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Frame analysis of the notion «control» in German foreign language teaching discourse

Abstract

The article discusses the terminological competence of students in foreign language teaching. Terminological competence means knowledge of terms of the subject area and ability to apply them in professional activity according to the set tasks. A frame analysis of terms is proposed as one of the methods that contribute to faster and better formation of terminology competence. Frame analysis includes the compilation of a frame and a detailed description of its slots. There is an example of a frame analysis of the concept of «control» in German in foreign language teaching discourse. As a result of the analysis of this discourse, a two-level frame was compiled, whose slots of the first order are «management», «diagnostics», «examination», «teaching». Second-order slots include «teacher» and «student» slots that relate to the first-level slot «management». It is concluded that slots of the frame set projection to functions of control in foreign language teaching discourse. Frame analysis is seen as a method to reveal the semantic potential of terms and to better understand their correlation in the term system.

Keywords: terminological competence, foreign language teaching, frame, control, analysis.

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