

COLORATIVE TERM DUAL TRAINING SYSTEM: FROM A CASE DICTIONARY TO AN INTERCASE DICTIONARY

Ilyasov I.O.¹, Shikhalieva S.H.², Abdurakhmanova P.D.³, Musayeva Z.I.⁴, Murzaeva D.M.⁵, Idrisova P.G.⁶

ABSTRACT

Recognizing the fact of problem field functioning in the knowledge of students and the heterogeneous composition of population in polyethnic Dagestan, it is possible to justify the function of biequivalent terms in a case-method concept. Disclosing the content of bi-equivalent terms in the concept of a case, the authors of the article systematize the management of multimedia and intellectual material. The management of the dual form of education actualizes the quality of innovator educator training. Introducing the algorithm of pedagogical management in the case-method concept, the authors of the article popularize the diagram of stylistics with communicative and pragmatic content.

Keywords: the metalanguage of vocational education; phraseological paronyms; textology; stylistics; the development of communication skills; students; communicative-pragmatic approach

INTRODUCTION

Strangely enough, the communicative and pragmatic status of Russian language among the languages of the world attracted special attention only recently. And this is not accidental. The term dual system of vocational education actualizes the form of training for innovator teachers [11]. The main tasks of vocational education modern form are the following ones: satisfaction of population national and cultural needs, the development of a scientific understanding of the world with a civil position, humanistic values and ideals awareness [12]. Such a natural functional definition develops in the depths of humanities. The practice of Russian language teaching in the depths of professional study revealed the development conditions for pedagogical forms that determine the specifics of non-philological student learning process. A dual form of language with integrated space factors - professional and pedagogical competence - is revealed during the training of non-philological students [10].

This is a humanistic basis with the factors of professional and pedagogical competence focused on two levels of intercultural communication. The first level of intercultural communication is individual psychological one, contributing to the concentration of pedagogical efforts during the solution of language (Russian and English) teaching issues. The second level of language teaching (Russian and English) is subject to media culture modifications continuously with mass-form processes. The discrepancies in methodological criteria are inevitable and are oriented towards the teaching material of a dual form of study. The dual form with intercultural standard factors is the process of expert training in two systemic learning processes - the psychological and the cognitive standard. Information and communication products of system thinking act as the tools for the evaluation of standards:

1. Professional test with multiple answers. It checks the level of professional knowledge, skills and competencies in accordance with the professional standard of a teacher.
2. Professional case. These are the exercises developed on the basis of specific pedagogical situations. The advantage of this form of work is that non-philological students receive the knowledge on rhetorical stylistics, on the one hand, and linguistic stylistics on the other in accordance with the professional standard FSES of the third generation [2; 3].

From the point of view of professional competence, language elements are detected by the correlation of paronymic terms with the functional reference point of rhetoric. The dictionary of paronymic terms, describing the stylistic reference points of rhetoric, distributes the structure of a text in a successive

relation: Onym > 1. realonym (the name of a object); 2. Mythonym (the name of a fictitious object). Realonym > 1. astronym; 2. cosmonym; 3. toponym ↔ 3.1. hydronym; 3.2. urbanonym; 3.3. oronim and others; realonym > 1. bionym ↔ 1.1. anthroponym, 1.2. zoonym, 1.3. photonym, etc. The absence of a successive relation in orthographic dictionaries is determined by the ratio of colorative lexicon phenomenon (see Table 1): Table №1

«Linguistic universals»

The derivational nest of paronymy as the phenomenon of universals	
Phraseological unit * capital letter	Glosseme * lowercase letter
DINA «female name»	dina «the sphere of the adverb there»
ZINA «female name»	zina «the sphere of the adverb above»
MINA «female name»	mina «the sphere of the adverb here»
TINA «female name»	tina «the sphere of an adverb from there»

The ratio of bi-equivalent terms was analyzed during the training of general system thinking of stylistics. Recognizing the fact of Russian language functioning in polyethnic Dagestan and the heterogeneous population of the city of Makhachkala, one can justify the function of bi-equivalent loans in the system of linguistic universals. The distinguished linguistic universals are characterized by a high degree of productivity and regularity. Any pronunciation variants of the word formation nest, deviating from the norms of anthroponymic sounds, remain only within the position of individual orthoepical trainings (see Table 2):

Table №2

«Onomastic universals»

Paronymy as a word-building nest of onomastic universals	
Phraseological unit*	Lexeme*
Proper name	Common name
<i>Verá</i> «female name»	<i>verá</i> "abstract concept: faith"
<i>Nadezdá</i> «female name»	<i>nadezdá</i> "abstract concept: hope"
<i>Lubóv</i> «female name»	<i>lubóv</i> «abstract concept: love»
<i>Róza</i> «female name»	<i>póza</i> "phytonym"
<i>Íva</i> «female name»	<i>íva</i> "phytonym"

The problem of individual orthoepic unit presentation is discussed in the normative source of linguistic universals. I.e. the thing is not about the peripheral areas of the orthoepic culture. The features of orthoepic culture with border formations should be discussed in the Orthographic Dictionary by the way

of proper names inclusion in the diagram normative of one standard source of appellatives. This will facilitate the task of the writers: they will be able to obtain the necessary information from one standard source. The obtaining of the ways to depict the orthoepic units of proper names in one row of the dictionary will solve the problems of their orthographic writing, and the form of orthoepic culture organization suggests the image of a diagram spectrum. The diagram of a dictionary informs on the skills of students to register a range of aesthetic definitions. In accordance with ideological attitudes, the concept of aesthetic culture suggests the highlighting problematic situations. Being the outcasts of missed fragments, the proper names turn out to be deprived of the legalized standardization in the parameters of professional education (orthographic, accentological, grammatical, etc.). A characteristic feature of proper names is a capital letter and a lowercase letter. The following note is used for these terms: "Names of religious holidays are written with a lowercase letter, for example: Christmas, Trinity Day, Christmas-day, Shrovetide, Lent, Kurban-Bayram" [8, p. 41]. Yet it is worth analyzing the way of this consistent alienation of onomastic terminology development, combined with the alphabetical list words within the culture of language [14]. Of course, the reasons were of a very different nature. But an unresolved issue of paronym systematization played an important role. So, for example, in the languages of Dagestan, the criterion of paronymy, realizing the semantic and the spelling norm, is revealed in the nests "proper name ~ common name ↔ uppercase letter ~ lowercase letter" (see table № 3):

Table №3

«Word forming nest of paronymy»

Word forming nest of paronymy as a culture criterion	
Phraseological unit *	Lexeme *
Proper name * term	Common name * appellative
<i>Uglan</i> «female name»	<i>uglan</i> «type of flower»
<i>Zaza</i> «female name»	<i>zaz</i> «type of flower»
<i>Muhubbat</i> «female name»	<i>muhubbat</i> «love»
<i>Mesedu</i> «female name»	<i>mesedu</i> «gold»
<i>Zdenet</i> «female name»	<i>zdenet</i> «heaven»
<i>Adam</i> «male name»	<i>adam</i> «man»
<i>Hava</i> «female name»	<i>hava</i> «climate»

Proper names and appellatives are represented by cumulative symbols in a language [6]. This symbolism of onomastics in the broad sense of science language allows us to compare the normative fund of lexicographic descriptions. The core of the normative fund of missing fragments is fixed with the parameters of lexicography and terminography of the educational material (see table №4):

Table №4

«Stylistic paronymy»

Concept of

« language of folklore ↔ language of translation ↑ metalanguage = language of science»	
Names of Bible characters	Names of Bible text characters
NOAH	NOOH
ABRAAM	IBRAHIM
DANIEL	DANIAL
ELIJAH	ILEAS
JESUS	ISA
ADAM	ADAM
EVA	HAVA

Like any verbal phenomenon of a precedent utterance, the concept of colorative terminology delimits the fragments of intertextuality. The delimitation of intertextuality fragment in the base of a colorative phenomenon allows us to reveal the zone of a surface and a deep symbol. The colorative fragments of a surface and a deep symbol rely on the phenomenon of interdisciplinary connotations (see Table 5): Table No. 5

«Colorative terminology»

1. Proper name *	2. Proper name *	3. Common name
a) book speech; b) special term of SCIENCE LANGUAGE	a) colloquial language; b) well-known lexeme of everyday language	1) One meaning word; 2) Polysemantic word of ARGO LANGUAGE
<i>ADAM</i> «Bible character»	<i>ADAM</i> «Bible text character * human race ancestor»	<i>adam</i> * biological individual with the color of disapproval
<i>EVA</i> «Bible character»	<i>HAVA</i> «Bible text character * human race ancestor»	<i>hava</i> * chemical denoter with a color of contempt

The performed clarifications within the case-method allow to model the information units of language and speech. The case method helps to systematize the educational material with the description of interdisciplinary relations. As for the sound shell of a deep text, it is diametrically opposed to the system of a science language description. The existence of functional types with the terms "language of folklore ↔ language of science" seems to be beyond doubt, and the set of metalanguage units of a "translation

language" is not exhausted by the diagram of intellectual information. The set of metalanguage terms differentiates the dual system of teaching - deep language and intellectual speech [1, p. 31].

The dual system of metalanguage learning, which should be considered in interdisciplinary fragments of language and speech, constitutes the conceptual framework of colorative terminology nucleus. Structuring the conceptual sphere of colorative terminology in some extent, we can say that linguistic theory developed two approaches to describe motivated fragments, which we call a metaphor conditionally [13].

Metaphor as the way of general systemic thinking presentation in linguistic theory had a complex destiny, and the attitude of linguists to the description of a mental text varied according to the recognition of motivated concept importance [4; 5].

As you know, emotions that are inaccessible to direct observation are created by the entry of an explanatory dictionary missing fragments. Let's proceed to the analysis of the motivated concepts: in particular, the male proper name Karabek means <lit. Black prince>, Jaqyt means <lit. ruby>, Ka-ra-han <lit. black lord>; female proper name Zhava-hi-r means <lit. the color of a diamond>, Gevher means <lit. pearl>, Benevša means <lit. purple>, Zernijar <lit. golden-red>, Zumurut <lit. emerald>, Mahi <lit. the color of ivory>, Merzhan <lit. coral>, Kizil <lit. gold>. The mechanism of motivated concepts, taking into account the interpretation of colorative terms, reveals not only a rhyming unit of two-term names, but also a group of a privileged class. For example, the rhyming unit of the anthroponymic class motivates Gulu presentation "1. Female proper name"; 2. The botanical term "flower"; 3. Phraseological term "a beloved person"; another rhyming unit motivates the notion of the anthroponymic class Aslan "1. A man's proper name; 2. The zoological term "lion"; 3. The phraseological term "a brave person". The colorful terminology of the anthroponymic class is motivated by the addressee Mesedi "1. Female proper name; 2. The chemical element gold; 3. The phraseological term "a priceless person". The most common units of the anthroponymic class have the following explanations: either a speaker indicates a situation known to an addressee, or he compares this phenomenon with a similar phenomenon, familiar to an addressee.

The unconditional advantage of the color nomination conceptual approach is that a familiar addressee makes it possible to reflect the initial principles. The semantics of the primary addressee represent the physical nomination of color, and the semantics of the secondary one actualizes the category of emotions. The red color with the emotionally appraising component "power, might, witchcraft, a guard against dark forces" enters the onomastic space of the peoples of Dagestan: toponym Irdu čir "Red Land" (Kin's hamlet in the Rutul district of Dagestan); Ire hanan kila-r <lit. red plane head> (The village of Burshag at the Agul district of Dagestan), the deity of the underworld of Tabasarans Ūru jıç <lit. Red bull>, the patron spirit of Rutulian domestic cattle Ūru huni <lit. Red cow>, anthropomorphic mythonyms of Tabasarans Iry bab <lit. Red Grandmother>; Iri šiv <lit. The red woman> [9]. Without delving into the reception of signal images for colorative terminology, we will describe the general systemic thinking.

In order to describe the "green color" in the Tabasaran naive picture of the world, the emotional background of speech is used: bitran_yler_ajir <lit. the eyes of a snake color>; In the Dargin naive picture of the world, the emotional background of gatnala <lit. cat color eyes> is used. The description of colorative terminology is carried out in the aspect of anthroponymy (see Table 6): Table No. 6

«Dagestan anthroponymy»

Proper names	
Female proper name	<i>Tel-l-i</i> < lit. colored in gold>
Female proper name	<i>Şefte-li</i> < lit. peach>

Male proper name	<i>Ars-l-an</i> < lit. silver>
Female proper name	<i>Dzej-r-an</i> < lit. Antelope color>
Female proper name	<i>Ana-r-a</i> < lit. pomegranate color>

It has been known for a long time that when new metals were discovered, additional colors appeared: in the Tabasaranian naive picture, jir-f "red copper color", kemši-r "yellow copper color", jişy-r "gold color", lühüm "bronze color", Varša-v "the color of brass", q'alaj - "tin color", ruḵ - "the color of iron". Such a semantic gradation makes it possible to identify the component of a background archetype. So, for example, Lezgins, Tsakhurs, Rutulians, Agulians and Tabasarans seven days of week were differentiated as seven colors. According to mythological information measurements, the deity of rainbow Jarhiriş <lit. A long girl> is full of phraseological archetypes: 1. Ūru - red < 2. Dirq'i - orange < 3. Gathy - yellow 4. Çri - green < 5. Al - pink < 6. Zhanger - blue < 7. Uky - dark blue. Speaking about the information dimensions of educational material, it is necessary to list those concepts of the color picture of the world that the native speakers are not aware of, but they are intuitively explainable. The precedent concepts are structured in the forms of a missed archetype: they contain a fragment of color information and the cause of its effect is an emotion [7; 9].

So, the dual system in the forms of pedagogical and professional competence actualizes the formula of science and education language algorithm (see Table No. 7). Table No. 7

«Pedagogical management algorithm»

Teacher's actions	Teacher's tasks	Teacher's means and methods	Teacher's results
The integral nature of education standard (domestic and foreign one)	Quality of learning management as the basis for information integral process management	Flow chart - the indicator of pedagogical monitoring	Professional self-realization of a teacher and an effective management of education system

The method of pedagogical algorithm study makes it possible to take into account the framework standard of Russian-national dictionaries with the reference to system-centric knowledge of education (the order of the Ministry of Education and Science of Russian Federation № 1645 amended on December 29, 2014). The initiative of integral research is implemented within an educational program: the criterion to evaluate the competencies of students and a functional map of teacher's professional activities. Order № 413 issued on May 17, 2012. URL: <http://mon.gov.ru>.

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Footnotes

¹Ilyasov Ilyas Omarovich, Doctor of Pedagogical Sciences, Professor of the Department of Theory and the Methods of Foreign Language teaching at the Dagestan State Pedagogical University.

²Shikhalieva Sabrina Khanalievna, Doctor of Philology, Leading Researcher, Department of Lexicology and Lexicography at DSC of Russian Academy of Sciences, Russian Language teacher at the Makhachkala Financial and Economic College as the branch of the FSEBI HE Financial University under the Government of Russian Federation.

³Abdurahmanova Pasihat Jalilovna, Doctor of Philology, Professor of the Department of Foreign Language Early Learning at the Dagestan State Pedagogical University.

⁴Musaeva Zarema Ilyasovna, Candidate of Pedagogical Sciences, Associate Professor of the Department of Foreign Language Early Teaching at the Dagestan State Pedagogical University.

⁵Murzaeva Jennet Mamasievna, Candidate of Philology, senior lecturer of the Department of Foreign Language Early Teaching at the Dagestan State Pedagogical University.

⁶Idrisova Patimat Gadzhiyevna, Candidate of Philology, Assistant of the Department of Foreign Language Early Teaching at the Dagestan State Pedagogical University.