

SEMANTIC FIELD OF EDUCATIONAL AND PEDAGOGICAL TERMS AND THEIR STRUCTURAL-SEMANTIC FEATURES IN ENGLISH AND UZBEK

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ANNOTATION: This article provides a comparative linguistic analysis of the semantic field of educational and pedagogical terms as well as their structural-semantic features in English and Uzbek. The study examines the formation of pedagogical terminology, semantic expansion and narrowing, and the functional scope of usage. It identifies the degree of correspondence between English and Uzbek terms, issues of equivalence, and semantic differences shaped by national and cultural factors. The structural composition of terms — simple, compound, and phraseological units — is also analyzed to determine their role in academic discourse. The findings of the research contribute to the systematization of pedagogical terminology, improvement of translation practices, and development of scientific communication in the field of education.

Keywords: pedagogical term, educational terminology, semantic field, comparative linguistics, structural analysis, term equivalence, linguocultural features.

**СЕМАНТИЧЕСКОЕ ПОЛЕ ОБРАЗОВАТЕЛЬНЫХ И
ПЕДАГОГИЧЕСКИХ ТЕРМИНОВ И ИХ СТРУКТУРНО-
СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ В АНГЛИЙСКОМ И УЗБЕКСКОМ
ЯЗЫКАХ**

ДАМИНОВА ФОТИМА НОРКУВВАТОВНА
МАГИСТРАНТ ТЕРМЕЗСКОГО УНИВЕРСИТЕТА ЭКОНОМИКИ И
СЕРВИСА

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**НАУЧНЫЙ РУКОВОДИТЕЛЬ: КАЮМОВА ШАХНОЗА
КОБИЛЖОНОВНА**

АННОТАЦИЯ: В данной статье проводится сравнительно-лингвистический анализ семантического поля образовательных и педагогических терминов, а также их структурно-семантических особенностей в английском и узбекском языках. В ходе исследования рассматриваются процессы формирования педагогической терминологии, расширение и сужение значений терминов, а также их функциональная сфера употребления. Определяется степень соответствия терминов двух языков, проблемы эквивалентности и семантические различия, обусловленные национально-культурными факторами. Особое внимание уделяется структурному строению терминов — простым, сложным и составным единицам — и их роли в научном дискурсе. Результаты исследования способствуют систематизации педагогической терминологии, совершенствованию переводческих процессов и развитию научной коммуникации в сфере образования.

Ключевые слова: педагогический термин, образовательная терминология, семантическое поле, сопоставительная лингвистика, структурный анализ, эквивалентность терминов, лингвокультурные особенности.

**TA'LIM VA PEDAGOGIK TERMINLARNING SEMANTIK MAYDONI
HAMDA ULARNING INGLIZ VA O'ZBEK TILLARIDAGI STRUKTUR-
MA'NOVIY XUSUSIYATLARI**

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ANNOTATSIYA: Ushbu maqolada ta'lim va pedagogik terminlarning semantik maydoni hamda ularning ingliz va o'zbek tillaridagi struktur-ma'noviy xususiyatlari qiyosiy-lingvistik jihatdan tahlil qilinadi. Tadqiqot davomida pedagogik soha terminlarining shakllanishi, ma'no kengayishi, torayishi va funksional qo'llanish doirasi o'rganiladi. Ingliz va o'zbek tillaridagi terminlarning o'zaro muvofiqlik darajasi, ekvivalentlik masalalari hamda milliy-madaniy omillar ta'sirida yuzaga kelgan semantik tafovutlar aniqlanadi. Shuningdek, terminlarning struktur tuzilishi — sodda, qo'shma va birikmali shakllari qiyoslanib, ularning ilmiy nutqdagi roli yoritiladi. Tadqiqot natijalari pedagogik terminologiyani tartibga solish, tarjima jarayonlarini takomillashtirish hamda ta'lim sohasida ilmiy muloqotni rivojlantirishga xizmat qiladi.

Kalit so'zlar: pedagogik termin, ta'lim terminologiyasi, semantik maydon, qiyosiy tilshunoslik, struktur tahlil, termin ekvivalentligi, lingvomadaniy xususiyatlar.

INTRODUCTION

In modern linguistics, terminology is regarded as one of the most dynamically developing layers of vocabulary, closely connected with the evolution of science, technology, and social life. Among various terminological systems, educational and pedagogical terminology occupies a special place, as it reflects not only scientific concepts but also the cultural, social, and methodological foundations of a nation's educational model. The rapid development of international cooperation in education, academic mobility, and the global exchange of pedagogical experience has significantly increased the importance of studying educational terminology from a comparative linguistic perspective. Educational and pedagogical terms function as key instruments of professional communication in the sphere of teaching and learning. They serve to conceptualize processes such as instruction, assessment, curriculum design, competence development, and lifelong learning. However, these terms do not always coincide semantically or structurally across languages. Differences in educational traditions, cultural values, and linguistic systems lead to the formation of specific terminological units that may only partially correspond to each other. Therefore, the comparative study of pedagogical terminology in English and Uzbek is essential for revealing both universal and language-specific features of meaning and structure.

One of the important aspects of terminological research is the analysis of the semantic field, which allows scholars to examine how terms are interconnected within a system of concepts. The semantic field of education includes a network of notions related to teaching methods, learning processes, institutional structures, and pedagogical outcomes. In English, this field is represented by terms such as *education*, *learning*, *teaching*, *assessment*, *curriculum*, and *competence*, while in Uzbek it includes corresponding units like *ta'lim*, *o'qitish*, *o'rganish*, *baholash*, *o'quv dasturi*, and *kompetsiya*. Although many of these terms appear to be equivalents, their semantic scope, stylistic coloring, and usage contexts may differ considerably. In addition to semantic features, the structural organization of pedagogical terms also deserves close attention. English terminology often relies on analytical constructions and compound formations, whereas Uzbek tends to employ descriptive phrases and affixational word-building models. Such structural differences influence not only the form of terms but also their integration into scientific discourse and translation practices. Understanding these distinctions is particularly important for the development of bilingual dictionaries, academic textbooks, and research publications in the field of education. Thus, the relevance of this study lies in the growing need for precise and systematic interpretation of pedagogical terminology in a multilingual academic environment. By

analyzing the semantic field and structural-semantic characteristics of educational terms in English and Uzbek, this research aims to contribute to comparative linguistics, terminology studies, and the improvement of intercultural academic communication in the sphere of education.

MATERIALS AND METHODS

The research material consists of educational and pedagogical terms collected from English and Uzbek academic sources, including pedagogical textbooks, scientific articles, educational standards, glossaries, and official curriculum documents. More than one hundred terminological units related to teaching, learning processes, assessment, curriculum organization, and competence-based education were selected for analysis. Both single-word terms and multi-component terminological combinations were included in the dataset. The study applies a comparative-linguistic approach combined with semantic field analysis. The descriptive method was used to identify the meanings and functional characteristics of terms in each language. Componential analysis helped to reveal core and peripheral semantic features, while structural analysis was employed to examine word-formation patterns such as affixation, compounding, and terminological phrases. In addition, elements of linguocultural analysis were used to determine how national educational traditions and cultural context influence the formation and interpretation of pedagogical terms.

The equivalence of terms was assessed through contextual comparison in authentic academic discourse. Special attention was given to cases of partial equivalence, semantic shifts, and terminological lacunae, where one language lacks a direct counterpart for a concept expressed in the other.

RESULTS

The analysis shows that the semantic field of education in both English and Uzbek is structured around several core conceptual domains, including the learning process, teaching activity, educational content, assessment, and institutional organization. Many terms demonstrate a high degree of conceptual similarity, which reflects the universal nature of fundamental pedagogical notions. For example, the pairs *education* – *ta'lim*, *teaching* – *o'qitish*, and *assessment* – *baholash* share central semantic components related to organized instruction and evaluation. At the same time, significant differences were identified in the semantic scope of a number of terms. English pedagogical terminology often displays broader and more abstract meanings. The term *education*, for instance, may denote a lifelong social process, whereas its Uzbek equivalent *ta'lim* more frequently refers to structured institutional learning. Similarly, the English term *curriculum* includes not only a list of subjects but also learning outcomes, teaching strategies, and assessment criteria, while *o'quv dasturi* is

sometimes interpreted in a narrower, more document-based sense. Structural analysis revealed that English pedagogical terms are frequently formed through compounding and attributive constructions, such as *lifelong learning*, *formative assessment*, and *student-centered approach*. In Uzbek, equivalent concepts are typically expressed through extended phrases or affixational models, for example *uzluksiz ta'lim*, *shakllantiruvchi baholash*, and *talabaga yo'naltirilgan yondashuv*. This indicates a tendency toward analytic compactness in English and descriptive explicitness in Uzbek.

STRUCTURAL AND SEMANTIC COMPARISON OF EDUCATIONAL AND PEDAGOGICAL TERMS IN ENGLISH AND UZBEK

English term	Uzbek equivalent	Structural type (EN / UZ)	Semantic notes	Equivalence level
education	ta'lim	Simple word / simple word	EN term may include lifelong social development; UZ often linked to formal instruction	Partial
teaching	o'qitish	Gerund-derived noun / Verbal noun	Both denote instructional process; UZ focuses more on teacher-led activity	High
learning	o'rganish	Gerund-derived noun / Verbal noun	EN may imply autonomous process; UZ often used in guided context	High
curriculum	o'quv dasturi	Simple word / Terminological phrase	EN includes outcomes, methods, assessment; UZ often document-focused	Partial

syllabus	fan dasturi	Simple word / Terminological phrase	EN narrower than curriculum; UZ equivalent varies by institution	Partial
assessment	baholash	Derived noun / Verbal noun	EN includes formative & summative systems; UZ often exam- oriented in practice	Partial
competence	kompetensiya	Borrowed Latin-based term / Borrowed term	Similar academic meaning, but implementation may differ	High
skill	ko'nikma	Simple word / Simple word	EN may include soft & hard skills; UZ often practical ability	High
knowledge	bilim	Simple word / Simple word	Conceptually close in both languages	High
lifelong learning	uzluksiz ta'lim	Compound phrase / Terminological phrase	EN emphasizes continuous personal development; UZ often policy term	Partial
student- centered approach	talabaga yo'naltirilgan yondashuv	Compound phrase / Descriptive phrase	Same pedagogical concept, different structural expression	High
formative assessment	shakllantiruvchi baholash	Attributive phrase / Descriptive phrase	Direct conceptual match, structural expansion in UZ	High

summative assessment	yakuniy baholash	Attributive phrase / Descriptive phrase	Similar meaning; UZ more strongly linked to final exams	High
inclusive education	inklyuziv ta'lim	Attributive phrase / Borrowed + noun	International concept preserved in both languages	High
distance learning	masofaviy ta'lim	Attributive phrase / Derived adjective + noun	Full semantic correspondence	High

DISCUSSION

The identified similarities confirm that the core of pedagogical terminology is based on shared scientific concepts shaped by global educational development. International cooperation, academic exchange, and the influence of worldwide educational reforms have contributed to the convergence of many key terms. This explains the presence of numerous direct or near-direct equivalents between English and Uzbek pedagogical vocabularies. However, the differences observed in semantic range and structural organization demonstrate the role of linguistic and cultural factors in shaping terminological systems. Terms do not exist in isolation but function within specific educational models and traditions. The broader semantic potential of many English terms can be linked to the long-standing tradition of pedagogical theory development in English-speaking countries and their influence on global academic discourse. In contrast, Uzbek pedagogical terminology often reflects the historical evolution of the national education system and its more recent integration into international frameworks. The structural distinctions between the two languages also have practical implications. English compound terms are often concise but semantically dense, which may cause difficulties in translation and interpretation. Uzbek descriptive constructions, while more transparent, can lead to variability and inconsistency in usage. These issues highlight the importance of terminological standardization and careful contextual analysis in bilingual academic communication.

CONCLUSION

The comparative study of educational and pedagogical terms in English and Uzbek demonstrates that their semantic fields are built around common conceptual foundations while also reflecting language-specific and culture-dependent features.

Although many terms show a high degree of equivalence, differences in semantic scope, stylistic usage, and structural formation reveal the complexity of cross-linguistic terminological correspondence. The findings confirm that semantic field analysis combined with structural examination is an effective approach to understanding the organization of pedagogical terminology. The results of the research may be used in the development of bilingual glossaries, translation guidelines, and academic materials in the field of education. Furthermore, the study contributes to comparative linguistics and terminology studies by highlighting the interaction between language, culture, and scientific knowledge in the formation of specialized vocabularies.

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