available at: www.collinsdictionary-com.cdn

¹⁶ NISO Z39.19: International Standard for Structure and Organization of Information Retrieval Thesauri. Paper presented at the Taxonomic Authority Files Workshop, Washington DC, June 23, 1998. Available at: www.bayside-indexing.com/Milstead/z39.htm.

- synonymy
- variance
- quasisynonymy
- antonymy
- hyperonymic relation (“generic-specific” relation)
- meronymic relation (“part-whole” relation)

The description of the meaning of terms using structured sets of semantic features via the well-known method of componential analysis¹⁷ was carried out at the first stage of the performed analysis. We were able to analyse terms in two dimensions: 1) vertical, enabling us to find hyperonyms, hyponyms, holonyms and meronyms, and 2) horizontal, comparing the meanings of the same hierarchic levels and allowing us to identify synonyms, antonyms and other related semantic relations. Therefore, the purpose of the first stage was to compare the meanings of terms of different hierarchic levels. The second stage allowed us to identify equivalence relations.

Results

As outlined in the methods section, the first stage of the investigation involved identifying hierarchic and equivalence relations, which link terms into a single semantic field. It is worth mentioning that there are several main categories in the constructed thesaurus such as types of education, academic degree and educational institutions (Figure 1). These categories reflect the key terms of the analyzed educational discourse and each has its own scheme of semantic relations, which helps users to visualize the relations among various terms in this field (Figure 2).

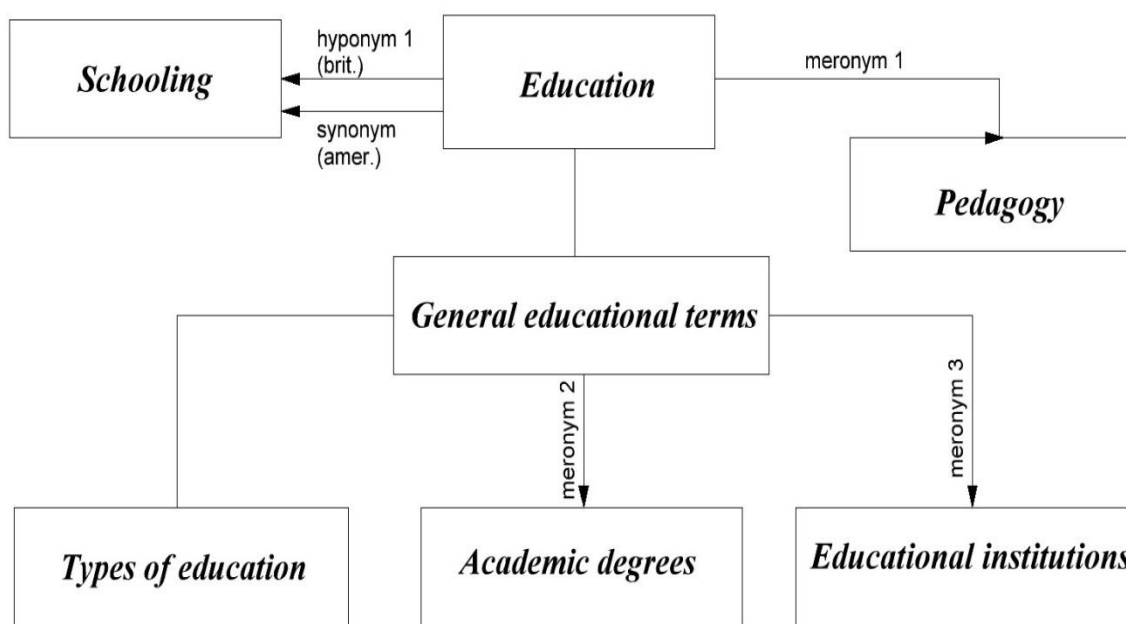


Figure 1
Semantic field of the term “education”

¹⁷ Ju.A. Najda, The procedure of analysis of the componential structure of the referential meaning. New in foreign linguistics. 8th ed. (Moscow, Progress Publ., 1983).

To show how the thesaurus approach enabled us to systematize educational terms under study we suggest analyzing the term “academic degree” which is one of the key terms of the constructed thesaurus. The term “academic degree” is related to the semantic field of the term “education”. The term “education” is the main term in the semantic field of the educational terms, and the term “academic degree” is a part of it.

First and foremost, it is advisable to consider the definition of the term "academic degree" itself. “It is a qualification awarded on successful completion of a course of study in higher education, normally at a college or university”¹⁸. This term could be attributed to meronyms of the basic term “education”, because such phenomenon as obtaining a scientific degree at the end of the training is considered to be part of a large education system. This was evidenced by the phrase "study in higher education".

As it is seen in Figure 2, there were four main types of academic degrees: “associate degree”, “bachelor’s degree”, “master’s degree”, and “doctoral degree”.

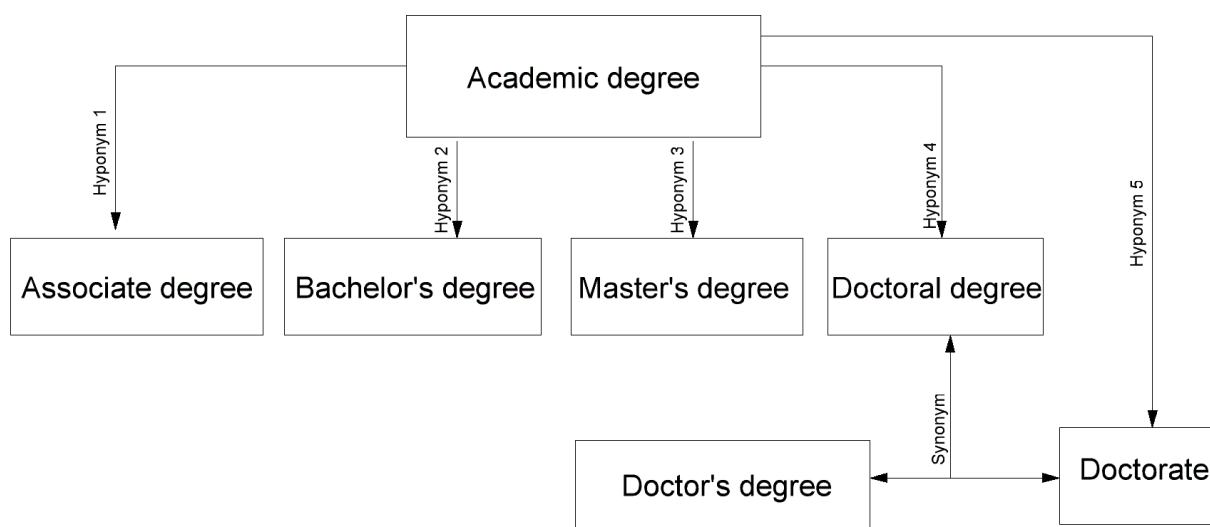


Figure 2
Semantic field of the term “academic degree”

Our first step was to find hierarchical relations between the terms. The research allowed us to find out that the term “academic degree” had five hyponyms. Our second step was to identify equivalent relations. We found that some kinds of academic degrees have synonyms (Figure 2). Due to the researching of the semantic field of the term “academic degree” we found the term which was related mostly to the Russian educational discourse. This term was “The Candidate of Sciences”. This term could be used in English educational discourse but only while describing the Russian system of academic degrees.

Unexpectedly, the research also helped us to find out that some terms had full synonyms. The terms “doctoral degree”, “professional doctorate degree” and “doctorate” are considered to be synonyms (Figure 2). D.S. Lotte stated that terms had no synonyms¹⁹. We managed to find synonyms of the term “doctoral degree”. We concluded it from the componential analysis of their definitions and origin. “Doctoral degree is defined

¹⁸ Oxford Reference, Available at: www.oxfordreference.com

¹⁹ D. S. Lotte, *How to Work With Terms: Basics and Methods* (Moscow: Nauka, 1968).

as an academic degree achieved by universities that is, in most countries, a research degree that qualifies the holder to teach at the university level in the degree of the field, or to work in a specific profession”²⁰. “Doctorate” comes from Latin and means “to teach”. “Doctor” is translated “teacher” from Latin, and could be considered as “degree of a teacher”.

Having analyzed and described the semantic relations of the term “degree” we took another step. The next step in our research was to make a thesaurus entry. The entry in the constructed thesaurus consists of the term itself, its translation, terms linked to this term via various hierarchical and equivalent relations, each with the Russian translation. Therefore, the main term in the entry is explicated through other terms belonging to the same semantic field and linked to it via different semantic relations. In other words, making any entry in the constructed thesaurus involves listing generic and distinctive characteristics of the term under study. This type of entry shows the main features of the term and its place among other terms. Moreover, the applied thesaurus approach focusing on the relations between terms allowed us to exclude definitions of educational terms from their entries because in this case to understand what the term means the user does not need to see its definition. The definition of the term becomes optional.

To prove this we list different semantic relations for the term “academic degree” in its entry from the constructed English-Russian educational thesaurus:

Academic degree

Trans.

Научная степень

Holon. 1

Education (образование)

Schooling (Amer.) (образование)

Holon. 2

College (колледж)

Community college (общественный колледж)

Junior college (младший колледж)

University (университет)

Private university (частный университет)

Public university (государственный университет)

Institute of technology (технический институт)

²⁰ Oxford Reference. Available at: www.oxfordreference.com

Hypon.

Associate degree (степень ассоциата)

Bachelor's degree (степень бакалавра)

Master's degree (магистерская степень)

Doctoral degree (докторская степень)

Doctorate (докторская степень)

Professional doctorate (докторская степень)

PhD (доктор философских наук)

The componential analysis of different definitions of the key term “academic degree” helped to identify some features of the term “academic degree” which were not mentioned in its definitions in other dictionaries. However, these features are reflected in the above-mentioned thesaurus entry. They are the following:

- 1.- the term “academic degree” has a hierarchical structure of its subtypes;
- 2.- this term is connected with the educational system;
- 3.- an academic degree can be got only after graduation from certain educational institutions.

By opening this entry in the constructed thesaurus the user sees that the term “academic degree” can be easily defined through a set of semantic relations. The first implicit semantic feature mentioned above is revealed in the entry of the term “academic degree” through its 7 hyponyms. The second one is revealed through the meronymic relation with the terms “education” and “schooling”. The third feature claiming that any academic degree can be awarded only after graduating from educational institutions is revealed in the entry of the constructed thesaurus via various kinds of colleges and universities.

It should also be noted that all the terms in the entry have hyperlinks, which makes it possible for the user to have a quick access to various related terms in one field and shift from one term to another. As a result, the user can easily compare various thesaurus entries and find common and different features between them.

Discussion

Our research considers the hypothesis that the thesaurus modelling may be the most effective way to systematize English and Russian educational terms. This hypothesis was confirmed.

The semantic modelling seems the most effective way to study educational terms. Thus, it could be used to:

- explain the meaning of educational terms via schemes of semantic fields they belong to;
- make more complete dictionary entries of the terms under study.

Our research showed that thesaurus modelling helped to work with lexical units. We could give students definitions of the terms and relations between them. It may help to see the exact location of terms among other terms in the educational discourse. It could be used to explain all the differences and nuances of meaning.

The hierarchical structure of the key term is also showed. Thus, semantic modelling might help to choose the correct words without checking their definitions. The constructed thesaurus dictionary could also be used by interpreters. They could choose the most appropriate word for the translation. For example, they may find out that “master’s degree” cannot be replaced by “doctor’s degree”. But “doctor’s degree” can be replaced by “doctorate”.

Our research proved that thesaurus modelling may help to make complete definitions of educational terms. We studied several definitions of each term. The componential analysis of corpus of English-language definitions of educational terms has revealed implicit semantic features of terminological signs with further description of the semantic relations linking these units by frameworks of a dictionary entry.

The disadvantage of the work is that we investigated only the key terms of educational discourse. But despite of the fact that the number of the terms is not large, we could make a conclusion about the effectiveness of the approach. It also may allow continuing the research through investigation of more terms related to English educational discourse.

Conclusions

The main aim of the research was to construct the English-Russian educational thesaurus and therefore systematize the terms within the educational discourse on the example of the semantic field of the term “academic degree”. According to our results, this approach made it possible to differentiate the signified of analyzed terms and therefore not only arrange the terms in hierarchical order but also unite them all into a coherent semantic field. Semantic modelling showed different semantic relations between the terms: hierarchical and equivalence.

This approach helped to find out more information about all types of academic degrees that allowed making more full entries of the terms. The new type of entry in the constructed thesaurus reflected all sides of the key term while previous definitions found in English-English and English-Russian dictionaries showed the main features separately. Although in our work we have investigated only the key educational terms, the research allowed us to build the structure of general outline of educational system and make a thesaurus of English-Russian educational terms with more than 100 entries.

Further, we are intended to investigate the educational discourse of other variants of English. Our findings can also be used to investigate other types of discourse.

References

Books

Family Dictionary of Educational Terms. 2010-2011. Washington: Office of the Education Ombudsman.

Gorbunov, Yu. I. Francuzskaja grammaticheskaja terminologija: Opyt tezaurnogo issledovanija. Saint Petersburg: RGPU Publ. 2004.

Lotte, D. S. How to Work With Terms: Basics and Methods. Moscow: Nauka. 1968.

Najda, Ju. A. The procedure of analysis of the componential structure of the referential meaning. New in foreign linguistics. 8th ed. Moscow: Progress Publ. 1983. 61-84.

Piotrovskij, R.G. Linguistic automat (in research and constant teaching). Saint Petersburg: RGPU Publ. 1999.

Internet publications

Association of American Colleges and Universities. Available at: www.aacu.org

Cambridge Dictionary. Available at: www.dictionary.cambridge.org

Collins Dictionary. Available at: [www-collinsdictionary-com.cdn](http://www.collinsdictionary-com.cdn)

MacMillan Dictionary. Available at: www.macmillandictionary.com

Merriam-Webster. Available at: www.merriamwebster.com

NISO Z39.19: International Standard for Structure and Organization of Information Retrieval Thesauri. Paper presented at the Taxonomic Authority Files Workshop, Washington DC, June 23, 1998. Available at: www.bayside-indexing.com/Milstead/z39.htm

Oxford Living Dictionaries. 2019. Available at: www.en.oxforddictionaries.com

Oxford Reference. Available at: www.oxfordreference.com

The Glossary of Education Reform. Available at: [www.http://edglossary.org](http://www.edglossary.org)

Journal articles

Dmitrieva, R. Y. y Zhuchkova, I. I. "Thesaurus Modeling of French Business Communication Terminology: Semantic Field "Enterprise". Volga Region Pedagogical Search num 3 Vol: 25 (2018): 38-44.

Gorbunov, E. Yu. "Thesaurus Modelling of the Semantic Field of the Term "Word" in the Subject Field "English Lexicology". Journal of Perm State National Research University, num 4 Vol: 32 (2015): 30-38.

Vedernikova, Y. V. "Thesaurus Modeling of Terminological Field "Encyclopaedic Semantics" in the "English Cognitive Linguistics" Subject Field". *Philological Sciences*, Vol: 12 num 4 (2015): 44-46.

Zhuchkova, I. I. "Discourse Styles, Registers Genres and Text Types: Clarifying the Concepts and Modeling a Set of Semantic Relations". *Young Scholars' Developments in Philology* (2018): 3-20.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.