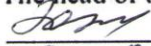
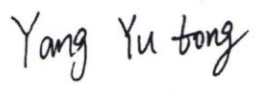



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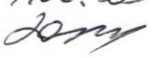
Faculty of International Relations
Department of Translation and Intercultural Communication
Field of study: 45.04.02 Linguistics
Major: Modern technologies in teaching English


DEFENCE APPROVED
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«13» 06 2023


MASTER'S THESIS
on the topic of
Dance terminology in the English language

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Blagoveshchensk 2023

Ministry of Science and Higher Education of the Russian Federation
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Faculty of International Relations
Department of Translation and Intercultural Communication

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« 1 » 09 2023

Assignment

To the master's thesis of the student **Yang Yutong**

1. The topic of the thesis: ___ dance terminology in the English language _____

(approved by the order from 23.05.2023 № 1245-42)

2. The date of the thesis final version submission: ___ 23rd of June 2023 _____

3. The thesis baseline information: scientific works on terminology, dance terminology, term system and its structure _____

4. The contents of the thesis (the objectives necessary to achieve):

- 1) term system concepts and features;
- 2) linguistic features of English dance terms;
- 3) the structure of the English dance term system and its application.

5. Appendix list (schemes, graphics, tables and other illustrative material):

6. Thesis advisors (by chapters): _____

7. The date of assignment issue: 1.09.2023

Academic supervisor: E.Yu. Bazhenova, assistant professor, candidate of philological sciences, assistant professor

(last name, first name, patronymic name, post, advanced degree, academic title)

The assignment is subject to execution (date): Yang Yu tong
(student's signature)

ABSTRACT

The thesis is comprised of 61 p., 2 tables, 4 illustrations, 49 references and includes introduction, chapter 1, chapter 2, conclusion.

TERM, DANCE TERM, TERM SYSTEM, TERM SYSTEM FIELD STRUCTURE

The thesis deals with the dance terminology representation in the English language.

The relevance of the work is proved by the fact that dance is an essential type of human activity and a well-developed professional and academic sphere with its own discourse and terminology. Its careful study helps to get the image of English dance term system which can be further applied for cultural studies and didactic analysis of dance vocabulary in an English language learning course.

The aim of the thesis is to study dance terminology through the number of linguistics units and find out its peculiar use in the English language.

The object of the study is dance terminology in the English language.

The methods of the study are the following: continuous sampling method, quantitative estimation method, description method, context analysis method, comparative analysis method, interpretation method.

The thesis main results were presented at the scientific conference «The Youth of the XXI century» (AmSU, Blagoveshchensk) and at the conference «Topical issues of modern science and education – 2023» (International center of scientific cooperation “Science and Education”, Penza). Two scientific articles were published: «Linguistic features of English dance terminology» and «Dance term system of the English language».

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INTRODUCTION

The thesis deals with the dance terminology representation in the English language.

Dance is a universal language that transcends borders and cultures. It is a form of expression that communicates emotions, ideas, and stories through movement. English dance terminology is a rich and complex system of words that describe various movements, steps, and techniques used in different styles of dance.

Terminological system is an essential component of a scientific or professional domain. Its primary function is to organize and standardize the terminology used in a particular field of study. Such organization is approached through grouping terms on different grounds.

The procession of terminological systems involves various cognitive operations, including the identification of the hierarchy of terms, which raises the question of term system structuring. This problem can be solved by building the field of the particular term system to distinguish core and periphery terms. The attribution of terms to the core or periphery zone is based on the linguistic parameters of terms which provide information about each term in particular and allow to establish correlations between terms within a system.

Building dance term system provides a more nuanced understanding of specific concepts and phenomena within the realm of dance, allowing more elaborate and effective communication and teaching of dance terms.

The relevance of the work is proved by the fact that dance is an essential type of human activity and a well-developed professional and academic sphere with its own discourse and terminology. Its careful study helps to get the image of English dance term system which can be further applied for cultural studies and didactic analysis of dance vocabulary in an English language learning course.

The object of the study is dance term in the English language.

The subject matter of the study is dance term as an element of dance term system constructed on the basis of dictionaries of English dance terminology.

The aim of the research is to study dance term system on the basis of dictionaries of English dance terminology.

The aim is realized through a number of **objectives**:

- 1) to study what term is, its main functions and characteristics;
- 2) to identify the peculiarities of the dance term;
- 3) to reveal the means of building term system;
- 4) to collect dance terms from the dictionary under study and distribute them into groups united by their meaning, structure and origin;
- 5) to apply the result of linguistic analysis for structuring English dance term system by means of the field structuring;
- 6) to systematize all the information and make conclusion about peculiar features of English dance term system.

The methods of the study are the following: continuous sampling method, quantitative estimation method, description method, context analysis method, comparative analysis method, interpretation method.

Theoretical background of the research is comprised of the works of Russian linguists such as B. N. Golovin, V. V. Vinogradov, D. S. Lotte, A. A. Reformatsky, I. A. Sternin, A. V. Superanskaya, as well as American and European scholars: R. Dubuc, H. Felber, M. C. L'Homme, R. Temmerman, K. Valeontis.

The material of the study is the following: 432 terms selected from dictionaries of dance terms of the English language: «The Oxford dictionary of dance terms» by D. Craine, J. Mackrell, «Dictionary of Dance. The ultimate guide for the choral director» by J. Jacobson, «Modern Dance Terminology» by P. Love.

Academic novelty of the research consists in the analysis and systematization of English dance terms, which made it possible to identify the features of the dance terminology system of the English language from the structural perspective.

Theoretic significance of the research consists in the fact that the conducted research makes a contribution to the theory of term and term system. The analysis of English dance terminology carried out within the framework of this research

enriches the knowledge about dance terms and provides systematic description of them.

The practical value of the work is that the obtained research results make it possible to apply them in the process of teaching English, as well as during lectures and seminars on linguo-culturology and intercultural communication.

Approbation. The thesis main results were presented at the scientific conference «The Youth of the XXI century» (AmSU, Blagoveshchensk) and at the conference «Topical issues of modern science and education – 2023» (International center of scientific cooperation “Science and Education”, Penza). Two scientific articles were published: «Linguistic features of English dance terminology» and «Dance term system of the English language».

Provisions submitted to defense: English dance terms are diverse and have peculiar features at the semantic, structural and etymological levels. Construction of a term system allots dance terms into a hierarchy from the core to the periphery. This allows, on the one hand, to identify relevant features of the English dance terminology system, and on the other hand, to predict the difficulties of English dance terminology acquisition.

1 TERM SYSTEM CONCEPTS AND FEATURES

1.1 Term as a linguistic phenomenon

Terminology as a scientific discipline is a branch of linguistics. In the first part of the XX century linguists recognized the need to develop a system of all those different approaches to term analysis. The principles of modern terminology creation and use were defined, which facilitated various terms procession.

Since that time the status of terminology remained undefined for a long time. The reason could be found in various approaches to terminology. Thus, J. Sager claimed that terminology is merely another perspective of lexicology and lexicography within the realm of the Language for Specific Purposes¹.

Other researchers treat terminology as an independent scientific discipline. Thus, according to R. Temmerman terminology as an autonomous scientific discipline established by E. Wüster in 1959 and his successors². E. Wüster considered terminology to be a branch of applied linguistics saying that it is «the general scientific study of terminology is largely influenced by its relationship to applied linguistics, of which it is a branch»³. The separate status for the science of terminology was also proclaimed by H. Felber in 1984⁴.

The «globalization» of knowledge dissemination has become a significant symbol of the times, and the application of terminology has also become the new normal. For language communities with distinctive linguistic and cultural heterogeneity and significant difference in influence, especially in the field of humanities and social sciences, terminology is not only a tool for knowledge dissemination, but also an effective way to build a discourse system and highlight cultural identity.

¹ Sager, J. Terminology and the technical dictionary. 1990. P. 316

² Temmerman, R. 2000. P. 2

³ Trojar, M. Wüster's view of terminology. 2017. P. 61.

⁴ Felber, H. 1984:31

We know that in modern English, «termination» is a polysemous word; even in terminology, the word has more than one meaning. According to M. Cabre, there are three definitions to terminology:

1) a certain field (such as biochemistry) or a certain discipline (such as all the terms of linguistics), we call them biochemical terms and linguistic terms respectively;

2) the collection and classification of terms, the creation of new words, the standardization of terms, and the methods of term dissemination that terminologists or terminologists devote themselves to studying;

3) a discipline that takes language as its research object, but is interdisciplinary in nature, restricted by the laws of linguistics, logic, ontology, taxonomy and informatics⁵.

In the Britannica Encyclopedia terminology is defined as «the special words or phrases that are used in a particular field»⁶, which also emphasizes the relation of terms to a particular branch of study.

A term refers to a vocabulary that specifically represents a concept or thing in a specific field using language. It is a special linguistic phenomenon that marks people's level of understanding of a specific field. For highly developed disciplines or fields, terminology is an essential tool. It not only helps to shorten expression time, but also maintains accurate correspondence between concepts and vocabulary, avoids ambiguity and misunderstandings, and thus improves the accuracy and effectiveness of the discipline or field.

The definition of «term» has been debated by scholars since the birth of modern terminology in the 1930s. What unites all approaches to term definition is the assumption that terms are words and phrases created in specific (professional) languages.

The word «term» originates from the Latin word «terminal», which means limit. This limitation refers to terms belonging to a scientific, technical, or

⁵ Cabre, M. T. Terminology. Theory, methods and applications. 1998. Pp. 7-9.

⁶ Terminology // <https://www.britannica.com/dictionary/terminology>

professional field, as the term is the fundamental unit that constitutes scientific texts. Linguists have different perspectives and definitions in the field of terminology. The definitions of terms are diverse.

1. From the perspectives of cognition, terminology is not simply a symbol, it is still a necessary condition for the existence of concepts in the human mind; terminology can also reflect the content of a concept and its connection with other concepts. The role of terminology in the process of cognition may be summarized from two aspects: 1) for the obtained cognitive results, terminology is aimed at determining and consolidating pieces of knowledge; 2) for the development of cognition, terminology often becomes the growth point for new ideas and even new theories⁷.

2. The logical definition of terms emphasizes that terms are «words and phrases based on scientific, technological, or other professional concepts in the conceptual system»⁸, which fully reflects the close connection between terminology and concepts. The first concern of logical definition is the relationship between terms and concepts. This connection is widely recognized by scholars from various disciplines. However, if the semantics of a term cannot be expressed through its internal form, then the term is only a concept of title. Some terms not only refer to concepts, but also express them when their internal form is distinct. However, there are also many times when the essential characteristics of concepts cannot be externalized in terms, but can only be revealed in definitions.

3. From the linguistic perspective, the characteristics of a term are words or phrases which typically have the following characteristics: 1) being related to a concept and having accurate conceptual semantics; 2) having a single meaning, or at least tending towards a single meaning; 3) neutral in rhetoric, without any expressive color; 4) being nominal; 5) being systematic⁹. Terminology is named for concepts. Each discipline usually has a definition for its terminology. However, to

⁷ Golovanova, E.I. Introduction to cognitive terminology. 2011.

⁸ Sowa, J. F. Knowledge Representation: Logical, Philosophical, and Computational Foundations. 2000. P. 17.

⁹ Vakulenko, M. Term and terminology: basic approaches, definitions, and investigation methods. 2014. P. 15.

be precise, the object of definition is not a term, but a concept. In a field of knowledge, concepts are usually described by definitions.

According to I. V. Arnold, a term is a word or a collocation denoting a concept within a specific field of knowledge, science, and culture¹⁰.

O. S. Akhmanova gave the following definition of terminology: «a system of terms of a given field of production, activity, knowledge which constitutes a special layer of vocabulary susceptible to conscious systematization»¹¹. Thus, terminology should be viewed as a structured system of words – terms.

Terminology is aimed at expressing the meaning the most accurately. Therefore, terminology is to be accurate.

Terminology is a collection of terms used to express concepts in a specific subject area. In China, it is also called a noun or a technical noun (different from a noun in grammar)¹². Terminology is an agreed language symbol that expresses or limits scientific concepts through voice or words, and it is a tool for communication of ideas and cognition. According to international standards, the term «term» refers only to «literal reference». But many people use this word in confusion, sometimes referring to reference, sometimes referring to concept. This may be due to conceptual drift in the speaker's brain.

Since that time the status of terminology remained undefined for a long time. The reason could be found in various approaches to terminology. Thus, J. Sager claimed that terminology is merely another perspective of lexicology and lexicography within the realm of the Language for Specific Purposes¹³.

Other researchers treat terminology as an independent scientific discipline. Thus, according to R. Temmerman terminology as an autonomous scientific discipline established by E. Wüster in 1959 and his successors¹⁴. E. Wüster considered terminology to be a branch of applied linguistics saying that it is «the general scientific study of terminology is largely influenced by its relationship to

¹⁰ Arnold, I. V. *Lexicology of modern English*. 2012. P. 268.

¹¹ Akhmanova O.S. *Terminology*. P. 226.

¹² Tsi Y., *The concept of 'a term' in the Chinese language tradition*. 2021. P. 350.

¹³ Sager, J. *Terminology and the technical dictionary*. 1990. P. 315-326.

¹⁴ Temmerman, R. *Towards new ways of terminology description*. 2013. P. 8.

applied linguistics, of which it is a branch»¹⁵. The separate status for the science of terminology was also proclaimed by H. Felber in 1984¹⁶.

Academician V. V. Vinogradov said, «The history of terminology is a description of the development of natural and social knowledge»¹⁷. According to the scholar, both naïve and scientific pictures of the world are interrelated and intertwined, which is the reflection of previous, pre-scientific concept of the world. Professional and academic perception of the reality used the tools and terminology of everyday experience and intuitive learning. At early stages of scientific development, the language of scientific description, therefore, is ordinary and non-specific. With the accumulation of knowledge, and development of a scientific branch the specific words get devoid of subjective contributions of the researcher. They become more objective and clearer. In fact, these stages of the development of the language of science reflect the development of commonly shared social knowledge.

Basing on these ideas, V. V. Vinogradov claimed that compilation and building of terminological systems should start with studying the history of terms as words – their etymology. For this reason, dictionaries of particular scientific or professional terminology should be built as systems of term families. These are based on common roots which are to be interpreted with the reference to their etymology and historical development¹⁸.

According to V. V. Vinogradov, a term, being a unit of cognition, reflects the limit of human's knowledge of some concept for the time being. Thus, the history of a term development can give information about the development of knowledge in a specific area. Any term undergoes several stages («cycles») of development. They include:

¹⁵ Trojar, M. Wüster's view of terminology. 2017. P. 56.

¹⁶ Felber H. Terminology manual. Paris, 1984.

¹⁷ Vinogradov, V. V. Opening statement. 1961. P. 6.

¹⁸ Ibid.

1) pre-term stage – the stage of formation of a new field of study or its shift to the next upgraded level. Pre-terms appear when it is difficult to categorize a newly discovered phenomenon as belonging to a group of known objects;

2) professionalism stage – the stage when the word can be defined as a unit of professional vocabulary. Its peculiar feature is being oral and having a superficial type of nomination;

3) term stage¹⁹.

The term can be defined from different study perspectives.

1. The perspective of philosophy and logic.

The relationship between philosophy, especially epistemology and terminology, is not only long-standing, but also profound. As the basis of terminology methodology, epistemology has always been providing guidance for terminology research. Only philosophy can answer such fundamental terminological questions as the causes of the formation of terms. Marxist epistemology tells us that concepts and judgments are formed in the stage of abstract thinking, and concepts are always expressed in terms. The term is not a simple symbol, it is also a necessary condition for the concept to exist in the human mind; Terminology can also reflect the content of a concept and its relationship with other concepts.

The role of terminology in the process of cognition may be summarized the following way: the term plays a role in determining and consolidating the acquired cognitive results. Terminology often becomes the growth point of new ideas and even new theories.

In 1956, the famous professor of Moscow University, V. A. Zvegintsev, published a work entitled «The Semiotic Problem of Language». There he pays a lot of attention to the nature of terms. To sum up, the author believes that many inherent features of terms make them obviously different from common words in

¹⁹ Vinogradov, V. V. Opening statement. 1961. P. 5.

language. Terms are closer to symbols and have the nature of symbols to a greater extent. These characteristics are mainly reflected in:

1) the term has a single meaning, which can be replaced by symbols in many cases without any impact on the content of the term. This in itself proves that terms are close to symbols. The polysemy of commonly used terms can often be understood as the possibility that they can be used in different scientific and technological fields. These are actually homonymous terms;

2) terms are independent. They can perform their functions without being restricted by the specific language system, and will not cause any loss to the content. This also proves that it is closer to symbols;

3) a term has no lexical meaning. It only represents concepts or phenomena processed by science, or certain things and substances. Therefore, it has no meaningful connection with other words, and its development is not restricted by the systematic relationship of other words;

4) the content expressed by the terms will certainly develop, but this is completely different from the development of general words. The development of the content of terminologies is only restricted by the development of relevant science, and the development and change of its content has nothing to do with its voice shell. Fifthly, the establishment of terms has relative freedom, even can not be restricted by some rules of language motivation. Of course, if terms are generated on the basis of everyday words, then the role of motivation rules may be stronger, but there are quite a lot of terms with great «randomness», such as naming by proper names²⁰.

V. A. Zvegintsev reminds that the symbolic characteristics of the terms may be reflected in different degrees and aspects in different terms. In addition, the terms also retain some characteristics of words. Therefore, it cannot be said that the terms are absolute symbols. However, if we take terminologies as examples to illustrate the semiotic nature of language, we can undoubtedly find more evidence.

²⁰ Zvegintsev, V. A. The semiotic problem of language. 1956. Pp. 3-12.

Terminology is on the edge of the national language and does not occupy the mainstream position. Therefore, we cannot just take terminology as an example to illustrate the nature of language²¹.

It is not difficult to see that the characteristics of terms emphasized by the author, namely, the semiotic nature of terms, the independence of terms not subject to language constraints, and the development of terms subject to the development of related disciplines, are almost the same as saying that terms, as the research object of linguistics, have great limitations. In fact, this is a conclusion drawn from the perspective of philosophical epistemology.

Closely related to philosophy epistemology is the logical definition of terms. A term is usually described as «a word or phrase with the content of science, technology or other professional concepts in the conceptual system»²², which fully reflects the close relationship between terms and concepts, and can also be used as an example of defining terms from a logical perspective.

The first concern of logical definition is the relationship between terms and concepts. This kind of connection is recognized by scholars in various disciplines. But just saying «connected» is too general and somewhat vague. In fact, there are different situations here. If the meaning of a term cannot be expressed through its internal form, then the term is just a concept of address. Some terms not only address concepts, but also express concepts when their internal forms are distinct. However, in many cases, the essential characteristics of concepts cannot be revealed in terms, but can only be revealed in definitions.

2. The perspective of terminology.

We can take the definition of terms given in the Introduction to Terminology as a representative of terminological definitions: «A term is a lexical unit in a language that specifically refers to a general (concrete or abstract) theoretical

²¹ Zvegintsev, V. A. The semiotic problem of language. 1956. Pp. 3-12

²² Sowa, J. F. Knowledge representation: logical, philosophical, and computational foundations. 2000. P. 46.

concept in a field of professional knowledge activities»²³. This definition includes the following features of the term:

1) a term has the semantic or formal characteristics of a word or phrase in natural language;

2) the term itself is used in the special language vocabulary rather than the vocabulary of a certain language as a whole;

3) the vocabulary of a special language is a means to refer to general concepts of a profession;

4) terminology is a component of the terminological system that reflects or models the theory. It is through this component that the description of professional fields is carried out.

In a word, in the view of terminologists, terminology is a special object of study different from words and phrases as the object of linguistic study. Although, in most cases, it is also the lexical units of linguistic research that are studied, terminology needs to reveal other characteristics of these units. The naming requirements for terms are also different from those for lexical units in linguistics. It is in this sense that terms are special words.

In the article «The linguistic dimension of terminology», K. Valeontis specially analyzed the difference between the focus of linguists and terminologists. Terminologists pay more attention to the following issues:

1) terminology mainly studies terms, not the whole scientific vocabulary. It can be said that when terminologists talk about scientific and technological words other than terminologies, their main purpose is not to study them, but to exclude them, so as not to interfere with the study of terms themselves;

2) terminology serves today's science and technology. Any terminology system should be consistent with the current level of scientific and technological development. Therefore, the research basis of terminology is synchronic. For

²³ Leichik, V. M. Terminology: subject, methods, structureю 2009. P. 14.

terminologists, only when they need to understand the content development process of some terms can they think of diachronic research;

3) terminologists pay more attention to studying the terminology system corresponding to the conceptual system of a certain scientific and technological field, revealing the relationship between these concepts, and on this basis, determining the principles for sorting out terms. For different variants of the existing, naturally formed terminology system, terminologists should choose the expression that best reflects the conceptual relationship and classification. The materials recommended by terminologists are of a legislative nature. Any deviation from or inconformity with these sorted and processed terminological systems is considered bad, and even should be banned²⁴.

The focus of interest of linguists is obviously different from this. Linguistics always takes language as a whole. When studying the function of language in the field of science and technology, linguists are interested not only in terms, but also in all language means. For linguists, diachronic research is of great significance in terms of terms and the whole professional vocabulary.

Terminologists and linguists have opposite attitudes towards the image and expression of terms. Terminologists are almost instinctively opposed to figurative or expressive terms. If a term is really vivid and expressive, then terminologists tend to try their best to prove that the internal form of the term no longer exists, or simply declare that the term is not standardized. In a word, the terminologists follow the pure logic principle, while the linguists take a positive view of the image and logic in terms.

3. The perspective of linguistics.

There are more definitions of terms in linguistic literature than in other disciplines. Looking at these different definitions, we can see that there are two obvious opposite trends: one trend is to oppose terms with ordinary vocabulary,

²⁴ Valeontis, K. The linguistic dimension of terminology. 2006.

and even try to separate terms from the scope of language; another opposite trend is to treat terminologies and general words exactly the same.

Generally speaking, from the perspective of linguistics, a term is a word or phrase, which usually has the following characteristics:

- 1) it is related to a concept and has accurate conceptual semantics;
- 2) the term has single meaning, or at least tends to be single meaning;
- 3) the meaning of the term is neutral and does not contain expressive force;
- 4) the term is nominative;
- 5) the terminology is systematic;

6) a mature term usually has a definition. However, to be exact, the object of definition is not a term, but a concept. In a knowledge domain, concepts are usually described by definitions²⁵.

Although there are many ways to define and express terms, all of them put forward requirements on terms in terms of content, form and pragmatics: terms in terms of content are not contradictory in meaning, and have single meaning and completeness, without synonyms. In terms of form, we should pay attention to the language standardization, conciseness and motivation. Pragmatics should be popularized, international and modern. Among them, such characteristics as monosemy are just an idealized requirement for terms, and terminology researchers in different periods will have different views.

No matter how standardization is carried out, terminologists cannot eradicate the polysemy or synonymy of terms. Some requirements themselves, such as simplicity, will produce contradictions that cannot reflect the characteristics of concepts and are contrary to their own definitions. Therefore, we should also look at these requirements dialectically.

There are so many definitions and requirements for terms, mainly because the definition of «term» is easily confused with other nouns. In the process of actual classification, it is sometimes difficult to distinguish between terms and

²⁵ Tatarinov, V. A. Theory of terminology. 1996.

names, proper nouns, and general nouns. Perhaps the following examples and comparisons can help readers have a clearer understanding of these concepts. Terms and names are not identical concepts. Taking product names as an example, some product names, such as «needle», «thread» and other daily product names, do not belong to terms, while some product names, such as «radar», «rocket» and other product names obviously belong to terms. The proper of people, surnames, place names and unique object names are not terms. There are also some special words, because the meanings they represent are different, and the positioning of the field is also different. For example, «ampere», as a surname, is not a term, but as a unit of current, can be called a term. Common nouns refer to the intersection of common names and terms, which is very common. Any common name used in the field of professional knowledge can be regarded as a term. Such words as «airplane» and «spike» are also very familiar to the public. The difference may lie in the gap between their conceptual understanding of these terms and the scientific definition.

The definition of «term» has been debated by linguists since the birth of modern terminology in the 1930s.

The word «term» originates from the Latin word «terminal», which means limit. A border term is a word or phrase, which is a clear and stable expression of a concept specific to science, technology or professional fields because a term is the basic unit that constitutes a scientific text. Linguists have different views and definitions of terms in the field of terminology. The definitions of terms are varied.

In the dictionary of linguistic terms edited by O. S. Akhmanova, the term is defined as «a word or a word combination belonging to a specific (scientific, research, etc.) language created (or adopted, borrowed) to accurately express professional concepts and refer to professional things»²⁶.

V. A. Tatarinov believes that O. S. Akhmanova's definition of terms is «the most definable» and can be used as a working definition of terms in linguistics as it

²⁶ The dictionary of linguistic terms. 2014. P. 474.

juxtaposes «expressing professional concepts» and «referring to professional things». At the same time, it also specifically refers to different ways of generating terms (construction, adoption, borrowing). Therefore, according to this definition, different types of term units can be divided from different angles²⁷. V. A. Tatarinov put forward a very enlightening point of view when he expounded different definitions of terms. He believed that we should not try to define the «term» as a «thing», but should define the «term» as a «research object»²⁸. In fact, the term, as a thing, is complex and has many characteristics. Different researchers can define terms from the perspective of their own disciplines, without having to pursue all aspects.

V. M. Leichik in his papers on terminology stated that «the linguistic definition of a term – this is the definition of its language, and the logical definition – is the definition of its logic. What is not satisfactory in most definitions is that they try to connect the different features of the term. However, it seems that it is impossible and logically unreasonable to connect an object with multiple features in one definition»²⁹. The scholar gives a deep analysis of term definitions within the realms of philosophy, linguistics and terminology and concludes that all of them render one of the sides of the phenomenon of the term.

In Russian linguistics there are two approaches to understanding the nature of the term in terminology: normative and descriptive. Proponents of the first approach consider the term as a lexical unit having terminological meaning and differing from commonly used words by the presence of a certain grammatical structure.

Within the framework of this approach, S.V. Grinev offered the following requirements for the term:

- a) consistency of meaning;
- b) unambiguity;

²⁷ Tatarinov, V. A. Theory of terminology. 1996. P. 136.

²⁸ Ibid. P. 144.

²⁹ Leichik, V. M. Terminology: subject, methods, structure. 2009.

c) completeness (reflection in the meaning of the term of the minimum features necessary to designate the concept);

d) absence of synonyms³⁰.

From the descriptive approach, the term is considered as an element of the sphere of functioning and exists in natural language. According to this concept, special words can become common, and common words, in turn, can become part of a special vocabulary, fully or partially preserving their semantics and acquiring new functions.

It should be noted that in modern linguistics, most researchers believe that it is the descriptive approach that best reflects the nature of the term.

D. S. Lotte developed the following requirements for the term:

a) unambiguity;

b) accuracy;

c) laconism;

d) consistency;

e) simplicity;

f) motivation;

g) absence of synonyms and homonyms;

h) agreement with other terms involved in term formation within a certain term system³¹.

The problem of part of speech reference of the term is still being debated today. It is generally accepted that terms have nominative nature: verb terms can be replaced with nouns in them. For this reason, it is necessary to consider noun terms that fully perform the nominative-definitive function and convey the essence of the concept without any formal changes.

So, the term is the main element of the term system and is a lexical unit of a certain language, denoting the concept of a special field of knowledge or activity. The term is characterized by unambiguity, accuracy, brevity, consistency, as well as

³⁰ Grinev, S. V. Introduction to terminology. 1993. Pp. 40-41.

³¹ Lotte, D. S. Fundamentals of scientific and technical terminology. 1961.

the absence of synonymy and homonymy. Despite the variety of parts of speech in the environment of terms, the main function of these units is nominative, which is implemented in the process of coordinating the term with other units of a specific terminological system.

1.2 The concept of term system

The main purpose of the terms is to designate concepts that serve a certain sphere of human activity. As a consequence, this makes them the object of study of many sciences and interdisciplinary fields of knowledge, each of which focuses on the consideration of individual aspects of a particular term.

The conceptual base of any science includes general scientific concepts or concepts related to a particular field, which are designated by special or general scientific terms. From the earliest stages of studying the terms, V. M. Leichik formulated the idea that each term is an element of a set of linguistic units (terminology or term system) and exists in such a set only in a certain connection with other terms³².

Terms differ from other lexical units on the ground of functioning within a special system where they can reveal structural, semantic and functional features. These systems are called term systems.

The concept of a term system does not have a generally accepted definition which could succinctly reflect all features of this concept.

In his works V. M. Leichik presents the term system as «a complex dynamic stable system, the elements of which are lexical units of a natural language selected according to certain rules, the structure of which is isomorphic to the structure of logical connections between the concepts of a special field of knowledge or activity, and the function is to serve as a sign (language) model of this field of knowledge or activities»³³.

³² Lotte, D. S. Fundamentals of scientific and technical terminology. 1961. P. 70.

³³ Leichik, V. M. Terminology: subject, methods, structure. 2009. P. 42.

A. V. Superanskaya characterized the term system as «an artificially formed lexical layer, each unit of which must have certain restrictions in use and optimal conditions for its existence and development»³⁴.

L. V. Ivina came up with a simpler definition of a term system: it can be viewed as «a set of terms that provide the nomination of the basic concepts of a certain field of knowledge and field of activity, interconnected by logical, semantic or other relationships»³⁵.

To sum up, the analysis of various approaches to the interpretation of the term system allows us to draw the following conclusion: a term system is a complex developing stable system, the elements of which are exact concepts belonging to a specific field of knowledge or activity, which are directly or indirectly communicatively correlated with each other.

1.3 Term field as a structure of term system

As it has been established above, a set of concepts belonging to a specific field of knowledge builds the term system, which can be represented as a terminological field.

The concept of term field, developed by A. A. Reformatsky, is still being studied by many linguists, due to the fact that «some authors do not have the same definitions at all, while others doubt the need for its isolation»³⁶.

According to L. A. Morozova, term field is a system of connections between terms of one professional field³⁷. The field can also be considered as an «artificially created and closed domain of the term's existence, which forms its key characteristics»³⁸.

Every terminology field includes a number of interrelated and interdependent elements arranged in a certain order:

1) the core of the terminology field reflects the key concepts of a specific field of knowledge or activity that determine its composition;

³⁴ Superanskaya, A. V. General terminology. 1989. P. 8.

³⁵ Ivina, L. V. Linguistic and cognitive basis of industrial term systems analysis. 2003. P. 27.

³⁶ Cited in: Leichik, V. M. Terminology: subject, methods, structure. 2009. P. 200.

³⁷ Morozova, L. A. Term knowledge: fundamentals and methods. 2004. P. 92.

³⁸ Superanskaya, A. V. General terminology. 2003. P. 110-111.

2) around the core is the center of the term field containing highly specialized terms and reflecting its main meaning;

3) the periphery of the term field is represented by terms with more complex content compared to the elements of the core and center. Such units are poorly separated from the elements of other areas and provide their connection with a separate terminological field³⁹.

Terminological systems are an essential component of various scientific domains. They are used to organize and standardize the terminology used in a particular field of study. The development of terminological systems involves various cognitive aspects, including the identification of core and periphery terms.

The core and periphery terms are essential components of terminological systems. The core terms are the most important and frequently used terms in a particular field of study. They are the building blocks of the terminological system and form the backbone of the domain's vocabulary. The core terms are typically well-defined and have a clear meaning that is widely accepted within the field⁴⁰.

On the other hand, the periphery terms are less frequently used and are often more ambiguous. They are not as well-defined as core terms and may have multiple meanings or interpretations. Periphery terms are often used to describe specific concepts or phenomena that are not central to the domain's vocabulary⁴¹.

The identification of core and periphery terms is a critical aspect of building a terminological system. It helps to establish a clear and concise vocabulary that can be easily understood by those working within the field. By identifying the core terms, researchers can ensure that they are using consistent and accurate terminology when communicating their findings. The periphery terms, while less important, still play a crucial role in the domain's vocabulary. They provide a more nuanced understanding of specific concepts and phenomena, allowing researchers to communicate their findings more effectively.

³⁹ Ibid.

⁴⁰ Budin, G. Terminology: theory, methods, and applications. 2012. P. 34.

⁴¹ Ibid. P. 35.

I. A. Sternin came up with the features of term field. They include:

1) horizontal arrangement, which can turn into a hierarchy if one or more micro-term fields are included in some term field;

2) the functions of term field are carried out by the core and the periphery. At the same time, the boundaries between the data components of the field are blurred;

3) the same terms can simultaneously be located in the core of one term field and on the periphery of another;

4) separate terminological fields may eventually merge into each other;

5) one term field may contain elements with different linguistic organization, and units with the same type of linguistic organization may belong to different term fields⁴².

The development of terminological systems involves various cognitive processes. R. Dubuc points out that these processes include concept formation, categorization, and semantic mapping.

1. Concept formation is the process of creating mental representations of objects, events, or ideas. It involves identifying the essential features of a concept and grouping them together based on their similarities. In the context of terminological systems, concept formation is essential for identifying the core and periphery terms.

The process of concept formation involves various cognitive processes, including attention, perception, and memory. Attention is required to focus on the essential features of a concept, while perception is necessary to identify the similarities between different features. Memory is required to store and retrieve these mental representations.

2. Categorization is the process of grouping objects or concepts together based on their shared features. It is an essential aspect of building terminological

⁴² Sternin, I. A. Lexical meaning of a word in speech. 1985. P. 79.

systems as it allows researchers to organize the domain's vocabulary into meaningful categories.

The process of categorization involves various cognitive processes, including attention, perception, and memory. Attention is required to focus on the relevant features of a concept, while perception is necessary to identify the similarities between different features. Memory is required to store and retrieve these mental representations.

3. Semantic mapping is the process of identifying the relationships between different concepts. It involves identifying the semantic relationships between terms, such as synonyms, antonyms, and hyponyms. Semantic mapping is an essential aspect of building terminological systems as it helps to establish a clear and concise vocabulary that can be easily understood by those working within the field.

The process of semantic mapping involves various cognitive processes, including attention, perception, and memory. Attention is required to identify the semantic relationships between different terms, while perception is necessary to understand the meaning of these relationships. Memory is required to store and retrieve these mental representations⁴³.

So, we can conclude that the terminological system is closely related to the terminological field – a special system of communication between the elements of a certain area, which has a core, center and peripheral area in its composition.

The structure of the term field provides the relative stability of the terminological system and establishes relations between its elements, while the linguistic means of the terminological system allow to fully embody the units of the term field in the language.

Development of terminological systems involves various cognitive processes, including concept formation, categorization, and semantic mapping. The identification of core and periphery terms is a critical aspect of building a

⁴³ Dubuc, R. Cognitive aspects of terminological knowledge representation. 2002. Pp. 50-54.

terminological system as it helps to establish a clear and concise vocabulary that can be easily understood by those working within the field of dance. By understanding the cognitive aspects of building terminological systems, researchers can ensure that they are using consistent and accurate terminology when communicating their findings.

Conclusions to chapter 1

The term is a lexical unit of a certain language denoting the concept of a special field of knowledge or activity. The term is characterized by unambiguity, accuracy, brevity, consistency, as well as the absence of synonymy and homonymy. Despite the variety of parts of speech in the environment of terms, the main function of these units is nominative, which is implemented in the process of coordinating the term with other units of a specific terminological system.

Terms form a terminological system where all elements belong to a specific field of knowledge or activity and are correlated with each other. Term systems are used to organize and standardize the terminology used in a particular field of study.

The most important distinguishing feature of a system is its stability and orderliness. Term system has its own structure which can be presented in the form of a field.

Terminological field is a special structure where elements (terms) are placed in the areas of the core, center and periphery. The structure of the term field provides relative stability of the terminological system and establishes relations between its elements within a certain area of the field and between different areas.

2 DANCE TERMINOLOGY OF THE ENGLISH LANGUAGE AS A SYSTEM

2.1 Dance term as a linguistic concept

As it was stated above, terminology is inherent in a particular sphere of human activity. It is inseparable from the discourse where specific words are used.

Terminology refers to the specific language used to describe concepts, theories, and phenomena in a particular field. Discourse, on the other hand, refers to the way in which language is used to convey meaning and communicate ideas within a particular context⁴⁴.

Hence, it is worth starting by giving definition to dance. Dance is «the movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in the movement itself»⁴⁵.

Besides, one can refer to dance as «the art of dancing»⁴⁶ or «the activity of performing dances, as a public entertainment or an art form»⁴⁷. From this perspective, dance can be treated as a social context marked by specific activity and language.

The «art of creating and arranging dances»⁴⁸ is denoted as «choreography». It should be emphasized that choreography traditionally refers to creating classical dances, like ballet⁴⁹. This approach reflects institutionalized view of dance: it is the object of dance education subject to all-sided studying: with reference to styles, genres, traditions, social, cultural, religious meanings of movements, etc. Obviously, dance terminology initially facilitates academic communication on the subject and is also used for further professional communication. This view on dance terms allows to distinguish words referring to dance used in amateur or

⁴⁴ Altamanova, J. Terminology & Discourse. 2018. P. 8.

⁴⁵ Dance // <https://www.britannica.com/art/dance> (05.03.2023)

⁴⁶ Dance // Longman dictionary of contemporary English (12.02.2023).

⁴⁷ Dance // Oxford Learners' Dictionaries (10.03.2023)

⁴⁸ Choreography // <https://www.britannica.com/art/choreography> (05.03.2023)

⁴⁹ Choreography // Longman dictionary of contemporary English (12.02.2023).

everyday speech from those applied by professionals. Only the latter can be regarded as terms.

Dance terminology refers to the specific words and phrases used to describe the various movements, steps, techniques, and styles of dance. It is a specialized language that allows dancers, choreographers, and instructors to communicate with precision and clarity about the elements of dance. Dance terminology may include technical terms, descriptive words, idiomatic expressions, abbreviations, and acronyms. It is constantly evolving to reflect the changing nature of dance itself⁵⁰.

Dance terminology can be seen as a layer of language, adding depth and specificity to the communication between dancers and choreographers. Just as specialized vocabulary is used in fields like medicine or law, dance terminology facilitates clear academic and professional communication.

Another distinguishing feature of terminology is its clear categorization and systematization. These can be sustained with the professional dictionaries, glossaries which are compiled of relevant terms and their definitions.

The research into dance terminology attempted in the paper in hand is based on the scope of dance terms listed in «The Oxford dictionary of dance terms» by D. Craine, J. Mackrell, «Dictionary of Dance» by J. Jacobson, «Modern Dance Terminology» by P. Love⁵¹. The dictionaries feature choreography terms ranging from classical ballet to modern dance.

«The Oxford dictionary of dance terms» also provides entries about famous dancers and choreographers, ballet performances or concerts, ballet companies (The Stuttgart Ballet) and dance halls, thus giving an elaborate picture of the diverse dance scene. For example, in the entry «Song of the Earth» it is stated that it is a «a ballet in one act with choreography by MacMillan and music by

⁵⁰ Karpenko, V. N. History of origin of dance terminology. 2016. P. 72.

⁵¹ Craine, D. The Oxford dictionary of dance. 2010; Jacobson, J. Dictionary of Dance. The ultimate guide for the choral director. 1997; Love, P. Modern Dance Terminology: The ABC's of Modern Dance as Defined by Its Originators. 1997.

Mahler»⁵². The names were not subject to analysis as do not fall into the category of terminology proper⁵³.

By way of continuous sampling method 432 dance terms were selected from the dictionaries for analysis.

By way of structural and semantic analysis the terms listed in the dictionaries were analyzed to build a picture of dance terminology from the linguistic perspective.

2.2 Thematic groups of English dance terms

From the semantic point of view, all terms fall into 9 categories: dance types, dance names, techniques, movements, sequences of movements, positions, fitness, academic terms and descriptive terms. Now we will view each category in isolation.

1. Dance type. This group includes such terms as ballroom dance, modern dance, artistic dance, contemporary dance, improvisation, ritual dance, social dance, lyrical dance, modern dance, new dance, postmodern dance, etc. – 24 units in total. Among dance types can be distinguished professional and amateur dances, dance styles, and functional types. Style is defined as «the particular way in which something is done»⁵⁴, so dance style is the most general way of performing dances. Style can reflect location of the dance (the country or area it originates from), e.g., Latin dance or its novelty.

Classification of dance types is attempted in the following table. As categories we use reference of certain terms to particular notions, like function, time, region, etc.

Table 1 – Thematic classification of dance types

	Category	Dance styles
1	Academism	<i>professional dance, folk dance, classical dance, tribal dance</i>
2	Function	<i>theatrical, religious, recreational, artistic, ritual, social, ballroom, performance dance</i>

⁵² Craine, D. The Oxford dictionary of dance. 2010.

⁵³ Schochenmaier, E. Terminological discrepancy of modified proper names. 2021.

⁵⁴ Style // Oxford Learners' Dictionaries (10.03.2023).

3	Time	<i>modern, new dance, postmodern dance, contemporary dance, historical dance</i>
4	Region	<i>Latin dance, African dance, South Asia dance, Russian dance, European dance, Middle East dance, American smooth, West Coast Swing</i>

Each type of dance can be further classified into separate dances, which are presented below.

2. The dance names group of terms includes all terms used for naming acts of dancing characterized by distinguishing features and falling within some dance styles. The Britannica encyclopedia attributes the concept of genre to all dance types of lower levels of categorization. At the same time, genre refers to «a self-contained formal tradition»⁵⁵, which emphasizes belonging to a well-established theory where every constituent element is well defined and differentiated from other words. The study of the dictionary allowed to classify 47 terms as dance names. In the group there are such terms as *ballet, cha-cha, fox trot, polka, swing (lindy), waltz, fandango, minuet, rumba, hip hop, salsa, tango, quickstep, jive, hustle, bolero*, etc.

Some terms can be further divided into subtypes. For example, *tango*, «a South American dance in slow 2/4 time which is characterized by sensual partnering and fast interlocking footwork; <...> based on dances brought to Argentina by African slaves and <...> originally performed in the slums of Buenos Aires in the 1860s»⁵⁶ is categorized into *Argentine tango, tango nuevo, Finnish tango, Uruguayan tango, tango apilado, show tango, ballroom tango, salon tango*.

3. Movements are acts of meaningful moving body parts to music. The group of movements is the largest group of terms with 144 elements in it. Peculiar linguistic features of terms within this group are their one-word structure and a big number of French borrowings. These will be discussed below, while here we dwell on the semantic features of terms for movement.

⁵⁵ Dance // Britannica (05.03.2023)

⁵⁶ Craine, D. The Oxford dictionary of dance.

Semantically, the terms fall into those associated with classical dance, first of all ballet. This is emphasized in the definitions of the terms, for example *cambré* which is «in ballet a bend of the body from the waist to the front, back, or side, with an accompanying port de bras».

At the same time, ballet is in general not mentioned in the definitions of terms of movement of French origin, like in the definition of *brisé*: «a jumping beat which allows the dancer to travel in a specified direction». Predominance of such definitions allows to conclude that terms of movement which entered the language of dance from ballet do not refer to this dance type exclusively. Rather, they are viewed as the core terminology of dance movement. Another evidence of this tendency is the use of terms of movement traditionally associated with ballet to define other terms. For example, *toe stand* is described as «movement in which the dancer stands on the tips of the tap shoes: ‘en pointe’»; while *flea slide* is a «slide on a diagonal line in *passé*».

Other examples of terms of movement are *relevé*, *reverence*, *sauté*, *sissonne*, *tour*, *en tourant*, *relever*, *glisser*, *changement*, *en l’air*, *assemble*, *axel*, *battement*, *brise*, *camber*, *ciseaux*, *contagion (ripple)*, *par terre*, *pas de deux*, *pas de passe*, *penche*, *pirouette*, *sickle foot*, *chicken walk*, etc.

Among the terms denoting dance movements one can separate two basic types of movement: jumps and steps. Componential analysis of definitions allowed to assemble terms for jumps and steps. The group of jumps (23 terms) includes such units as *stag*, *hop*, *jump*, *leap*, *pick-ups/pullbacks*, *wings*, *Russian*, *soussus*, *sauté*, *relevé*, *cabriole*, *ballotté*, *assemble*, *axel*, *brise*, *ciseautz*, *jeté*, *switch leap*. They differ in the height, length of jump or denote a series of jumps. Half of the terms in this group are of French origin (12), while others are English. Some terms render the type of jump by naming it metaphorically: a *wing* is «a hop into the air while scraping the edge of the tap shoe on the ground» or referring to the general manner of dancing peculiar to some dance style: *Russian* is «a toe touch jump in second position», which obviously comes from the Russian ballet.

The second big group of terms within the category of movements includes different kinds of steps. Among them are such terms as *cramp roll*, *Maxie Ford*, *stamp*, *step*, *stomp*, *pas*, *pas de bourré*, *pas de chat*, *pas de basque*, *coupé*, *chaînés*, *bourrée*, *en l'air*, *balance*, *chasse*, *glissade*, *par terre*, *pas de deux*, *triplet*, *chicken walk* – 25 in total. The definitions of these terms refer them to a particular dance style (ballet or modern dance). For instance, *pas de bourré*, which is «a basic linking step which permits a change from one fifth position to another» is a ballet term; while *buffalo* is a «step consisting of a step, shuffle, and a leap in tap dance».

It should be mentioned that modern dance terms for steps also apply metaphorical presentation of the movement: *chicken walk* is «a movement used in swing dances like jive or cha-cha» that resembles the walk of a bird; while *nerve roll* is a «series of quick, consecutive taps with heel, ball, toe, or tips». Also, one case of term nomination after a dancer was identified in the dictionary: *Maxie Ford* is «a step named for a famous dancer Max Ford. Consists of a step, shuffle, leap, tap».

Movements, if assembled in simple sequences, are also denoted with specific terms. These are also numerous in the dictionary: 55 examples have been elicited. The techniques group of terms is built of dance terms denoting meaningful sequences of actions. Such terms as *assemblé*, *cabriole*, *chaînés*, *fouetté*, *frappé*, *grand ronde jambe en l'aire*, *pas de basque*, *pas de chat*, *passé*, *petite batterie*, *ronde de jambe*, *soussus*, *soutenu*, *tour en l'aire*, *tour jeté*, *attitude*, *ballotté*, *spotting*, etc. are added to this category. These terms also refer to classical dance and entered English dance terminology through ballet.

However, sequences of movements used in modern dance styles are also numerous: *repetition*, *retrograde*, *reversal*, *rondo*, *draw*, *heel drop*, *flap*, *riffle*, *scuffle*, *shuffle*, *lunge*.

4. The positions group includes the terms naming posture and figures featured by the dancer. Positions are static and along with movements are constituent elements of dance. This is the third largest group of terms with 64

elements in it. Among the terms for positions are words of French origin: *cou-de-pied, derrière, devant, épaulement, en pointe, port-de-bras, port-de-corps, promenade, retiré*, etc. as well as English words: *first / second / third / fourth / fifth / sixth position* which refer to classical dance, first of all ballet. At the same time, such position terms as *parallel, placement, symmetrical, turned out, coccyx balance, flat back, forced arch, jazz frame, jazz hand, hinge, table, knee hinge, lunge, primitive squat, scattering*, etc. are used in modern dancing.

5. The terms for methods and techniques of dancing constitute the next group of dance terms. It consists of 20 elements which are used to refer to theoretical concepts of dance. Thus, the methods elicited in the dictionary are *Vaganova Method, Cecchetti Method, Balanchine method*, etc. For example, *Vaganova method* is «the foremost training syllabus of the classical ballet invented by Agrippina Vaganova».

Close in meaning are dance techniques: *Graham technique, Horton technique, Humphrey technique, Limón technique*, etc. *Graham technique* is a «modern dance technique developed by Martha Graham, based on “contraction and release” as the motivation of all movement». Obviously, these terms are devised from names of people who invented and developed some dancing practices and pioneered in them.

6. Academic terms category was outlined as a big number of terms relate to the process of teaching and learning dance – 39 words and word combinations. This group of terms is not homogeneous itself.

Table 2 – Semantic classification of academic dance terms

	Category	Dance terms
1	Classroom language	<i>time step, repetition, barre, memorization</i>
2	Practical training	<i>center floor, base of support, mirroring, locomotor movement, non-locomotor movement</i>
3	Theoretical training	<i>choreography, choreographic device, choreographic intent, choreographic process, culture, kinesiology, choreology, kinesthesia, personal style, Laban language</i>

4	Dance analysis	<i>contrast, dance description, embellishment, focus, fragmentation, genre, context, motif, performance persona, theme and variation, score</i>
5	Parts of dance	<i>accumulation, body, form, phrase, movement sequence, inversion, piece</i>

Classroom language terms are used in dance training classes: *time step* is a «rhythmic stepping with a foot» a dance teacher may perform; *barre* is « the wooden bar attached to the walls of a ballet studio at about waist height. It is used by dancers to aid balance during the exercises that constitute the first part of a daily class». Two other terms in this sub-group refer to learning activities of dance students.

Practical training dance terms also describe the process of dance learning: *mirroring* is «an exercising method, <...> a bodily activity for two, in which one person moves and the other follows as if s/he was a mirror»; while *base support* is «the part of the body supporting a dancer in a balanced position». Theoretical training group consists of terms denoting some theoretical concepts, like *kinesiology* («the study of human movement, from the point of view of both mechanical action and anatomical structure») or *choreology* («system of dance notation»).

Two other groups of terms refer to dance as a piece of art having its clear structure (*description, fragmentation*), constituent parts (*body, form, phrase, piece*) and meaning (*motif, performance persona, theme and variation*).

This categorization reflects the status of a term as of a linguistic unit denoting some specific concept in a particular professional or scientific sphere.

7. Characteristic dance terms are descriptive as their function is to describe dance movements, positions, etc. The group consists of 40 terms. Among them are adjectives: *ballón, demi, fond, grand, l'aire, penché, petite, allegro, asymmetrical, grounded, percussive*, etc. These adjectives can form pairs of opposites which can serve as evaluating qualities of dance: *direct – indirect, strong – light, sudden – sustained, bound – free*, etc.

The send group of characteristic dance terms is constituted from nouns or noun phrases: *energy, level, musicality, fluidity, grace, clarity of line, dynamics, effort, projection*, etc. These terms are used to name features and qualities of a dance or a dancer and can be used isolated (e.g., *grace* can be used to refer to «an attractive <...> movement that is smooth and done with control») or in combinations (e.g. *high level / middle level / low level* are used to denote the position of a dance movement in space; thus *high level* movements are «executed in positions like standing, tiptoeing or jumping»).

Within the group characteristic terms there are dance terms used to feature the music the dance is performed to as music directs the content of a dance and its performance. In this group of terms are *triplet, waltz clog, brisé, allegro, canon, beat, counterpoint, flow, legato* and others.

8. Fitness terms group is constituted from terms (54 in total) which relate to sport and physical shape of dancers. They can denote physical exercising and gymnastics (*warm up, warm down, cool down, chest lift, wrist press, bridge, arch*, etc.) or dancer's physical shape (*neutral alignment, parasite tension, stance, experiential anatomy, effort economy*, etc.).

It is worth sharing the observation of the fact that the term *body* is used in dance terminology to denote the composition of dance. To talk about a dancer's body and its fitness the term *corporeality* is used.

Quantitative analysis of terms grouped by semantic criteria brought us to the following conclusion. All dance terms selected for research fall into two major categories which approach dance as, first, the act of dancing and, second, as a form of art. The first group of terms cover concepts of practice of dancing: steps, jumps, movements, techniques, etc. The second group represents the term used to describe dance as a form of art, profession or scientific field: it includes terms for dance styles, genres, constituent elements, meaning, etc. The percentage ration of these groups is illustrated in the diagram below.

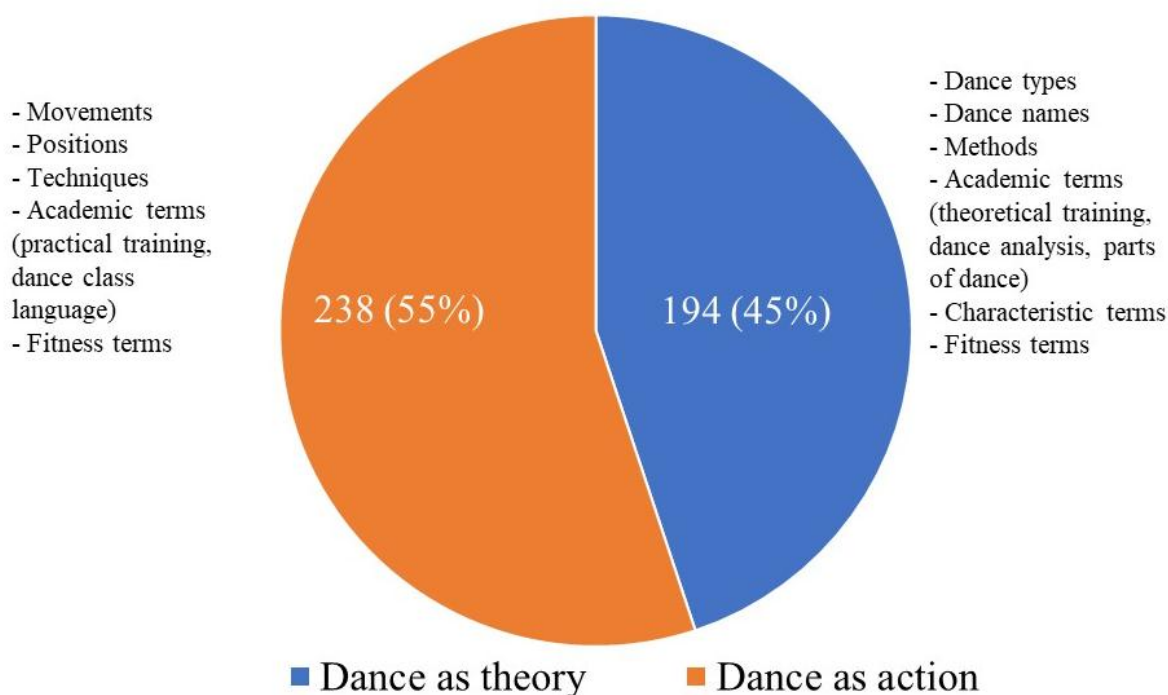


Illustration 1 – Correlation between term groups representing dance as action and as theory

To sum up, the research brings to the conclusion that dance is a two-sided concept covering both activities of dancing and theoretical knowledge about dance as a professional and scientific sphere.

2.3 Structural types of English dance terms

English dance terms processed in the course of the research have various structures. By structure of a term, we understand its single-word or multi-word composition as well as internal organization of one-word terms. Bearing it in mind, we analyzed the dance terms selected from structural perspective.

1. Single-word terms, as it was stated in the paper above, consist of one element, or base word. They account for 267 cases (62% of all terms analyzed). Examples of one-word dance terms are: *plier* (bend), *étendre* (stretch), *sauter* (jump), *élancer* (dart), *disco*, *tap*, *flamenco*, *allonge*, *arabesque*, *attitude*, *ecarte*, *efface*, *epaulement*, etc. The constituent element of the terms can be a noun (*waltz*, *beat*, *contraction*, *tambourine*, etc.), a verb (*plier*, *assembler*, *étendre*, *fouetté*, etc.), an adjective (*relevé*, *adagio*, *allegro*, *grand*, *percussive*, *lateral*, etc.), a word that can be either a noun or a verb (*kick*, *leap*, *hop*, *step*, *stomp*, *turn*, etc.). Even though

one-word dance terms can be formed from various parts of speech, they seem to lose their initial pattern of nominating an object, action or quality. The terms are used for nomination, and it is especially relevant for loan words. Thus, French borrowings might have unclear morphological status to the speakers of English who use the terms without clear reference to their part of speech.

Two cases of the use of adjectival names of countries as terms have been discovered: *Russian* («a toe touch jump in second position»), *Irish* («a movement adopted from Irish folk dances which consists of a shuffle, hop, and a step»). One case of the use of a city name as a dance term has been discovered: *Cincinnati* («a brush, hop on the opposite foot, shuffle and a step <...> performed traveling backwards and alternating feet»).

Single-word terms can be sub-divided into:

1) simple non-derivative patterns which cannot be divided into morphemes. These terms include such examples as: *hop, step, ballet, tango, disco, body, dance, swing*, etc. The group of non-derivative dance terms also includes all French, Spanish and other borrowings. These terms, on entering the system of the English language, lose their distinctive morphemic structure for the speakers of English and are used as root words. This structural group of dance terms is the biggest with 178 examples elicited in the dictionary;

2) derivatives formed by means of affixation were identified in 89 cases. The examples of derivatives among dance terms are: *asymmetrical, kinesiology, choreology, fluidity*. They demonstrate suffixes traditionally used for building terms: *-ion* to denote process, state or result (*inversion, projection, repetition, abstraction*, etc.); *-y / -ity* to form nouns with abstract meaning: *musicality, corporeality, anatomy, clarity, fluidity, choreography, choreology, kinesiology*.

2. Multi-word terms are compound words and word combinations (collocations) consisting of two and more elements connected with or without prepositions. Multi-word terms consist of a basic element and its descriptor. Multi-word terms can be further classified by the types of constituent elements.

1) compound nouns consist of two or more nouns combined to form a new term. Examples include *pirouette en dehors* («a turn outward»), *chassé en avant* («a step forward»), *port-de-bras* («movement of the arms»), *cou-de-pied* («the position that places the working foot on the ankle of the supporting leg»), *rond de jambe* («circle of the leg»), *chest lift*, *chicken walk*, *fox trot*, *toe stand*, etc. This term-structure pattern also includes the compound terms consisting of a noun and a proper name: *Vaganova method*, *Cecchetti method*, *Graham technique*, *Horton technique*, *Limón technique*, *Argentine tango*, *Finland tango*, *Vienna waltz*, *Laban language*, etc. This group of terms is the biggest: it encompasses 76 terms from all semantic groups;

2) adjective-noun compounds consist of an adjective and a noun combined to form a new term. Examples include *grand battement* («a powerful kick»), *cramp roll* («step using toe and heel drops in a specific pattern»), *grand ronde* («a large circle»), *modern dance*, *postmodern dance*, *new dance*, *lyrical dance*, *social dance*, *ritual dance*, *artistic dance*, *American smooth*, *square dance*, *choreographic process*, etc. The adjective-noun pattern is most frequently used to build terms naming dance styles and dances and academic terms (49 terms);

3) the next biggest group of terms differentiated by their structure are preposition-noun phrases (11 terms), for example: *en croix* («in the shape of a cross»), *sur le cou-de-pied* («on the neck of the foot»), and *à la seconde* («to the side»), *fall and recovery*, *lead and follow*, *theme and variation*, *base of support*, etc. These terms most frequently denote movements and their sequences, i.e. render a complex concept which needs description via a phrase;

4) numeral-noun pattern is identified in the terms naming ballet positions: *first position*, *second position*, *third position*, *fourth position*, *fifth position*, as well some French borrowings: *pas de deux* («a large pair dance»). There are 8 terms of this type in the dictionary;

5) letter-noun term-building pattern was identified in three cases: *C-frame* («the body shape maintained by dancers for Swing dance and Lindy hop; it is bent over forward and allows the leader to communicate the moves to the follower»), *V-*

position («Position in which the arms, legs, and body make a “V” shape»), *X-technique* (a warm up technique);

6) analysis showed presence of less-spread word-building patterns, for example verb-noun compounds consist of a verb and a noun combined to form a new term. Research revealed 1 example of this term structure type *tour en l'air* («turn in the air»). It accounts for the difficulty in differentiation between nouns and verbs as they can move from one category to the other through conversion. Due to this fact and nominal nature of terms such cases as *switch leap*, *chest lift*, *wrist press* are regarded noun phrases.

Quantitative analysis of terms grouped by structural criteria brought us to the following conclusion. All dance terms selected for research fall into two major categories: single-word and multi-word terms. Within each category there are sub-types which are reflected in the table below.

Predominance of single-word terms in the dance term system may be explained with the fact that established terminology systems often use terms consisting of a single word. In younger systems, two-word and multi-word terms prevail⁵⁷. In a number of aspects, the latter are much more convenient than one-word terms, since they allow showing the relationship of individual concepts at the early stages of the formation of the system. The structural analysis of the terms shows that single-word terms denote well-established concepts which refer to ballet as classical dance. On the contrary, multi-word terms are used to denote new styles and genres of dance or the concepts associated with them.

⁵⁷ Taranova, E.N. Form and structure of terms. 2009. P. 19.

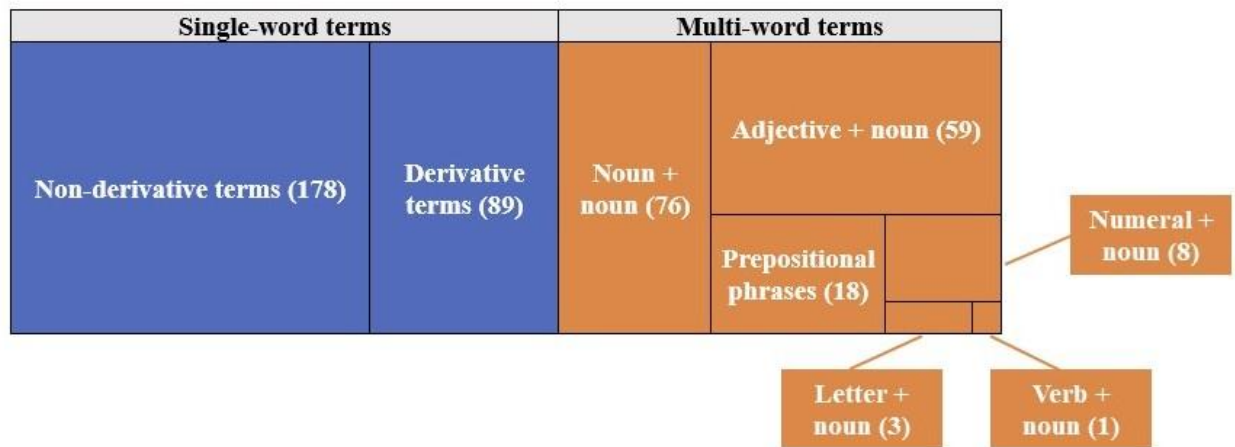


Illustration 2 – Structural types of English dance terms

The result obtained from the research allows to conclude that English dance terminology is a well-established system where old, traditional terms prevail.

2.4 Origin of English dance terms

Analysis of the research material shows that English dance terms have been influenced by various languages throughout history. Borrowing of words to denote dance-associated concepts, which later resulted in creating new dance terms, has had a great impact on English dance terminology.

Research into the dance terms provided by The Oxford dictionary of dance gives the following image of their origin.

Most of the dance terms are English words by origin. There are 246 dance terms of English origin, which accounts for 57% from the total number of dance terms registered.

Loan words are 186 in number, which stands for 43% of all dance terms. Below we will see their origin in details.

1. Most of borrowed dance terms are of French origin – 132 terms are identified as French borrowings. The reason lies in the significant influence of France on the development of ballet in the 17th and 18th centuries.

Ballet has a rich history in Britain, dating back to the 16th century when it was introduced to Catherine de Medici. At that time French was the language of royal courts. Later, in the 17th and 18th centuries, France became the cultural center

of Europe. At that time ballet became a popular form of performance in theatres; ballet was heavily influenced by French culture and aesthetics, and many of the early ballet masters were French⁵⁸. As a result, French became the language of ballet, and many of the technical terms used in ballet today are still French.

Examples of French borrowings were mainly elicited in the semantic group of terms denoting movement and positions: *en arrière*, *en avant*, *bouffée*, *cambré*, *plier*, *sauter*, *tourner*, *chassé*, *coupé*, *en croix*, *en dedans*, *dégagé*, *en dehors*, *développé*, *elevé*, *échappé*, *enveloppe*, *glissade*, *grand battement*, *jeté*, *pas de bourrée*, *piqué*, *pirouette*, etc. They account for the technique of performing the dance, which today is the foundation of choreography training.

Today ballet is regarded as a classical dance because it has a long history and tradition of formalized movements and techniques. It has been developed over centuries and has a structured system of training that emphasizes control, precision, and grace. Ballet also serves as the foundation for many other dance styles and forms, including modern and contemporary dance. Its emphasis on technique and discipline provides a fundamental basis for choreography, which is learnt with the terms of French origin.

Peculiar feature of this borrowing is the fact that the words are still bearing their original spelling and pronunciation, they are not adjusted to the English language.

2. The second largest group of loan dance terms consists of words of Spanish origin. There are 35 dance terms of Spanish origin in the dictionary, e.g., *bolero*, *rumba*, *mamba*, *cha-cha*, *flamenco*, *salsa*, *paso doble*, *tango*, etc. It can be seen from the list of examples that most loan terms of Spanish origin are dance names, though a few terms of Spanish origin refer to the technique of dance or dancer: *la síncopa* («syncope»), *el salsero / la salsera* («salsa dancer»), *paso* («step»), *parada* («stop»), *gancho* («hook, a visual metaphor for what the woman's leg does»), *danza machista* («sexist macho dance»), etc.

⁵⁸ Ballet // Britannica (05.03.2023).

High number of dance terms of Spanish origin can be attributed to the influence of Spanish culture and dance traditions on the development of dance in English-speaking countries. Spanish-speaking countries have contributed significantly to the evolution of Latin dance styles, which have become increasingly popular in the USA and Britain.

3. The third largest group of dance terms borrowed from other languages consists of Italian loan words. There are 12 examples of them in the dictionary, for example *adagio* («slow and easy»), *allegro* («joyful, lively and fast»), *legato* («tied»), *staccato* («detached»), *solo* («alone»), *affrettando* («becoming hurried»), *andante* («walking»), *tarantella*, *ballet*, etc.

Dance terms of Italian origin mainly refer to music characteristics: tempo, expression, mood. Since choreographed movements are synchronized with the music piece the dance is performed to, music terms transfer to the realm of choreography. Another form of contribution of the Italian language into English dance terminology is viewed in the group of dance names. Ballet is the word that originates to the Italian *balletto*, «diminutive of *ballo* ‘dance’, from late Latin *ballare* ‘to dance’; related to Greek *ballizein* ‘to dance’»; but was borrowed by the English language from French⁵⁹.

4. The remaining group of dance terms borrowed from other languages includes 7 words. Among them are the following examples.

Waltz is a «late 18th century» borrowing derived from German *Walzer*, *walzen* ‘revolve’⁶⁰.

Polka is defined in The Oxford dictionary of dance as «a dance originating in Bohemia in the early 19th century. It is performed in quick duple time, and takes the form of step, step, step, hop. It was popular in European ballrooms and found its way onto the ballet stage in the 1840s». This word originally came from Czech and came to English through exposure to French and German.

⁵⁹ Ballet // Oxford Learners' Dictionaries (10.03.2023).

⁶⁰ Waltz // Oxford Learners' Dictionaries (10.03.2023).

Axel is a term commonly used in figure skating and ballet as it denotes a jump which is started on one leg and completed by landing on the other after some turns in the air. Such a jump is «named after Axel R. Paulsen (1885–1938), Norwegian skater»⁶¹.

Folk dances, predominantly named with English words, still reveal some etymological queries. Among the traditional dances of Great Britain, according to the Oxford dictionary of dance, are *Morris dance*, *rapper sword*, *square dance*, *barn dance*, *Ceilidh*, and *reel*.

Morris dance is «English ceremonial folk dance which first appeared in England in the 15th century. The dance is traditionally performed by men wearing bells tied to their legs».

Such dances as *rapper sword*, *square dance*, *barn dance* are English and American folk dances performed by groups of people facing each other. The words that the terms are formed from are of English origin.

Unlike them, the term *ceilidh* originates from Scotland as it was initially performed in Scotland and Ireland.

Reel is another example of a traditional English dance that is of Scottish and Irish origin: «a fast Scottish, Irish or American dance», though the name of the dance is an English word: «old English *hrēol*, denoting a rotating device on which spun thread is wound».

The research into the origin of English dance terms has brought to the conclusion which is illustrated below.

⁶¹ Axel // Oxford Learners' Dictionaries (10.03.2023).

English words	Loan words
246 (57%)	French borrowings (132)
	Spanish borrowings (35)
	Italian borrowings (12)
	Other borrowings (7)

Illustration 3 – Origin of English dance terms

To sum up, the origin of English dance terms reflects the history of dance in Great Britain. Most borrowed dance terms are from French and have come to the English language with the spread of ballet from France in the 17th and 18th centuries – the time when Britain’s official language was French. Other major sources of borrowing are Spanish and Italian. Dance terms which stem from loan words usually denote dances, dance techniques, movements and positions. The peculiar feature of such terms is the fact that they preserve spelling and pronunciation of the source languages and do not adapt to the norm of English.

2.5 The structure of the dance term system of the English language

The linguistic analysis carried out above gives ground for further analysis of the term system in hand. The groups of terms outlined and their shared characteristic features facilitate structuring of the English dance term system.

As it was stated in the theoretical part of the paper, term system structure can be presented as a field. The field, being a method of structuring not confined to linguistics, approaches all systems with universal criteria of distinguishing the core, the center and the periphery of the system.

The structure of the term field assumes consistency of its constituent elements. Such consistency means the presence of various connections between the elements, in particular, it may be common typological features inherent in a certain group of terms. From a linguistic point of view, such typological features may

concern both the semantics and the structure of words, as well as their other relevant features.

The linguistic analysis performed in relation to the terms registered in The Oxford dictionary of dance by D. Craine, J. Mackrell made it possible to identify the systemic features of the dance term system. Since the analysis was carried out with respect to such features of dance terms as their semantics, structure and origin, the filling of the term field was carried out based on these parameters.

The relevance and importance of terms for a certain term system can be assessed based on the number of terms representing a certain group. In other words, the presence of a significant number of terms included in a single group on a certain basis can be interpreted as relevance to the system.

The core of the field is composed of terms that are essential to the terminological system. The core terms are the most important and frequently used terms in a particular field of study. They are the building blocks of the terminological system and form the backbone of the domain's vocabulary. The core terms are typically well-defined and have a clear meaning that is widely accepted.

The core of the field of the dance term system first of all should be filled with a basic concept reflecting the general attribution of the system to a certain type of activity, knowledge, profession. The core of the term field bears the most relevant terms for the system. Relevance, that is, importance of terms can be assessed based on the size of the group of terms and their semantic proximity to the nuclear concept.

In our case, the nuclear concept of the term field «dance» is the term *dance*. The study revealed that dance is primarily understood as «a series of movements and steps that are usually performed to music»⁶². Other terms included into the core of the term field correlate with this concept of dance.

The core of the field also includes the terms denoting the names of dance movements and positions expressed in one-word terms originating from English

⁶² Dance // Oxford Learners' Dictionaries (10.03.2023).

and French. Among these terms are *relevé, reverence, sauté, sissonne, tour, relever, glisser, assemble, axel, battement, brise, camber, ciseaux, pas, step, stag, hop, jump, leap, sway* and others. With the help of these terms, professional and academic communication in the field of dance is carried out, and knowledge of these terms is a condition for the success of such communication. This group of dance terms is basic and universal for all communicants within the discourse of dance.

The center of term field under study is represented by elements of the next level. They also have a high relevance for this system of dance terms. In the central part of the studied terminology field there are terms denoting types and styles of dance, names of techniques, and terms naming dance props or dance environment. In the center of the field of dance terms are such terms as *ballet, cha-cha, fox trot, polka, swing (lindy), waltz, fandango, minuet, rumba, hip hop, salsa, tango, quickstep, jive, hustle, bolero, professional dance, folk dance, classical dance, postmodern dance, contemporary dance, historical dance, Latin dance, African dance, South Asia dance, Russian dance, European dance, Middle East dance, American smooth, West Coast Swing, time step, repetition, barre, memorization, accumulation, body, form, phrase, movement sequence, inversion, piece*.

The central group of terms is characterized by the presence of both English words and borrowings from other languages, as well as the complexity of their structure. The dominating structural type of a term in the center of the field is a multi-word term.

The periphery of the studied term field is represented by terms that are less frequently used and are often more ambiguous. They are not as well-defined as core terms and may have multiple meaning or interpretations. Periphery terms are often used to describe specific concepts or phenomena that are not central to the domain's vocabulary. The terms of the periphery include terms from the semantic groups «performance characteristics» and «fitness». Consequently, on the periphery of the studied field there are such terms as *warm up, warm down, cool down, chest lift, wrist press, bridge, arch, neutral alignment, parasite tension,*

stance, experiential anatomy, effort economy, X, adagio, allegro, legato, ballón, demi, fond, grand, l'aire, penché, petite, allegro, asymmetrical, grounded, percussive, energy, level, musicality, fluidity, grace, clarity of line, dynamics, effort, projection.

As can be seen from the examples given, in the peripheral part of the term field there are both one-word and multi-word terms of English origin or borrowed from other languages.

The term field of the dance term system of the English language is visualized in the illustration below.

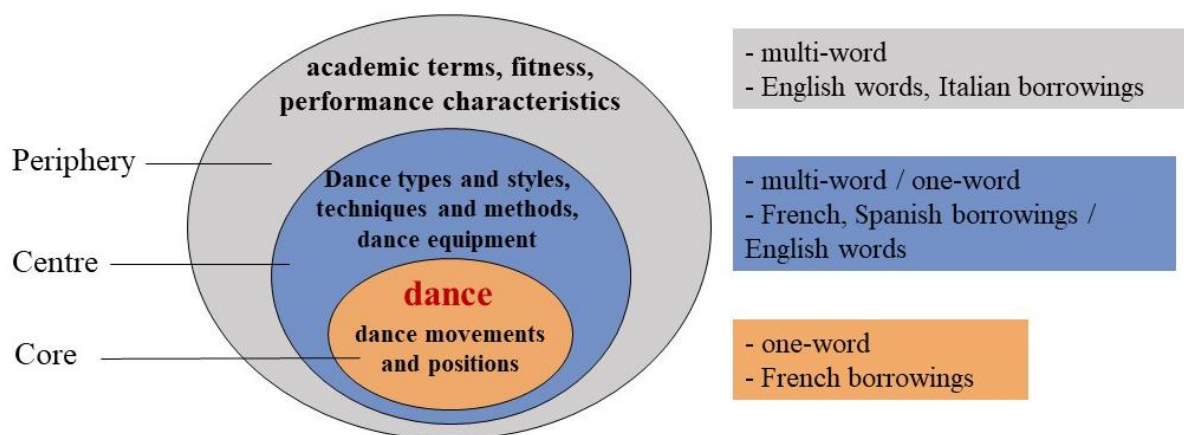


Illustration 4 – Term field of the English dance term system

The terminological field of the dance term system demonstrates its following features.

The core of the field consists of one-word terms, most of which are represented by borrowings from the French language. The peculiarity of these terms is the absence of assimilation of borrowed words in the English language. The core of the studied term system is represented by words whose spelling and pronunciation are not adapted to the norm of the English language. At the same time, these terms form the terminological base of professional communication of dancers in English. The fact that nuclear terms are short single-component words can be explained by the fact that these terms are used in academic and professional

communication as commands, the main requirement for which is brevity and clarity.

The scheme of the terminological field of dance demonstrates the following peculiarity of the central terminology. In the center of the field there are terms denoting the names of dances and dance styles, dance techniques and dance training methods, as well as dance equipment terms. These terms also form an important part of professional and academic communication in this field. The distinctive feature of this layer of dance terms is that a significant proportion of them is represented by borrowings from various languages: French, Spanish, Italian and others. The complexity of the concepts verbalized through these terms explains the predominance of multi-word terms in the center of the field.

The periphery of the studied term field is filled with terms indirectly related to the dance itself: here are terms related to the physical training of dancers and with the accompanying characteristics of the dance. In other words, these terms can be included in the sports and music term systems, which corresponds to the features of terms that may be located in the periphery segment of a term field.

The structure of the English dance term system built with the term field method has some practical implementation. This is the matter of further study.

2.6 Practical application of the dance term system

At the present stage of the development of terminology, the terminological field is a complex concept and is understood as: 1) classification structure, 2) method of collecting, systematization and unification of material, 3) linguistic space of the existence of terms, 4) an effective means of professional activity⁶³.

An important direction of practical application of the dance term system is its ability to forecast challenges of this vocabulary users. This is a particularly important problem if the English term system is the object of study in the framework of studying English as a second language or English as a foreign language.

⁶³ Tatarinov, V. A. General terminology. 2006. Pp. 275-276.

Indeed, mastering a professional foreign language involves the study of relevant terms. Terms are the basis of professional communication. At the same time, the term system in a certain subject area can be large and contain hundreds or thousands of lexical units. There is a problem of selecting the most relevant ones.

The terminology field of a particular term system allows the learner and the teacher to see the layer of terms that are most important and which are auxiliary and less significant.

In the core of the term field there are terms that are mandatory for studying. The study showed that about a half of the core of the dance terminology field is filled with French borrowings, which can be challenging to learn. An unadopted borrowing has a meaning that is not motivated for a native speaker of another language, i.e. the meaning of such a term must be memorized and cannot be deduced from the context or general language experience. In addition, the center of this term field also contains words borrowed from other languages.

This fact brings us too an assumption that dance terms are often language-specific and culturally bound. A term that may be familiar to one dancer in a particular region may not be understood by another dancer from a different context. Therefore, understanding the cultural implications and variations of dance terminology is vital to comprehending the essence of that culture's dance.

From the point of view of the structure of terms subject to mandatory study, it can be said that learning multi-word terms (complex words) can be difficult. The difficulty is connected both with their meaning memorization and with spelling.

Terms located on the periphery of the terminology field can be considered auxiliary and optional for study. At the same time, they may have sufficient frequency of use in professional speech, therefore they should be mentioned in educational texts, audio recordings, etc. This, on the one hand, allows the teacher to foresee the professional vocabulary to pay attention to, and on the other hand it is a guide in the preparation of training courses, programs and planning of English lessons.

The use of terminology as a pedagogical issue is an important challenge for teachers. Teachers must introduce terminology into the classroom so that students can understand the meaning and usage of terms. The importance of mastering terminology in education is therefore self-evident.

Terminology is an important knowledge structure in the field of learning, helping to open up students' cognition and providing them with the ability to think and gain a deeper understanding of a particular subject that contributes to the understanding of a particular field; at the same time, terminology helps students to better simplify too much information, providing the basis for learning knowledge models as well as the technical language that drives the implementation and focus of the learning process.

However, it is a challenge for training teachers to make the terminology accessible to all students, as well as to guide them through the learning content. With clear pedagogical definitions, training teachers can guide students to understand more. In addition, allowing students to make conceptual connections to definitions It can help students to better grasp and apply terminology in examinations.

Shall we view some solutions to the problem of learning terms, especially of a third-language origin.

One of the most common strategies is the use of example sentences. The example sentences allow the learner to see the word or phrase in context, as well as giving them a chance to familiarize themselves with the specialized topic. This can be a very effective way of introducing new words and concepts to beginner students.

Another strategy that has been used is the use of visuals. Utilizing visuals when teaching terminology has been found to be beneficial to learners, as it helps them to understand and picture the meaning of the words. This can also be effective in helping learners to remember the words and concepts, as they have a visual reminder of them.

One of the most effective ways of helping learners to understand and use specialized terms is by giving them real-life examples of how the words and phrases are used in everyday settings. This is especially effective for students who have to learn about medical or legal terminology, as they can gain an understanding of how these terms are used in the context of a health or legal situation.

Furthermore, using flashcards to learn the terminology can help students to quickly understand and remember the words and concepts. By using the visuals and connecting the words and phrases to pictures, learners can create a mental map of the information which can help them in future studies.

Finally, it is worth introducing games into the learning process. Games can give learners a chance to practice their understanding of the terminology in a fun way, as well as helping to break up the monotony of studying. Games such as fill-in-the-blank or crossword puzzles can be very helpful in assisting the learner to remember the words and phrases.

In conclusion, teaching and learning terminology within the language-teaching setting presents a number of challenges, especially due to the nature of the language. Despite this, teachers are presented with some unique opportunities to help learners to better understand and use the specialized words and phrases. From using visuals to introducing games into the learning process, there are a range of strategies and approaches which can help to make the process of acquiring terminology a more enjoyable and productive experience.

Conclusions obtained as a result of the study of the English dance term system structure can be used for effective compilation of a glossary of dance terms in an English for specific purposes course.

First, the term field can be used to identify relevant dance terms to meet the purpose of the course. Second, organization of the glossary can copy the structure of the dance term field to introduce the terms in the logical order and with the reflection of hierarchical relations between the terms. Third, besides clear definitions and explanations (illustrations) of the terms the glossary should provide

pronunciation guidance as the research proved that the core dance terms are French borrowings with challenging pronunciation. Fourth, the knowledge of dance term system structure gives provisions for regular update and revision of the glossary. Principally, updates should be expected in the peripheric area of the system which is the least stable and the most changeable.

Conclusions to chapter 2

Dance terminology refers to the specific words and phrases used to describe the various movements, steps, techniques, and styles of dance. It is a specialized language that allows dancers, choreographers, and instructors to communicate with precision and clarity about the elements of dance.

All dance terms selected for research fall into two major thematic categories which approach dance as, first, the act of dancing and, second, as a form of art. In the first group there are terms of dancing: steps, jumps, movements, techniques, etc. The second group includes terms for dance styles, genres, constituent elements, meaning, etc.

Quantitative analysis of terms grouped by structural criteria showed that dance terms can be divided single-word and multi-word types. Most English dance terms are single-element non-derivative words which refer to ballet as a classical dance. Multi-word terms are used to denote new styles and genres of dance or the concepts associated with them. It brings to a conclusion that English dance terminology is a well-established system where old, traditional terms prevail.

From the etymological point of view English dance terms are mostly of English origin, but the core vocabulary is represented by loan words borrowed from French, Spanish and Italian. The peculiar feature of such terms is the fact that they preserve spelling and pronunciation of the source languages and do not adapt to the norm of English.

The outlined groups of English dance terms gave the ground for allotting certain terminological groups to the core, center and periphery of English dance term system. Core dance terms denote dance movements and positions and are generally single-word loan words of French origin. The center of the dance term

system is completed with dance types and styles, techniques of dance, methods of teaching dance and terms for dance equipment. These are mostly multi-word terms which are either English or French and Spanish borrowings. The periphery of the English dance term system includes terms related to dance education, dancers' fitness and terms used to characterize dance performance, music, intensity, etc. Here there are mainly multi-word terms among which there are English words and Italian borrowings.

The terminology field of a particular term system allows the learner and the teacher to see the layer of terms that are most important and which are auxiliary and less significant. This knowledge can be used in the course of teaching English for specific purposes in the sphere of dance.

CONCLUSION

The term is a lexical unit of a certain language denoting the concept of a special field of knowledge or activity. The term is characterized by unambiguity, accuracy, brevity, consistency, as well as the absence of synonymy and homonymy. Despite the variety of parts of speech in the environment of terms, the main function of these units is nominative, which is implemented in the process of coordinating the term with other units of a specific terminological system.

Terms form a terminological system where all elements belong to a specific field of knowledge or activity and are correlated with each other. Term systems are used to organize and standardize the terminology used in a particular field of study.

The most important distinguishing feature of a system is its stability and orderliness. Term system has its own structure which can be presented in the form of a field.

Terminological field is a special structure where elements (terms) are placed in the areas of the core, center and periphery. The structure of the term field provides relative stability of the terminological system and establishes relations between its elements within a certain area of the field and between different areas.

Dance terminology refers to the specific words and phrases used to describe the various movements, steps, techniques, and styles of dance. It is a specialized language that allows dancers, choreographers, and instructors to communicate with precision and clarity about the elements of dance.

All dance terms selected for research fall into two major thematic categories which approach dance as, first, the act of dancing and, second, as a form of art. In the first group there are terms of dancing: steps, jumps, movements, techniques, etc. The second group includes terms for dance styles, genres, constituent elements, meaning, etc.

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The outlined groups of English dance terms gave the ground for allotting certain terminological groups to the core, center and periphery of the English dance term system. Core dance terms denote dance movements and positions and are generally single-word loan words of French origin. The center of the dance term system is completed with dance types and styles, techniques of dance, methods of teaching dance and terms for dance equipment. These are mostly multi-word terms which are either English or French and Spanish borrowings. The periphery of the English dance term system includes terms related to dance education, dancers' fitness and terms used to characterize dance performance, music, intensity, etc. Here there are mainly multi-word terms among which there are English words and Italian borrowings.

The terminology field of a particular term system allows the learner and the teacher to see the layer of terms that are most important and which are auxiliary and less significant. This knowledge can be used in a course of teaching English for specific purposes in the sphere of dance.

Provisions for dance term system application can be seen in terminological glossary compilation. Thus, knowledge of terminological system structure in a particular branch of study helps to select the topical vocabulary, introduce them in the logical order and with the reflection of relations between terms in the term system. Also, a big number of loan words among core dance terms (in particular, French borrowings) prompts the necessity to provide pronunciation guidance for

the learners. Moreover, knowledge of dance term system structure gives provisions for regular update and revision of the glossary.

To sum up, the research conducted proved that English dance terms are diverse and have peculiar features at the semantic, structural and etymological levels. Construction of a term system allots dance terms into a hierarchy from the core to the periphery. This enables identification of relevant features of the English dance terminology system, and prediction of the difficulties of English dance terminology acquisition.

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