

SEMANTIC FEATURES OF PEDAGOGICAL TERMS IN ENGLISH AND UZBEK

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Semantic features of pedagogical terms are generally described at two levels of complexity:

- Primary structure: implementing pedagogical terms as other words using their secondary meaning.
- Secondary structure: the linear arrangement of terms devoted to pedagogical sphere and their dominant meaning

For instance, the word “EQUIPMENT” means the things that are needed for a particular purpose or activity. But when this word used in educational sphere I is understandable that it is necessary tools to in order to make learning or studying process more effective. Besides that this term can include several terms to enrich pedagogic terminology.

EQUIPMENT

Book - kitob Copybook – yozuv daftari Notebook- daftar Board - doska Pencil - qalam Pen - ruchka Curriculum – ish reja Observation - tahlil	Textbook – matn kitobi Vocabulary – lug’at File - fayl Certificate - sertifikat Diploma - diplom Schedule - reja Instruction – ko’rsatma Presentation - prezentatsiya	Journal – jurnal Article - maqola Calendar - kalendar Handout – tarqatma material Ruler – chizg’ich Rubber – o’chirg’ich Map - xarita Album – rasm daftari
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All these things can be used as pedagogical terms, but also they are might be used in other spheres. In that situations, translation of word will be similar, but the reason of usage is changing. The word "board" only used in pedagogical sphere in order to teach and make notes to learners so this word is belonged to only peadagogical term. Book, notebook, curriculum, textbook, diploma, handout these words also considered as pedagogical terms.

But rubber, map, calendar, file, instruction can be used in different spheres such as art, technological and computer spheres, that why they can not be only pedagogical terms.

In English and Uzbek there some grouped words which are only suggested as pedagogical terms :

Places belonging to pedagogical terms	
Kindergarten	Bog'cha
School	Maktab
College	Kollej
Lyceum	Litsey
Educational center	O'quv markazi
University	Universitet
Institute	Institute

Rooms belonging to pedagogical terms	
Classroom	Sinfxona
Auditory	Auditoriya
Practice room	Mashg'ulotlar xonasi
Seminar room	Seminar xona
Lecture room	Leksiya xonasi
Portable classroom	Ko'chuvchi xona
Resourse room	Resurs markaz
Library	kutubxona

It is more or less universally recognized that word-meaning is not homogeneous but is made up of various components the combination and the interrelation of which determine to a great extent the inner facet of the word. These components are usually



described as types of meaning. The two main types of meaning that are readily observed are the grammatical and the lexical meanings to be found in words and word-forms.

In a broad sense it may be argued that linguists who make a distinction between lexical and grammatical meanings are, in fact, making a distinction between the functional (linguistic) meaning which operates at various levels as the interrelation of various linguistic units and referential (conceptual) meaning as the interrelation of linguistic units and referents (or concepts).

In modern linguistic science it is commonly held that some elements of grammatical meaning can be identified by the position of the linguistic unit in relation to other linguistic units, i.e. by its distribution. Word-forms **speaks, reads, writes** have one and the same grammatical meaning as they can all be found in identical distribution, e.g. only after the pronouns **he, she, it** and before adverbs like **well, badly, to-day**, etc.

It follows that **by lexical meaning we designate the meaning proper to the given linguistic unit in all its forms and distributions**, while by **grammatical meaning we designate the meaning proper to sets of word-forms common to all words of a certain class**. Both the lexical and the grammatical meaning make up the word-meaning as neither can exist without the other. That can be also observed in the semantic analysis of correlated words in different languages. E.g. the Russian word **сведения** is not semantically identical with the English equivalent **information** because unlike the Russian **сведения** the English word does not possess the grammatical meaning of plurality which is part of the semantic structure of the Russian word.

It is usual to classify lexical items into major word-classes (nouns, verbs, adjectives and adverbs) and minor word-classes (articles, prepositions, conjunctions, etc.).

One criterion for distinguishing these grammatical items from lexical items is in terms of closed and open sets. Grammatical items form closed sets of units usually of small membership (e.g. the set of modern English pronouns, articles, etc.). New items are practically never added.

Lexical items proper belong to open sets which have indeterminately large membership; new lexical items which are constantly coined to fluff the needs of the speech community are added to these open sets.



The interrelation of the lexical and the grammatical meaning and the role played by each varies in different word-classes and even in different groups of words within one and the same class. In some parts of speech the prevailing component is the grammatical type of meaning. The lexical meaning of prepositions for example is, as a rule, relatively vague (**independent of smb, one of the students, the roof of the house**). The lexical meaning of some prepositions, however, may be comparatively distinct (cf. **in/on, under the table**). In verbs the lexical meaning usually comes to the fore although in some of them, the verb **to be**, e.g., the grammatical meaning of a linking element prevails (cf. **he works as a teacher** and **he is a teacher**).

The linguistic component includes linguistic material (strictly selected phonetic, grammatical, lexical minimums), speech material (samples of speech utterances of different lengths, situationally thematically determined) and sociocultural. The speech utterance in the methodology of teaching a foreign language takes the form of a school unit. As a training unit, a structural group that combines statements of a different nature can act. The content of teaching a foreign language is influenced by such a branch of linguistics as sociolinguistics, which studies the relationship between language and culture, language and society. Therefore, it is necessary to teach a foreign language not only as a new code, but also as a source of information and the national culture of the people, on the basis that the language has two main functions: communicative and cumulative.

