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TYOPOLOGICAL AND SEMANTIC-STRUCTURAL CHARACTERISTICS OF THE FORMATION AND DEVELOPMENT OF PEDAGOGICAL TERMINOLOGY IN THE ENGLISH AND UZBEK LANGUAGES

Annotation

This article examines the processes of formation and development of pedagogical terminology in English and Uzbek languages, as well as their typological and semantic-structural features from a comparative perspective. The main objective of the study is to identify the sources of emergence, structural models, semantic characteristics, and functional roles of pedagogical terms within the terminological systems of both languages. Pedagogical terms in English and Uzbek are classified into simple, derived, compound, and terminological phrase structures, and the role of word-formation processes such as affixation, composition, borrowing, and semantic derivation is analyzed. Furthermore, the study identifies the general and specific national features of pedagogical terminology, its semantic composition, terminological stability, and cross-linguistic equivalence in both languages.

Key words: Pedagogical terminology, pedagogical term, terminological system, English language, Uzbek language, comparative analysis, comparative-typological analysis, semantic features, structural features, term formation.

INGLIZ VA O'ZBEK TILLARIDA PEDAGOGIK TERMINOLOGIYANING SHAKLLANISHI VA RIVOJLANISHINING TIPOLOGIK HAMDA SEMANTIK-STRUKTURAVIY XUSUSIYATLARI.

Annotatsiya

Mazkur maqolada ingliz va o'zbek tillarida pedagogik terminologiyaning shakllanishi va rivojlanish jarayonlari, shuningdek, ularning tipologik hamda semantik-struktur xususiyatlari qiyosiy jihatdan tadqiq etiladi. Tadqiqotning asosiy maqsadi ikki tilda pedagogik terminlarning yuzaga kelish manbalari, struktur modellari, semantik xususiyatlari va terminologik tizimdagi funksional o'rini aniqlashdan iborat. Ingliz va o'zbek tillaridagi pedagogik terminlar sodda, yasama, qo'shma hamda terminologik birikma shakllari asosida tasniflanib, ularning hosil bo'lishida affiksatsiya, kompozitsiya, o'zlashma va semantik derivatsiya kabi usullarning roli tahlil qilinadi. Shuningdek, pedagogik terminlarning umumiy va milliy xususiyatlari, ma'no tarkibi, terminologik barqarorligi hamda ikki tildagi muqobilligi aniqlanadi.

Kalit so'zlar: Pedagogik terminologiya, pedagogik termin, terminologik tizim, ingliz tili, o'zbek tili, qiyosiy tahlil, qiyosiy-tipologik tahlil, semantik xususiyatlar, struktur xususiyatlar, termin yasash, terminologik birlik.

ТИПОЛОГИЧЕСКИЕ И СЕМАНТИКО-СТРУКТУРНЫЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ И РАЗВИТИЯ ПЕДАГОГИЧЕСКОЙ ТЕРМИНОЛОГИИ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация

В данной статье проводится сопоставительное исследование процессов формирования и развития педагогической терминологии в английском и узбекском языках, а также выявляются её типологические и семантико-структурные особенности. Основной целью исследования является определение источников формирования педагогических терминов в двух языках, их структурных моделей, семантических характеристик и функционального значения в терминологических системах. Педагогические термины английского и узбекского языков классифицируются по структурным типам, включая простые, производные, сложные термины и терминологические сочетания. Особое внимание уделяется роли аффиксации, словосложения, заимствования и семантической деривации в процессе образования терминов. Кроме того, анализируются общие и национально-специфические характеристики педагогической терминологии, особенности её семантической структуры, терминологической устойчивости и межъязыковой эквивалентности.

Ключевые слова: Педагогическая терминология, педагогический термин, терминологическая система, английский язык, узбекский язык, сопоставительный анализ, сопоставительно-типологический анализ, семантические особенности, структурные особенности, терминообразование.

Introduction. In the context of contemporary linguistic research, terminology has become one of the most significant areas of study due to the rapid development of science, education, technology, and interdisciplinary communication. Terminological systems reflect the conceptual structure of a particular field and provide the linguistic means necessary for the accurate transmission of specialized knowledge. Among different branches of terminology, pedagogical terminology occupies a distinctive position, as it encompasses the concepts,

processes, methods, principles, institutions, and participants associated with education and teaching. The continuous transformation of educational systems and the emergence of new pedagogical concepts contribute to the constant expansion and development of pedagogical vocabulary in different languages.

Pedagogical terminology is characterized by a complex interaction between linguistic, conceptual, and extralinguistic factors. The formation and functioning of pedagogical terms are determined not only by the lexical and

grammatical structures of a particular language but also by the historical development of its educational system, cultural traditions, scientific approaches, and international academic communication. Consequently, the comparative investigation of pedagogical terminology in genetically and typologically different languages can provide valuable insights into the universal and language-specific mechanisms of terminology formation.

Despite the increasing number of studies devoted to terminology and specialized vocabulary, the comparative typological and semantic-structural characteristics of pedagogical terminology in English and Uzbek require further systematic investigation. A comprehensive comparison of these two terminological systems can contribute to a deeper understanding of the ways in which specialized concepts are linguistically encoded and adapted within different language systems.

Research methodology. The present study employs a comparative-typological and semantic-structural approach to investigate the specific characteristics of pedagogical terminology in English and Uzbek. The methodological framework is based on the assumption that the systematic comparison of specialized lexical units in two languages makes it possible to identify both universal tendencies and language-specific patterns in terminology formation, semantic organization, and structural representation. The research primarily applies the comparative method, which is used to examine pedagogical terms in English and their Uzbek equivalents. This method makes it possible to identify similarities and differences in the lexical, morphological, syntactic, and semantic organization of terminological units. Particular attention is given to cases of full equivalence, partial equivalence, and non-equivalence between English and Uzbek pedagogical terms. The comparative-typological method is employed to determine the structural patterns characteristic of the two terminological systems. On the basis of this method, pedagogical terms are classified into simple, derived, compound, and multi-component terminological units. The study also examines the morphological and syntactic models through which specialized pedagogical concepts are expressed in English and Uzbek.

The semantic analysis method is used to identify the conceptual and meaning-related characteristics of pedagogical terms. The selected terms are grouped according to their semantic fields, including teaching and learning, assessment and evaluation, curriculum and educational content, educational institutions, teaching methodology, educational technologies, and participants in the educational process. Particular attention is paid to semantic relations such as synonymy, antonymy, hyponymy, polysemy, and semantic extension. This approach allows the study to determine the degree of semantic correspondence between English terms and their Uzbek equivalents.

The structural analysis method is applied to examine the internal organization of terminological units. English and

Uzbek pedagogical terms are analyzed according to their morphological composition and syntactic structure. In English, special attention is given to affixation, compounding, conversion, and multi-word terminology, whereas in Uzbek, agglutinative word formation, affixation, compounding, and attributive and genitive constructions are considered important structural patterns. The study also makes use of the descriptive method to systematically present the linguistic characteristics of the selected terminological units. This method is particularly useful for describing the formal structure, lexical meaning, functional characteristics, and usage patterns of pedagogical terms within each language.

Results and discussion. In contemporary linguistics, pedagogical terminology is recognized as a specialized language of the educational sphere that expresses the scientific foundations of the educational process and denotes concepts related to teaching and upbringing. Like the language of any scientific discipline, pedagogy has its own rich and complex terminological system, which is characterized by specific semantic, typological, and structural features. At present, the study of the formation of English and Uzbek pedagogical terms, as well as the relationship between their structural organization and semantic systems, represents one of the relevant areas of terminology research.

1. Typological Features of Pedagogical Terms

The typological features of pedagogical terms are determined by their origin, structural form, and grammatical characteristics.

1.1. According to Their Origin

Pedagogical terms can be classified into the following groups according to their origin:

Terms of national origin: ta'lim (education), tarbiya (upbringing), dars (lesson), o'qituvchi (teacher), bilim (knowledge), malaka (skill/qualification).

Borrowed terms: metod (method), innovatsiya (innovation), kompetensiya (competence), motivatsiya (motivation), modul (module), interfaol (interactive).

Calqued terms: self-education → o'z-o'zini o'qitish, distance learning → masofaviy ta'lim.

1.2. According to Their Structural Form

According to their structural organization, pedagogical terms can be divided into simple, derived, compound, and multi-component terms:

Simple terms: dars (lesson), fan (subject), metod (method), test (test).

Derived terms: o'quvchi (learner), tarbiyachi (educator), o'qituvchi (teacher).

Compound and multi-component terms: o'quv dasturi (curriculum), ta'lim tizimi (education system), o'quv jarayoni (educational process), ta'lim sifati (quality of education).

Terminological phrases: zamonaviy ta'lim texnologiyasi (modern educational technology), shaxsga yo'naltirilgan yondashuv (learner-centered approach).

1.3. Typological Analysis of Pedagogical Terms

English term	Uzbek equivalent	Typological structure
education	ta'lim	Simple term
self-development	o'zini rivojlantirish	Multi-component term
lifelong learning	uzluksiz ta'lim	Terminological phrase
assessment	baholash	Derived term
learner-centered approach	shaxsga yo'naltirilgan yondashuv	Terminological phrase

As can be seen, Uzbek pedagogical terms are frequently expressed through derived and multi-component forms, whereas English pedagogical terms tend to be relatively

compact and are commonly formed through morphological derivation, compounding, and phrase formation.

2. Semantic Features of Pedagogical Terms

The semantic system of pedagogical terminology encompasses primary meanings, specialized meanings, semantic shifts, and processes of terminological extension. Pedagogical terms form an interconnected conceptual system reflecting various aspects of teaching, learning, upbringing, assessment, and educational development.

2.1. Major Semantic Groups

Pedagogical terminology can be classified into several major semantic groups:

Terms related to the educational process: o‘qitish (teaching), o‘rganish (learning), dars (lesson), nazorat (control), baholash (assessment).

Terms related to upbringing and personal development: ma’naviyat (spirituality), axloq (morality), rivojlanish (development), shaxs shakllanishi (personality formation).

Methodological terms: metod (method), strategiya (strategy), interfaol yondashuv (interactive approach), texnologiya (technology).

Psychological and pedagogical terms: motivatsiya (motivation), idrok (perception), kompetensiya (competence), refleksiya (reflection).

2.2. Semantic Shift and Terminological Extension

Some pedagogical terms have entered specialized terminology from the general vocabulary of the language and have subsequently acquired specialized meanings. For example, the Uzbek term “baholash” functions as a general lexical unit but has acquired a more specific terminological meaning in contemporary educational discourse. It corresponds to the English term assessment and refers to the systematic process of measuring and evaluating learners’ knowledge, skills, and competencies. Similarly, the term “rivojlanish” may acquire a more specialized meaning in psychological and pedagogical contexts and can correspond to such concepts as personal growth or self-development, depending on the particular context.

3. Structural Features of Pedagogical Terms

The structural characteristics of pedagogical terms are determined by their word-formation patterns and morphemic composition. The comparison of English and Uzbek demonstrates that the two languages employ different but partially overlapping mechanisms for creating specialized terminology.

3.1. Word-Formation Models in Uzbek

Model	Examples	Explanation
Verb + -uvchi	o‘qituvchi, o‘rgatuvchi	Denotes the agent performing an action
Noun + -chi	tarbiyachi, metodchi	Denotes a profession or specialization
Noun + noun	ta’lim tizimi, o‘quv jarayoni	Expresses a conceptual relationship
Adjective + noun	interfaol metod, zamonaviy ta’lim	Provides a descriptive characteristic
Verb + -sh	baholash, o‘qish	Denotes an action or process

The data demonstrate that affixation is one of the productive mechanisms of term formation in Uzbek. In addition, attributive and noun-noun combinations play an important role in the formation of multi-component pedagogical terminology.

3.2. Word-Formation Models in English

Model	Examples	Explanation
Root + suffix (-tion, -ment, -ship)	education, development, leadership	Nominalization process
Compound words	classroom, homework, coursework	Terms consisting of two lexical bases
Phrase-based terms	lifelong learning, distance education	Multi-word terminological combinations
Derivative adjectives	motivational, educational, instructional	Adjectival terms derived from nominal or verbal bases

English pedagogical terminology demonstrates considerable productivity of suffixation, compounding, and multi-word term formation. These mechanisms enable the language to express complex educational concepts in relatively compact lexical or syntactic forms.

4. Structural-Semantic Comparison of English and Uzbek Pedagogical Terms

English term	Structural type	Uzbek equivalent	Structural type
motivation	Suffixal (root + -tion)	motivatsiya	Borrowed and phonologically adapted term
assessment	Suffixal (-ment)	baholash	Derived form with -sh
learning process	Terminological phrase	o‘quv jarayoni	Noun + noun combination
interactive method	Adjective + noun	interfaol metod	Borrowed adjective + borrowed noun
self-development	Compound structure (self + root)	o‘zini rivojlantirish	Multi-component phrase

The comparative analysis demonstrates that English and Uzbek employ different structural strategies in the formation of pedagogical terminology. English terms frequently demonstrate morphological derivation, particularly suffixation, as well as compounding and phrase formation. Uzbek terminology, in contrast, shows a high degree of productivity in affixal derivation and multi-word constructions.

At the same time, semantic correspondence between English and Uzbek pedagogical terms is not always structurally identical. A single English term may correspond to a multi-component Uzbek expression, while an Uzbek derived term

may be represented by a simple or morphologically complex English term. Such differences demonstrate that terminological equivalence is determined not only by lexical meaning but also by the structural and conceptual organization of the respective languages.

Conclusion. The analysis of the typological, semantic, and structural characteristics of pedagogical terminology reveals several important tendencies. First, contemporary pedagogical terminology has an increasingly international character, and a considerable number of pedagogical terms have entered Uzbek through Russian, English, and other international linguistic sources. Second, Uzbek pedagogical

terminology is characterized by the productive use of affixation, derived forms, and multi-component terminological combinations, whereas English pedagogical terminology frequently employs suffixal derivation, compounding, and phrase-based term formation. Third, pedagogical terminology in both languages encompasses common conceptual domains such as education, upbringing, methodology, motivation, competence, assessment, and learning. However, the structural realization of these concepts differs according to the morphological, syntactic, and lexical-semantic characteristics

of each language. Finally, the identification of structural and semantic correspondences between English and Uzbek pedagogical terminology facilitates academic communication, translation, terminology development, and international cooperation in the field of education. The comparative study of these terminological systems therefore contributes to a deeper understanding of the mechanisms involved in the formation, adaptation, and development of pedagogical terminology in both languages.

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