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 $5 \times 10$ 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 linguistical 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:


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-ность), 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

<table>
<thead>
<tr>
<th>subject</th>
<th>number of terms</th>
<th>The types of terms according to origin (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>language</td>
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<td>geography</td>
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<tr>
<td>chemistry</td>
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<td>337</td>
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</tr>
<tr>
<td>information technology</td>
<td>281</td>
<td>16.7</td>
</tr>
</tbody>
</table>

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

- biology
- language
- geography
- literature
- social studies
- history
- physics
- mathematics
- information technology
- chemistry

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

- biology
- language
- mathematics
- geography
- physics
- social studies
- history
- information technology
- chemistry

Hybrid terms containing an own language element:

- mathematics
- physics
- information technology
- chemistry
- history
- social studies
- literature
- language
- geography
- biology

Hybrid terms without an own language word:

- language
- information technology
- biology
- history
- geography
- literature
- social studies
- chemistry
- physics
- mathematics

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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):

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tr>
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<td>1.4</td>
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<td></td>
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</tbody>
</table>

b) the total number of terms:

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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<td>1.5</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

2.2.2. The structure of all terms

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

<table>
<thead>
<tr>
<th>Term</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>language</td>
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</tr>
<tr>
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<td>0.9</td>
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<td>–</td>
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</tr>
<tr>
<td>history</td>
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<td>26.2</td>
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<td>0.2</td>
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<tr>
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<td>0.9</td>
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<td>0.3</td>
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<td>0.4</td>
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<td>–</td>
<td>0.4</td>
</tr>
</tbody>
</table>

2.2.3. The structure of purely Mari terms

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

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tr>
<td>language</td>
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<td>42.6</td>
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<td>–</td>
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<tr>
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<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
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<td>53.5</td>
<td>38.8</td>
<td>4.7</td>
<td>1.6</td>
<td>0.8</td>
<td>0.8</td>
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<tr>
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<td>1.7</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
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<td>10.2</td>
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<td>–</td>
<td>0.4</td>
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<td>–</td>
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<td>–</td>
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<td>–</td>
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<td>–</td>
<td>–</td>
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<td>4.3</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
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</tbody>
</table>
The order of subjects on the basis of the one-component native language terms (%):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>information technology</td>
<td>78.7</td>
</tr>
<tr>
<td>literature</td>
<td>70.8</td>
</tr>
<tr>
<td>chemistry</td>
<td>61.7</td>
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<tr>
<td>biology</td>
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<td>social studies</td>
<td>57.6</td>
</tr>
<tr>
<td>geography</td>
<td>54.7</td>
</tr>
<tr>
<td>history</td>
<td>53.5</td>
</tr>
<tr>
<td>language</td>
<td>46.8</td>
</tr>
<tr>
<td>mathematics</td>
<td>38.3</td>
</tr>
<tr>
<td>physics</td>
<td>28.2</td>
</tr>
</tbody>
</table>

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 (%)

<table>
<thead>
<tr>
<th>Terminium</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
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<td>7</td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

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
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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 х 10 терминологических словариков. В статье публикуются результаты анализа марийского языка.