ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI DSc.03/30.12.2019.Fil.19.01 RAQAMLI ILMIY KENGASH

ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI

YAXSHIYEVA E’TIBOR BAXTIYOROVNA

MUSTAQILLIK DAVRIDAGI PEDAGOGIKA TERMINLARI TAKOMILLASHUVI

10.00.01 – O‘zbek tili

FILOLOGIYA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD) DISSERTATSIYASI AVTOREFERATI

Toshkent – 2025

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Contents of dissertation abstract of doctor of philosophy (PhD) on philological sciences

Оглавление автореферата диссертации доктора философии (PhD) по филологическим наукам

Yaxshiyeva E’tibor Baxtiyorovna
Mustaqillik davridagi pedagogika terminlari takomillashuvi 3

Yakhshiyeva Etibor Bakhtiyorovna
The development of pedagogical terminology during the years of independence 25

Яхшиева Эътибор Бахтиёровна
Усовершенствование педагогической терминологии в годы независимости 47

E’lon qilingan ishlar ro‘yxati
List of published works
Список опубликованных работ 53

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida fan tili, terminologiya taraqqiyoti va tadqiqi masalalari muntazam ravishda olimlarning diqqat markazida turadi. Leksik tizimning terminologiyasi ham fan-texnologiya, ishlab chiqarish sohalari boyishi va taraqqiyoti doirasida o‘ziga xos yangilanish, o‘zgarishlarni o‘zida muntazam aks ettirib keladi. Har qanday ilm-fan va soha doirasidagi o‘zgarish hamda yangiliklar, ijtimoiy hayotdagi islohotlar sohalar terminologiyasidagi leksik-semantik, struktur o‘zgarishlarning muhim omili sanaladi. Ayni holat esa nafaqat umumterminologiya, balki milliy terminologiya, sohalar terminologiyasi masalalarining turli aspektda muntazam tadqiq qilinishini taqozo qiladi. Pedagogika terminologiyasining rivojlanishi, o‘zbek tili pedagogika terminlarining tezkor rivoji, ularning qo‘llanishi va tartibga solinishi bilan bog‘liq dolzarb muammolarning mavjudligi soha terminologiyasi yuzasidan keng tadqiqotlarni taqozo etmoqda.

Dunyo tilshunosligida global munosabatlar, jamiyatlararo va sohalararo integratsiyalar asosida yuzaga kelayotgan yangicha munosabat hamda hodisalarni til sathida tadqiq qilish masalasi ham kun tartibining dolzarb masalalari sifatida qayd qilinmoqda. Sohalar terminologiyasi tizimida ta’lim-tarbiya, madaniy-ma’rifiy soha va tarmoqlari umumjahon terminologiyasi bilan birga milliy o‘ziga xosliklarga ham ega hisoblanadi. Ayni holat ushbu terminologik tizimlar tadqiqining ham umumiy, ham milliy aspektlarda amalga oshirilishi maqsadga muvofiqligini ko‘rsatadi. Shuning uchun dunyo tilshunosligida terminologik tizimlarni tadqiq qilish jarayonida umumiy va milliy xususiyat hamda omillarga alohida diqqat qaratilishi tabiiy. Shunga ko‘ra, sohalar terminologiyasi taraqqiyoti, o‘zlashma qatlam birliklarining milliy terminologiyada barqarorlashuvi, terminlar asosidagi ma’noviy, shakliy o‘zgarish holatlarini tahlil qilish, terminlar o‘rtasidagi ma’noviy munosabatlarni tekshirish, sohalar terminologiyasini tartibga solish, ularning leksikografik talqinlari bilan bog‘liq holatlarni zamonaviy leksikografik tamoyil va talablar darajasida tavsiflash kabi masalalar tadqiqi dolzarb ahamiyat kasb etmoqda.

O‘zbekiston mustaqillikka erishgach, jamiyatning barcha sohalarida jiddiy islohot va o‘zgarishlar amalga oshirildi. Ayniqsa, ta’lim-tarbiya sohasi, ma’naviyat-ma’rifat masalalariga alohida e’tibor qaratilib, sohaning yanada samarali faoliyatini ta’minlashga doir me’yoriy-huquqiy hujjatlar qabul qilinib, amaliyotga joriy etildi. Ilm-fan sohalaridagi islohotlarning ijobiy natijalari ularning terminologiyasida ham aks etishi muqarrar, shu sababli fan hamda sohalardagi yangi tushuncha va hodisalar ifodalovchisi bo‘lgan terminologik birliklarning semantizatsiyasi hamda terminlar tizimining tartibga solinishi ham ilmiy yondashuvlarni taqozo qilib turadi. O‘zbek pedagogikasi ham ustuvor fan, soha sifatida o‘ziga xos takomillashuv bosqichlarini bosib o‘tmoqda. Bu holat o‘zbek tili pedagogika terminologiyasi takomillashuvi jarayoni, undagi sifat va miqdor o‘zgarishlar hamda sabab-omillarini aniqlash, baholash, tadqiq qilish zaruratini belgilaydi.

O‘zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida”, 2017-yil 16-fevraldagi PF-4958-son “Oliy o‘quv yurtidan keyingi

ta’lim tizimini yanada takomillashtirish to‘g‘risida”, 2019-yil 8-oktyabrdagi PF-5847-son “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”, 2019-yil 21-oktyabrdagi PF-5850-son “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida”, 2020-yil 20-oktyabrdagi PF-6084-son “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”gi farmonlari; 2017-yil 17-fevraldagi PQ-2789-son “Fanlar akademiyasi faoliyati, ilmiy-tadqiqot ishlarini tashkil etish, boshqarish va moliyalashtirishni yanada takomillashtirish chora-tadbirlari to‘g‘risida”, 2018-yil 14-avgustdagi PQ-3907-son “Yoshlarni ma’naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta’lim-tarbiya berish tizimini sifat jihatdan yangi bosqichga ko‘tarish chora-tadbirlari to‘g‘risida”, 2020-yil 11-martdagi PQ-139-son “O‘zbek tili va adabiyoti bo‘yicha fundamental va amaliy tadqiqotlar samaradorligini yanada oshirish chora-tadbirlari to‘g‘risida”, 2022-yil 21-iyundagi PQ-289-son “Pedagogik ta’lim sifatini oshirish va pedagog kadrlar tayyorlovchi oliy ta’lim muassasalari faoliyatini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi qarorlari hamda ushbu sohaga taalluqli barcha me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga mazkur tadqiqot ishi natijalari ma’lum darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot O‘zbekiston Respublikasi fan va texnologiyalari rivojlanishining: I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy va ma’naviy-ma’rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi. Dunyo tilshunosligida sohalar terminologiyasi, uning ilmiy-nazariy asoslari, terminlar shakllanishi, soha terminologiyasini tartibga solish singari masalalar yuzasidan qator ilmiy tadqiqotlar amalga oshirilib kelinmoqda, xususan, A.N.Baskakov, G.O.Vinokur, V.V.Vinogradov, M.N.Volodina, V.A.Tatarinov, T.R.Kiyak, M.N.Latu, S.D.Shelov, B.N.Golovin, V.M.Leychik, D.S.Lotte, K.Kageura[1] singari olimlarning tadqiqotlarida terminologiya masalalarining turli aspektlardagi tadqiqi kuzatiladi. Ayni shunday masalalar, tilshunoslikda terminlarning shakllanishi va taraqqiyoti masalalaridagi kamchilik hamda nuqsonlar, sinonimiya va uni bartaraf etish muammolari ozarbayjon, qozoq,

[1] Баскаков Н.А. К вопросу о грамматических терминах в среднеазиатских языках // Просвещение национальностей. – М., 1961. – № 2. – С. 28-39; Винокур Г.О. О некоторых явлениях словообразования и русской технической терминологии // Труды МИФЛИ. Т. 5. Сборник статей по языковедению. – М., 1939. – С. 3-54; Виноградов В.В. Основные этапы истории русского языка // Избранные труды. История русского литературного языка. – М., 1988. – С. 10-14; Володина М.Н. Теория терминологической номинации. – М., 1997; Татаринов В.А. Теория терминовведения: в 3 т. Т.1. Теория термина: история и современное состояние. – М.: Московский лицей, 1996; Кияк Т.Р. Лингвистические аспекты терминовведения. – Киев: УМКВО, 1989; Лату М.Н., Раздуев А.В. Терминовведение: частные вопросы развивающихся терминологий. Учебное пособие. – Пятигорск, 2011; Шелов С.Д. Термин. Терминологичность. Терминологические определения. Серия: Филологические исследования. – СПб: Филол. факультет СПБГУ, 2003; Головин Б.Н., Кобрин Р.Ю. Лингвистические основы учения о терминах. – М.: Высшая школа, 1987; Лейчик В.М. Терминовведение: предмет, методы, структура. – М.: URSS, 2007. – С. 20-84; Лотте Д.С. Основы построения научно-технической терминологии. – М.: АН СССР, 1961. – С. 57; Kageura K. The Dynamics of Terminology: A descriptive theory of term formation and terminological growth. John Benjamins Publishing, 2002. – P. 91-183.

qirg‘iz, turkman, qoraqalpoq kabi asosiy turkiy tillar hamda tojik tili terminologiyasida ham tadqiq etilgan.

O‘zbek terminologiyasi tomonidan ham terminologiya maxsus leksik tizim sifatida o‘rganilib, termin, terminologiya va uning lug‘atchiligi masalalari yuzasidan keng ko‘lamda e’tiborga molik tadqiqotlar amalga oshirib kelinmoqda. Xususan, G‘.Abdurahmonov, R.Doniyorov, A.Hojiyev, H.Jamolxonov, H.Dadaboyev, A.Madvaliyev, N.Mahkamov, A.Qosimov, Sh.Ko‘chimov, I.Yo‘ldoshev, S.A.Azizov, P.Nishonov, X.D.Paluanova, D.X.Kadirbekova, S.T.Mustafayeva, O.S.Ahmedov, G‘.M.Ismoilov, E.Shirinova, I.X.Islomov, G.G‘ulomova, I.Ermatov, M.Nizomova[2] kabi olimlarimiz tomonidan termin va terminologiya, o‘zbek tilining terminologik tizimi, sohalar terminologiyasi, milliy terminologiyamiz masalalari tadqiq qilib kelinmoqda. Ana shu izlanishlar samarasi o‘laroq maxsus leksika – fan tili sifatida o‘zbek terminologiyasi taraqqiyoti, milliy terminologiya masalalari, terminologik tizim va unga mansub birliklarni tartibga solish vazifalari doirasida ilmiy-nazariy, amaliy natijalar qo‘lga kiritilgan.

Pedagogika sohasining tub mohiyati shaxs va jamiyat salohiyati, ta’limi, tarbiyasi bilan baholanar ekan, sohaga oid narsa-hodisa va jarayonlarni anglatuvchi terminlar tizimining shakllanishi, taraqqiyoti, takomillashishi yuzasidan qator tadqiqotlarning jahondagi ko‘plab ilg‘or ilmiy markaz hamda oliy ta’lim muassasalari tomonidan muntazam ravishda bajarilishi bejiz emasligini ko‘rsatib turadi. Milliy pedagogikamizning keng miqyosda rivojlanishi, ta’lim-tarbiya sohasidagi islohotlar

[2]Абдураҳманов Ғ. Терминология муаммолари / “Ўзбек тили терминологияси ва унинг тараққиёт перспективалари” мавзусидаги биринчи Республика конференцияси материаллари. – Тошкент: Фан, 1988. – Б. 12; Дониёров Р. Ўзбек тили техник терминологиясининг айрим масалалари. Филол. фан. д-ри ... дисс. – Тошкент, 1988; Ҳожиев А. Термин танлаш мезонлари. – Тошкент: Фан, 1996; Жамолхонов Ҳ.А. Ўзбек ботаника терминологиясининг таркиб топиши ва ривожланиш тарихидан. Филол. фан. номз. дисс... автореф. – Тошкент, 1969; Дадабаев Х. Общественно-политическая и социально-экономическая терминология в тюркоязычных письменных памятниках XI-XIV вв. – Ташкент: Ёзувчи, 1991; Dadaboyev H. O‘zbek terminologiyasi. – Toshkent: Yoshlar, 2019; Мадвалиев А. Ўзбек терминологияси ва лексикографияси масалалари. – Тошкент: Ўзбекистон Миллий энциклопедияси, 2017; Маҳкамов Н. Ўзбек тили терминологиясида синонимларининг плеонастик қўлланилиши / Ўзбек терминологиясида лексик вариантлар. – Тошкент: Фан, 1986. – Б. 7-20; Касымов А. Фармацевтическая терминология в современном узбекском языке. Дисс. ... канд. филол. наук. – Ташкент, 1982; Кўчимов Ш.Н. Ҳуқуқий нормаларни ўзбек тилида ифодалашнинг илмий-назарий муаммолари (лингво-юридик таҳлил). Филол. фан. д-ри дисс... – Тошкент, 2004; Йўлдошев И. Ўзбек китобатчилик терминологияси: шаклланиши, тараққиёти ва тартибга солиш. Филол. фан. д-ри дисс... – Тошкент, 2005; Азизов С.А. Лексико-грамматическое исследование музыкальной терминологии узбекского языка. Дисс. ... канд. филол. наук. – Ташкент, 1981; Нишонов П. Француз ва ўзбек тиллари юридик терминологиясининг қиёсий-типологик тадқиқи. Филол. фан. номз. дисс... автореф. – Тошкент, 2009; Палуанова Х.Д. Экологик терминларнинг деривацион-семантик хусусиятлари (ўзбек, қорақалпоқ, инглиз ва рус тиллари мисолида). Филол. фан. д-ри дисс... автореф. – Тошкент, 2016; Кадирбекова Д.Х. Инглизча-ўзбекча ахборот-коммуникацияси технологиялари терминологияси ва унинг лексикографик хусусиятлари. Филол. фан. б. фалс. док. дисс... автореф. – Тошкент, 2017; Мустафаева С.Т. Хитой тилшунослик терминологияси. Филол. фан. б. фалс. док. дисс... – Тошкент, 2017; Ахмедов О.С. Солиқ ва божхона терминларини инглиз тилидан ўзбек тилига берилиши. Филол. фан. номз. дисс... автореф. – Тошкент, 2011; Исмаилов Ғ.М. Ўзбек тили терминологик тизимларида семантик усулда термин ҳосил бўлиши. Филол. фан. номз. дисс... автореф. – Тошкент, 2011; Ширинова Е.Т. Ўзбек тили банк-молия терминологияси. Филол. фан. б. фалс. док. дисс... автореф. – Тошкент, 2020; Исломов И.Х. Ўзбек тилининг географик терминологияси: тизими, генезиси, семантик структураси ва лексикографик талқини. Филол. фан. д-ри дисс... – Қарши, 2021; Ғуломова Г.Ё. Ўзбек юридик терминологиясининг истиқлол даври тараққиёти. Филол. фан. номз. дисс... – Тошкент, 2004; Эрматов И.Р. Терминология тизимида гиперо-гипонимик ва эквонимик муносабатлар (тилшунослик терминлари мисолида). Филол. фан. д-ри дисс... – Тошкент, 2022.; Nizomova M.B. Ingliz va o‘zbek tillaridagi pedagogikaga oid terminlarning struktur-semantik xususiyatlari va tarjima muammolari. Filol. fan. b. fals. dok. diss… – Termiz, 2022. – 146 b.

pedagogika terminologiyasining ham takomillashuviga jiddiy ta’sirini qayd qilish joiz. Bundan chorak asr oldin ilmiy jihatdan o‘rganilgan[3] o‘zbek tili pedagogik terminologiyasi tarkibida, terminlar ma’no va shaklida, leksikografik tavsiflarida o‘tgan vaqt oralig‘ida jiddiy o‘zgarishlar sodir bo‘lganligi ilmiy jamoatchilikka ham ma’lum. Ushbu holat va jarayonlar o‘zbek tili pedagogik terminlar tizimining mustaqillik yillaridagi takomillashuv hamda taraqqiyotini, uning sabab va omillari, natijalarini zamonaviy tilshunoslik nuqtayi nazaridan tekshirish hamda baholashni taqozo qilishi tabiiy.

Dissertatsiya mavzusining dissertatsiya bajarilgan oliy ta’lim yoki ilmiy tadqiqot muassasasining ilmiy tadqiqot ishlari bilan bog‘liqligi. Dissertatsiya ishi Toshkent davlat o‘zbek tili va adabiyoti universiteti ilmiy tadqiqot ishlari rejasiga muvofiq “O‘zbek nazariy va amaliy tilshunosligining dolzarb muammolari” mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi o‘zbek tili pedagogika terminologiyasining mustaqillik yillari davridagi takomillashuvining sabab va omillari, natijalarini tekshirish, soha terminologiyasidagi miqdor va sifat jihatdan sodir bo‘lgan o‘zgarishlarni aniqlash, terminlarning ma’noviy, leksikografik tavsiflari yuzasidan tavsiyalar ishlab chiqish hamda ilmiy asoslashdan iborat.

Tadqiqotning vazifalari quyidagilardan iborat:

o‘zbek tili pedagogika terminologiyasi shakllanishi, soha terminologiyasining mustaqillik yillaridagi takomillashuvi doirasidagi ijtimoiy, lingvistik sabab va omillar hamda terminologiyadagi o‘zgarish va natijalarni tekshirish, baholash;

O‘zbekiston ta’lim tizimining turli bo‘g‘inlari bilan bog‘liq terminologik o‘zgarishlarni tahlil qilish, o‘zbek tili pedagogika terminologiyasining tarkibiy tuzilishi, tasnifi, terminologik tizimdagi miqdor va sifat o‘zgarishlari doirasidagi leksik-semantik xususiyat hamda munosabatlarni tavsiflash;

o‘zbek tili pedagogika terminlari tizimidagi ayrim semantik munosabatlarni, xususan, giponimik, ekvonimik munosabatlarni, shuningdek, pedagogik terminlardagi ko‘p ma’nolilik holatini tekshirish, tavsiflash;

o‘zbek tili pedagogik terminologiyasidagi yangilik hamda eskirganlik xususiyatiga ega terminlarni aniqlash va terminologik, leksikografik tavsifini berish, o‘zbek tili pedagogika terminologiyasini tartibga solish, soha terminlarining umumlingvistik va sohaviy lug‘atlarda aks etgan tavsiflarini mukammallashtirishga oid amaliy tavsiyalar ishlab chiqish.

Tadqiqot obyekti sifatida pedagogika sohasiga oid tushunchalarni ifodalovchi o‘zbek tili terminlari “Pedagogika: ensiklopediya” (I-III jildlar)[4], “O‘zbek pedagogik ensiklopedik so‘zligi”[5], “Pedagogik atamalar lug‘ati”[6], “Lug‘at: oliy ta’lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi”[7], “Ijtimoiy

[3] Усмонов Н.Ў. Ўзбек тилининг педагогик терминологияси. Филол. фан. номз. ... дисс. – Тошкент, 1994.

[4] Педагогика: энциклопедия. I жилд. Жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2015; II жилд, 2015; III жилд, 2017.

[5] Ўзбек педагогик энциклопедик сўзлиги. – Тошкент: Chashma print, 2014.

[6] Педагогик атамалар луғати. Жамоа. – Тошкент, 2008.

[7] Lug‘at: oliy ta’lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020. – 168 b.

pedagogika atamalar izohli lug‘ati”[8], “Pedagogika fanidan izohli lug‘at”[9] kabilardan tanlandi.

Tadqiqot predmetini o‘zbek tili pedagogika terminologiyasi tarkibining mustaqillik davridagi leksik-semantik o‘zgarishlari; terminlararo giponimik, ekvonimik munosabatlar, terminologik polisemiya, yangi va eskirgan terminlarning semantik xususiyatlari, leksikografik talqini masalalari tashkil etadi.

Tadqiqot usullari. Tadqiqot jarayonida analiz va sintez, komponent tahlil, lingvostatistik, qiyoslash, leksikografik tahlil usullaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

o‘zbek tili pedagogika terminologiyasining O‘zbekiston mustaqilligi yillari davomidagi takomillashuvining ijtimoiy, lingvistik sabab va omillari ilmiy-nazariy jihatdan asoslangan, o‘zbek tilining pedagogika terminologiyasi takomillashuvi O‘zbekiston ta’lim tizimining barcha bo‘g‘inlarida kuzatilganligi dalillangan;

pedagogika fanida xalqaro standartlarga mos ravishda o‘zbekcha terminlar yaratilganligi, ularning mahalliy ta’lim jarayonlariga mosligi o‘zbek tilining pedagogika terminlari misolida asoslangan;

terminlararo giponimik, ekvonimik munosabatlarning amal qilish holati va o‘rni, hozirgi bosqichdagi struktural xususiyatlari ochib berilgan, ayrim pedagogika terminlarining ko‘p ma’nolilik tabiati terminologik lug‘atlar asosida aniqlangan;

o‘zbek tili pedagogik terminlari tizimidagi neologizm va eskirgan terminlarning ma’noviy tarkibi hamda ularning umumfilologik va maxsus lug‘atlarda berilish holatlari bilan bog‘liq kamchiliklar aniqlangan, shuningdek, o‘zbek tili pedagogik terminlarini unifikatsiya qilish usullari, soha terminlarining leksikografik talqini va tavsifi yuzasidan amaliy tavsiyalar ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

o‘zbek tili terminologiyasining taraqqiyoti, zamonaviy masalalari yuzasidan yaratiladigan ilmiy, uslubiy manbalarni boyitishga hissa qo‘shadi;

pedagogikaga oid terminlar tizimining ichki va tashqi imkoniyatlar asosida takomillashishi, ular yuzasidan chiqarilgan xulosalar, natija va tavsiyalar tilshunosligimiz, milliy terminografiyamizga oid ilmiy, metodik adabiyotlar hamda lug‘atlar uchun manba, tahliliy material sifatida xizmat qiladi.

Tadqiqot natijalarining ishonchliligi tadqiqot ishidagi ilmiy-nazariy yondashuv va qarashlarning rasmiy-ilmiy manbalardan olingani, pedagogika sohasiga mansub terminlarning terminologik va leksikografik tamoyillar doirasida tadqiq etilganligi, natija va xulosa, tavsiyalarning leksika, terminologik tizim amaliyotiga, ta’limiy jarayonga joriy etilganligi, qo‘lga kiritilgan natijalarning esa vakolatli tuzilmalar tomonidan tasdiqlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot davomida olingan natijalarning ilmiy ahamiyati terminologiya asoslari, terminologiya masalalari tadqiqi, terminlar tarkibining shakliy-ma’noviy o‘zgarishlari, terminlar o‘rtasida ma’noviy munosabatlarning amal qilish holati, soha terminografiyasi muammolari, soha terminlarini tartibga solish kabilar bo‘yicha nazariy xulosalar, ilmiy izlanishlar uchun ilmiy-nazariy manba darajasida xizmat qilishi bilan asoslanadi.

[8] Ижтимоий педагогика атамалар изоҳли луғати. Тузувчилар: З.Қорабоева, Н.Абдусаматова. – Наманган, 2017.
[9] Педагогика фанидан изоҳли луғат. Жамоа. – Тошкент: Фан ва технологиялар, 2008.

Tadqiqot natijalarining amaliy ahamiyati o‘zbek tili pedagogik terminlari tizimi, terminning ma’noviy tarkibi, o‘zbek tili pedagogik terminologiyasining mustaqilligimiz yillari davridagi sifat va miqdor jihatdan o‘zgarishlarini tekshirish, soha lug‘atlari uchun leksikografik materiallar va mahsulot, milliy terminologiyamiz ilmiy tadqiqi doirasida tahliliy manba sifatida qayd qilinishi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Mustaqillik yillarida o‘zbek tili pedagogika terminlarining takomillashuvi tadqiqi bo‘yicha olingan natijalar asosida:

o‘zbek tili pedagogika terminologiyasining O‘zbekiston mamlakati mustaqilligi yillari davomidagi sifat va miqdor jihatdan takomillashuvining ijtimoiy, lingvistik omillari, ilmiy-nazariy asos va vositalari, O‘zbekiston ta’lim tizimining barcha bo‘g‘inlariga oid pedagogika terminlari tizimidagi yangilanishlar bilan bog‘liq masalalar tahlili hamda ularga oid ilmiy xulosalaridan Toshkent davlat o‘zbek tili va adabiyoti universitetida 2021-2023-yillarda bajarilgan IL-402104474-raqamli “O‘zbek tilining ta’limiy korpusi” elektron platformasi va uning mobil ilovasini yaratish” mavzusidagi amaliy grant loyihasida foydalanilgan (Toshkent davlat o‘zbek tili va adabiyoti universitetining 2024-yil 07-sentyabrdagi 04/1-2320-son ma’lumotnomasi). Natijada ta’limiy korpusning elektron platformasi tarkibidagi ta’lim-tarbiya bilan bog‘liq tushuncha va ruknlar hamda korpus platformasiga joylashtirilgan lingvodidaktik manbalar, soha lug‘atlaridagi ta’lim-tarbiyaga oid terminlarning leksikografik tavsiflari mukammallashtirish, boyitishga xizmat qilgan;

pedagogika fanida xalqaro standartlarga mos ravishda yaratilgan o‘zbekcha terminlar, ularning mahalliy ta’lim jarayonlariga hamda terminologik talablarga muvofiqligi masalalari yuzasidan amalga oshirilgan tahlil natijalari hamda xulosalaridan Toshkent davlat o‘zbek tili va adabiyoti universitetida 2020-2023-yillarda bajarilgan AM-FZ-201908172-raqamli “Turkiy tillarning lingvodidaktik elektron platformasini yaratish” mavzusidagi amaliy loyihada foydalanilgan (Toshkent davlat o‘zbek tili va adabiyoti universitetining 2024-yil 07-sentyabrdagi 04/1-2319-son ma’lumotnomasi). Natijada lingvodidaktik elektron platforma uchun tanlangan ta’lim-tarbiya bilan bog‘liq materiallar mazmuni, lingvodidaktik manbalarning tarkibi o‘zbek pedagogikasidagi zamonaviy talqin, tahlil hamda leksikografik tavsiflar bilan ta’minlanishiga hissa qo‘shgan;

o‘zbek tili pedagogika terminlari tizimida ko‘p ma’nolilik hodisasi, giponimik, ekvonimik munosabatlarning amal qilish holati va o‘rni, hozirgi bosqichdagi struktural xususiyatlari, ayrim pedagogika terminlarining ko‘p ma’nolilik tabiati, ularning terminologik lug‘atlarda berilishiga oid tahlil natijalari hamda xulosalaridan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida 2021-2023-yillarda bajarilgan IL-402104474-raqamli “O‘zbek tilining ta’limiy korpusi” elektron platformasi va uning mobil ilovasini yaratish” mavzusidagi amaliy grant loyihasida foydalanilgan (Toshkent davlat o‘zbek tili va adabiyoti universitetining 2024-yil 07-sentyabrdagi 04/1-2320-son ma’lumotnomasi). Natijada loyiha doirasida bajarilgan tadqiqotlarda pedagogika terminlarining to‘g‘ri va maqsadga muvofiq tarzda qo‘llanish imkoniyatlari ta’minlangan;

o‘zbek tili pedagogika terminlari tizimidagi neologizm va eskirgan terminlarning ma’noviy tarkibi, ularning umumfilologik hamda maxsus lug‘atlarda berilish holatlari bilan bog‘liq kamchiliklar, shuningdek, o‘zbek tili pedagogik terminlarini unifikatsiya

qilish usullari yuzasidan amalga oshirilgan tahlil va ilmiy xulosalardan, soha terminlarining leksikografik talqini hamda tavsifi yuzasidan ishlab chiqilgan amaliy tavsiyalaridan Toshkent davlat o‘zbek tili va adabiyoti universitetida 2020-2023-yillarda bajarilgan AM-FZ-201908172-raqamli “Turkiy tillarning lingvodidaktik elektron platformasini yaratish” mavzusidagi amaliy loyihada foydalanilgan (Toshkent davlat o‘zbek tili va adabiyoti universitetining 2024-yil 07-sentyabrdagi 04/1-2319-son ma’lumotnomasi). Natijada loyiha vazifalari doirasida amalga oshirilgan va yaratilgan manba hamda materiallarning mazmunan boyitilishiga, lingvodidaktik materiallarda pedagogik terminlardan o‘rinli foydalanishga erishilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 3 ta xalqaro va 3 ta respublika ilmiy-amaliy anjumanida muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya mavzusi bo‘yicha jami 12 ta ilmiy ish e’lon qilingan, jumladan, O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 6 ta ilmiy maqola, shundan, 4 tasi respublika hamda 2 tasi xorijiy jurnalda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro‘yxatidan iborat bo‘lib, umumiy hajmi 135 betni tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida mavzuning dolzarbligi va zarurati asoslangan, respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga bog‘liqligi ko‘rsatilgan, maqsad va vazifalari berilgan, obyekti va predmeti tavsiflangan, ilmiy yangiligi va amaliy natijalari bayon qilingan, natijalarning ilmiy va amaliy ahamiyati ochib berilgan, joriylanishi, aprobatsiyasi, nashr etilgan ishlar va dissertatsiya tuzilishi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning I bobi **“O‘zbek tili pedagogika terminologiyasining taraqqiyoti, tadqiqi masalalari”** deb nomlangan. Bobning *“Pedagogika terminologiyasi takomillashuvining davriy bosqichlari”* deb nomlangan 1.1- paragrafida o‘tgan asr so‘ngi va yangi asr boshlarida ilm-fan taraqqiyoti, axborot texnologiyalarining jadal sur’atdagi rivoji, fanlar, sohalar integratsiyasi, sun’iy intellekt, nanotexnologiyalar rivoji, inson kapitaliga nisbatan munosabatning o‘zgarishi kabi omillar umumleksika bilan birga terminologiya tarkibida ham jiddiy o‘zgarish va yangilanishlarni yuzaga keltirganligi, umumtil leksikasining muhim tarkibiy qismi bo‘lgan terminologiyani tadqiq qilish, o‘zbek tili pedagogik terminologiyasining taraqqiyoti, mustaqillik yillaridagi takomillashuvi, tadqiqi masalalari tahlil qilingan.

O‘zbek tili pedagogik terminologiyasi ming yillik tarixiy davrni bosib o‘tgan bo‘lsa-da, uning monografik plandagi ilmiy tadqiqi XX asr oxirida boshlangan[10]. N.Usmonovning tadqiqotida ilk marta o‘zbek tili pedagogik terminologiyasining shakllanish manbalari, pedagogik terminlarning leksik-semantik guruhlari, o‘zlashma qatlamga munosabati, pedagogik terminlarning ichki imkoniyatlar hisobiga qaror

[10] Усмонов Н.Ў. Ўзбек тилининг педагогик терминологияси. Филол. фан. номз. дисс… автореф. – Тошкент, 1994.

topishi, yasama, qo‘shma, birikma terminlar, pedagogik terminlarni tartibga solish masalalari tadqiq qilindi. N.Usmonovning ta’kidlashicha: “... Hozirgi o‘zbek tilining pedagogikaga oid terminologik sistemasida 10 000 dan ortiq sof termin mavjud”[11]. Mazkur ma’lumot o‘tgan asrning 90-yillariga tegishli bo‘lib, ayni paytda, o‘zbek tilining pedagogik terminologiyasi miqdoran ancha ortganligi shubhasiz.

2022-yilda bajarilgan yana bir tadqiqotda[12] pedagogika sohasiga oid terminlarning struktur-semantik xususiyatlari hamda tarjima muammolari o‘zbek va ingliz tillari misolida chog‘ishtirma aspektda tekshirilgan. O‘zbek va ingliz tillari pedagogik terminologiyasining shakllanish hamda rivojlanish bosqichlari, termin va atamalarning struktur-semantik xususiyatlari, pedagogik terminlarning tarjima muammolari mazkur tadqiqot predmetini tashkil qilgan.

Ta’lim-tarbiya masalalari, yosh avlodni o‘qitish, shaxs tarbiyasi tarixi insoniyat yoshi bilan teng bo‘lsa-da, “zamonaviy pedagogika fani hamda uning hozirgi ko‘rinishidagi terminologiyasi o‘zbeklar hayotida XX asr boshlaridan keyin yuzaga keldi”[13]. O‘zbek terminshunosligining taraqqiyoti va tadqiqiga munosib hissa qo‘shgan professor H.Dadaboyev tomonidan amalga oshirilgan o‘zbek terminologiyasi taraqqiyot bosqichlari[14] asosida o‘zbek tili pedagogik terminologiyasi taraqqiyotini biz quyidagi to‘rt davrga ajratishni maqsadga muvofiq deb hisoblaymiz: 1) eski turkiy til pedagogik terminologiyasi (XI-XIV); 2) eski o‘zbek adabiy tili pedagogik terminologiyasi (XV-XX asr boshi); 3) sho‘rolar davri o‘zbek tili pedagogik terminologiyasi (XX asr boshidan 90-yillarigacha); 4) mustaqillik davri o‘zbek tili pedagogik terminologiyasi (XX asr 90-yillaridan hozirgacha).

O‘zbek pedagogikasining taraqqiyotida XX asr boshidagi ijtimoiy-siyosiy vaziyat, milliy-madaniy evrilishlar alohida ta’sirga ega hisoblanadi. Ayniqsa, milliy uyg‘onish va taraqqiyot g‘oyalari, vatanparvarlik, millatparvarlik harakatlari, faoliyati bilan millat taraqqiyotida bemisl iz qoldirgan jadidchilik harakati vakillarining xizmati, milliy pedagogikamiz taraqqiyotiga qo‘shgan hissasi katta ahamiyat kasb etadi. Xususan, o‘zbek pedagogikasi va terminologiyasining taraqqiyotida Abdulla Avloniy ijodi, ma’rifatparvarlik faoliyati ham alohida o‘rin egallaydi. U, jumladan, *ilmi axloq, bola tarbiyasining fani, axloq tarbiyasi, fikr tarbiyasi, yaxshi xulq, yomon xulq, fatonat, diyonat, g‘ayrat, riyozat, hilm, intizom, ibrat, iffat, zako, hifzi lison, munislik* kabi shaxs ta’lim-tarbiyasiga oid tushunchalarni ifodalovchi yuzlab terminlarning barqarorlashuvi, faollashuviga ma’rifatparvarlik faoliyati, didaktik asarlari orqali munosib hissa qo‘shgan.

Bobning *“O‘zbek tili pedagogik terminologiyasi takomillashuvining ichki va tashqi omillari”* deb nomlangan 1.2-paragrafida o‘zbek tili pedagogik terminologiyasi tizimi, tarkibi, takomillashuv omillari hamda tendensiyalarini tadqiq qilish zarurati doirasidagi fikr-mulohaza va tahlillar o‘rin olgan.

Ma’lumki, ta’lim-tarbiya sohasiga nisbatan yangicha yondashuv va nazariyalar, o‘zbek pedagogikasi yangi konseptual asoslarining rivojlantirilishi, sohadagi samarali islohotlar, milliy dastur va axborot texnologiyalarining ta’lim jarayoniga keng hamda

[11] Усмонов Н. Ko‘rsatilgan manba. – B. 16.
[12] Nizomova M.B. Ingliz va o‘zbek tillaridagi pedagogikaga oid terminlarning struktur-semantik xususiyatlari va tarjima muammolari. Filol. fan. b. fals. dok. diss… – Termiz, 2022.
[13] Усмонов Н. Ko‘rsatilgan manba. – B. 4.
[14] Dadaboyev H. O‘zbek terminologiyasi. O‘quv qo‘llanma. – Toshkent: Yoshlar ijodiy uyi, 2019. – B. 11.

faol tatbiqi natijasida sohaning konseptual va terminologik apparati yangilandi. “Har qanday fan yoki sohaning tez sur’atlarda rivojlanishi soha terminologiyasida yangi termin, atamalarning paydo bo‘lishi va ayrimlarining yo‘qolishiga sabab bo‘ladi”[15]. Zamonaviy o‘zbek pedagogikasi terminologik tizimi *kompetensiyaviy ta’lim, pedagogik deontologiya, media-ta’lim, ta’lim menejmenti, karyera markazi, konsalting mahorat, ta’lim monitoringi, kredit-modul, kampus, dual ta’lim, akadem mustaqilllik, intensiv ta’lim, masofaviy ta’lim, onlayn dars* kabi yuzlab yangi tushuncha va terminlar bilan boyidi, ayrim termin va atamalar yangi mazmunga ega bo‘ldi, ba’zi tushunchalar qatori termin hamda atamalar ham terminologiyaning nofaol qatlamidan joy oldi.

O‘zbek tili pedagogik terminologiyasi takomillashuvining omillarini quyidagicha ikki guruhga ajratishimiz mumkin: 1) takomillashuvning ichki omili; 2) takomillashuvning tashqi omili.

O‘zbek tili pedagogik terminologiyasi takomillashuvi ichki omili grammatik vositalardir. O‘zbek tili pedagogik terminlarining grammatik vositalar yordamida hosil qilinishida asosan *-lik, -lashtirish, -lash, -li, -viy, -chilik, -chi, -vchi* kabi so‘z yasovchi hamda *-(i)sh, -(u)v, -i* kabi shakl hosil qiluvchi morfemalar faol ishtirok etganligini kuzatish mumkin, masalan: *kompetentlik, testlashtirish, dasturlash, mustaqil izlanuvchi, guruhli (o‘qitish), mezonli (test), multimediali (dars)* kabilar.

O‘zbek tili pedagogik terminologiyasining takomillashuvi doirasida amalga oshirilgan kuzatuvlarimiz natijasida aniqlangan 400 ga yaqin yangi tushunchalarni ifodalovchi yangi terminlarni hamda avvaldan mavjud tushunchalarning o‘zbek tili leksik birliklari vositasida yangicha nomlanishini O‘zbekiston ta’lim bo‘g‘inlari kesimida raqamlarda quyidagicha ifodalash mumkin: maktabgacha ta’lim bo‘g‘inida 69 ta; umumiy o‘rta va o‘rta maxsus ta’lim bo‘g‘inida 45 ta; professional ta’lim bo‘g‘inida 78 ta; oliy ta’lim bo‘g‘inida 75 ta; oliy ta’limdan keyingi ta’lim bo‘g‘inida 24 ta, kadrlarni qayta tayyorlash va ularning malakasini oshirish bo‘g‘inida 66 ta, maktabdan tashqari ta’lim bo‘g‘inida 23 ta. Qayd qilingan mazkur terminologik birliklar sohaga oid terminologik va ensiklopedik lug‘atlar, hukumatimizning sohaga tegishli rasmiy hujjatlari, pedagogika sohasiga oid darslik va adabiyotlardan o‘rin olgan.

Birinchi bobning “*O‘zbek tili pedagogika terminologiyasining tarkibiy tasnifi va tayanch terminlari semantikasi”* deb nomlangan 1.3-paragrafida o‘zbek tili pedagogik terminologiyasining tarkibiy tuzilishi, undagi tayanch terminlar tavsifi masalalari tadqiq qilingan.

O‘zbek tili pedagogik terminologiyasi ham ta’lim-tarbiya jarayoni va uni amalga oshirishni bevosita nazarda tutuvchi pedagogika sohasi hamda uning nazariy-amaliy masalalari, tadqiq obyekti va predmeti, maqsad va vazifalari bilan chambarchas bog‘liq. Shu asosda o‘zbek tili pedagogik terminologik tizimining ideografik strukturasini quyidagicha ko‘rinishda qayd qilishni o‘rinli deb bilamiz: 1. Ta’lim nazariyasi terminlari mikrotizimi (*kompetensiyaviy ta’lim, kredit-modul, akadem mustaqillik* kabilar*)*. 2. Tarbiya nazariyasi terminlari mikrotizimi (*milliy tarbiya, o‘z-o‘zini tarbiyalash, rag‘batlantirish* v.b.). 3. Metodikaga oid terminlar mikrotizimi (*ta’lim mazmuni, ta’lim maqsadi, ta’lim metodi* v.b.). 4. Ta’lim-tarbiya jarayoni

[15]Марчук Ю.Н. Лексическая многозначность и перевод // Перевод и когнитология в XX веке: сб. статей по матер. VIII междунар. науч. теорет. конф. – М.: МГУ, 2015. – С. 25.

ishtirokchilarini nomlovchi terminlar mikrotizimi (*talaba, tyutor, mustaqil izlanuvchi* v.b.). 5. Ta’lim-tarbiya tashkiloti va muassasalarini nomlovchi terminlar mikrotizimi (*Oliy ta’lim, fan va innovatsiyalar vazirligi, Maktabgacha va maktab ta’limi vazirligi, Bilim va malakalarni baholash agentligi* v.b.). 6. Ta’lim-tarbiya jarayonida qo‘llanadigan predmetlarni nomlovchi terminlar mikrotizimi (*elektron darslik, multimediali kitob, smart doska* v.b.). Pedagogik terminologiya ideografik tarkibi ana shu oltita alohida va bir-biriga nisbatan zich munosabat hosil qilib turuvchi mikrotizim asosiga qurilgan, mazkur tasnifiy bo‘linishdagi har bir mikrotizim, o‘z navbatida, ichki guruhlarga ham bo‘linadi.

O‘zbek tili pedagogik terminlari tizimining giperonimi, dominant termini *pedagogika*dir. Shuningdek, *“pedagogik”, “ta’lim”, “tarbiya”, “didaktika”, “metodika”* kabi tayanch terminlari lisoniy qiymati, terminologik ma’nosidagi alohida belgilar ularning lingvistik va ensiklopedik tavsiflarida ham namoyon bo‘ladi. Xususan: “PEDAGOGIKA [*yun.* paidagogike < pais, paidos – bola + ago – yetaklab boraman, tarbiya qilaman]: **1.** Tarbiya, ta’lim hamda ma’lumot berishning nazariy va amaliy jihatlarini o‘rganuvchi fanlar majmuyi. **2.** Ayni shu soha (mutaxassislik) bo‘yicha o‘quv fani”[16]. Ko‘rinadiki, terminning ikki ma’nosi farqlangan. O‘zbek pedagogikasining deyarli barcha tushuncha va terminologiyasini o‘zida aks ettirgan ensiklopedik lug‘atdagi *pedagogika* termini quyidagicha izohlangan: “PEDAGOGIKA: 1) ta’lim-tarbiyaning nazariy asoslarini tadqiq etuvchi fan; 2) yoshlarga ta’lim-tarbiya hamda ma’lumot berish, ularni rivojlantirishning nazariy va amaliy jihatlarini o‘rganuvchi o‘quv fani; 3) P. Oliy o‘quv yurtida o‘qitiladigan turkum fanlarining umumiy nomi”[17]. *Pedagogika* terminining mazkur izohiga ko‘ra, birdan ortiq tushunchani o‘zida mujassamlashtirgan, biroq ikkinchi ma’no tarkibida “yoshlarga ta’lim-tarbiya hamda ma’lumot berish” birikmasida “kattalar” so‘zi ham qayd qilinsa yoki “shaxsga ta’lim-tarbiya hamda ma’lumot berish” tarzida leksikografik izohi shakllantirilsa, maqsadga muvofiq bo‘lar edi, chunki *pedagogika* tushunchasida katta yoki kichik yosh degan farqlash belgisi emas, umuman, “shaxs ta’lim-tarbiyasi” degan mazmun-mohiyat barqarorlashib ulgurgan.

Pedagogikaning asosiy tushunchalarini ifodalovchi *tarbiya, ta’lim* terminlari ham *pedagogika* termini kabi soha terminologiyasining markaz, yadro termini mavqeyini egallaydi. *Ta’lim* tushunchasi maxsus ensiklopedik lug‘atda o‘zining mazmun-mohiyatini topgan. Ta’lim tushunchasining asosiy mazmuni “o‘rgatuvchi va o‘rganuvchilarning o‘zaro hamkorlikdagi o‘quv faoliyati” degan semada yaqqol namoyon bo‘ladi.

Pedagogikaning bugungi kunda insonparvarlik pedagogikasi, ishlab chiqarish pedagogikasi, kasbiy pedagogika, klassik pedagogika, konant pedagogikasi, konduktiv pedagogika, korreksion pedagogika, maktabgacha ta’lim pedagogikasi, oligofrenopedagogika, tiflopedagogika, musiqiy pedagogika, mustaqillik davri pedagogikasi, pragmatik pedagogika, ijtimoiy pedagogika kabi yuzlab soha, tarmoq, bo‘lim, yo‘nalishlari mavjudligi va yangilari paydo bo‘layotganligini soha hamda uning ta’limiga oid adabiyotlar, ilmiy-uslubiy manbalar, terminologik, ensiklopedik lug‘atlar,

[16] O‘zbek tilining izohli lug‘ati. 6 jildli. 3-jild. – Toshkent: G‘afur G‘ulom, 2022. – B. 702.
[17] Педагогика: энциклопедия. III жилд / Тузувчилар: жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2017. – Б. 67.

matbuot va ijtimoiy tarmoq mediamaydoni orqali kuzatish mumkin. Bularning har biri pedagogik terminologiyaning sifat va miqdor jihatdan o‘zgarishi, takomillashuvidan dalolat beradi.

Dissertatsiyaning II bobi **“O‘zbek tili pedagogik terminlariaro semantik munosabatlar”** deb nomlanadi. Uning *“O‘zbek tili pedagogik terminologiyasida gipero-giponimik munosabatning amal qilishi”* deb nomlangan 2.1-paragrafida pedagogik terminlar tizimida giponimik munosabat hamda uning terminlar o‘rtasidagi amal qilish holati yuzasidan fikr-mulohaza va tahlillar o‘rin olgan.

O‘zbek tilshunosligida ham terminlarning lug‘aviy birlik sifatidagi ayrim funksional semantik xususiyatlari hali to‘la tadqiqini topmagan. Terminlar tizimidagi giponimik va ekvonimik munosabatlarning yaxlit talqinini esa tadqiqotchi I.Ermatovning tilshunoslik terminlari yuzasidan amalga oshirilgan tadqiqotida uchratamiz[18].

Til tizimining mohiyatini tashkil etuvchi asosiy munosabat sifatida baholanadigan giponimik munosabatning sistemadagi o‘rni va mavqeyi masalasi o‘zbek tilshunosligida nisbatan ko‘proq tadqiqini topgan[19]. Kuzatish va tahlillar obyekti sifatida maktabgacha ta’lim tizimiga oid tushuncha hamda terminlarni tanladik.

“Maktabgacha yoshdagi bolalar qiziqishi, iqtidori, individual ruhiy va jismoniy xususiyatlari, madaniy ehtiyojlarini inobatga olgan holda hamda bolada ma’naviy me’yorlarning shakllanishi, hayotiy va ijtimoiy tajriba egallanishini ko‘zda tutgan har tomonlama rivojlantirishga qaratilgan yaxlit jarayon”[20]ni amalga oshiruvchi ta’lim muassasasi sifatida *maktabgacha ta’lim tashkiloti* qayd qilinadi. Ushbu tizim doirasidagi asosiy tushunchalar sirasida maktabgacha ta’lim tashkiloti va uning turlari alohida o‘rin egallaydi hamda mazkur tushunchaning leksik ifodasi sifatida *maktabgacha ta’lim tashkiloti* termini soha nutqida ham faol qo‘llanadi.

Maktabgacha ta’lim muassasalari guruhlari asosida ushbu tushunchalarni ifodalovchi terminlarning semantik munosabati quyidagicha: *maktabgacha ta’lim muassasalari guruhi* (giperonim) – *ilk rivojlanish guruhi; kichik guruh; o‘rta guruh; katta guruh; maktabga tayyorlov guruhi* (giponimlar). Tasnifdan ma’lum bo‘ladiki, giperonim terminining “guruh” semasi unga nisbatan giponim bo‘lgan barcha terminlar ma’no tarkibida qatnashib, giperonimlik mavqeyini ta’minlashga xizmat qiladi. Giponimlar tarkibidagi “guruh” semasi umumlashtiruvchi belgi sifatida, giponimlardagi “ilk”, “kichik”, “o‘rta”, “katta”, “maktabga tayyorlov” semalar farqlovchi, ya’ni har bir giponimning alohidaligini ta’minlovchi belgilar tarzida baholanadi. Shu o‘rinda ushbu terminlarning soha lug‘atlarida ham aks etmaganligini ta’kidlash, ular kabi sohaga oid tushunchalarning izohli lug‘atlardagi tavsifini yangilash, mukammallashtirish zarurligini ham qayd qilish joiz.

O‘zbek tilining pedagogik terminlar tizimida *ta’lim turlari* tushunchasi ham alohida paradigmani tashkil etgan holda o‘z tarkibidagi tushunchalarni ifodalovchi

[18]Эрматов И. Терминология тизимида гиперо-гипонимик ва эквонимик муносабатлар (тилшунослик терминлари мисолида). Филол. фан. д-ри дисс... – Тошкент, 2022.

[19]Бегматов Э. Ҳозирги ўзбек адабий тилининг лексик қатламлари. – Тошкент, 1985; Неъматов Ҳ., Расулов Р. Ўзбек тили систем лексикологияси асослари. – Тошкент: Ўқитувчи, 1995; Сафарова Р.Г. Гипонимия в узбекском языке (на материале общеупотребительных зоонимов). Дисс. … канд. филол. наук. – Ташкент, 1990.

[20]Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Мактабгача таълим ва тарбиянинг давлат стандартини тасдиқлаш тўғрисида”ги Қарори. – Тошкент, 2020. 22 декабрь, 802-сон.

terminlar o‘rtasida giponimik munosabat hosil qilgan holda tizimdan barqaror o‘rin egallaydi. Xususan: “Ta’lim turlari” mikrotizimi tarkibi o‘z ichiga quyidagilarni oladi: *ta’lim* (giperonim) – *maktabgacha ta’lim va tarbiya; umumiy o‘rta va o‘rta maxsus ta’lim; professional ta’lim; oliy ta’lim; oliy ta’limdan keyingi ta’lim; kadrlarni qayta tayyorlash va ularning malakasini oshirish; maktabdan tashqari ta’lim* (giponimlar).

Terminlararo funksional-semantik munosabatlar tahlili orqali termin ostidagi tushunchalarning aloqadorlik qonuniyatlari ochiladi, terminlar orqali anglashiladigan tushuncha va bilimlar mazmun-mohiyati yanada aniqlik kasb etish imkoniyati ta’minlanadi.

“Pedagogik terminlar tizimidagi ekvonimik munosabat” deb nomlangan 2.2-paragrafda leksik-semantik munosabatlar sirasidagi ekvonimiya va uning semantik munosabat sifatidagi terminlararo amal qilish holati tahlilga tortilgan. Rus tilshunosligida V.Gak, Shur, F.Filin, M.Nikitin, D.Shmelev[21], o‘zbek tilshunosligida A.Berdialiyev, I.Ermatov kabi olimlarning tadqiqotlarida ekvonim, ekvonimiya tushunchalari bilan bog‘liq lingvistik hodisalar talqini va tavsifiga guvoh bo‘lamiz. A.Berdialiyev tomonidan ekvonimlar giponim, partonim, funksionimlar qatorida denotativ asosi har xil bo‘lgan lug‘aviy-mazmuniy medioqurilmalarning ichki guruhiga mansub leksik-semantik hodisa sifatida talqin qilingan[22].

Ekvonimiya va ekvonim xususida turli yondashuvlar kuzatiladi, jumladan, M.V.Nikitinning talqinida bitta giperonim ostidagi giponimlar ekvonimlar, ular o‘rtasidagi semantik munosabat esa ekvonimiyadir[23]. “Qarama-qarshi ma’noli lug‘aviy birliklarni terminologik tizimda antonimlar emas, *ekvonim* lug‘aviy birliklar termini bilan nomlash maqsadga muvofiq bo‘ladi”[24].

Bitta giperonimga nisbatan giponim mavqeyida bo‘lgan leksemalar o‘rtasidagi o‘zaro munosabat ekvonimiya tarzida belgilanishi lozim bo‘ladi va *ekvonim, ekvonimiya* tushunchalari ta’rifida ana shu jihat ustuvorlik kasb etishi maqsadga muvofiq.

Pedagogika terminologiyasining tayanch, markaziy terminlaridan biri bo‘lgan *tarbiya* giperonimiga nisbatan giponim mavqeyida bo‘lgan *jismoniy tarbiya, ekologik tarbiya, huquqiy tarbiya, ma’naviy tarbiya, aqliy tarbiya* kabi terminlar o‘zaro tur-tur munosabatida bo‘lib, o‘zaro semantik tenglik (o‘xshashlik, umumiylik emas) pozitsiyasiga ega, ular ayrim differensial belgi asosida farqlilik kasb etadi. Ekvonimlarning ekvonimik qatordagi o‘rni erkin, darajalanish qatoridagi kabi a’zolarning o‘rni qat’iy emas, belgilanmagan, ekvonimlar qatorning turli o‘rnida qayd qilinishi mumkin, muayyan o‘rinni (pozitsiyani) egallashi talab qilinmaydi. Masalan, yuqoridagi ekvonimik qatordagi terminlarning ushbu paradigmadagi o‘rni (pozitsiyasi) erkin, ularning o‘rin almashishi munosabat mohiyatiga ta’sir qilmaydi: *aqliy tarbiya, huquqiy tarbiya, jismoniy tarbiya, ma’naviy tarbiya, ekologik tarbiya* kabi. Ekvonimlar

[21] Гак В.Г. К проблеме семантической синтагматики // Проблемы структурной лингвистики – 1971. – М.: Радуга, 1972; Щур Г.С. Теории поля в лингвистике. – М.: Наука, 1974; Филин Ф.П. Очерки по теории языкознания. – М.: Наука, 1982; Никитин М.В. Основы лингвистической теории значения. Учебное пособие. – М.: Высшая школа, 1988; Шмелев Д.Н. Проблемы семантического анализа лексики. – М.: ДомКнига, 2006.

[22] Бердиалиев А. Луғавий бирликлараро лисоний муносабатлар масаласига доир // Тилшунослик ва адабиётшунослик масалалари. Илмий мақолалар тўплами. – Хўжанд: Нури маърифат, 2011. – Б. 10-15.

[23] Никитин М.В. Основы лингвистической теории значения. – М.: Высшая школа, 1988. – С. 94.

[24] Эрматов И. Ko‘rsatilgan manba. – B. 74.

o‘rtasida kuzatiladigan zidlik belgisi barcha ekvonimlarga xos emas. Yuqoridagi ekvonimik qatordagi a’zolar o‘rtasida ana shu kabi zidlanish kuzatilmaydi.

Ta’lim tizimi va turlari tushunchalari doirasida o‘ziga xos o‘rin va ahamiyatga ega bo‘lgan *oliy ta’limdan keyingi ta’lim, tayanch doktorantura, doktorantura, mustaqil izlanuvchilik* terminlariaro giponimik, ekvonimik munosabatni qayd qilish mumkin. Jins-tur munosabatida *oliy ta’limdan keyingi ta’lim* giperonim, *tayanch doktorantura, doktorantura, mustaqil izlanuvchilik* terminlari giponimlardir. Ekvonimik munosabatda faqat giponim terminlar ishtirok etadi va *tayanch doktorantura, doktorantura, mustaqil izlanuvchilik* terminlari o‘zaro ekvonimik munosabat asosida ekvonimlar hisoblanadi.

Terminlararo ekvonimlik hodisasi ham terminning terminsistemadagi o‘rnini belgilash va terminologik ma’noning sohaviy, lisoniy jihatdan tavsiflanishida alohida ahamiyat kasb etadi.

II bobning 2.3-paragrafi *“O‘zbek tilining pedagogik terminologiyasida ko‘p ma’nolilik hodisasi”* deb nomlanib, unda pedagogik terminlarning ko‘p ma’noliligi yuzasidan kuzatish, tahlillar amalga oshirilgan.

Terminologik birliklarni semantik tarkibiga ko‘ra bir ma’noli va ko‘p ma’noli terminlar guruhiga ajratishning asoslari mavjud. Terminologiyaning katta miqdorini bir ma’noli terminlar tashkil qiladi, terminning tabiati ham xuddi shu holatni talab qiladi. Ayrim olimlar, terminlarning ko‘p ma’noli bo‘lishiga qarshi bo‘lsalar-da, ilmiy tushunchalarning turlicha talqin qilinishi mumkinligini qo‘llab-quvvatlaydilar[25]. D.S.Lottening ta’kidlashicha, muayyan bitta termin muayyan soha terminologiyasida bir ma’noli bo‘lishi lozim[26]. A.Hojiyev ta’kidlaganidek, “terminlar bir ma’noli bo‘lishi, ekspressiv va emotsionalikka ega bo‘lmasligi kabi belgilari bilan umumiste’moldagi so‘zlardan farqlanadi”[27]. V.A.Tatarinov terminologiyada monosemiyaga zid bo‘lgan polisemiya hodisasi ham mavjudligini, terminologik birlik polisemiyasi salbiy xususiyat sifatida baholanmasligini ta’kidlaydi[28].

O‘zbek tilining pedagogika terminologiyasida quyidagilar ham polisemantik terminlar sifatida qayd qilinganligi kuzatiladi: “*Avtoritar texnologiya* – 1) an’anaviy ta’lim jarayonining ifodasi bo‘lib, o‘qitish jarayonida o‘quvchi obyekt, o‘qituvchi subyekt sifatida faoliyat ko‘rsatishiga asoslangan tizim; 2) o‘quv-tarbiya jarayonida o‘quvchini bo‘ysundirish asosida boshqarish texnologiyasi. *Adabiyot o‘qitish metodikasi* – 1) adabiyot ta’limi nazariyasi hamda metodikasi bo‘yicha talabalarga muayyan bilim, ko‘nikma, malakalar hosil qilishga yo‘naltirilgan o‘quv fani; 2) adabiyot o‘qitish metodikasi xususiy pedagogikaning asosiy sohasi. *Kurs* – 1) oliy va o‘rta maxsus o‘quv yurtlarida o‘quv davri, bosqichi (masalan: birinchi kurs, ikkinchi kurs va h.k.); 2) biror fan va ilm sohasining muayyan doiradagi tugallangan bayoni (masalan: ta’limning kurs tizimi). *Pedagogik ijodkorlik* – 1) ta’lim beruvchi tomonidan o‘quv-tarbiya vazifalarini yuksak sifat darajasida o‘zgacha hal etilishi; 2) ta’lim-tarbiya

[25] Чернышова Л.А. Отраслевая терминология в свете антропоцентрической парадигмы. – М.: МГОУ, 2010. – С. 104.

[26] Лотте Д.С. Вопросы заимствования и упорядочивания иноязычных терминов и терминоэлементов. – М., 1982.

[27] Ҳожиев А. Тилшунослик терминларининг изоҳли луғати. – Тошкент: Ўзбекистон миллий энциклопедияси, 2004. – Б. 104.

[28] Татаринов В.А. Теория терминоведения: в 3 т. – Т.1: Теория термина: история и современное состояние. – М.: Московский Лицей, 1996.

amaliyoti va nazariyasining boyitilishi”[29]. Yuqorida qayd qilingan ayrim polisemantik termin ma’nolari o‘rtasidagi alohidalik yaqqol ajralib tursa (*kurs, pedagogik ijodkorlik*), alohida ma’nolar tarzida izohlangan ayrim ma’nolar o‘rtasida jiddiy farqlilik sezilmaydi (*avtoritar texnologiya, adabiyot o‘qitish metodikasi, pedagogik innovatsiya*). Bu holat esa soha lug‘atlarida ko‘p ma’noli termin sifatida berilgan terminlarning ma’nolarini umumlashtirgan holda tavsiflashni taqozo qiladi.

Dissertatsiyaning uchinchi bobi **“O‘zbek tili pedagogik terminologiyasi takomillashuvi, leksikografik talqini muammolari”** deb nomlangan bo‘lib, uning *“O‘zbek tili pedagogik terminologiyasining neologizm terminlari”* deb nomlamgan 3.1-paragrafida pedagogika terminologiyasidagi neologizm terminlar yuzasidan kuzatish va tahlillar amalga oshirilgan.

Har qanday soha va uning terminologiyasi kabi o‘zbek tilining pedagogik terminlari tizimi ham doimiy o‘zgarish, takomillashuvga ega. Bu esa soha terminologiyasida ham neologizm sifatida baholanuvchi birliklarning alohida paradigmasining shakllanishiga olib keladi. Tadqiqotlarda neologizm hodisasining turlicha nomlanib kelinayotgani kuzatiladi: *termin neologizm, neonim, neonominatsiya, neografizm, neosemantizm* kabilar[30].

Ta’lim-tarbiya sohasi terminologiyasida neologizm terminlarning ikki turini ajratish mumkin: 1) ilgari qo‘llanilgan, ammo hozirgi vaqtda o‘quv faoliyatida yangi ma’noda ishlatilayotgan terminlar (*talaba, qarzdorlik, qayta topshirish* v.b.); 2) ta’lim jarayonining yangi hodisalari, tushunchalari, subyektlari (*masofaviy ta’lim, onlayn ta’lim, vebinar, tyutor, kredit* va boshqalar)ni tavsiflovchi neologizm terminlar.

So‘nggi paytlarda ta’lim tizimida masofaviy ta’lim tobora keng tarqalmoqda. Ta’lim sohasi leksikasida ushbu turdagi ta’lim texnologiyalari bilan bog‘liq yangi so‘zlar paydo bo‘ldi. Jumladan, *tyutor, kredit-modul, vebinar, videomaterial, audiomatn, videodars, internet sinf, virtual ta’lim muhiti, virtual universitet, masofaviy kurs, keys stadi, keys texnologiyasi, elektron ta’lim, elektron darslik, multimedia, kouching* va boshqalar. Asosan, bu terminlar ingliz tilidan o‘zlashtirilib, ayrimlari o‘zbek tili imkoniyatlari asosida neologizm terminlar hosil qilishda faol ishtirok etadi.

Zamonaviy ta’lim jarayoni bilan bog‘liq shaxslar nutqida qo‘llanila boshlangan *keys* neologizm terminiga alohida e’tibor qaratish lozim. *Keys* termini shakldoshlik xususiyatiga ega. Birinchi holda, *keys* (inglizcha *casye* – sumka, portfel) turli elektron axborot vositalarida o‘quv materiallari to‘plami (bosma, audio, video, elektron mahsulotlar)ni nomlaydi, ikkinchisi – talabaning mustaqil ishlashi uchun berilgan vazifani anglatadi. Demak, *videokeys, mini-keys* terminlari o‘quv video formatlarini nomlash uchun tilda paydo bo‘lgan. *Keys* termini ishtirok etgan yana boshqa yangi terminlar ham zamonaviy ta’lim jarayonida qo‘llanilmoqda. Masalan, *o‘yin videokeysi* (professional aktyorlar tomonidan o‘ynalgan, 15-20 daqiqa davom etadigan o‘quv vaziyatining keng ko‘lamli taqdimoti bo‘lgan videoklip), *hujjatli videokeys* (professionallar ishtirokida suratga olingan 15-20 daqiqa davom etadigan o‘quv vaziyatining keng ko‘lamli taqdimotiga ega videoklip), *mini-keys* (vaziyatni, ziddiyatni, qahramonning xarakteri kabilarni ko‘rsatadigan qisqa o‘yin epizodi, 5 daqiqagacha

[29] Mazkur terminlarning izohi “Педагогик атамалар луғати”dan olindi. Муаллифлар жамоаси. – Тошкент, 2008.
[30]Косович О.В. Неологизм и неоним. Терминологический инструментарий неологии // Вестник Брянского государственного университета, 2015. – № 1. – С. 255.

davom etadi). Bundan tashqari, *keys* termini *keys-texnologiya* juft terminning shakllanishiga ham asos bo‘lgan.

Ba’zi so‘zlar umumleksik va maxsus leksika tarkibida mustahkam o‘rnashgan bo‘lsa, ayrimlari o‘zbek tilidan barqaror o‘rin egallashning ilk bosqichida deyish mumkin. Ulardan *masofaviy ta’lim, repetitor, abituriyent, test, portfolio, vebinar* kabi terminlar foydalanishning yuqori chastotasida bo‘lsa, *tyutor, keys, keys-stadi, ta’lim kampusi, kouching* kabi neologizm terminlar o‘zlashishning dastlabki bosqichida bo‘lib, qo‘llanish chastotasi past birliklar sanaladi.

Ta’lim sohasiga yangi ta’lim texnologiyalari va usullarini joriy etish, ilg‘or xorijiy tajribalarni keng tatbiq etish, o‘qitishning innovatsion turlari va ta’lim mazmunini (multimedia kompleksi) ishlab chiqish kabilar ham o‘zbek pedagogik terminologiyasining neologizm terminlar bilan boyishiga xizmat qilmoqda. Qayd qilinayotgan neologizm terminlarning aksariyati raqamli, elektron, masofaviy, muammoli ta’lim sohasi bilan bog‘liq hisoblanadi.

III bobning *“Pedagogik terminlar tizimida arxaiklashish hodisasi tavsifi”* deb nomlangan 3.2-paragrafida o‘zbek tili pedagogik terminologiyasidagi eskirish hodisasiga aloqador terminlar, ular bilan bog‘liq holat va tushunchalar tahlili yoritilgan.

Tilning leksik tizimida yuzaga keladigan eskirish, yangilanish bilan bog‘liq o‘zgarishlar, leksik hodisalar, qayd qilinganidek, terminologik tizimda ham, xususan, pedagogika terminologiyasida ham kuzatiladi. O‘zbekiston ta’lim tizimidagi tarixiy, siyosiy, ijtimoiy-madaniy omillar ta’siridagi o‘zgarishlar natijasi o‘laroq mazkur terminlar qatoridagi ko‘plab terminologik birliklar eskirgan qatlamdan allaqachon o‘rin olgan.

“O‘zbek tilining izohli lug‘ati”da pedagogikaga oid tushunchalarni ifodalovchi bir qator leksema, terminlarning maqolasidagi izoh oldidan eskirganlikni anglatuvchi maxsus belgi (*esk.*)ni uchratamiz. Jumladan, “**SABOQ** [a. – tortishuv, musobaqa]: 1. Dars, mashg‘ulot, bilim, fan. Saboq bermoq. Saboq olmoq. 2. *esk.* Darsda (o‘quvchilarga) beriladigan vazifa, topshiriq. 3. ko‘chma Ibrat, o‘rnak, namuna bo‘ladigan, hayot tajribasini oshiradigan ish, harakat, voqea-hodisa”; “**SABOQDOSH:** *esk.* Birga o‘qigan, saboq olgan kishi; maktabdosh”[31]. Leksikografik talqinlardan ma’lum bo‘ladiki, ta’lim-tarbiya jarayoni tushunchalarini ifodalovchi *saboq, saboqdosh* leksema-terminlarida arxaiklashish bilan bog‘liq holat mavjud. Ulardan ko‘p ma’noli birlik bo‘lgan *saboq* leksema-terminining ikkinchi ma’nosi arxaiklashgan, ayni shu termin asosida hosil bo‘lgan *saboqdosh* leksema-termini esa bir ma’noli, ushbu birlik butunlay eskirgan sanaladi. Ya’ni *saboq* leksema-terminiga nisbatan *sememik arxaizm, saboqdosh* termini esa *terminologik arxaizm* maqomida qayd qilinishi lozim.

Shuningdek, pedagogika sohasiga oid quyidagi leksema-terminlarda ham arxaiklashish bilan bog‘liq xususiyat kuzatiladi: *darsxona* (dars yoki mashg‘ulotlar o‘tiladigan xona; auditoriya), *dejur* (1 *esk.* ayn. navbatchi), *dovot* (*esk.* ayn. siyohdon), *doklad* (*esk.* 1 q. ma’ruza), *dorilmuallimin, dorulmuallimin* (*esk.* O‘qituvchilar tayyorlash bilim yurti, pedagogika instituti), *pero* (*esk.* Siyoh, tush va sh.k. bilan yozish uchun ruchka uchiga o‘rnatib ishlatiladigan yozuv-chizuv asbobi), *vojatiy* (*esk.* 1. Pioner otryadi, bolalar uyi, komsomol kabilarda otryad, drujinaning rahbari), *kurator*

[31]O‘zbek tilining izohli lug‘ati. 6 jildli. 4-jild. – Toshkent: G‘afur G‘ulom, 2022. – B. 482.

(1 q. rahbar (sinf rahbari), *programma* (q. Dastur. 5. Muayyan o‘quv fani bo‘yicha olib boriladigan ta’lim (o‘qish-o‘qitish ishlari)ning qisqacha izchil bayoni; o‘quvchi o‘zlashtirishi shart bo‘lgan bilim, ko‘nikma va malakalar majmuyi) kabilar.

Ushbu leksema-terminlarni ham ikki guruhga ajratish lozim bo‘ladi: 1) terminologik arxaizm (*darsxona, dorulmuallimin, dovot, pero*) va 2) sememik arxaizm (*dejur, doklad, vojatiy, kurator, programma*). Arxaiklashgan birliklar sifatida qayd qilingan leksema-terminlar hozirgi o‘zbek tili nuqtayi nazaridan eskirgan birliklar hisoblanadi, ularning arxaiklashishi ijtimoiy-madaniy hayotdagi o‘zgarishlar bilan bog‘liq bo‘lib, o‘zbek jamiyati va tilining milliy xususiyatlariga e’tibor qaratilishi hamda jamiyat hayotining o‘zgarishi, sohalararo, fanlararo integratsiya ta’sirida o‘z o‘rnini boshqa birliklarga bo‘shatib berishi tarzida belgilanishi maqsadga muvofiq. Pedagogika sohasiga oid terminologiyadagi bu kabi o‘zgarish, hodisalar lisoniy-nolisoniy omillar bilan bevosita bog‘liq.

III bobning *“Pedagogik terminlarning leksikografik talqini va terminologiyani tartibga solish masalalari”* deb nomlangan 3.3-paragrafida o‘zbek tili pedagogik terminlarining terminologik hamda umumfilologik lug‘atlardagi leksikografik talqinlari yuzasidan kuzatish va tahlillar amalga oshirilgan.

Pedagogik terminlarning terminologik lug‘atlardagi talqini. Mustaqillik yillarida o‘zbek leksikologiyasi, leksikografiyasi sohasida jiddiy ilmiy, amaliy natijalar, yutuqlarga erishildi. Ayniqsa, lug‘atchilik sohasidagi ilmiy-amaliy izlanishlar natijasi o‘laroq izohli lug‘atimiz takomillashtirildi, ko‘plab tarjima lug‘atlari, yuzlab terminologiya lug‘atlar yaratildi, mavjudlari mukammallashtirildi, lug‘atlarning yangi, zamonaviy namunalari, elektron va onlayn lug‘atlar yuzaga keldi, so‘z va terminlarning umumadabiy til hamda sohaviy leksika doirasida qo‘llanish imkoniyatlarini o‘rganishga, fan tili doirasida termin va atamalarni tartibga solishga katta imkoniyatlar taqdim qilindi.

Pedagogik terminlar lug‘atlari ham sohaning taraqqiyoti, ommalashishi, fanning ijtimoiylashuvida muhim ahamiyat kasb etadi. Tarkibida 2000 ga yaqin ta’lim-tarbiyaga oid termin va atama izohini o‘zida jamlagan 2008-yilda nashr qilingan terminologik lug‘atda qayd qilinganidek: “1925-yildan bugungi kunga qadar respublikamizda 50 dan ortiq soha bo‘yicha 140 taga yaqin atamalar lug‘ati nashr etilgan bo‘lib, ular orasida pedagogik atamalar lug‘ati mavjud emas”[32]. Ayni holat pedagogik termin va atamalarni izohlashga bag‘ishlangan o‘zbek tilidagi ilk lug‘atlardan biri ekanligidan dalolat beradi.

O‘zbek tilining pedagogik terminologiyasiga aloqador lug‘atlar miqdori sanoqli bo‘lsa-da, ular o‘zbek tili pedagogik terminologiyasi takomilini muayyan darajada aks ettirib kelayotganligi bilan ham ahamiyatlidir.

Pedagogik termin va atamalarning lug‘atlari bilan bog‘liq yana bir tur muammo sifatida pedagogika sohasiga tegishlilik darajasi yo‘q yoki juda kuchsiz termin hamda atamalarning lug‘atlarda berilishiga ham e’tibor qaratish lozim bo‘ladi. *Abzas,*

[32]Педагогика: энциклопедия. I жилд. Жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2015; II жилд, 2015; III жилд, 2017; Ўзбек педагогик энциклопедик сўзлиги. – Тошкент: Chashma print, 2014; Педагогик атамалар луғати. Жамоа. – Тошкент, 2008; Lug‘at: oliy ta’lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020; Ижтимоий педагогика атамалар изоҳли луғати. Тузувчилар: З.Қорабоева, Н.Абдусаматова. – Наманган, 2017; Педагогика фанидан изоҳли луғат. Жамоа. – Тошкент: Фан ва технологиялар, 2008.

akademik (sifat), alfavit, antropologiya, apostrof, bayon, bilmoq, biologiya xonasi, bodibilding (kulturizm), genofond, gistogramma, kulliyot, kulturizm, bosma toboq, yangi tarix, ilmi maoniy, ilmi muammo, ilmi qofiya, ilmi advor, janr, yapon tili xonasi, arab tili o‘qitish metodikasi kabilarning pedagogik atama sifatida pedagogik terminlar lug‘atida qayd qilinishi ham o‘zini oqlamaydi.

Shuningdek, *kredit, kreativlik, axborotlashtirish, bilish, gimnaziya, pedagogik texnologiya, metod, usul, dunyoqarash, masofaviy ta’lim, motivatsiya* kabi ko‘plab pedagogik terminlarning leksikografik lug‘atlardagi, sohaga oid ilmiy, ilmiy-metodik adabiyotlardagi terminologik tavsiflanishida har xillik kuzatiladi.

Tarbiya bilan bog‘liq tushunchalarning lug‘atlarda berilishi, tavsiflanishi masalasida ham qator muammoli vaziyatlar kuzatiladi, masalan, ayrim termin va atamalar soha terminlari lug‘atlarning ayrimlarida izohlangan bo‘lsa, ba’zi lug‘atlarda aynan shu terminlar kiritilmaganligiga guvoh bo‘lamiz. Xususan, xalq pedagogikasining asosiy tayanch tushunchalari tarzida qayd qilingan “*parvarishlash (bolani), tarbiyalash, o‘z-o‘zini tarbiyalash, qayta tarbiyalash, yo‘l-yo‘riq ko‘rsatish, o‘rgatish, odatlantirish*”[33] kabi terminlarning soha lug‘atlaridagi izohlanishiga e’tibor qaratildi. Kuzatishlarimiz davomida bugungi kunda nisbatan mukammallik darajasi yuqori deb baholanayotgan “Pedagogika: ensiklopediya”, “O‘zbek pedagogik ensiklopedik so‘zligi”da *parvarishlash, tarbiyalash, odatlantirish* kabi pedagogik jarayonning muhim jarayonlari bilan bog‘liq tushunchalarni ifoda etuvchi terminlar hamda ularning izohiga duch kelmadik, shuningdek, “Lug‘at: oliy ta’lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi”[34]da ham qayd qilingan ushbu terminlar uchramaydi.

Pedagogik terminlarning umumfilologik izohli lug‘atdagi talqini. Taraqqiyoti davomida juda katta davrni bosib o‘tgan o‘zbek lug‘atchiligining nodir namunalaridan biri bo‘lgan “O‘zbek tilining izohli lug‘ati” ham ayni shunday ahamiyat kasb etuvchi xazinadir. O‘zbek tilining ko‘p jildli izohli lug‘ati tarkibida turli fan-texnika tarmoqlari va sohalar qatorida ta’lim-tarbiya sohasi masalalari doirasiga mansub ko‘plab termin hamda atamalarning berilishi ham o‘ziga xos ijtimoiy-siyosiy, madaniy-ma’rifiy ahamiyat kasb etadi. Jumladan, *ta’lim, tarbiya, trening, videoma’ruza, adyunktura, audiovizual, bakalavriat, axloq, gimnaziya, insoniylashtirish, iqtidorli, keys, kollej, kollokvium, litsey, magistratura, mediata’lim, modul, modullashtirish, politexnizm, ma’rifatparvarlik, mentor, odamiylik, qiziquvchanlik* kabi yuzlab termin va atamalar ma’nosi umumleksik hamda terminologik jihatdan o‘z talqini hamda tavsifiga ega bo‘lgan. Lug‘atning to‘ldirilgan, qayta nashrlari turli sohalarga oid yangi termin va atamalar bilan ham boyitilgan.

Ko‘p jildli “O‘zbek tilining izohli lug‘ati”da pedagogika sohasiga oidlikni bildiruvchi maxsus belgi (*ped.*) bilan ta’minlangan termin va atamalar soni oltitani (*didaktizm, logopediya, modul, portfolio, test, topik*) tashkil etgan. Aslida, bundan 10 baravar ko‘proq termin va atamalar pedagogika, ya’ni ta’lim-tarbiyaga oidlikni bildiruvchi maxsus leksikografik belgi bilan ta’minlanishi lozim.

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[33] Иноятов У., Муслимов Н., Усмонбоева М., Иноғамова Д. Педагогика. Методик қўлланма. – Тошкент, 2012. – Б. 46.

[34] Lug‘at: oliy ta’lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020.

Ta’lim-tarbiya sohasining asosiy tushuncha, hodisa va jarayonlarini anglatishga xizmat qiluvchi pedagogik termin hamda atamalar, leksema-terminlarning terminologik ma’nolari ham “O‘zbek tilining izohli lug‘ati”da “*ped.*” (“pedagogikaga oid, tegishli”) belgisi bilan qayd qilinsa, maqsadga muvofiq bo‘lar edi. Masalan: *key*sning 2-ma’nosi; *kollokvium*ning 1-ma’nosi; *kurator*ning 1-ma’nosi; *mediata’lim*ning ma’nosi; *odobnoma*ning har ikki ma’nosi; *politexnizm*ning ma’nosi; *pansion*ning 1-ma’nosi kabilar ana shu belgi bilan qayd qilinishi lozim bo‘ladi[35].

Izohli lug‘atda *kredit* leksemalari berilgan bo‘lib, uning ikkinchisi quyidagicha izohlangan: “**KREDIT** [*lot.* creditum – qarz < credere – ishonmoq] Foyda qaytarish sharti bilan, vaqtincha foydalanish uchun pul yoki moddiy mablag‘lar berish jarayonida yuzaga keladigan iqtisodiy munosabatlar tizimi; shaxs yoki muassasaning o‘ziga tegishli pullari hisoblab qo‘yiladigan hisobraqam; qarz, nasiya, kredit; mablag‘, chiqarilgan pul”[36]. Aynan pedagogika sohasiga aloqadorlikka ishora qiluvchi terminologik ma’no ushbu o‘rinda kuzatilmaydi. Shu bois, mazkur leksemaning ikkinchi ma’nosi va uning tavsifini pedagogik lug‘atlarda berilgan *kredit* tushunchasi asosida quyidagicha tarzda aks ettirish maqsadga muvofiq deb hisoblaymiz: **2** *talabalarning o‘quv ishlarini hisobga olishning umumyevropacha tizimida talaba tomonidan yig‘ib boriladigan ball, o‘quv dasturi va kursni o‘zlashtirish natijasini ko‘rsatuvchi ta’limiy o‘lchov.*

O‘zbek tilining pedagogik terminlarining onlayn lug‘atini yaratish, uning ma’lumotlar bazasini doimiy tarzda yangilab borish, terminologik tizimdagi miqdor va sifat o‘zgarishlarni, termin va atamalar semantikasidagi yangilanishlarni ushbu lug‘atda tezkor aks ettirish ham ijtimoiy zarurat sifatida qayd qilinishi lozim. Ayni holat esa pedagogik terminologiya yuzasidan sohaviy va lingvistik hamkorlikdagi tadqiqotlarning muntazam tartibda amalga oshirib borilishini taqozo qiladi.

XULOSA

1. O‘zbek pedagogikasi va soha terminologiyasi taraqqiyotida XX asr boshidagi ijtimoiy-siyosiy vaziyat, milliy-madaniy evrilishlar alohida ta’sirga ega hisoblanadi. Ayniqsa, milliy uyg‘onish va taraqqiyot g‘oyalari, vatanparvarlik, millatparvarlik harakatlari, faoliyati bilan millat taraqqiyotida bemisl iz qoldirgan jadidchilik harakati vakillarining xizmati, sa’y-harakatlari bilan ta’lim-tarbiyaga katta e’tibor qaratilishi, shaxs kamoloti, bilimi va ma’naviyati masalasining birinchi planga qo‘yilishi, mazkur yo‘lda fidokorlik ko‘rsatilishi natijasida ta’lim-tarbiya sohasi yuqori pog‘onaga ko‘tarildi, shu bilan birga, soha terminologiyasi ham miqdor va sifat jihatdan boyidi, ta’lim-tarbiya tizimi bilan aloqador yuzlab terminlar shakllandi.

2. O‘zbekistonda ta’lim-tarbiya sifati va samaradorligini oshirish maqsadida sohaga nisbatan yangicha yondashuv hamda nazariyalar, o‘zbek pedagogikasining yangi konseptual asoslarining rivojlantirilishi, ta’lim tizimidagi samarali islohotlar, milliy dastur va axborot texnologiyalarining ta’lim jarayoniga faol hamda keng tatbiqi natijasida sohaning konseptual va terminologik apparati yangilandi.

[35]O‘zbek tilining izohli lug‘ati. 6 jildli. 2-3-4-jildlar. – Toshkent: G‘afur G‘ulom, 2022.
[36]O‘zbek tilining izohli lug‘ati. 6 jildli. 2-jild. – Toshkent: G‘afur G‘ulom, 2022. – B. 921.

3. Tilshunoslikning keyingi taraqqiyot bosqichi leksik-semantik munosabatlar doirasida ekvonimik munosabatning mavjudligini ham qayd qilmoqda. Leksik birliklar o‘rtasidagi antonimiya, giponimiya, sinonimiya, graduonimiya kabi semantik munosabatlar qatorida ekvonimiya hodisasining ham o‘rni va vazifasini aniqlash, uning lisoniy munosabat sifatidagi o‘rni va xususiyatlarini terminologik tizim doirasida tekshirish, baholash leksik, leksikografik aspektda nazariy-amaliy jihatdan ahamiyatlidir. Leksik birliklar tizimidagi giponimlik va ekvonimlik bitta nuqtada o‘zaro kesishishi kuzatilsa-da, ushbu hodisalar tabiati, semantik tizimdagi o‘rni, mohiyati har birida o‘ziga xos tarzda bo‘ladi. Bitta paradigma nuqtasidagi kesishuv ularning umumiy, aloqador belgilari mavjudligidan dalolat beradi, ularning amal qilish tarzi har bir birlikdagi ko‘p qirralik bilan alohidalik kasb etadi.

4. Til birliklari orasidagi giponimiya va ekvonimiyaning o‘zaro munosabati, umumiy va farqli belgilari, o‘ziga xosligi quyidagilarda namoyon bo‘ladi: giponim giperonimga nisbatan semantik tobe xarakterida bo‘ladi. Ekvonimlar esa o‘z munosabatdoshlari bilan semantik tenglik munosabatida bo‘ladi; giponim va ekvonim birliklarning mazmun planida ularga nisbatan giperonim bo‘lgan birlikning sememasi sema sifatida o‘rin egallaydi. Ekvonim ma’nosi giperonimning sememasi asosida shakllanadi va shu jihatdan ekvonimik munosabatdagi birliklar semantik jihatdan o‘zaro teng bo‘ladi; giponimlik o‘rni nisbiy xarakterga ega bo‘lishi mumkin, ekvonimik mavqe esa barqarordir; giponimlar o‘z giperonimi bilan iyerarxik munosabatda, ekvonimlar esa o‘zaro paradigmatik munosabatda bo‘ladi; giponimlar o‘z giperonimi o‘rnida ham qo‘llana oladi, ekvonimlar o‘zaro vazifa yoki o‘rin almashmaydi; giponimlar o‘z giperonimi bilan jins-tur munosabatini, ekvonimlar esa o‘zaro tur-tur munosabatini hosil qiladi.

5. Har qanday tilning lug‘at tarkibi boyishi va takomillashishida o‘zga tillardan so‘z o‘zlashtirish bilan bog‘liq jarayon ham alohida ahamiyat kasb etadi. O‘tgan asrning oxirgi va asrimiz boshlaridagi xalqaro aloqalar, dunyo miqyosidagi globallashuv, sohalararo integratsiya, ilm, fan-texnikaning tezkor taraqqiy etishi, inson kapitaliga bo‘lgan yangicha yondashuv kabilar jamiyatning deyarli barcha sohalarida ko‘plab yangi tushuncha va hodisalarni, munosabatlarni yuzaga keltirish barobarida yangi so‘z va terminlarning paydo bo‘lishida ham birlamchi omil sifatida xizmat qildi. Dunyo mamlakatlari ta’lim, tarbiya tizimidagi zamonaviy yondashuvlar, ta’lim-tarbiya jarayoniga nisbatan gumanistik munosabat, ta’lim-tarbiya sohasidagi ijobiy o‘zgarishlar, zamonaviy kompyuter texnologiyalari rivoji va sohalarga tatbiqi ta’lim-tarbiya tizimida yangi so‘z hamda terminlarning yuzaga kelish zaruratini belgilaydi.

6. O‘zbek tili pedagogik terminologiyasining mustaqillik yillaridagi takomillashuvi, terminologik qatlamning yangi birliklar bilan boyishida, asosan, ingliz tili alohida o‘rin egallamoqda, ingliz tili orqali o‘zlashtirilayotgan so‘z, terminlar faolligi kuzatilmoqda. Shunga ko‘ra, o‘zga tillardan olinayotgan leksik birliklarning o‘zbek tili leksikasi va terminologiyasidagi o‘rnini belgilash, ularning talaffuzi va imlosini tartibga solish kabi ijtimoiy-lisoniy masalalar ham dolzarblik kasb etmoqda. Hozircha o‘zbek tiliga o‘zlashtirilayotgan yangi so‘z va terminlarning aksariyati shakllanish asosiga ko‘ra manba tilning grafik hamda fonetik jihatdan o‘z shaklini saqlab qolayotganligi kuzatilmoqda.

7. O‘zbek tili pedagogik terminologiyasining yangi terminlar hisobiga boyishida O‘zbekiston ta’lim tizimiga yangi ta’lim texnologiyalari va usullarini joriy etish, ilg‘or xorijiy tajribalarni keng tatbiq qilish, o‘qitishning ilg‘or, samarali innovatsion shakl hamda vositalari hamda ta’lim mazmuni (multimedia kompleksi)ni ishlab chiqish va joriy etish kabilar alohida ahamiyatga ega sanaladi. Keyingi vaqtlarda o‘zbek tili pedagogik terminlari tizimida qayd qilinayotgan yangi terminlarning asosiy qismi ta’lim jarayonini raqamlashtirish, elektron, masofaviy, muammoli, inklyuziv ta’lim kabilar bilan bog‘liqlik kasb etishi kuzatilmoqda. Ta’lim-tarbiya jarayoni, o‘qitishning yangi texnologiyalari, metod va shakllari ham soha terminologiyasida yangi terminologik birliklarning yuzaga kelishida muhim omil sifatida xizmat qilish barobarida pedagogika sohasidagi ayrim tushuncha hamda terminlarning arxaiklashishiga ham ta’sir ko‘rsatadi.

8. Pedagogik terminlar lug‘atlarida qayd qilingan *arab tili o‘qitish metodikasi, biologiya o‘qitish metodikasi, adabiyot o‘qitish metodikasi, boshlang‘ich ta’lim metodikasi, geografiya o‘qitish metodikasi, musiqa o‘qitish metodikasi* kabi deyarli barcha o‘quv predmetini o‘qitishga doir alohida tushuncha sifatida lug‘atlarda har birining alohida berilishi va izohlanishi leksikografiya tamoyillariga to‘g‘ri kelmaydi.

9. Ko‘p jildli “O‘zbek tilining izohli lug‘ati”da pedagogika sohasiga oidlikni bildiruvchi maxsus belgi bilan ta’minlangan terminlar soni oltitani tashkil etgan. Aslida, bundan 50 baravar ko‘proq terminlar pedagogika, ya’ni ta’lim-tarbiyaga oidlikni bildiruvchi maxsus leksikografik belgi bilan ta’minlanishi lozim. Ta’lim-tarbiya sohasining asosiy tushuncha, hodisa va jarayonlarini anglatishga xizmat qiluvchi barcha pedagogik terminlar hamda nisbiy terminlarning terminologik ma’nolari ham “O‘zbek tilining izohli lug‘ati”da “*ped.*” (“pedagogikaga oid, tegishli”) belgisi bilan ta’minlanishi maqsadga muvofiq sanaladi.

10. O‘zbekiston mustaqilligi davrida o‘zbek pedagogikasi ijtimoiy-siyosiy, madaniy-ma’rifiy jihatdan alohida fan, soha sifatida yuqori sur’atda rivojlanishda davom etmoqda, ta’lim-tarbiya sohasi, ta’lim tizimi innovatsion g‘oya va nazariyalar, zamonaviy yondashuvlar, milliy madaniyat va qadriyatlar asosida takomillashmoqda, ayni holat va jarayonlar o‘zbek tili pedagogik terminologiyasining rivojiga, boyishiga, standartlashuviga ijobiy ta’sirini o‘tkazmoqda. Ijtimoiy hayot, zamonaviy talab va ehtiyojlar o‘zbek tili pedagogika terminlarining izchil tadqiqini amalga oshirish, pedagogika terminlarining onlayn, elektron lug‘atini, terminologik korpuslarni yaratish, ularning ma’lumotlar bazasini muntazam yangilab borish, terminologik tizimdagi miqdor va sifat o‘zgarishlarni, terminlar semantikasidagi yangilanishlarni zamonaviy lug‘at namunalarida ilmiy asoslariga ega tarzda tezkor, sifatli aks ettirish, ulardan ta’lim-tarbiya jarayonida samarali foydalana olish imkoniyatlarini ta’minlash kabi vazifalarning hal qilinishini dolzarb qilib qo‘ymoqda.

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TASHKENT STATE UNIVERSITY OF THE UZBEK LANGUAGE AND LITERATURE NAMED AFTER ALISHER NAVOI

YAKHSHIYEVA ETIBOR BAKHTIYOROVNA

THE DEVELOPMENT OF PEDAGOGICAL TERMINOLOGY DURING THE YEARS OF INDEPENDENCE

10.00.01 – Uzbek language

ABSTRACT OF THE DISSERTATION OF THE DOCTOR OF PHILOSOPHY (PhD) ON PHILOLOGICAL SCIENCES

Toshkent – 2025

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INTRODUCTION (Doctor of Philosophy (PhD) dissertation abstract)

The relevance and necessity of the dissertation topic. In world linguistics, issues related to the language of science, the development of terminology, and their study remain consistently in the spotlight. The terminology of the lexical system regularly reflects unique innovations and changes within the framework of the enrichment and advancement of scientific, technical, and industrial fields. Changes and innovations in any scientific sector, as well as reforms in social life, are significant factors driving lexical-semantic and structural changes in terminology of industries. This situation requires the systematic investigation of not only general terminology but also national terminologies and industry terminology issues from various perspectives. The development of pedagogical terminology, the rapid evolution of Uzbek pedagogical terms, and current issues related to their usage and regulation highlight the need for extensive research in the area.

In global linguistics, the investigation of new relationships and phenomena emerging in the language area due to global interactions and intersectoral integrations is also noted as an urgent issue on the agenda. In the terminology system of various fields, educational, cultural and educational spheres and branches are considered to have national specificities along with world terminology. This highlights the necessity of studying these terminological systems from both general and national perspectives. Consequently, it is natural for world linguistics to focus specifically on both universal and national traits and factors when researching terminological systems. In this regard, the following issues have gained particular significance: the development of industry terminologies, the stabilization of borrowed elements within national terminology, the analysis of semantic and formal changes in terms, the study of semantic relationships between terms, the regulation of industry terminologies, and their lexicographic interpretations, the description of cases related to their lexicographic interpretations at the level of modern lexicographic principles and requirements.

Following Uzbekistan's attainment of independence, significant reforms and changes were implemented across all sectors of society. Particular attention was given to education, spiritual and cultural development, resulting in the adoption and practical application of normative and legal documents aimed at enhancing the effectiveness of these sectors. The positive outcomes of reforms in the fields of science and education inevitably influence their terminologies. Consequently, the semantic development of terminological units that represent new concepts and phenomena, as well as the regulation of terminological systems, requires scientific researches. Uzbek pedagogy, as a priority subject/field, is undergoing distinctive phases of development. This progression underscores the necessity of investigating the evolution of pedagogical terminology in the Uzbek language, analyzing qualitative and quantitative changes, identifying underlying causes, and evaluating the factors driving these transformations.

The outcomes of this research contribute to the implementation of tasks outlined in several key legislative acts issued by the President of the Republic of Uzbekistan and other relevant legal documents, such as: Decrees PF-4797 dated

May 13, 2016 “On the establishment of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi”, PF-4958 dated February 16, 2017 “On improving the system of postgraduate education”, PF-5847 dated October 8, 2019 “On approving the concept for developing Uzbekistan's higher education system until 2030”, PF-5850 dated October 21, 2019 “On measures to significantly enhance the status and prestige of the Uzbek language as a state language”, PF-6084 dated October 20 “On further development of the Uzbek language and improvement of language policy”; resolutions PQ-2789 dated February 17, 2017 “On improving the activities of the Academy of Sciences and the management and financing of scientific research”, PQ-3907 dated August 14, 2018 “On raising the quality of education and upbringing to a new level to ensure the moral, ethical, and physical development of youth”, PQ-139 dated March 11, 2020 “On enhancing the efficiency of fundamental and applied research in Uzbek language and literature”, PQ-289 dated June 21, 2022 “On improving the quality of pedagogical education and advancing the activities of higher education institutions training pedagogical staff”.

Compliance of the research with the priorities of the development of science and technology of the Republic of Uzbekistan. The dissertation was completed in accordance with the priority direction of the republican science and technology development “Social, legal, economic, cultural, spiritual and educational development of the information society and democratic state, development of innovative economy”.

The Level of Study of the Problem. In global linguistics, numerous scientific studies have been conducted on issues such as the terminology of various fields, its theoretical foundations, the formation of terms, and the regulation of sectoral terminologies. Researchers such as G.O.Vinokur, V.V.Vinogradov, M.N.Volodina, V.A.Tatarinov, T.R.Kiyak, M.N.Latu, S.D.Shelov, B.N.Golovin, V.M.Leychik, D.S.Lotte, K.Kageura and A.N.Baskakov[37] have explored different aspects of terminology. Similar issues, including deficiencies in the formation and development of terms, problems of synonymy, and methods to eliminate them, have also been studied in the terminologies of major Turkic languages such as Azerbaijani, Kazakh, Kyrgyz, Turkmen, and Karakalpak, as well as in Tajik.

Uzbek terminology has been extensively studied as a specialized lexical system, with significant research conducted on issues related to terms, terminology,

[37] Винокур Г.О. О некоторых явлениях словообразования и русской технической терминологии // Труды МИФЛИ. Т. 5. Сборник статей по языковедению. – М., 1939. – С. 3-54; Виноградов В.В. Основные этапы истории русского языка // Избранные труды. История русского литературного языка. – Москва, 1988. – С. 10-14; Володина М.Н. Теория терминологической номинации. – М.: Московского университета, 1997. – 180 с.; Татаринов В.А. Теория терминоведения: в 3 т. Т.1. Теория термина: история и современное состояние. – М.: Московский лицей, 1996. – 311 с.; Кияк Т.Р. Лингвистические аспекты терминовведения. – Киев: УМКВО, 1989. – 103 с.; Лату М.Н., Раздуев А.В. Терминоведение: частные вопросы развивающихся терминологий. Учебное пособие. – Пятигорск, 2011. – 132 с.; Шелов С.Д. Термин. Терминологичность. Терминологические определения. Серия: Филологические исследования. – СПб: Филол. факультет СПБГУ, 2003. – 280 с.; Головин Б.Н., Кобрин Р.Ю. Лингвистические основы учения о терминах. – М.: Высшая школа, 1987. – 104 с.; Лейчик В.М. Терминовведение: предмет, методы, структура. – М.: URSS, 2007. – С. 20-84; Лотте Д.С. Основы построения научно-технической терминологии. – М.: АН СССР, 1961. – С. 57; Kageura K. The Dynamics of Terminology: A descriptive theory of term formation and terminological growth. John Benjamins Publishing, 2002. – P. 91-183; Баскаков Н.А. К вопросу о грамматических терминах в среднеазиатских языках // Просвещение национальностей. – М., 1961. – №2. – С. 28-39.

and lexicography. Scholars such as G'.Abdurahmonov, R.Doniyorov, A.Hojiyev, H.Jamolxonov, H.Dadaboyev, A.Madvaliyev, N.Mahkamov, A.Qosimov, Sh.Ko'chimov, I.Yo'ldoshev, S.A.Azizov, P.Nishonov, X.D.Paluanova, D.X.Kadirbekova, S.T.Mustafayeva, O.S.Ahmedov, G'.M.Ismoilov, E.Shirinova, I.X.Islomov, G.G'ulomova, I.Ermatov and M.Nizomova[38] have made noteworthy contributions to the linguistic study of terms and terminology, terminological system of the Uzbek language, terminology of industries, issues of our national terminology. Their research addresses the development of Uzbek terminology as the language of science, national terminological issues, and the regulation of terminological systems and their constituent units. These studies have yielded significant theoretical and practical outcomes within the framework of specialized lexicon development, advancing both the theory and application of national terminology in the Uzbek language.

The fundamental essence of the field of pedagogy lies in the evaluation of individual and societal potential through education and upbringing. The systematic efforts of leading scientific centers and higher education institutions worldwide to study the formation, development, and refinement of terminology related to the concepts, phenomena, and processes in this domain underscore the significance of these endeavors. The broad-scale development of national pedagogy and reforms in the education and upbringing system have notably influenced the advancement of pedagogical terminology. Over the past quarter-century, significant changes in the

[38] Абдураҳманов Ғ. Терминология муаммолари / “Ўзбек тили терминологияси ва унинг тараққиёт перспективалари” мавзусидаги биринчи Республика конференцияси материаллари. – Тошкент: Фан, 1988. – Б. 12; Дониёров Р. Ўзбек тили техник терминологиясининг айрим масалалари. Филол. фан. д-ри. ... дисс. – Тошкент, 1988. – 346 б.; Ҳожиев А. Термин танлаш мезонлари. – Тошкент: Фан, 1996; Жамолхонов Ҳ.А. Ўзбек ботаника терминологиясининг таркиб топиши ва ривожланиш тарихидан. Филол. фан. номз. дисс... автореф. – Тошкент, 1969. – 23 б.; Дадабаев Х. Общественно-политическая и социально-экономическая терминология в тюркоязычных письменных памятниках XI-XIV вв. – Ташкент: Ёзувчи, 1991. – 186 с.; Dadaboyev H. O‘zbek terminologiyasi. – Toshkent: Yoshlar, 2019; Мадвалиев А. Ўзбек терминологияси ва лексикографияси масалалари. – Тошкент: Ўзбекистон Миллий энциклопедияси, 2017; Маҳкамов Н. Ўзбек тили терминологиясида синонимларининг плеонастик қўлланилиши / Ўзбек терминологиясида лексик вариантлар. – Тошкент: Фан, 1986. – Б. 7-20; Касымов А. Фармацевтическая терминология в современном узбекском языке. Дисс. ... канд. филол. наук. – Ташкент, 1982. – 156 с.; Кўчимов Ш.Н. Ҳуқуқий нормаларни ўзбек тилида ифодалашнинг илмий-назарий муаммолари (лингво-юридик таҳлил). Филол. фан. д-ри дисс... – Тошкент, 2004. – 290 б.; Йўлдошев И. Ўзбек китобатчилик терминологияси: шаклланиши, тараққиёти ва тартибга солиш. Филол. фан. д-ри дисс... – Тошкент, 2005. – 288 б.; Азизов С.А. Лексико-грамматическое исследование музыкальной терминологии узбекского языка. Дисс. ... канд. филол. наук. – Ташкент, 1981. – 160 с.; Нишонов П. Француз ва ўзбек тиллари юридик терминологиясининг қиёсий-типологик тадқиқи. Филол. фан. номз. дисс... автореф. – Тошкент, 2009; Палуанова Х.Д. Экологик терминларнинг деривацион-семантик хусусиятлари (ўзбек, қорақалпоқ, инглиз ва рус тиллари мисолида). Филол. фан. д-ри. (DSc) ... дисс. автореф. – Тошкент, 2016. – 88 б.; Кадирбекова Д.Х. Инглизча-ўзбекча ахборот-коммуникацияси технологиялари терминологияси ва унинг лексикографик хусусиятлари: Филол. фан. б. фалс. док. дисс. ..автореф. – Тошкент, 2017. – 44 б.; Мустафаева С.Т. Хитой тилшунослик терминологияси. Филол. фан. б. фалс. док. дисс… – Тошкент, 2017. – 42 б.; Ахмедов О.С. Солиқ ва божхона терминларини инглиз тилидан ўзбек тилига берилиши. Филол. фан. номз. дисс… автореф. – Тошкент, 2011. – 26 б.; Исмаилов Ғ.М. Ўзбек тили терминологик тизимларида семантик усулда термин ҳосил бўлиши. Филол. фан. номз. дисс… автореф. – Тошкент, 2011. – 27 б.; Ширинова Е.Т. Ўзбек тили банк-молия терминологияси. Филол. фан. б. фалс. док. дисс… автореф. – Тошкент, 2020. – 58 б.; Исломов И.Х. Ўзбек тилининг географик терминологияси: тизими, генезиси, семантик структураси ва лексикографик талқини. Филол. фан. д-ри. дисс… – Қарши, 2021. – 215 б.; Ғуломова Г.Ё. Ўзбек юридик терминологиясининг истиқлол даври тараққиёти. Филол. фан. номз. дисс... – Тошкент, 2004. – 216 б.; Эрматов И.Р. Терминология тизимида гиперо-гипонимик ва эквонимик муносабатлар (тилшунослик терминлари мисолида). Филол. фан. д-ри. дисс... – Тошкент, 2022. – 270 б.; Nizomova M.B. Ingliz va o‘zbek tillaridagi pedagogikaga oid terminlarning struktur-semantik xususiyatlari va tarjima muammolari. Filol. fan. b. fals. dok. diss… – Termiz, 2022. – 146 b.

meaning, form, and lexicographic descriptions of Uzbek pedagogical terminology have been observed[39]. These changes are well-recognized by the academic community. This evolving situation necessitates a modern linguistic perspective to analyze and evaluate the progress and development of the Uzbek pedagogical terminology system during the years of independence, identifying its causes, factors, and outcomes.

Relevance of the dissertation topic to the research agenda of the institution. This dissertation is directly aligned with the research agenda of the Tashkent State University of Uzbek Language and Literature. It has been conducted within the framework of the university's scientific research plan under the theme "Actual issues of uzbek theoretical and applied linguistics."

The primary aim of this research is to examine the factors and causes behind the development of Uzbek pedagogical terminology during the years of independence, analyze the quantitative and qualitative changes within this field, and provide recommendations reasoned in scientific principles regarding the semantic and lexicographic descriptions of terms.

The objectives of the study are:

investigate and evaluate the social and linguistic factors and causes influencing the formation and development of Uzbek pedagogical terminology during the years of independence, as well as analyze the changes and outcomes within the terminology system.

analyze terminological changes related to various levels of Uzbekistan's education system, and describe the structural composition, classification, and lexical-semantic characteristics of the quantitative and qualitative transformations in Uzbek pedagogical terminology.

examine specific semantic relationships within the Uzbek pedagogical terminology system, including hyponymic and equonymic relations, and analyze cases of polysemy in pedagogical terms.

identify new and obsolete terms within Uzbek pedagogical terminology and provide terminological and lexicographic descriptions. Propose practical recommendations for organizing Uzbek pedagogical terminology and refining its representation in general linguistic and specialized dictionaries.

As the object of research were selected from the following: "Pedagogy: Encyclopedia" (Volumes I-III)[40], "Uzbek Pedagogical Encyclopedic Dictionary"[41], "Dictionary of Pedagogical Terms"[42], "Dictionary: Explanation of Basic Concepts

[39] Усмонов Н.Ў. Ўзбек тилининг педагогик терминологияси. Филол. фан. номз. дисс... – Тошкент, 1994. – 164 б.

[40] Педагогика: энциклопедия. I жилд. Жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2015. – 320 б.; II жилд, 2015. – 376 б.; III жилд, 2017. – 424 б.

[41] Ўзбек педагогик энциклопедик сўзлиги. – Тошкент: Chashma print, 2014. – 546 б.

[42] Педагогик атамалар луғати. Жамоа. – Тошкент, 2008. – 136 б.

and Terms Used in Higher Education Institutions"[43], "Explanatory Dictionary of Social Pedagogy Terms"[44], "Explanatory Dictionary of Pedagogy"[45].

The subject of the study encompasses the lexical-semantic changes in the pedagogical terminology of the Uzbek language during the independence period; the hyponymic and equonymic relations among terms, terminological polysemy, the semantic characteristics of new and outdated terms, and issues related to their lexicographic interpretation.

Research methods. The research employed linguistic methods such as analysis and synthesis, component analysis, lingvostatistical analysis, comparative analysis, and lexicographic analysis.

The scientific novelty of the research is as follows:

the social and linguistic causes and factors behind the development of pedagogical terminology in the Uzbek language during the years of Uzbekistan's independence have been scientifically and theoretically substantiated. It has been evidenced that the development of pedagogical terminology in the Uzbek language is observed at all levels of the education system in Uzbekistan.

the creation of Uzbek terms in the field of pedagogy in line with international standards, as well as their adaptability to local educational processes, has been substantiated using examples of pedagogical terms in the Uzbek language.

the status, role, and structural features of hyponymic and equonymic relations among terms at the current stage have been revealed, and the polysemic nature of certain pedagogical terms has been identified based on terminological dictionaries.

the semantic composition of neologisms and outdated terms within the system of Uzbek pedagogical terminology has been identified, along with shortcomings related to their representation in general philological and specialized dictionaries. Additionally, practical recommendations have been developed for the unification of Uzbek pedagogical terms, as well as for the lexicographic interpretation and description of terms in the field.

The practical outcomes of the research are as follows:

it contributes to enriching scientific and methodological resources created to address the development and contemporary issues of Uzbek terminology.

the improvement of the system of pedagogical terms based on internal and external factors, as well as the conclusions, results, and recommendations derived from the research, serve as a source and analytical material for scientific and methodological literature and dictionaries related to linguistics and national terminography.

The reliability of the research results is determined by the fact that the scientific and theoretical approaches and perspectives in the study are based on official scientific sources. The terminology and lexicographic principles of terms related to the field of pedagogy have been thoroughly analyzed, and the findings,

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[43] Lug'at: oliy ta'lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020. – 168 b.

[44] Ижтимоий педагогика атамалар изоҳли луғати. Тузувчилар: З.Қорабоева, Н.Абдусаматова. – Наманган, 2017. – 72 б.

[45] Педагогика фанидан изоҳли луғат. Жамоа. – Тошкент: Фан ва технологиялар, 2008. – 480 б.

conclusions, and recommendations have been implemented into lexical and terminological system practices as well as educational processes. Moreover, the achieved results have been validated by authorized institutions.

Scientific and practical significance of the research results. The scientific significance of the research results lies in their contribution as theoretical foundations and resources for scientific studies on terminology basics, terminological issues, formal and semantic changes in the composition of terms, the functional status of semantic relationships among terms, terminographic problems in the field, and the regulation of specialized terminology.

The practical significance of the research results is reflected in their application to the system of Uzbek pedagogical terminology, the analysis of the semantic composition of terms, and the study of qualitative and quantitative changes in Uzbek pedagogical terminology during the years of independence. Additionally, the findings serve as lexicographic material and products for specialized dictionaries and as analytical resources within the framework of scientific research on national terminology.

Implementation of research results. Based on the findings from the study of the development of pedagogical terms during the years of independence:

the research outcomes, including the analysis and conclusions regarding the lexical-semantic changes in Uzbek pedagogical terminology during Uzbekistan's independence years, the semantic composition of new and outdated terms in this terminological system, and their interpretation in philological and specialized dictionaries, as well as the developed recommendations and scientific conclusions, were utilized in the practical grant project titled “Creation of the Educational Corpus of the Uzbek Language and Its Mobile Application” (Project No. IL-402104474), implemented at the Tashkent State University of Uzbek Language and Literature from 2021 to 2023. This is confirmed by a reference document from the university dated September 7, 2024 (No. 04/1-2320). As a result, the educational corpus’s electronic platform was enriched and improved with lexicographic descriptions of educational and upbringing-related concepts, categories, and terms presented in specialized dictionaries hosted on the platform.

the findings and conclusions regarding the reflection of changes and updates in the educational system during the years of independence in the field’s terminology, the social and linguistic factors influencing terminological development, hyponymic and equonymic relationships among pedagogical terms, their polysemy, structural characteristics in pedagogical terminology, unification methods, and lexicographic interpretation were applied in the practical project titled “Development of a Lingvodidactic Electronic Platform for Turkic Languages” (Project No. AM-FZ-201908172), implemented at the Tashkent State University of Uzbek Language and Literature from 2020 to 2023. This is confirmed by a reference document from the university dated September 7, 2024 (No. 04/1-2319). As a result, the selected educational and upbringing-related materials for the lingvodidactic electronic platform were enriched with modern interpretations, analyses, and lexicographic descriptions from Uzbek pedagogy.

The phenomenon of polysemy in the system of Uzbek pedagogical terminology, the functioning and role of hyponymic and equonymic relationships, their structural characteristics at the present stage, the polysemous nature of certain pedagogical terms, and the results and conclusions of the analysis of their representation in terminological dictionaries were utilized in the practical grant project IL-402104474, titled “Development of the Educational Corpus of the Uzbek Language Electronic Platform and Its Mobile Application”, carried out at the Alisher Navoiy Tashkent State University of Uzbek Language and Literature during 2021–2023 (Reference No. 04/1-2320 dated September 7, 2024, from Tashkent State University of Uzbek Language and Literature). As a result, the research conducted within the framework of the project ensured the correct and purposeful use of pedagogical terms.

The semantic composition of neologisms and archaic terms in the system of Uzbek pedagogical terminology, shortcomings related to their representation in general philological and specialized dictionaries, as well as the analysis and scientific conclusions regarding methods for the unification of Uzbek pedagogical terms, along with practical recommendations on the lexicographic interpretation and description of field-specific terminology, were utilized in the practical project AM-FZ-201908172, titled “Development of a Lingvodidactic Electronic Platform for Turkic Languages”, carried out at the Tashkent State University of Uzbek Language and Literature during 2020–2023 (Reference No. 04/1-2319 dated September 7, 2024, from Tashkent State University of Uzbek Language and Literature). As a result, the research conducted within the project contributed to the enrichment of the created resources and materials, ensuring the appropriate use of pedagogical terms in lingvodidactic materials.

Approval of research results. The findings of the research were discussed at three international and three national scientific-practical conferences.

Publication of research results. A total of 12 scientific works related to the dissertation topic were published. Among these, six scientific articles were published in journals recommended by the Higher Attestation Commission under the Ministry of Higher Education, Science, and Innovation of the Republic of Uzbekistan for disseminating key findings of doctoral dissertations. Of these six articles, four were published in national journals, and two were published in international journals.

Structure and length of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, and a list of references, with a total length of 135 pages.

MAIN CONTENT OF THE DISSERTATION

The Introduction establishes the relevance and necessity of the topic, linking it to the priority directions of the Republic's science and technology development. It outlines the objectives and tasks, describes the object and subject of the research, and presents the scientific novelty and practical outcomes. Additionally, the introduction discusses the scientific and practical significance of the results, their implementation, approval, published works, and the structure of the dissertation.

Chapter I: "Development and Study of Uzbek Pedagogical Terminology"

Section 1.1 – "*Pedagogika terminologiyasi takomillashuvining davriy bosqichlari*" explores how advancements in science and technology, integration across disciplines, and rapid development of fields such as artificial intelligence and nanotechnology in the late 20th and early 21st centuries triggered significant changes and innovations in general lexicon and terminology. The section examines the development of Uzbek pedagogical terminology, particularly during the years of independence, highlighting its evolution and research challenges.

Although Uzbek pedagogical terminology has a history spanning millennia, its comprehensive academic study in a monographic framework began only in the late 20th century[46]. For the first time, this research systematically analyzes the formation sources, lexical-semantic groups, adaptation layers, and structural characteristics (e.g., compound and derived terms) of pedagogical terms. It also examines issues related to the regulation of these terms. By the 1990s, "… over 10,000 pure terms were identified within the pedagogical terminology of modern Uzbek"[47], a figure that has likely increased significantly since then.

A 2022 study[48] further investigated the structural-semantic characteristics and translation challenges of pedagogical terms in a comparative analysis of Uzbek and English. This research focused on the formation and development of terminology in both languages, highlighting structural-semantic features and translation issues.

While the history of education and upbringing parallels the history of humanity, "modern pedagogical science and its terminology only began to emerge in Uzbek life after the early 20th century"[49]. In his contributions to Uzbek terminological development, Professor H.Dadaboyev identified four developmental stages of Uzbek pedagogical terminology[50]: 1) early Turkic pedagogical terminology (11th–14th centuries); 2) early Uzbek literary pedagogical terminology (15th–early 20th centuries); 3) Soviet-era Uzbek pedagogical terminology (early 20th century to the 1990s); 4) Independence-era Uzbek pedagogical terminology (1990s to the present).

The early 20th century's socio-political environment and cultural transformations significantly impacted the development of Uzbek pedagogy. The Jadid movement's ideas of national awakening and progress played a notable role, with figures like Abdulla Avloniy leaving an indelible mark through their dedication to education and cultural revival. Avloniy's works contributed significantly to the stabilization and activation of numerous pedagogical terms, such as those relating to moral education, child upbringing, and personal character traits (e.g., *ilmi axloq*, *bola tarbiyasining fani*, *axloq tarbiyasi*, *fikr tarbiyasi*, *yaxshi xulq*, *yomon xulq*, *fatonat, diyonat, g'ayrat, riyozat, hilm, intizom, ibrat, iffat, zako, hifzi lison, munislik*). His educational and didactic works enriched Uzbek pedagogical terminology and education.

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[46] Усмонов Н.Ў. Ўзбек тилининг педагогик терминологияси. Филол. фан. номз. дисс… автореф. – Тошкент, 1994.

[47] Усмонов Н. Given source. – B. 16.

[48] Nizomova M.B. Ingliz va o'zbek tillaridagi pedagogikaga oid terminlarning struktur-semantik xususiyatlari va tarjima muammolari. Filol. fan. b. fals. dok. diss.. – Termiz, 2022. – 146 b.

[49] Усмонов Н. Given source. – B. 4.

[50] Dadaboyev H. O'zbek terminologiyasi. O'quv qo'llanma. – Toshkent: Yoshlar ijodiy uyi, 2019. – B. 11.

In paragraph 1.2, titled "*Internal and External Factors in the Development of Uzbek Pedagogical Terminology*" the necessity of studying the system, composition, factors, and trends in the development of Uzbek pedagogical terminology is analyzed and discussed.

It is well known that new approaches and theories in education, the development of new conceptual foundations in Uzbek pedagogy, effective reforms, the active and widespread application of national programs and information technologies in the educational process, have all led to the modernization of the conceptual and terminological framework of the field. "The rapid development of any science or field leads to the emergence of new terms and concepts in its terminology while causing others to become obsolete"[51]. Modern Uzbek pedagogical terminology has been enriched by hundreds of new concepts and terms such as *kompetensiyaviy ta'lim, pedagogik deontologiya, media-ta'lim, ta'lim menejmenti, karyera markazi, konsalting mahorat, ta'lim monitoringi, kredit-modul, kampus, dual ta'lim, akadem mustaqilllik, intensiv ta'lim, masofaviy ta'lim, onlayn dars*, and others. Some terms have acquired new meanings, while certain concepts, along with their related terms, have moved to the archaic layer of terminology.

The factors influencing the development of Uzbek pedagogical terminology can be divided into two groups: 1) internal factors of development; 2) external factors of development.

The internal factors in the development of Uzbek pedagogical terminology are grammatical tools. Observations show that grammatical tools such as the morphemes *-lik, -lashtirish, -lash, -li, -viy, -chilik, -chi, -vchi*, as well as inflectional morphemes like *-(i)sh, -(u)v, and -i*, actively participate in forming new Uzbek pedagogical terms. For instance, *kompetentlik, testlashtirish, dasturlash, mustaqil izlanuvchi, guruhli (o'qitish), mezonli (test), multimediyali (dars)*.

As a result of observations conducted within the scope of developing Uzbek pedagogical terminology, about 400 new terms representing new concepts, as well as the renaming of previously existing concepts using Uzbek lexical units, have been identified. These can be numerically categorized within the segments of Uzbekistan's education system as follows: preschool education – 69 terms, general secondary and specialized secondary education – 45 terms, vocational education – 78 terms, higher education – 75 terms, postgraduate education – 24 terms, continuing education and professional development – 66 terms, extracurricular education – 23 terms. These terminological units are included in terminological and encyclopedic dictionaries, official government documents related to the field, and pedagogical textbooks and literature.

In the paragraph titled *"Structural classification and semantic analysis of key terms in uzbek pedagogical terminology"* of the first Chapter the structural composition and description of key terms in Uzbek pedagogical terminology are studied.

Uzbek pedagogical terminology is closely related to the processes of education and upbringing, its theoretical and practical issues, objects, subjects, goals, and

[51] Марчук Ю.Н. Лексическая многозначность и перевод // Перевод и когнитология в XX веке: сб. статей по матер. VIII междунар. науч. теорет. конф. – М.: МГУ, 2015. – С. 25.

objectives. Based on this, the ideographic structure of the Uzbek pedagogical terminological system can be reasonably divided as follows: 1. Micro-system of terms related to the theory of education (*kompetensiyaviy ta'lim, kredit-modul, akadem mustaqillik*). 2. Micro-system of terms related to the theory of upbringing (*milliy tarbiya, o'z-o'zini tarbiyalash, rag'batlantirish v.b.*). 3. Micro-system of methodological terms (*ta'lim mazmuni, ta'lim maqsadi, ta'lim metodi v.b.*).

Micro-system of terms referring to participants in the educational process (student, tutor, independent researcher). 4. Micro-system of terms referring to participants in the educational process (*talaba, tyutor, mustaqil izlanuvchi v.b.*). 5. Micro-system of terms for educational organizations and institutions (*Oliy ta'lim, fan va innovatsiyalar vazirligi, Maktabgacha va maktab ta'limi vazirligi, Bilim va malakalarni baholash agentligi v.b.*). 6. Micro-system of terms for tools used in the educational process (*elektron darslik, multimediali kitob, smart doska v.b.*). The ideographic structure of pedagogical terminology is based on these six interrelated micro-systems, each of which can be further divided into internal subgroups.

The hypernym or dominant term of the Uzbek pedagogical terminology system is *"pedagogika"*. Central terms such as *"pedagogik", "ta'lim", "tarbiya", "didaktika", "metodika"* possess distinct linguistic and terminological characteristics, evident in both their linguistic and encyclopedic descriptions. For instance: "PEDAGOGIKA [*from Greek* paidagogike < pais, paidos – child + ago – to lead, to guide, to educate] 1. A set of theoretical and practical disciplines that study education, teaching, and learning. 2. The field of study (specialization) related to the same."[52] The term's definition in encyclopedic dictionaries reflects multiple meanings. For example, An encyclopedic dictionary that reflects almost all the concepts and terminology of Uzbek pedagogy defines pedagogy as follows: "PEDAGOGIKA 1) a science investigating the theoretical foundations of education; 2) an academic discipline that studies the theoretical and practical aspects of educating and developing individuals; 3) a general term for a set of disciplines taught in higher education."[53] To improve its clarity, the second meaning could include the phrase "for individuals of all ages" or replace "youth" with "individuals" to reflect the concept of "education and upbringing of individuals" without emphasizing age distinctions.

Core terms like *tarbiya, ta'lim* hold central positions in pedagogical terminology, similar to *pedagogika*. The term *ta'lim* is defined in a specialized encyclopedic dictionary as "the cooperative learning activity between instructors and learners."

Modern pedagogical literature reveals the existence of hundreds of specialized fields within pedagogy, such as humanistic pedagogy, industrial pedagogy, professional pedagogy, classical pedagogy, conduct pedagogy, conductive pedagogy, correctional pedagogy, preschool pedagogy, special education pedagogy (oligophrenopedagogy, typhlopedagogy), music pedagogy, pedagogy of the independence era, pragmatic pedagogy, social pedagogy, and many more, with new

[52] O'zbek tilining izohli lug'ati. 6 jildli. 3-jild. – Toshkent: G'afur G'ulom, 2022. – B. 702.

[53] Педагогика: энциклопедия. III жилд / Тузувчилар: жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2017. – Б. 67.

areas continually emerging. These developments highlight the dynamic qualitative and quantitative evolution of pedagogical terminology.

The second chapter of the dissertation is titled **"Semantic relations among pedagogical terms in the Uzbek language"**. The paragraph 2.1. named *"The application of the hyper-hyponymic relationship in the pedagogical terminology of the Uzbek language"* discusses hyponymic relationships in the system of pedagogical terms and how these relationships manifest. While some functional semantic features of terms as lexical units remain unexplored in Uzbek linguistics, a comprehensive interpretation of hyponymic and equinomic relationships is presented in I. Ermatov's research on linguistic terminology[54].

Hyponymic relations, considered a fundamental element of linguistic systems, have been studied extensively in Uzbek linguistics[55]. We selected concepts and terms related to the preschool education system as the object of observation and analysis.

"*Maktabgacha ta'lim tashkiloti* is defined as an institution that provides a holistic process of developing preschool-aged children, considering their interests, abilities, individual psychological and physical characteristics, and cultural needs, while fostering moral standards and life and social experience[56].

The key terms in this system include the overarching concept of preschool education institutions (*"maktabgacha ta'lim muassasalari guruhi"*) (hypernym) and its subcategories (hyponyms) – *ilk rivojlanish guruhi; kichik guruh; o'rta guruh; katta guruh; maktabga tayyorlov guruhi*. The term *"guruh"* functions as the hypernym, encompassing all hyponyms, while distinguishing features like *"ilk", "kichik", "o'rta", "katta", "maktabga tayyorlov"* define the specific hyponyms. It is worth noting that these terms are not reflected in industry dictionaries, and that there is a need to update terminological dictionaries and provide more precise definitions.

In the pedagogical terminology system of the Uzbek language, the term *ta'lim turlari* also occupies a stable place in the system, forming a separate paradigm and creating a hyponymic relationship between the terms expressing the concepts contained in it. In particular, within the micro-system of *"Ta'lim turlari"*, we observe: *ta'lim* (hypernym) – *maktabgacha ta'lim va tarbiya; umumiy o'rta va o'rta maxsus ta'lim; professional ta'lim; oliy ta'lim; oliy ta'limdan keyingi ta'lim; kadrlarni qayta tayyorlash va ularning malakasini oshirish; maktabdan tashqari ta'lim* (hyponyms).

Through the analysis of these relationships, the interconnectedness of concepts is clarified, and the content and essence of terms are better defined.

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[54] Эрматов И. Терминология тизимида гиперо-гипонимик ва эквонимик муносабатлар (тилшунослик терминлари мисолида). Филол. фан. д-ри. дисс... – Тошкент, 2022.

[55] Бегматов Э. Ҳозирги ўзбек адабий тилининг лексик қатламлари. – Тошкент, 1985; Неъматов Ҳ., Расулов Р. Ўзбек тили систем лексикологияси асослари. – Тошкент: Ўқитувчи, 1995. – 128 б.; Сафарова Р.Г. Гипонимия в узбекском языке (на материале общеупотребительных зоонимов): Дисс. … канд. филол. наук. – Ташкент, 1990.

[56] Ўзбекистон Республикаси Вазирлар Маҳкамасининг "Мактабгача таълим ва тарбиянинг давлат стандартини тасдиқлаш тўғрисида"ги Қарори. -Тошкент, 2020. 22 декабрь, 802-сон.

The paragraph 2.2. named *"Equionymic relationship in the system of pedagogical terms"* examines equinomic relations, a type of semantic relationship between terms under the same hypernym. In Russian linguistics, scholars such as V.Gak, Shur, F.Filin, M.Nikitin, D.Shmelev[57] have studied equinomic relations, while in Uzbek linguistics, in the studies of scientists such as A. Berdialiyev, I. Ermatov, you can find the interpretation and description of linguistic phenomena related to the concepts of equonym and equonymy[58].

Various approaches to the concept of equonymy and equonyms are observed. For instance, according to M.V. Nikitin's interpretation, hyponyms under a single hypernym are considered equonyms, and the semantic relationship between them is referred to as equonymy[59]. "It is more appropriate to name semantically opposite lexical units in a terminological system as equonymic lexical units rather than antonyms."[60]

The mutual relationship between lexemes that are hyponyms relative to a single hypernym should be classified as equonymy, and the priority of this aspect in defining the concepts of equonym and equonymy is justified. In the pedagogical terminology system, the central term *tarbiya* serves as a hypernym, while terms such as *jismoniy tarbiya, ekologik tarbiya, huquqiy tarbiya, ma'naviy tarbiya, aqliy tarbiya* are its hyponyms. These terms exhibit a type-to-type relationship and hold a position of semantic equality (not similarity or generality), distinguishing themselves through specific differential features. The position of equonyms within an equonymic sequence is flexible; unlike hierarchical sequences, the order of elements is not fixed. Equonyms can appear in various positions within the sequence, and no specific position is required. For example, in the above-mentioned equonymic sequence, the positions of the terms within this paradigm can be rearranged without affecting the nature of the relationship: *aqliy tarbiya, huquqiy tarbiya, jismoniy tarbiya, ma'naviy tarbiya, ekologik tarbiya*, and so on. Furthermore, the attribute of opposition is not inherent to all equonyms. In the equonymic sequence described above, such opposition is not observed among the members.

In the context of the education system and its types, relationships of both hyponymy and equonymy can be identified among terms such as *oliy ta'limdan keyingi ta'lim, tayanch doktorantura, doktorantura, mustaqil izlanuvchilik*. In a subject-specific relation, *oliy ta'limdan keyingi ta'lim* serves as the hypernym, while *tayanch doktorantura, doktorantura, mustaqil izlanuvchilik* are hyponyms. Equonymy involves only the hyponym terms, and terms *tayanch doktorantura,*

[57] Гак В.Г. К проблеме семантической синтагматики // Проблемы структурной лингвистики – 1971. – М.: Радуга. 1972; Щур Г.С. Теории поля в лингвистике. – М.: Наука, 1974. – 253 с.; Филин Ф.П. Очерки по теории языкознания. – М.: Наука, 1982. – 334 с.; Никитин М.В. Основы лингвистической теории значения. Учебное пособие. – М.: Высшая школа, 1988. – 168 с.; Шмелев Д.Н. Проблемы семантического анализа лексики. – М.: КомКнига, 2006. – 280 с.

[58] Бердиалиев А. Луғавий бирликлараро лисоний муносабатлар масаласига доир // Тилшунослик ва адабиётшунослик масалалари. Илмий мақолалар тўплами. – Хўжанд: Нури маърифат, 2011. – Б. 10-15.

[59] Никитин М.В. Основы лингвистической теории значения. – М.: Высшая школа, 1988. – С. 94.

[60] Эрматов И. Given source. – В. 74.

doktorantura, mustaqil izlanuvchilik are considered equonyms based on their mutual equonymic relationship.

The phenomenon of equonymy among terms plays a significant role in determining the position of a term within the terminological system and in describing the terminological meaning from a disciplinary and linguistic perspective.

Section 2.3 of Chapter II named *"The phenomenon of polysemy in Uzbek pedagogical terminology"* explores and analyzes the phenomenon of polysemy within pedagogical terms. It discusses the foundations for classifying terminological units into monosemous and polysemous terms based on their semantic structure.

A significant portion of terminology comprises monosemous terms, as this aligns with the inherent nature of terms. While some scholars oppose the idea of terms having multiple meanings, they acknowledge that scientific concepts can be interpreted in various ways[61]. D.S. Lotte emphasizes that a specific term within a particular field of terminology should maintain monosemy[62]. Similarly, A. Khojiyev notes that "terms differ from common vocabulary through their characteristics of being monosemous and devoid of expressiveness and emotionality"[63]. Conversely, V.A. Tatarinov highlights the existence of polysemy in terminology, which contrasts with monosemy, and argues that polysemy in terminological units should not be viewed as a negative attribute[64].

In Uzbek pedagogical terminology, the following terms have been identified as polysemous: "*Avtoritar texnologiya* – 1) a system reflecting traditional educational processes where students act as objects and teachers as subjects; 2) a management technology in educational processes based on subordinating students. *Adabiyot o'qitish metodikasi* – 1) an academic discipline aimed at providing students with specific knowledge, skills, and competencies in the theory and methodology of literature education; 2) a core area within specialized pedagogy. *Kurs* – 1) a stage or period of study in higher or secondary specialized educational institutions (e.g., *birinchi kurs, ikkinchi kurs*); 2) a complete presentation of a specific subject or scientific field (e.g., ta'limning kurs tizimi). *Pedagogik ijodkorlik* **–** 1) the unique resolution of educational and training tasks at a high-quality level by the educator; 2) the enrichment of educational theory and practice"[65]. Among the polysemous terms listed above, the distinctions between individual meanings are evident in some cases (*kurs, pedagogik ijodkorlik*), while in others, there is little noticeable difference (*avtoritar texnologiya, adabiyot o'qitish metodikasi, pedagogik innovatsiya*). This situation necessitates generalizing the meanings of polysemous terms provided in specialized dictionaries to better characterize them.

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[61] Чернышова Л.А. Отраслевая терминология в свете антропоцентрической парадигмы. – М.: МГОУ, 2010. – С. 104.

[62] Лотте Д.С. Вопросы заимствования и упорядочивания иноязычных терминов и терминоэлементов / – М., 1982. – 149 с.

[63] Ҳожиев А. Тилшунослик терминларининг изоҳли луғати. – Тошкент: Ўзбекистон миллий энциклопедияси, 2004. – Б. 104.

[64] Татаринов В.А. Теория терминоведения: в 3 т. – Т.1: Теория термина: история и современное состояние. – М.: Московский Лицей, 1996. – 311 с.

[65] The explanations of these terms were taken from "Педагогик атамалар луғати" (Муаллифлар жамоаси. – Тошкент, 2008. – 136 б.).

Chapter III of the Dissertation is named “Development and lexicographic interpretation issues of Uzbek pedagogical terminology”. The section 3.1 called "Neologistic terms in Uzbek pedagogical terminology" examines and analyzes neologisms within the terminology of pedagogy.

Like any field and its terminology, the system of Uzbek pedagogical terms undergoes constant change and development. This dynamic evolution leads to the formation of a distinct paradigm of units classified as neologisms within the terminology of the field. Studies reveal various terminological designations for the phenomenon of neologism, such as *termin neologizm, neonim, neonominatsiya, neografizm, neosemantizm*[66].

In the terminology of education and upbringing, neologistic terms can be categorized into two types: 1) previously used terms that now have new meanings in the context of educational activities (e.g., *talaba*, *qarzdorlik, qayta topshirish*, etc.); 2) terms describing new phenomena, concepts, and subjects of the educational process (e.g., *masofaviy ta’lim, onlayn ta’lim, vebinar, tyutor, kredit*, etc.).

Recently, distance education has been gaining prominence in the education system. Consequently, new words associated with these educational technologies have emerged in the educational lexicon. Examples include: *tyutor, kredit-modul*, *vebinar, videomaterial, audiomatn, videodars, internet sinf, virtual ta’lim muhiti, virtual universitet, masofaviy kurs, keys stadi, keys texnologiyasi, elektron ta’lim, elektron darslik, multimedia*, *kouching*, and others. Most of these terms have been borrowed from English, while some are actively generated within the framework of Uzbek linguistic resources, contributing to the creation of neologistic terms.

Particular attention should be given to the neologism *keys*, which has begun to be used in the speech of individuals associated with contemporary education processes. The term case exhibits polysemy. Firstly, *keys* derived from the English word case (meaning bag or portfolio), it refers to a collection of educational materials (printed, audio, video, or electronic products) on various electronic media. Secondly, it signifies an assignment given to students for independent work. Thus, terms like *videokeys*, *mini-keys* have emerged in the language to denote educational video formats. Other terms containing *keys* are also being used in modern education processes. For example: *o‘yin videokeysi* (a 15-20 minutes long video clip presenting an extensive educational scenario acted by professional actors), *hujjatli videokeys* (a 15-20 minutes long video clip presenting an extensive educational scenario filmed with professional participation), *mini-keys* (a short dramatic episode illustrating a situation, conflict, or character trait (lasting up to 5 minutes)).

Furthermore, the term *keys* has also contributed to the formation of compound terms like *keys-texnologiya*.

Some words have firmly established themselves within the general and specialized lexicon, while others are in the initial stages of adoption into Uzbek. Terms like *masofaviy ta’lim, repetitor, abituriyent, test, portfolio, vebinar* are frequently used. Meanwhile, terms such as *tyutor, keys, keys-stadi, ta’lim kampusi*, *kouching* are in the early stages of adaptation and are less commonly used.

[66] Косович О.В. Неологизм и неоним. Терминологический инструментарий неологии//Вестник Брянского государственного университета. 2015. – №1. – С. 255.

The introduction of new teaching technologies and methods, the wide application of advanced foreign experiences, the development of innovative teaching formats, and the creation of new educational content (e.g., multimedia complexes) contribute significantly to enriching Uzbek pedagogical terminology with neologisms. The majority of these neologisms are related to fields such as digital education, electronic learning, distance learning, and problem-based learning.

The section titled *"The Phenomenon of archaism in pedagogical terminology"* in Chapter III provides an analysis of terms in Uzbek pedagogical terminology related to obsolescence, along with associated conditions and concepts.

As in the general lexical system, changes linked to obsolescence and renewal also occur in terminological systems. This phenomenon is evident in pedagogical terminology as well. Historical, political, and sociocultural transformations in Uzbekistan's education system have resulted in the obsolescence of numerous terminological units.

For instance, "The Explanatory Dictionary of the Uzbek Language" contains numerous terms related to pedagogy marked as obsolete (esk.). Examples include: "**SABOQ** [Ar. – discussion, competition] 1. Lesson, study, knowledge, or subject. (Saboq bermoq, saboq olmoq.) 2. esk. Tasks or assignments given during a lesson. 3. figurative An action, event, or experience that serves as a moral lesson or example"; "**SABOQDOSH** esk. A fellow student or classmate"[67].

Based on lexicographical interpretations, terms like *saboq, saboqdosh* exhibit characteristics of archaism. The second meaning of the term *saboq* has become semantically obsolete, reflecting semantic archaism. The term *saboqdosh* is entirely obsolete and can be categorized as a terminological archaism. The term *saboq* should be recorded as a *sememic archaism* in relation to the lexeme-term, and the term *saboqdosh* should be recorded as a terminological archaism.

Other lexemes and terms in the pedagogical field also exhibit characteristics of archaism, such as: *darsxona* (a room where lessons or classes are held; auditorium), *dejur* (1 esk. duty officer), *dovot* (esk. inkstand), *doklad* (esk. 1 q. lecture), *dorilmuallimin, dorulmuallimin* (esk. teacher training school, pedagogical institute), *pero* (esk. a writing and drawing instrument used to write with ink, ink, etc.), *vojatiy* (esk. 1 a squad leader, group leader in a Pioneer detachment, orphanage, komsomol, etc.), *kurator* (1 q. leader (class leader), *programma* (q. Program. 5 A brief, coherent statement of education (study and teaching work) in a specific subject; a set of knowledge, skills, and qualifications that a student must master), etc.

These examples can be grouped into two categories: 1) terminological archaisms (*darsxona, dorulmuallimin, dovot, pero*); 2) semantic archaisms (*dejur, doklad, vojatiy, kurator, programma*). The obsolescence of these terms is closely tied to sociocultural changes in society, influenced by historical and political factors. Over time, new terminological units have emerged, replacing outdated ones. These changes reflect the evolving linguistic and cultural needs of Uzbek society and highlight the dynamic nature of pedagogical terminology. The phenomenon of

[67] O'zbek tilining izohli lug'ati. 6 jildli. 4-jild. – Toshkent: G'afur G'ulom, 2022. – B. 482.

archaism in pedagogical terminology is a natural process influenced by linguistic and non-linguistic factors.

The third chapter's Section 3.3. titled *"The lexicographic interpretation of pedagogical terms and issues of organizing terminology"* presents observations and analyses regarding the lexicographic interpretations of Uzbek pedagogical terminology in terminological and general philological dictionaries.

The interpretation of pedagogical terms in terminological dictionaries. During the years of independence, significant scientific and practical achievements have been made in the fields of Uzbek lexicology and lexicography. Particularly, as a result of scientific and practical research in the field of lexicography, the explanatory dictionary has been improved, numerous translation dictionaries and hundreds of terminological dictionaries have been created, existing ones have been refined, and new, modern examples of dictionaries, including electronic and online versions, have emerged. These efforts have provided great opportunities to study the application of words and terms within the framework of both general literary language and specialized vocabulary, and to organize terms and terminologies within the scope of scientific language.

Pedagogical terminology dictionaries also play a crucial role in the development, popularization, and socialization of science. For example, a terminological dictionary published in 2008, containing explanations of approximately 2000 education-related terms and concepts, states: "From 1925 to the present, about 140 terminological dictionaries in over 50 fields have been published in our republic, but there is no pedagogical terminology dictionary among them"[68]. This situation indicates that the dictionary is among the first in Uzbek to be dedicated to explaining pedagogical terms and concepts.

Although the number of dictionaries related to Uzbek pedagogical terminology is limited, their significance lies in reflecting, to a certain extent, the development of Uzbek pedagogical terminology.

Another issue concerning dictionaries of pedagogical terms and concepts is the inclusion of terms and concepts in these dictionaries that either lack relevance to pedagogy or have very weak ties to the field. For example, terms like *abzats, akademik (sifat), alfavit, antropologiya, apostrof, bayon, bilmoq, biologiya xonasi, bodibilding (kulturizm), genofond, gistogramma, kulliyot, kulturizm, bosma toboq, yangi tarix, ilmi maoniy, ilmi muammo, ilmi qofiya, ilmi advor, janr, yapon tili xonasi, arab tili o'qitish metodikasi* do not justify their inclusion in a pedagogical terminology dictionary[69].

In addition, inconsistencies in the terminological descriptions of many pedagogical terms, such as *kredit, kreativlik, axborotlashtirish, bilish, gimnaziya,*

[68] Педагогика: энциклопедия. I жилд. Жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2015. – 320 б.; II жилд, 2015. – 376 б.; III жилд, 2017. – 424 б.; Ўзбек педагогик энциклопедик сўзлиги. – Тошкент: Chashma print, 2014. – 546 б.; Педагогик атамалар луғати. Жамоа. – Тошкент, 2008. – 136 б.; Lug'at: oliy ta'lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020. – 168 b.; Ижтимоий педагогика атамалар изоҳли луғати. Тузувчилар: З.Қорабоева, Н.Абдусаматова. – Наманган, 2017. – 72 б.; Педагогика фанидан изоҳли луғат. Жамоа. – Тошкент: Фан ва технологиялар, 2008. – 480 б.

[69] Педагогик атамалар луғати. Жамоа. – Тошкент, 2008. – 136 б.; Ўзбек педагогик энциклопедик сўзлиги. – Тошкент: Chashma print, 2014. – 546 б.

pedagogik texnologiya, metod, usul, dunyoqarash, masofaviy ta'lim, motivatsiya can be observed in lexicographic dictionaries, as well as in scientific and scientific-methodological literature related to the field.

There are also several problematic situations regarding the inclusion and description of concepts related to upbringing in dictionaries. Certain terms and concepts are explained in some specialized dictionaries of pedagogical terms, while the same terms are omitted in others. Specifically, terms identified as key foundational concepts of folk pedagogy, such as *"parvarishlash (bolani), tarbiyalash, o'z-o'zini tarbiyalash, qayta tarbiyalash, yo'l-yo'riq ko'rsatish, o'rgatish, odatlantirish"*[70] have been analyzed for their inclusion in field-specific dictionaries. In the course of our observations, we found that terms expressing significant pedagogical processes, such as *parvarishlash, tarbiyalash, odatlantirish* and their explanations are absent in works considered relatively comprehensive today, such as "Pedagogika: ensiklopediya" and "O'zbek pedagogik ensiklopedik so'zligi". Similarly, these terms are not found in "Lug'at: oliy ta'lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi"[71].

The interpretation of pedagogical terms in general philological explanatory dictionaries. One of the unique treasures of Uzbek lexicography, which has undergone a significant period of development, is the Explanatory Dictionary of the Uzbek Language. This multi-volume work is a valuable resource, containing terms and concepts from various branches of science, technology, and fields, including issues related to education and upbringing, thus holding distinctive socio-political and cultural-educational significance. For instance, terms such as *ta'lim, tarbiya, trening, videoma'ruza, adyunktura, audiovizual, bakalavriat, axloq, gimnaziya, insoniylashtirish, iqtidorli, keys, kollej, kollokvium, litsey, magistratura, mediata'lim, modul, modullashtirish, politexnizm, ma'rifatparvarlik, mentor, odamiylik, qiziquvchanlik* are defined with both general lexical and terminological meanings. The updated and revised editions of the dictionary have been enriched with new terms and concepts from various fields.

In the multi-volume Explanatory Dictionary of the Uzbek Language, only six terms and concepts (*didaktizm, logopediya, modul, portfolio, test, topik*) are marked with the specific indicator *ped.* to denote their relevance to pedagogy. In reality, at least ten times as many terms and concepts related to pedagogy – education and upbringing – should be provided with this specific lexicographic marker.

It would be appropriate if the terminological meanings of pedagogical terms and concepts – lexeme-terms that serve to express the main concepts, phenomena, and processes of the education and upbringing field – were marked with the *ped.* ("related to or pertaining to pedagogy") indicator in the Explanatory Dictionary of the Uzbek Language. For example, the second meaning of *keys*, the first meaning of *kollokvium*, the first meaning of *kurator*, the meaning of *mediata'lim*, both meanings

[70] Иноятов У., Муслимов Н., Усмонбоева М., Иноғамова Д. Педагогика. Методик қўлланма. – Тошкент, 2012. – Б. 46.

[71] Lug'at: oliy ta'lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020. – 168 b.

of *odobnoma*, the meaning of *politexnizm*, and the first meaning of *pansion* should all be marked with this indicator[72].

The lexeme *kredit* is included in the explanatory dictionary, with its second meaning described as follows: "**KREDIT** [*Lat.* creditum – loan < credere – to trust] A system of economic relations arising from the process of providing money or material resources for temporary use on the condition of repayment with profit; an account where an individual's or institution's funds are credited; loan, credit; funds, issued money"[73]. In this case, no terminological meaning indicating a connection to the field of pedagogy is observed. Therefore, it would be appropriate to reflect the second meaning of this lexeme and its description based on the concept of *kredit* as presented in pedagogical dictionaries as follows: 2. *talabalarning o'quv ishlarini hisobga olishning umumyevropacha tizimida talaba tomonidan yig'ib boriladigan ball, o'quv dasturi va kursni o'zlashtirish natijasini ko'rsatuvchi ta'limiy o'lchov*.

The creation of an online dictionary of Uzbek pedagogical terms, its continuous database updates, and the rapid reflection of quantitative and qualitative changes in the terminological system, as well as updates in the semantics of terms and concepts in this dictionary, should be noted as a social necessity. This situation necessitates the regular implementation of collaborative sectoral and linguistic research on pedagogical terminology.

CONCLUSION

1. The social-political context and national-cultural transformations at the beginning of the 20th century had a significant impact on the development of Uzbek pedagogy and the industry's terminology. Particularly, the ideas of national awakening and progress, patriotism, and the efforts of the Jadid movement, which left an indelible mark on the nation's progress, focused considerable attention on education and upbringing. The emphasis on personal growth, knowledge, and morality as primary concerns, coupled with selfless dedication in this direction, elevated the field of education and upbringing to new heights. Simultaneously, the terminology of the field expanded both quantitatively and qualitatively, with the formation of hundreds of terms related to education and upbringing.

2. In Uzbekistan, to improve the quality and efficiency of education and upbringing, innovative approaches and theories have been introduced, and new conceptual foundations of Uzbek pedagogy have been developed. Effective reforms in the education system, the implementation of national programs, and the active and widespread integration of information technologies into the educational process have led to the renewal of the conceptual and terminological apparatus of the field.

3. The next stage in the development of linguistics also notes the existence of equonymic relationships within lexical-semantic relations. Alongside semantic relations such as antonymy, hyponymy, synonymy, and graduonymy among lexical units, the identification of the role and function of equonymy, and the examination and evaluation of its position and characteristics as a linguistic relation within the

[72] O'zbek tilining izohli lug'ati. 6 jildli. 2-3-4-jildlar. – Toshkent: G'afur G'ulom, 2022.
[73] O'zbek tilining izohli lug'ati. 6 jildli. 2-jild. – Toshkent: G'afur G'ulom, 2022. – B. 921.

terminological system, hold theoretical and practical importance in both lexical and lexicographic aspects. Although hyponymy and equonymy intersect at certain points within the system of lexical units, their nature, place in the semantic system, and essence differ significantly. The intersection within a single paradigm reflects their shared and interconnected features, while their operation demonstrates unique multidimensionality in each unit.

4. The interrelation, commonalities, and distinctions between hyponymy and equonymy among linguistic units manifest as follows: a hyponym is semantically subordinate to its hyperonym, while equonyms maintain semantic equality with their counterparts; in the content plan of hyponyms and equonyms, the sememe of the hyperonym serves as a seme. The meaning of an equonym is shaped based on the sememe of the hyperonym, making equonymic units semantically equal. The position of a hyponym can be relatively flexible, whereas the status of an equonym is stable; hyponyms maintain a hierarchical relationship with their hyperonym, while equonyms engage in paradigmatic relations with each other; hyponyms can replace their hyperonym, but equonyms do not interchange roles or positions. Hyponyms form a genus-species relationship with their hyperonym, while equonyms establish a species-species relationship among themselves.

5. The process of borrowing words from other languages also plays a vital role in enriching and enhancing the vocabulary of any language. The international connections, global developments, interdisciplinary integration, rapid advancements in science and technology, and novel approaches to human capital observed in the late 20th and early 21st centuries have fostered numerous new concepts, phenomena, and relations across almost all societal domains, simultaneously serving as primary drivers for the emergence of new words and terms. Contemporary approaches in education systems worldwide, a humanistic perspective on the educational process, positive changes in the field of education and upbringing, advancements in modern computer technologies, and their application to various fields underscore the necessity for the emergence of new words and terms in education and upbringing systems.

6. During the years of independence, the enrichment and evolution of Uzbek pedagogical terminology have been significantly influenced by English, with an increasing activity of words and terms being borrowed through this language. Consequently, addressing social and linguistic issues such as determining the role of these borrowed lexical units in Uzbek vocabulary and terminology, as well as regulating their pronunciation and spelling, has become critical. Currently, many newly adopted words and terms in Uzbek retain their original graphic and phonetic forms from the source language.

7. The enrichment of Uzbek pedagogical terminology with new terms has been bolstered by the introduction of innovative educational technologies and methods, the broad application of advanced international experiences, the development and implementation of modern and effective teaching methods, and the integration of multimedia educational content into the Uzbek education system. Recently, most new terms observed in Uzbek pedagogical terminology are linked to the digitalization of education, as well as electronic, remote, problem-based, and

inclusive education. The development of new teaching technologies, methods, and formats not only serves as a driving factor for the emergence of new terminological units but also contributes to the archaisation of some existing terms in the field.

8. Pedagogical term dictionaries record distinct methodological terms for teaching various subjects, such as the methodology of teaching Arabic, biology, literature, primary education, geography, and music. However, the practice of separately listing and explaining each of these concepts in dictionaries is inconsistent with lexicographic principles.

9. In the multi-volume Explanatory Dictionary of the Uzbek Language, only six terms have been marked with a special label indicating their relevance to pedagogy. In reality, about 50 times more terms related to pedagogy and education should be marked with a specific lexicographic symbol. It is considered appropriate to mark all pedagogical terms and relative terms serving to describe fundamental concepts, phenomena, and processes in education with the label “ped.” ("related to pedagogy") in the dictionary.

10. During Uzbekistan's independence period, Uzbek pedagogy has continued to develop rapidly as an independent discipline, both socially-politically and culturally-educationally. The education sector and system have been advancing based on innovative ideas and theories, modern approaches, and national culture and values. These circumstances and processes have positively influenced the development, enrichment, and standardization of Uzbek pedagogical terminology. Modern societal demands and needs emphasize the importance of systematically studying Uzbek pedagogical terms, creating online and electronic dictionaries and terminological corpora, regularly updating their databases, reflecting quantitative and qualitative changes in the terminological system, and scientifically incorporating semantic updates in modern dictionary examples. Meeting these objectives ensures effective utilization of the terms in educational processes.

НАУЧНЫЙ СОВЕТ DSc.03/30.12.2019.Fil.19.01 ПО ПРИСУЖДЕНИЮ НАУЧНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ

ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ

ЯХШИЕВА ЭЪТИБОР БАХТИЁРОВНА

РАЗВИТИЕ ПЕДАГОГИЧЕСКОЙ ТЕРМИНОЛОГИИ В ГОДЫ НЕЗАВИСИМОСТИ

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Актуальность и необходимость темы диссертации. В мировой лингвистике вопросы языка науки, развития и изучения терминологии находятся в центре внимания. Терминология лексической системы также постоянно отражает обновления и изменения, связанные с прогрессом в научно-технической и производственной сферах. Любые изменения и нововведения в рамках науки и других областей, а также реформы в социальной жизни являются важными факторами, влияющими на лексико-семантические и структурные изменения в терминологии. Это, в свою очередь, требует регулярного изучения вопросов не только общей терминологии, но и национальной, а также терминологии отдельных областей с различных аспектов.

Развитие педагогической терминологии, стремительное совершенствование педагогических терминов в узбекском языке, их применение и упорядочивание выявляют наличие актуальных проблем, требующих более глубоких исследований в данной области.

В мировой лингвистике также обсуждаются вопросы изучения новых отношений и явлений, возникающих на основе глобальных связей и межотраслевой интеграции, с точки зрения их языкового выражения. Терминологическая система отраслей, связанных с образованием, воспитанием, культурой и просвещением, наряду с общеупотребительной терминологией, обладает и национальными особенностями. Это подчеркивает важность изучения таких терминологических систем как с общей, так и с национальной точки зрения. Поэтому в процессе исследования терминологических систем особое внимание уделяется общим и национальным характеристикам и факторам.

В этой связи изучение вопросов развития отраслевой терминологии, стабилизации заимствованных элементов в национальной терминологии, анализа семантических и формальных изменений терминов, изучение их смысловых взаимосвязей, упорядочивание терминологии отраслей, а также описание связанных с этим лексикографических аспектов в свете современных лексикографических принципов и требований становится чрезвычайно актуальным.

После обретения Узбекистаном независимости в обществе были проведены значительные реформы и изменения. Особенно большое внимание уделялось вопросам образования, воспитания, духовности и просвещения. Были приняты и внедрены в практику нормативно-правовые акты, направленные на повышение эффективности деятельности этих сфер. Положительные результаты реформ в области науки неизбежно отражаются и в их терминологии, что требует научного подхода к семантизации новых терминологических единиц и упорядочиванию терминологических систем, выражающих новые понятия и явления в науке и других областях.

Узбекская педагогика, как приоритетная наука и сфера, также прошла свои этапы развития. Это обуславливает необходимость изучения процесса

совершенствования педагогической терминологии на узбекском языке, анализа качественных и количественных изменений, а также факторов, их обусловивших.

Научные результаты данной диссертации в определенной степени служат реализации задач, поставленных в Указах Президента Республики Узбекистан “О создании Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои” за № УП-4797 от 13 мая 2016 года, “О дальнейшем совершенствовании системы последипломного образования” за № УП-4958 от 16 февраля 2017 года, “Об утверждении концепции развития системы высшего образования Республики Узбекистан до 2030 года” за № УП-5847 от 8 октября 2019 года, “О мерах по кардинальному повышению роли и авторитета узбекского языка в качестве государственного языка” за № УП-5850 от 21 октября 2019 года, “О мерах по дальнейшему развитию узбекского языка и совершенствованию языковой политики в стране” за № УП-6084 от 20 октября 2020 года, в постановлениях Кабинета Министров “О мерах по совершенствованию деятельности Академии наук, организации, управления и финансирования научно-исследовательских работ” за № ПП-2789 от 17 февраля 2017 года, “О мерах по качественному улучшению системы воспитания и образования молодежи, их духовного и физического развития” за № ПП-3907 от 14 августа 2018 года, “О мерах по повышению эффективности фундаментальных и прикладных исследований по узбекскому языку и литературе” за № ПП-139 от 11 марта 2020 года, “О мерах по повышению качества педагогического образования и дальнейшему развитию деятельности высших учебных заведений, готовящих педагогические кадры” за № ПП-289 от 21 июня 2022 года, а также в других соответствующих нормативно-правовых документах.

В качестве **объекта исследования** были выбраны узбекские термины, выражающие понятия в области педагогики, представленные в следующих источниках: “Педагогика: энциклопедия” (тома I-III)[74], “Узбекский педагогический энциклопедический словарь”,[75] “Словарь педагогических терминов”,[76] “Словарь: пояснение основных понятий и терминов, используемых в высших учебных заведениях”,[77] “Толковый словарь терминов социальной педагогики”, [78] “Толковый словарь по педагогике” [79] и других.

Научная новизна исследования заключается в следующем**:**

научно-теоретически обоснованы социальные и лингвистические причины и факторы совершенствования педагогической терминологии узбекского языка в годы независимости Республики Узбекистан. Доказано,

[74] Педагогика: энциклопедия. I жилд. Жамоа. – Тошкент: Ўзбекистон миллий энциклопедияси, 2015. – 320 б.; II жилд, 2015. – 376 б.; III жилд, 2017. – 424 б.

[75] Ўзбек педагогик энциклопедик сўзлиги. – Тошкент: Chashma print, 2014. – 546 б.

[76] Педагогик атамалар луғати. Жамоа. – Тошкент, 2008. – 136 б.

[77] Lug‘at: oliy ta’lim muassasalarida foydalaniladigan asosiy tushuncha va atamalar izohi. Tuzuvchilar: Abdurahimov Q.A., Yusubov J.Q., Yusubov J.Q. – Toshkent: Yangi asr avlodi, 2020. – 168 b.

[78] Ижтимоий педагогика атамалар изоҳли луғати. Тузувчилар: З.Қорабоева, Н.Абдусаматова. – Наманган, 2017. – 72 б.

[79] Педагогика фанидан изоҳли луғат. Жамоа. – Тошкент: Фан ва технологиялар, 2008. – 480 б.

что развитие педагогической терминологии узбекского языка наблюдалось на всех уровнях системы образования Узбекистана;

установлено, что в педагогической науке в соответствии с международными стандартами были созданы узбекоязычные термины, и их соответствие локальным образовательным процессам подтверждено на примере педагогической терминологии узбекского языка;

раскрыты гипонимические и эквонимические отношения между терминами, их роль и структура на современном этапе, а также выявлены особенности полисемии некоторых педагогических терминов на основе анализа терминологических словарей;

выявлены недостатки в представлении семантического состава неологизмов и устаревших терминов педагогической терминологии узбекского языка в общелингвистических и специализированных словарях. Разработаны практические рекомендации по унификации педагогических терминов узбекского языка, лексикографическому анализу и описанию терминов отрасли.

Внедрение результатов исследования. На основе результатов исследования, проведенного по теме развития педагогической терминологии в годы независимости:

лексико-семантические изменения**,** связанные с развитием педагогической терминологии узбекского языка в годы независимости Узбекистана, анализ новых и устаревших терминов в данной терминологической системе, их семантический состав и интерпретация в филологических и специализированных словарях, а также разработанные рекомендации и научные выводы были использованы в рамках практического грантового проекта под номером IL-402104474, выполненного в Ташкентском государственном университете узбекского языка и литературы в 2021–2023 годах по теме «Создание образовательного корпуса узбекского языка: электронная платформа и её мобильное приложение» (Справка № 04/1-2320 от 7 сентября 2024 года Ташкентского государственного университета узбекского языка и литературы). В результате были усовершенствованы и обогащены лексикографические описания терминов, связанных с образованием и воспитанием, в рамках рубрик и материалов, размещенных на электронной платформе образовательного корпуса.

Результаты анализа и выводы по вопросам отражения изменений и нововведений в системе образования и воспитания в терминологии данной области в годы независимости, влияния социальных и лингвистических факторов на совершенствование терминологии, гипонимические и эквонимические отношения между педагогическими терминами, полисемии и структурной особенности педагогической терминологии, методов унификации педагогических терминов узбекского языка, лексикографического описания и интерпретации отраслевых терминов были использованы в рамках практического проекта под номером AM-FZ-201908172, выполненного в Ташкентском государственном университете узбекского языка и литературы в 2020–2023 годах по теме «Создание

лингводидактической электронной платформы тюркских языков» (Справка № 04/1-2319 от 7 сентября 2024 года Ташкентского государственного университета узбекского языка и литературы). Это способствовало обогащению содержания материалов, связанных с образованием и воспитанием, включенных в лингводидактическую электронную платформу, а также дополнению состава лингводидактических источников современными интерпретациями, анализами и лексикографическими описаниями узбекской педагогики.

В практическом грантовом проекте IL-402104474 «Создание образовательного корпуса узбекского языка: электронная платформа и её мобильное приложение», реализованном в 2021–2023 годах в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои, были использованы результаты анализа и выводы, касающиеся явления многозначности в системе педагогических терминов узбекского языка, функционирования и роли гипонимических и эквонимических отношений, их структурных особенностей на современном этапе, а также природы многозначности отдельных педагогических терминов и их представления в терминологических словарях (Справка № 04/1-2320 от 7 сентября 2024 года Ташкентского государственного университета узбекского языка и литературы). В результате проведённых исследований в рамках проекта были обеспечены правильное и целесообразное использование педагогических терминов.

Семантический состав неологизмов и устаревших терминов в системе узбекской педагогической терминологии, недостатки, связанные с их представлением в общефилологических и специализированных словарях, а также проведенный анализ и научные выводы по методам унификации узбекских педагогических терминов, наряду с практическими рекомендациями по лексикографической интерпретации и описанию терминов данной области, были использованы в рамках практического проекта AM-FZ-201908172 «Создание лингводидактической электронной платформы тюркских языков», реализованного в Ташкентском государственном университете узбекского языка и литературы в 2020–2023 годах (Справка № 04/1-2319 от 7 сентября 2024 года Ташкентского государственного университета узбекского языка и литературы). В результате проведенные в рамках проекта исследования способствовали содержательному обогащению созданных источников и материалов, а также обеспечили целесообразное использование педагогических терминов в лингводидактических материалах.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения, списка использованной литературы, общий объём составляет 135страниц.

E’LON QILINGAN ISHLAR RO‘YXATI
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