

# Varieties in the Meaning of Terminology

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## Abstract

A word or term may be able to be different in meaning as synonyms, homonyms, antonyms and other types of formation representing the meaning of words in one of the fields of expertise. However, a word as synonym can be used in special field. There are some discussions among linguists that their idea according to representing synonyms in the technical field is limited and it is hard to find noun function synonyms in the industrial field. Terminologists look through dictionaries, books, literature, spoken contexts, printed contexts synonyms, antonyms, and homonyms occasionally in order to define exact meaning of the terminology using in the field of industry.

**Keywords:** Specialist vocabulary, context, terminology.

## Introduction

Sonneveld and Loening (1993) indicated that naming principles in the area of natural sciences; chemistry, zoology, botany, medicine and mathematics was started in the late nineteenth century and industrialization is the first reason of terminology creation and standardization of technical and scientific terminology. 'A terminology is a set of terms representing the system of concepts of a particular subject field'(Sonneveld and Loening, 1993). Lynne Bowker mentioned the emergence of terminology resources as term bases prepared by translators, term banks produced by terminologists, electronic dictionaries, and online dictionaries of special terms in a specific discipline (Sonneveld and Loening, 1993). All the branches specially technology is in dire need of setting terminology, terminology banks, trees and glossaries being the essential bases for better translation as many types of term formation needs different term knowledge and techniques (Ananiadou, 1994).

The main difference between a term and a word is the nature of reference. Term is characterized as mono-referential in a very specific concept at high degree relating to a specific area or field or discipline. It involves linguistic (lexical, syntactical and semantic) as well as concepts (generic, portative and casual) restrictions (Shair Ali Khan. 2016:697). There are a variety of terminology: classical, descriptive, socio-cognitive. They define terms according to their semantics features in the language.

## **Lexicology represents the means of specialty**

Lexicology studies the lexicon or words or vocabulary of a language in general. It works through linguistic spelling containing similar meaning. They can be noun as “baby-infant”, adverb as “speedily-quickly” and an adjective as “ill-sick” (Drame, 2006).

Polysemes have the same pronunciation or spelling (or both) as another word, but a different, though related meanings. Polysemes have the same pronunciation or spelling (or both) as another word, but a different, though representation distinguishing between synonyms, polysemes, and homonyms. Synonyms are the words different in shapes or forms. Homonyms have the same pronunciation or spelling (or both) with different meanings as another word, but with different and not related meaning). Homonymy starts where speakers no longer recognize the semantic relation between words/terms for example: desert = abandon, desert = arid region; waste, waist; mean = intend, mean =average (Drame, 2006).

Jason Utt and Sebastian Pado quoted renowned scholars of lexicology and semantics like Nunberg and Zaenen (1992); Copestake and Briscoe (1995); Pustejovsky(1995); Nunberg (1995) that semantic ambiguity is divided into polysemy and homonymy, explaining homonymous words that possess the same pronunciation or spelling with unrelated senses like Bank- Financial Institution; Bank- Natural Object; Bank- Side of River, whereas polysemy words have different phonemes with related senses like: animal; lamb, chickens, and Flower; lily, tulip (Utt and Pado, 2016). Utt and Pado said that the systematicity among these words is a challenge for lexical semantics while they further elaborated that distinction between polysemy and homonymy is important for removing the ambiguity.

## **Vocabulary in variety**

Acquiring technical terminology is rather controversial topic as it differs from modern ways of presenting words for everyday contacts. First of all, it must be put in mind that words varies according to their meaning: technical vocabulary, semi-technical vocabulary, and core-business vocabulary (Dudly Evans and John: 2004:121). There are other divisions such as high frequency words, academic words, technical words and low frequency words in technical context.

This categorization resembles typology of ESP vocabulary suggested by Baker (Dudley Evans and John: 2004:82-84)

1. Items which express notions general to all specialized disciplines
2. General language items that have a specialized meaning in one or more disciplines;
3. Specialized items that have different meanings in different disciplines;
4. General language items that have restricted meanings in different disciplines;
5. General language items that are used to describe or comment on technical processes or functions in preference to other items with the same meaning.
6. Items used to signal the writer's intentions or evaluation of material presented.

However, this categorization is quite specific and not all teachers come across with all of them in their practice that is why later these 6 types of vocabulary were grouped into 2 big ones:

- general vocabulary that has a higher frequency in a specific field (advice, method, important)
- general English words that have a specific meaning in certain discipline ( e.g. fossil fuel- a coal in general English, and bug-an error that can occur in a computer program or system in computer science; energy in physics) one more aspect of vocabulary that needs special attention is lexical

phrases. Each field of ESP is rich with such phrases and not specialist may have a lot of trouble understanding them. In ESP teaching and learning, technical text plays important role to acquire terminology or specific knowledge about profession.

## Technical contexts for communication

Ellis (2003) regards ESP teaching as a tool necessary for communication, therefore, suggests that communication should be the main feature in developing materials in any ESP course. Ellis (2003) also emphasizes the role of clear goals, appropriate level of difficulty, active and task-based participation in designing materials. Block(1991) compared teacher made materials to ready-made text-books and came to a conclusion that in general, materials developed by teachers have many advantages compared to textbooks. Moreover, they have an advantage of meeting every individual's needs and also, teacher-made materials easily reflect on local and international up-to-date information (Block, 1991).

## Research Methods

In learning English for some areas, terminology plays an important key for comprehending that area of study or work. Any term may inform us the instructions or works of that field ( Abdinazarov, X.Sh.2025:1003). The main idea of presenting this article is to make a contribution to interpreting or translating specific terminology highlighting in the contexts of oil and gas field in the English and Uzbek languages:

### In the English:

**Crude oil** is a complex **mixture of hydrocarbons** with minor proportions of other chemicals such as compounds of **sulphur, nitrogen** and **oxygen**. To use the different parts of the mixture they must be separated from each other. This **separation** is called **refining** (L.M. Bolsunovskoy, R.N.Abramovoy, I.A.Matvinko. 2011:38)

### In the Uzbek:

**Hom neft (qayta ishlanmagan neft) oltingugurt, kislorod, azot** kabi kimyoviy elementlardan iborat bo'lgan **uglevodoroddan** tashkil topgan. Turli qorishmalardan foydalanishimiz uchun ular bir-biridan ajralishi kerak, bu jarayon neftni qayta ishlash jarayoni.

**Synonyms: Crude oil – hydrocarbons**

**Antonyms: Crude oil- refined oil, petrol, kerosene, diesel.**

### In the English:

The oil flowed from the source rock and **accumulated** in thicker, more **porous limestone** or **sandstone**, called **reservoir rock**. Movements in the Earth **trapped** the oil and natural gas in the reservoir rocks between layers of **impermeable rock**, or **cap rock**, such as granite or marble (L.M. Bolsunovskoy, R.N.Abramovoy, I.A.Matvinko. 2011:38).

### In the Uzbek:

**Chukindi tog' toshi** orqali oquvchi **neft quyi** qatlamda tuplanadi, ushbu **qatlam g'ovakli oxaktosh yoki rezervuar** deb ataladi. Yer qatlamlarida aylanib tuplangan **suv o'tkazmaydigan tog' toshi granit yoki marmar** deb ataladi.

**Synonyms: Limestone – sandstone, impermeable rock – cap rock**

**Antonyms: impermeable rock- permeable rock.**

## Conclusion

It is worth indicating that acquiring terminology of oil and gas is very hard as it requires more time and effort to comprehending the technical process and chemical, physical, geophysical, geodesic. Besides, we should know the properties of hydrocarbons. There are rarely synonyms, antonyms, homonyms occur in the terminological system of oil and gas engineering in the English and Uzbek languages. As students' needs are the central focus of the course, teacher must be flexible and adapt to the changing needs of the learners as fast as possible. Any terminology is the basis that may be able to inform the students in their field of expertise, so it should be paid special attention in English for oil and gas classes.

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