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## ON THE SEMANTICS OF THE CENTRAL TERMS OF UBEK LANGUAGE PEDAGOGICAL TERMINOLOGY

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### ABSTRACT

Some considerations regarding the relationship between the central terms of pedagogical terminology and its semantics are discussed in this article. Also, it is difficult to imagine pedagogy and its content as a field, a science without field terminology. We know that the study of the pedagogical terminology of the Uzbek language serves to solve not only the problems of the pedagogical field, but also the theoretical and practical problems of professional education in all fields.

### KEYWORDS

Term, terminosystem, terminology, linguodidactics, lexeme, terminography, semantic structure, education.

### INTRODUCTION

The terminology of the Uzbek language, which is considered one of the main tasks of the Uzbek linguistics, and the terminology of the various fields that make up the special lexical structure of the dictionary, is conducting large-scale and regular scientific and practical research. Issues requiring constant attention and research in the field of Uzbek

terminology and terminography require consistent continuation of such scientific research. In particular, there are problems and issues waiting to be investigated in the terminology of the field of pedagogy, which occupies a very important place within the social-political, cultural-educational events and issues of society. It is known that any national

language has its own scientific terminology. The pedagogic terminology system in the lexical system of the Uzbek language is a separate microsystem belonging to this scientific terminology, and it is natural that local and foreign language terms have a stable place in its composition. This system of terminological units is closely related to the field of pedagogy and its theoretical-practical issues, object and subject of research, goals and tasks, directly referring to education, upbringing process and its implementation. This situation requires that the field of pedagogy and its terminology be researched holistically and interrelatedly. This requires that in the study of the system of pedagogical terms, first of all, the linguistic value, terminological meaning of terms related to important and primary concepts and events-processes, such as pedagogy, education, training, and their lexical-grammatical, lexicographic aspect, should be recorded as a primary issue. Based on this point of view, it is appropriate to observe the interpretation and description of the central concepts of the terminology of the field of pedagogy.

The study of the pedagogical terminology of the Uzbek language serves not only to solve the problems of the pedagogical sphere, but also to solve the theoretical and practical problems of professional education in all spheres. Because all science, technology and fields are inextricably linked with their professional education and the field of pedagogy and its terminology.

### The main part

The hyperonym, the dominant unit of the Uzbek language pedagogical terminology is the term pedagogy. Along with this hyperonymous term, we try to observe the important aspects of the linguistic value and terminological meaning of the terms

"pedagogika", "ta'lim", "tarbiya", "didaktika", which are noted as the central terms of this terminology, through their linguistic and encyclopedic descriptions.

**“PEDAGOGY** [gr. paidagogike < pais, paidos – child + ago – lead, educate] 1 A set of disciplines that study the theoretical and practical aspects of education, training and information. 2 Study subjects in the same field (specialty)”. It can be seen from the lexicographic explanation that two meanings of the term are distinguished: 1st meaning: "the name of the subject dealing with education and training" and 2nd meaning: "the name of the educational subject of the field". Although ambiguity in terminology is considered a negative condition, the existence of ambiguity in terms cannot be denied. The same situation can be observed in another leading term of pedagogical terminology:

**“PEDAGOGIK** 1 Pedagogical, special. Pedagogical team. Pedagogical activity. Pedagogical skills. Pedagogical practice. 2 Regarding pedagogy. Pedagogical works. Pedagogical knowledge. Pedagogical process”. Here, in the essence of the 1st meaning, "person", and in the 2nd meaning, the concept of "field, science" is considered a priority, decisive factor, the sign that ensures the unity of these two meanings, the meaning is "pedagogy". It is this concept of "pedagogy" that participates to a certain extent in all terminological units related to the field of education and training of a person and serves as an important factor ensuring their belonging to the system of pedagogic terms.

It seems that in the encyclopedic interpretation of the concept of pedagogy, the concept of the field dealing with the theoretical and practical issues of education occupies a central place. This is the essence of the term. During the development of the term, the

concept of "specialized educational subject of the pedagogical institute" was also formed. Also, in the later development of this term, which initially served to mean "the field dealing with the theoretical foundations of child education", the concept of "the field dealing with the educational, cultural, educational and spiritual education of adults together with children" has a stable place in the terminological meaning structure.

The terms education, which represent the main concepts of pedagogy, also occupy a leading place in pedagogical terminology. To assess the linguistic value and terminological nature of these terminological units, it is necessary to rely on their lexicographic descriptions. Their description in the academic dictionary looks like this:

**“TA’LIM** [a. - to teach, teach, impart knowledge; information] 1 The process of imparting knowledge, skills and abilities, the main means of preparing a person for life and work. 2 The set of information and skills to be acquired in the fields of science or profession; knowledge 3 Education, manners. 4 tbsp. Instruction, guidance, instruction”.

**“TARBIYA** [a. - development; care, cultivation; to teach; imparting knowledge] 1 Education, morals, etc. to teach, inculcate, bring a person to adulthood, raise, grow. 2 The set of actions aimed at forming and developing a person's skills, manners, etc., and ensuring that he acquires the qualities necessary for living in society, and the manners, qualities, virtues that are inculcated in this way. 3 To look and cultivate based on a certain order and method; tend (about plants and animals)”.

In this place, the lexicographical description of the units of education and training, which are among the central terms of the pedagogical terminology of the Uzbek language, is carried out from a general philological point of view. Ped, meaning that the recorded meaning of these lexical units is related to the pedagogical terminology before the description. it would be appropriate to put a conditional sign. Because both units are related to the pedagogical terminology based on these mentioned meanings. Also, the presence of universal meanings in the semantic structure of these units serves as a basis for defining them as universal lexical units.

Therefore, such lexical units can be expressed as lexeme-terms, they are active in general and special lexicon. Both lexical units under our observation have a special place in the terminology of pedagogy as representatives of central and basic concepts. This indicates that they are recorded in the system of central terminological units of pedagogy. Accordingly, when describing the meaning of these lexeme-terms, it is appropriate to reflect them in the lexicographical description, without neglecting their general and terminological signs. It is known to everyone that education and training units, as a term, actively participate in the formation of many terminological units in the system of pedagogical terminology, and serve to express and express the main concepts and phenomena of the field. It is difficult to imagine the field of pedagogy and its terminology without these lexeme-terms with terminological meaning.

One of the terms representing one of the central concepts of the field of pedagogy is didactics. In the "Annotated Dictionary of the Uzbek Language" this term is explained as follows: "DIDACTIC (Greek didaktikos - teacher, didasco - learner) is an integral

part of pedagogy dealing with the field of educational theory. He deals with such complex issues as the educational process and essence, laws, methods and tools of education, improvement of the educational process. The subject of D. is the educational process and its laws”.

The essence of this term is determined directly on the basis of the concept of education. In contrast to the lexeme-terms of education and training, the didactic unit is considered a pure term. This situation requires that pedagogical terminological units be divided into two types: lexeme-term and pure terms in terms of expressing a purely sectoral concept or a sectoral concept with a general social meaning.

There is no doubt that words such as pedagogika, defektologiya, surdopedagogika, didaktika, metodika are pure terms in pedagogical terminology, and words such as ta’lim, tarbiya, shaxs, ma’rifat, odob, axloq are lexeme-terms.

## CONCLUSION

"Under the influence of scientific and technical progress, terminology changes on the basis of two interrelated laws, firstly, in connection with the laws of the scientific and technical process, and secondly, in connection with the general laws of language development". Бу эса ҳар бир терминологик тизимнинг мунтазам равишда тадқиқ қилиб борилишини тақозо қилади.

From the above observation and analysis, it is clear that the terminology of each field is stable as a separate system with its own basic concepts and principles. The development of a particular field and the renewal, changes in the field are also reflected in its terminology and terminography. Each terminological system has its

own structure, construction, and it is desirable that the terminological units belonging to the system should be described on the basis of lexical-semantic relations between them, and provided with a terminological essence. This provides an opportunity to correctly interpret the relationship between concepts and terms, perfect the terminological meaning of terms, lexicographic descriptions, and effectively place them in the corpus of terms.

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