

Nominal Models of Youth Work Terms in Vietnamese

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Abstract—This paper presents the results of research on the nominal models of youth work terms in Vietnamese. The data includes 1587 terms collected from online news and document systems related to youth work on the electronic information portal of the central agency of the Ho Chi Minh Communist Youth Union. To elucidate the nominal models of youth work terms in Vietnamese, descriptive methods, along with statistical and classifying methods, were employed. Through a survey of 1587 terms to investigate the signs that serve as the basis for the identification of youth work terms in Vietnamese, we divided these terms into 10 semantic categories. The findings reveal that derivative youth work terms in Vietnamese are created based on semantic relationships and the selection of 12 specific nominal attributes. The study also discovered 39 nominal models of youth work terms in Vietnamese. Based on the research results, the paper offers some recommendations for developing and standardizing youth work terms in Vietnamese as well as translating this terminology into English.

Index Terms—terminology, youth work terms in Vietnamese, nominal models, nominal attributes, semantic categories

I. INTRODUCTION

In the process of governing the nation, the Communist Party of Vietnam always supports the role and contribution of the youth, considering them as the pioneering force in developing and protecting the nation. Youth work is essential to the survival of the nation. Correspondingly, the Communist Party of Vietnam has put forward a variety of policies with a view toward educating, training, and organizing the youth into a powerful and loyal force to continue the revolutionary cause of the Party and the nation. Through each period, generations of young people have fulfilled their historical mission, regardless of the challenging circumstances.

Recognizing the significance of youth work, the Vietnam Ministry of Education and Training signed an official decision authorizing the university training program in youth work at the Vietnam Youth Academy in 2011. Up to now, the Vietnam Youth Academy has undergone 14 years of training youth work, which has become a science in Vietnam. Along with the strong development of this science is the development of youth work terminology. In scientific research, terminology is vital since it forms the foundation for effective communication and understanding within and across disciplines. The need for precise and standardized terminology is essential as science becomes increasingly interdisciplinary. Good terminology, which minimizes ambiguity, helps practitioners and researchers convey complicated concepts consistently and clearly.

However, there is currently little research on youth work terminology being carried out, either worldwide or in Vietnam. In 2017, the Vietnamese Youth Dictionary, published by Duong et al., explains about 2000 Vietnamese words, including various concepts and categories associated with Marxism, such as Leninism, Ho Chi Minh's ideology, and the views of the Communist Party of Vietnam on the role and position of youth in the process of social development, on the organization and education of youth, especially in terms of ideology, revolutionary ethics, aesthetic ideals, cultural lifestyles, aspirations, dreams, and civic responsibilities of young people. In addition, a forty-page English vocabulary handbook for youth workers was compiled and circulated internally by the Central Committee of Ho Chi Minh Communist Youth Union. This handbook mainly includes the names of organizations and units under the Central Committee of Ho Chi Minh Communist Youth Union, the names of some central agencies in the Vietnamese political system, and the names of some youth projects.

Thus, interest in researching and building a youth work terminology has been deployed after only six years, exceedingly early considering the science of youth work was born in Vietnam. Up to now, however, the study of this terminology has so far only focused on compiling, explaining, and presenting them in the form of a handbook or dictionary in a rudimentary and straightforward way. To serve the process of deep integration and globalization, it is imperative that youth work terms be thoroughly studied theoretically. This will be the basis for collecting, developing, and standardizing youth work terms in Vietnamese and translating this terminology into English.

This paper focuses primarily on surveying, studying, and evaluating nominal models of youth work terms in Vietnamese; however, some recommendations for creating and standardizing youth work terms in Vietnamese and translating this terminology into English are also made.

II. LITERATURE REVIEW

Up to now, scholars and researchers have created numerous definitions of a term. Keinys (1980) states that a term is “only such a word that has a defined and limited meaning and an established area of usage” (p. 14). Likewise, Dubuc (1997) believes that terms “designate concepts specific to subject fields” (p. 38). Sharing the same opinion as the above linguists, Shelov and Shufan (2017) call the term a special word or phrase that has a strictly developed definition in different areas of scientific disciplines. Furthermore, Sager (1990) defines terms as lexical items with specific reference in a restricted subject field. A term is a word or phrase that has a special, strictly defined meaning in a particular field of science and technology (Leichik, 1989). Pearson (1998) also claims that “a term is a word or phrase that has been assigned an agreed meaning and has been officially approved and published in a standard” (p. 23).

In addition, the linguist Tatarinov strives to give the maximum number of characteristics of the term as follows:

A term is a special word or verbal complex that correlates with the concept of a certain organized field of knowledge (science, technology), entering into systemic relationships with other words and verbal complexes, and forming with them in each individual case and at a certain time a closed system, characterized by high information content, accuracy, and expressive neutrality. (Leichik, 1989, p. 157)

Dubuc (1997) states that, besides being accurate and adequate, a term should also reflect an essential characteristic of the concept and avoid any ambiguity. Additionally, Gaivenis suggests a term should be “precise, grammatically correct, widely applicable, short, and stylistically neutral” (p. 30).

Besides, Shelov (2005) describes the term as follows:

- a. It is a concept denoted by a lexical item (word or word combination) that makes this item a term.
- b. The “termness” of an item (=quality of being a term) is determined by all items necessary for the identification of its concept within the whole system of definitions (explanation) of these items, belonging to the domain under consideration.
- c. The greater the amount of information required in a definition (explanation) to identify a concept, denoted by a certain item, the higher the degree of “termness” of this item (p. 123).

In this research, the following definition of a term is used as a working definition: terms are fixed words and phrases, representing concepts or objects belonging to a certain scientific or specialized field and identified through three standards, including accuracy, brevity, and systematism.

In linguistic theory, the concept of nomination is understood in many ways. Kolshansky believes that nomination is to attach to a linguistic sign a concept—a symbol that reflects certain characteristics of a denotatum, the properties, qualities, and relationships of the objects and the processes belonging to the physical and mental scope, thanks to which linguistic units form the content elements of linguistic communication (Nguyen, 2010).

The theory of nomination shows that each thing or phenomenon has many distinctive characteristics, but people only choose one typical characteristic to identify it. This means that a characteristic must be highly distinctive to distinguish objects and phenomena and that that characteristic has had a name in language. Characteristics that are easy to see and recognize are often chosen to represent the object. Gak believes that the process of nomination is closely related to the act of classification. He said that in natural language, the nominal process is inevitably associated with classification behavior. If it is necessary to display a certain object X, which has no name, based on the characteristics that have been separated from this object, it is then attributed to the concept A or B, which has its own way of expressing them and receiving corresponding names in the language. However, at the same time, the “assembly” of the words themselves into reality also takes place. This means that one can remove or add something to that initial understanding (Nguyen, 2014).

Thus, the process of naming an object, property, or process consists of two steps: defining the conceptual type of the object to be named and choosing a distinctive characteristic to identify (Nguyen, 2016).

According to Clause 2, Article 4 of Decree 120/2007/ND-CP of the Government of the Socialist Republic of Vietnam issued on July 23, 2007, guiding the implementation of a number of articles of the Youth Law, Youth Work is the activities of the Party, State, and society to educate, foster, and create favorable conditions for young people to strive and develop while promoting their pioneering role, creativity, and great potential in the cause of building and defending the nation. The Youth Work major (code: 7760102) trains youth workers to master youth work knowledge and skill systems and be able to conduct research, advise, and propose to the Party committees and authorities at all levels on policies related to the youth. The training goal of the Youth Work major is to educate students with good political qualities and ethics and good physical health, to master youth work knowledge and skills, and to have the capacity for leading, managing, administering, and organizing professional youth activities at all levels and sectors.

From the general theoretical basis of terms, along with the key definition of youth work and youth work major, the study provides a working definition of youth work terms as follows: youth work terms are fixed words or phrases which are used in the field of youth work to represent concepts, attributes, things, phenomena, and objects in the field of youth work. This definition is the basis to determine criteria for identifying and collecting youth work terms from various sources for analysis and research.

III. METHODOLOGY

A combination of methods was employed to research youth work terms in Vietnamese. In detail, the elemental analysis method was used to analyze the structure of youth work terms in Vietnamese according to direct elements to determine the elements that make up the terms as well as identify and divide the terminology into two groups: word-level terms and

phrase-level terms. Furthermore, the descriptive method was used to describe the nominal attributes of youth work terminology. The semantic analysis method was also applied to analyze the meaning of youth work terms in Vietnamese.

Based on the categories of content and meaning of youth work terminology, this system was divided into semantic subcategories and nominal attributes that serve as the basis for identifying the term system and its types of semantic relationships which create this term system. Thanks to this, nominal models of youth work terms in Vietnamese were created. Finally, statistical and classifying methods were used to determine the frequency of occurrence, the percentage of each group of terms (word-level terms and phrase-level terms), and the nominal models of youth work terms. The statistical results were summarized in table form with a view to better visualizing the basic semantic characteristics of youth work terminology in Vietnamese.

The research corpus includes 1587 youth work terms in Vietnamese that were collected from the following three sources: (1) the online administrative document system and news related to youth work on the website of the Central Committee of the Ho Chi Minh Communist Youth Union, (2) the specialized textbooks used in the youth work training program at Vietnam Youth Academy, and (3) the Vietnam Youth Dictionary (Duong et al., 2017).

IV. FINDINGS AND DISCUSSION

The result of surveying the corpus reveals that the youth work terms in Vietnamese, in terms of structure, are composed of words and phrases, including 359 word-level terms such as *tiên phong* (“pioneering”), *tình nguyện* (“volunteering”), and *phong trào* (“movement”) and 1228 phrase-level terms such as *định hướng nghề nghiệp* (“career orientation”), *tháng thanh niên* (“youth month”), and *ban thường vụ* (“standing committee”).

In terms of structural models, all youth work terms that are phrase-level terms include main elements and secondary elements. The main elements are primarily nouns that stand in the first position, having the most general meaning and signifying the type concepts. The secondary elements are used to modify the type concepts and often come after the main elements and concretize the characteristics, properties, and attributes of the concepts or objects represented by the main elements.

Within the scope of this research, nominal models of the 1228 youth work terms in Vietnamese are focused upon for clarification. To examine the signs that serve as the basis for the nomination of youth work terms in Vietnamese through the research corpus, this terminology was divided into the following 10 semantics:

1. Subjects in youth work
2. Activities of subjects in youth work
3. Programs/Movements in youth work
4. Document system in youth work
5. Educational work in youth work
6. Objects of youth work
7. Fields in youth work
8. Professional ethics in youth work
9. Educational methods in youth work
10. Operating principles in youth work

In terms of the expressive content of youth work terms, they can be divided into two types: the first type has basic content, naming concepts of fundamental phenomena, things, objects, activities, and so on in youth work. These terms are called primary terms, which are the first-generation terms, playing a core role, thereby creating second- and third-generation terms known as derivative terms. These derivative terms are highly distinctive, describing the properties, characteristics, attributes, and so on of concepts about things, phenomena, objects, activities, and the like that the primary terms express. In terms of linguistic form, primary terms, including words, are typically short, while derivative terms, including nominal phrases, are typically longer.

Through surveying the research corpus, it is found that the derivative youth work terms in Vietnamese are created on semantic relationships and the selection of the following nominal features: (1) *characteristic*, (2) *function*, (3) *rank*, (4) *object*, (5) *field*, (6) *activity*, (7) *frequency*, (8) *location*, (9) *content*, (10) *method*, (11) *organization*, and (12) *profession*.

Within the framework of this study, the nominal models of the most typical youth work terms will be presented.

“A” is denoted as the distinguishing characteristic chosen as the basis for nomination when naming the youth work terms.

A. The Terms Denoting Subjects in Youth Work

The main subjects in youth work were individuals, agencies, and organizations participating in youth work. These individuals, agencies, and organizations carry out activities of the Party, the State, and society to educate, foster, and create favorable conditions for young people to strive and develop, and at the same time promote their pioneering role, creativity, and great potential in the cause of constructing and defending the nation. Through surveying the corpus, the findings showed that there are five distinctive characteristics chosen to identify the group of terms that denote subjects in youth work. These characteristics were selected to be included in the nominal models of 166 youth work terms in Vietnamese. The particular models are as follows:

(a). Model 1: Subject + Characteristic

Examples: *trí thức trẻ* (“young intellectual”), *đại biểu dự khuyết* (“alternate delegate”), *cán bộ chuyên trách* (“full-time official”).

(b). *Model 2: Subject + Function*

Examples: *ban chấp hành* (“executive committee”), *ủy ban kiểm tra* (“inspection committee”), *ban kiểm phiếu* (“vote-counting committee”).

(c). *Model 3: Subject + Rank*

Examples: *bí thư thứ nhất* (“first secretary”), *bí thư cơ sở* (“grassroots secretary”), *ban chấp hành cấp trên* (“senior executive committee”).

(d). *Model 4: Subject + Object*

Examples: *hội sinh viên* (“student union”), *trung tâm thanh niên* (“youth center”), *ban thanh niên nông thôn* (“rural youth department”).

(e). *Model 5: Subject + Field*

Examples: *tiểu ban nội dung* (“content subcommittee”), *tiểu ban nhân sự* (“personnel subcommittee”), *tiểu ban tuyên truyền* (“propaganda subcommittee”).

TABLE 1
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING SUBJECTS

Category	Model	Nominal Attributes	Number	Percentage (%)
Subject	Subject + A	Characteristic	43	3.5
		Function	46	3.7
		Rank	27	2.2
		Object	27	2.2
		Field	23	1.9
Total			166	13.5

The group of terms denoting subjects in youth work was distinguished by five attributes, including *characteristic*, *function*, *rank*, *object*, and *field*. Of the total 166 terms denoting subjects, 46 units were distinguished by the attribute *function*, equivalent to 3.7%, and 43 units were distinguished by the attribute *characteristic*, accounting for 3.5%. Other characteristics, including *rank* (27), *object* (27), and *field* (23), accounted for quite similar proportions at 2.2%, 2.2%, and 1.9%, respectively.

B. *The Terms Denoting Activities of Subjects in Youth Work*

Through the corpus survey, six distinctive characteristics were found to identify the group of terms denoting the activities of subjects in youth work and were selected to be included in the nominal models of 202 youth work terms in Vietnamese. Below are the nominal models of terms denoting activities of subjects in youth work.

(a). *Model 6: Activity + Characteristic*

Examples: *hỗ trợ trực tiếp* (“direct support”), *kiểm tra toàn diện* (“comprehensive supervision”), *giáo dục cá biệt* (“individualized education”).

(b). *Model 7: Activity + Activity*

Examples: *tổ chức thực hiện* (“implementation organization”), *hoạt động tuyên dương* (“commendation activity”), *hướng dẫn làm cha mẹ* (“parenting guidance”).

(c). *Model 8: Activity + Object*

Examples: *quy hoạch cán bộ* (cadre planning), *hỗ trợ trẻ em* (“child support”), *tập hợp thanh niên* (“youth gathering”).

(d). *Model 9: Activity + Field*

Examples: *tư vấn pháp lý* (“legal consulting”), *bảo vệ môi trường* (“environmental protection”), *định hướng nghề nghiệp* (“career orientation”).

(e). *Model 10: Activity + Frequency*

Examples: *thi đua thường xuyên* (“regular emulation”), *kiểm tra định kỳ* (“periodic supervision”), *kiểm tra thường xuyên* (“regular supervision”).

(f). *Model 11: Activity + Location*

Examples: *phát triển nông thôn* (“rural development”), *xây dựng đô thị* (“urban construction”), *bảo vệ biển đảo* (“sea and island protection”).

TABLE 2
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING ACTIVITIES OF SUBJECTS

Category	Model	Nominal Attributes	Number	Percentage (%)
Activity	Activity + A	Characteristic	41	3.3
		Activity	39	3.2
		Object	59	4.8
		Field	31	2.5
		Frequency	19	1.5
		Location	13	1.1
Total			202	16.4

According to the survey results, 202 terms denoting activities of subjects in youth work are distinguished by six attributes, including *characteristic*, *activity*, *object*, *field*, *frequency*, and *location*. The attribute *object* was the most prominent among them and served as the basis for identifying 59 youth work terms denoting activities, equivalent to 4.8%. The attributes *characteristic* (41) and *activity* (39) contributed a considerable amount at 3.3% and 3.2%, respectively. There were 31 terms identified with the attribute *field* (2.5%) and 19 terms identified with the attribute *frequency* (1.5%). The nominal attribute *location* accounts for the lowest proportion at 13 units, equivalent to 1.1%.

C. The Terms Denoting Programs/Movements in Youth Work

Youth work encompasses a range of programs and movements implemented to promote a proactive role and volunteerism as well as arousing the enormous potential of the young to contribute to the successful implementation of the nation's industrialization, modernization, and international integration. Through surveying the corpus, the findings showed that three nominal attributes were chosen to identify the group of terms denoting programs and movements in youth work and were selected to be included in the nominal models of 168 youth work terms in Vietnamese. These nominal models are provided below.

(a). Model 12: Program/Movement + Object

Examples: *phong trào thanh niên* ("youth movement"), *hành trình sinh viên* ("student journey"), *trại hè thanh niên* ("youth summer camp").

(b). Model 13: Program/Movement + Activity

Examples: *lễ tuyên dương* ("commendation ceremony"), *chương trình rèn luyện* ("training program"), *chương trình xóa đói giảm nghèo* ("poverty reduction program").

(c). Model 14: Program/Movement + Field

Examples: *câu lạc bộ học thuật* ("academic club"), *chương trình an ninh chính trị* ("political security program"), *chương trình kinh tế - xã hội* ("socio-economic program").

TABLE 3
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING PROGRAMS/MOVEMENTS

Category	Model	Nominal Attributes	Number	Percentage (%)
Program/ Movement	Program/ Movement + A	Object	40	3.3
		Activity	69	5.6
		Field	59	4.8
Total			168	13.7

The results of the corpus survey showed that terms denoting programs and movements were distinguished by three nominal attributes: *object*, *activity*, and *field*. Of these, *activity* was chosen as the basis for identifying 69 terms denoting programs and movements, taking the largest proportion with 5.6%. Two attributes, *field* and *object*, were selected to identify 99 terms, specifically, *field* with 59 terms, equivalent to 4.8%, and *object* with 40 terms, equivalent to 3.3%.

D. The Terms Denoting Documents in Youth Work

According to the findings of the corpus survey, four distinctive characteristics were chosen to identify the group of terms denoting the documents in youth work and were selected to be included in the nominal models of 143 youth work terms in Vietnamese. The details of these models are displayed as follows:

(a). Model 15: Document + Activity

Examples: *quyết định công nhận* ("recognition decision"), *quy chế hoạt động* ("operating regulation"), *chương trình hành động* ("action program").

(b). Model 16: Document + Object

Examples: *luật thanh niên* ("youth law"), *lý lịch cán bộ* ("cadre resume"), *luật trẻ em* ("children's law").

(c). Model 17: Document + Time

Examples: *báo cáo năm* ("annual report"), *báo cáo quý* ("monthly report"), *báo cáo nhiệm kỳ* ("term report").

(d). *Model 18: Document + Organization*

Examples: *điều lệ đoàn* (“youth union charter”), *điều lệ hội liên hiệp thanh niên* (“youth federation statute”), *điều lệ hội sinh viên* (“student union regulation”).

TABLE 4
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING DOCUMENTS

Category	Model	Nominal Attributes	Number	Percentage (%)
Document	Document + A	Activity	63	5.1
		Object	29	2.4
		Time	36	2.9
		Organization	15	1.2
Total			143	11.6

The group of terms denoting documents in youth work was distinguished by four attributes: *activity*, *object*, *time*, and *organization*. Remarkably, the attribute *activity* was included in more models identifying terms denoting more documents in youth work than other attributes, with 63 units, constituting 5.1%. The attributes *time* (36) and *object* (29) accounted for 2.9% and 2.4%, respectively. There were 15 terms distinguished by the attribute *organization*, accounting for 1.2%.

E. *The Terms Denoting Educational Work in Youth Work*

Educational work is a particularly important content in the field of youth work. There is the organizing of activities and creating an environment for educating and training young people to contribute to the implementation of local political, economic, cultural-social, national defense, and security tasks. Educational work is carried out in many ways, such as political and ideological education, revolutionary tradition and patriotism education, education of national pride and self-respect, moral education, lifestyle education, and legal propaganda. The corpus survey indicated that five distinctive characteristics were chosen to identify the group of terms that denote educational work in youth work and selected to be included in the nominal models of 136 youth work terms in Vietnamese. These models are clarified as follows:

(a). *Model 19: Educational Work + Activity*

Examples: *giáo dục phát huy tính tích cực* (“positivity promoting education”), *giáo dục xây dựng hành vi đạo đức* (“ethical behavior building education”), *giáo dục giao tiếp* (“communication education”).

(b). *Model 20: Educational Work + Field*

Examples: *giáo dục chính trị* (“political education”), *giáo dục giới* (“sex education”), *giáo dục quốc phòng an ninh* (“national defense education”).

(c). *Model 21: Educational Work + Frequency*

Examples: *bồi dưỡng định kỳ* (“periodic training”), *bồi dưỡng thường xuyên* (“regular training”), *bồi dưỡng liên tục* (“continuous training”).

(d). *Model 22: Educational Work + Method*

Examples: *bồi dưỡng thông qua các hoạt động* (“training through activities”), *bồi dưỡng thông qua giao nhiệm vụ* (“training through assigning tasks”), *giáo dục thông qua hoạt động xã hội* (“education through social activities”).

(e). *Model 23: Educational Work + Characteristic*

Examples: *giáo dục điển hình* (“typical education”), *giáo dục đặc biệt* (“special education”), *giáo dục hòa nhập* (“inclusive education”).

TABLE 5
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING EDUCATIONAL WORK

Category	Model	Nominal Characteristics	Number	Percentage (%)
Educational Work	Educational Work + A	Activity	26	2.1
		Field	33	2.7
		Frequency	11	0.9
		Method	38	3.1
		Characteristic	28	2.3
Total			136	11.1

The research findings indicated that the group of terms denoting educational work in youth work was distinguished by five characteristics: *activity*, *field*, *frequency*, *method*, and *characteristic*. Among them, the terms identified by the attribute *method* contributed to the most prevalent number, with 38 units, equivalent to 3.1%. Following closely, the attribute *field* was included in the 33 terms denoting the educational work, accounting for 2.7%, while two attributes, *activity* (26) and *characteristic* (28), had quite equal proportions, with 2.1% and 2.3%, respectively. The number of terms which denote educational work and were distinguished by the attribute *frequency* accounts for the lowest number, with 11 units, equivalent to 0.9%.

F. The Terms Denoting Objects in Youth Work

According to the results of the corpus survey, there were four distinctive characteristics chosen to identify the groups of terms denoting the objects in youth work. These characteristics were selected to be included in the nominal models of 131 terms. Below are the nominal models in point.

(a). *Model 24: Object + Location*

Examples: *thanh niên nông thôn* (“rural youth”), *thanh niên đô thị* (“urban youth”), *trẻ em vùng sâu vùng xa* (“children in remote areas”).

(b). *Model 25: Object + Characteristic*

Examples: *thanh niên yếu thế* (“vulnerable youth”), *trẻ khuyết tật* (“disabled children”), *trẻ bị bỏ rơi* (“abandoned children”).

(c). *Model 26: Object + Profession*

Examples: *thanh niên công nhân* (“young worker”), *thanh niên trí thức* (“intellectual youth”), *doanh nhân trẻ* (“young entrepreneur”).

(d). *Model 27: Object + Activity*

Examples: *trẻ em vi phạm pháp luật* (“juvenile lawbreaker”), *trẻ em lang thang* (“homeless children”), *trẻ em hoàn lương* (“reforming children”).

TABLE 6
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING OBJECTS

Category	Model	Nominal Attributes	Number	Percentage (%)
Object	Object + A	Location	28	2.3
		Characteristic	52	4.2
		Profession	12	1
		Activity	39	3.2
Total			131	10.7

The survey results showed that terms denoting objects in youth work were distinguished by four distinctive attributes, including *location*, *characteristic*, *profession*, and *activity*. Among them, the attribute *characteristic* was predominantly utilized in most of the terms with 52 units, equivalent to 4.2%. Ranked second were 39 terms distinguished by the attribute *activity*, accounting for 3.2%, and they are followed by 28 terms distinguished by the attribute *location*, accounting for 2.3%. The number of terms distinguished by the attribute *profession* is low, with 12 units, equivalent to 1%.

G. The Terms Denoting Fields in Youth Work

Through the corpus survey, the findings revealed that there were three distinctive attributes chosen to identify the group of terms denoting fields in youth work. These attributes were selected to be included in the nominal models of 103 youth work terms in Vietnamese. The findings of these models were as follows.

(a). *Model 28: Field + Object*

Examples: *công tác thanh niên* (“youth work”), *công tác thiếu nhi* (“children work”), *công tác trẻ vị thành niên* (“juvenile work”).

(b). *Model 29: Field + Activity*

Examples: *công tác kiểm tra* (“inspection work”), *công tác phòng ngừa tội phạm* (“crime prevention work”), *công tác phòng chống bạo lực học đường* (“school violence prevention work”).

(c). *Model 30: Field + Field*

Examples: *công tác từ thiện* (“charity work”), *công tác tư tưởng* (“ideological work”), *công tác xã hội* (“social work”).

TABLE 7
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING FIELDS

Category	Model	Nominal Characteristics	Number	Percentage (%)
Field	Field + A	Object	27	2.2
		Activity	47	3.8
		Field	29	2.4
Total			103	8.4

The survey results indicated that the category of fields in youth work was distinguished by three nominal attributes: *object*, *activity*, and *field*. In a total of 103 youth work terms in Vietnamese, *activity* emerged as the most frequently employed attribute, with 47 terms, accounting for the maximum number of 3.8%. The number of terms denoting fields in

youth work distinguished by the attributes *object* and *field* were approximately equal. Of these, there were 27 terms distinguished by *object* (2.2%) and 29 terms distinguished by *field* (2.4%).

H. The Terms Denoting Professional Ethics in Youth Work

Professional ethics are required in all fields and professions. The findings show that there were three distinctive attributes chosen to identify the group of terms indicating professional ethics in youth work. These attributes were selected to be included in the nominal models of 74 youth work terms. These models are revealed as follows:

(a). *Model 31: Professional Ethic + Field*

Examples: *phẩm chất chính trị* (“political quality”), *bản lĩnh chính trị* (“political spirit”), *ý thức pháp luật* (“legal consciousness”).

(b). *Model 32: Professional Ethic + Activity*

Examples: *tinh thần tiên phong* (“pioneering spirit”), *ý thức chấp hành pháp luật* (“sense of law observance”), *khả năng dự báo tình hình* (“situation predicting ability”).

(c). *Model 33: Professional Ethic + Characteristic*

Examples: *tu duy độc lập* (“independent thinking”), *hoài bão lớn* (“great aspiration”), *bản lĩnh vững vàng* (“strong bravery”).

TABLE 8
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING PROFESSIONAL ETHICS

Category	Model	Nominal Attributes	Number	Percentage (%)
Professional Ethic	Professional Ethic + A	Field	23	1.9
		Activity	42	3.4
		Characteristic	9	0.7
Total			74	6

From the table above, the findings showed that the terms belonging to the group of professional ethics in youth work are distinguished by three attributes that include *field*, *activity*, and *characteristic*. These characteristics appeared in 74 youth work terms in Vietnamese. The nominal attribute *activity* with a frequency of 42 accounts for the largest number, equivalent to 3.4%. The nominal attribute *field* was included in the model of 23 terms denoting professional ethics. There were only nine terms in this group that were distinguished by the attribute *characteristic*, accounting for 0.7%.

I. The Terms Denoting Educational Methods in Youth Work

Educational methods are a set of ways to organize activities and educate young people about personality, ethics, ideals, lifestyle, culture, profession, world view, and philosophy of life with a view to training the youth with comprehensive qualities to continue the revolutionary cause of the Communist Party of Vietnam and the nation. Through surveying the corpus, the results showed that there are three distinctive characteristics chosen to identify the group of terms denoting the educational methods in youth work. These characteristics were selected to be included in the nominal models of 62 youth work terms in Vietnamese. These models are as follows:

(a). *Model 34: Educational Method + Activity*

Examples: *phương thức quản lí* (“management method”), *phương thức bồi dưỡng* (“training method”), *phương pháp thuyết phục* (“persuasion method”).

(b). *Model 35: Educational Method + Field*

Examples: *phương pháp kinh tế* (“economic method”), *phương thức hành chính* (“administrative method”), *phương pháp pháp luật* (“legal method”).

(c). *Model 36: Educational Method + Characteristic*

Examples: *phương pháp trực tiếp* (“direct method”), *phương pháp gián tiếp* (“indirect method”), *phương pháp thực tế* (“practical method”).

TABLE 9
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING EDUCATIONAL METHODS

Category	Model	Nominal Attributes	Number	Percentage (%)
Educational method	Educational method + A	Activity	20	1.6
		Field	17	1.4
		Characteristic	25	2
Total			62	5

The findings showed that the nominal attributes selected as the basis for identifying the youth work terms in Vietnamese include *activity*, *field*, and *characteristic*. In particular, the number of terms distinguished by the nominal attributes *characteristic*, *activity*, and *field* corresponds to 25 (2%), 20 (1.6%), and 17 (1.4%), respectively.

J. The Terms Denoting Operating Principles in Youth Work

Through the survey of the corpus, it is found that there are 3 distinctive characteristics chosen to identify the group of terms denoting the operating principles in youth work. These characteristics are selected to be included in the nominal models of 43 youth work terms in Vietnamese. Details of these models are demonstrated as follows.

(a). Model 37: Operating Principle + Characteristic

Examples: *nguyên tắc công khai* (“principle of openness”), *nguyên tắc bình đẳng* (“principle of equality”), *nguyên tắc tự nguyện* (“principle of voluntariness”).

(b). Model 38: Operating Principle + Activity

Examples: *nguyên tắc biểu quyết* (“principle of voting”), *nguyên tắc hiệp thương* (“principle of consultation”), *nguyên tắc bảo lưu ý kiến* (“principle of opinion reservation”).

(c). Model 39: Operating Principle + Method

Examples: *chế độ tập thể lãnh đạo* (“collective leadership regime”), *chế độ cá nhân phụ trách* (“individual responsibility regime”), *nguyên tắc cấp dưới phục tùng cấp trên* (“principle of subordinates obeying superiors”).

TABLE 10
NOMINAL MODELS OF YOUTH WORK TERMS DENOTING OPERATING PRINCIPLES

Category	Model	Nominal Attributes	Number	Percentage (%)
Operating principle	Operating principle + A	Characteristic	8	0.7
		Activity	21	1.7
		Method	14	1.1
Total			43	3.5

From the table above, the attributes selected as the basis for identifying terms indicating operating principles in youth work included *characteristic*, *activity*, and *method*. Among them, the attribute *activity*, with an occurrence of 21 terms, highlights the highest proportion, equivalent to 1.7%. There were 14 terms identified by the nominal attribute *method*, corresponding to 1.1%, and 8 terms identified by the nominal attribute *characteristic*, corresponding to 0.7%.

TABLE 11
SEMANTIC CATEGORIES AND NOMINAL ATTRIBUTES

Semantic Categories (Number)	Nominal Characteristics (Frequency)											
	Characteristic	Function	Rank	Object	Field	Activity	Frequency	Location	Method	Time	Organization	Profession
Subjects (166)	43	46	27	27	23	0	0	0	0	0	0	0
Activities of Subjects (202)	41	0	0	59	31	39	19	13	0	0	0	0
Programs/Movements (168)	0	0	0	40	59	69	0	0	0	0	0	0
Documents (143)	0	0	0	29	0	63	0	0	0	36	15	0
Educational Work (136)	28	0	0	0	33	26	11	0	38	0	0	0
Objects (131)	52	0	0	0	0	39	0	28	0	0	0	12
Fields (103)	0	0	0	27	29	47	0	0	0	0	0	0
Professional Ethics (74)	9	0	0	0	23	42	0	0	0	0	0	0
Educational Methods (62)	25	0	0	0	17	20	0	0	0	0	0	0
Operating Principles (43)	8	0	0	0	0	21	0	0	14	0	0	0
Total: 1228	206	46	27	182	215	366	30	41	52	36	15	12

From the table above, the findings reinforce the claim that, of the total 1228 youth work terms in Vietnamese that are phrases, the number of terms denoting the category of Activities of Subjects accounts for the largest number with 202 terms, equivalent to 16.4%. Besides, the group of terms belonging to the categories of Programs/Movements and Subjects also accounts for a high number with 168 terms (13.7%) and 166 terms (13.5%), respectively. Furthermore, the terms belonging to the categories of documents, educational work, objects, and fields also account for a considerable number of 143 (11.6%), 136 (11.1%), 131 (10.7%), and 103 (8.4%), respectively. Additionally, in the three groups of professional ethics, educational methods, and operating principles, the number of terms denoting operating principles is the lowest, with 43 terms, equivalent to 3.5%.

What is more, the findings show that youth work terms are created based on semantic relationships and the selection of 12 nominal attributes: *characteristic, function, rank, object, field, activity, frequency, location, method, time, organization, and profession*. Notably, the group of four nominal attributes encompassing *characteristic, object, field, and activity* account for an exceptionally substantial number and are included in the nominal models of 969 youth work terms in Vietnamese out of a total of 1228 terms. Among them, the number of terms distinguished by the nominal attribute *activity* accounts for the highest number, with 366 units, equivalent to 29.8%. Ranked second is the group of terms distinguished by the nominal attribute *field* with 215 terms, equivalent to 17.5%. The group of terms identified by the nominal attribute *characteristic* also accounts for a considerable number, with 206 units, equivalent to 16.8%. In addition, there are 182 terms identified by the characteristic *object*, equivalent to 14.8%. The characteristics *function, rank, frequency, location, method, and time* are low in number. The number of terms distinguished by the nominal attributes of *organization* and *profession* is the lowest, with 15 terms and 12 terms, respectively.

V. CONCLUSION

From the results of surveying and analyzing the nominal attributes of youth work terminology in Vietnamese, some salient conclusions can be drawn as follows:

The youth work terminology in Vietnamese includes word-level terms and phrase-level terms. Of the total 1587 terms, there are 359 word-level terms and 1228 phrase-level terms. These 1228 phrase-level terms belong mainly to 10 semantic categories, with the group of terms denoting Activities, Programs/Movements, and Subjects accounting for a higher number than the other groups of terms.

Through the semantic analysis method and the statistical and classifying methods, the study discovered 39 nominal models of youth work terms in Vietnamese. 1228 terms were identified by 12 nominal attributes. Among these 12 attributes, *characteristic, object, field, and activity* accounted for the majority.

In terms of expressive content, the Vietnamese youth work terminology can be divided into two types. First, there are the primary terms, which are the core terms having basic content, naming concepts of phenomena, things, objects, activities, and so on in the field of youth work. Then there are the secondary terms, which are highly distinctive. They describe the properties, characteristics, attributes, and so on of the concepts about phenomena, things, objects, activities, and the like that primary terms represent. From the primary terms to the secondary terms, it can be developed according to a hierarchical mechanism; that is, from a primary term, a secondary term will be created, and then from a secondary term, a tertiary term will be formed, and on and on. Furthermore, there is typically a one-to-one correspondence in structure with the nomination of youth work terminology in Vietnamese; that is, each attribute that needs to be identified always has a formal element representing it, and the number of elements in a term will correspond to the number of attributes that are identified. For example, the term *hình thức bỏ phiếu kín* (“secret ballot method”) consists of three elements, in which *hình thức* (“method”) is the primary term; the second element corresponds to the characteristic *bỏ phiếu* (“ballot”); and the third element corresponds to the attribute *kín* (“secret”). Thus, when identifying a concept, it is necessary to determine how many elements to use because each element will correspond to an attribute that needs to be identified. The term will be formed based on the concept the term represents, which necessitates an accurate name for that concept. The accuracy of terms is one of the first standards that terms need to meet. Therefore, terms cannot exist if they do not accurately name concepts in this terminology.

For youth work terms with many attributes, if the general attributes overlap, more specific attributes must be taken. For example, the two terms *công tác giáo dục chính trị* (“political education work”) and *công tác giáo dục pháp luật* (“legal education work”) have the same primary term *công tác* (“work”) and the same attribute *giáo dục* (“education”). Therefore, more specific attributes, like *chính trị* (“political”) and *pháp luật* (“legal”), must be used to distinguish these two terms. Similarly, the elements that make up a term need to be gradually placed in a certain order from general to specific. In addition to the main element denoting the concept, each sub-element constituting the term needs to correspond to only one attribute.

The results of this study have theoretical and practical significance, serving as a basis for building and standardizing the Vietnamese youth work terms as well as translating this terminology into English based on the nominal attributes that are found in this study.

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