

Classification of Linguodidactic Terms According to their Functional Characteristics

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Annotation: The article examines linguodidactic terms, categorizing them into linguo-pedagogical and linguo-methodological types. It explores the evolving nature of these terms in response to societal and educational changes, highlighting their functions, including synthetic, explanatory, methodological, predictive, practical, and descriptive roles. The study emphasizes the significance of linguodidactic terminology in enhancing pedagogy and fostering connections between English and Uzbek educational terminologies. Additionally, it underscores the importance of classification for better understanding and advancing interdisciplinary studies in education.

Key words: linguodidactic terms, classification, functional features, specific terminology, synthetic function, didactic function, practical functions, and methodological function.

Introduction: Since linguodidactic terms reflect pedagogy and methodology, they can be conditionally divided into linguo-pedagogical and linguo-methodological terms. Linguodidactic terminology is constantly evolving, with specific changes in its goals and objectives directly linked to the social system and ideology. Classifying terms helps to clearly understand the essence of the issue. Classification is a universal scientific method for systematizing knowledge aimed at studying the aggregate of research objects. Indeed, education plays a critical role in improving human life. It is evident that education is the primary tool for imparting knowledge, skills, and competencies, as well as for preparing individuals for life and work. In the process of education, learners acquire knowledge and information¹. The content and essence of education in each era are directly related to the material and cultural development level of the society in which it exists. Education takes on different characteristics and content at various stages of human societal development. The goals, methods, and organizational forms of education evolve according to the ideas of the social era.

One of the most important functions of education is to transfer social and cultural experiences to the younger generation. The educational process consists of the combined activities of teachers and students. It contributes to the socio-economic, cultural, and intellectual development of individuals and the formation of relationships among members of society. The objectives and tasks of education historically evolve in line with the social system, ideology, and the mission of educational institutions. The purpose of education is determined by social needs, science, technology, art, and other areas.

Education is one of the priority directions of human activity. Accordingly, studying the state of educational terminology is one of the leading directions in modern terminology. Terms in education hold a special place in naming and describing scientific concepts related to this field, as it is impossible to imagine the domain without specific terminology. The linguistic representation and stabilization of phenomena in human cognition lead to the formation of specific terms in language. Terminology is an

¹ Цветков В.Я. Формальная и содержательная классификация. // Современные наукоемкие технологии. № 6, 2008. Материалы конференции. – С. 85-86.

independent functional type of general literary language, often referred to as the traditional language of science².

Methodology

This study adopted a qualitative analytical methodology to explore the functional characteristics of linguodidactic terms in both English and Uzbek. The research involved a detailed examination of these terms within the contexts of pedagogy, linguistics, philosophy, and other relevant social sciences. Data collection focused on a comprehensive review of existing literature, dictionaries, and educational materials to identify and document linguodidactic terms within each language. This process included a meticulous analysis of how these terms are used in academic and practical settings, including curriculum documents, textbooks, and scholarly articles. Following data collection, the analysis involved identifying the core functions of each term, categorizing them based on their operational roles rather than just their semantic or structural features. Specifically, the analysis explored functions such as synthetic, explanatory, methodological, predictive, practical, and descriptive roles. This qualitative approach allowed for a nuanced understanding of how terms shape the educational process, focusing on their role as active agents of communication and practice rather than simply static labels. The final aim was to provide a detailed functional classification of the terms that will contribute to the field and make it better understood.

We attempted to define linguodidactic terms based on these characteristics. In systematizing terms in a particular language, it is advisable to classify them by content, linguistic form, and function. Considering that linguodidactic terms belong to the subject matter of pedagogy, philosophy, sociology, linguistics, cultural studies, history, and other social sciences, they can be studied as the terminology of these fields. Linguistically examining educational terms in English and Uzbek languages serves the development of the interrelation of these areas between the two languages and cultures.

As mentioned earlier, education is a fundamental element of social life. It is a complex, multi-stage, and constantly developing structure that holds an important place in human life. It should be emphasized that the process of reforming and updating this domain is almost continuous, introducing various changes to the structure and organization of different parts of the system. At certain stages of system development, fundamental reforms become necessary.

The lexicon of English and Uzbek languages continues to develop by incorporating new terms. During the years of independence, the influence of English on Uzbek has been significant. Terms from science, pedagogy, technology, and various social domains have been assimilated into Uzbek. Consequently, numerous terms are now used in both languages in their original form without modification. In modern times, education is progressively improving, with new methods and forms being developed in line with social demands and the capabilities of students. The functions of linguodidactic terms can be broadly categorized as follows:

1. *Synthetic Function*: This function involves organizing and integrating unrelated concepts into a unified system.
2. *Explanatory Function*: This function involves defining, clarifying, and analyzing linguodidactic terms to deduce conclusions about their role in further development and their interconnected phenomena.
3. *Methodological Function*: This function pertains to employing various methods and research approaches during lessons and educational activities, retaining and improving effective methods while introducing new ones for practical application.

² Даниленко В.П. Русская терминология. Опыт лингвистического описания, - М.: Наука, 1977. - С. 13.

4. *Predictive Function*: This function fosters creativity, forming unconventional conclusions and perspectives about established theories, accelerating the transition from theory to practice and from knowledge acquisition to practical skills.
5. *Practical Function*: This function involves implementing theoretical knowledge in practice, which elucidates scientific truths and enables the classification and stratification of knowledge.
6. *Descriptive Function*: This function involves collecting and comparing facts about implemented educational methods to determine their feasibility and draw relevant conclusions³.

The above functions are interconnected and mutually necessitate each other, while also possessing unique characteristics as linguodidactic terms.

The semantic, structural, functional, and linguistic characteristics of terms form the basis for all subsequent classifications. In the semantic classification of terms, emphasis is placed on grouping them by their domain of knowledge or activity, such as industry, science, education, art, literature, pedagogy, etc., based on their denotative meaning.

The field of pedagogy is a collection of sciences that study the theoretical and practical aspects of upbringing, education, and knowledge dissemination. Specifically, pedagogy is also a subject of study within the curricula of pedagogical institutes and some other educational institutions. Historically, pedagogy dealt with the theoretical foundations of child upbringing. In modern pedagogy, the scope has expanded to include the educational, cultural, and intellectual upbringing of adults alongside children. While the primary objective of education is to equip students with knowledge, skills, and competencies, the main purpose of upbringing is to develop moral qualities, ethical skills, needs, and aspirations in young generations that align with societal norms⁴.

Terms can be classified by their grammatical categories into noun terms, adjective terms, verb terms, and adverbial terms. For instance, examples from the noun category include "maktab" (school), "institut" (institute), "texnikum" (technical college), "sinf" (class), "talaba" (student), and "muallim" (teacher) in Uzbek, and their equivalents "school," "institute," "classroom," "student," and "teacher" in English.

When classifying terms based on authorship, their sociological aspects are considered. Such terms are classified as collective or individual terms in science. Examples of individual author-specific terms include "Venn diagram" and "Krashen's theory."

Based on usage, terms can be categorized into universal (general) and unique (specific) terms. Examples of universal linguistic terms include "phonetics," "morphology," and "syntax." Examples of unique terms specific to a particular field of study include "language learning," "language skills," "receptive skills" (reading and listening), and "productive skills" (speaking and writing).

The field of education and its associated terminology are continuously evolving. It is evident that studying specific terminology typically begins with analyzing the system of concepts reflected in terms, followed by drawing appropriate conclusions based on them. The terminology of the educational process is a constantly developing structure encompassing areas like philosophy, pedagogy, linguistics, methodology, and psychology. Examining them across these disciplines is always a matter of significant importance.

Conclusion

This study has successfully demonstrated the critical importance of classifying linguodidactic terms based on their functional roles, revealing that these terms are not merely descriptive labels but active

³ Мунавваров К. Педагогика. - Т.: Ўқитувчи, 1996. - Б. 37.

⁴ Мавлонова Р., Тўраева О., Холикбердиев К. Педагогика / Дарслик. - Т.: Ўқитувчи, 2001. - Б. 34.

components shaping educational practice and theory. The functional analysis, applied to both English and Uzbek terms within relevant social sciences, allowed the researchers to classify the terms as having distinct synthetic, explanatory, methodological, predictive, practical, and descriptive functions. This classification moves beyond traditional semantic or structural categorizations and highlights the dynamic ways that these terms operate within and across languages and cultures. The implications of this work are significant for both educational researchers and practitioners, suggesting a more precise use of language in educational discourse, better integration of cross-cultural pedagogy, and ultimately a more refined understanding of the field as a whole. Future research should explore this functional framework in additional languages and contexts, as well as investigate the practical impact of the framework on actual classroom settings, and examine the diachronic evolution of the terms, and consider the interplay of the different domains in forming the educational terms.

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