

## **THEORY OF LANGUAGE FOR SPECIFIC PURPOSES (LSP) AS A FUNDAMENTAL INTEGRATION COMPONENT OF EUROPEAN IDENTITY**

As of today, there are more than 5,000 different languages in the world. According to the researchers, any natural human language falls into a number of functionally-conditioned variants, each of which is more or less obviously determined by a number of factors such as: purpose, time, place, social environment, form of communication, sphere of human activity and others.

“The idea that any developed national language is not monolithic, but it is a kind of multilayered education, was confirmed in scientific consciousness in the 1960s of the 20<sup>th</sup> century” [Awerbuch 2003].

The structure of the language gets one or other strict specific features correlating them with marked types of human activity to adapt to certain conditions. Such stratification of the language, its formal and material heterogeneity, entailing the division of the language into the core and the periphery cannot help attracting the specialists’ attention. The issue of actual heterogeneity of the language is not only of theoretical, but also largely of practical interest because the resolution of this problem is based on the optimization of different types of language activity in different spheres of human activity.

Under such circumstances, a question arises concerning the dominant global language in the world. The phenomenon of global language emerged at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries as a result of unprecedented growth of international contacts in the course of integration and globalization. The group of hyper central dominant languages includes only English, the number of speakers of which is close to 2 billion people, and thus takes a central place in the hierarchy of the languages, not only in terms of multilingualism, but also as a language of international communication.

The hierarchical distribution of the languages in the global language system explains the implementation difficulties of the language policy in education accepted to support and develop multilingualism. A. De Swaan writes that

“learning of the languages for the most part takes place in an upward direction .... People usually prefer learning the language which is at a higher level in the hierarchy” [De Swaan 2001: 5].

Consequently, English is preferred to the users' studying and socializing, the number of which increases up to 2 billion. According to De Swaan, with the development of market relations the languages have been perceived as "hyper-collective goods", whose value increases in proportion to the number of users. A small number of languages with the highest communication value has a key role to play in the increasingly growing process of concentration which is guided by an "invisible hand of the market", i.e. by an objective market mechanism described by a Scottish economist, Adam Smith, in the 18<sup>th</sup> century in the *Research about the Nature and the Reasons of Wealth of Nations* published in 1776 [Smith 1981].

G. Ferguson commenting on De Swaan's economic approach to the languages, writes:

"Thus, the languages can be considered as long-term projects of investments and the value of investments affects the functional capacity of the language at the individual level; learning a second language can be likened to making the capital, in this case the acquisition of symbolic and intellectual capital" [Ferguson 2006: 122].

The ethno-cultural identity within the multicultural identity is expressed in terms of the usage of native or national language. English is the language of universal communication and global culture as the components of the global identity are a part of multicultural identity that determines the coming out of the ethnic groups into general global economic, political, educational and cultural area and communication.

Within the given approach, the language of global communication without eliminating the multilingualism, organizes a synergetic chaos emerged in the global system of languages as an open, dynamic, self-organizing and self-developing system as a result of the impact of globalization processes that have led to the increased international and intercultural contacts.

Changes in the vocabulary of any professional language are directly related to the changes occurring in the life of society. The era of scientific and technological progress, growing exponentially, has caused the large scale of the processes dealing with "terminologization" of the language. The importance of the spheres of human activity goes up dramatically, and hence, there is an increased interest not only in the professional communication but also in the effective communication leading to concrete results. New realities are making their names in the language, and a huge number of special words appear to describe the objects of study. All these factors lead to the fact that the issue of the status of languages for specific purposes (LSP) is becoming increasingly important. Addressing the most important means of verbalization of special knowledge in science, engineering, manufacturing, education and other areas, LSP the semantic core of

which is terminology, becomes a calling card and admission to the world of professional communication.

V.A. Tatarinov has pointed out that

“terminology has grown into such a scientific discipline that it is able to study the processes of formation, nurturing and education of scientific thinking and scientific community, that is, through the methods of education of the effective researcher. Terminology provides a human with the fundamentals of scientific thinking and manages the process of transformation of common thinking into scientific one, and comprises all the specialties and professions with its creativity and issues” [Kulpina, Tatarinov 2013: 145].

As it is known, in linguistics there is no single universally accepted definition of the notion “term”, and the linguists give a different interpretation of it. Thus, as V.A. Tatarinov said,

“terms and terminology refer to all “special terminology”, that is, the vocabulary used in special spheres of human activity by certain groups of people” [Tatarinov, 2003].

This idea enhances the definition of the notion “term” by the majority of linguists, regardless of the approach in the study of terminology, which also underlies the study of LSP.

In identifying the LSP concept, there is a controversy now in scientific communities about the subject of the lawfulness of its marking out as a part of structural and functional education. The researchers have considered the LSP as a part of the overall literary language, as one of its functional styles, or common national language as an autonomous subsystem, or as a fragment of the national language, which is formed on the basis of the national language and, therefore, is an integral part of it. The determination of the LSP depends on whether we are right for its definition as an independent system or as a part, but the parts located at the periphery of the natural language [Pearson 1998: 30].

Nowadays, in the era of modernization of the integration process the learning of foreign languages and first of all languages for specific purposes has become one of the basic components in the system of training of specialists in a non-linguistic area. This steady tendency is closely connected with and largely related to such factors as the processes of integration of the international community radically changing the labor market, the modernization of a multi-stage system of education, the integration into the Bologna process, the necessity to pass the test certification stage to determine the level of knowledge of foreign languages in accordance with European standards.

Changes in socio-economic relations, changes in consciousness, in society, and in every language in terms of European integration have actualized the forms

of language learning, serving certain professional spheres. And with the development of professional communication, special vocabulary and terminology play an increasingly prominent role, the importance of their consistency used by the specialists in various countries, as the current situation of professional international communication dictates certain requirements that will presuppose not only a proper registration of the language units of professional communication, the equivalence of their meanings, but also compliance with the standards of ethnic culture for the correct perception by specialists.

Therefore, in the dynamic development process of international integration, by the exchange of information, in the context of multiculturalism and multilingualism, the professionals in any industry, except the traditional training, need a tool that allows them to efficiently and effectively exchange professional information. That tool is the language for specific purposes (English for Specific Purposes), the operating language of international transactions. Language learning for specific purposes is the foundation of the training of interpreters at universities in Europe and is supported by the World Association of Germanic Philologists. Such a pragmatic approach is defined by the fact that the vocabulary of modern European languages consists of the terms which have passed the boundaries of their terminological systems.

At the present stage, the conceptual and practical significance of the theory of LSP as a component of European identity is fundamental and comprehensive, because the development of theoretical and methodological system that is profile-oriented pragmatically, and cognitively meaningful foreign language training of the students of different specialties will be available only based on scientific achievements in the field of targeted and multifaceted study of verbalized expression, for specific areas of special and professional activity in the conditions of multilingualism.

The theory of languages for specific purposes is regarded as a conceptual foundation for training the highly qualified specialists and, at the same time, the main theoretical premise.

Special (professional) language (language for specific purposes) is a special kind of functional national language through which the professional communication is possible. By modern professional communication, researchers understand communication within a certain professional area, differentiating it from communication in the process of job training, communication for professional use, and communication in the process of people's activity.

Language for business communication, including business English, is professional language and is also considered in the context of the theory of LSP, since it has all the characteristic features of so-called "branch" language (functional limitations, the presence of special vocabulary, regimentation due to the specific

communicative purposes, and others). As the most common communication objectives of business communication, the following are to be considered: request, brain-picking, communicated information, discussion with decision making, argumentation, situation assessment, etc. Accordingly, when it comes to business communication, it is to be kept in mind that there are complex multidimensional processes of establishment and development of professional contacts between people.

The history of language learning for specific purposes and the creation of the theory of LSP conceptually take their origin in a long time now classic works of the representatives of the Prague Linguistic Circle (B. Gavraneka, R. O. Jakobson, N. S. Trubetsky and others). Namely, in their works, the notion of the functional language has been first introduced which allowed to narrow down and structure the concept of the natural language and to allocate the special subsystems in it, correlated with certain socially important spheres of communication, later called *functional styles*.

Thus, the next stage of the formation of the theory in LSP is considered in close relationship with functional stylistics, the main scientific achievements that are reflected in the works by O. Akhmanova, R.A. Budagov, V.V. Vinogradov, M. Kozhina, I.R. Halperin and others. Some special characteristics of scientific style have been marked out within the functional approach to the study of stylistic features of language and speech. Thus, V. V. Vinogradov pointed out:

“The language of science as a tool of formation of concepts and formulas that reveal the laws of existence, development, communication, interaction, and relations of various objects, and phenomena of the world, tends to the speech means devoid of individual expression, to the signs having the characteristics and properties of the general scientific and logical compulsion, and the system of interconnectivity, and abstract conditionality” [Vinogradov 1981: 120].

The second half of the twentieth century was a milestone marking the beginning of a planned global description of different languages in terms of their functional and stylistic characteristics, in particular the study of the language of professional spheres of communication. Namely, during this period in different countries, the following terminological nominations come up, such as *Fachsprachen* (object languages) in Germany, *languages for specific purposes* (LSP) in Anglo-American linguistic works, *langues de spécialité* in France, the *language of science*, and a little later *languages for special purposes* in Russian linguistics.

The main differentiating feature of LSP is associated with the specifics of its lexical and semantic level, and that is the existence of special terminology, including not only verbal means of expression (words and phrases, including those of an idiomatic character), but also non-verbal signs (symbols, formulas, charts,

etc.). If the term is considered as a special category to define a particular sphere of human activity, it is advisable to use the following definition:

“Term is a word or phrase, having a professional meaning and expression, and forming a professional concept also used in the process of learning, and mastering a range of objects and relationships between them – from the perspective of a particular profession” [Golovin, 1979: 264].

In such a review of the communicative and cognitive characteristics of the term, one may talk about the special semiotic space of the professional sphere, in terms of which the specific properties of the terms become apparent – primarily their system.

The current stage of the development of the theory of LSP is associated with large-scale qualitative changes in the system of social relations in general: the industrial society has given way to global information, which has led to such sociolinguistic consequences as integration, internationalization and intellectualization of developed national languages, including their functional varieties that serve the special fields of knowledge and activity.

The theoretical and applied research of LSP is currently characterized by the activation of the cognitive approach, in the context of which the terms and term combinations are considered as basic lexical units of LSP that are special systems representing the structures of knowledge, experience, evaluation, resulting in the cognitive activity of specialists of a certain professional sphere.

The most important concepts of current research in the field of languages for specific purposes are such concepts as “professional linguistic identity”, “professional communicator”, “professionalism of the language personality”, “professional linguistic consciousness”, “professional picture of the world”, “professional language competence”, “professional discourse”, “professionally marked elements of language consciousness” and others. It should be noted that all these concepts are highly actual and relevant for both professional didactics and the research unit where they serve as a sort of methodological guidelines.

In particular, the concept of “professional linguistic identity” (language identity of the specialist) is called a “constitutive concept of professional language teaching” [Krupchenko 2007: 9]. With regard to the aims and objectives of profile-based foreign language education, the professional linguistic identity is defined as a

“potential ability of the communicants to realize the exchange of professional information in foreign language in oral and written forms, self-search, accumulation and expansion of amount of professionally significant knowledge in the natural process (direct and indirect) of communication with native speakers” [Krupchenko 2007: 112].

The concept of the development and practical importance of the theory of LSP is critical for training the specialists in non-linguistic higher education institutions in the framework of the formation of European identity at the modern stage because the development of theoretical and methodological system of profile-oriented foreign language training of the students of different specialties is possible based only on scientific advances in the field of targeted and multi-dimensional study of a particular sphere of special and professional activities within the polylingual education.

The integration processes taking place in the European Union affect the educational system. The main features of this development within the polylingual education are considered to impose a number of conditions, including the academic mobility of the students and professors, which can be observed nowadays, as many universities closely cooperate with foreign universities on a number of the educational programs, such as: DAAD, Erasmus Mundus, Horizon 2020, and others.

The essence of polylingual education suggests the necessity to rethink the essence of the educational process. The future specialist must see the perspective of mastering foreign languages in their future profession before entering the university. The implementation of international cooperation programs represents an important integration trend of the breakout of educational institutions of the Republic of Moldova in the European educational space.

The ideology and practice of global polylingual education are advisable because they allow the introduction of new technologies and programs without breaking, only adjusting the existing curricula. The polylingual educational space acts as an open system, retransmitting, accumulating and synthesizing a positive professional experience and knowledge. Each educational institution has a unique educational program, current curricula related to the history and development of the country, including in some cases a regional component.

In view of the above, it should be noted that the issue of multilingualism in the field of professional education, according to E.S.Truntova and O.Volkova, is of great interest in several aspects:

- as a sphere where the mastery of the next takes place after the second foreign language, consistently introduced into the learning process, and by the time of training functioning simultaneously with the native language and the first foreign language;
- as a factor that facilitates or hinders the acquirement of language skills of the third language, studied on the basis of the first and second ones;
- as an experience, the issue of which is to identify the linguistic possibilities of its usage in multilingual communication;
- as a situation, for the solution of which it is necessary to clearly define the

organizational forms and methods of foreign language teaching in the conditions of multilingualism in a multilingual student audience [Volkova Truntova, 2010: 18-22].

The paradigm of polylingual education is to make sure that the future specialists clearly understand the importance and necessity of learning a foreign language for their future profession. The aspects of interest to the issue of multilingualism touch upon the following factors: the environment of mastering a foreign language, the factor that affects the success of learning a foreign language, the situation where it is necessary to apply the acquired language-related knowledge, abilities and skills to use the language in multilingual communication.

In the process of integration of the national educational traditions of the Republic of Moldova into the European educational format, the teacher acts as a counselor, assistant, facilitator of the mutual understanding of the participants in intercultural dialogue. It is necessary to implement the reform of national education to make it possible for the educational system of Moldova to share the European format. In this regard, scientists are called for to encourage this process, taking into account national and cultural characteristics of our country, in accordance with the socio-economic and political realities where we live. It will be necessary to see that the educational reform will be beneficial even when it has been carried out, taking into account the prediction of possible advantages and disadvantages, as well as the observation of a number of conditions: institutional (multi-state support of the government), structural and regulatory (legislative framework), content (technology methods of the educational process, implementation of multicultural interactive methods in the educational process), socio-educational (preservation and development of the unity of spiritual, national and cultural pedagogical traditions).

One of the key competencies in the updated educational system should be polylingual competence which foresees the student guidance in a variety of intercultural communicative situations of social and professional reality, and the development of skills to operate adequately under changing circumstances.

We believe that the proposed interactive methods are effective in the process of formation of polylingual competence, as well as contributing to the maintenance of multiculturalism, especially owing to the fact that European educational system can be subjected to transformations by determining the educational policy to be oriented towards a diversification of education and the maintenance of multiculturalism in it.

Taking these and other factors into account, the objective necessity occurs to elaborate the conceptual and practical examination of the issues related to the formation of European identity, which is especially important for maintaining the social and civil solidarity of European peoples, the formation of a stable European

geopolitical space. The formation of common European identity is essential to the dynamic development of integration processes in our country. All these factors update further discussions about the ways to strengthen the values common to both the European Community and the Republic of Moldova, while allowing them to be brought to a qualitatively new stage of development.

## BIBLIOGRAPHY

- Berejan, Silviu, (1991). *Studierea confruntativ-contrastivă a microstructurilor lexicale* în „Revistă de Lingvistică și Știință Literară”, nr. 4, p. 54-60.
- Cadrul european comun de referință pentru limbi: învățare, predare, evaluare*, Chișinău, S. n., 2003.
- Danail, Sergiu, Timuș, Maria, Braniște, Gheorghe. (2010). *Unele aspecte privind posedarea și formarea competențelor limbajului profesional scris la studenții facultăților de educație fizică și sport* în „Știința culturii fizice”, nr. 6/3. URL: <http://www.usefs.md/PDF/Revista%20SCF/3-2010.pdf> (accesat la 15.11.2014).
- De Swaan, Abram, (2001). *Words of the World. The Global Language System*, Cambridge: Polity.
- Ferguson, Gibson, (2006). *Language Planning and Education*, Edinburgh: Edinburgh University Press.
- Pearson, Jennifer (1998). *Terms in Context*, Amsterdam / Philadelphia. John Benjamins Publishing.
- Smith, Adam (1981). *An Inquiry into the Nature and Causes of the Wealth of the Nations*, Indianapolis: Liberty Press.
- Авербух, К.Я., (2003). «LSP: статус и внутренняя структура» в *Научно-исследовательская деятельность в классическом университете*, сб. статей по итогам научной конференции, Иваново, Издательство: Ивановский государственный университет, 56 с.
- Виноградов, В.В., (1981). *Проблемы русской стилистики*, Москва:Высшая школа.
- Березин Ф.М., Головин Б.Н., (1979). *Общее языкознание*, Москва: Просвещение.
- Крупченко, А.К., (2007). *Становление профессиональной лингводидактики как теоретико-методологическая проблема в профессиональном образовании*, дисс. ... д-ра пед. наук, Москва. URL: <http://www.dissercat.com/content/stanovlenie-professionalnoi-lingvodidaktiki-kak-teoretiko-metodologicheskaya-problema-v-prof> (accesat la 14.07.2015).
- Кульпина, В.Г., Татаринов, В.А., (2013). *Интегративное терминоведение: общая теория и практические приложения (к выходу книги Марии Поповой «Теория терминологии»)* в „Вестник Московского университета”, Серия 22, Теория перевода, № 2, с. 145-160.
- Татаринов, В.А., (2003). *История отечественного терминоведения в Аспекты и отрасли терминологических исследований (1973-1999)*, Московский лицей: Москва, с.334.
- Трунтова, Е.С., Волкова, О.А., (2010) *Профессиональное образование менеджеров в контексте полилингвизма* в „Образование и общество”, № 5, с. 18-22.

**THEORIE DE LA LANGUE SUR OBJECTIFS SPECIFIQUES (LOS)  
COMME COMPOSANT FONDAMENTAL D'INTEGRATION  
DE L'IDENTITE EUROPEENNE**

**Résumé:** *Dans le contexte du processus de développement dynamique d'intégration internationale et d'échange d'informations, dans le contexte du multiculturalisme et du multilinguisme, les spécialistes de tous les domaines, sauf leur formation traditionnelle, ont besoin d'un instrument qui leur permette un échange opérant et efficace d'informations professionnelles. Un tel instrument est la langue sur objectifs spécifiques(LOS), la langue de travail des transactions internationales. La détermination de la place de la langue dans la société moderne, l'explication des raisons pour la croissance rapide du volume du soi- disant vocabulaire de spécialité qui a conditionné l'apparition de la théorie de la langue sur objectifs spécifiques (LOS) dans les conditions du multilinguisme et de l'identité multiculturelle, la détermination de la place et du rôle de LOS dans la structure de la langue en soi, ce sont les problèmes qui, à cause de la diversité et de la complexité du phénomène de langue, continuent à attirer l'attention des chercheurs et, par suite, en ce moment, ils restent sans solution en laissant vagues et incertaines la nature et les limites du domaine d'application du phénomène en question. Dans le présent article nous analysons le problème du statut de la langue sur objectifs spécifiques comme partie intégrante des formes structuro-fonctionnelles, celle du co-rapport des différents aspects de la théorie de la LOS comme composante d'intégration de l'identité européenne.*

**Mots-clés:** *langue sur objectifs spécifiques, vocabulaire professionnel, vocabulaire spécialisé, plurilinguisme, multiculturalisme, identité européenne.*