

**ИНГЛИЗ, РУС ВА ЎЗБЕК ТИЛЛАРИДА ЛИНГВОТАЪЛИМШУНОСЛИК СОҲАСИГА  
ОИД ТЕРМИНОЛОГИК БИРЛИКЛАРНИ ИЛМИЙ ТАДҚИҚ ЭТИШ**

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**Резюме:** Ушбу мақола лингвотаълимшунослик соҳасига оид терминларнинг долзарблиги ижтимоий фанлар билан боғлиқликда унинг ўзига хос бўлган жиҳатларини турли ижтимоий-маданий шарт-шароитларда намоён бўлишини очиб беришдан иборат. Бу эса маданиятларга хос (ўз ва ўзга маданиятга оид) тушунчани аниқлашда муҳим аҳамият касб этади. Амалий тажрибадан келиб чиққан ҳолда шуни алоҳида таъкидлаш лозимки, мазкур соҳага оид терминологик бирликларга хос тушунчачалар миллий-маданий қарашлари турлича бўлган соҳа мутахассислари томонидан бир хилда тушунмаслик ҳолатлари содир бўлади.

Мазкур тадқиқотнинг мақсади лингводидактик терминологик бирликларнинг формал, функционал, семантик-структурал жиҳатларини очиб бериш ҳамда лексикографик ва лингвомаданий аспектларда тадқиқ этишдан иборат.

**Калит сўзлар:** ономасиология, ижтимоий-маданий ёндашув, онтологик таҳлил, ҳудудий вариантлар, лингвотаълимшунослик атамалари, атамашунослик

**НАУЧНОЕ ИССЛЕДОВАНИЕ ТЕРМИНОЛОГИЧЕСКИХ ЕДИНИЦ, ОТНОСЯЩИХСЯ К  
СФЕРЕ ЛИНГВОДИДАКТИКЕ, В АНГЛИЙСКОМ, РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ**

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**Резюме:** Эта статья о терминах, относящихся к области лингвистики и особую актуальность данная проблема приобретает в гуманитарных науках, специфика которых заключается в них социокультурной обусловленности, что и определяет важность осознания межкультурного общения как диалога разных культур («своей» и «чужой»), разных профессионально-академических культур. Практический опыт такого общения демонстрирует массу примеров недопонимания, когда под одними и теми же терминами специалисты разных культур подразумевает разные явления и понятия.

Цель данной исследовательской работы заключается в обосновании необходимости выявления функциональных, формальных и структурно-семантических особенностей лингводидактических терминологических единиц и

*интерпретации специфических свойств данных единиц в аспектах лексикографии и лингвокультурологии.*

**Ключевые слова:** *ономасиология, социокультурный подход, онтологический анализ, региональные варианты, лингводидактические термины, терминология*

## **SCIENTIFIC RESEARCH OF TERMINOLOGICAL UNITS RELATED TO THE FIELD OF LINGUODIDACTICS IN ENGLISH, RUSSIAN AND UZBEK LANGUAGES**

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**Resume:** *This article is about terms related to the field of linguistics and The actuality of this problem takes on special significance in humanities, the specific character of which consists of their socio-cultural conditionality, so that it defines the importance of realizing intercultural communication as dialogue of different culture (“one’s own” or “another’s”), of different professional-academic cultures. Practical experience of such communication shows that there are lots of misunderstandings, when specialists of different cultures mean various phenomena and nations under one and the same terms.*

*The aim of the research problem is to investigate functional, formal and structural-semantic peculiarities of the lingua-didactic terminological units and interpretation of their specific features in the context of lexicography and linguo culturology.*

**Keywords:** *onomasiology, sociocultural approach, ontological analysis, regional variants, lingua-didactic terms, terminology*

According to historical sources, the term “Linguistics” (language pedagogy) entered the “Methodology of teaching foreign languages” from the second half of the 19th century. About this prof. J.J. Jalolov expresses the following opinion: This term, included in the methodology, was used in the 60s under the name “Lingvodidactics”. Its meaning causes various interpretations. Teaching of one language is also called “Linguodidactics” by some, the object of this field is the teaching of more than one language, in other words, linguistic education. [Jalolov 1996: 315].

According to the above definition, “Lingvodidactic” [lat. lingvo – language + Greek. didactics - educational methods] means the theory of language education, that is, the scientific field consisting of the general theory of teaching languages. Bilingual, trilingual translation and explanatory associative dictionaries of terms commonly used in foreign language education have also appeared. In particular, first Russian-English micro-dictionary of linguistics terms was created by G.V. Rogova, and this dictionary was attached to the author’s “Methods of Teaching English” study guide and referred to the masses of English language specialists and English language students [Rogova 1975: 289-303]. In this regard, L.S. Andreevskaya-Levenstren compiled a dictionary of actively used Russian-French methodological terms and the author appends the dictionary to his textbook

[Andreevskaya-Levenstren 1983: 212-219] “German-Uzbek slovar methodicheskikh terminov” translation dictionary of the terms of this field was created [Gez., Saidaliev and others 1989]. Later, an explanatory associative micro-dictionary of these field terms was compiled by J.J. Jalolov. This dictionary is presented as an appendix in the author’s “Foreign language teaching methodology textbook” [Jalolov 1996: 328-361].

The process of studying the linguistic, extralinguistic and linguistic aspects of the linguistic and educational terminology system creates an opportunity for specialists to understand the concepts of the field jointly. By analyzing the semantic structure, system and classification of the terminological units representing concepts related to the field of linguo-didactics in the compared languages, as well as their organic connection with the socio-cultural context, the similar and different features of the categorical concepts related to the English language teaching methodology are determined.

Within the semantic analysis of the terminological units of this field, scientific concepts specific to them are combined and their English-Russian-Uzbek methods and means of expression are studied. Based on the internal capabilities of the Russian and Uzbek languages, Russian and Uzbek alternatives of lexical units that are close (or approximate) in terms of meaning and content to these sectoral concepts are selected. In this selection process, English serves as the source language.

The main goal of the process of learning and analyzing concepts related to linguistics in terms of expression and content is onomasiological in nature. It is explained as follows: concept → term, concept ← word. For example, in relation to the concept of “English language” in the meaning of a foreign language subject in Russian, two different terms are used in this language: “English language” and “English language – as a foreign language”. In particular, in the Uzbek language, this concept can be expressed with exactly two terminological units, such as “teaching English”, “teaching English as a foreign language”. However, we can see that this concept in Russian and Uzbek languages is represented by more than ten English terminological units in the imagination of English speakers and experts: English as a Foreign Language (EFL), English as a Second Language (ESL), English as a Second Dialect (ESD), English as a New Language (ENL), English to Speakers of Other Languages (ESOL), English as an Additional Language (EAL), English as an Acquired Language (EAL), English as an International Language (EIL), English as a Lingua Franca (ELF), English as a Global Language (EGL), English as Language of Wider Communication (ELWC), World Languages (WLs).

According to the semantic analysis, it can be seen that there are similarities and differences in the form and content of the terminological units of the field in English, Russian and Uzbek languages. For example, according to the semantics of a number of English terms such as drill, activity, exercise, lexical units such as Russian – “упражнение”, Uzbek – “машқ” were chosen as their alternatives. On the contrary, a terminological unit corresponding to the concept of Sheltered English (English language training in the USA) has not been recorded in the Russian and Uzbek languages to date.

The role of lexicography in the comparative analysis of semantic features of terminology units in the field of linguistics and education is of great importance. Because, in accordance with lexicographic principles, the terminological units actively used in this field are selected and classified in accordance with certain methodical categories in the English language, that is, in the source language materials, and their interlinguistic compatibility or incompatibility is determined during the translation process.

According to the comparative semantic analysis of the terminological units of this field, the following three cases can be observed:

- cross-linguistic compatibility in form and meaning structure: analytical reading – аналитическое чтение – таҳлилий ўқиш; test – тест – тест;
- terminological units are the emergence of a cross-linguistic synonymous line, that is, one or more lexical units correspond to one term in the source language in Russian and Uzbek, or vice versa: skill – умения, навыки – малака, кўникма, ошибка – хато – mistake, error;
- absence of a lexical unit representing the sectoral terminological concept specific to the source language being compared in the system of terminology of the Russian and Uzbek languages: the term Language Awareness does not have its analogue in the Russian and Uzbek languages.

Thus, when analyzing and interpreting a term (or terminological unit), first of all, it is necessary to determine its field of application and what meaning it acquires. It is known that the analysis of the terminology system of linguistics from the logical point of view of the concepts specific to certain methodical categories has an ontological character. Therefore, it is important that the field term is directly related to the logical concept.

It is known that in terminography, the two-way function of a term is defined as term-word, term-concept. The term-word as a linguistic concept interacts with other lexical units and terms in this system with the phenomena of synonymy, antonymy, homonymy and the phenomenon of polysemy is also observed in them. The term-concept has an extralinguistic character and consists of certain logical and ontological relations along with some theories, scientific views or directions related to terminological concepts [Reformatsky 1994: 163-168], [Leychik 2006: 123-125]. Accordingly, from the point of view of the analysis of the logical approach to the term-concept, the classification of methodological concepts related to the terminological system of linguistics is required to be studied and interpreted only as an internal language phenomenon of the English language.

Therefore, in order to more clearly reveal the order, definition and classification of them in the English terminological dictionaries, their use in the English scientific discourse and the aspects of meaning, they are analyzed in relation to other terms in the terminological system of this field.

As mentioned above, when analyzing the term through a logical approach, the source of its emergence and the level of its use are studied in depth. For example: the term

“World Englishes” (WEs) has been used in English since the 1980s under the name “regional variants of the English language”. “World Englishes” (WEs) appeared in the field of sociolinguistics as a term related to solving important and actual methodological problems directly related to modern methods of teaching English. The following Russian and Uzbek translation variants corresponding to this term can be found: “мировой английский, региональные варианты английского языка” [Proshina 2001:8], “всемирные английские” [Ter-Minasova 2007:67]. However, due to the fact that there are no stable versions of the term “World Englishes” (WEs) in the Uzbek language, we recommend that it be used as a regional variant of the English language in the Uzbek language.

In short, the English term “World Englishes” (WEs) embodies concepts related to language education, such as regional variants of the English language, English literary language, and the function of the English language in modern times. This term gives a comprehensive understanding of terminological units that mean the concept of the subject of study in Russian and Uzbek languages. For example, in Russian: обучение английскому языку, английский как иностранный; In Uzbek, инглиз тилини ўқитиш, инглиз тилини хорижий тил сифатида ўқитиш. “Teaching English as a foreign language” do not fully correspond to the context of the term “World Englishes” (WEs). The basis and interpretation of this term lies in the national-cultural views on the culture of the English-speaking peoples, signs characteristic of national thinking and logic.

Through the cross-linguistic comparative analysis of the terminology system in the English language related to the science of linguistics and education, it is determined that there are universal and unique features specific to this system. For example, the term “Second Language Acquisition” has a universal character for English-speaking countries that are located in different regions and have different socio-cultural lifestyles, such as the USA, Great Britain, New Zealand, Canada and Australia. Also, each of these English-speaking countries has its own specialized terms, which are interpreted differently in the process of learning and teaching English. For example, the term “Limited English proficient student” is officially recognized only in the sense of an English language teaching program for immigrant students in the United States, while the term “English as an Additional Language” with the same meaning is called an “English language teaching program for immigrant children studying in general schools in Great Britain”. In Australia, the term “English language intensive courses for overseas students” (ELICOS) is used to teach English to foreign students. It seems that although a certain part of the terms of linguistics in English are limited in terms of their use, they are already classified in terms of concept. In addition, it can be observed that there are differences in the regional use of universal terms used in English: teaching practice (in Great Britain), practicum (in the United States). Therefore, in the process of learning English, future language experts have some difficulties in understanding the terminological concepts specific to language education. The fact that experts in the field do not uniformly understand the functional, formal and

semantic aspects of the interpretation of linguistic terminological units is related to linguistic and sociological aspects. In the process of perception of language phenomena and concepts related to a certain field of science by language experts belonging to different language communities in the conditions of teaching foreign languages. mutual understanding does not always occur. The main reason for this is that a set of concepts specific to a particular nation does not always exist in the language of another nation.

Due to the comparative study of the terminological system of the field of linguistics in linguistic and extralinguistic aspects, it is possible to harmonize and organize the concepts of this field. After all, such comparative studies serve to improve (optimize) the quality of the educational process in teaching foreign languages.

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