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### ASSESSMENT OF NEW TERMS IN THE KOMI LANGUAGE

**Abstract.** The process of creating of new terms has been going on for the last 15–20 years. It is important that we note that during this process terms were also created for use in school education, which plays a significant role in terms of language development. Nevertheless, it is important to remember that the process should be systematic and respond to the language rules and needs of the audience. The attitude of society to the new terms is significant too. The current article presents an analysis of the results of a sociolinguistic study which was organized at the end of 2014 and dedicated to the assessment of new terms including the school terminological vocabularies published in 2011.

**Keywords:** Komi language, terminology, questionnaire, terms perception.

Terminology is a significant part of any literary or, for that matter, any everyday language. The level of development in the terms system determines not only the level of language development, but also the level of development of the society that uses the language. "Development of terminology is an organic element of society renewal. The presence of terminology raises the status and prestige of the native language, promotes economic and political autonomy of the ethnic group" (Пустай 2003 : 115). This is especially important for the preservation and development of minority languages, including the Finno-Ugric languages. "The possibilities of the Finno-Ugric peoples to preserve their own languages as languages of higher education (and in the future as languages in general) are not very extensive. One thing is clear: however, each minute lost, when we do nothing to increase these opportunities, or at least create the prerequisites for their increase, is a minute working against us. I believe that the first steps, which are indispensable for the next ones, should be to increase the prestige of the native language among the youth and to create a terminology with the maximum number of branches for science and other spheres of life" (Баире 2009 : 109). The establishment of national terminology forms the basis for the expansion of areas where it can be used since there is hope for the preservation of the language left in cases where the language is used in all spheres ... including office work, economics politics, and science (Pusztay 2008 : 213–214). The importance of terminology was also emphasized at the V. World Congress of Finno-Ugric Peoples (<http://www.fucongress.org/congress/V-kongress/rezolyuciya-V-vsemirnogo-kongressa-finno-ugorskix-narodov/>). It is not enough, however, just to talk about the preservation of a language. The language of living people is not a museum piece but a living organism that is constantly changing depending on the surrounding reality. Without constant development, language begins to stagnate, the result of which is the gradual dying of the language. Conscious development of terminology in the language is of the same importance for language, as daily vitamins are for human beings.

In our opinion, the strategic directions of creation of terms in the modern Komi language are the development of official business terminology, the creation (or re-vitalization) of school subject terminology and the establishment of school computer terminology, i.e. providing the possibility of using the Komi language at the levels of state, education and the new, but absolutely essential sphere of life of any person and society as a whole, the information environment. Of these, educational (school) terminology that sustains teaching of all school subjects in the native language is strategically the most important and necessary for language transmission from generation to generation since "teaching of the local language in the framework of the Russian-language school programme is not enough in the process of achievement of active knowledge in this language. For these it is significant to make the language a communications tool, whereby various topics, including the realities of modern life and global issues, are discussed. Selection of the local language as a main tool in the process of teaching different subjects (mathematics, natural science, history, etc.) is a significant step towards modernization in the conditions of minority culture, equality of languages and human language rights" (Замятин, Пасанен, Саарикиви 2012 : 148–149). With this purpose, the international project "Creation of terminology dictionaries in the national languages for the secondary schools in the Finno-Ugric peoples' regions of Russian Federation" funded by the Joint Programme of the Council of Europe and the European Union "Minorities in Russia: developing languages, culture, media and civil society" was organized and successfully implemented in 2010–2011. The inspirer of the project was Professor János Pusztaý. The project was implemented within the framework of the Association of Finno-Ugric Universities, including the Udmurt State University, Mordovian State University and Mari State University with Syktyvkar State University as the leading institution. During the project terminological dictionaries were prepared and published in 10 school subjects (native language, literature, history, social science, biology, chemistry, physics, mathematics, computer science, geography) in Mari, Udmurt, Komi, Erzya and Moksha languages (Pusztaý 2014). All prepared terminology passed detailed scientific analysis (Пуста́й 2013; 2013а; 2014а; 2015; 2015а) to adjust their further use in the preparation of textbooks in the native languages, and, accordingly, to the introduction of native language terminology into the educational process.

Scientific analysis alone, however, is not enough. Positive (or non-negative) perception of these terms by the community, for which they are intended, is of great significance. Such studies have been conducted on the Karelian and Udmurt terminology (Ковалева 2002 : 113–124; Ковалева, Родионова 2011; Шаланки 2008). In order to assess the Komi school terms a special survey was conducted in which respondents were asked to assess the level of compliance of the Russian and Komi term (Group A, the original term – Russian or international), and vice versa: the Komi and Russian term (Group B, the source term – Komi) and, if needed, give their own version of the Komi term. For the survey 137 terms from the different spheres were selected, some of them were already a part of the terms used during the last 15–10 years, and others, just created by the authors of the school terminology dictionaries (Ракин 2011; Кокшарова, Федина 2011; Колегова, Маркова, Мусанов 2011; Остапова 2011; Остапов 2011; Остапова, Филиппова 2011; Габова, Мишарина 2011; Остапов 2011а; Кузьбожева 2011; Пунегова 2011). The terms that are currently in use were included specifically to assess their status, since in the beginning of their existence the attitude towards them was quite critical.

The respondents were the students enrolled in "Philology", with a specialization in "Domestic Philology" (Russian language and literature, native language and literature), in "Education", specialization "Primary education. Native language and literature", in Master's programme "Active bilingualism", teachers of the Department of Finno-Ugric philology and national education of the Syktyvkar State University, researchers at the Institute of Language, Literature and History of the Komi Science Center, Ural Branch of the Russian Academy of Sciences, teachers of the

Komi language – in general, people whose professional activity in the future, present or past, is linked to National Education and Komi Philology. The groups were sorted by age and social characteristics of respondents are presented in Table 1.

Table 1

	Group A	Group B
Number of respondents	43	41
Age	16–20 – 17 resp. 39.5% 20–30 – 20 resp. 46.5% 30–40 – 1 resp. 2.3% 40–50 – 2 resp. 4.7% 50–60 – 1 resp. 2.3% > 60 – 2 resp. 4.7%	16–20 – 11 resp. 26.8% 20–30 – 7 resp. 17.1% 30–40 – 12 resp. 29.3% 40–50 – 6 resp. 14.6% 50–60 – 5 resp. 12.2%
Social status	Student – 34 resp. 79.1% Teacher – 4 resp. 9.3% Researcher – 2 resp. 4.7% Clerk – 1 resp. 2.3% Pensioner* – 2 resp. 2.7%	Student – 15 resp. 36.6% Clerk – 11 resp. 26.8% Researcher – 10 resp. 24.4% Teacher – 2 resp. 4.9% Worker** – 1 resp. 2.4% Other** – 2 resp. 4.9%

\* have higher education in philology; have been working in the sphere of the national education

\*\* have higher education in sociology

In general, the respondents quite appreciated the proposed terms – 103 terms out of 137, representing 75.2% of all terms, were received positively (non-negatively), alongside with it 43.8% of the terms were highly appreciated by more than 80% of respondents that is related to the scientific evaluation of the Komi terms by J. Puszta (Пустай 2014a). However, approximately 25% of the suggested terms caused negative perception, which displays a critical level. For further details see Table 2.

Table 2

	Quantity	%
All the terms	137	
Accepted terms (high assessment of more than 80% of respondents)	60	43.8
Acceptable terms (average assessment)	43	31.4
Denied terms (low assessment of more than 50% of respondents)	34	24.8

Table 3 presents the detailed statistics on the terms, which got highly positive assessment (column "accepted terms") and negative assessment (column "not accepted terms") of the respondents:

Table 3

	Accepted terms								Not accepted terms							
	In total		Both groups		Group A		Group B		In total		Both groups		Group A		Group B	
	Terms	%	Terms	%	Terms	%	Terms	%	Terms	%	Terms	%	Terms	%	Terms	%
	60	43.8	38	27.7	19	13.9	3	2.2	34	24.8	11	8.0	0	0	23	16.8
Absolutely new	7	5.1	1	0.7	6	4.4	0	0	21	15.3	7	5.1	0	0	14	10.2
Already used in dictionaries	53	38.7	37	27.0	13	9.5	3	2.2	13	9.5	4	2.9	0	0	9	6.6

Terms that received highly positive assessment by both groups of the respondents (the percentage indicates the number of respondents who gave rating of "fully compliant"):

Table 4

Russian term	Komi term	Assessment by group A	Assessment by group B
<i>адрес</i> 'address'	<i>инпас</i>	90.7%	85.4%
<i>алфавит</i> 'alphabet'	<i>анбур</i>	100.0%	97.6%
<i>артерии</i> 'arteries'	<i>вир сӧньяс</i>	100.0%	80.5%
<i>архаизм</i> 'archaism'	<i>важмӧм кыв</i>	100.0%	92.7%
<i>библия</i> 'the Bible'	<i>вежа небӧг</i>	90.7%	92.7%
<i>буква</i> 'letter'	<i>шыпас</i>	100.0%	97.6%
<i>бюджет</i> 'budget'	<i>сьӧмкуд</i>	97.7%	85.4%
<i>вена</i> 'vein'	<i>вир сӧн</i>	100.0%	92.7%
<i>гимн</i> 'anthem'	<i>кып</i>	81.4%	80.5%
<i>глагол</i> 'verb'	<i>кадакыв</i>	100.0%	97.6%
<i>горизонт</i> 'horizon'	<i>енэжтас</i>	93.0%	97.6%
<i>государство</i> 'state, country'	<i>канму</i>	97.7%	87.8%
<i>деньги</i> 'money'	<i>сьӧм</i>	100.0%	95.1%
<i>диалект</i> 'dialect'	<i>сӧрнисикас</i>	100.0%	97.6%
<i>интонация</i> 'intonation'	<i>шуанног</i>	100.0%	87.8%
<i>классификация</i> 'classification'	<i>сикасалӧм</i>	100.0%	90.2%
<i>комедия</i> 'comedy'	<i>теш</i>	97.7%	92.7%
<i>комментарий</i> 'comment'	<i>гӧгӧрвоӧдӧм</i>	93.0%	82.9%
<i>конституция</i> 'constitution'	<i>оланподув</i>	86.0%	82.9%
<i>монолог</i> 'monologue'	<i>ӧткасӧрни</i>	95.3%	85.4%
<i>музыка</i> 'music'	<i>шылад</i>	90.7%	85.4%
<i>нация</i> 'nation'	<i>войтырсикас</i>	97.7%	85.4%
<i>период</i> 'period'	<i>кадколаст</i>	93.0%	92.7%
<i>проблема</i> 'problem'	<i>мытшӧд</i>	90.7%	80.5%
<i>программа</i> 'programme'	<i>уджтас</i>	81.4%	85.4%
<i>прогресс</i> 'progress'	<i>водзӧ сӧвмӧм</i>	97.7%	82.9%
<i>религия</i> 'religion'	<i>енлы эскӧм</i>	83.7%	80.5%
<i>самосознание</i> 'self-consciousness'	<i>асвежӧртӧм</i>	83.7%	82.9%
<i>спряжение</i> 'conjugation'	<i>кадакывлӧн вежласьӧм</i>	97.7%	90.2%
<i>стиль</i> (лит.) 'style'	<i>гижан ног</i>	86.0%	85.4%
<i>стихотворение</i> 'poem'	<i>кывбур</i>	100.0%	97.6%
<i>столица</i> 'capital'	<i>юркар</i>	100.0%	95.1%
<i>существительное</i> 'noun'	<i>эмакыв</i>	97.7%	90.2%
<i>талант</i> 'talent'	<i>енби</i>	93.0%	90.2%
<i>фразеологизм</i> 'phraseologism'	<i>зумьд кывтэчас</i>	93.0%	82.9%
<i>хозяйство</i> 'economy'	<i>овмӧс</i>	95.3%	90.2%
<i>цифры</i> 'digits, numbers'	<i>лыдпас</i>	93.0%	95.1%
<i>цель</i> 'aim, goal'	<i>мог</i>	97.7%	85.4%

Moreover, group A also considered the following terms as very successful: *автономия* 'autonomy' — *асьюралӧм*, *билингвизм* 'bilingualism' — *кыккывъялун*, *гипо-*

теза 'hypothesis' — чайтӧм, интернет 'Internet' — ӧтуввез, код 'code' — пас, конфедерация 'confederation' — канмуяслӧн ӧтувлун, модернизация 'modernization' — вильмӧдӧм, реформа 'reform' — вежлалӧм, сатира 'satire' — ёсь серам, символ 'symbol' — вежӧрпас, склонение 'conjugation' — вежлӧгасьӧм, сказуемое 'predicate' — юӧрпас, суверенное государство 'sovereign state' — асиӧрлуна канму, фонетика 'phonetics' — шыкуд, пароль 'password' — гусякыв, амнистия 'amnesty' — мездсетӧм, биосфера 'biosphere' — олан гӧгӧртас, декларация 'declaration' — йӧзӧданкыв, параллелизм 'parallelism' — ӧтвесьталӧм. Group B was more critical and, in contrast to the previous group, additionally appreciated only three terms: мырддӧм — конфискация 'confiscation', енӧжиз — метеорит 'meteorite', сюрӧс — сюжет 'plot, story'.

As expected, the terms- that are already in use- got into the green zone, a zone of the most favoured terms. The respondents mentioned, "already in use", "the term has long been in the language". As a participant, it is gratifying to know that the authors who are not professional terminologists have managed to find successful Komi words to convey the following concepts: Библия 'the Bible', код 'code', конфедерация 'confederation', сатира 'satire', символ 'symbol', амнистия 'amnesty', параллелизм 'parallelism'.

The terms that have been assessed negatively by both groups of respondents (the percentage indicates the number of respondents who gave an assessment "does not match"):

Table 5

Russian term	Komi term	Assessment by Group A	Assessment by Group B
гибрид 'hybrid'	кидас	65.1%	58.5%
информатика 'informatics'	юӧртӧданбур	67.4%	75,6%
колония 'colony'	вылин	51.2%	80.5%
конкуренция 'competition'	зырсьӧм	60.5%	70.7%
модернизм 'modernism'	ӧньяӧдӧм	53.5%	65.9%
проблема 'problem, issue'	юалӧм	51.2%	65.9%
роман 'novel'	ӧтвисьт	51.2%	65.9%
строфа 'strophe'	визьюк	51.2%	61.0%
субстрат 'substratum'	подув	51.2%	61.0%
текст 'text'	сӧрникыӧд	53.5%	65.9%
элита 'elite'	медбур йӧз	60.5%	65.9%

Group B additionally considered the following terms as unsuccessful: юртӧмалӧм — анархизм 'anarchism', юрнуӧдӧм — гегемония 'hegemony', ставсӧ шымыртӧм — глобализация 'globalization', пасйӧг — курсор 'cursor', гижӧдьяс — литература 'literature', кытшол — парабола 'parabola', бала — парадигма 'paradigm', рӧммӧданторьяс — пигменты 'pigments', мыгӧрпас — портрет 'portrait', вильмӧдӧмбӧр — постмодернизм 'postmodernism', сайним — псевдоним 'alias', лов тӧданбур — психология 'psychology', збыльпаслун — реализм 'realism', мывкыдчӧм — социализация 'socialization', лоанлыд — сумма 'sum', серпасалантор — тема 'topic', шуантор — тема 'topic', дзескӧдӧм — террор 'terror', ӧтпертас — тип 'type', вынӧд — ударение 'stress', личкӧм — ударение 'stress', овмӧс сӧвмӧм — экономика 'economy', овмӧс дудӧм — экономический кризис 'economic crisis'.

Most of the terms (21 of 34) that got into the red zone, zone of rejection, are those, which are newly designed, and only 13 of them were already existing ones. Most of the respondents rejected the proposed terms, because "they are not clear", "can be understood in a different way", "does not correspond to the meaning (wider or narrower)", "ugly". Sometimes, opinions of the groups differed — those terms that group B consid-

ered unacceptable, group A considered fairly acceptable, for example: *анархизм* 'anarchism' — *юртöмалöм* (60,5% of the respondents assessed positively), *глобализация* 'globalization' — *ставсö шымыртöм* (67,4%), *курсор* 'cursor' — *пасйöг* (69,8%), *литература* 'literature' — *гижöдъяс* (60,5%), *пигменты* 'pigments' — *рöммöданторъяс* (69,8%), *постмодернизм* 'postmodernism' — *вильмöдöмбөр* (62,8%), *реализм* 'realism' — *збыль-паслун* (76,7%), *тема* 'topic' — *шуантор* (65,1%), *экономика* 'economy' — *овмöс сöвмöм* (67,4%). In our opinion, this difference is explained by the original object of perception: for group A it was a Russian or international term and for group B — a term in the native Komi language; thus, the dual-directional interpretation of the terms led to a different assessment. At the same time, respondents were not just passive appraisers, but rather took an active position of co-authors, proposing the better, in their opinion, options for replacement of the Komi terms in case of dissatisfaction with the offered terms, for instance: *сумма* 'sum' — *öтувъя лыд, öтувлыд, öтлыд* (*öтувъя* 'common' and *лыд* 'digit'), *лыд* 'digit', *мында* 'size, volume, quantity', *ыджда* 'volume' instead of *лоанлыд* (*лоан* 'future' and *лыд* 'digit'); *социализация* 'socialization' — *йöзкодъялöм* (combination of *йöз* 'people' and *кодъ* 'as, like' + verb suffix *-ав-* 'become like a human being' + verbal noun suffix *-öм* ≈ 'becoming like all people') instead of *мывкыдчöм* (*мывкыд* 'mind, intelligence' + reflexive verb suffix 'to make yourself reasonable' + verbal noun suffix ≈ 'making yourself reasonable, thoughtful'); *психология* 'psychology' — *лов тöдöм* (*лов* 'soul' and *тöдöм* 'knowledge'), *ловтöдан* (*лов* 'soul' and the present participle of the verb *тöдны* 'to know') instead of *лов тöданбур* (*лов* 'soul' and *тöданбур* 'science'); *курсор* 'cursor' — *индалыс* 'pointing', *индöг* (verb *индыны* 'to point, show' + noun suffix *-öг* ≈ 'pointer'), *шырпиль* (*шыр* 'mouse' и *пиль* 'tooth' ≈ 'metaphorical transfer as the shape of the cursor') instead of *пасйöг* (verb *пасйыны* 'outline, mark' + noun suffix *-öг* ≈ 'that which marks, draws attention to something'); *информатика* 'informatics' — *юөр туялöм* (*юөр* 'information, message' and *туялöм* 'research'), *юөрбур* (*юөр* 'information, message' and *бур* 'good'), *юөртэчас* (*юөр* 'information, message' and *тэчас* 'structure, composition') instead of *юөртöданбур* (*юөр* 'information, message' and *тöданбур* 'science'); *Библия* 'the Bible' — *Вежа кыв* (*Вежа* 'saint' and *кыв* 'word, language'), *Ен небöг* (*Ен* 'God' and *небöг* 'book') instead of *Вежа небöг* (*Вежа* 'saint' and *небöг* 'book'); *самосознание* 'self-consciousness' — *аскылöм* 'well-being', *юрвежөр* (*юр* 'head' and *вежөр* 'mind, intelligence') instead of *асвежөртöм* 'self-consciousness' (*ас* 'self' and *вежөртöм* 'perception, responsibility'); *гегемония* 'hegemony' — *ыджыдалöм* 'domination' instead of *юрнүдöм* 'guidance', etc.

In conclusion, our survey confirmed that for the occurrence of a new term in the language an optimal time period of 10–15 years is needed. However, even the terms that are already in use have not always been appreciated by the audience. As for the new term formation — deviation of 15,3% of the total number of terms in the questionnaire is fairly predictable due to the fact of novelty of the phenomena in question, methods for their nomination in the Komi language. An important factor in the rejection of the new Komi terms is the presence and familiarity of prevailing Russian or international terms, for example, in 23 cases out of 137 respondents suggested taking the unchanged Russian equivalent of the term (the same results were in the Udmurt study (Шаланки 2008). At the same time, the adoption of 5,1% of the total number of new terms in the questionnaire is a very good result, reflecting the need of society of Komi terms, their readiness to use them, and the possibilities of the Komi language itself to serve in the spheres of communication.

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### **ОЦЕНКА НОВЫХ ТЕРМИНОВ В КОМИ ЯЗЫКЕ**

В современном коми языке в последние 15—20 лет идет активный процесс терминотворчества, в том числе и для системы школьного образования, что является важным ресурсом для развития языка. Однако создание новых терминов должно быть системным и отвечать законам языка и потребностям аудитории. Немаловажным является и отношение сообщества к новым словам. В статье анализируются результаты социологического опроса, проведенного в конце 2014 г., по оценке терминов, включенных в школьные терминологические словари 2011 г.