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THESAURUS AS A MANDATORY ELEMENT IN THE TRAINING OF THE FUTURE SPECIALIST

The article is devoted to the problem of forming a thesaurus of a future specialist. It provides a brief overview of the definitions of the term «thesaurus». The paper emphasizes that in the field of professional training of specialists, modern terminological dictionaries, in particular special thesaurus dictionaries, are of particular relevance. The need to improve the quality of training of the future specialist on the basis of the formation and improvement of his thesaurus as one of the important components of the language personality is emphasized. The authors present an attempt to show that a gradual, systematic and in-depth study of major disciplines (in particular, within the framework of postgraduate professional education) in order to form a special dictionary (thesaurus) will contribute to improving the quality of professional training of the future philologist. Examples of disciplines from the updated educational programs in the specialty «Russian Philology» (master's and doctoral studies) are given for illustration) Al-Farabi Kazakh National University. In conclusion, the authors come to the conclusion that for the successful formation of the thesaurus of postgraduate professional education, it is necessary to rely on a wide range of provided disciplines of the educational program in the specialty direction, which will allow more fully forming the content of the professional thesaurus.

Key words: thesaurus, specialist, multi-level education system, educational program, profile disciplines.

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Болашақ маман дайындауда тезаурусты міндетті құрал ретінде қарастыру

Мақала болашақ маманның тезаурусын қалыптастыру мәселесіне арналған. Онда «тезаурус» терминінің анықтамаларына қысқаша шолу жасалады. Жұмыста заманауи терминологиялық сөздіктер, атап айтқанда арнайы сөздіктер – тезаурустар мамандарды кәсіби даярлау саласында ерекше өзектілікке ие екендігі баса айтылған. Осы мәселе бойынша ғылыми ақпаратты жалпылау және жүйелеу негізінде зерттеушілер болашақ маман даярлау профилінде белгілі бір пәннің оқу-әдістемелік кешенінің қажетті компоненті ретінде тезаурусты құрудың мүмкін жолдарын ұсынды. Тілдік тұлғаның маңызды құрамдас бөлігі ретінде болашақ маманның тезаурусын қалыптастыру және жетілдіру негізінде оны даярлау сапасын арттыру қажеттілігі ерекше атап өтілді. Авторлар арнайы сөздікті (тезаурусты) қалыптастыру мақсатында бейіндік пәндерді (атап айтқанда, жоғары оқу орнынан кейінгі кәсіптік білім беру шеңберінде) кезең-кезеңімен, жүйелі және терең зерделеу болашақ филологтың кәсіби даярлығының сапасын арттыруға ықпал ететінін көрсетуге талпыныс жасады. Иллюстрация үшін әл-Фараби атындағы Қазақ ұлттық университетінің «Орыс филологиясы» (магистратура, докторантура) мамандығы бойынша жаңартылған білім беру бағдарламаларынан пәндердің мысалдары келтірілген. Қорытындылай келе, авторлар жоғары оқу орнынан кейінгі кәсіптік білім берудің тезаурусын сәтті қалыптастыру үшін мамандық бағыты бойынша білім беру бағдарламасының берілген пәндерінің кең спектріне сүйену керек деген қорытындыға келеді, бұл кәсіби тезаурустың мазмұнын неғұрлым толық қалыптастыруға мүмкіндік береді.

Түйін сөздер: тезаурус, маман, көп деңгейлі білім беру жүйесі, білім беру бағдарламасы, бейінді пәндер.

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Тезаурус как обязательный элемент в подготовке будущего специалиста

Статья посвящена проблеме формирования тезауруса будущего специалиста. В ней представлен краткий обзор определений термина «тезаурус». В работе подчеркивается, что в сфере профессиональной подготовки специалистов особую актуальность приобретают современные терминологические словари, в частности специальные словари – тезаурусы. На основе обобщения и систематизации научной информации по данному вопросу исследователи представили возможные пути создания тезауруса как необходимого компонента учебно-методического комплекса той или иной дисциплины по профилю подготовки будущего специалиста. Особо отмечается необходимость повышения качества подготовки будущего специалиста на основе формирования и совершенствования его тезауруса как одной из важных составляющих языковой личности. Авторами представлена попытка показать, что поэтапное, системное и глубокое изучение профилирующих дисциплин (в частности, в рамках послевузовского профессионального образования) с целью формирования специального словаря (тезауруса) будет способствовать повышению качества профессиональной подготовки будущего филолога. Для иллюстрации приведены примеры дисциплин из обновленных образовательных программ по специальности «Русская филология» (магистратура, докторантура) Казахского национального университета имени аль-Фараби. В заключение авторы приходят к выводу, что для успешного формирования тезауруса послевузовского профессионального образования необходимо опираться на широкий спектр предоставленных дисциплин образовательной программы по направлению специальности, который позволит более полно сформировать содержание профессионального тезауруса.

Ключевые слова: тезаурус, специалист, многоуровневая система образования, образовательная программа, профилирующие дисциплины.

Introduction

It is known that in the last decades of the XXI century, serious changes have taken place in modern science, which is characterized by polyparadigmality and interdisciplinarity, expansion and explanation. They contributed to the modernization of the education system in the post-Soviet space: the introduction of a multi-level education system, a credit system of training, etc. In general, this is reflected both in the content of standard and working programs in the areas of training of specialists, and in the methodology and methodology of training. In addition, the processes of globalization and integration in the modern world have expanded and accelerated information flows, creating certain difficulties in assimilating a large amount of scientific, scientific-journalistic, educational and special information and orientation in it. These transformations have set new challenges for the education system, changing the professional image and the role of the teacher in the school/university and society. The requirements for professional training of an educational specialist have increased especially in recent years due to the strengthening of their social role as

a professional specialist, who bears a large share of responsibility for training cultured, humane people who are able to implement both public decisions and their personal interests. The increasing role of an educational specialist in society changes and strengthens the role of teacher education, in which this specialist is trained (Shilova, 2001: 10). In this regard, when training specialists in a particular field of knowledge (in particular, philologists), publicly available and well-known lexicographic sources are not enough, and it is necessary to refer to the thesaurus – a special dictionary. The purpose of the article is to try to present possible ways of creating a thesaurus as a necessary component of the educational and methodological complex of a particular discipline in the profile of training a future specialist on the basis of generalization and systematization of scientific information on this issue.

Research Methods

In the course of this study, we used the following methods and techniques: analysis and synthesis, comparative analysis, generalization and systematization, descriptive method, etc.

Literature review

It is worth thinking about the definition of the word thesaurus and its differences from the general dictionary. To do this, first of all, you should refer to the interpretation of the term thesaurus, which are given by some scientists. The founder of modern thesauruses is considered to be P. Roger. In this thesaurus, each group is represented by the name of the concept, followed by synonyms for certain parts of speech, lists of related names, and then there are references to the names of other categories. It is important that Roger arranges words according to the parts of speech and the degree of their meaning: nouns, verbs, adjectives and adverbs. After each group of words, a group of words with opposite meanings is presented (Roget's thesaurus of English words and phrases).

A. O. Lavrenova in the Library encyclopedia notes that the term «thesaurus» has an ancient origin, and it was first used in the XIII century by Brunetto Latini in the work «The book of treasure». At that time thesauruses consisted without any connection with the needs of information activities (Lavrenova, 2000: 30). The advantage of previously published dictionaries was ease of use, quick search for synonyms and antonyms, etc. However, as V. V. Morkovkin notes, «the alphabetical arrangement of thematic groups hinders the realization of potential opportunities for ideographic classification of vocabulary. It creates a kind of screen behind which it is difficult to see the semantic and associative threads that stretch from one thematic group to another» (Morkovin, 1970: 17). In 1956, a Cambridge group of scientists used the thesaurus in their work on automated translation. In their view, the thesaurus was a kind of converted explanatory dictionary. «If a word is found in an ordinary explanatory dictionary by its meaning, then a word or several words expressing the desired meaning are found in the thesaurus by the meaning written in a certain way» (Library encyclopedia, 2007: 1090). The Dutch linguist P. V. Sterkenburg in the book «A Practical Guide to Lexicography» presents three different definitions of the thesaurus:

- explanatory dictionary, compiled to represent the entire vocabulary of the language;
- dictionary of synonyms;
- a thematic dictionary that «represents the meanings of words and phrases arranged in thematic categories» (Sterkenburg; 142-143). In the works of Kazakhstani researchers, we can also see studies of this term. So, E. Suleimenova and N. Shaimerdenova write that this is 1. A type of

dictionary used in automated information storage and retrieval systems. The thesaurus contains a list of keywords (indexes) that characterize the content of documents and indicate the semantic relationship between them. 2. Dictionary, as fully cover the vocabulary of a given language according to subject groups (instead of alphabetically) (Dictionary of sociolinguistic terms, 2007: 274).

The Explanatory dictionary of the Russian language S. I. Ozhegov gives the following definition of this word: Thesaurus-dictionary, which aims to describe the vocabulary of a given language in its entirety (Ozhegov, 2016: 1150). Today, in philological science, a thesaurus is understood as a dictionary-type component that connects the meanings of all words with semantic relations and reflects the relations of these concepts in some subject areas.

The thesaurus can be monolingual or multilingual. The main use of the thesaurus is data extraction. It is implemented either in the form of indexing the database (manually or automatically), or searching for information in this database (Aitchison; 5). Russian dictionary-thesaurus examples are the academic dictionary of the Church Slavonic Russian language (1847) and the explanatory dictionary of the great Russian language by V. Dahl. Researchers note that from the point of view of word selection, the thesaurus is a dictionary of the language of an individual writer and, in some cases, even their works.

The existing general language thesauruses, as a rule, are included in the number of onomasiological dictionaries, i.e., unlike alphabetic dictionaries, which are devoted to words as units of speech, they represent the connection from concept to word, placing words according to their semantic proximity, facilitate the achievement of the vocabulary closest to the intended meaning. From this point of view, there are no significant differences between a thesaurus and an ideographic dictionary (Hullen; 13).

The previously published linguistic dictionary States that theoretically, the thesaurus is one of the possible models of the semantic system of vocabulary and is used as a means of enriching the individual dictionary of the writer (Linguistic encyclopedia, 1990: 501). The dictionary of the Russian language gives the following definition: Thesaurus, in the General sense-special terminology, more strictly and subject – a dictionary, a collection of information, a corpus or a set that fully covers the concepts, definitions and terms of a special field of knowledge or field of activity, which

should contribute to proper lexical, corporate communication (understanding in communication and interaction of persons associated with the same discipline or profession); in modern linguistics, it is a special type of dictionary that specifies semantic relations (synonyms, antonyms, paronyms, etc.) between lexical units. Thesaurus is one of the most effective tools for describing individual subject areas (Dictionary of the Russian language, 1999: 688). In our research, we take this definition of the thesaurus as a basis. Further, there is also a mention that, unlike an explanatory dictionary, the thesaurus allows you to identify the meaning not only by definition, but also by correlating the word with other concepts and their groups, so it can be used without filling the knowledge bases of artificial intelligence systems. The authors say that in the past the term thesaurus was primarily used for dictionaries that represented the language vocabulary with maximum completeness and examples of its use in texts, but now it has expanded its definition and is also used in information theory to refer to the totality of all information that a subject possesses (Dictionary of the Russian language, 1999: 688).

A review of the scientific literature on this topic suggests that the term thesaurus has a long history and it is interpreted differently in various dictionaries: in a broad and narrow sense. For example, a thesaurus as a description of the system of knowledge about reality that an individual media/group of media has. The same carrier can also serve as a receiver of additional information in a certain situation, which changes its thesaurus. The source thesaurus defines a person's ability to receive semantic information. On the other side when studying systems with artificial intelligence, the properties of the individual's thesaurus are considered, which are manifested in the perception and understanding of information. The thesaurus contains not only information about reality, but also meta-information (information about information), which provides the possibility of receiving new messages, is a type of dictionary that reflects the full vocabulary of the language as accurately as possible, it is also used in the meaning of «ideographic dictionary», a special dictionary (a certain field of knowledge), etc. (Starichenok, 2008: 595). Being aware of your identity to the professional community, including through the use of special terminology, students have a need to improve their own communication skills and, consequently, increase their overall motivation to learn (Valitova, 2016: 41).

Results and discussion

In the context of social changes, we can see increasing requirements for the professional training of a specialist responsible for training cultured, humane people who are able to implement personal and social decisions. Against the background of these changes and the principles of interaction of knowledge from various Sciences, a situation of «information and terminological explosion» arises, which must be masterfully resolved. In this regard, the problem of forming a thesaurus of a future specialist is of particular relevance.

Today, there are qualities of specialist training in the information society such as:

- knowledge of information and educational technologies;
- representation of the essence and elements of the information picture of the world;
- formation of scientific and pedagogical style of thinking;
- striving for continuous education and growth of professional competence by means of traditional and constantly improving information pedagogical technologies and tools.

The purpose of the thesaurus expanded when, by the middle of the last century, it began to be used as a tool for creating information-search thesauri in various fields of science. There are many dictionaries that contain not just a list of words, but a whole material of data on a specific issue in a specific field of knowledge.

In order to provide high-quality training for specialists in the scientific and educational sphere of higher educational institutions, al-Farabi Kazakh national University offers a program developed by teachers of the Department of Russian Philology and world literature. It is aimed at forming a professional personality of a specialist (master of pedagogical Sciences) and a highly qualified specialist in the field of teaching methods of Russian language and literature (PhD doctor). Russian language and literature and Russian Philology majors are represented in the catalogues of disciplines approved by the Ministry of education and science of the Republic of Kazakhstan (Nur-Sultan, 2020). The catalog of disciplines helps to build an individual trajectory for the educational program, represented by cycles of disciplines: the cycle of General education disciplines, the cycle of basic disciplines and the cycle of profile disciplines. The cycle of General education disciplines includes

subjects of the mandatory component, which are determined by the State General education standard and are mandatory for all students in the educational program (Almaty: KazNU, 2019).

Let's consider a number of linguistic disciplines that contribute to the effective formation of the basic thesaurus of a teacher of Russian language and literature. The list of compulsory subjects in the educational program includes «Hermeneutics of literary text», «Text Linguistics», «New paradigm of literary studies», «New paradigms of linguistics», «Technology research in Philology». As elective subjects presented: «Eastern literary Renaissance», «Gender literary studies», «Linguistic imagology», «New directions of foreign linguistics», «Artistic discourse of Russian literature abroad», «communicative linguistics» and etc. (Almaty: KazNU, 2019). The mandatory courses for the next stage – doctoral studies include: «Research methods», Methodology of preparation of scientific articles «Scientific dominants of Russian Philology of the second half of the XX century – early XXI century», «Academic writing». The elective cycle includes the following courses: «Interdisciplinary research in literary studies», «Interdisciplinary research in linguistics», «Methodology of modern linguistic research», «Evolution of Russian realism of the twentieth century, Research design in literary studies», «Research design in linguistics», etc. (Almaty: KazNU, 2019).

Materials for the formation and completion of the thesaurus of the future philologist are educational and methodological complexes, special and additional literature on the direction of training students. To illustrate, let's take a description of the disciplines of the University component of the profile cycle of educational programs of the specialty «Russian Philology» in postgraduate professional training (master's and doctoral studies). For example, the master's degree program includes the discipline «New paradigms of linguistics», which focuses on the research and analysis of the latest new technologies, as well as methods for analyzing the facts of language, principles of research of linguistic phenomena in the framework of modern scientific directions and schools of linguistics. The main goal of the discipline is to develop the ability to critically evaluate the theoretical foundations of anthropocentric linguistics, with further application of these data in various research studies. It should be noted that this training course is aimed at forming the theoretical and methodological basis of scientific research, in particular linguistic research.

In the course of studying the discipline, it is planned to form the following abilities for undergraduates:

- identification of actual problems that were formed at the turn of linguistics with other Humanities, in addition, related to poorly studied aspects of the language and have not yet found a solution in Russian studies;

- application of knowledge on the main concepts, theoretical foundations and directions in the system of modern linguistics regarding the choice of theoretical positions in research;

- critical analysis of the main provisions of new linguistic theories, to focus on a more appropriate choice suitable for research;

- writing an analytical essay with an assessment of the degree of development in modern Russian studies of actual problems of Russian linguistics;

- conducting scientific discussions on current problems of modern Russian linguistics;

- argumentation of their point of view, comparing it with the main concepts, theoretical and methodological directions and foundations in modern linguistics.

While learning this discipline, undergraduates will study the following aspects:

- State of linguistics in the post-structuralist period.

- The concept of a scientific paradigm, or paradigm of knowledge.

- Basic principles of linguistics of the late XX-early XXI centuries. Also, their implementation in Russian studies.

- Main areas and schools of Russian linguistics: functional grammar, communicative grammar, cognitive linguistics, semantics, linguoconceptology, pragmalinguistics, jurislinguistics, political linguistics, linguoculturology, gender linguistics, computer linguistics, corpus linguistics.

- Linguistically and anthropocentric approaches to language.

- Problems of the language picture of the world and language conceptualization of the world in modern paradigms of knowledge.

- Connection of language and culture. Ethnic and linguistic consciousness.

Within the framework of this discipline («New paradigms of linguistics»), the thesaurus is formed at a new qualitative level (updated, supplemented, concretized and improved knowledge of special terminology) by means of highly specialized terms: paradigm, poststructuralist period, linguocentric approach, anthropocentric approach, functional grammar, communicative grammar, cognitive

linguistics, semantics, linguoconceptology, pragmalinguistics, jurislinguistics, political linguistics, linguoculturology, gender linguistics, computer linguistics, corpus linguistics, protolinguistic, metagrammar, generative direction, language picture of the world, language conceptualization of the world and others.

The course «Scientific dominants of Russian Philology of the second half of the twentieth century – the beginning of the twenty first century», presented in the cycle of mandatory doctoral studies, is aimed at selecting and creating a scientific and methodological basis for dissertation research that corresponds to current areas of philological science. The purpose of discipline – to form a systemic vision of the dominant theories in modern philological science of the XX–XXI centuries; provides for the following tasks:

- To critically evaluate multiparadigm nature of dominant theories;
- To choose the optimal scientific and methodological basis for the dissertation research;
- To identify current problems of modern Philology;
- To implement interdisciplinary projects.

The main focus of this course is to study the theories and concepts of modern polyparadigmatic Russian linguistics and literary studies. In the course of studying the discipline, students should develop the ability to:

- identify and isolate the essence of traditional and new dominant scientific concepts;
- generalize the results of knowledge and use them as a means of obtaining new knowledge;
- choose appropriate methodological approaches to research in the field of Russian Philology, carry out their critical analysis;
- solve non-standard research tasks of various levels of complexity at a professional level using the scientific and methodological apparatus of Philology;
- integrate interdisciplinary knowledge into the research process;
- create an original scientific work (article) in the field of modern trends in Russian Philology;
- present the results of research activities to the scientific community.

Doctoral students studying in the educational program (PhD) «Russian Philology» will study the following aspects of linguistics and literary studies:

- Linguistically and anthropocentric approaches to language.
- Worldview as a General scientific category.
- External and internal linguistics.

- Neo-mythological consciousness in Russian prose and poetry of the late nineteenth and early twentieth centuries.

- Comparative study of literature in the light of the concept of Dialogic art.

- Semiotics as a field of scientific research in literary studies.

As part of the study of this discipline, there is a need to learn and know such terms as: dominants, polyparadigmality, neofunctionalism, worldview, external and internal linguistics, neo-mythological consciousness, suggestive linguistics, reflexive linguistics, noolinguistics, tender approach, neo-Freudianism, existentialism, neo-positivism, linguistic expansionism, semiotics, transculturation, narratology, hypertext, etc. and their active use by future specialists in research and practical, professional activities.

In our opinion, the use of such a staged and interdisciplinary approach to the study of scientific knowledge in linguistics and literary studies will help to expand and enrich the thesaurus of students.

Accordingly, within the framework of a multi-level system of training future philologists (bachelor's, master's, doctorate) in the process of postgraduate training programs, the professional (language) competence is further formed and improved. Students should be able to manage terminology in accordance with technological progress. (Beliaeva L.; 30). And the basis for this is the further development of the next level of professionally oriented special dictionary of the student's language personality – the thesaurus.

Conclusion

Summing up, it can be noted that the level of education (level of professional knowledge) of a future specialist can be traced on the basis of his thesaurus – a special dictionary. In our opinion, the thesaurus of the language personality of the student should be a set of general scientific and highly specialized terminological units for the profession, acquired from the content of basic, specializing and elective disciplines corresponding to the direction of training in a particular specialization. In this regard, the graduating departments together with the language teachers (Russian, Kazakh and English) should systematically work on the formation and expansion of the thesaurus of the future specialist. One solution to this problem is the combined work of linguists and teachers majors to develop joint training programs, educational-

methodical complexes of disciplines at the choice of the system of methods and techniques of work. For a more successful formation of the thesaurus of postgraduate professional education, it is necessary to rely on a wide range of disciplines provided for in the educational program in the direction of the specialty, which will allow you to more fully form the content of the thesaurus. In the future, this will ensure the active use of the thesaurus in educational, research and future professional activities.

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