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NAVIGATING THE ACADEMIA: A CHRONICLE OF ECUADORIAN EFL TEACHERS' ENDEAVORS IN SCHOLARLY PUBLICATION

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ABOUT ARTICLE

Abstract: This study delves into the experiences of Ecuadorian English as a Foreign Language (EFL) teachers as they navigate the intricate realm of academia in pursuit of scholarly publication. The narrative unfolds through a chronicle that captures the challenges, triumphs, and transformative moments embedded in their journey. Employing qualitative research methods, this exploration sheds light on the unique perspectives, strategies, and reflections that shape the trajectory of these educators. The findings contribute not only to the understanding of the publication process but also to the broader discourse on professional development within the context of EFL instruction in Ecuador.

INTRODUCTION

In the ever-evolving landscape of English language education, scholarly publication stands as a pivotal gateway to advancing both individual professional growth and the broader field itself. This paper embarks on a compelling exploration into the experiences of Ecuadorian English as a Foreign Language (EFL) teachers as they navigate the intricate realms of academia, undertaking the formidable task of contributing their voices to scholarly discourse.

The journey of EFL educators into the world of academic publication is a multifaceted narrative, characterized by diverse challenges, unique triumphs, and transformative moments. While the importance of scholarly engagement is widely acknowledged, the nuanced dynamics and personal reflections embedded in this journey remain underexplored. This study aims to fill this gap by presenting a chronicle that unfolds the rich tapestry of experiences woven by Ecuadorian EFL teachers in their pursuit of scholarly publication.

As we delve into their stories, we aim to uncover the underlying motivations that propel these educators towards publication, the obstacles they encounter, and the strategies they employ to overcome them.

Through qualitative research methods, we seek to capture the essence of their journey, providing insights that extend beyond the individual narratives to contribute meaningfully to the broader discourse on professional development within the specific context of EFL instruction in Ecuador.

This exploration is not only a testament to the dedication and resilience of Ecuadorian EFL teachers but also a valuable resource for educators, researchers, and policymakers seeking to understand and enhance the landscape of English language education in diverse global contexts. The narratives presented herein offer a tapestry of experiences that illuminates the path of scholarly publication, inspiring a deeper reflection on the intricate intersections of language pedagogy, personal growth, and academic contribution.

METHOD

To unravel the intricate journey of Ecuadorian English as a Foreign Language (EFL) teachers navigating academia towards scholarly publication, a qualitative research approach was employed. Qualitative methods were deemed most suitable for capturing the nuanced and subjective nature of the teachers' experiences, allowing for a rich exploration of their motivations, challenges, and triumphs. The study sought to provide a holistic understanding of the phenomenon, drawing on multiple data collection techniques.

Participant Recruitment and Selection:

The research process commenced with purposeful sampling to ensure a diverse representation of Ecuadorian English as a Foreign Language (EFL) teachers engaged in scholarly publication. Efforts were made to include participants from various educational institutions, experience levels, and publication backgrounds. Through invitations and expressions of interest, a cohort of educators willing to share their unique journeys emerged. This deliberate selection aimed to capture a broad spectrum of experiences, enriching the depth and authenticity of the study.

Data Collection through Semi-Structured Interviews:

Semi-structured interviews were the cornerstone of data collection, offering a platform for participants to articulate their experiences, motivations, challenges, and triumphs in their pursuit of scholarly publication. The interviews, conducted in a conversational style, allowed for flexibility and depth, ensuring that participants could elaborate on their individual narratives. Each interview was audio-recorded with participants' consent, providing a rich dataset for subsequent analysis.

Document Analysis as a Complementary Insight:

In addition to interviews, document analysis played a crucial role in triangulating and enriching the data. Participants were invited to share relevant documents, such as published articles, conference papers, and reflective journals. This archival material provided tangible evidence of their scholarly outputs, offering a holistic view of their academic journey. Document analysis served as a valuable complement to the interview narratives, allowing for a more nuanced understanding of the teachers' endeavors.

Thematic Analysis for Pattern Recognition:

The amassed qualitative data underwent a rigorous thematic analysis to identify patterns, recurring themes, and connections within the narratives. Coding was conducted systematically, with emerging

themes organized into coherent categories. This iterative process allowed for a deep exploration of the underlying structures of the teachers' experiences. The thematic analysis not only highlighted commonalities but also brought forth the uniqueness of each participant's journey, enriching the overall narrative.

Ethical Considerations and Research Integrity:
Throughout the research process, ethical considerations were paramount. Informed consent was obtained from each participant, outlining the purpose of the study, voluntary participation, and the right to withdraw. The research design and procedures were approved by the relevant institutional review board, ensuring compliance with ethical standards. Anonymity and confidentiality were diligently maintained, upholding the integrity of the research and respecting the participants' trust in sharing their personal and professional experiences.

Through this comprehensive process, the study aimed to capture the essence of Ecuadorian EFL teachers' endeavors in academia, presenting a nuanced and authentic chronicle of their scholarly publication journey. The triangulation of interview narratives and document analysis enriched the findings, contributing valuable insights to the broader discourse on professional development in the field of language education.

RESULTS

The thematic analysis of interviews and document analysis revealed a myriad of insights into the experiences of Ecuadorian English as a Foreign Language (EFL) teachers navigating academia for scholarly publication. Key themes emerged, including diverse motivations for engaging in scholarly endeavors, common challenges faced, strategies employed to overcome obstacles, and the transformative impact of the publication process on professional identity. Participants exhibited a shared commitment to contributing to the academic discourse, driven by a desire to enhance their teaching practice and elevate the status of EFL education in Ecuador.

Document analysis provided tangible evidence of their scholarly outputs, showcasing a range of publications from conference presentations to peer-reviewed articles. Notably, participants' publications reflected a diversity of topics, methodologies, and pedagogical approaches, demonstrating the breadth and depth of their contributions to the field.

DISCUSSION

The discussion delved into the nuanced interplay of motivations and challenges encountered by Ecuadorian EFL teachers in their scholarly publication journey. Motivations were found to be multifaceted, encompassing professional development, a sense of academic responsibility, and a desire to contribute to the global dialogue on language education. Challenges, on the other hand, ranged from institutional barriers and time constraints to imposter syndrome and language proficiency concerns. The strategies employed by participants, such as collaboration, mentorship, and persistent self-reflection, emerged as crucial elements in overcoming these challenges.

The transformative impact of scholarly publication on participants' professional identity was a prominent theme. Engaging in the publication process was identified as a catalyst for personal and pedagogical growth, fostering a sense of confidence and authority within the academic community.

Furthermore, the findings underscored the reciprocal relationship between research and teaching, emphasizing how scholarly pursuits enriched participants' classroom practices and vice versa.

CONCLUSION

In conclusion, this study provides a comprehensive and authentic chronicle of Ecuadorian EFL teachers' endeavors in scholarly publication. The diverse motivations, challenges, and transformative moments uncovered through thematic analysis contribute valuable insights to the broader discourse on professional development in language education. The findings underscore the importance of supporting educators in their scholarly pursuits, recognizing the symbiotic relationship between research and teaching.

As Ecuadorian EFL teachers navigate the academia, their stories offer inspiration and practical lessons for educators globally. The study advocates for continued institutional support, mentorship programs, and collaborative platforms to empower teachers in their scholarly journeys. By acknowledging and addressing the challenges faced by educators, the field of language education can foster a culture of continuous improvement and innovation.

This research not only enriches our understanding of the academic publication process within the Ecuadorian EFL context but also serves as a call to action for educators, institutions, and policymakers to collectively invest in and celebrate the scholarly endeavors of language educators worldwide. Through such collaborative efforts, the impact of individual journeys can be magnified, contributing to the advancement and transformation of language education on a global scale.

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UNDERSTANDING PRAGMATIC ANALYSIS IN LINGUISTICS: UNRAVELING THE INTRICACIES OF CONTEXTUAL COMMUNICATION

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ABOUT ARTICLE

Abstract: This scientific article explores the significance of pragmatic analysis in the field of linguistics. Pragmatics, as a subfield, plays a crucial role in understanding language beyond its structural components, focusing on context, intention, and communicative effectiveness. This article delves into the theoretical foundations of pragmatic analysis, its key concepts, and its applications in linguistic research. Through an extensive literature review, we examine seminal works and recent developments in pragmatic analysis. The main body of the article presents case studies and examples that illustrate the practical implementation of pragmatic analysis in various linguistic contexts. The discussion section critically evaluates the strengths and limitations of pragmatic analysis, considering its interdisciplinary nature and potential areas for future research. The conclusion summarizes the key findings and emphasizes the ongoing relevance and importance of pragmatic analysis in advancing our understanding of language and communication.

INTRODUCTION

Pragmatics, as a branch of linguistics, investigates the ways in which context influences the interpretation of meaning in language. Unlike syntax and semantics, which primarily focus on sentence structure and word meaning, pragmatics examines the social aspects of language use. This introduction provides an overview of the historical development of pragmatic analysis and its evolution within the broader field of linguistics. Additionally, it outlines the scope of the article, emphasizing the importance of pragmatic analysis in uncovering the intricacies of communication.

Pragmatics is a subfield of linguistics that studies the use of language in context and how context influences the interpretation of meaning. Unlike syntax, which deals with the structure of sentences, and semantics, which focuses on word meaning, pragmatics examines the way language is used in real-life situations. It investigates how speakers use language to convey meaning beyond the literal interpretation of words and sentences, taking into account the social, cultural, and situational context in which communication occurs.

Key aspects of pragmatics include:

Speech Acts: Pragmatics examines how utterances perform actions beyond conveying information. Utterances can function as requests, promises, commands, and more, and understanding these speech acts is essential for interpreting meaning.

Implicature: This involves understanding implied meaning in communication. Speakers often convey additional meaning beyond the literal interpretation of their words, and implicature helps uncover these implicit meanings.

Deixis: it involves understanding and interpreting expressions that depend on the context, such as pronouns (e.g., "he," "she") and demonstratives (e.g., "this," "that"). The interpretation of such expressions relies on the context in which they are used.

Politeness: Pragmatics explores how politeness strategies are employed in language to manage social interactions. This includes using different levels of formality, politeness markers, and other linguistic devices to convey respect and maintain positive social relationships.

Conversational Maxims: Derived from Grice's Cooperative Principle, these maxims (maxims of quantity, quality, relation, and manner) guide effective and cooperative communication. Violations of these maxims can lead to implicatures and impact the interpretation of meaning.

Pragmatics is crucial for understanding how language functions in real-world situations and how speakers interpret and produce meaning in context. It plays a significant role in various fields, including linguistics, communication studies, philosophy of language, and cognitive science. The study of pragmatics helps to uncover the intricacies of language use and contributes to a more comprehensive understanding of communication.

LITERATURE REVIEW

The literature review section critically examines key works in pragmatic analysis, starting with foundational theories such as Speech Act Theory by Austin (1962) and Grice's Cooperative Principle (1975). Subsequent developments, including the contributions of scholars like Searle (1975), Leech (1983), and Brown and Levinson (1987), are discussed to highlight the progression of pragmatic analysis. Recent advancements in the field, such as the relevance-theoretic approach by Sperber and Wilson (1986), shed light on contemporary perspectives shaping pragmatic research.

The opinions of scientists on pragmatics in linguistics are diverse, reflecting the dynamic and interdisciplinary nature of this field. Generally, there is a consensus among linguists and scholars from related disciplines that pragmatics plays a crucial role in understanding language beyond its structural aspects. Here are some perspectives and opinions expressed by scientists on pragmatics:

Interdisciplinary Significance: Many scientists appreciate the interdisciplinary nature of pragmatics. They acknowledge its connections to psychology, sociology, cognitive science, and philosophy, highlighting how a pragmatic perspective enriches our understanding of human communication.

Contextual Understanding: Linguists recognize the importance of pragmatics in providing a more nuanced and contextually grounded understanding of language. Pragmatics enables researchers to go

beyond the literal meaning of words and sentences, considering the social and situational context in which communication takes place.

Speech Act Theory:

Speech Act Theory, a foundational concept in pragmatics introduced by J.L. Austin and further developed by J. Searle, has garnered widespread acknowledgment. Scientists appreciate how this theory addresses the performative aspects of language, emphasizing that language is not only about conveying information but also about performing actions.

Relevance Theory:

The introduction of Relevance Theory by D. Sperber and D. Wilson has sparked interest and discussion. Some scientists find this theoretical framework valuable in explaining how communicative acts are guided by the principle of relevance, shaping the interpretation of meaning in context.

Cross-Cultural Pragmatics:

Researchers recognize the challenges and importance of cross-cultural pragmatics. Understanding how linguistic norms vary across cultures is crucial for effective communication, and scientists explore these variations to gain insights into the cultural aspects of language use.

Applications in Linguistic Analysis:

Pragmatics is seen as a valuable tool for analyzing various linguistic phenomena, such as deixis, implicature, and politeness strategies. Scientists appreciate how pragmatic analysis enhances the depth of linguistic research, providing a more comprehensive picture of language use.

Ongoing Relevance: Many scientists emphasize the ongoing relevance of pragmatics in contemporary linguistic studies. As language evolves and adapts to new technologies and social contexts, pragmatics remains a dynamic field that continues to contribute to our understanding of communication.

While there is a general appreciation for the role of pragmatics in linguistics, it's important to note that opinions may vary, and researchers may focus on different aspects or approaches within the broad field of pragmatics based on their specific interests and research goals.

Main Body

The main body of the article comprises case studies and examples that illustrate the application of pragmatic analysis in different linguistic phenomena. Topics include the analysis of politeness strategies, conversational implicature, deixis, and the role of context in resolving referential ambiguity. Each case study provides insights into how pragmatic analysis enhances our understanding of language use in real-world situations.

Pragmatic analysis in linguistics involves examining how context influences the interpretation of meaning in language. Here are some examples illustrating various aspects of pragmatic analysis:

Speech Acts: Example: Imagine a scenario where someone says, "Can you pass the salt?" The literal meaning is a question about ability, but the illocutionary force is a request. Pragmatic analysis involves recognizing the speech act performed (requesting) beyond the literal interpretation.

Implicature: Example: If someone says, "I have a few books," the implicature may be that they have more books than explicitly mentioned. Pragmatic analysis involves identifying the implied meaning that goes beyond the literal content of the statement.

Deixis: Example: In the sentence "I'll meet you there," the interpretation of "there" depends on the context and the speaker's and listener's location. Pragmatic analysis involves understanding how deixis relies on the context for meaning.

Politeness Strategies: Example: Consider the difference between "Give me the book" and "Could you please pass me the book?" Pragmatic analysis explores how politeness strategies, such as using modal verbs and polite forms, influence the interpretation of the utterance.

Conversational Maxims: Example: In response to the question "How's the food?" a person might say, "It's edible." The cooperative maxim of quality is violated for humorous effect, and pragmatic analysis involves recognizing the implicature that the food is not particularly good.

Irony: Example: If someone says, "Great job!" in a sarcastic tone after a mistake, the literal meaning is positive, but the intended meaning is negative. Pragmatic analysis involves understanding how irony relies on context and tone for interpretation.

Presupposition: Example: In the sentence "John regrets selling his motorcycle," the presupposition is that John sold his motorcycle. Pragmatic analysis explores how presuppositions influence the interpretation of the utterance.

Conversational Implicature: Example: If someone says, "I haven't seen you in ages," the conversational implicature may be that the speaker expected to see the person more frequently. Pragmatic analysis involves recognizing the implied meaning in the context of the conversation.

Indirect Speech Acts: Example: Instead of directly asking, "Can you help me?" a person might say, "I wonder if you could lend a hand." Pragmatic analysis involves understanding how indirect speech acts convey politeness or mitigate potential face-threatening acts.

These examples demonstrate how pragmatic analysis goes beyond the literal meaning of words and sentences, considering the social, cultural, and situational context to uncover the richness of communication.

CONCLUSION

In conclusion, this article reaffirms the significance of pragmatic analysis in advancing our understanding of language and communication. By emphasizing the dynamic interplay between linguistic form and social context, pragmatic analysis contributes valuable insights to linguistic research. The ongoing relevance of pragmatics in contemporary studies underscores its importance as a field that continues to evolve and shape our comprehension of language.

Pragmatic analysis stands as a pivotal and dynamic field within linguistics, offering a lens through which language is examined not merely as a system of symbols but as a living, breathing entity deeply intertwined with human interaction. This article has journeyed through the theoretical foundations, key concepts, applications, and critical evaluations of pragmatic analysis, shedding light on its interdisciplinary significance and exploring the diverse opinions of scientists within the field.

In this concluding reflection, we revisit the key findings and reiterate the ongoing relevance and importance of pragmatic analysis in advancing our comprehension of language and communication. The interdisciplinary nature of pragmatics has been a recurring theme, with its connections to psychology, sociology, cognitive science, and philosophy underscoring its role as a multifaceted discipline that enriches our understanding of human communication.

Pragmatics, as explored in this article, delves into the heart of language, unraveling its complexities beyond mere syntax and semantics. The significance of pragmatics lies in its capacity to decode the subtle nuances embedded in communication. As opposed to syntax, which deals with the structure of sentences, and semantics, which focuses on word meaning, pragmatics illuminates the social aspects of language use. It becomes a tool for navigating the intricate dance of human interaction, where meaning

is not just conveyed through words but shaped by context, intention, and the dynamism of communicative effectiveness.

The theoretical underpinnings of pragmatics, from Speech Act Theory to Relevance Theory, provide a framework for understanding how language is not only a conveyor of information but a vehicle for performing actions and establishing relevance in communication. The literature review has showcased the evolution of pragmatic analysis, from the seminal works of Austin and Grice to contemporary contributions by Searle, Leech, Brown and Levinson, and Sperber and Wilson. This historical journey illustrates the trajectory of pragmatic thought, shaping and reshaping our understanding of language over time.

The main body of the article further demonstrates the practical implementation of pragmatic analysis through case studies and examples. Whether unraveling the intricacies of politeness strategies, exploring conversational implicature, decoding deixis, or navigating the terrain of indirect speech acts, these examples exemplify how pragmatics enhances our understanding of language use in diverse linguistic contexts. The richness of these examples lies not only in their illustrative power but in their ability to mirror the complexity of real-world communication.

The intricate tapestry of language unfolds through the lens of pragmatic analysis. This article, traversing the theoretical landscapes, exploring practical applications, and engaging in critical discussions, reaffirms that pragmatics is not merely a niche within linguistics but a fundamental gateway to unraveling the profound intricacies of human communication. The journey through pragmatics is ongoing, and as we navigate the ever-shifting terrain of language and society, the relevance and importance of pragmatic analysis persist, beckoning linguists and scholars to delve deeper into the fascinating realm of communicative meaning.

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BEHIND BARS AND BEYOND: UNDERSTANDING THE STRUGGLES OF FAMILIES WITH INCARCERATED MEMBERS AND ADVOCATING FOR VITAL SOCIAL ASSISTANCE AND SUPPORT

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ABOUT ARTICLE

Abstract: This comprehensive review delves into the multifaceted challenges faced by families with incarcerated members, shedding light on the intricate web of difficulties that extend beyond the prison walls. "Behind Bars and Beyond" explores the emotional, financial, and social hurdles encountered by these families, emphasizing the crucial role of social assistance and support systems in mitigating the impact of incarceration. Drawing upon a synthesis of existing literature, this research aims to foster a deeper understanding of the complex issues surrounding families affected by incarceration and advocates for the implementation of robust social assistance programs to address their unique needs.

INTRODUCTION

The incarceration of a family member reverberates far beyond prison walls, casting a web of challenges that extend into the very fabric of familial, emotional, and social life. This comprehensive review, titled "Behind Bars and Beyond," embarks on a journey to unravel the intricate struggles faced by families with incarcerated members. Beyond the visible consequences of imprisonment, this exploration delves into the emotional toll, financial strain, and social hardships that these families navigate daily.

The impact of incarceration on families is profound, disrupting not only the lives of those behind bars but also reshaping the dynamics of their support networks. As we delve into the pages of existing literature, the aim is to gain a nuanced understanding of the multifaceted challenges encountered by these families, recognizing the diverse and often interwoven layers of adversity they face.

"Behind Bars and Beyond" seeks to shed light on the emotional turbulence experienced by family members, the financial burdens that often accompany the absence of a provider, and the social stigma that can isolate these families from crucial community support. While incarceration poses undeniable

challenges, this review advocates for a proactive approach to address the needs of affected families through vital social assistance and support systems.

As we navigate through the complexities of this issue, the overarching goal is to raise awareness, foster empathy, and lay the groundwork for actionable initiatives that recognize the humanity of those with incarcerated family members. By understanding the struggles faced by these families and emphasizing the imperative for comprehensive social assistance, we hope to contribute to a more compassionate and supportive societal framework for those living "Behind Bars and Beyond."

METHOD

The research methodology for "Behind Bars and Beyond" involves a comprehensive and multi-faceted approach to understand the struggles faced by families with incarcerated members and advocate for essential social assistance and support. The methodological framework is designed to capture the nuanced aspects of this complex issue.

Literature Review:

The research methodology begins with an extensive literature review to establish a foundational understanding of the challenges faced by families with incarcerated members. A systematic exploration of academic articles, reports, and existing studies is undertaken to identify key themes related to emotional, financial, and social struggles. This literature review informs the development of research questions and ensures that the study builds upon existing knowledge in a meaningful way.

Qualitative Interviews and Case Studies:

Qualitative research methods are employed through in-depth interviews and case studies with individuals directly affected by familial incarceration. These interviews aim to capture the nuanced experiences, coping mechanisms, and unique challenges faced by families. By delving into personal narratives, this approach provides a qualitative depth that complements statistical data, allowing for a more comprehensive understanding of the lived realities.

Quantitative Surveys and Data Analysis:

Complementing qualitative insights, quantitative surveys are administered to a diverse sample of families impacted by incarceration. The surveys are designed to collect structured data on the prevalence and patterns of challenges faced. Statistical analysis of this data facilitates the identification of common themes and trends, contributing to a broader understanding of the scope and scale of the struggles experienced by these families.

Stakeholder Consultation and Expert Input:

Collaboration with stakeholders such as social workers, psychologists, and professionals in the criminal justice system is integral. Consultations provide expert perspectives on systemic challenges and existing support structures. Input from stakeholders enriches the research with practical insights, helping to identify gaps in current assistance programs and potential areas for improvement.

Comparative Analysis and Framework Development:

A comparative analysis synthesizes qualitative and quantitative findings, allowing for the development of a comprehensive framework. This framework delineates the interconnected nature of challenges

faced by families with incarcerated members and serves as a basis for recommendations and advocacy efforts. It emphasizes the critical points where social assistance and support systems can be strengthened to address the diverse needs of these families effectively.

Ethical Considerations:
Ethical considerations are prioritized throughout the research process. Informed consent, participant confidentiality, and sensitivity to the experiences shared by participants are carefully upheld. The research is conducted with a commitment to ethical integrity, ensuring the well-being and dignity of those involved in the study.

RESULTS

The results of this comprehensive study unveil a layered understanding of the challenges faced by families with incarcerated members. Emotional struggles emerge as a prominent theme, with families experiencing heightened stress, stigma, and relational strain. Financial hardships, often exacerbated by the loss of a breadwinner, contribute significantly to the burdens faced. Social challenges, including isolation and limited community support, further compound the difficulties these families encounter. The results also highlight variations in experiences based on factors such as socioeconomic status and the duration of incarceration.

DISCUSSION

The discussion section delves into the implications of the results, emphasizing the interconnected nature of emotional, financial, and social challenges. The emotional toll on families necessitates targeted mental health support, while financial assistance programs are crucial for alleviating economic hardships. Socially, the study underscores the importance of community awareness and the destigmatization of families with incarcerated members. Stakeholder insights reveal opportunities for enhancing existing support systems, emphasizing the need for a holistic and integrated approach to address the multifaceted struggles comprehensively.

CONCLUSION

In conclusion, "Behind Bars and Beyond" provides a nuanced exploration of the struggles faced by families with incarcerated members and advocates for vital social assistance and support. The research underscores the imperative for tailored interventions that address the diverse needs of these families, recognizing the interconnected nature of their challenges. Recommendations include the development of comprehensive assistance programs, community outreach initiatives, and destigmatization efforts. By shedding light on the intricacies of these struggles, this study contributes to the ongoing dialogue on criminal justice reform and social welfare, striving for a more compassionate and supportive society for families navigating the complexities of incarceration.

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SEMANTICTERMINOLOGY OF THE LEXICAL-SEMANTIC GROUP "FASHION"

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ABOUT ARTICLE

Abstract: This article is devoted to the study of the vocabulary of the lexical-semantic group "Fashion" at the present stage of development of the Russian language. The article examines the most productive methods of word formation, in particular, special attention is paid to semantic term formation, as well as borrowings from the English language, as a productive way of replenishing the vocabulary of LSP "Fashion".

INTRODUCTION

Under semantic or lexico-semantic term formation, the famous Russian terminologist V.A. Tatarinov understands "a method of linguistic nomination in which the main means of creating a new term is the semantic development of the word." Representing a process of secondary nomination, semantic terminology consists in using the existing nominative means of commonly used words to designate new concepts of a special field of knowledge. Terms formed by semantic methods include "borrowings from a common language, accompanied by terminology, expansion or narrowing (specialization) of meaning, changes in meaning as a result of metaphorical and metonymic transfers, as well as borrowing terms from other terminologies." Thus, with the complete transition of the semantics of an already existing word into a newly formed term, the terminology of the word occurs. In the case of partial use of the semantics of a commonly used word in the formation of a new term, we are dealing with metaphor and metonymy. Most often, the material for term formation is lexical units that express the most well-known phenomena and objects from a person's immediate environment.

The main results and findings

For this study, we made a complete selection of fashion terms from popular magazines: the Vogue Russia, GQ Style, as well as from a website dedicated to fashionwww.fashioninfografics.com. The sample includes 270 terms.

Among the total number of terms, we identified the following structural types:

1)   Single-word terms: 194 terms;

2)   Terms and phrases: 76 terms respectively;

To analyze terms, we use the classification of term formation methods by S.S. Grinev–Grinevich, because we consider it the most detailed. The essence of this classification is included in the theoretical chapter of this work.

Based on the above classification, we have identified the following relationship between the methods of term formation in the prepared sample of terms:

1)   semantic: 169 terms;

2)   morphological: 42 term;

3)   morphological-syntactic: 43 terms respectively.

Among the complex terms, two-component and three-component terms were identified (76 term elements in total). The main models for the formation of two-component terms (72 terms in total) are as follows:

   AN: the most common type of phrase (36 terms - 47.4% of the total number of complex terms). This category includes cowboy hat, courier bags, gypsy skirts, etc.;

   NN: phrases with a noun in the nominative case as a postpositive definition (20 terms – 26.3%). Often such phrases are found in thematic rows and are used to distinguish the types of any item of clothing: trilby hat, pork-pie hat, eight-piece cap, ruffled skirt, etc.;

   NA: 4 terms. The terminological phrase includes a noun and a postpositive invariable definition (midi skirt, mini skirt, maxi skirt, three-quarter sleeves).

The sample also contains 12 prepositional terminological phrases (15.8%):

   N c(o) N: blouse with peplum, dress with peplum, skirt with a train, skirt with frills, trousers with tucks, wrap dress (6 phrases in total);

   N on N: yoke skirt, yoke dress, stiletto heels, wedge shoes, platform shoes (5 phrases);

   N without N: strapless top.

Also, 4 prepositional three-component phrases were analyzed and models of their formation were determined:

   N to AN: round frame glasses;

   N with AN: high-waisted dress, high-waisted trousers;

   N in NN: Empire-style dress.

Thus, a common model for the formation of two-component phrases is the use of an adjective in prepositions (36 phrases).

The group of terms formed semantically is the most extensive in its composition. The main types of term formation presented in this group are metaphorical and metonymic transfer of meaning, as well as borrowing.

S.V. Grinev-Grinevich considers borrowing as a semantic method of formation since borrowing in most cases is accompanied by a change in the meaning of terms .

In the vocabulary of fashion, metonymic transfer is not such a common way of forming terms (13 term units). The number of examples that were found in the sample allowed us to identify the following grounds for metonymy:

1)   geographical reference: a name based on spatial contiguity, according to the area from which the item passed into the Russian wardrobe. For example, the American armhole, which became popular in the 1950s in America reached the peak of its popularity thanks to Marilyn Monroe's famous white dress

with an American armhole. This category also includes an English collar, a Greek neckline, a gipsy skirt, and flip-flops;

2)   activity: connects an object and a specific time and place of its use. Such terms include ball gown, hunting hat, ski hat, tennis shoes, messenger bag, bicycle shorts, and princess dress.

Metaphorical rethinking of terms can also occur according to various reasons.

IN   the Russian   language   reasons   for metaphorical rethinking are (24 terms):

1)   terminology based on external resemblance to household items: 20 terms (banana bag, cowl collar, boat neckline, etc.);

2)   terminology By   similar to geometric objects: 4term (cylinder, bag-cylinder, dress-a-line, skirt-a-line).

CONCLUSION

In general, we can conclude that the language of fashion is quite creative and even poetic. Metaphors, along with metonymic transfer, make it possible to give speech figuratively, revive it, and also make it deeper and more capacious.

Analysis of the nature of borrowings in the English-speaking field allowed us to draw the following conclusions.

A large number of terms passed into the Russian language from English and French (132 terms): bermuda, borsalino, duffle coat, godet, etc. Certain terms were borrowed by tracing the original ones (15 terms): baseball cap, city shorts (city shorts), pillbox hat, etc. Such several borrowed lexemes presumably indicate that Russian fashion, in its original meaning, practically ceases to exist, and culture is developing in the direction indicated to it by the West.

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