

JÁNOS PUSZTAY (Nitra)

THE STATE OF THE MARI LANGUAGE ON THE BASIS
OF THE TERMINOLOGICAL DICTIONARY PROJECT
"TERMINOLOGIA SCHOLARIS * ШКОЛЬНАЯ ТЕРМИНОЛОГИЯ"

Abstract. On the initiative of the institute Collegium Fenno-Ugricum, in 2010–2011 the school terminology of ten subjects in five Finno-Ugric languages of Russia (Erzya, Moksha, Mari, Komi, Udmurt) has been elaborated to provide means for writing school books in the mother tongue, thus providing for vernacular instruction in these subjects. By now, the analysis of the 5×10 terminological dictionaries has been completed. The article presents the results on the Mari language.

Keywords: Finno-Ugric languages, Mari language, terminology, project "Terminologia scholaris".

1. Initial remarks

As reported in *Linguistica Uralica* (Pusztay 2014) – on the initiative of the institute Collegium Fenno-Ugricum in 2010–2011 the school terminology of 10 subjects in five Finno-Ugric languages of Russia (Erza, Moksha, Mari, Komi, Udmurt) has been elaborated as an EU supported project, the results of which have been published in $5 \times 10 = 50$ terminological dictionaries, 50–100 pages each.

The aim of the project was to create the conditions of teaching all subjects in the mother tongue, i.e. a school terminology. Since the closing of national schools in the 1960s teaching children their mother tongue has been mainly reduced to the first few years of village primary schools, school subjects are taught in Russian. As early as in the 1920s–1930s the terminology of school subjects has been worked out in Finno-Ugric languages of Russia, which our contemporary authors have probably relied on.

The ever diminishing usage of Finno-Ugric languages will sooner or later lead to giving them totally up, making a contribution to the language-eliminating process of globalisation. At present the preservation, the extension of usage and the improvement of attitudes to the above mentioned languages depends largely on schools rather than on families, among other reasons because of the high prestige of a language of education.

After the publication of the terminological dictionaries their linguistic analysis has also been done (Pusztay 2015; Пустай 2013a; 2013b; 2014; 2015a; 2015b). For the summary of the analysis of the Mordovian languages see Pusztay 2015b.

Mari terminological dictionaries compiled within the framework of the project are:

И. Г. Иванов, Словарь лингвистических терминов на марийском языке для общеобразовательных школ — Кыдалаш школлан йылме термин мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 42 pp.

Р. А. Кудрявцева, М. В. Рябинина, Словарь лингвистических терминов на марийском языке для общеобразовательных школ — Школлан марла сылнымутшанче термин мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 80 pp.

И. Г. Иванов, Словарь терминов по истории на марийском языке для общеобразовательных школ — Марий йылме дене кыдалаш школлан историй термин-влак мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 83 pp.

Л. И. Барцева, Словарь терминов по обществознанию на марийском языке для общеобразовательных школ — Марий йылме дене кыдалаш школлан обществознаний дене термин-влак мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 45 pp.

С. А. Малинина, Э. С. Якимова, Словарь терминов по географии на марийском языке для общеобразовательных школ — Марий йылме дене кыдалаш школлан географий дене термин-влак мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 61 pp.

О. А. Сергеев, Словарь терминов по биологии на марийском языке для общеобразовательных школ — Кыдалаш школлан марий йылме дене биологий термин мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 47 pp.

В. Г. Гаврилова, Словарь химических терминов на марийском языке для общеобразовательных школ — Кыдалаш школлан химий термин-влак мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 43 pp.

В. Г. Гаврилова, Словарь физических терминов на марийском языке для общеобразовательных школ — Марий йылме дене кыдалаш школлан физике термин-влак мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 48 pp.

Е. М. Андрианова, Словарь терминов по математике на марийском языке для общеобразовательных школ — Школлан марла математике термин мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 42 pp.

А. В. Чемышев, Л. Е. Шабдарова, Э. А. Юзыкайн, Словарь терминов по информатике на марийском языке для общеобразовательных школ — Марий йылме дене кыдалаш школлан информатике дене термин-влак мутер, Сыктывкар—Ижевск—Йошкар-Ола—Саранск—Бадачоньтомай 2011. 42 pp.

The analysis of the terms uses two viewpoints: the origins and the structure of the terms.

As for their origins terms can be the own words of the given language, international words (which naturally arrived in the Fenno-Ugric languages with Russian mediation), can be russified international words (international > Russian, e.g. *mobile* > *мобиль-носьт*), or Russian ones.

The study of compounds and expressions of several words also uses the combinations of this three-fold division (e.g. international + international > Russian, international + Russian, international + own, international + international > Russian + own, Russian + own, Russian + international > Russian etc.).

The results of the classification of term-origins are here as follows in a simplified version. The codes of the first column are:

- 0 = own language
- 1 = international
- 2 = russified international
- 3 = Russian
- 4 = hybrid terms without an 'own language' word
- 5 = hybrid terms containing an 'own language' element

The rest of the subgroups with a low score either consists of fully foreign elements of different types or one element of the multi-element term is of mother tongue origin.

As for the structure of terms they can be of one or more elements. One-element terms can be stem words, derivatives or compounds. Language economy plays a great role especially in creating terms (Galinski, Cluver, Budin 1999 : 2209). The fewer words a term consists of the more successful it is, i.e. the closer the word/term proportion is to 1, the better it is (Hoffmann 1999 : 1542).

2. The analysis of the Mari material

2.1. Classification of terms according to origin

subject	number of terms	The types of terms according to origin (%)					
		0	1	2	3	4	5
language	355	53.5	7.6	1.7	2	–	34.9
literature	346	42.5	14.5	4	1.4	1.2	36.8
history	481	26.8	17.3	0.8	11	0.6	43.2
social studies	304	38.8	11.8	3.3	4.3	1.3	40.4
geography	537	53.1	12.7	0.9	1.1	1	31.6
biology	520	78.8	6.2	1.3	2.7	0.6	10.5
physics	306	23.2	8.5	1	3.6	3.2	60.8
chemistry	312	15.1	17.9	6.4	3.2	2.2	54.8
mathematics	337	17.8	5	1.2	2.1	3.9	70.3
information technology	281	16.7	22.4	2.8	0.7	0.4	57.5

The order of subjects on the basis of the percentage of native language element terms:

biology	78.8
language	53.5
geography	53.1
literature	42.5
social studies	38.8
history	26.8
physics	23.2
mathematics	17.8
information technology	16.7
chemistry	15.1

The order of subjects on the basis of terms of exclusively foreign origins:

biology	10.8
language	11.3
mathematics	12.2
geography	15.7
physics	16.3
social studies	20.7
literature	21.1
information technology	26.3
history	29.7
chemistry	29.7

Hybrid terms containing an own language element:

mathematics	70.3
physics	60.8
information technology	57.3
chemistry	54.8
history	43.2
social studies	40.4
literature	36.8
language	34.9
geography	31.6
biology	10.5

Hybrid terms without an own language word:

language	0
information technology	0.4
biology	0.6
history	0.6
geography	1
literature	1.2
social studies	1.3
chemistry	2.2
physics	3.2
mathematics	3.9

2.2. Terms according to structure

2.2.1. The realization of language economy: the proportion of words/term

a) native language terms (in brackets corresponding Russian terms): b) the total number of terms:

information technology	1.3 (1.4)	literature	1.3
literature	1.3 (1.3)	history	1.4
biology	1.5 (1.3)	biology	1.5
social studies	1.5 (1.3)	social studies	1.5
chemistry	1.5 (1.4)	geography	1.6
geography	1.6 (1.5)	language	1.6
history	1.6 (1.5)	information technology	1.7
language	1.6 (1.6)	chemistry	1.7
mathematics	1.9 (1.7)	physics	2.1
physics	1.9 (1.8)	mathematics	2.4

2.2.2. The structure of all terms

Termini containing one, two, three etc. elements (%)

	1	2	3	4	5	6	7	8
language	53	38.6	7.9	0.6	–	–	–	–
literature	71.7	27.2	0.9	0.3	–	–	–	–
history	66.3	26.2	4.6	1.9	0.8	0.2	–	–
social studies	63.5	27	8.2	1.3	–	–	–	–
geography	55.5	32	10.2	1.7	0.4	0.2	–	–
biology	63.7	27.3	7.9	0.8	–	–	0.2	0.2
physics	27.1	46.1	18	4.9	2	1.6	0.3	–
chemistry	47.8	36.5	10.9	2.6	1	1.3	–	0.3
mathematics	18.1	44.5	23.1	8	3.3	0.9	1.8	0.3
information technology	54.1	31	10.3	3.9	0.4	–	–	0.4

2.2.3. The structure of purely Mari terms

Termini containing one, two, three etc. elements (%)

	1	2	3	4	5	6	7	8
language	46.8	42.6	10.5	–	–	–	–	–
literature	70.8	29.3	–	–	–	–	–	–
history	53.5	38.8	4.7	1.6	0.8	0.8	–	–
social studies	57.6	32.2	8.5	1.7	–	–	–	–
geography	54.7	33	10.2	1.8	–	0.4	–	–
biology	61.2	29.5	7.8	1	–	–	0.2	0.2
physics	28.2	57.7	11.3	2.8	–	–	–	–
chemistry	61.7	29.8	8.5	–	–	–	–	–
mathematics	38.3	46.7	8.3	5	–	–	1	–
information technology	78.7	17	4.3	–	–	–	–	–

The order of subjects on the basis of the one-component native language terms (%):

information technology	78.7
literature	70.8
chemistry	61.7
biology	61.2
social studies	57.6
geography	54.7
history	53.5
language	46.8
mathematics	38.3
physics	28.2

3. Parallelisms

- 1 = both native language
- 2 = native language — loanword
- 3 = native language — hybrid term with a native component
- 4 = loanword — hybrid with a native component
- 5 = both are hybrids with a native component
- 6 = both are loanwords

Termini containing one, two, three etc. elements (%)

	1	2	3	4	5
language	1	38	9	3	2
literature	3	15	3	4	–
history	1	32	2	2	–
socialstudies	–	12	2	–	–
geography	4	24	11	2	–
biology	88	39	8	–	2
chemistry	–	1	3	–	–
physics	–	1	–	–	–
mathematics	–	4	1	5	5
information technology	1	7	2	6	6

4. Closing remark

Mari terminological activity can be described as good, primarily thanks to I. G. Ivanov's work. On the basis of native language terms the Mari language comes to the third place among the five Finno-Ugric languages. In details:

- 2. place: history, biology
- 3. place: language, literature, social studies, geography, chemistry, physics, mathematics
- 4. place: information technology

On the basis of one-component native language terms Mari comes to the first place. In details:

- 1. place: language, history, chemistry, information technology
- 2. place: social studies, geography, biology, physics
- 3. place: literature, mathematics

Address

János Pusztay
Konstantin the Philosopher University, Nitra (Slovakia)
NH — Collegium Fenno-Ugricum (Hungary)
E-mail: pyj@btk.nyme.hu
janos_pusztay@hotmail.com

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ЯНОШ ПУСТАЙ (Нитра)

**СОСТОЯНИЕ МАРИЙСКОГО ЯЗЫКА
НА ОСНОВЕ ПРОЕКТА ТЕРМИНОЛОГИЧЕСКИХ СЛОВАРЕЙ
«TERMINOLOGIA SCHOLARIS * ШКОЛЬНАЯ ТЕРМИНОЛОГИЯ»**

По инициативе института NH-Collegium Fenno-Ugricum в 2010—2011 гг. была выработана терминология 10 школьных предметов на пяти финно-угорских языках (коми, марийский, мокшанский, удмуртский и эрзянский) Российской Федерации с целью создания учебников и преподавания этих предметов на родном языке. Сделан анализ 5 × 10 терминологических словариков. В статье публикуются результаты анализа марийского языка.