

Tracing Eponymous Word Combinations in Education and Pedagogy

Tendencias epónimas en la terminología de la Educación y la Pedagogía

Abstract

Currently, there is a significant focus on the exploration and classification of eponymous terminology across a range of fields of study. Scholars are particularly interested in the term's foundation, theoretical underpinnings, and the lexicographic aspects of its application across various domains. Notably, eponymous terms are most prominent in medical, economic, political, historical, and technical fields. However, there is a need to broaden research efforts in pedagogy and education terminology, which includes several eponymous terms. The study was conducted following dictionary criticism principles and tackled the analysis of quantitative and qualitative data on eponymous phrases found in three English-language special dictionaries. The ultimate objective was determining the feasibility of including eponym terms in a dictionary. The research objectives were outlined to achieve this goal. The authors carefully selected and analysed the terminology, identifying corresponding semantic fields and conducting a structural and grammatical analysis of 93 eponymous phrases. They identified various semantic fields, such as "Diseases and Mental Disorders," "Psychology and Psychological Expertise," "Pedagogical Schools, Principles, and Educational Institutions," "Educational Reforms," and "Reports on Education," among others, and provided commentary on the practicality of including eponymous terms in a dictionary of education. Research on eponyms has revealed that they share similar grammatical and nominative structures as non-eponymic terms, functioning as individual words and word groups. Typically, eponyms consist of two elements: a noun and an adjective or a noun and another noun. Anthroponyms – names derived from people – are often used in eponyms to describe the founders of pedagogical schools and trends, developers of psychological theories and testing methods, and scientists who have identified diseases and mental disorders requiring unique learning approaches. Additionally, eponyms may incorporate place names and names of literary or mythical characters, creating phrases like Pickwick Syndrome, Munchausen Syndrome, Summerhill School, and the Bologna Declaration. Furthermore, the primary eponymous trends within the semantic fields have been identified through a rigorous

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analysis of both quantitative and qualitative data. The findings align with the global trend observed at the study's outset, where medical eponymy prevails. Therefore, terminologists and lexicographers must focus on the study of this eponymous terminology.

Keywords:

eponym; education; pedagogy; anthroponym; lexicography; terminology.

Resumen

En la etapa actual del desarrollo de la lengua, existe un gran interés por el estudio y la descripción de los términos epónimos en distintos campos del saber. Las investigaciones prestan especial atención al término en sí, a su base teórica y a las características lexicográficas de su uso en diversos ámbitos. Cabe señalar que los términos epónimos están más representados en la terminología médica, económica, política, histórica y técnica. Sin embargo, es necesario ampliar el campo de interés de la investigación incluyendo la terminología de la pedagogía y la educación, que contiene varios términos epónimos. Este artículo aborda la creación de combinaciones de palabras epónimas en los sistemas terminológicos “Pedagogía” y “Educación”. La investigación pretende realizar un análisis cuantitativo y cualitativo de las frases epónimas en tres diccionarios especializados de la lengua inglesa. Para lograrlo, se plantean los objetivos del estudio. Durante la investigación, las autoras seleccionan y analizan la terminología, identifican los campos semánticos correspondientes y realizan un análisis estructural y gramatical de 93 frases epónimas seleccionadas. A continuación, las autoras identifican campos semánticos como “Enfermedades y trastornos mentales”, “Psicología y trastornos psicológicos”, “Escuelas pedagógicas, principios e instituciones educativas”, “Reformas educativas” e “Informes sobre educación”, entre otros. El análisis estructural y gramatical de los epónimos ha demostrado que los términos eponímicos coinciden con los términos no eponímicos en cuanto a estructuras gramaticales y nominativas y funcionan como términos-palabras y términos-palabras-combinaciones. Se forman mediante el modo sujeto-adjetivo o sujeto-subjetivo. El papel de los antropónimos lo desempeñan los nombres de los fundadores de escuelas, teorías y tendencias pedagógicas. Del mismo modo, este formato también se aplica a los nombres de los científicos que describieron enfermedades y trastornos mentales que requieren un enfoque excepcional del aprendizaje, así como las personas que realizaron informes esenciales que influyeron en el desarrollo de la ciencia pedagógica y la educación. En algunos casos, los epónimos incluyen topónimos y nombres de personajes literarios y míticos, formando frases como el Síndrome de Pickwick, Síndrome de Munchausen, Escuela de Summerhill y la Declaración de Bolonia. Como resultado de un análisis cuantitativo y cualitativo de los datos, se identificaron las principales tendencias epónimas dentro de los campos semánticos. Los datos no difieren de la tendencia global indicada al principio del estudio, en la que predomina la eponimia médica. También cabe destacar que esta terminología epónima es la menos estudiada y requiere la atención de profesionales de la Lexicografía y la Terminología.

Palabras clave:

epónimo; educación; pedagogía; antropónimo; lexicografía; terminología.

1. INTRODUCTION

At the present stage of language development, there is a significant focus on analysing and interpreting eponymous terminology in diverse fields of study. Scholars are particularly interested in examining the term's conceptual underpinnings and its lexicographic characteristics across various domains (Kakzanova 2013; Razduev & Alimuradov 2016; Fargen & Hoh 2014).

It is important to note that eponymous terms are most commonly found in the medical field, and their etymology features are better analysed in this area (Garanin & Garanina 2019; Nieradko-Iwanicka 2020; Yale et al. 2020). However, eponyms are also present in other fields, such as economics, politics, history, physics, astronomy, and technology (Trahair 1994; Benčić 2013; Logunova 2016; Makayev et al. 2021; Dmitrichenkova & Dolzhich 2021). These terminologies have been



thoroughly studied, and their significance is well-documented.

Although the study of pedagogy and education terminology, which includes various eponymous terms, has been conducted to some extent, it needs to capture more research attention. In a study by Slabin (2017), the potential of eponyms in educational ethics was examined, whereas Khamaganova (2019) analysed the structure of eponyms in unique education terminology.

The authors of the present study identified a need for a more comprehensive and systematic approach to studying “Pedagogy” and “Education” terminological systems. As such, their research aims to conduct both quantitative and qualitative analyses of the eponymous phrases found in three English-language dictionaries of education terminology.

The aims of this research are as follows:

- 1) to analyse the terminology and determine the appropriate semantic fields;
- 2) to select eponymous phrases from three English-language education dictionaries;
- 3) to conduct a structural and grammatical analysis of the eponymous phrases;
- 4) to identify the semantic fields presented in the eponymous phrases found in the specialised dictionaries.

The article utilises information from three English special dictionaries and offers a translation of eponyms into Russian. Besides, the original categorisation of 93 specialised terms in pedagogy and education is of particular interest, along with their respective translations, detailed analysis, and insightful commentary.

2. LITERATURE REVIEW AND THE BASIC CHARACTERISTICS OF EPONYMOUS TERMS

The term “eponym,” introduced by Leychik (1994), refers to a word that incorporates a structural component, such as a proper name, the name of the creator of the related object, phenomenon, or unit of measurement, or names honouring notable scientists,

researchers, and other individuals (also known as commemorative terms) (Leychik 1994).

Despite the modern definition, in ancient times, the term “eponym” (pronounced with emphasis on the second syllable) referred to the first of the nine Athenian archons or consuls in Rome who named the year. Furthermore, an eponym could be a deity, a hero, or an individual - often an ancestor - whose name was bestowed upon a city or social group (Eponim 2002).

In the field of European linguistics, Merton was a pioneer in exploring the concept of eponyms. He recognised the important role of this “mnemonic and commemorative device” across various scientific domains (Merton 1942, p. 121). Later, he referred to it as “the practice of attaching the name of a scientist to all or part of their discoveries” (Merton 1957, p. 643). Beaver also delved into the natural history of eponymy and scientific law, finding that despite the significant growth in the number of scientists, the amount of research on eponyms has remained consistent (Beaver 1976). In one of his research papers, Garfield discussed the “twofold definition” of the term “eponym” (Garfield 1983, p. 384).

According to linguistic theory (Leichik 2011), the term “eponymy” has undergone transformation and adaptation since the 1960s, resulting in a new emphasis on the first syllable in Russian and an expanded linguistic definition. Today, “eponymy” refers to the creation of new words derived from proper names (Starichenok 2008, p. 716), explicitly referring to the subject or object itself rather than its anthroponym (toponym).

Since then, there has been a growing interest in creating eponyms. Distinguished Soviet and Russian researchers such as Leichik (2011), Blau (2010), Superanskaya (2005), and Shelov (2018) have made significant contributions to the theoretical study of eponyms. Numerous studies have been conducted on using eponyms in various languages for specific purposes. However, the meaning of proper names remains a contentious issue in linguistics. According to the renowned Russian onomatologist Superanskaya, the semantics of proper names is not only unexplored but also



undefined (Superanskaya 2012; Superanskaya et al. 2019).

Numerous works have explored the evolution of eponyms across various fields of knowledge. In the realms of chemistry (Braun and Klein 1992; Cintas 2004), biology (Thomas 1992), medicine (Boring 1964; Robertson 1972; Shanahan et al. 2013), and education (Fernández-Cano & Fernández-Guerrero 2003), specific eponyms and their origins and characteristics have been analysed. Additionally, linguists have examined eponyms utilised in diverse areas of science and have measured their frequency within article titles (Diodato 1984), book indices (Braun & Palos 1989), full-text articles (Cabanac 2014), and other contexts.

Identifying the significance of a proper name is a matter of great significance that requires serious attention. Two main approaches are being studied to address this challenge, and further deliberation is needed to determine the most effective way forward.

According to the first approach, a proper name meaning is denied. In this case, the proper name is assigned only a nominative function capable of representing and designating an object. Akhmanova (1966), Arutyunova (1999), and Gardiner (1957) have all supported this approach.

The alternative perspective asserts that a proper name possesses a lexical meaning. Nevertheless, some differences of opinion arose even among those who support this theory. Bréal (1904), Gal'perin (2006), Jespersen (1924), Superanskaya (2012), and other scholars believed that a proper name's meaning is contingent on a particular context. Conversely, others postulated that while a proper name does possess a lexical meaning, this meaning is distinct from that of a common noun's meaning (Shcherba 1974; Alefirenko 2016).

Mishkevich (1988, p. 110) proposes a helpful approach to understanding the nature of proper names. The researcher introduces the use of "mono-referential names" for widely recognised names and "poly-referential names" for more generic names. Mono-referential names are distinguished by their comprehensive semantic structure and share

similarities with common nouns. As such, they can be considered as complete language signs (*ibid*).

It has been established by Potebnya (1958) that there exist two distinct types of word meanings. The first being the nearest or identical meaning that is universally understood by all native speakers. The second type is the further (encyclopaedic) meaning, which is typically associated with occupation, education or experience. When analysing eponymous terminology, it is imperative to take these factors into account.

In accordance with the established criteria, we have devised a proposed typology for eponymous names that encompasses:

- terms comprising the surnames of individuals who have made significant discoveries initiated new scientific movements or schools of thought, and the like (Novinskaya 2013, Novinskaya 2014);
- terms that use surnames to pay tribute or give recognition to noteworthy individuals (Novinskaya 2009).

In the first group of terms, a proper name signifies belonging to a specific concept of a person. These are called eponymous phrases and are commonly used in the terminology of pedagogy and education. They include an anthroponym, typically a surname of the person who established a pedagogical school or described a health disorder that requires special conditions for learning (such as *Asperger Syndrome* or *Montessori schools*). They may also include a toponym that designates a place for conducting a pedagogical or psychological experiment or signing a document related to the development of the education system (for example, *Lisbon Strategy*, *Bologna Declaration*).

As part of our research, we have identified different types of eponyms, including noun+noun and adjective+suffix+noun eponyms. Some eponyms also include a person's name in the possessive case, such as *Bloom's taxonomy*. These eponyms serve as a way to commemorate and remember the contributions of individuals to the field of pedagogy and education. We will provide examples and further analysis of these eponyms below.

The second category of eponyms comprises literary and mythological characters, as well as the names of prominent individuals. Notable examples of eponymous terms within economics include *Jekyll and Hyde situation* (named after the characters of Stevenson's novel "The Strange Story of Dr. Jekyll and Mr. Hyde") or *Lindsay Lohan Stock Index*. In the context of our investigation, several eponymous terms, such as the *Pygmalion effect*, *Pickwickian syndrome*, *Oedipus complex*, and *Munchausen syndrome* are detected in the terminology we are examining. We will carefully evaluate these terms, considering their unique characteristics as eponyms.

After conducting a thorough examination of the structure and grammar of eponyms, we observed that eponymous terms share many similarities in respect of grammatical and nominal structures with non-eponymous ones. These terms are used in the form of term words and phrases. Based on the morphological properties of the main word of the phrase, eponymous terms and phrases are classified into the following patterns:

- 1) adjective+noun: *Schiff bases*, *Feling fluid*;
- 2) noun+noun: *Reiter's disease*, *Quincke's oedema*;
- 3) noun+preposition+noun:
chloromethylation by Blanc, *splitting by Wallach*.

3. METHODOLOGY AND DATA COLLECTION

Our research focuses on exploring English eponymous terms within the "Pedagogy" and "Education" terminology systems that have yet to receive attention from linguists. To achieve this, we utilise a method of comparative analysis and classification of specialised eponymous terminology in the English language (Budykina 2021). This approach allows us to describe the linguistic dynamism of languages and the systems of derivational models they embody (Barkovich 2018). Additionally, we employ specific qualitative and quantitative methods related to university terminology treatment (Candel-Mora & Polyakova 2022).

Various fields of knowledge have their own distinct conceptual classes, which give rise to specialised paradigms of information. These paradigms are "not chaotically constructed, but rather are based on the semantics of a particular branch of knowledge or industry" (Reformatskiy 1968, p. 123 [translated by authors]). The establishment of semantic fields is also a topic of great interest. The term "semantic field" was first introduced by Ipsen in 1924 (Ipsen 1924) and has since been further developed by other prominent linguists.

When analysing the attributes of a semantic field, it is important to distinguish between linguistic and extralinguistic characteristics. According to Filin (1982) and Basharina (2007), the first category is dominated by lexical meaning, while the second category places great importance on subject-thematic orientation. Therefore, during the study, both the extralinguistic approach (developed earlier than the linguistic one) by Trier (1931) and the linguistic approach by Ipsen (1924) and Porzig (1934) will be given special attention.

After conducting thorough research on the complexities of identifying semantic fields, we have arrived at a definition of a semantic field as a group of lexemes or lexical phrases that possess a common semantic feature.

4. ANALYSIS

In order to analyse the terms named after people that are used in the fields of "Pedagogy" and "Education", we will identify the semantic fields. Furthermore, we will provide examples of English eponyms and their Russian definitions, as many of these terms and their definitions are not included in general or specialised dictionaries due to the limited level of lexicographic description of these terminology systems.

The eponyms have been sourced from three reputable dictionaries, namely the *Oxford Dictionary of Education* [ODE, henceforth] (Wallace 2015), the *Dictionary of Education. Language of Teaching and Learning* [DE, henceforth] (Ali 2007), and *The cyclopedic education dictionary* [CED, henceforth] (Spafford et al. 1998).



According to the *Oxford Dictionary of Education*, which provides a comprehensive description of English pedagogy and education terminology, 32 eponyms were identified. This accounts for 3.2% of the total number of entries in the dictionary and 20% of the analysed elements. In the *Dictionary of Education: Language of Teaching and Learning*, 15 eponymous terms are defined, which make up 0.4% of the total number of entries and account for 9% of the terms under analysis. In *The Cyclopedic Education Dictionary*, 112 eponyms were found, which is 1.1% of the total number of entries and 71% of the analysed elements. The results are presented in Figure 1.

The proposed semantic fields within the terminology systems “Pedagogy” and “Education” are as follows:

1. Diseases and mental disorders.
2. Psychology, psychological disorders, and psychological expertise.
3. Education reports.
4. Pedagogical schools, principles, and educational institutions.
5. Education reforms.
6. Legal acts in the field of education.

7. Awards in the field of education.

The diverse nature of the distinguished semantic fields indicates that these terminologies are interdisciplinary. To better understand the features of 93 eponymous phrases, we need to study, classify, and translate them into Russian.

4.1. Diseases and mental disorders

The largest semantic field identified in this study is “Diseases and Mental Disorders,” comprising 49 eponymous terms that require a unique approach to teaching. This category accounts for 52% of all eponymous terms studied (refer to Table 1 for details).

Most of the terms listed above are eponyms that include the names of pioneering scientists in the field of medicine. *Down syndrome*, for example, is a chromosomal pathology discovered in 1886 by John Langdon Down, a doctor from the UK; *Apert’s syndrome*, identified in 1906 by Eugène Apert, a paediatrician from France, is a genetic pathology of the development of the skull and deviations in feet and hands’ development. At the same time, most of the eponymous phrases are formed using the “noun+noun” pattern with

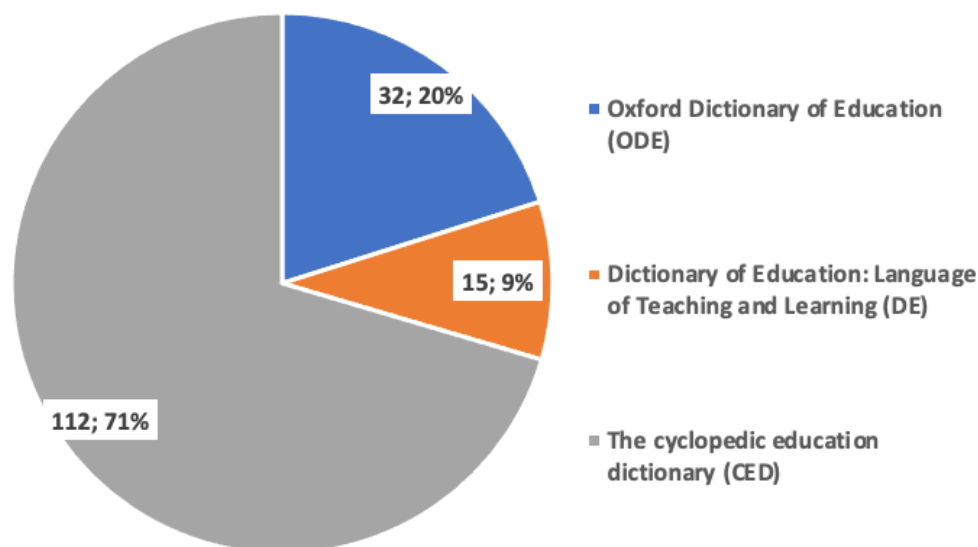


Figure 1. Rate of eponyms in the English terminology of “Pedagogy” and “Education” in three dictionaries.

Table 1. Eponymous terms comprising semantic field 1 “Diseases and mental disorders”.

| | |
|-------------------------------|--|
| Diseases and mental disorders | A- 5 items: Arnold-Chiari deformity (деформация Арнольда-Киари), Asperger syndrome (Синдром Аспергера), Addison's disease (Болезнь Эддисона), Alzheimer's disease (Болезнь Альцгеймера), Apert's syndrome (Синдром Аперта). |
| | B- 4 items: Bell's pasly (Паралич Бэлла), Bright's disease (Болезнь Брайта), Broca's Aphasia (Афазия Брока), Burkitt's lymphoma (Лимфома Беркитта) |
| | C- 3 items: Charcot-Marie-Tooth disease (Болезнь Шарко-Мари-Тута), Cooley's anemia (Анемия Кули), Cushing's syndrome (Синдром Кушинга) |
| | D- 1 item: Down syndrome (Синдром Дауна) |
| | E- 2 items: Epstein-Barr virus (Вирус Эпштейна-Барра), Erb's pasly (Паралич Эрба) |
| | F- 1 item: Friedreich's ataxia (Атаксия Фридрейха) |
| | G- 2 items: Grave's disease (Болезнь Грейвса), Gower's sign (Симптом Говерса) |
| | H- 5 items: Hashimoto's struma (Тиреоидит Хашимото), Heller's disease (Болезнь Геллера), Hunter's disease (Болезнь Хантера), Huntington's chorea (Болезнь Гентингтона), Hurler's disease (Болезнь Гурлера) |
| | J- 1 items: Jacksonian epilepsy (Джексоновская эпилепсия) |
| | K- 4 items: Klinefelter's syndrome (Синдром Клайнфельтера), Klippel-Feil syndrome (Синдром Клиппеля-Фейля), Kluver-Bucy syndrome (Синдром Клувера-Бьюси), Korsakoff's syndrome (Синдром Корсакова) |
| | L- 3 items: Legg-Calves-Perthes syndrome (Синдром Легга-Кальве-Пертеса), Little's disease (Болезнь Литтла), Lou Gehrig's disease (Болезнь Лу Герига) |
| | M- 1 item: Marfan syndrome (Синдром Марфана) |
| | N- 1 item: Niemann-Pick disease (Болезнь Ниманна-Пика) |
| | P- 4 items: Parkinson's disease (Болезнь Паркинсона), Pickwickian syndrome (Синдром Пиквика), Potain's disease (Болезнь Потена), Pott's disease (Болезнь Потта) |
| | R- 2 items: Raynaud's disease (Болезнь Рейнада), Reye's syndrome (Синдром Рейе) |
| | S- 1 item: Still's disease (Болезнь Стилла) |
| | T- 3 items: Tay-Sachs disease (Болезнь Тея-Сакса), Treacher Collins syndrome (Синдром Тричера Коллинза), Turner's syndrome (Синдром Тернера) |
| | U- 1 item: Usher syndrome (Синдром Ушера) |
| | V- 1 item: Von Recklinghausen disease (Болезнь фон Реклингхаузена) |
| | W- 4 items: Waardenburg's syndrome (Синдром Ваарденбурга), Wallenberg's syndrome (Синдром Валленберга), Werniche aphasia (Афазия Вернике), Werniche-Korsakoff syndrome (Синдром Вернике-Корсакова) |

the noun-anthroponym in the possessive case, for instance, *Bell's pasly*, *Bright's disease*.

Several terms combine the names of medical scientists/psychologists in one phrase. These may also be the surnames of scientists who conducted research together in one field. *Klippel-Feil syndrome* is a rare congenital malformation of the cervical vertebrae, which is characterised by the presence of a short and sedentary neck. It was first described by French doctors Maurice Klippel and Andre Feil in 1912.

The eponymous term may include the surnames of prominent scientists and their graduate students who provide support during the research and subsequently continue/develop these studies. For instance, the term *Epstein-Barr Virus* (a type 4 human herpes virus) is named after the English virologist Professor Michael Anthony Epstein and his graduate student Yvonne Barr who described it in 1964. Such phrases are usually spelt with a hyphen.

There are other designations that include the last names of scientists from various countries who pursued research in a similar field around the same period and identified or documented comparable illnesses. It is now challenging to ascertain who deserves credit for pioneering this area of study. A notable example of this case is *Tay-Sachs disease* (a rare hereditary disease affecting the central nervous system). It was independently described by British ophthalmologist Warren Tay in 1881 and American neurologist Bernard Sachs in 1887.

In some cases, two scientists' names become immortalised in the description of a disease. The first scientist describes the disease, while the second scientist continues the research and clarifies its characteristics. E.g., *Niemann-Pick disease* (a hereditary disease caused by problems with lipid metabolism and the accumulation of lipids primarily in the liver, spleen, lungs, bone marrow and brain). It was first described in 1914 by the German paediatrician Albert Niemann. Subsequently, in 1922, German pathologist Ludwig Pick provided a more comprehensive clinical and cytological characterisation of the disease.

Occasionally, an anthroponym may not necessarily denote the scientist who originally described a disease, syndrome, or disorder. Rather, it may refer to a scientist who subsequently provided a more comprehensive account of the symptoms and elucidated the underlying causes of the disorder. For instance, *Jacksonian epilepsy* (it is one of the types of epilepsy first described in 1827 by the French physician Louis François Bravais). In 1863, the English neurologist John Jackson conducted a more detailed study of this type of epilepsy after whom the disease was named. This eponymous term also arouses interest as it is an “adjective+noun” pattern and contains a nameless adjective formed in a suffixal way from the proper name.

On the same principle, the term phrase *Pickwickian syndrome* is formed. *Pickwick syndrome* is an extreme degree of obesity in which a person is unable to breathe deeply and quickly enough. The syndrome's name comes from a character in Charles Dickens' novel “The Posthumous Notes of the Pickwick Club”.

Louis Gehrig's disease, also known as Amyotrophic Lateral Sclerosis (ALS), is a neurological disorder that affects the muscles and disrupts the functioning of the main body systems. It is named after a famous baseball player who fought the disease for a long time. Despite being unrelated to medicine, Gehrig's surname has become synonymous with this debilitating condition.

4.2. Psychology, psychological disorders and psychological expertise

We have identified another semantic field that pertains to “Psychology, mental disorders, and psychological expertise”, which comprises 15 terms or 16% of the total number of analysed eponyms. Please refer to Table 2 below for further details:

The qualitative analysis presented here helps determine the structure and origin of the eponymous terms of the second group.

Gagne's conditions (the conditions required for effective learning, developed by the American psychologist in the field of education Robert Gagne). The analysis has shown that the most productive method of constructing an eponymous phrase is by including the name of the scientist who developed the theory or described the mental state, as demonstrated in the semantic field studied above.

Hawthorne effect – in certain experimental settings, participants may alter their behaviour due to the awareness of being observed, rather than in response to any manipulation during the study. This phenomenon, known as psychological reactivity, can be attributed to the Hawthorne effect, named after the location where the original experiments were conducted. It is interesting to observe that toponyms are rarely used in eponymous phrases, but they are more commonly employed in eponyms related to the field of “Reforms in Education”, such as *the Bologna Declaration*, *the Lisbon Strategy*, and others.

Myers-Briggs indicator. The Myers-Briggs typology is a personality classification system that gained popularity in the 1940s and has since been widely used in the USA and Europe. Its primary applications include career

Table 2. Eponymous terms comprising semantic field 2 “Psychology, mental disorders and psychological expertise”.

| | |
|--|---|
| Psychology, mental disorders and psychological expertise | B- 1 item: Binet-Simon scales (шкала Бине-Симона) |
| | F- 1 item: Fernald-Keller approach (Метод Фернальд-Келлер) |
| | G- 2 items: Gagne’s conditions (Условия Гагне), Gillingham-Stillman approach (Метод Гиллингема-Стильмана) |
| | H- 2 items: Hawthorne effect (Хоторнский эффект), Holland code (Тест-опросник Голланда) |
| | J- 1 item: James-Lange Theory (Теория эмоций Джеймса) |
| | L- 1 item: Likert scale (Шкала Ликерта) |
| | M- 3 items: Monroe approach (Методика Монро), Myers-Briggs indicator (Типология Майерс-Бриггс), Munchhausen syndrome (Синдром Мюнхгаузена) |
| | O- 1 item: Oedipus complex (Эдипов комплекс) |
| | P- 1 item: Pygmalion effect (Эффект Пигмалиона) |
| | W- 1 item: Weber’s law (Закон Вебера) |
| Z- 1 item: Zeigarnik effect (Эффект Зейгарник) | |

development and guidance, self-discovery and personal growth, research, and problem-solving, including family issues. The typology was created by Isabel Briggs Myers and her mother Catherine Briggs, drawing on the work of Swiss psychiatrist Carl Gustav Jung in his book “Psychological Types.” Interestingly, it is the only term among those analysed that honours family members’ names.

Within this semantic field, we have identified terms that pertain to the second type of eponyms. These terms serve a commemorative function and pay tribute not only to individuals, but also to literary and mythological characters. One of the examples of how a literary character is used as a term is *Munchausen syndrome*. Munchausen syndrome is a mental disorder characterized by the simulation of various illnesses, with the intention of seeking attention from others. Patients with this condition may lie to doctors, take unnecessary medications, induce vomiting, or even self-injure. The syndrome was first identified by British endocrinologist and haematologist Richard Asher in 1951, and is named after the legendary Baron Munchausen, who was known for his ability to spin incredible tales.

In the analysed dictionaries, as it was mentioned above, two terms with

anthroponomic and mythological roots were also found. The *Pygmalion effect* is one of them. It is a unique psychological phenomenon, which means that a person’s expectations regarding another person or situation largely determine the specifics of his own actions and behaviour and interpretation of other people’s behaviour, which allows these expectations to be realised. By analogy with the ancient Greek myth, Robert Rosenthal, a psychologist from the United States, gave this name to a psychological state.

The second term is the *Oedipus complex*. Oedipus complex is a mental disorder that includes several ambivalent inclinations towards the parent of the opposite sex on the part of the child. The eponym is based on the name of King Oedipus, a mythical hero who killed his own father and, out of ignorance, married his mother. The ups and downs of this kind served as the basis for the myth and the conceptual prototype for the term of psychoanalysis, coined by Sigmund Freud in 1910.

4.3. Education reports

Within the semantic field of education, there are 16 noteworthy reports that make up 17% of the total sample size. The prevalent

method of word formation in this context is through the use of the author’s last name or the supervisor’s name, as shown in Table 3 below:

Table 3. Eponymous terms comprising semantic field 3 “Education reports”.

| | |
|-------------------|---|
| Education reports | D- 1 item: Dunning report (Доклад Даннинга) |
| | F- 1 item: Foster report (Доклад Фостера) |
| | G- 1 item: Gittins report (Доклад Гиттинса) |
| | K- 2 items: Kennedy report (Доклад Кеннеди), Kingman report (Доклад Кингмана) |
| | L- 1 item: Leitch report (Доклад Лейча) |
| | M- 2 items: Moser report (Доклад Мозера), Munn report (Доклад Манна) |
| | P- 1 item: Plowden report (Доклад Плаудэн) |
| | R- 2 items: Robbins report (Доклад Роббинсона), Rose report (Доклад Роуза) |
| | S- 1 item: Stevenson report (Доклад Стивенсона) |
| | T- 3 items: Taunton report (Доклад Таунтона), Taylor report (Доклад Тейлора), Tomilson report (доклад Томилсона) |
| | D- 1 item: Dunning report (Доклад Даннинга) |
| | F- 1 item: Foster report (Доклад Фостера) |

In 1967, the “Primary Education in Wales” report (*Gittins report*), authored by Charles Gittins, Chairman of the Central Board of Education for Wales, was published. The report delved into the state of primary education in Wales and brought attention to the challenges students faced when transitioning to secondary school. Additionally, it suggested that Gaelic be taught as either a first or second language in all Welsh schools.

In 1967, Lady Bridget Plowden, the Chairman of the Central Advisory Council for Education on Primary Education in England, issued a

report that drew upon the previous official document. The Plowden report advocated for a revamped secondary education system that would alleviate the challenges associated with transitioning to middle school at the age of 12.

4.4. Pedagogical schools, principles, and educational institutions

We have identified a semantic field that pertains to pedagogical schools, principles, and educational institutions. The terms within this field contain anthroponyms and toponyms items that either refer to the names of scientists who developed a particular pedagogical approach or the location of the educational institution. In total, we have found six terms that constitute 6% of the sample. These terms are listed in Table 4 below:

Table 4. Eponymous terms comprising semantic field 4 “Pedagogical schools, principles, and educational institutions”.

| | |
|---|--|
| Pedagogical schools, principles, and educational institutions | B- 1 item: Bloom’s taxonomy (Таксономия Блума) |
| | G- 1 item: Gallaudet university (Галлодетский/ Галлаудетский университет) |
| | M- 1 item: Montessori schools (Педагогика Монтессори) |
| | P- 1 item: Piagetian programme (Теория Пиаже) |
| | S- 1 item: Summerhill school (Школа Саммерхил) |
| | V- 1 item: Vygotskyan principles of learning (Принципы обучения Выготского) |

A special approach to the education of children of preschool and primary school age, developed by the doctor, teacher, and philosopher Maria Montessori, formed the basis of the teaching methodology called *Montessori schools* (*Montessori Pedagogy*). The Montessori method is remarkable for its emphasis on individualised learning and encouraging children’s practical and

imaginative play. Additionally, it's worth noting that Montessori educators are uniquely trained and qualified to teach in this system.

Are you familiar with *Summerhill School*? It is a boarding school founded in 1921 by Alexander Sutherland Neill that is widely recognised for its emphasis on equality, democracy, and freedom for the development of the child's personality. Neill's approach aims to provide an experimental format of education that forgoes a strict division into classes, compulsory attendance, homework assignments, and examinations. The school is named after the Summerhill House, which is situated in Lyme Regis, UK.

Lev Vygotsky believed that human development is the outcome of a dynamic interaction between the individual and society. This perspective laid the foundation for the phrase *Vygotskian principles of learning*. Vygotsky's primary area of research was developmental psychology, and he put forward a theory on the development of higher cognitive functions in children. Also, he identified several key principles for children's education.

4.5. EDUCATION REFORMS

The semantic group "Reforms in Education" consists of three terms, representing 3% of the total considered number. These terms commemorate the cities where important decisions were made regarding education reforms (see Table 5 below):

Table 5. Eponymous terms comprising semantic field 5 "Reforms in education".

| | |
|----------------------|--|
| Reforms in Education | B- 2 items: Bologna process (Болонский процесс), Bruges-Copenhagen process (Брюгге-Копенгагенский процесс) |
| | L- 1 item: Lisbon strategy (Лиссабонская стратегия) |

The *Bologna Process*, signed on June 19, 1999, is an initiative aimed at harmonizing the higher education systems of European countries and developing strategies for higher education among its participants.

Almost 50 countries are now participating in this process.

4.6. Legal acts in the field of education

It is worth highlighting that among the classified eponyms, there is a semantic field related to legislative acts in the field of education and litigation. This particular field comprises three examples and represents 3% of the total number of classified eponyms (see Table 6).

Table 6. Eponymous terms comprising semantic field 6 "Legal acts in the field of education".

| | |
|--------------------------------------|--|
| Legal acts in the field of education | B- 1 item: Butler Act (Акт Батлера) |
| | T- 1 item: Taylor v. Board of Education (Тэйлор против Совета по образованию) |
| | W- 1 item: Wallace v. Jaffree (Воллас против Джаффри) |

In a number of cases, lawsuits related to education that have made a significant contribution to the development of education are described in dictionaries and include the names of the people with whom the lawsuits took place. Legislative acts are also sometimes included in dictionaries. An illustration of such a law is the *Butler Act*, named after John Butler, that came into effect on January 21, 1925 in Tennessee, USA. This legislation prohibited academic and teaching personnel from rejecting biblical teachings on the origin of humanity and teaching the concept of evolution from lower animal forms.

4.7. Awards in the field of education

The table below shows the two terms included in the semantic field "Awards in the field of education". These terms constitute 2% of the entire studied vocabulary.

The *Caldecott Medal* is an honorary award given to authors of exceptional children's books with illustrations. The award has been presented annually to American illustrators

since 1937. It is named after the English artist and illustrator Randolph Caldecott, who greatly influenced the illustration of children’s books in the 19th century.

Table 7. Eponymous terms comprising semantic field 6 “Awards in the field of education “.

| | |
|----------------------------------|---|
| Awards in the field of education | B- 1 item: <i>Beacon Award</i> (Премия Бэкона) |
| | C- 1 item: <i>Caldecott medal</i> (Медаль Калдекотта) |

4.8. General outcomes

Throughout the course of the study, it was discovered that three English-language dictionaries contained a total of 93 eponyms, accounting for 4.7% of the original entries. Among the seven semantic fields that were identified, the largest was the first field of the medical profile, which aligns with the overall pattern of eponym creation across various fields of knowledge as observed in the literature review (Fig. 2).

As for the distribution of terminology in alphabetical order (Fig. 3), the most extensive variety of letters is represented by the most numerous category 1. The leading positions are

occupied by the letters A and H (5 eponymous terms each) and K, P and W (4 eponymous terms each). Under closer examination, it should be noted that almost all of these phrases start with possessive proper names and types of diseases or abnormalities. This corresponds to the structure of the English language but implies a change in the structure of the combination when translated into Russian.

When examining all semantic categories, it becomes apparent that the letters B, G, L, and P are the most frequently used, appearing in no less than four distinct themes. The unique trait of retaining possessive combinations during translation remains evident. Nevertheless, certain toponyms, such as “the Bologna process” or “the Lisbon strategy”, maintain their original structure and do not undergo inversion.

As a result of the quantitative and qualitative data analysis, the main eponymous tendencies within the semantic fields were identified. The data do not differ from the global trend indicated at the beginning of the study, where medical eponymy dominates. It should be noted that the features of the translation of eponyms are associated not only with a clear understanding of the meaning of the lexeme but with the classification of the anthroponym/toponym to select the correct word order in the phrase.

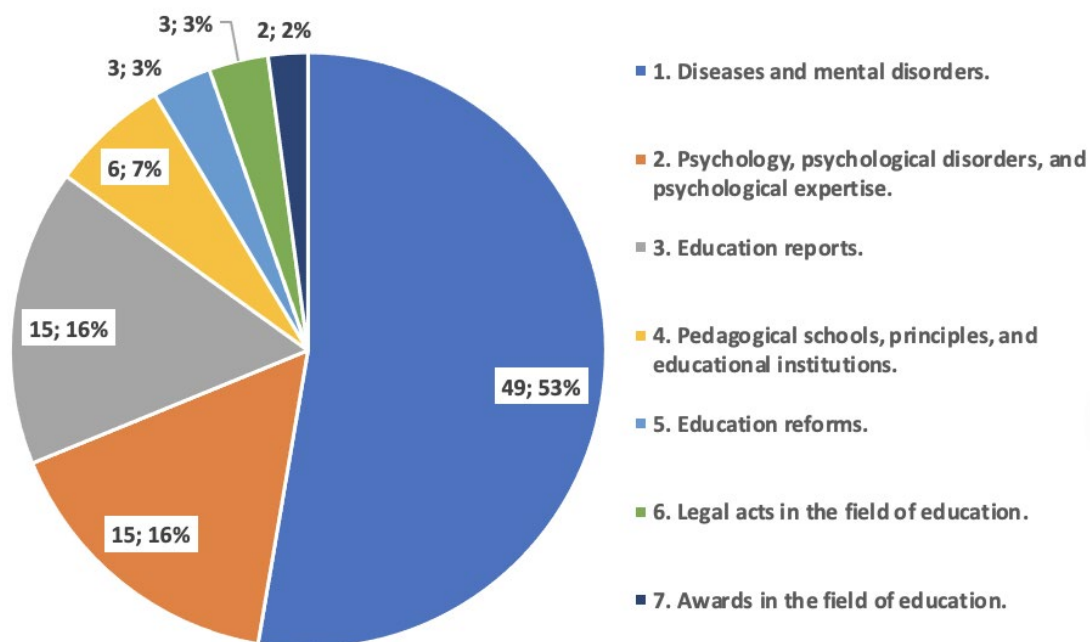


Figure 2. Distribution of eponymous terms by semantic fields.

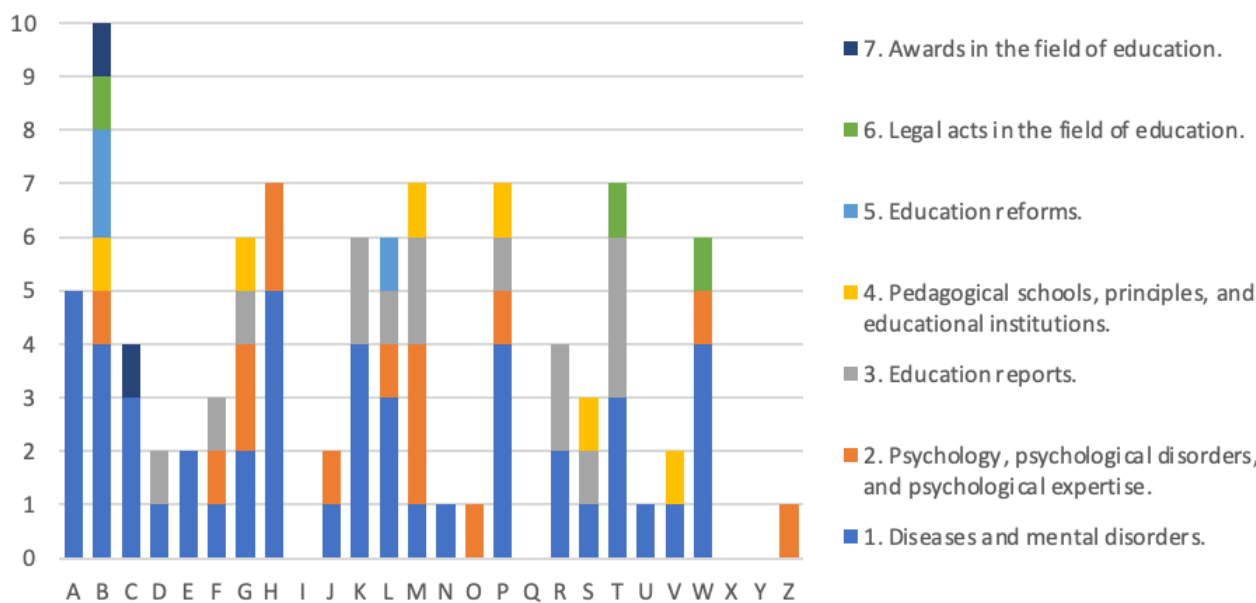


Figure 3. Alphabetical distribution of eponyms.

5. CONCLUSIONS

The analysis of 93 eponyms extracted from the terminological systems “Pedagogy” and “Education” allows concluding that eponymous terms are less common in these terminology systems than, for example, in medical terminology and account for 1.57% of the studied vocabularies. The conclusion is made based on the analysis of entries of the three special dictionaries.

It is also worth noting that this eponymous terminology is the least studied and requires the attention of terminologists and lexicographers. In general, we note that, as a rule, eponymous terms are formed from the names of scientists who described diseases and mental disorders that require a unique approach to teaching, the founders of pedagogical schools and trends, developers of theories and methods of psychological testing; as well as people who made important reports that influenced the development of pedagogical science and education. In some cases, eponyms include toponyms and names of literary and mythical characters. As a rule, eponyms that function as part of the terminology serving such branches of knowledge as pedagogy and education are formed following the pattern “noun+adjective” or “noun+noun” .

The study also considers features of translating specialised terminology from English, allowing the authors to identify the following practical recommendations. A translator should have basic information from the areas “Pedagogy” and “Education” and refer to additional materials or specialists in case of difficulty. Depending on the type of the main word in the eponymous phrase (anthroponym or toponym), it is necessary to choose the appropriate word order in the translation. It is also essential to check the availability of the translated term in the specialised thematic literature, pay attention to its transliteration and the preservation of the capital letter when translating anthroponyms and toponyms.

However, it should be noted, that the extracted eponyms mostly refer to the sphere of medicine and their description in the dictionary of education is very disputable. We would recommend not to include most of them in the wordlists of the dictionary of education except the few ones that referred to the following semantic fields: Education reports, Pedagogical schools, principles, and educational institutions, Education reforms, Legal acts in the field of education, and Awards in the field of education which make up only about 30% from the whole list of eponyms identified. The decision to describe eponyms

in special dictionaries, in our opinion, should be reasonable and explainable.

Nevertheless, despite several limitations of this study (working with only one specialised branch of knowledge and relying on English dictionary sources), the English-Russian glossary given in the article was reviewed and recommended for use by the academic staff of Chelyabinsk State University (CSU). The methodology of this research will serve as the basis for developing eponymous dictionaries of other languages and further comparative analysis of the results.

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