

УДК 378.016:811.111'373+811.111'374. DOI: 10.26170/2071-2405-2025-30-1-173-184.  
ББК Ш143.21-9-3+Ш143.21-9-4.  
ГРНТИ14.35.07. Код ВАК 5.8.2

### ACTUALIZING ACCUMULATIVE AND INNOVATIVE RESOURCE IN EDUCATIONAL LEXICOGRAPHIC PROJECT

**Marina V. Vlavatskaya**

Novosibirsk State Technical University (Novosibirsk, Russia)  
ORCID ID: <https://orcid.org/0000-0001-5619-9416>

**Latifa Sh. Djabieva**

Novosibirsk State Technical University (Novosibirsk, Russia)  
ORCID ID: <https://orcid.org/0009-0008-4323-820X>

*Abstract.* The article proposes the concept of a lexicographic-type study guide (LTSG) for the discipline “Lexicology” of the English language theory course in the framework of students in the direction 45.03.02 “Linguistics”. The project is considered as actualization of accumulated professional and research resource of a young specialist, the project’s author, during the period of his studies at bachelor’s and master’s programs. The relevance of the research is conditioned by the necessity to improve the process of teaching the language for special purposes (LSP): the formation of accumulative innovative potential in linguistics students, on the one hand, and the modernization of the main means of teaching, on the other hand. The aim of the article is to substantiate the concept of the LTSG on English lexicology, containing the learner’s ideographic dictionary of terms as an effective means of professional training of linguistics students and as a realization of accumulative and innovative resource of a young expert. The scientific novelty consists in creating an original concept of study guide, in which a three-block presentation of the material on English lexicology. The theoretical block provides information about the subject and lexical patterns of the English language. The lexicographic block contains a dictionary in which the ideographic arrangement of the material reflects the system of knowledge about a given subject and categorical and conceptual relations of lexicological terms. The practical block consists of specially designed exercises aimed at developing the ability to use this dictionary, mastering terms, consolidating theoretical material, and applying theoretical knowledge in practice. The interaction of linguistics, lexicography and linguodidactics testifies to the interdisciplinary approach to the presentation of the material necessary for professional study. Of particular importance are the macro- and microstructure of the ideographic dictionary, which are based on the provisions of ideographic lexicography and terminography, as well as the needs of dictionary users – students of linguistics, professionally studying English. The results of experimental training confirmed effectiveness of this teaching tool, which is designed to solve the problems of professional and research communication of future translators, English teachers and scientists. Thus, the accumulated experience of training allows young scholars who have gone from bachelor’s and master’s degrees to postgraduate studies to successfully create grant-funded innovative projects including the development of digitally supported teaching aids that integrate academic and research activities according to the principle of sequential formation: learning and cognitive → linguistic and professional → research competencies.

*Keywords:* language for academic & special purposes; interdisciplinary approach; lexicographic-type textbook; ideographic dictionary; terminology of English lexicology; user’s needs; macro- and micro-structure; learning and cognitive, linguistic professional and research competencies

*For citation:* Vlavatskaya, M. V., Djabieva, L. Sh. (2025). Actualizing Accumulative and Innovative Resource in Educational Lexicographic Project. In *Philological Class*. Vol. 30. No. 1, pp. 173–184. DOI: 10.26170/2071-2405-2025-30-1-173-184.

### АКТУАЛИЗАЦИЯ АККУМУЛЯТИВНО-ИННОВАЦИОННОГО РЕСУРСА В УЧЕБНОМ ЛЕКСИКОГРАФИЧЕСКОМ ПРОЕКТЕ

**Влавацкая М. В.**

Новосибирский государственный технический университет (Новосибирск, Россия)  
ORCID ID: <https://orcid.org/0000-0001-5619-9416>  
SPIN-код: 2066-4653

**Джабиева Л. Ш.**

Новосибирский государственный технический университет (Новосибирск, Россия)  
ORCID ID: <https://orcid.org/0009-0008-4323-820X>  
SPIN-код: 4634-5194

*Аннотация.* В статье предлагается концепция учебного пособия лексикографического типа (далее – УПЛТ) по дисциплине «Лексикология» курса теории английского языка в рамках подготовки студентов по направлению 45.03.02 «Лингвистика». Проект рассматривается как актуализация накопленного лингво-профессионального и научно-исследовательского ресурса молодого специалиста – автора данного проекта – за период его обучения в бакалавриате и магистратуре. Актуальность исследования обусловлена необходимостью совершенствования процесса обучения языку специальности: формирования у студентов-лингвистов аккумулятивно-инновационного потенциала, с одной стороны, и модернизации основных средств обучения, с другой. Цель статьи – обоснование концепции УПЛТ по модулю лексикологии английского языка, содержащего учебный идеографический словарь терминов в качестве эффективного средства профессионального обучения студентов-лингвистов и реализации аккумулятивно-инновационного ресурса молодого специалиста. Научная новизна заключается в создании оригинальной концепции учебного пособия, в котором осуществляется трехблочное

представление материала по английской лексикологии. Теоретический блок содержит информацию о предмете и лексических закономерностях английского языка. Лексикографический блок включает словарь, в котором идеографическое расположение материала отражает систему знаний о данном предмете и категориально-понятийные связи терминов лексикологии. Учебно-практический блок состоит из специально разработанных упражнений, направленных на развитие умений пользоваться данным словарем, усвоение терминов, закрепление теоретического материала и применение теоретических знаний на практике. Взаимодействие лингвистики, лексикографии и лингводидактики свидетельствует о междисциплинарном подходе к представлению необходимого для профессионального изучения материала. Особую значимость представляют макро- и микроструктура идеографического словаря, в основе которых лежат положения учебной, идеографической лексикографии и терминологии, а также запросы пользователей словаря – студентов-лингвистов, профессионально изучающих английский язык. Результаты опытно-экспериментального обучения подтвердили эффективность данного обучающего средства, которое призвано решать проблемы профессиональной и научно-исследовательской коммуникации будущих переводчиков, учителей английского языка и ученых. Так, накопленный за годы обучения опыт позволяет молодым ученым, прошедшим путь от бакалавриата и магистратуры до аспирантуры, успешно создавать грантовые инновационные проекты, включая разработку учебных пособий с цифровой поддержкой, интегрирующие образовательную и научную деятельность по принципу последовательного формирования учебно-познавательной → лингво-профессиональной → научно-исследовательской компетенций.

**Ключевые слова:** язык для учебных и специальных целей; междисциплинарный подход; учебное пособие лексикографического типа; идеографический словарь; терминология английской лексикологии; запрос пользователя; макро- и микроструктура; учебно-познавательная, лингво-профессиональная и научно-исследовательская компетенции

**Для цитирования:** Влавацкая, М. В. Актуализация аккумулятивно-инновационного ресурса в учебном лексикографическом проекте / М. В. Влавацкая, Л. Ш. Джабиева. – Текст : непосредственный // Филологический класс. – 2025. – Т. 30, № 1. – С. 173–184. – DOI: 10.26170/2071-2405-2025-30-1-173-184.

## Introduction

In contrast to the Western system of higher education, which is characterized by a pragmatic focus on the development of primarily practical competencies, the Russian system of higher education retains “an orientation on the comprehensive formation of the learner’s personality and the fundamentality of knowledge” [Гусевская 2015: 79]. The study of the course ‘English language theory’ lays theoretical foundations for linguistics students, develops linguistic and professional competencies of future teachers and translators of English, and allows to form accumulative and innovative potential for further research activities of Russian and foreign students studying in the direction of 45.03.02 ‘Linguistics’.

In the scientific and methodological literature, it is not often possible to find articles on specifics of teaching purely professional linguistic disciplines in language universities [Harlytska 2022], if compared with teaching a general literary foreign language, primarily English [Susanto 2017]. Nevertheless, the available publications state that “there is nothing more useful and practical for a professional as a well-structured theory ... – something that should be present implicitly in every professional’s activity ... it is preceded by a certain theoretical training” [Федюковский 2016: 31].

In the process of developing professional competencies among linguistic students, it is important to focus, as we believe, on the formation of research competence. Knowledge of linguistic terminology is an indicator of high activity of students at the seminars on the course ‘English language theory’, which is subsequently successfully realized “in the implementation of their research activities” [Пронченко 2019: 36]. Thus, in order to fully develop a professional linguist, it is necessary to proceed from the importance of integrative organization of educational professional and research work of the student. The basis for this is the Order of the Ministry of Education and Science of

Russia from 12.08.2020 No. 969<sup>1</sup>, which regulates that when mastering the Bachelor’s degree program in the field of training 45.03.02 ‘Linguistics’ graduates are prepared to solve problems of professional activity, including tasks of research type.

Summarizing existing definitions, the student’s developed research competence presupposes “the ability to navigate the information space, reflective and evaluative skills, synthesis and analysis of information, etc.” [Гмызина 2023: 104]. The main parameter of its formation is the successful defense of the bachelor’s final qualification work, the intention to continue studying in the master’s program and then in the postgraduate program in order to fully develop this competence and improve their professional and research activities in the ‘Linguistics’ field.

The experience accumulated during the years of training helps young scientists to develop and implement innovative projects that integrate the organization of educational and scientific activities according to the principle of sequential formation of educational and cognitive, linguistic and professional as well as research competencies. Educational and cognitive competence is understood as “knowledge, skills and abilities to carry out independent cognitive and learning activities in the field of learning a foreign language and culture” [Денисова 2014: 223]. Linguistic professional competence is not only knowledge of the phonetic, lexical, and grammatical systems of the studied language, but also knowledge of foreign language terminology that provides communicative interaction in the professional field<sup>2</sup>. The totality of educational

<sup>1</sup> Об утверждении федерального государственного образовательного стандарта высшего образования – бакалавриат по направлению подготовки 45.03.02 Лингвистика (Зарегистрировано в Минюсте России 25.08.2020 № 59448). С. 4.

<sup>2</sup> Федотова Н. Л., Стамбулиди З. А. Принципы разработки национально-ориентированного пособия по русскому языку для греческих гидов-переводчиков // Филологический класс. 2020. Т. 25, № 3. С. 208. DOI: 10.26170/FK20-03-18.

and cognitive, linguistic and professional, as well as research competencies in the process of training a linguistics student at Bachelor's and Master's degree programs contributes to the formation of accumulative and innovative potential, which allows to successfully create and implement original projects in pedagogical and scientific practice.

Thus, the project of a young expert described in the article concerns a relatively rare – hybrid – genre of educational literature and educational lexicography – a lexicographic type Study guide (LTSG) aimed at the consistent formation of the necessary competencies, primarily related to the study and correct use of the conceptual and terminological apparatus in a certain field of knowledge, the final result of the formation of which should be not only professional competence, but also research competence, contributing to the accumulation, preservation and expansion of the potential of student's research activities.

The presentation of the LTSG project on the discipline 'Lexicology' (72 hours) of the course 'English language theory' (350 hours) acts as an actualization of the accumulative and innovative resource of the young professional, acquired during the education period in bachelor's and master's programs.

As it is known, the basic concept of educational lexicography is a learner's dictionary, i.e. "a lexicographic work of any genre and volume, specially designed to assist in the study of language as a means of transmitting one's own and perceiving others' information states" [Морковкин 1990: 9], the specificity of which is the obligatory linguodidactic orientation.

The peculiarity of LTSG as a product of educational lexicography lies in the "expedient combination of the constitutive features of a learner's dictionary and a traditional practical guide" [Максимчук 1986: 191]. The anthropocentric and at the same time systemic character of LTSG contributes to its identification as a separate genre of educational lexicography with theoretical justification of the principles and definition of the ways of its creation. Within the framework of the modern anthropocentric paradigm in the field of linguistics, the term 'anthropocentric' is understood as "a conscious focus on meeting learners' needs" [Несова 2018: 444].

Developed by V. V. Morokvin's LTSG project combines a dictionary in the traditional sense and a study guide – an educational and practical block containing a set of exercises for developing skills, abilities and competencies required for 2<sup>nd</sup> year students studying in the direction 'Linguistics' and professionally mastering the English language. LTSG is "one of the varieties of specialized means of teaching vocabulary along with a textbook, lexical minimum and a learner's dictionary" [Ольховская 2016: 474–475].

To date, several LTSG projects have been made to teach foreign learners: Russian professional speech on operation and maintenance of cars [Макеева 1985], a series of LTSGs on Russian language in the educational professional sphere has been published 'Physics' [Бурченкова 2009], 'Mathematics' [Костерина 2009], 'Tactics of Troop Air Defense' [Бурченкова 2012], etc. Different concepts of LTSG have been proposed, for

example, on associative terminology of the medicine sublanguage [Волович 2002], teaching communicatives of Russian colloquial speech to foreign students [Казачихина 2011], Russian as a foreign language on the material of colloquial and everyday style [Вострякова 2015], as well as for the study of local history onomastic material by foreign students entering "a new regional society" [Бубнова 2014: 108], etc.

The LTSG specificity as a genre of educational lexicography is determined by "an expedient combination of correct linguistic description of linguistic units and their educational and methodological interpretation" [Бубнова 2014: 109]. The focus of LTSG on "the formation and development of skills of active use of words by students in speech practice determines the requirement to reflect in the dictionary entry the maximum amount of information demonstrating the features of word functioning in speech, as well as paradigmatic (synonymic, antonymic, lexical-semantic) relations of a lexical unit" [Казачихина 2019: 105]. To generalize and systematize the study of vocabulary, it is advisable to include tables and schemes in the lexicographical part of the LTSG, which contribute to a better understanding of the lexical material.

The proposed LTSG is developed in the discipline 'Lexicology' and has a special structure and content. This subject is taught in English and is one of 4 disciplines of the course 'English language theory'. The LTSG is intended for linguistics students – future translators and teachers of English who are just starting to study theoretical subjects in English. Lexicology is "the basic of the English language course in the higher education institution, as the formation of lexical competence is an important component in the formation of foreign language communicative competence" [Harlytska 2022: 3622].

Thus, the addressees of LTSG are Russian and foreign students from Tajikistan, Turkmenistan, Kazakhstan, etc.), professionally learning English. One of the tasks in the formation of professional competencies of Bachelor's degree graduates in the "Linguistics" direction is the formation of general professional competence, which prescribes that the student must "know the conceptual apparatus of the theory of the studied foreign language", and therefore use a certain metalanguage – the scientific language of linguistics as a means of describing the main sections of it – lexicology, phonetics, grammar, etc. It is important to emphasize that "the terminological system, which forms the basis of a metalanguage, is a means of accumulation, the result of numerous schools research and directions" [Сидельников 2014: 25]. Hence, the LTSG's metalanguage is the terminology of English lexicology.

The theoretical basis of this study consists of works on the formation of educational and cognitive, linguistic and professional, as well as research competencies in teaching students at a university (A. A. Fedyukovsky,

<sup>1</sup> General characteristics of the main professional educational program of higher education. Field of study: 45.03.02 Linguistics. Orientation (profile): Translation and translation studies / comp. I. A. Kazachichina, E. A. Melyohina. Novosibirsk: NSTU, 2022. P. 13.

E. N. Pronchenko, S. A. Denisova, etc.); educational methodology and teaching foreign languages (Z. P. Makeeva and N. A. Maksimchyuk, D. A. Kholmatova and O. K. Rachmatova, T. Harlytska, A. Susanto); general and educational lexicography (V. V. Morkovkin, O. M. Karpova, H. Agerbo & H. Bergenholtz); terminology and terminography (S. D. Shelov and V. M. Leychik, O. G. Shchitova и N. A. Matskevich), etc.

The theoretical significance consists in the fact that the conducted research expands professional knowledge and makes some contribution to solving pressing issues of linguistics and didactics. Its results can contribute to the successful formation of significant competencies in teaching and scientific activities in the process of training linguistic students, as well as the integration of educational lexicography, linguistics and didactics for the purpose of effective training of a future specialist, that indicates an interdisciplinary approach to the presentation of material and improvement of LTSG in other subjects of the professional cycle.

### Methods and Materials

The paper uses methods of analyzing scientific literature on integration education and the formation of competencies among students of linguistics, lexicographic construction, pedagogical modeling, systematic, definitional analysis, and the systematization of terms according to the ideographic principle.

The material of the study is the theory and terms of English lexicology used in the relevant textbooks, teaching aids and on linguistic websites, in the amount of about 300 units.

When conducting experimental training with the help of the LTSG model as respondents were 43 Russian and foreign 2<sup>nd</sup> year students of Linguistics divided into control (21) and experimental (22) groups.

The foundations of the LTSG genre were developed by N. A. Maksimchuk [1986] based on general lexicographic theory and principles of methodological expediency. The formal genre characteristics of lexicographic-type study guide are their obligatory structural elements – lexicographic and practical parts. The LTSG structure “may optionally include text and reference parts, methodological recommendations, etc.” [Бубнова 2014: 109].

In developing the concept of LTSG, it is important to consider certain parameters identified as methodological requirements, i.e. that “information which the user is assumed to need and which, therefore, should be reflected in the appropriate dictionary” [Мандрикова 1994: 96]. It is necessary to observe the principle of methodological expediency in the lexicographic reflection of information about the headword. Later, the term “the user’s need” [Карпова 2017] was used, which is broader in content, as it considers needs limited not only by the needs of methodology. Necessity of the user’s needs as a tool in compiling LTSG and the learner’s dictionary included in it is explained by the fact that all stages in making LTSG are determined to a large extent by the needs of the dictionary user, so in advance in two groups of students participating in the experiment, information about the necessary parameters of the headword (transcrip-

tion of the term, its definition, lexical relations, etc.) was collected by questionnaire, thus the user’s needs of linguistics students were determined.

When developing such projects, it is necessary to consider the building principles aimed at compiling a dictionary [Морковкин 1990], namely: planning and organizing work; selecting lexicographic materials; constructing; combining independent work with the textbook and receipt of pedagogical assistance; realizing multifunctionality; formulating the rules of educational lexicography of the LTSG. The content and organization of the lexicographic part of the LTSG determines the macrostructure of the dictionary – the wordlist and the arrangement of headwords (alphabetical, thematic, reverse, etc.) and the microstructure of the dictionary – the necessary information about the headword given by the type of dictionary.

An important stage of work is related to the wordlist formation. When creating lexicographic means of teaching vocabulary, it is important to follow the principles of: *efficiency* (obtaining successful results with economical use of explanatory resources); *simplicity* (choosing a simple and visual presentation of information); *beauty* (the presence of a coherent system that has an interrelated and interpenetrating character) [Морковкин 1990].

The educational focus of LTSG is related to addressee needs and is one of the basic principles of educational lexicography. *The user’s needs* never arise in isolation but are related to two other elements: *the dictionary user* in whose mind the need has arisen, and the *pre-lexicographic situation* in which the need has arisen. Together, these three components define the function of the dictionary according to the theory of lexicographic functioning [Agerbo 2017].

### Results and Discussions

The purpose of developing LTSG is to create a learning tool that would combine a textbook, including theory and practice, as well as a terminological dictionary that provides the necessary information about headwords.

Since the addressee of the LTSG are linguistics students studying English lexicology, they were first surveyed to identify the user’s needs, i.e. information about the content of the LTSG in general and the headwords needed to be included in it.

The user’s needs for LTSG as a learning tool revealed three important components: 1) theoretical part, which should contain “systematized scientific theoretical information presented in a form that is easy to learn and assimilate” [Холматова 2021: 32]; 2) lexicographic part as ideographic learner’s dictionary of English lexicology terms; 3) practical part with a set of exercises and tasks, justifying the user’s need to refer to the theoretical and lexicographic parts of the LTSG.

The user’s needs applied to the learner’s terminological dictionary and forming its microstructure contributed to distributing terms among sections and topics of the English lexicology module, presenting a synoptic scheme, introducing definition of a term, its transcription and grammatical information, examples

demonstrating lexicological phenomena, graphic illustrations (tables, diagrams, etc.), as well as indicating categorical conceptual and lexical semantic relations in the entry.

Thus, the criteria according to which it became possible to determine the content and structure of the LTSG, as well as the macrostructure scope and microstructure parameters of the learner's ideographic dictionary of English lexicological terms (further LIDELT) were revealed.

The purpose of the first – theoretical part is to familiarize students with the basic problems of lexicology – general regularities of structure and functioning of the English lexicon, aimed at forming in them an idea of the systematic nature of the lexicon<sup>1</sup>. The *theoretical* block of the LTSG includes materials on the sections of English lexicology: Semasiology, Word-Structure, Word-Formation, Word-Groups, Phraseological Units, Etymology, Variants of English and Lexicography [Harlytska 2022] with corresponding topics. Each topic is completed by theoretical questions that are discussed orally during the lesson. For instance, Word-Formation section includes two topics 'Affixation' and "Conversion & Composition", the study of which is completed with questions to control and assess students' knowledge: *What is word-derivation? What is affixation? What do we call back-formation? How are derivational affixed characterized by? What is meant by conversion? What role does suffixation play in creating new words? What is acronyms and its types? What sources of compound words do you know?* etc.

The second part of the LTSG is a learner's dictionary – the core of the study guide under development. In the modern world "one of the actively developing areas of lexicography is terminography, which plays a special role in the normalization of language for special purposes" [Щитова 2023: 88]. Since for terminology the description of categorical and conceptual relations becomes the main thing, it is optimal to apply the ideographic approach – systematization of terms by sections of lexicology study as an academic discipline.

The aim of LIDELT is to contribute to the effective study of the basic lexicological concepts, increase scientific interest in the English word-stock, as well as develop lexical and terminological skills and build professional linguistic competence among students.

Creating the concept of LIDELT as an integral part of LTSG, in order to build a lexicographic aid, it is necessary to take into account the following user's needs for this dictionary:

1) *terminology* dictionary (headwords – terms), namely the selection of headwords in accordance with the requirements of the curricula and their compre-

hensive description including, if necessary, additional conceptual information;

2) *learner's* dictionary, i.e. the provision of information and the design of the dictionary should stimulate students to learn; at the same time, in addition to headwords the entry should include their transcription, grammatical notes, definitions, illustrative examples, system connections, cross-references, graphical clarity (tables, diagrams, etc.); moreover, it is important to ensure that the user can quickly and easily find the required term;

3) *ideographic* dictionary, i.e. presentation of information according to the sections of English lexicology, and more precisely the reflection of thematic relations, where the terms systematization by types is carried out on the basis of the functions commonality, denoted by them phenomena, properties, etc.; the macrostructure organization in accordance with the synoptic scheme; the main units of the macrostructure are entries, in which headwords are distributed according to the section of the English lexicology theory.

**Macrostructure of LIDELT.** In addition to the wordlist of ideographically organized lexicology terms, the LIDELT macrostructure also includes: a list of abbreviations, a synoptic scheme, graphical representations of linguistic facts (diagrams, tables, schemes, etc.). The list of symbols includes the following signs:

- /.../ – transcription using special characters of IPA<sup>2</sup>;
- grammatical belonging of the headword to a word class: N – noun; A – adjective;
- Der. – derivative;
- Syn. – synonym;
- Ant. – antonym;
- →(see) – cross-reference, etc.

In the macrostructure, it is important to single out the main nominations according to the categorical and conceptual principle and subject-thematic basis. It is also important to remember that "the principle of systematicity corresponds to organization peculiarities of the human cognitive system and mental lexicon" [Плотникова 2019: 172].

On this basis, the terminological headwords are grouped by sections of the Lexicology discipline and then categorized by topics. The following were considered in the creation of the synoptic scheme: the dictionary addressee; the content and structure of the given discipline; the purpose of the learner's ideographic dictionary of terms; the language material (terminology); the categorical and conceptual apparatus, on the basis of which terminological units are combined; the lexicographer's rational decision. The construction of the synoptic scheme was done in a deductive way: from sections to topics and terms.

<sup>1</sup> General characteristics of the main professional educational program of higher education. Field of study: 45.03.02 Linguistics. Orientation (profile): Translation and translation studies / comp. I. A. Kazachichina, E. A. Melyohina. Novosibirsk: NSTU, 2022. P. 13.

<sup>2</sup> International Phonetic Alphabet.

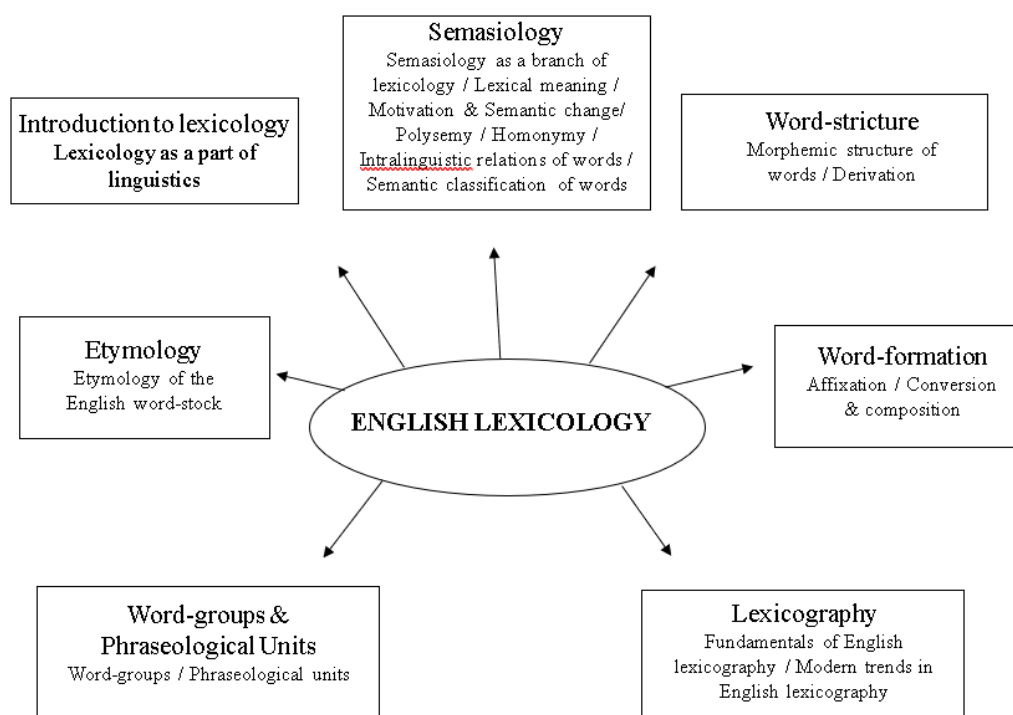


Fig. 1. Synoptic scheme (sections and topics) of LIDELT

The selection of terms for macrostructure was carried out on the basis of studying the content of scientific articles and other materials on English lexicology. According to scholars-terminologists, the most effective and simple way of selecting terms is to analyze textbooks and study guides based on the principles of frequency and methodological expediency [Шелов 2012].

As a result, about 300 terminological units were included in the dictionary. In the entry the terms are presented taking into account their term-forming potential as word combinations and composites derived from headwords.

**Microstructure of LIDELT.** The main task of LIDELT is the lexicographic reflection of terms. Since headwords are characterized in the dictionary from different aspects (terminological, linguistic, and educational), this dictionary should be polyaspectsual.

The left part of the microstructure is headwords, the right part is their lexicographic description, which is based on the user's needs. The microstructure includes the following areas about the headword.

1. The phonetic characteristic and accentological markers.
2. Grammatical characteristics.
3. Definition(s).
4. Examples illustrating the described linguistic phenomenon, property, feature, etc., which are indicated by the headword.
5. Term-forming potential (collocations).
6. Derivatives.
7. Synonyms & Antonyms.
8. Cross-references indicating categorical and conceptual links of the headword.
9. Graphic representation of a language phe-

nomenon, property, feature of a linguistic unit in the form of tables, diagrams, diagrams, etc.

Areas 1–4 are compulsory, 5–9 – optional.

Headwords in the dictionary entry are highlighted in bold.

**Conversion**

**Synonymy**

1. The *phonetic characteristics*, or pronunciation of the headword, and its *accentological markers* are indicated by transcription and stress in oblique brackets.

**Affixation** /'æfɪk, seɪʃn/

**Valency** /'veɪlənsɪ/

If the headword is a compound word or it consists of several syllables, two main or main and secondary stresses are indicated.

**Corpus-based** /'kɔ:pəs 'beɪst/

**Computational** /,kɑ:mpjʊ'teɪʃənl/

2. *Grammatical information* about the headword, i.e. its belonging to a certain part of speech, is represented by the English letters n for nouns and a for adjectives.

**Homonymy ...n.**

**Phraseological ...a.**

Grammatical information is not introduced for terminological collocations.

**Significative meaning** /sɪg'nɪfɪkətɪv 'mi:nɪŋ/: the interrelation between the sound form of the word with the concept of the object (phenomenon), it denotes<sup>1</sup>.

3. A *definition* is defined as “the dictionary logical explanation of a concept in order to identify the boundary separating the parameters covered by the concept from related concepts” [Ловцевич 2016: 53].

<sup>1</sup> См.: <https://studfile.net/preview/9583508/page:6/>

For example, similar concepts such as **valency** and **collocability** denote similar linguistic properties but at different levels – language and speech.

**Valency** ... the number and type of connections that language elements can form with one other in a sentence.

**Collocability** ... the ability of a lexical unit to combine with other lexical units, with other words (syntagmatic collocability) or lexical groups (paradigmatic collocability).

4. *Examples* illustrating a language phenomenon, property, feature, etc., which are designated by this terminological headword. Thus, illustrating the terminological collocation **lexical validity**, the following definition is proposed with illustrative examples.

**Lexical valence** – the ability of a word to appear in various combinations of one pattern, but in different meanings, e.g.: *blue dress* (dress of blue colour) – *blue ribbon* (prize-winning place)<sup>1</sup>.

Considering that **collocability** is the use of words in certain word combinations, this term is illustrated by examples with the following collocations.

**Collocability** ... of the word **press**: *free / foreign / financial / international / local / international / provincial / popular / quality / yellow / tabloid*, etc., as well as collections of other types: *press release / statement / coverage / report / cuttings*, etc.<sup>2</sup>

5. *Term-forming potential* is represented in compound words and terminological collocations with headwords, which are highlighted in bold type.

**Word... word-composition, word-derivation, word formation, word-group, word-segmentability, word-structure.**

**Context... Extralinguistic context... Lexical context... Grammatical context...**

If terminological collocations belong to one section and topic of English lexicology, they are provided with a complete lexicographic treatment and form a semanteme.

<sup>1</sup> См.: [https://present5.com/lecture-5-english-phraseology-lexical-and-grammatical-valency/#:~:text=Lexical%20valency%20\(collocability\)%20is%20the,question%3A%20to%20raise%20a%20question](https://present5.com/lecture-5-english-phraseology-lexical-and-grammatical-valency/#:~:text=Lexical%20valency%20(collocability)%20is%20the,question%3A%20to%20raise%20a%20question)

<sup>2</sup> См.: <https://ozdic.com/collocation/press/>

**Word-group** /'wɜ:d 'gru:p/ n: a sequence of two or more words which are joined according to certain rules<sup>3</sup>.

– **Endocentric** /'endəʊ, sentrik/: word-group has the same linguistic distribution as one of its members, i.e. having one central member functionally equivalent to the whole word-group<sup>4</sup> (*interesting book* – *We read an interesting book*).

– **Exocentric** /'egzəʊ, sentrik/: word-group has different from either of its members distribution, i.e. having no such central member; the component words are not syntactically substitutable for the whole word-group (**side by side / grow thinner**)<sup>5</sup>.

6. *Derivatives* are labeled in the entry as **Der.**

**Derivation** ... **Der. Derivative, derivational**

**Polysemy** ... **Der. Polysemantic**

7. *Synonyms* and *antonyms* of headwords are indicated by the abbreviations Syn and Ant.

**Extension of meaning** ... Syn. **Generalization of meaning**

**Synchrony** ... Ant. **Diachrony**

8. Cross-referencing is used to further introduce information categorically and conceptually related to the headword.

**Suffixation** ... → **Affixation**

**Computer dictionary** ... → **Computer lexicography.**

9. Graphical representation of a language phenomenon, property or types of headwords is introduced optionally in schemes, tables, diagrams, etc.

**Semasiological approach** /se'meɪsɪə, lɒdʒɪk(ə)l ə'prəʊf/: starts with the word and consists in considering different meanings of the word, determining interrelations between them (LSV<sup>6</sup>), e.g.: 1) green – colour of grass; 2) not ready to be eaten; 3) not experienced; 4) made of green vegetables and leaves. → see **Polysemy**; see Ant. **Onomasiological approach.**

<sup>3</sup> См.: [https://present5.com/lecture-5-english-phraseology-lexical-and-grammatical-valency/#:~:text=Lexical%20valency%20\(collocability\)%20is%20the,question%3A%20to%20raise%20a%20question](https://present5.com/lecture-5-english-phraseology-lexical-and-grammatical-valency/#:~:text=Lexical%20valency%20(collocability)%20is%20the,question%3A%20to%20raise%20a%20question)

<sup>4</sup> См.: <https://helpiks.org/2-7605.html>.

<sup>5</sup> Бабич Г. Н. *Lexicology: A Current Guide*. Лексикология английского языка : учебное пособие. 5-е изд. М.: ФЛИНТА, 2010. С 93.

<sup>6</sup> Lexical semantic variant.

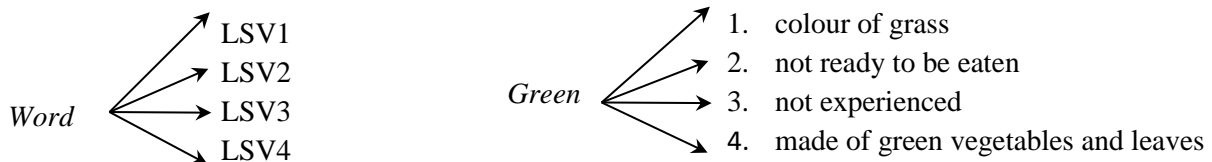


Fig. 2. The semasiological approach to learning word's meaning

Thus, entries in LIDELT contain information about the terms, their categorical and conceptual, lexical semantic relations that contributes to a clearer and more complete understanding of the term.

Consequently, LIDELT can be characterized as

follows. In terms of purpose and destination (addressee) it is *anthropocentric*, i.e. aimed at meeting the needs of a certain category of learners and, accordingly, a learner's specialized dictionary addressed to linguistics students. In terms of significance – *polyaspectual*, by de-

scription nature – *normative*; by arrangement of lexical units – *content-ordered*; by representing the meaning of the described terminological unit – *monolingual*.

The third – practical part of the LTSG is aimed at consolidating knowledge acquired during the study of the theoretical and, in parallel, dictionary part. It is divided into two blocks: the first one includes tasks for searching and collecting information about terms directly in LIDELT, the second one contains exercises and tasks for developing knowledge, skills, and abilities within the Lexicology discipline, i.e. on the theoretical material described in the first part of LTSG. The tasks and exercises in the first block are presented according to the sections of English lexicology and aimed at developing students' skills in working with LIDELT, i.e. determining its structure and content, searching for terms in the dictionary and extracting the necessary information from it, as well as studying English terminology in general. Students are asked to answer questions on the construction of LIDELT:

*How can this dictionary be characterized in terms of the presentation of information in it?*

*What areas are distinguished in the microstructure?*

*What is the structure and content of the dictionary?*

и т. п.

In addition, in this block tasks are developed to search for specific information of individual terms and to identify their specificity. For example, *Find in the dictionary and give definitions for the following terms: componential analysis; denominative meanings; euphemisms; full homonyms; homonyms; homophones; ideographic synonyms; inclusion; lexical homonyms; lexical sets, etc. What categorical-conceptual and lexical-semantic relations can be distinguished for each terminological unit?* и т. д.

The second block of the practical part of LTSG includes tasks and exercises on the rules presented in its theoretical part, which contribute to the consolidation of theoretical knowledge, active use of relevant terminology and application of the learned knowledge in practice. For example, the practical section of Semasiology includes the following tasks:

1) *combine words in 2 groups with the sameness with their lexical and grammatical meaning (+list of words);*

2) *give possible explanations to the following sentences paying attention to the words in bold. What is the difference between meaning and sense which these words lend to the whole utterance or the situation (e.g. She felt a pang after her failure);*

3) *using the onomasiological approach to meaning analyze the following words (context vs. distribution, valency vs. collocability, meaning vs. sense) и т. д.*

Thus, the practical part of LTSG should contain various types of tasks aimed at: 1) learning terms of English lexicology and working with LIDELT; 2) performing various tasks and consolidating theoretical knowledge; 3) obtaining additional information when using LIDELT as a lexicographic block of LTSG.

The approbation of the effectiveness of the developed teaching aid application was carried out among

43 second-year linguistics students divided into 2 groups – experimental (22) and control (21). The aim of the experiment was to master the course of English lexicology with the aid of LTSG as a teaching tool during the semester.

The organization of the experimental part of the research includes 3 stages – diagnostic, training, and evaluation. As for the control group the learning took place with the main study guide of English lexicology. The experimental group used for learning our LTSG with digital support in Telegram-channel.

In the diagnostic stage of the experiment, linguistic students in both groups took an 18-question test in order to identify the initial level of knowledge of the lexicological theory and terminology of English lexicology. In doing so, we considered their knowledge gained in the previous course 'Fundamentals of linguistics'. The results of the diagnostic test were approximately equal and accounted for about 50% of the correct answers.

In the training stage the percentages of mastering English lexicology and terminology were already different. In the control group a traditional study guide on lexicology was used, in the experimental group LTSG was used as well as its digital version. The performance of practical tasks includes several steps: 1) dictionary assignments, 2) tasks to consolidate theoretical information, 3) definitions of lexicological terms selected by the teacher.

In the evaluation stage language students of both groups were given control assignments to check their knowledge and the effectiveness of learning English lexicology with the use of LTSG. Assessment of students' knowledge and skills was carried out according to the following criteria: 1) mastering lexicological theory; 2) performing assignments correctly; 3) defining and applying terminology.

As a result, the difference between achievements in the experimental and control groups is quite large.

The results of the experiment showed that the students in the experimental group who used LTSG: 1) better acquired theoretical material – about 82% – and 75% in the control group (+7%); 2) used more correctly theoretical knowledge in practice – 76% and 68%, respectively (+8%); 3) more accurately defined and used terminology when analyzing lexicology phenomena – 87% and 73 (+14%).

We conclude that applying LTSG English students can quickly and accurately find the necessary information on a particular topic and terms related to it without using other auxiliary means. Thus, by observing the whole process of working with LTSG, reviewing and analyzing all the results of the experiment, we can state that working with such a training tool is very effective, so that it contributes to more productive work of language students.

A digital block in the Telegram channel has been specially developed for the LTSG, which has also been tested in parallel (See Figure 3).



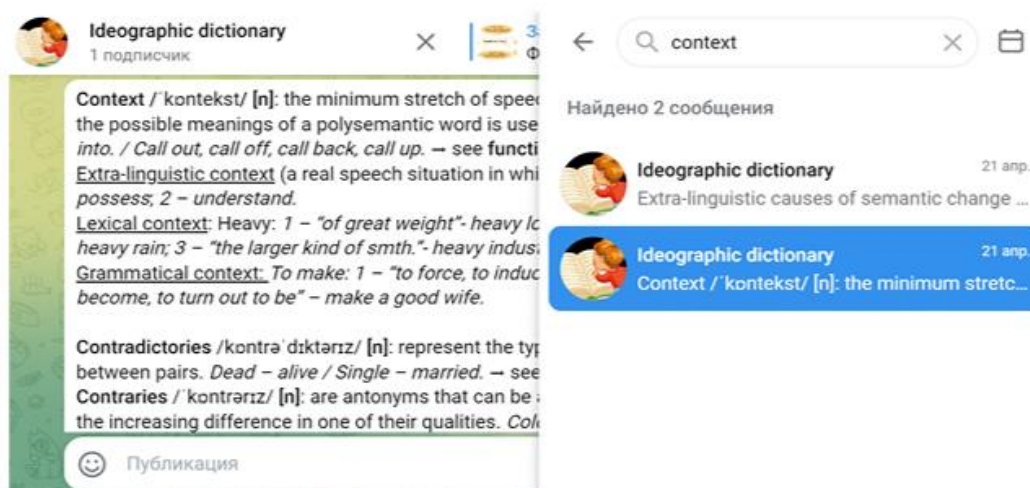


Fig. 3. Searching for a relevant term in the Telegram channel

After the students had worked with the LTSG they had to do a survey that we created in the Telegram-channel. The results of the experimental training showed that the students in the experimental group compared to the results in the control group had an average growth rate of about 10%. As a result, students approved of LTSG, 65% of them noted that it is easier and more efficient to work with it, since the ideographic dictionary facilitates the search for terminological information. Thus, the results of the trial training indicate the effectiveness of studying English lexicology using LTSG.

### Conclusion

Fundamentality of knowledge and practical orientation in the Russian system of higher education allows students to form accumulative and innovative potential for successful realization of their personal and career growth, further development of professional competencies and disclosure of their individuality in research activities during the years of study in Bachelor and Master programs. The integrated organization of educational, professional and research work in combination with pedagogical practice make it possible for the young professional who have gone from bachelor's and master's degrees to postgraduate studies

to actualize and realize the potential accumulated in the learning process, both scientifically and creatively as various innovative educational projects, including language study guides with digital support. Proof of this was approbation of such a project – LTSG as an optimal means of teaching linguistics students, developed by a young English teacher and researcher, who gained experience during studies at Bachelor's and Master's levels.

This LTSG on English lexicology can become an effective learning tool that contributes to the productive work of future translators and teachers of English. This is evidenced by the results of students' trail learning in the experimental group, which are significantly higher compared to the results in the control group.

Thus, the experience accumulated over the years allows young experts to successfully develop innovative projects that integrate educational and scientific activities according to the principle of consistent formation of educational and cognitive, linguistic and professional, as well as research competencies.

### Abbreviations

LTSG – lexicographic-type study guide.  
LIDELT – Learner's ideographic dictionary of English Lexicology terms.

### Литература

- Бабич, Г. Н. Lexicology: A Current Guide. Лексикология английского языка : учебное пособие / Г. Н. Бабич. – М. : ФЛИНТА, 2010. – 200 с.
- Бубнова, Н. В. Ономастическое пособие словарного типа как источник общеобязательных фоновых знаний для иностранных обучающихся / Н. В. Бубнова // Вестник Воронежского государственного университета. Серия: Лингвистика и межкультурная коммуникация. – 2014. – № 3. – С. 108–113.
- Бурченкова, А. А. Русский язык в учебно-профессиональной сфере. Часть 1. Физика / А. А. Бурченкова, Н. В. Ермачкова. – Смоленск : Военная академия войсковой противовоздушной обороны Вооруженных Сил Российской Федерации, 2009. – 126 с.
- Бурченкова, А. А. Русский язык в учебно-профессиональной сфере. Тактика подразделений войсковой ПВО / А. А. Бурченкова, Е. Н. Руженцева. – Смоленск : ВА ВПВО ВС РФ, 2012. – 174 с.
- Волович, М. И. Теоретические основы создания учебного пособия словарного типа (на материале ассоциативной терминологии подъязыка медицины) : автореф. дис. ... канд. пед. наук / М. И. Волович. – М., 2002. – 21 с.

Вострякова, Н. А. Основные принципы моделирования учебного пособия лексикографического типа для элементарного уровня обучения русскому языку как иностранному / Н. А. Вострякова // Мир русского слова. – 2015. – № 1. – С. 68–72.

Гинзбург, Р. З. Лексикология английского языка : учебник для ин-тов и фак. иностр. яз. / Р. З. Гинзбург, С. С. Хидекель, Г. Ю. Князева, А. А. Санкин. – 2-е изд. – М. : Высшая школа, 1979. – 270 с.

Гмызина, Г. Н. Развитие научно-исследовательской компетенции студентов-лингвистов в ходе обучения в вузе / Г. Н. Гмызина, Е. Г. Грищенко, Н. Н. Старостина // Современные наукоемкие технологии. – 2023. – № 11. – С. 104–108. – DOI: 10.17513/snt.39828.

Гусевская, Н. Ю. Проблемы профессиональной языковой подготовки кадров для развития международного сотрудничества / Н. Ю. Гусевская // Ученые записки ЗабГУ. Серия: Педагогические науки. – 2015. – № 5 (64). – С. 76–80.

Денисова, С. А. Содержание и структура учебно-познавательной компетенции студентов направления подготовки «Лингвистика» / С. А. Денисова // Социально-экономические явления и процессы. – 2014. – Т. 9, № 11. – С. 220–227.

Казакова, О. А. Учебный словарь по профессиональному русскому языку (технический профиль) для студентов из Китая: макро- и микроструктура, лингводидактический потенциал / О. А. Казакова, И. О. Краевская, Т. Б. Фрик // Вопросы лексикографии. – 2019. – С. 104–216.

Казачихина, И. А. Лексикографическая интерпретация коммуникативов русской разговорной речи (модель учебного пособия словарного типа) : автореф. дис. ... канд. филол. наук / И. А. Казачихина. – Омск : Издательство ОмГУ, 2011. – 23 с.

Карпова, О. М. Новые тенденции в современной лексикографии / О. М. Карпова // Лексика и лексикография. – 2017. – Вып. 11. – С. 63–72.

Костерина, Э. В. Русский язык в учебно-профессиональной сфере. Часть 2. Математика / Э. В. Костерина, Е. Н. Руженцева. – Смоленск : ВА ВПВО ВС РФ, 2009. – 121 с.

Ловцевич, Г. Н. Дефиниция термина в рамках традиционного и социокогнитивного подходов в терминоведении / Г. Н. Ловцевич, А. С. Трифионов // Теоретическая и прикладная лингвистика. – 2016. – Т. 2, № 1. – С. 50–62.

Макеева, З. П. Обучение русской профессиональной речи иностранных учащихся средних ПТУ : методические рекомендации и учебные материалы по теме «Устройство, эксплуатация и техническое обслуживание автомобилей» / З. П. Макеева, Н. А. Максимчук. – М. : ВНИЦентр, 1985. – 162 с.

Максимчук, Н. А. Лексические пособия словарного типа как особый раздел учебной лексикографии / Н. А. Максимчук // Учебники и словари в системе средств обучения русскому языку как иностранному / под ред. В. В. Морковкина, Л. Б. Трушиной. – М. : Русский язык, 1986. – С. 190–197.

Мандрикова, Г. М. Учебное компьютерное лексикографирование в теоретическом и практическом рассмотрении : дис. ... канд. филол. наук / Г. М. Мандрикова. – М., 1994. – 220 с.

Морковкин, В. В. Основы теории учебной лексикографии : дис. ... д-ра филол. наук в форме научного доклада / В. В. Морковкин. – М., 1990. – 71 с.

Несова, Н. М. Представление словаря в теоретической и учебной лексикографии / Н. М. Несова, Л. Я. Бобрицких // Вестник Российского университета дружбы народов. Серия: Теория языка. Семиотика. Семантика. – 2018. – Т. 9, № 2. – С. 439–450. – DOI: 10.22363/2313-2299-2018-9-2-439-450.

Ольховская, А. И. К вопросу о средствах обучения лексике русского языка как иностранного / А. И. Ольховская // Материалы VIII Международной научной конференции «Слово, высказывание, текст в когнитивном, прагматическом и культурологическом аспектах» Челябинск, 20–22 апреля 2016 года. Т. 2. – Челябинск : Издательство «Энциклопедия», 2016. – С. 474–478.

Плотникова, А. М. Идеографические словари в практике преподавания лингвистических дисциплин / А. М. Плотникова, М. В. Слаутина // Перспективы науки и образования. – 2019. – № 6 (42). – С. 172–182. – DOI: 10.32744/pse.2019.6.14.

Пронченко, Е. Н. Формирование профессиональной компетенции студентов-лингвистов через лингвистическую терминологию / Е. Н. Пронченко // Университетские чтения – 2019 : материалы научно-методических чтений ПГУ, Пятигорск, 10–11 января 2019 года. Ч. IV. – Пятигорск : Пятигорский госуниверситет, 2019. – С. 35–40.

Сидельников, В. П. Некоторые особенности метаязыка современной лингвистики / В. П. Сидельников, Е. А. Марченко // Ученые записки Крымского федерального университета имени В. И. Вернадского. Филологические науки. Серия «Филология. Социальные коммуникации». – 2014. – Т. 27 (66), № 1, ч. 1. – С. 25–29.

Федюковский, А. А. Место теоретической подготовки в системе непрерывного лингвистического образования / А. А. Федюковский // Sciences of Europe. – 2016. – № 1-1. – С. 31–33.

Холматова, Д. А. Теоретические основы разработки учебных пособий / Д. А. Холматова, О. К. Рахматова // Вопросы науки и образования. – 2021. – № 29 (154). – С. 30–38.

Шелов, С. Д. Терминология и профессиональная лексика: состав и функции / С. Д. Шелов, В. М. Лейчик. – СПб. : СПбГУ. Филологический факультет, 2012. – 96 с.

Щитова О. Г. Идеографический словарь архитектурно-дизайнерской терминологии русского языка / О. Г. Щитова, Н. А. Марцевич // Вопросы лексикографии. – 2023. – № 27. – С. 86–104. – DOI: 10.17223/22274200/27/5.

- Agerbo, H. Types of Lexicographical Information Needs and their Relevance for Information Science / H. Agerbo, H. Bergenholtz // *Journal of Information Science Theory and Practice*. KISTI. – 2017. – No. 5 (3). – P. 23–38.
- Harlytska, T. Key Problems of English Lexicology in Higher Education Institution / T. Harlytska // *International Journal of Social Science and Human Research*. – 2022. – Vol. 05, no. 08. – P. 3622–3629. – DOI: 10.47191/ijsshr/v5-i8-37.
- Susanto, A. The teaching of vocabulary: A perspective / A. Susanto // *KATA*. – 2017. – Vol. 1, no. 2. – P. 182–191.

## References

- Agerbo, H., Bergenholtz, H. (2017). Types of Lexicographical Information Needs and their Relevance for Information Science. In *Journal of Information Science Theory and Practice*. KISTI. No. 5 (3), pp. 23–38.
- Babich, G. N. (2010). *Lexicology: A Current Guide*. Moscow, FLINTA. 200 p.
- Bubnova, N. V. (2014). Onomasticheskoe posobie slovarnogo tipa kak istochnik obshcheobyazatel'nykh fonovykh znaniy dlya inostrannykh obuchayushchikhsya [Onomastic Dictionary-Type Manual as a Source of General Background Knowledge for Foreign Learners]. In *Vestnik Voronezhskogo gosudarstvennogo universiteta. Seriya: Lingvistika i mezhkul'turnaya kommunikatsiya*. No. 3, pp. 108–113.
- Burchenkova, A. A., Ermachkova, N. V. (2009). *Russkii yazyk v uchebno-professional'noi sfere. Chast' 1. Fizika* [Russian Language in the Educational and Professional Sphere. Part I. Physics]. Smolensk, Voennaya akademiya voiskovoi protivovozdushnoi oborony Vooruzhennykh Sil Rossiiskoi Federatsii. 126 p.
- Burchenkova, A. A., Ruzhentseva, E. N. (2012). *Russkii yazyk v uchebno-professional'noi sfere. Taktika podrazdelenii voiskovoi PVO* [Russian Language in the Educational and Professional Sphere. Tactics of Military Air Defense Troops]. Smolensk, VA VPVO VS RF. 174 p.
- Denisova, S. A. (2014). Soderzhanie i struktura uchebno-poznavatel'noi kompetentsii studentov napravleniya podgotovki «Lingvistika» [The Content and Structure of the Educational and Cognitive Competence of Students of the Field of Study “Linguistics”]. In *Sotsial'no-ekonomicheskie yavleniya i protsessy*. Vol. 9. No. 11, pp. 220–227.
- Fedyukovsky, A. A. (2016). Mesto teoreticheskoi podgotovki v sisteme nepreryvnogo lingvisticheskogo obrazovaniya [Place of Theoretical Training in the System of Continuous Linguistic Education]. In *Sciences of Europe*. No. 1-1, pp. 31–33.
- Ginzburg, R. Z., Khidekel, S. S., Knyazeva, G. Yu., Sankin, A. A. (1979). *Leksikologiya angliiskogo yazyka* [English Lexicology]. 2<sup>nd</sup> edition. Moscow, Vysshaya shkola. 270 p.
- Gmyzina, G. N., Grishenkova, E. G., Starostina, N. N. (2023). Razvitie nauchno-issledovatel'skoi kompetentsii studentov-lingvistov v khode obucheniya v vuze [Development of Research Competence of Linguistics Students During University Education]. In *Sovremennye naukoemkie tekhnologii*. No. 11, pp. 104–108. DOI: 10.17513/snt.39828.
- Gusevskaya, N. Yu. (2015). Problemy professional'noi yazykovoi podgotovki kadrov dlya razvitiya mezhdunarodnogo sotrudnichestva [Problems of Professional Language Training for the Development of International Cooperation]. In *Uchenye zapiski ZabGU. Seriya: Pedagogicheskie nauki*. No. 5 (64), pp. 76–80.
- Harlytska, T. (2022). Key Problems of English Lexicology in Higher Education Institution. In *International Journal of Social Science and Human Research*. Vol. 05. No. 08, pp. 3622–3629. DOI: 10.47191/ijsshr/v5-i8-37.
- Karpova, O. M. (2017). Novye tendentsii v sovremennoi leksikografii [New Trends in Modern Lexicography]. In *Leksika i leksikografiya*. Issue 11, pp. 63–72.
- Kazachikhina, I. A. (2011). *Leksikograficheskaya interpretatsiya kommunikativov russkoi razgovornoj rechi (model' uchebnogo posobiya slovarnogo tipa)* [Lexicographic Interpretation of Communicatives of Russian Colloquial Speech (Model of a Dictionary-Type Textbook)]. Avtoref. dis. ... kand. filol. nauk. Omsk, Izdatel'stvo OmGU. 23 p.
- Kazakova, O. A., Kraevskaya, I. O., Frik, T. B. (2019). Uchebnyi slovar' po professional'nomu russkomu yazyku (tekhnicheskii profil') dlya studentov iz Kitaya: makro- i mikrostruktura, lingvodidakticheskii potentsial [A Learner's Dictionary of Russian for Specific (Technical) Purposes for Students from China: Macro- and Microstructure, Linguodidactic Potential]. In *Voprosy leksikografii*, pp. 104–216.
- Kholmatova, D. A., Rakhmatova, O. K. (2021). Teoreticheskie osnovy razrabotki uchebnykh posobii [Theoretical Foundations of the Development of Textbooks]. In *Voprosy nauki i obrazovaniya*. No. 29 (154), pp. 30–38.
- Kosterina, E. V., Ruzhentseva, E. N. (2009). *Russkii yazyk v uchebno-professional'noi sfere. Chast' 2. Matematika* [Russian Language in the Educational and Professional Sphere. Part 2. Mathematics]. Smolensk, VA VPVO VS RF. 121 p.
- Lovtsevich, G. N., Trifonov, A. S. (2016). Definitsiya termina v ramkakh traditsionnogo i sotsiokognitivnogo podkhodov v terminovedenii [Term Definition within the Framework of Traditional and Sociocognitive Approaches in Terminology Studies]. In *Teoreticheskaya i prikladnaya lingvistika*. Vol. 2. No. 1, pp. 50–62.
- Makeeva, Z. P., Maksimchuk, N. A. (1985). *Obuchenie russkoi professional'noi rechi inostrannykh uchashchikhsya srednikh PTU* [Teaching Russian Professional Speech to Foreign Students of Secondary Vocational Schools]. Moscow, VNMTsentr. 162 p.
- Maksimchuk, N. A. (1986). Leksicheskie posobiya slovarnogo tipa kak osobyi razdel uchebnoi leksikografii [Vocabulary-Type Lexical Aids as a Special Section of Educational Lexicography]. In Morkovkin, V. V., Trushina, L. B. (Eds.). *Uchebniki i slovari v sisteme sredstv obucheniya russkomu yazyku kak inostrannomu*. Moscow, Russkii yazyk, pp. 190–197.
- Mandrikova, G. M. (1994). *Uchebnoe komp'yuternoe leksikografirovanie v teoreticheskom i prakticheskom rassmotrenii* [Educational Computerized Lexicography in Theoretical and Practical Consideration]. Dis. ... kand. filol. nauk. Moscow. 220 p.
- Morkovkin, V. V. (1990). *Osnovy teorii uchebnoi leksikografii* [Fundamentals of the Theory of Educational Lexicography]. Dis. ... d-ra filol. nauk v forme nauchnogo doklada. Moscow. 71 p.

Nesova, N. M., Bobritskikh, L. Ya. (2018). Predstavlenie slovyara v teoreticheskoi i uchebnoi leksikografii [Representation of Vocabulary in Theoretical and Educational Lexicography]. In *Vestnik Rossiiskogo universiteta druzhby narodov. Seriya: Teoriya yazyka. Semiotika. Semantika*. Vol. 9. No. 2, pp. 439–450. DOI: 10.22363/2313-2299-2018-9-2-439-450.

Olkhovskaya, A. I. (2016). K voprosu o sredstvakh obucheniya leksike russkogo yazyka kak inostrannogo [To the Question of Means of Teaching Vocabulary of Russian as a Foreign Language]. In *Materialy VIII Mezhdunarodnoi nauchnoi konferentsii «Slovo, vyskazyvanie, tekst v kognitivnom, pragmaticheskom i kul'turologicheskom aspektakh» Chelyabinsk, 20–22 aprelya 2016 goda*. Vol. 2. Chelyabinsk, Izdatel'stvo «Entsiklopediya», pp. 474–478.

Plotnikova, A. M., Slautina, M. V. (2019). Ideograficheskie slovari v praktike prepodavaniya lingvisticheskikh distsiplin [Ideographic Dictionaries in the Practice of Teaching Linguistic Disciplines]. In *Perspektivy nauki i obrazovaniya*. No. 6 (42), pp. 172–182. DOI: 10.32744/pse.2019.6.14.

Pronchenko, E. N. (2019). Formirovanie professional'noi kompetentsii studentov-lingvistov cherez lingvisticheskuyu terminologiyu [Formation of Professional Competence of Linguistics Students Through Linguistic Terminology]. In *Universitetskie chteniya – 2019: materialy nauchno-metodicheskikh chtenii PGU, Pyatigorsk, 10–11 yanvarya 2019 goda*. Part IV. Pyatigorsk, Pyatigorskii gosuniversitet, pp. 35–40.

Shchitova O. G., Martsevich, N. A. (2023). Ideograficheskii slovar' arkhitekturno-dizainerskoi terminologii russkogo yazyka [Ideographic Dictionary of Architectural and Design Terminology of the Russian Language]. In *Voprosy leksikografii*. No. 27, pp. 86–104. DOI: 10.17223/22274200/27/5.

Shelov, S. D., Leychik, V. M. (2012). *Terminologiya i professional'naya leksika: sostav i funktsii* [Terminology and Professional Vocabulary: Composition and Functions]. Saint Petersburg, SPbGU. Filologicheskii fakul'tet. 96 p.

Sidelnikov, V. P., Marchenko, E. A. (2014). Nekotorye osobennosti metazyka sovremennoi lingvistiki [Some Features of the Meta-Language of Modern Linguistics]. In *Uchenye zapiski Krymskogo federal'nogo universiteta imeni V. I. Vernadskogo. Filologicheskie nauki. Seriya «Filologiya. Sotsial'nye kommunikatsii»*. Vol. 27 (66). No. 1. Part 1, pp. 25–29.

Susanto, A. (2017). The Teaching of Vocabulary: A Perspective. In *KATA*. Vol. 1. No. 2, pp. 182–191.

Volovich, M. I. (2002). *Teoreticheskie osnovy sozdaniya uchebnogo posobiya slovarnogo tipa (na materiale assotsiativnoi terminologii pod"yazyka meditsiny)* [Theoretical Bases of Creating a Dictionary-Type Textbook (on the Material of Associative Terminology of the Medical Sublanguage)]. Avtoref. dis. ... kand. ped. nauk. Moscow. 21 p.

Vostryakova, N. A. (2015). Osnovnye printsipy modelirovaniya uchebnogo posobiya leksikograficheskogo tipa dlya elementarnogo urovnya obucheniya russkomu yazyku kak inostrannomu [Basic Principles of Modeling a Lexicographic Textbook for Elementary Level of Teaching Russian as a Foreign Language]. In *Mir russkogo slova*. No. 1, pp. 68–72.

#### Данные об авторах

Влавацкая Марина Витальевна – доктор филологических наук, профессор, профессор кафедры иностранных языков, Новосибирский государственный технический университет (Новосибирск, Россия).  
Адрес: 630073, Россия, г. Новосибирск, пр-т К. Маркса, 20.  
E-mail: vlavatskaya@list.ru.

Джабиева Латифа Шарифовна – аспирант, преподаватель кафедры иностранных языков технических факультетов, Новосибирский государственный технический университет (Новосибирск, Россия).  
Адрес: 630073, Россия, г. Новосибирск, пр-т К. Маркса, 20.  
E-mail: kulieva-98@list.ru.

#### Authors' information

Vlavatskaya Marina Vitalievna – Doctor of Philology, Professor, Professor of Department of Foreign Languages, Novosibirsk State Technical University (Novosibirsk, Russia).

Djabieva Latifa Sharifovna – Postgraduate Student, Lecturer of Department of Foreign Languages, Technical Faculties, Novosibirsk State Technical University (Novosibirsk, Russia).

Дата поступления: 10.11.2024; дата публикации: 28.03.2025

Date of receipt: 10.11.2024; date of publication: 28.03.2025