

**CLASSIFICATION OF TERMS RELATED TO THE FIELD OF EDUCATION IN ENGLISH
ACCORDING TO LEXICAL-MORPHOLOGICAL AND LEXICAL-SEMANTIC STRUCTURE**

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Abstract: *The article deals with the characterization of terminological units from the aspects of lexico-semantic structures which are specific for all their semantic features by means of linguistic approaches. The main semantic properties of terminological units of language didactics can be studied by means of linguistic analysis.*

Semantic changes in the formation of terms owing to their polysemantic features and relationships of meanings which may be found through the context. The main processes of formation and dynamic development of the terminological system of this science have been investigated owing to materials of English, Russian and Uzbek languages.

Key words: *lexico-semantic structures of terms, polysemy, polysemantic terms, terms synonym, terms antonyms, terms homonyms, language didactics, formation of terms, shift of meaning, classification of terms.*

Аннотация: *Мақолада лингводидактик терминологик бирликларнинг лексик-семантик тузулиши ва уларнинг полисемантик хусусиятлари лингвистик ёндашувлар нуқтаи назардан аниқлаш масаласига бағишланади. Мазкур соҳа терминологик бирликларининг асосий семантик хусусиятлари бевосита лингвистик таҳлил методи ёрдамида ўрганилади.*

Соҳа терминларининг контекстга оид маъно жиҳатлари ва семантик ўзгаришлар уларнинг полисемантик хусусиятлари таҳлиliga кўра аниқланади. Лингвотаълимшунослик терминологиясининг шаклланиш ва тадрижий ривожланиш босқичлари тил тараққиётининг тарихий тадрижийлик нуқтаи назаридан инглиз, рус ва ўзбек тиллари материали асосида таҳлил этилди.

Калит сўзлар: *терминларнинг лексик-семантик структураси, полисемия, полисемантик терминлар, термин-синонимлар, термин-антонимлар, термин-омонимлар, лингвотаълимшунослик, термин ясалиши, маъно кўчириш, терминлар таснифи.*

Аннотация; *В статье рассматривается характеристики лингводидактических терминологических единиц с точки зрения лексико-семантической структуры, и определение их семантические особенности с учётом лингвистического подхода. Основные семантические особенности*

терминологических единиц данной науки непосредственно изучается с помощью метода лингвистического анализа.

Однако, семантические изменения наблюдается благодаря полисемантических особенностей и определяется значений данных терминов который можно выявить в контексте. Основные процессы формирования и динамического развития терминологической системы данной науки изучено на материалах английского, русского и узбекского языков.

Ключевые слова: *лексико-семантическая структура терминов, полисемия, полисемантические термины, термины-синонимы, термины-антонимы, термины-омонимы, лингводидактика, образования терминов, перенос значения, классификация терминов.*

The consistency inherent in the lexical structure of a language is determined by dividing its lexical units into certain groups based on certain principles and basic features. In this case, it is determined which lexical-semantic groups the lexical units can be combined into, that is, their belonging to a certain word family. Thus, we would like to express the opinion that the classification criteria specific to lexemes can also be used in describing and classifying terminological units according to their lexical-morphological structure. Because they are also considered as a special vocabulary denoting a certain field concept as a lexical unit of the language. Indeed, in recent times, various controversial opinions have arisen among terminologists regarding which word families should be considered terms.

Naturally, we can see that terminologists approach this issue differently. We would like to dwell on some general and contradictory opinions on the essence of this issue by linguists such as A.A. Reformatsky, A.V. Kalinin, S.M. Burdin, A.I. Moiseev, O.S. Akhmanova, V.P. Danilenko, N.A. Shcheglova, S.Usmanov. In particular, according to A.A. Reformatsky's definition of a term, "terms are a set of special words." A.V. Kalinin calls words used in certain disciplines and professions "special vocabulary."

Thus, according to S.M. Burdin, A.I. Moiseev, O.S. Akhmanova, the speech substitute, metalanguage form or form of expression of terms that implement a certain speech process, refers only to nouns, and words belonging to all grammatical categories other than the noun word family can never be terms. N.A. Shcheglova expresses the following opinion about this: "Any developed natural-scientific and technical terminology requires a high level of abstraction. Terminology does not consist of a set of names of real objects and actions, but of a certain system of names of concepts of objects and actions. Therefore, nouns, in the full sense of the word, appear as the only lexical-semantic means expressing scientific and technical concepts about objects, qualities, actions."

Linguist S. Usmanov defines the word family from which a term can be expressed as follows: "A term is a type of word, but not all nouns (especially adjectives) should be considered terms. A term is usually a noun. If its noun is not clearly understood, it will not

have a specific meaning outside of the speech characteristic of the term. In particular, terms with an adjective character are inconvenient.”

Similar thoughts are also noted in the views of other linguists. From these thoughts, the conclusion follows that only words that belong to the noun family can be termed. Unfortunately, this issue is still the cause of various disputes. In particular, in recent years, terminologist V.P. Danilenko has also tried to prove the idea that other word families, in addition to the noun family, can be termed. He tries to prove his point as follows: firstly, the use of lexical units in scientific literature with terminological meaning related to all independent word groups; secondly, the termination of verbs with a general abstract meaning; thirdly, he notes that lexemes related to word groups such as adjectives, verbs, adverbs, and pronouns are included as terminological units in special terminological dictionaries.

Based on the evidence presented, V.P. Danilenko believes that non-noun word groups are also included in the list of terms. S.M. Burdin's opinion on this is as follows: "if they, that is, non-noun word groups, are not a structural component in the structure of the term, they are needed in the process of the operation of a certain concept, during scientific expression."

A group of foreign terminologists expresses the controversial opinion that only words belonging to the noun word group can be objects of terminology, and vice versa, words within all independent word groups can also acquire terminological meaning. Also, in the structure of linguistic terms, the process of terminologicalization of words from word groups such as verb, adjective, adverb, pronoun and number, which are used in the function of term names, is observed. This process was studied in this chapter of the research work, mainly in connection with the issue of the formation of terms from verb, adjective and adverb word groups by the conversion method.

When words from the verb family are used as terms, a process of substantivation occurs. Substantive terms, which are actively used in English, are the present tense adjectival forms of independent verbs. In this case, the adjective formed from a common word belonging to the verb family is assigned a terminological meaning, and when this adjective is used as a term, it differs from its previous function.

In the words of terminologists, in this process only the shell of the word is removed, and its content is filled with a new meaning. In particular, terms formed with the suffix -ing, the present tense adjectival form of the verb in English, which is considered one of the functional forms of the verb, express action.

Typically, such terms appear not only as expressions of what is being performed, but also as the name (term) of this action. For example: *teach.v* → *teaching* → *учение, обучение* → *ўқитиш, ўргатиш*; *learn.v* → *learning* → *учение, изучение* → *ўрганиш, таълим* and so on. However, it can be observed that in their verb forms such as *teach, учить, обучать, ўқитмоқ, ўргатмоқ*, it is strongly expressed in action-action meanings,

and in terminological expressions such as *learning*, *учение*, *ўрганиш*, it is strongly expressed in nominal (terministic) meanings. As is known, this situation is associated with the use of these expressions in a functional style. For this reason, the study of terms requires an approach from the synchronic point of view of language development.

It is evident that in most cases, nouns denoting signs, characteristics, states, and processes are formed from verb and adjective word families with the help of affixes, and they are terminological. We consider it appropriate to classify them as terminological units from a lexical-morphological point of view as follows:

1. Affixes such as *-ing*, *-ue*, *-ш(иш)*; *-в (-ув)*; *лаш (лаштириш)* that actively participate in the formation of substantive (noun) terms from verb stems in English, Russian, and Uzbek are considered active in the terminology system of this field due to their function of expressing meaning and their use. For example: **brainstorming** – *штурмирование*; *мозговая атака или мозговой штурм* – *ақлий ҳужум* **classifying / organizing** – *классифицирование*; *типология упражнений* – *машқларни таснифлаш*, **composing** – *сочинение* – *иншо*, *ёзма иш*, **deleting** – *удаление* – *олиб ташлаш*, **drafting / writing** – *реализирование*; *реализация замысла письменного высказывания–фикрни ёзма баён этиш*, **editing** – *редактирование написанного* – *ёзма баённи таҳрир этиш* and likewise.

2. Formation of substantive terms from adjectives and adverbs. The terms formed with the affix *-лик* to adjectives and adverbs (words denoting signs) express signs related to character-characteristics, and their meaning can be made more concrete. For example: *изчиллик, кўргазмалилик, мойиллик, онглилик, самарадорлик, фаоллик, шайлик*.

According to the comparative analysis presented above, the activity of affixes such as *-ing* (ингл.), *-ue* (рус.), *-ш, -иш, -в, -ув* (ўзб.) participating in the formation of substantive terms from verb stems increases.

Also, according to the lexical-morphological structure, some international terminological units belonging to the noun group are actively used in the compared languages. For example: **audiolingualism**–*аудиолингвализм*, **behaviourism** – *бихевиоризм*, **cognitivism** – *когнитивизм*, **control** – *контроль*, **drill** – *дрилл*, **monitoring** – *мониторинг*, **rating** – *рейтинг*, **test** – *тест*, **tester** – *тестер*, **text** – *текст* and so forth.

It should be noted that it was found that almost the majority of linguistic terminological units presented as analytical material of our research consist of lexemes related to nouns or nouns (substantive) and (attributive) determiners according to their lexical-morphological characteristics.

Also, in this paragraph of the study, we would like to dwell on the classification of linguistic terms according to their lexical-semantic structure. According to our observations, terms formed from common words by the lexical-semantic method are of great importance in linguistic terminology.

In this case, all semantic features inherent in them are mainly studied from a

linguistic point of view. The principles of classification are determined as follows: 1) *terms formed on the basis of the lexical-semantic method*; 2) *polysemantic terms*; 3) *term-synonyms*; 4) *term-antonyms*.

Such terms do not differ in form from general-purpose words, but it has become a tradition for them to be used as terms of this field. By studying the semantic structure of these terms, it is possible to more fully understand their features that differ from general-purpose words. Such features are visible in the integral relationship between general-purpose vocabulary and terminological vocabulary. It is in this relationship that the terminization process of general-purpose vocabulary is observed in the terminology system. In fact, due to the fact that words in general-purpose perform the function of a term in a certain field, their functional semantics expand. Thus, in this process, words that perform the function of terms differ in some way from the meaning of the word in common usage, effectively enriching the terminology system of each language.

In the process of gradual development, it has become a tradition in the language to use a lexical unit that was originally the name of an object to name a newly emerged object or phenomenon. Ultimately, this name also performs the function of naming another object. Thus, a second nomination (naming) appears. In particular, this situation is clearly visible in the process of our research in the transformation of a word-name into a term-name. The lexical meaning of a word develops through name transfer. In this case, a functional (task) meaning is assigned to the word used as a term. This phenomenon is also called functional transfer in linguistics.

Thus, since functional transfer is based on similarity, it is a transfer by metaphor, that is, based on some random signs between two things and the similarity of these signs. In functional transfer, similarity in function is taken as the basis. We can see this phenomenon in the following examples: *jigsaw activities* – *упражнения, нацеливающие учащихся на обмен информацией по типу “мозаики”* – *аралаш, қуралаш, қурама (мозаика) шаклидаги талабаларнинг ахборот алмашинувига оид машқ тури; boomerang* – *the name for a lesson sequence which goes in the order Engage – Activate – Study* → *EAS* – *последовательность урока (привлечь – активизировать – изучать)* – *дарсинг изчиллиги, кетма-кетлиги (жалб этмоқ – фаоллаштирмоқ – ўрганмоқ)* etc.

It is not correct to understand the fact that a series of term lexemes found in the article mean the same meaning in a synonymic series as equivalent in meaning. Each synonym, in addition to the meaning common to this series of synonyms, may have its own specific meaning. For example, the term lexemes activity, task, exercise, drill in English are also distinguished by their own specific meaning features. Activity is the name of an exercise in foreign methodology related to complex and complete speech movements (actions) of various levels. This term means teaching (teaching, learning) lexeme and methodological organization of educational material.

The phenomenon of polysemy in terms is described by the linguist S. Usmanov as

follows: "What appears to be polysemanticism in terms is, in fact, a simple sum of monosemantic features in them. Because in each field, a term means only a concept with a certain boundary, and its other meaning in another field is absolutely not envisaged. For example, when a linguist uses the term agglutination, he does not at all recall its use in the field of medicine as a mixture of two types of blood, sticking together and settling. Thus, a term can express different meanings only due to its use in different contexts, in different fields of expertise, and it would be possible to speak of its polysemanticism only if the term meant several meanings in one context, in one field.

The introduction of new technologies in teaching foreign languages has led to the consistent creation of new terms related to linguistic methodology. Ultimately, various forms of synonymy began to appear in the terminology system of this field. In our research, we can observe the phenomenon of synonymy in the use of terms. In terminology practice, it is necessary to conduct certain studies on the doublets of terms and term combinations that occur as lexemes, synonymous variants, and a deeper understanding of the differences between them.

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