Lexicography and Translation
A Terminological Approach to Didactics

المعجم والترجمة: مقاربة مصطلحية نحو التعليمية

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Abstract: The field of terminology, the lexicon making, and translation are among the most important civilizational projects that contribute to the creation of scientific linguistic dynamism, aiming at developing dictionaries. laying scientific foundations for the term making; and the development of translation techniques. This field is considered as one of the most important contemporary issues, especially if we look at it in light of the explosion of knowledge and technology, and the encroachment of globalization that made the world a small global village. Therefore, it is important to deepen terminological and lexical studies and translation; renewing research curricula and linking them to scientific and educational institutions; The intent of integration and unification of efforts, which must be based on a clear and comprehensive strategy in conception, planning and implementation, in which visions are set and goals are drawn; It suggests the means; The calendar is constantly activated, in response to contemporary scientific transformations.

Keywords: lexicon, translation, terminology, didactics, languages.

ملخص: يعدّ حقل المصطلح وصناعة المعجم والترجمة من أهم المشاريع الحضارية، التي تساهم في إيجاد حركية لسانية علمية، ترمي إلى تطوير المعاجم، ووضع أسس علمية لصناعة المصطلح، وتطوير تقنيات الترجمة ويعتبر هذا الحقل من أمهات القضايا المعاصرة؛ لا سيما إذا نظرنا إليه في ظل التفجر المعرفي والتكنولوجي وزحف العولمة التي جعلت من العالم قرية كونية، ولهذا من الأهمية بمكان تعميق الدّراسات المصطلحية والمعجمية والترجمة، وتحديد مناهج البحث فيها، وربطها بالمؤسسات العلمية والتعليمية؛ قصد التكامل وتوحيد الجهود؛ والتي يجب أن تنطلق من إستراتيجية واضحة وشاملة في التصور والتخطيط والتنفيذ، توضع فيها التصورات، وترسم فيها الغايات، وتقترح فيها الوسائل، ويُفعّل فيها التقويم باستمرار استجابة للتحولات العلمية المعاصرة.

الكلمات المفتاحية: المعجم، الترجمة، المصطلح، التعليمية، اللغات.

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1. Introduction

Language is a means of existence, expression, and communication, a code for preserving civilization and communicating knowledge, and a basic base upon which societies' path of construction, development, renaissance and leadership is based. The development of linguistics has provided an opportunity to renew curricula and find new scientific fields, including terminology, didactics and lexical, and the development of translation techniques; to include the development of the study and teaching of language teaching and learning. The terminology constitutes between the lexicon and translation is extremely important in didactics, because the educational process is in part an acquisition of knowledge, and knowledge is concepts by which the learner perceives existence, and learning does not occur until the learner owns those concepts; He does not fully possess it unless it is associated in his mind with a precise idiomatic device that expresses it, because the term itself is a subject of learning, and it is a tool for learning and controlling knowledge. Language is thus the subject and tool of learning at the same time.

The research problem is based on probing the depths of the term, lexicon and translation in a terminological approach towards didactics, and this is in specific research elements that summarize the importance of the research and its questions are as follows:

1. What is the role of lexicography of didactics of language
2. What is the role of transudation in language teaching and learning

2. Lexicon and language

Vocabulary is an integral part of semantics, which in turn branches off from semiotics, which studies symbols in their linguistic and non-linguistic forms. Alain Polguère believes that we should, first of all, look at lexical - the material that studies lexical phenomena - as the main branch in linguistics, because lexical approximation of lexical units in all respects. Functional phonology, for example, is also called phonology. Phonology studies the sounds (or phonemes) that enter into the structure of words which alone are distinct features of linguistic units that change with their change.

The same applies to morphology, which studies the grammatical units of the types of pronouns and special suffixes of verbs and others. The grammatical units differ from phonemes in that they are indicative, so the time the present tense, for example, carries a specific connotation, and the same is the case with syntax. Which is concerned with the compositional pattern through which the signifying units enter into a relationship (Was'i 34), and the semantic units express the general universals (universals) of human thought such as type, number, time and others, and they also authorize the crystallization of a discourse of units that fall within the scope of lexical

interests. It allows us to structure all our experiences through open systems characterized by limitless elements; which open the door to the generation of new lexical units, which we term (neologism).

Lexicography is classified into two basic types: applied linguistics, whose concepts are derived from theoretical linguistics, general linguistics, and descriptive linguistics; and Holistic Linguistics (Jabr Abu Khader, 2007; 56). Perhaps lexicography is closer to being a branch of theoretical linguistics, although some consider that issues such as the structure and functions of language fall within the frameworks of language education, which led many linguists to include the holistic type of linguistics in the applied type, because this type of linguistics in their view (i.e. applied linguistics) "a science that has no theory in itself." (Jabr Abu Khader, 2007; 66)

It was therefore natural for most contemporary studies to consider lexicography as a branch of applied linguistics, based on two pillars, the first being theoretical, represented in theoretical lexicon, and the second procedural represented by applied lexicon. Applied, in his book (Linguistics: Domain, Function, and Method) Samir Sharif Istitiah addresses; To functional lexicography, he says: "Lexical linguistics can be divided into two major parts, each of which is a separate science, one of which studies the lexicon of language (...) This science is called lexicology.

As for the other, it studies the issues of the lexical making and determines the methods of collecting the linguistic data needed to build the lexicon (...) and other things that the lexicographic making needs, and this science is called the science of lexicography (Jabr Abu Khader, 2007; 67). In the Dictionary of Linguistics, Jean Dubois and others mention some of the issues that fall within the lexical competence of studying the vocabulary of a language and its relations with other components of the language such as social, cultural, etc. (Jabr Abu Khader, 2007; 34-35) (Drees, 23017; 95-104).

Among the concerns that the lexicographer is trying to solve is the linguistic measure (la lexicométrie) of all lexical units in a language and finding ways to ensure the success of that measurement process, highlighting the relationship of the lexicon to the universe and clarifying the importance of context and its role for each lexical unit and highlighting the total data that help in translation from a language to the other and to overcome the difficulties in front of the researchers.

1.2. Terminology and glossary

The terms "lexical units" denote scientific concepts belonging to the exact sciences or technical concepts belonging to the human sciences (Ben Murad, 1997; 100-101) (Guilbert; 14), and that is related to the classification

of vocabulary according to generalization and assignment to general lexical units or words and assigned lexical units or terms.

Since the terms are "lexical units"; This means that they have characteristics that they share with common language words, as they are based on phonetic composition, morphological structure, lexical significance, and lexical affiliation, and these components give them the characteristic of uniqueness in the lexicon. A general lexical and this difference appear in: Lexical semantics; Lexical Affiliation (Ben Murad, 1992; 6-11).

In terms of lexical significance, the meaning of words is a general lexical indication that accepts semantic participation and subjective and cultural overtones. Connotation, as for the general meanings, it was characterized by semantic participation and its susceptibility to the suggestions that it acquires from individual or collective use.

As for the lexical categorical affiliation (Ben Murad, 1992; 7) the general words may be nouns, adjectives, verbs, circumstances or tools, but the terms are not verbs, conditions or tools because the elements of these categories do not carry scientific or technical concepts. Terms, then, are only nouns in the first degree, because nouns are the most capable of naming, i.e. defining births and carrying concepts or qualities in the second degree when the adjective is in place of the noun and refers to the described objects.

3. Translation and Language

Linguistics is the basic element in the science of translation in theory and practice, because language is the major expressive repertoire, and the first means that the translator uses in performing the task entrusted to him: translating and extracting texts. The symbols (a system of signs) consist of sub-systems such as grammar, lexicon and style... that unite among themselves to form the general system, and this system in turn is exploited by different human groups for communicative and conversational purposes, and the type of general system (language) may change. In its holistic sense, the type of translation changes as well, as it is a means of communicating with the different Other (Yasir, 2007; 158).

The linguistic-translational lesson witnessed an intellectual revolution in the areas of dealing with language, especially with the emergence of contrastive linguistics, which is based on the study of two languages by meeting the linguistic elements in them, and then revealing the areas of coalition and difference between them, which helped translation from a procedural perspective. In the installation of theories that pushed the translation work forward (Kahil; 2008; 46-47). Among what was written in this regard were De Pietro (Language structures in contrast) in 1971 AD, and C. James (Contrastive analysis) C. James in 1980 AD. (Kahil, 2008; 46)

These theorists and others have relied on translated texts as an inexhaustible source in their analysis and conclusions, and the pioneers of this linguistic trend had an active role in harnessing their linguistic theories to solve the same kind of problems that surround the translation process according to the deliberative dimension, which brought the translation students the general benefit, especially since they were able to form linking the theoretical side (linguistic theory) with the applied side (translating texts as practice and work), which is the core and essence of the translation process (Kahil, 2008; 47), and didactics/ which works on developing practical solutions for the progress of the education process that It interacts with diverse theories in linguistics, psychology, sociology, educational sciences, mathematics, and technology.

1.3. Term and translation

The term is the science that investigates the relationship between scientific concepts and the linguistic terms that express them. The term science operates on two axes: scientific concepts and linguistic terminology.

First: It traces, observes, and classifies reality, that is, by dividing and classifying things and the apparent in existence, which is a division that varies from one civilization to another, and these things or the apparent, whether tangible or abstract, are mental representations called "concepts.", we can adjust its position in the conceptual system, and determine the relationships that link it with the neighboring concepts that share some essential characteristics with it.

Second: The field of study of linguistic terms and the relationships that exist between them, the means of creating and generating them, and how to integrate them into the structure of the science to which they belong. Thus, it becomes clear to us that terminology is a common science among various sciences: concept science, linguistics, translation science, signs science, computer science, documentation science and classification... Its purpose is to produce specialized dictionaries, and its goal is to provide accurate scientific and educational terms that include science. The study of terminology is one of the specialties of linguistics, as generating terms requires knowledge of the methods of metaphor, derivation, sculpture and installation, and with regard to the transfer of terms from one language to another, it falls in the field of translation science, and the large number of scientific and educational terms in the form of symbols and abbreviations led to delve into the science of signs, and given that the number of terms reaches millions in each branch of knowledge, it has become necessary to use the computer in creating computer blogs and establishing term banks to store and process them, and this requires knowledge of computer science, term banks, documentation science and classification in order to clarify these terms, their

interviews and definitions in the form of specialized dictionaries, paper or electronic, monolingual, bilingual or multilingual.

Translation is the transfer of a word or term from one language to another, so that the activity of transferring the term during the translation process meets at this point. Transferring a text or term from the original language to its equivalent in the target language, and perhaps the most prominent problems faced by the audience of translators are the problems of lexical semantics, and in order to achieve this goal, they resort to dictionaries and idiomatic blogs, and also use computerized files or terminological banks.

Thus, terminology serves as a reservoir for the materials needed by translation, especially if the term is considered in its communicative dimension. "The unit of the term is closely related to translation" (Sharnan, 2013; 86), because the term unit facilitates the communication process in which translation plays a role of the mediator, and the terminology plays the role of assistant by providing the specialized translator with the correct interviews and the appropriate terminology for the concepts, which It finds it in specialized dictionaries or in terminology lists, and thus terminology contributes effectively to the preparation of specialized translators.

4. Educational Term
4. 1. Didactics as a Term and Concept

The didactics a "science of teaching" (Banani, 1991; 39) appeared in some scientific research centers - among Westerners - as a new specialization that works to criticize teaching educational materials that depend on teachers' talents, diligence and individual experiences to give them a scientific character.

Didactic research has matured and leveled as an independent scientific discipline through rational, analytical scientific activity, after its rejection of followership based on blind imitation of philosophical methods and approaches that pedagogy was proposing to teaching practitioners (Banani, 1991; 39-44). Among the most important basic preoccupations of didactics: building curricula, preparing and evaluating educational curricula and training qualified teachers to identify difficulties and develop effective solutions to them (Banani, 1991; 72-80).

It has not yet been agreed in the Arab countries on a single translation of the term Didactics, and we find it in Algeria as "didacticse", in Tunisia as "didactics", in Egypt as "teaching", in Jordan as "pedagogy", and in Iraq as "teaching". ..." (Baji, d.t; 163).

The term "Didactic" came from the French dictionary: "Didactique: (grec didactikos) dont le but d'instruire… poésie didactique: genre littéraire, genre poétique se proposer d'enseigner un art, une technique ou une science… employed dans la langue des spécialistes…" (Bordas, 1994; 585-586)

The translation of the term "education" is derived from the word didactics)… "Educational" means "the art of teaching" which is concerned with all aspects of the educational process and its components, including learners, teachers, educational materials, capabilities, procedures and methods. Education, then, is educational thinking and research necessary for renewal Learning and Teaching, which seeks to achieve a set of important goals, including:

- Laying the practical and field foundations that allow the effective application of an advanced educational system linked to the developments of society and the development and prosperity that results in it.
- Developing the teaching methods according to an educational strategy that seeks to ensure effective and useful learning that achieves the set goals.
- Clarify the teacher's vision with regard to pedagogical and professional preoccupations.
- Directing the teacher to acquire teaching skills and abilities through the work base that he finds in teaching.
- Keeping abreast of developments in the world of education, which makes the educational process in continuous development" (Qasimi, 2001; 433).
And "didactics" is that specialization that covers all scientific approaches to science education... and it is a point of synthesis between many sciences, the most important of which are linguistics, sociology, psychology and educational sciences... (Fathi and Al-Sharni, 2003; 23).

Given the importance of the educational process, the "didactics" has benefited from modern scientific theories in general, and related to the educational process in particular. Therefore, those in charge of education affairs are looking for the most effective and possible educational methods to achieve the desired results and desired goals in the lives of learners by making them make clear efforts in order to achieve The study materials and the realization of their minds in solving the linguistic issues that confront them, because the educational process in terms of its substance and essence is: "The set of knowledge, information and skills that the learner needs to acquire, in order to reach the educational level required by the needs of the educational stage he passes" (Mustafa, 1991; 22). This means that every stage of education that the learner passes through in his life needs experiences that are appropriate to it, and thus each educational stage is unique with an educational curriculum and a special course of study in which the learner's mental abilities and scientific level are taken into account, and we achieve a scientific methodology that ensures that the learner has an affordable educational material in order to find a great balance between the learner, the teacher and the educational material.

2.4. In the Didactics Term

Terminology is the fence of knowledge for the teacher and the learner, and the link between them to complete the educational process. It is a mutual activity between people in the classroom, which results in a purposeful scientific effect, which enables the learner to employ his mental abilities and interact positively with the educational material; It is the interactive relationship between the teacher and the learner and the educational method that leads to specific educational goals; It builds a thinking personality to express itself.

Teaching term is a branch of lexical teaching, because the terms themselves belong to the lexicon as specific lexical units (Jacqueline, 1994; 3-4). The lexicon in its general concept means; enriching the learner's linguistic balance with lexical units, as opposed to teaching the term that means; enriching the learner with terms expressing the various scientific and artistic concepts. Since the teaching of any cognitive subject is based on its own internal characteristics, the teaching of terms is based on its formation from two aspects: the indicative face: represented by the term, and the semantic face: represented by the scientific or technical concept associated with it. Therefore, the expansion of the concept of teaching terminology makes us see it in its essence as a teaching of terms as functions dedicated to the lexicon to express accurate concepts and as a teaching of scientific and technical concepts. Teaching the term, then, is not a teaching of "forms" or "lists" of lexical units, but rather a teaching of lexical units with meanings represented by the scientific and technical concepts that make up the taught subject matter. This requires a methodology; that we mean

- those concepts and their formation in scientific practice
- their relationship to the term
- the acceptance of the human mind for them
- by investing that, and
- In building the appropriate educational situations to help the learner master them.

Concepts are general abstract mental representations of tangible material assets belonging to the real human reality (Réalité réelle) or abstractions belonging to the reality of the real human being (vraie) (Réalité and branching).

This subdivision into what is related to tangible assets, and what is related to abstractions, makes the terms themselves two types indicative of nouns, as is the case in natural sciences such as physics, botany, zoology, and anatomy... and two types denoting abstract scientific concepts as is the case in science Mathematics, Sociology, Psychology, and Linguistics... One of the characteristics of the terms denoting these concepts is that they are synonymous and not polysémie, because the formation of the concept always precedes the generation of the term (L.Douglas et E.Edward, 1984; 113-138). The meaning of the term as a lexical unit assigned to it is a monosyllabic

(Monosémie), while a single concept may be associated with more than one term and that is synonymous.

This has a systematic effect in the teaching of terminology, where the term is generated, after the concept is formed in the mind, and is called the formation of the concept "conceptualisation" and the concept "is a process or procedure by which concepts are formed, rather it can be said that the concept is the formation of concepts" (Ben Murad, 2010; 11-35). And after forming the concept in the mind, the term is formulated, the term whose function becomes to specify the concept and refer to it. Then it is possible to look at the relationship between the term and its concept from two different and complementary perspectives: a consideration that proceeds from the term to its concept in the first consideration, i.e., from the term to its concept, we mean by reference (Référence) and designation (Désignatio), as terms refer to concepts or designate names. Based on this, we see that the most important methodological impact of this conceptual identification of terms and concepts and the relationship between them is to think of investing the paths that form concepts and terms in planning educational situations that enable learners to represent the concept and its characteristics in order to Define the term and use it as a tool for building various knowledge and skills.

5. Conclusion

We conclude through this educational scientific approach in the field of lexicon, translation and terminology, to confirm the following:

- The term has great importance in didactics, because the educational process is in part an acquisition of knowledge, and knowledge is concepts by which the learner perceives existence, and learning does not occur until the learner owns those concepts; He does not possess it completely unless it is associated in his mind with a precise idiomatic device expressing it.
- The term is the science that investigates the relationship between scientific concepts and the linguistic terms that express them. The term science operates on two axes: scientific concepts and linguistic terminology.
- Teaching the term is a branch of teaching the lexicon, because the terms themselves belong to the lexicon as specific lexical units, and for this it is necessary to raise the translation lesson from the lexical perspective, because terminology constitutes a reservoir of lexical units and translation materials, which we need scientifically and educationally.
- Terminology unit facilitates the communication process, in which translation plays the mediating role, and terminology plays the role of an assistant by providing the specialized translator with the correct interviews and appropriate terms for the concepts, which he finds in specialized dictionaries or terminological lists.
- The term didactics is the teaching of lexical units with significance represented by the scientific and technical concepts that make up the taught subject matter. This requires a methodology; That we mean those concepts and their formation in scientific practice on the one hand, and their relationship

to the term on the other hand, and the acceptance of the human mind for them on the third hand, and by investing that on the fourth hand, in building the appropriate educational situations to help the learner master them.

-   The dynamism and flexibility of the term can only take place in the field of science and knowledge integration, because working on the development of the didactics term; it depends on updating its curricula, developing its methods and solving its educational problems in light of the linguistic, psychological and social realities in the field of education. And teachers, teaching materials, capabilities, procedures, and methods produced by scientific and educational experience.

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