



Structural and Semantic Analysis of the Vocabulary of the Professional Community of Designers and its Study in the English Language Classroom

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Abstract

One of the most challenging aspects of teaching English to non-native speakers is characterizing the grammatical and semantic characteristics of the functional and semantic layers of vocabulary through the analysis of professional texts. The principle of complexity, which calls for methodical and connected work on the word as an essential component of speech, is one of the tenets underpinning the development of professionally oriented speech among foreign-speaking students learning English. Since vocabulary is the building block of any language and is used to construct texts, it is impossible to develop speech skills and abilities without mastering the system of word knowledge. Lexical competence is one of the most crucial aspects of language acquisition. For one thing, the lexical component of teaching the language of the profession has not yet been scientifically developed and methodically organized, which presents significant challenges for foreign-speaking students trying to assimilate the unique vocabulary of the English language. The study identified and described the formal and semantic structural features of the vocabulary of the professional sociolect of designers; it also identified the term-formation models of the semantic field "interior design" and the types of convergence and divergence of professional vocabulary units of living space designers in languages that are fundamentally different from students' native tongues and English, which serves as both the instruction and future professional activity languages. The particulars of these languages' structures account for their unique characteristics, and the comparative-typological research approach enables us to recognize speech organization patterns across two or more languages.

Keywords: English Language; English Speech; Community of Designers.

1. Introduction

A functional approach to the study of linguistic phenomena, which entails moving from a statistical description of the language system to studies of the actual functioning of language units in speech, characterizes the current stage of linguistic science. From the perspective of language as a system as well as, above all, linguodidactics—the practice of teaching English to speakers of other languages—this approach presents a wealth of opportunities.

This essay aims to explore and characterize the formal-structural and semantic aspects of the vocabulary used in the professional sociolect of interior designers. According to Antonova (2010), a sociolect is a type of language that is "inherent in any social group - professional, class, age, etc. - within a given national language." It is primarily defined as a set of lexical and phraseological linguistic features. At the moment, linguomethodists are coming to recognize a comprehensive approach to word selection that involves adhering to several principles in order to activate words in the professional speech of future specialists: Word-formation capabilities: a word's ability to form other words; its compatibility and ability to enter into various relationships with other words; its stylistic neutrality; and the situational-thematic principle are all examples of a word's semantic value. The works of Antonova (2010), Merzlova, Tukhareli, and others reveal the regularities of the functioning of the terminological vocabulary of the professional sociolect of designers in various spheres with varying degrees of frequency. Accordingly, Antonova (2010) holds that "terms are a lexico-semantic standard that adequately corresponds to the concept in the first, nuclear sphere (the zone of use)." The second zone, which is adjacent to the nuclear zone and where the terms are used for their intended purpose, is also a significant source of material accumulation. The third zone, which is oral communication between experts and native speakers and

serves as a "breeding ground" for the further development of terminology (Kryukova et al., 2018), contains rich material for the functioning and generation of meanings. This communication aids in the formation of professional communication within the general language system. We have taken into consideration for educational purposes the most important standard ways of transferring the terminological vocabulary of professional sociolect designers and identified the most significant differences between these methods in the native languages of students, in light of the fact that teaching active language acquisition is inextricably linked with the transfer of functional and semantic content of one language to another. We also used A.F. Shirokova's typological category, which is intended to compare languages and is based on the general idea of the relationship and interaction of significant elements of different levels of the compared different-structured languages, to compare how students expressed this vocabulary in their native tongues.

2. Literature Review

The term "English for Specific Purposes" refers to the "purposes" and "specificity" of the goals for which it is believed that teaching English is essential. This implies that the "needs" of English language learners to respond to the particular requirements of the target situation are crucial. The language they must use in these situations cannot, of course, be "contrived," but rather must be "genuine" and "authentic" in order to fulfill its intended purpose. Thus, the components of English for Specific Purposes are (a) goal, (b) specificity, (c) needs of learners, (d) target context, and (e) sincerity and authenticity.

Johns and Salmani Nodoushan (2015) agreed with Dudley-Evans (1998) that nearly all language learning experiences fall under the category of English for Specific Purposes, as they consider all "good" teaching to be English for Specific Purposes. However, they also pointed out that a large portion of English for Specific Purposes instruction, particularly in EFL contexts, is geared toward adult professionals and/or academics. Hutchinson and Waters (1987) contended that the best way to define English for Specific Purposes may be to argue what it is "not," as opposed to what it is, drawing on the theories of Carver (1983), Mackay and Mountford (1978), and others. This method was used in attempts to separate English for Specific Purposes—English for General Purposes, English for Academic and Occupational Purposes, English for Academic Purposes, English for Science and Technology, etc.—from other specific or general approaches to the teaching of English. English as a Restricted Language, English for Academic and Occupational Purposes, and English with Specific Topics are the three categories of English for Specific Purposes that Carver (1983) distinguished. However, ERLs are situationally-determined clichés, much like a tourist phrase book, according to Mackay and Mountford (1978), who argued that ERLs cannot be called "language" because they fail their users in unfamiliar situations or in contexts outside of their own professional environments. Hutchinson and Waters (1987) disapproved of Carver (1983)'s approach to EAOP and thought that English for Academic Purposes and English for Occupational Purposes should remain distinct domains.

They divided English for Specific Purposes into three branches in their "Tree of ELT": (1) English for Science and Technology, (2) English for Business and Economics, and (3) English for Social Studies. Each of these branches is further divided into the EAP and EOP sub-branches. In light of Cummins's (1979) concepts of Cognitive Academic Proficiency in relation to Basic Interpersonal Skills, EAP is distinguished from EOP. Finally, by emphasizing situational language, EwST moves our focus from "purpose" to "topic." Since they are primarily coursing within an English for Specific Purposes program that prepares students for particular topics, many English for Specific Purposes practitioners view this as an essential part of the program rather than something distinct from it. Three key components are included in English for Specific Purposes, though: (a) authentic materials; (b) purpose-related orientation; and (c) self-direction. Although "authentic materials" is a self-evident concept, the other two require a brief explanation. The goal of purpose-related orientation is to prepare students for target situations they may encounter in real life by simulating communicative tasks. The quality of English for Specific Purposes, on the other hand, that transforms language "learners" into language "users" is known as self-direction; this is where teaching learning strategies and encouraging self-regulated learning in learners take center stage.

3. Methodology

The following analytic methods and techniques were applied in the study and description of the lexical-semantic group (LSG) "interior design" in modern English and the native languages of foreign students: component analysis, system analysis method, complex parametric description of terminology, and synchronic research. The 563 most

commonly used textual terms by LSG "interior design" that are found in academic and scientific literature together fully represent this thematic area in the compared languages comprised the research material.

The following major theme groups comprised the content we looked at: names of the private design spaces and the areas where design activity is being developed; the titles of the primary design elements; the titles of the primary procedures that support design development and design; the term for the qualitative traits of the design activity's objects. Lexical units, which are borrowed by most languages worldwide from the language of those who created or brought into common usage the designations of specific groups and classes of phenomena and objects, serve a functional purpose in the languages discussed in this article as well as other languages. Thus, 152 words (or 27%) have an international character out of 563 lexical units that have been used as the basis for the study of semantic and formal-structural features of the vocabulary of the professional sociolect of interior designers. For example, the English language served as an intermediary in the process of borrowing a significant portion of these words from the Tatar and Uzbek languages. The English language also served as a source of borrowing for the aforementioned languages. It should be highlighted that languages enrich not only their vocabulary but also their syntactic and stylistic structure as a result of contacts and sociolinguistic changes.

4. Results

The comparative study of "interior design" between the mother tongue of the students and English demonstrates that while partial coincidence is more common, complete adequacy of equivalent units is extremely uncommon. For instance, some words in English that are either borrowed from another language or created through English and are part of the lexicon of that language have meanings in that language that are different from what they mean in this language (meanings are usually limited).

Because foreign students often use words they are familiar with from their mother tongue when speaking in English, English needs to constantly take these semantic differences into account. We believe it is practical and beneficial to introduce students to the so-called "common" vocabulary because a substantial portion of their native language is made up of lexical borrowings with "interior design" semantics. Students' interest in their native language is piqued, their linguistic horizons are broadened, their general speech culture is enhanced, and they are better able to comprehend word meaning and spelling accuracy thanks to the view of their origin etymological materials. Explanatory and translated dictionaries served as the source of the language material, from which a continuous sampling method was used to select all of the words relevant to the semantic field under study. In addition to the dictionaries listed above, materials from thesaurus, terminological dictionaries, and reference books were also used, serving "as sources of the highest concentration of the material under study." Comparative analysis of the phenomenon being studied for educational purposes aims to identify the following facts: peculiar to one language but absent from the other; characteristic of both languages and the linguistic consciousness of the speakers of each, but not identical in terms of methods, means of linguistic expression.

5. Discussion

Thus, we can generally express, on the one hand, the concurrence of meanings in the words "interior design" in two or more languages through our comparative analysis of the meaning of the words of the professional community of interior designers. On the other hand, there is a significant difference in the means of formatting expressions of the relevant semantic type. As a result, one characteristic that sets apart noun word formation is the frequent use of multiple word-forming suffixes to express the same meaning, in contrast to vernacular languages where these morphemes are matched by only one suffix. The English language means that the conclusion is derived from the need to design an efficient learning system that offers complete mastery of the linguistic tool's features, particularly the semantic speech implementation of words. The professional community of interior designers, considering the features of this phenomenon in the students' mother tongue and the students' active involvement in English-language communication activities.

6. Conclusion

Because both the mother tongue and the studied language reflect the same non-linguistic world, English bilingualism and multilingualism are especially important for identifying speech organization patterns in two or more languages, as well as similarities and differences in expressing the same content. the difficulties in comparing language

units' performance at various levels when multilingualism and English-foreign bilingualism are present. We are persuaded by the need for more research on this intricate and crucially important linguistic phenomenon after comparing the semantics of the terms used by the professional community of interior designers.

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