

**FUNCTIONAL-SEMANTIC FEATURES OF LINGUA-DIDACTIC TERMS IN
ENGLISH AND UZBEK LANGUAGES*****Musaeva Gulnisa Uygunovna****Master student of faculty of Foreign philology,**University of Applied and Social science*musaeva.gulnisa99@mail.ru+9989777012127

Abstract: This thesis examines the functional semantic features of lingua-didactic terms in English and Uzbek, with particular attention to their formation, structural organization, and usage within professional pedagogical discourse. Using comparative and descriptive linguistic methods, the study analyzes the semantic fields, morphological patterns, and conceptual characteristics underlying contemporary language-education terminology in both languages. The research identifies common cross-linguistic tendencies, such as international borrowing and semantic generalization, alongside distinctive features of each system, including the high morphological productivity of English and the active calquing and semantic specialization present in Uzbek. The findings contribute to the theoretical understanding of bilingual terminological development and offer practical implications for improving terminology standardization and effective communication in the field of language education.

Key words: lingua-didactic terminology; functional semantics; English; Uzbek; comparative linguistics; term formation; pedagogical discourse; semantic features.

The relevance and importance of the topic "Functional and semantic features of lingua-didactic terms in English and Uzbek" is due to the need to unify language teaching, deepen intercultural communication, increase the effectiveness of teaching methods, as well as the development of modern lingua-didactics, which allows you to create accurate, understandable and adapted educational materials for bilingual environments. In recent years, there has been an increased interest in the creation and systematization of terms, in particular lingua-didactic ones, and in the study of their linguistic features. The application of industry terms, the study of their scope, comparative analysis with equivalents given in foreign sources, the digitization of terms based on an electronic corpus and their use in the educational process have led to a rapidly developing demand for digitization of language development today. After all, observing the processes of terminalization in both linguistic and extralinguistic spaces makes it possible to identify their intertextual dynamics based on differential and integral approaches, to taste the semantic and functional features in the essence of industry terms, as well as to give a theoretical assessment. International integration in the field of education in order to effectively teach foreign languages in world linguistics, the analysis and application of innovative methods and approaches in the field of teaching and learning languages, the digitization of industry terms, and their study not only in comparative, but also in statistical and frequency aspects give the industry paramount importance.

Lingua-didactics is a discipline that develops students' theoretical lingua-didactic thinking, as well as forms general cultural (universal) and professional competencies: knowledge of the main provisions and concepts in the field of lingua-didactics theory, the ability to apply the acquired knowledge in their own professional activities.

Integrability: originated at the junction of linguistics, didactics, psychology and psycholinguistics, combining their methods.

Theoretical focus: develops fundamental principles (theories, concepts, hypotheses) of language teaching, as opposed to applied methods.

Objectivity: studies patterns that do not depend on subjective opinions, although the implementation is influenced by the personal factors of the participants in the process.

Predictive: models the processes of language acquisition and describes the expected learning outcomes.

Pedagogical (didactic) features:

Goal setting: defines learning goals that include not only knowledge, but also the formation of language competence.

Content: forms the content of learning, the choice of language material and its structure.

Manageability: studies the mechanisms of controlling the process of language acquisition in educational settings.

Experimentation: uses a linguistic and didactic experiment to test the effectiveness of new teaching methods and forms.

The term is a linguistic expression of the concept. J. According to Seger's definition: "term creation is the process by which special language users name the concepts necessary to develop the term is a linguistic expression of the concept. Sager believes that term creation is seriously different from general word generation. Because this process is not random, but based on existing templates and models. This, in turn, requires greater social responsibility to facilitate communication and ensure effective transmission of knowledge. For this reason, terms are generally stable and not very susceptible to change. Many terms (for example, lingua-didactics/lingvodidaktika, method/method, competence/kompetensiya) are international, often coming through Russian or directly from English into Uzbek. Affixation: English: Using the suffixes -ing, -tion, -ive (e.g., learning, education, communicative). Uzbek: Active use of suffixes -sh, -ish, -lov, -chi (e.g., o'qitish — learning, yondashuv — approach). Vocabulary: English: Combining the basics (e.g., language teaching, classroom management). Uzbek: Formation of compound terms (e.g., til o'rgatish — language teaching, nutq faoliyati — speech activity). Calculation: Direct translation of English terms into Uzbek while maintaining the structure (e.g., communicative approach → kommunikativ yondashuv).

The term is a linguistic expression of a concept, and its creation is inseparably connected with the development of scientific knowledge and professional communication. According to J. C. Sager, term creation is not a spontaneous or arbitrary process; rather, it is a deliberate and socially conditioned activity carried out by specialists within a particular field. Sager emphasizes that special language users create terms in order to name and systematize concepts necessary for the development of a given discipline. Consequently, terminology plays a crucial role in structuring scientific thought and ensuring precision in knowledge transmission. One of the fundamental characteristics of term creation is its difference from general word formation. Unlike everyday lexical units, terms are formed according to established models and patterns

that are already accepted within a scientific or professional community. This systematic nature of term formation imposes a higher level of social responsibility on terminologists, as newly created terms must facilitate clear communication and prevent ambiguity. As a result, terms tend to be relatively stable and resistant to rapid change, especially when compared to colloquial vocabulary.

In the context of English and Uzbek linguistic interaction, a significant number of terms are international in nature. Many scientific and pedagogical terms enter the Uzbek language either through Russian as an intermediary or directly from English. Examples such as *linguodidactics* / *lingvodidaktika*, *method* / *metod*, and *competence* / *kompetensiya* demonstrate the international character of modern terminology. These borrowings reflect not only linguistic influence but also the globalization of scientific knowledge and educational practices. Affixation remains one of the most productive mechanisms of term formation in both English and Uzbek. In English, suffixes such as *-ing*, *-tion*, and *-ive* are widely used to derive terminological units. Words like *learning*, *education*, and *communicative* illustrate how abstract processes, actions, and qualities are encoded through morphological means. Such suffixes contribute to the formation of nouns and adjectives that are essential for scientific description and categorization. Similarly, the Uzbek language actively employs its own derivational suffixes, including *-sh*, *-ish*, *-lov*, and *-chi*. These affixes serve to create verbal nouns, abstract concepts, and agentive terms. For instance, *o'qitish* (learning/teaching) and *yondashuv* (approach) are formed through native morphological resources, demonstrating the internal capacity of Uzbek to generate terminological units without excessive reliance on borrowing. This reflects an important tendency in modern Uzbek linguistics toward maintaining linguistic identity while integrating international concepts.

Another important method of term formation is compounding. In English, terminological phrases are often created by combining lexical bases, resulting in expressions such as *language teaching*, *classroom management*, and *learning outcomes*. These multi-word units are semantically transparent and allow for precise conceptual representation. Their analytical structure is characteristic of English and aligns with its typological features. In Uzbek, compound terms are also widely used, though they often display a more synthetic structure. Examples such as *til o'rgatish* (language teaching) and *nutq faoliyati* (speech activity) show how conceptual relations are expressed through native lexical combinations. These compounds are particularly common in pedagogical, linguistic, and methodological discourse, where clarity and conceptual consistency are essential. Calquing, or direct translation, represents another significant strategy in the formation of Uzbek terminology. Through calquing, English terms are translated into Uzbek while preserving their internal structure and conceptual meaning. For example, *communicative approach* is rendered as *kommunikativ yondashuv*. This method allows for the integration of international concepts into the Uzbek linguistic system without complete lexical borrowing. However, calquing requires careful consideration to ensure semantic adequacy and stylistic appropriateness.

From a functional perspective, terms serve not only as naming units but also as tools of cognition. They encapsulate scientific concepts, reflect theoretical frameworks, and contribute to the logical organization of knowledge. In educational and linguistic disciplines, accurate terminology is especially important, as it directly influences teaching methodologies, curriculum design, and academic discourse. Moreover, the interaction between English and

Uzbek terminological systems highlights broader sociolinguistic and cultural processes. The increasing influence of English as a global lingua franca accelerates the introduction of English-based terms into Uzbek. At the same time, efforts to standardize and nationalize terminology demonstrate a conscious attempt to balance globalization with linguistic sovereignty. In conclusion, term formation is a complex and multi-dimensional process that reflects both linguistic mechanisms and social needs. The comparison of English and Uzbek term formation strategies reveals both universal tendencies and language-specific features. Affixation, compounding, borrowing, and calquing function as key mechanisms through which new concepts are verbalized. Understanding these processes is essential for effective scientific communication, terminology standardization, and the development of modern linguistic theory.

CONCLUSION

The study shows that the functional semantic features of lingua-didactic terms in English and Uzbek differ significantly due to historical, theoretical and methodological factors. English terminology is internationally standardized and conceptually accurate, while Uzbek terminology reflects the dynamic interaction of the native language, loanwords and calculus. Functional analysis shows that the terms define both scientific discourse and pedagogical practice. In general, understanding these features is important for improving bilingual pedagogical communication and advancing the development of Uzbek-language linguistic and didactic terminology.

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