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ACADEMIC TERMS OF THE BOLOGNA PROCESS

This article presents the academic terms of the Bologna process classified in four groups: international relations, scientific innovation, educational and methodological work and morale building activities. The source of academic terms of the Bologna process, which are analyzed in the article, is based on The Academic Policy of Al-Farabi Kazakh National University approved at the meeting of Scientific and Methodological Council of Al-Farabi Kazakh National University on December 26, 2013 Protocol No. 3 (as amended on August 29, 2014, Protocol No. 1). During the research it was defined that some of the academic terms used in the education system of the Republic of Kazakhstan until 2010 were substituted by the academic terminology of the Bologna process. Moreover, the article provides definitions of term and terminology in scientific works of domestic and foreign terminology scientists.

Key words: terminology, term, academic terms, the Bologna process.

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Болон үдерісінің академиялық терминдері

Мақалада Болон үдерісінің академиялық терминдері төрт топқа, яғни халықаралық қатынастар, ғылыми инновациялық, оқу-әдістемелік және тәрбие жұмыстары бойынша жіктеліп ұсынылады және олардың анықтамалары берілді. Мақалада талданған Болон үдерісінің академиялық терминдері дереккөзі ретінде әл-Фараби атындағы Қазақ ұлттық университетінің 26 желтоқсан 2013 жыл №3 хаттамамен (29 тамыз 2014 жыл, №1 хаттамамен өзгертулер енгізілген) әл-Фараби атындағы Қазақ ұлттық университетінің Ғылыми-әдістемелік Кеңес мәжілісінде бекітілген Академиялық саясаты басшылыққа алынды. Зерттеу барысында Қазақстан Республикасы білім жүйесіндегі 2010 жылға дейінгі қолданылып келген кейбір академиялық терминдердің орнын Болон үдерісіне байланысты енген академиялық терминдер алмастырғандығы анықталды. Сонымен қатар, мақалада отандық және шетелдік терминолог-ғалымдардың ғылыми еңбектеріндегі термин және терминология анықтамалары берілді.

Түйін сөздер: терминология, термин, академиялық терминдер, Болон үдерісі.

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Академические термины Болонского процесса

В настоящей статье представлены академические термины Болонского процесса в четырех группах, т.е. международные отношения, научно-инновационная, учебно-методическая и воспитательная работа. Источником академических терминов Болонского процесса, которые анализируются в статье, послужила Академическая политика Казахского национального университета имени аль-Фараби, утвержденная на заседании Научно-методического Совета Казахского национального университета имени аль-Фараби 26 декабря 2013 года протокол №3 (с изменениями от 29 августа 2014 года, протокол №1). В ходе исследования было установлено, что некоторые академические термины, используемые в системе образования Республики Казахстан до 2010 года, были заменены академической терминологией Болонского процесса. Кроме того, в статье приведены дефиниции термина и терминологии в научных трудах отечественных и зарубежных ученых-терминологов.

Ключевые слова: терминология, термин, академические термины, Болонский процесс.

Introduction

The objective reality surrounding a person, achievements in the development of material and spiritual culture are reflected in the language. One of the most important functions of the language is communicative, providing communication in all spheres of human activity. Ordinary, everyday communication is carried out with the help of colloquial vernacular and literary-colloquial forms of language, specially-professional (in the framework of scientific, industrial-technical or socio-cultural activities) using the language of science and technology, a special form of natural language.

The vocabulary of a literary language includes so-called common words, i.e. words understandable to all speakers of the language. But, besides common words, there is a huge variety of terms in the language, serving various branches of the national economy, science, technology and culture.

The appearance of special professional communication is directly related to the development of human society. The special-professional communication is realized in the process of labor. The word-term is always the result and instrument of professional thinking and special professional communication (Zhuravleva, 1995: 3).

The current state of science allows us to propose the following definitions of the term and terminology. The term is a word or a subordinate phrase having a special meaning, expressing and forming a professional concept and used in the process of learning and mastering scientific and vocational objects and the relations between them. Terminology is a set of terms associated with a professional field of activity (area of knowledge, technology, management, and culture) related to each other at the conceptual, lexical-semantic, derivational and grammatical levels (Zhuravleva, 1995: 4).

Terminology, the discipline concerned with the study and compilation of specialized terms is not a new field of study, but only in recent decades has it been systematically developed, with full consideration of its principles, bases and methodology.

Terminology, as we understand it today, first began to take shape in the 1930s and has only recently moved from amateurism to a truly scientific approach (Cabré, 1999: 1).

In the 18th and 19th centuries scientists were the leaders in terminology; in the 20th century engineers and technicians have become involved. The rapid progress and development of technology required not only the naming of new concepts, but also agreement on the terms used. The Austrian E. Wüster (1898-1977), considered the founder of modern terminology and the main representative of what is known as the Vienna School, came from the field of engineering, as did the Russian D.S. Lotte (1889-1950), founder of the Soviet School of Terminology. The first international association of standardization, the International Electrotechnical Commission (IEC), was founded in Missouri in 1904.

During the first half of the 20th century neither linguists nor social scientists paid special attention

to terminology; only from the 1950s onwards did they begin to show any interest and even then it was just in passing. It is curious that linguists have generally shown little interest in terminological studies; instead they have been concerned with developing a theory to account for the principles governing all possible human languages but have been less concerned with the multiple aspects of language seen as a tool for communication. Only within this latter approach is terminology afforded a place in linguistic analysis (Cabré, 1999: 1-2).

Modern terminology emerged in the 1930s with the work of E. Wüster in Vienna. In his doctoral dissertation, Wüster presented arguments for systematizing working methods in terminology, established a number of principles for working with terms and outlined the main points of a methodology for processing terminological data. As Rondeau (1983) notes, at this time Wüster was particularly concerned with methodology and standards as opposed to theory, since he considered terminology a tool that should be used as effectively as possible to eliminate ambiguity from scientific and technical communication. His interest in theory would come later. At the opening session of the Infoterm symposium in 1975, Wüster himself named four scholars as the intellectual fathers of terminological theory: A. Schloman from Germany, who was the first to consider the systematic nature of special terms; the Swiss linguist F. de Saussure, who was the first to draw attention to the systematic nature of language; E. Dresen, the Russian who was a pioneer in underscoring the importance of standardization and the principal force behind the ISA, and, J.E. Holmstrom, the English scholar who was instrumental in disseminating terminologies on an international scale from Unesco and who was the first to call for an international organization to deal with the issue.

Following Auger (1988) we identify four basic periods in the development of modern terminology:
a. the origins (1930 – 1960)
b. the structuring of the field (1960 – 1975)
c. the boom (1975 – 1985)
d. the expansion (1985 – present)

The initial period of development of the study of terminology (1930 – 1960) was characterized by the design of methods for the systematic formation of terms. The first theoretical texts by Wüster and Lotte appeared at this time.

When he wrote the dictionary *The Machine Tool*, published in 1968, Wüster had the opportunity to check the rationale and suitability of the methods he had presented in his doctoral thesis.

In the second stage of development (1960 – 1975), the most important innovations in terminology came from the development of mainframe computers and documentation techniques. At this time the first databanks appeared, and the international coordination of principles of terminology processing was initiated. During this period the first approaches were made to standardize terminology within a language.

The third stage – the boom of terminology between 1975 and 1985 – is marked by the proliferation of language planning and terminology projects; some countries like the former USSR and Israel had begun their language policies earlier. The significance of the role of terminology in the modernization of a language became apparent in this period. The spread of personal computers brought a major change in the conditions for processing terminological data.

In the most recent period of development (1985 – present) some new issues are worth mentioning. Computer science is one of the most important forces behind changes in terminology. Terminologists now have at their disposal tools and resources that are better adapted to their needs, more user-friendly and more effective. At the same time there emerges a new market – that of the language industries – in which terminology occupies a privileged position. International cooperation is broadened and consolidated, as international networks are created to link agencies and countries which share characteristics or are interested in cooperation. Examples of this are the exchange of information and the international cooperation in training terminologists. Finally, the model of terminology linked to language planning, which is so necessary for developing countries, is being consolidated at this time (Cabré, 1999: 5-6).

The word *terminology* refers to at least three different concepts:
a. The principles and conceptual bases that govern the study of terms
b. The guidelines used in terminographic work
c. The set of terms of a particular special subject

The first concept refers to the whole field, the second, to its methodology, and the third to the sets of terms on a specific topic (Cabré, 1999: 32).

Terminology and terms were targets of research of many scientists. There are definitions of term (*noun*), terminology (*noun*) and academic (*adjective*) by scientists and given in dictionaries.

Term is a word that has a precise and unambiguous meaning in a special language, and being used in a spoken language, it feels like it belongs to a

special field, for example, the word volt «вольт», turbine «турбина», devise «валюта», facture «фактура», commande «заказ, команда», etc. (Vachek, 1964: 223).

Term is a word or a word combination of a special (scientific, technical, etc.) language created (accepted, borrowed, etc.) for the exact expression of special concepts and the designation of special objects (Akhmanova, 1969: 474).

Terminology – a set of terms for a given industry, activity, knowledge, forming a particular sector (layer) of vocabulary, the most easily amenable to conscious regulation and streamlining (Akhmanova, 1969: 474).

Term (Latin *terminus*– border, limit) English: *term*, French: *terme*, German: *Fachwort* is a special purpose word or phrase created to accurately express special concepts and designate special objects. The peculiarities of the term are consistency, the presence of a definition, the tendency to monosemicity, the lack of expression, stylistic neutrality (Suleimenova, 1998: 380).

Terminology (Latin *terminus* – border, limit + Greek *logia* – teaching) English *terminology*, French *terminologie*, German *Terminologie* is a set of words and phrases used to express special concepts and names of specific objects in a given field of knowledge, i.e. terms. Terminology is characterized by an increased connection with extralinguistic factors, the absence of an emotional, subjective-evaluative factor, and the absence of polysemanticity. Terminology is the property of a narrow circle of people. For example, legal terminology, linguistic terminology, botanical terminology (Suleimenova, 1998: 380).

Term is a word or phrase used as the name of something, especially one connected with a particular type of language (Oxford Advanced Learner's Dictionary, 2015: 1616).

Terminology is the set of technical words or expressions used in a particular subject (Oxford Advanced Learner's Dictionary, 2015: 1616).

Academic is connected with education, especially studying in schools and universities (Oxford Advanced Learner's Dictionary, 2015: 6-7).

Term is a word or expression with a particular meaning, especially one that is used for a specific subject or type of language (Longman: Dictionary of Contemporary English, 2012: 1819).

Terminology is the technical words of expressions that are used in a particular subject (Longman: Dictionary of Contemporary English, 2012: 1820).

Academic is relating to education, especially at college or university level (Longman: Dictionary of Contemporary English, 2012: 7).

Terminology is the study of and the field of activity concerned with the collection, description, processing presentation of terms, i.e. lexical items belonging to specialized areas of usage of one or more languages. In its objectives it is akin to lexicography which combines the double aim of generally collecting data about the lexicon of a language with providing information, and sometimes even an advisory, service to language users. The justification of considering it a separate activity from lexicography lies in the different nature of the data traditionally assembled, the different background of the people involved in this work, and to some extent in the different methods used.

Etymologically speaking 'terminology' is a polysemous misnomer, i.e. a word with several senses, none of which correspond precisely to the analysis of the traditional meaning of its constituent elements.

By its etymology 'terminology' would mean 'the science/study/knowledge of terms' which would make it parallel to lexicology, the science/study/knowledge of the lexicon or lexical items; this interpretation is, however, rejected by most terminologists. Historically, the first usage of 'terminology' is recorded asreferring to a technical vocabulary, i.e. a collection of terms, which has a certain coherence by the fact that the terms belong to a single subject area. It is now also used somewhat more narrowly to refer to an internally consistent and coherent set of terms belonging to a single subject field, as identified by the result of a particular terminological activity, e.g. the compilation of systematic glossaries (Sager, 1990: 2-3).

Terms can have a variable pragmatic status, which is usually associated with their age, or more precisely, with their acceptability, exclusiveness of existence, and spread of use. The observation of the usage conditions of terminological innovation and of the immediate capture of new term creations in term banks or glossaries indicates that new terms undergo various changes in status until they become fully established. Most monolingual neologisms are initially provisional, linked to a provisional concept by a stipulate definition, until the equation TERM-DEFINITION-CONCEPT becomes widely accepted and so incorporated into the lexicon of a particular special language. At this stage one of a number of rival terms gains a higher status and the rivals will gradually lose ground or become confined to a small area of usage. A similar phenomenon occurs when a term has to be provided with a foreign language equivalent, e.g. in the translation of a manual or a textbook; and there is no foreign language term

which corresponds to the definition. In this case a translation equivalent is created whose validity is restricted to the context in which it has been created unless it becomes accepted as a full term with its own definition, which means that it has become associated to a concept in a conceptual system that is expressed in the foreign language. This phenomenon is well-known in translation theory; in terminological description it is hidden behind what is usually called a quality label (Sager, 1990: 59).

Experiment

Besides being formal, conceptual and functional grammatical units, terms are also pragmatic units of communication and reference and as such have certain discourse characteristics and occur in well-defined communicative situations.

Pragmatics, one of the fields of applied linguistics, deals with the description of language usage and is related to – if not situated somewhere between – sociolinguistics, psycholinguistics, anthropology, and discourse analysis.

Pragmatics is very important in characterizing the different nature of terms. The five most important pragmatic factors that allow us to differentiate between general language and terminology are:

a. the basic purpose

b. the subject dealt with

c. the users

d. the communicative situations in which both codes are found

e. the types of discourse in which terms or general language words are appear

Table 1 – Pragmatic factors allowing us to differentiate general language lexicon from terminology

GENERAL LANGUAGE LEXICON	TERMINOLOGY
BASIC PURPOSE	BASIC PURPOSE
performative, expressive, communicative, and others	referential
SUBJECTS	SUBJECTS
generic	specific
USERS	USERS
general	specialists
COMMUNICATIVE SITUATION	COMMUNICATIVE SITUATION
– structured	+ structured
DISCOURSE	DISCOURSE
general	professional and scientific

The chart summarizes the differences between the two viewpoints, although it represents a simplification of the issue.

Terms are used to name a specialized reality and are thus different from words in the general language because they have a primarily referential purpose. Other purposes of language, such as performative, expressive, communicative, poetic or metalinguistic uses, which are so pervasive in communication as a whole, are usually quite rare in terminological discourse.

Terminology is used to designate concepts of a restricted field or activity. In this sense a unit can only become a term if it is located within a special subject field. The general language lexicon, on the other hand, is used to refer to all types of activities shared by speakers.

Terminology is used by experts in a specific subject field. If we extend terminology to include professional or sports vocabularies, or those vocabularies related to some human activity, the number of terminology users increases and diversifies substantially and at the same time the degree of specialization of these uses decreases considerably. The seemingly clear dividing line between the general language lexicon and terminology based on user-types (speakers of a language vs. experts in a specific area of knowledge, respectively) becomes blurred.

In theory terminology is used above all in structured communicative situations and not in colloquial, everyday situations in which general language vocabulary would be used. Nor is terminology used in texts that are not referential. In reality, experts in a given domain can use the specialized terminology in a variety of communicative acts and at several different levels of abstraction, thus blurring the classic, well-defined view of what terminology is (Cabré, 1999: 112-114).

Among the linguistic features of terms that distinguish them as special words and phrases are often called the following: 1) the connection of the term with the concept and the accuracy of the conceptual semantics of the term; 2) the uniqueness of the term, or at least the tendency to it; 3) stylistic neutrality and lack of expressiveness of the term; 4) nominative feature of the term; 5) consistency of the term (Shelov, 2003: 4-5).

Modern globalization is leading to the creation of a single space not only in the field of information technology, but also in the field of education. One of its features is that education systemofthe Republic of Kazakhstan is based on the Bologna process together with other countries of the world and the

formation and functioning of unified academic terminology.

The academic terms in this article under analysis are taken fromThe Academic Policy of Al-Farabi Kazakh National Universityapproved at the meeting of Scientific and Methodological Council of Al-Farabi Kazakh National University on December 26, 2013 Protocol No. 3 (as amended on August 29, 2014, Protocol No. 1). This Academic Policy is the manual for international relations, scientific innovative work, educational work and morale building activities of Al-Farabi Kazakh National University.

Academic Mobility – transfer of students for training for a certain academic period (semester, academic year) to another institution of higher education (domestically or abroad) with mandatory recalculation of used credits according to educational programs at their own university.

Academic Calendar – calendar of carrying training and control activities, practices during the academic year, indicating the days of rest (vacation and holidays).

Academic Backlog – the presence of unstudied disciplines or an unsatisfactory grade in the final control in the history of educational achievements of the student according to the curriculum.

Academic Term – period of theoretical training: a semester lasting 15 weeks.

Rating – quantitative measure of the level of mastery of the student of disciplines in the curriculum, compiled on the basis of the results of interim assessment.

Academic Degree – degree awarded by educational organizations to students who have mastered relevant educational training programs based on the results of final assessment.

Academic hour – the contact time of the student with the teacher on a schedule for all types of classes (classroom work). The academic hour is 1 contact hour (50 minutes) of lecture, practical (seminar) classes, or 2 contact hours (100 minutes) of laboratory classes and physical education classes, as well as 1 contact hour (50 minutes) of all types of educational practices, 2 contact hours (100 minutes) of all types of pedagogical practices; 5 contact hours (250 minutes) of all types of work experience internship.

Appeal – a procedure carried out to identify and eliminate cases of non-objective evaluation of a student's knowledge.

Undergraduate Study – professional higher education curriculum aimed at training specialists with the award of an academic degree «bachelor»

in the relevant specialty with a normative training period of at least 4 years and compulsory at least 129 credits of theoretical training and at least 6 credits of professional practice.

Bachelor – academic degree awarded to persons who have mastered the educational program of undergraduate (higher education).

Descriptors – description of the level and volume of knowledge, skills, abilities and competencies acquired by students upon completion of the educational program at the corresponding level (stage) of higher and postgraduate education; descriptors are based on the learning outcomes, the generated competencies, as well as the total number of credits (academic units).

PhD, Doctor – degrees awarded to persons who have mastered the professional training programs of doctoral studies in the relevant specialties.

ECTS (European Credit Transfer and Accumulation System) – method of assigning credit units (credits) to components of educational programs (disciplines, courses, modules), with the help of which comparison and re-calculation of educational disciplines mastered by students (with credits and grades) is carried out when changing educational trajectory, educational institution and country of study.

Registration – the procedure for recording students on academic disciplines of the upcoming academic period/year.

Qualification Examination – the procedure carried out to determine the degree of mastering by students of programs of the appropriate level of education, the results of which provide a state education certificate (diploma). Final certification is carried out in the form of passing the state / comprehensive exam and/or defense of the thesis (project)/master's or doctoral dissertation.

Final Examination – control of students' educational achievements in order to assess the quality of their mastery of the program of the discipline, conducted during the period of interim assessment in the form of an exam, if the discipline is studied during several academic periods, the final control can be carried out on the part of the discipline studied in this academic period.

Credit Hour – unified unit of measurement of student's / teacher's academic work. One credit of theoretical education is 45 academic hours, of which 15 hours of classroom work, 30 hours of independent work.

Credit Unit System – educational technology, raising the level of self-education and creative development of knowledge based on

individualization, election of an educational trajectory within the framework of accounting for the amount of knowledge in the form of credits and funded education system.

Master's Degree Programme – vocational curriculum of postgraduate education, aimed at the training of scientific, scientific-pedagogical and managerial personnel with the award of an academic degree «Master» in the relevant specialty: with scientific and pedagogical training (according to State Compulsory Educational Standard) – at least

59 credits, of which not less 42 credits of theoretical training, at least 6 credits of practice, at least 7 credits of research work; with specialized training – at least 28 credits (with 1year study period) and at least 48 credits (with 1,5 year study period), of which at least 18 and 36 theoretical training credits, respectively, at least 2 and 3 practice credits, respectively, at least 4 credits of experimental research work.

Master – academic degree awarded to persons who have mastered the professional training of Master's degree programme.

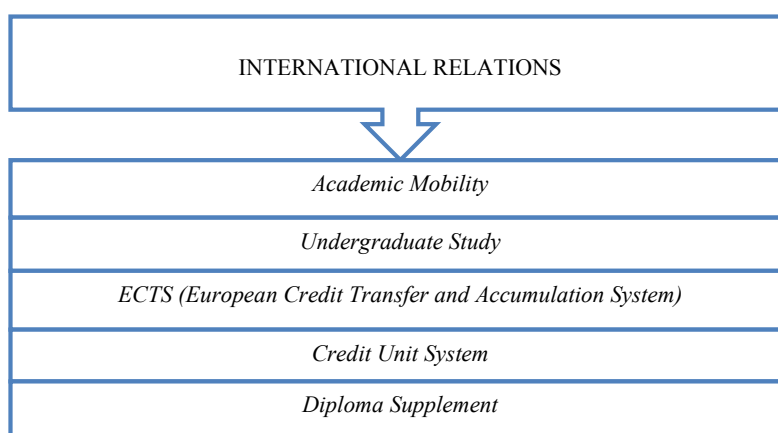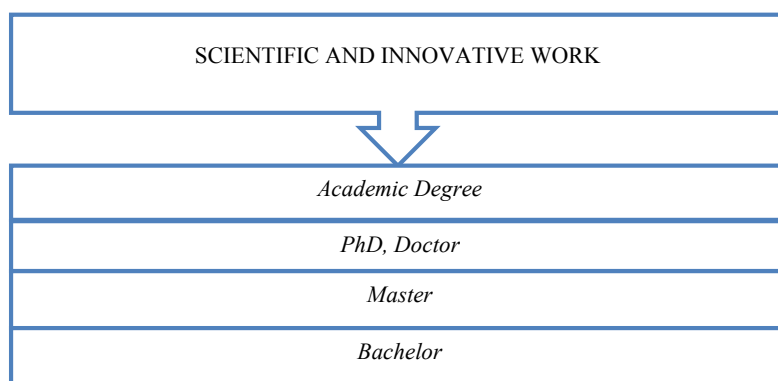**Table 2** – Academic terms that belong to international relations

INTERNATIONAL RELATIONS
Academic Mobility
Undergraduate Study
ECTS (European Credit Transfer and Accumulation System)
Credit Unit System
Diploma Supplement

Table 3 – Academic terms that belong to scientific and innovative work

SCIENTIFIC AND INNOVATIVE WORK
Academic Degree
PhD, Doctor
Master
Bachelor

Core Subjects – the list of academic disciplines and the corresponding minimum volumes of credits established by the standard (main) curriculum of the specialty and studied by students in a mandatory manner.

Office of the Registrar – academic service, engaged in the registration of the entire history of the student's academic achievements and ensuring the organization of all types of knowledge control and the calculation of its academic rating.

Оценка «I» (Incomplete) – discipline is not complete.

Оценка «AU» (Audit) – discipline attended.

Оценка «AW» (Academic Withdrawal) – suspension from discipline.

GPA – the level of weighted average assessment of educational achievements required for transferring to the next course of study annually established for each year of study.

Table 4 – Academic terms that belong to educational work

EDUCATIONAL WORK
Academic Calendar
Academic Backlog
Academic Term
Academic hour
Rating
Descriptors
Appeal
Registration
Qualification Examination
Final Examination
Credit Hour
Master's Degree Programme
Core Subjects
Office of the Registrar
Оценка «I» (Incomplete)
Оценка «AU» (Audit)
Оценка «AW» (Academic Withdrawal)
GPA
Add/Drop Period
Retake
Prerequisites
Midterm Examination
Postrequisites
Handouts
Syllabus
GPA (Grade Point Average)
Academic Transcript
Forms of training

Add / Drop Period – the period during which the student can change his/her ISP, abandoning one course and enrolling in another.

Retake – re-passing discipline in the case of receiving a final assessment of «unsatisfactory» («F»).

Prerequisites – disciplines containing knowledge and skills necessary for mastering the discipline under study.

Midterm Examination – control of educational achievements of students, conducted in the middle of the academic period.

Postrequisites – disciplines for the study of which requires knowledge and skills acquired upon completion of the study of this discipline.

Diploma Supplement – a pan-European standardized supplement to the official document on higher education, which was developed according to the standards of the European Commission, Council of Europe and UNESCO and describes the nature, level, context, content and status of education completed and successfully completed by the holder of educational qualifications.

Handouts – visual illustrative material distributed in the process of training to motivate the student to successfully master the subject (abstracts, lectures, references, examples, glossary, tasks for independent work, etc.).

Syllabus – the curriculum of the discipline, which includes the description of the discipline under study, the goals and objectives of the discipline, its brief content, topics and duration of their study, tasks for individual work, consultation time, schedule of students' knowledge checks, teacher requirements, criteria for assessing the knowledge of students and bibliography.

GPA (Grade Point Average) –the weighted average evaluation of the student's educational achievement, determined for one academic year in the chosen program, as the ratio of the sum of the work of credits and the digital equivalent of the evaluating score of the interim assessment in the disciplines to the total number of credits in the interim assessment disciplines.

Academic Transcript – document, containing a list of mastered disciplines for the relevant period of study, indicating credits and grades in alphabetic and numerical terms.

Tutor – teacher, leading training sessions and acting as an academic advisor to the student on the development of a particular discipline.

Forms of training – full-time (day), distance.

Advisor – a teacher who performs the functions of an academic tutor of a student in a relevant specialty, assisting in choosing the trajectory of learning (forming an individual curriculum) and mastering an educational program during the training period, it is possible to perform the functions of advisor and curator by one person.

Results and discussion

It is defined that the academic term *advisor* is substituted for the academic term *curator (кура-тор)* as a result of Bologna process in the education system of the Republic of Kazakhstan.

Table 5 – Academic terms that belong to morale building activities
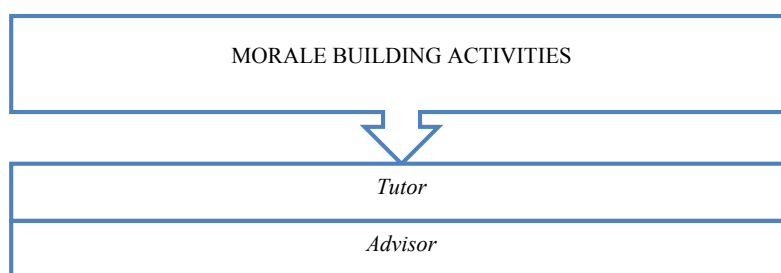
The academic terms in this article are divided into four groups:
1. international relations;
2. scientific and innovative work;
3. educational work;
4. morale building activities.

Conclusion

Nowadays, academic terms should be comprehensible wherever you study since the whole world's education system is based on Bologna system.

Furthermore, there are many education programs such as academic mobility, student exchange, staff exchange, etc. within a framework of which students and teachers are able to go to different foreign countries, study, and exchange experience.

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