

**QO‘QON DAVLAT UNIVERSITETI
HUZURIDAGI ILMIY DARAJA BERUVCHI
PhD.03/04.06.2021.Fil.132.01 RAQAMLI ILMIY KENGASH
ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

QO‘QON DAVLAT UNIVERSITETI

G‘ANIYEVA DILAFRUZ XASANBOY QIZI

**O‘ZBEK VA INGLIZ TILLARIDA “TA’LIM” MIKROMAYDONI:
SEMANTIK VA LINGVOKULTUROLOGIK TADQIQ**

10.00.06 – Qiyosiy adabiyotshunoslik, chog‘ishtirma tilshunoslik va tarjimashunoslik

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida ilm-fan va real hodisalarning aloqadorligini tushunish, uning verballashuvini o‘rganish tamoyillari dolzarb masala sanaladi. Bu jarayonda til lug‘aviy birliklarini mukammal tahlil qilish, ularning lisoniy belgilarini turli xil aspektlarda yoritish muhim ahamiyatga ega. Til sistemasini mazmuniy maydon asosida tadqiq etish, lug‘aviy birliklarning maqomini dunyo til manzarasida belgilash, ularni leksik-semantik guruhlariga ajratish, maydonlarning o‘zaro munosabati va bog‘lanishi singari muammolarni bugungi zamonaviy tilshunoslik yo‘nalishlari bilan bog‘liqlikda o‘rganish lisoniy voqelanishga doir lingvistik talqinlar uchun muhim amaliy hissa bo‘lib qo‘shiladi.

Dunyo tilshunosligining muhim vazifalaridan biri til taraqqiyotini jamiyat va millat taraqqiyoti bilan uzviylikda o‘rganishdir. Hozirgi globallashuv jarayoni, ilm-fanning rivoji, madaniyatlar to‘qnashuvi, ijtimoiy-siyosiy aloqalarning o‘sib borishi, til leksikasining semantik va paradigmatic munosabatlari asosida yotuvchi lisoniy tabiatini ochib berish bo‘yicha salmoqli ilmiy izlanishlar olib borilmoqda. Bu borada, jumladan, “ta’lim” mikromaydonini tashkil etuvchi lisoniy vositalarni hosil qiluvchi unsurlarga onomasiologik, antropotsentrik nuqtayi nazardan yondashish, terminologik tizimini semantik-funksional jihatdan o‘rganish muhim masala hisoblanadi.

O‘zbek tilshunosligida so‘nggi yillarda ilm-fan, sanoat rivojlanishi soha leksikasining talqiniga bag‘ishlangan bir qator tadqiqotlar maydonga kelishiga turtki bo‘ldi. Bugungi kunda mamlakatimizda ilmiy tadqiqot va innovatsiya faoliyatini rag‘batlantirishga alohida e‘tibor qaratilganligi, har bir fan sohasi doirasidagi ilmiy tadqiqotlar rivojlantirilgani ilm-fan, ta’lim va tarbiya, o‘qitish usullariga oid lug‘aviy birliklarning yangilanib borishi, ayrimlarining iste’moldan chiqishi “ta’lim” mikromaydonida ham o‘zining sezilarli ifodasini topa boshladi. Ta’lim va tarbiya har makon, har zamon uchun inson kamolotining eng muhim va zaruriy omili sanaladi. Xalqimiz oldida turgan buyuk vazifa Yangi O‘zbekistonni qurish ostonasida ekanmiz, “Ertangi kunimiz, Vatanimizning yorug‘ istiqboli, birinchi navbatda, ta’lim tizimi va farzandlarimizga berayotgan tarbiyamiz bilan chambarchas bog‘liq”¹. Zamonaviy hamda rivojlangan ta’lim tizimi esa mana shunday ulkan muvaffaqiyatlar, intellektual, ixtirochi, kelajagimiz egalari bo‘lgan yoshlarimizning kamol topishida asosiy omildir. Zero, “Ta’lim sifatini oshirish – Yangi O‘zbekiston taraqqiyotining yakka-yu yagona to‘g‘ri yo‘lidir”². Yurtimizda kechayotgan ta’lim sohasidagi islohotlar ta’limga aloqador birliklarni chuqurroq o‘rganish o‘zbek tilshunosligi oldida turgan ustuvor masalalardan biri ekanligini hamda tanlangan mavzuning dolzarbligini belgilaydi.

O‘zbekiston Respublikasi Prezidentining 2020-yil 30-iyundagi PF–6017-son “O‘zbekiston Respublikasida yoshlarga oid davlat siyosatini tubdan isloh qilish va

¹Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Ўқитувчи ва мураббийлар кунига бағишланган тантанали маросимдаги нутқи. 2020 йил 1 октябрь.

²Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлис ва Ўзбекистон халқига Мурожаатномаси. 2022 йил 20 декабрь /Электрон манба: xabar.uz.

yangi bosqishga olib chiqish chora-tadbirlari to'g'risida"gi, O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son "Yangi O'zbekistonning 2022-2026-yillarga mo'ljallangan taraqqiyot strategiyasi to'g'risida"gi, 2019-yil 8-oktabrdagi PF-5847-son "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi, 2022-yil 6-iyuldagi PF-165-son "O'zbekiston Respublikasining 2022-2026-yillarga mo'ljallangan innovatsion rivojlanish strategiyasini tasdiqlash to'g'risida"gi, shuningdek, 2022-yil 21-iyundagi PQ-289-son "Pedagogik ta'lim sifatini oshirish va pedagoglarni tayyorlaydigan oliy o'quv yurtlari faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida"gi Qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalari rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq ravishda bajarilgan.

Muammoning o'rganilganlik darajasi. Jahon tilshunosligida lisoniy birliklarni sistemaviy asosda o'rganish, leksik birliklarning til sistemasidagi o'rni va nutq jarayonidagi turli variantlarini aniqlash borasida J.Trir, S.Ullman, J.Lyons, E.Kittay³, L.A.Novikov, Y.N.Karaulov, L.M.Vasilev⁴, o'zbek tilshunosligida H.Ne'matov, R.Rasulov, Sh.Rahmatullayev, Sh.Iskandarova va boshqalarning⁵ bir qator tadqiqotlari maydonga kelgan.

"Ta'lim" semali lug'aviy birliklarning lingvistik jihatlari jahon tilshunosligida Y.B.Sverkun, Z.K.Samiyev, I.A.Belikova, M.Y.Kupriyanova⁶ va boshqa

³ David Corson Using English Words. – Springer, 1995. – ISBN 0-7923-3711-5

⁴Новиков Л.А. Семантика русского языка. – М.: Высшая школа, 1982. –271 с.; Караулов Ю.Н. Общая и русская идеография. – М.: Просвещение, 1976. – 263 с.; Васильев Л.М. Современная лингвистическая семантика. – М.: ВШ, 1990. –180 с.

⁵Неъматов Х., Бозоров О. Тил ва нутқ. – Т.: Ўқитувчи, 1993. – 175 б.; Неъматов Х., Расулов Р. Ўзбек тили систем лексикологияси. – Тошкент: Ўқитувчи, 1995. –129 б.; Rahmatullayev Sh. Hozirgi adabiy o'zbek tili. – Toshkent: Universitet, 2006. –476 б.; Нурмонов А., Искандарова Ш. Тилшунослик назарияси. – Тошкент: Фан, 2008. – 175 б.; Расулов Р. Ўзбек тилида ҳолат феъллари ва уларнинг облигатор валентликлари. – Тошкент: Фан, 1989. – 143 б.; Искандарова Ш.М. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони): Филол. фанл. докт. ...дисс. автореф. – Тошкент, 1999. – 61 б.; Собиров А. Ўзбек тилининг лексик сатҳини системалар системаси тамойили асосида тадқиқ этиш. – Тошкент: Маънавият. – 2004. – 168 б.; Мухамедова С.Х. Ўзбек тилида ҳаракат феълларининг семантик ва валентлик хусусиятлари: Филол. фанл. докт. ... дисс. автореф. – Тошкент, 2007. – 48 б.; Неъматова Г.Х. Ўзбек тилида ўсимлик номлари лексемалари: тизими ва бадиий қўлланилиши: Филол. фан. номз. ... дисс.автореф. – Тошкент, 1998. – 21б.; Ҳакимова М. Ўзбек тилида вақт маъноли луғавий бирликлар ва уларнинг матн шакллантириш имкониятлари: Филол. фанл. номз. ...дисс.– Фарғона, 2004. – 151б.; Қурбонова Б.Қ. Локаллик ва унинг ўзбек тилида ифодаланиши: Филол. фанл. номз. ... дисс. автореф. – Тошкент, 2007. – 26 б.

⁶Цверкун Ю.Б.Особенности англоязычных терминов системы Образования (лингвокультурологический аспект) – М., 2018. – 218 с.; Самиев З.К. Лингвистический анализ терминологии отрасли образования (на материале таджикского и немецкого языков) – Душанбе, 2014. – 150 с.; Беликова И.А. Особенности образования терминов-неологизмов подъязыке компьютерной техники – Омск, 2004. – 147 с.; Куприянова М.Е. Становление и функционирование терминосистемы Высшего образования в условиях глобализации (на материале русского и английского языков) – М., 2014. – 259 с.

tadqiqotchilar tomonidan keng o'rganilgan. O'zbek tilshunosligida N.B.Rashidova⁷ ta'lim sohasidagi arabcha birliklarning leksik-semantik xususiyatlarini, D.Sh.Rahmatullayeva⁸ "ilm-ma'rifat" semali lug'aviy birliklarning tuzilishi va tarixiy-funksional jihatlarini, Z.R.Narmuratov⁹ ingliz va o'zbek tillarida "ta'lim", "ilm" konseptlariga oid paremalarni lingvomadaniy aspektida o'rganan. Pedagogik terminologiya va uning lingvistik jihatlarini N.O'.Usmonov, E.M.Yusufaliyev, O.Husanxo'jayevlar¹⁰ tadqiqotlarida yoritilib, "ta'lim" mikromaydonining ilmiy-nazariy asoslari yaratilgan.

"Ta'lim" mikromaydoni lisoniy vositalarining lingvistik jihatlarini qator tilshunos olimlarning ilmiy izlanishlarida yoritilgan bo'lsa-da, o'zbek tilshunosligida yaxlit bir sistema sifatida monografik planda o'rganilmagan. Ta'limga oid lisoniy birliklarning ichki mazmuniy sathlari, paradigmatic, sintagmatic va lingvokulturologik xususiyatlari qardosh bo'lmagan tillar materiallari asosida qiyosiy jihatdan tadqiq etilmagan. Bu esa dissertatsiya mavzusining dolzarbligini ko'rsatadi.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy tadqiqot ishlari rejalari bilan bog'liqligi. Mazkur dissertatsiya ishi Qo'qon davlat universiteti ilmiy tadqiqot ishlari "Zamonaviy tilshunoslik muammolari" yo'nalishi doirasida bajarilgan.

Tadqiqotning maqsadi turli tizimga mansub o'zbek va ingliz tillari misolida "ta'lim" mikromaydoniga xos lisoniy vositalarni semantik va lingvokulturologik jihatdan tadqiq etishdan iborat.

Tadqiqotning vazifalari:

o'zbek va ingliz tili terminosistemasida "ta'lim" mikromaydoni doirasidagi lisoniy vositalarning lingvistik xususiyatlarini tavsiflash;

"ta'lim" semali lug'aviy birliklarni yaxlit paradigmaga joylashtirish va har bir semantik guruh ichki tuzilishining lisoniy asoslarini belgilash;

"ta'lim" mikromaydoniga taalluqli paremiologik birliklarning lingvokulturologik xususiyatlarini o'rganish;

o'zbek va ingliz tillarining "ta'lim" mikromaydonidagi neologizmlar mohiyati va me'yorlashtirish masalalarini ilmiy asoslash hamda o'qituvchi va talaba/o'quvchilar nutqidagi noadabiy qatlam so'zlarining milliy-madaniy xususiyatlarini tavsiflash;

⁷Рашидова Н.Б. Лексико-семантический анализ арабизмов сферы образования Узбекистана. Диссертация на соискание ученой степени доктора философии (PhD) по филологическим наукам. –Тошкент, 2021. – 185 б.

⁸Рахматуллаева Д. "Илм-маърифат" семали луғавий бирликларнинг структур-семантик ва тарихий-функционал тадқиқи. Филол. фан. бўйича фалсафа докт. (PhD)...дисс. – Фарғона, 2020. – 132 б.

⁹Нармуратов З.Р. Инглиз ва ўзбек тилларида "таълим", "илм" концептларига оид паремаларнинг лингвомаданий тадқиқи. Филол. фан. бўйича фалсафа докт. (PhD) ...дисс. автореф. – Термиз, 2022. – 58 б.

¹⁰Усмонов Н.Ў. Ўзбек тилининг педагогик терминологияси. Филол. фан. номз. ...дисс. – Тошкент, 1994. – 23 б.; Юсуфалиев Э.М. Таълим ва тарбияга оид педагогик терминларнинг лингвистик тадқиқи (немис ва ўзбек тиллари материаллари асосида). Филол. фан. бўйича фалсафа докт. (PhD) ...дисс. автореф. – Андижон, 2022. – 52 б.; Husanxo'jayev O.M. Pedagogik terminlarning semantik-struktur va lingvopoetik tadqiqi. Filol. fan. bo'yicha falsafa dokt. (PhD) ...diss. avtoref. – Namangan, 2023. – 130 b.

Tadqiqotning obyekti sifatida o‘zbek va ingliz tilidagi “ta’lim” mikromaydoni lug‘aviy birliklari, ta’lim sohasida qo‘llaniladigan lisoniy vositalar, noadabiy qatlam so‘zlari va neologizmlar tanlangan.

Tadqiqotning predmeti o‘zbek va ingliz tilidagi “ta’lim” mikromaydoniga oid lisoniy birliklarning leksik-semantik xususiyatlarini lingvokulturologik aspektida o‘rganishdan iborat.

Tadqiqotning usullari. Tadqiqot mavzusini yoritishda tasniflash, tavsiflash, semantik, zidlash, qiyoslash, komponent va kontekstual tahlil usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilar bilan belgilanadi:

tilshunoslikda terminologiyaning mustaqil fan sifatidagi maqomi, ta’lim sohasiga oid terminlarning lingvistik xususiyatlari, “ta’lim” mikromaydoni lisoniy vositalarini yuzaga chiqaruvchi ichki va tashqi omillar, ularning terminosistemadagi o‘rni hamda *yadro, periferiy, tarkibiy qismlari, terminosferasi* aniqlangan;

o‘zbek va ingliz tillaridagi “ta’lim” mikromaydoni lisoniy vositalari yaxlit bir sistema sifatida olinib, ularning integral va differensial semalari, terminosistemadagi lisoniy birliklarning *umumilmiy, xususiylik* va *tizimlilik* kabi belgilari, shuningdek, nominativ birliklar: *nomenlar, professionalizmlar, jargonlar* leksik-semantik, assotsiativ-mantiqiy jihatdan asoslangan;

“ta’lim” mikromaydoni murakkab tuzilishga ega bo‘lib, uning ichki tuzilishiga ko‘ra mikro va supermikroguruhlariga bo‘linishi, bu guruhlarni tashkil etuvchi birliklar *iyerarxiya, antonimiya, giper-giponimiya, partonimiya, sinonimiya, graduonimiya* hodisalari asosida yuzaga chiqishi dalillangan;

“ta’lim” mikromaydoni lug‘aviy birliklari semantik jihatdan *“ta’lim muassasalari”, “ta’lim jarayoni qatnashchilari”, “ta’lim jarayoni”* kabi ichki guruhlarga ajralib, ularning o‘zbek va ingliz tillari lug‘at tarkibida faol qatlamni tashkil etishi, bu birliklar tasviriy ifodalar, metaforalar, paremiologik birliklar orqali milliy-madaniy va lingvokulturologik xususiyatlarni ifodalashi isbotlangan hamda badiiy matndagi ifoda imkoniyatlari qiyosiy aspektida ochib berilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

o‘zbek va ingliz tilidagi “ta’lim” semali lug‘aviy birliklarning terminologik, semantik xususiyatlari va mazmuniy maydonlari aniqlangan, olingan xulosalar terminologiya, semasiologiya, lingvokulturologiya sohalarini yangi ilmiy-nazariy qarashlar bilan boyitishi, uslubshunoslik va sohaviy leksik sistemaga doir tadqiqotlar yaratishda xizmat qilishi asoslangan;

o‘zbek va ingliz tilidagi “ta’lim” mikromaydoni lisoniy vositalarining qiyosiy tahlili natijasida har ikki tilning o‘ziga xosligi, so‘zlardagi ma’no va tushunchalar nomlarining uslubiy-semantik xususiyatlariga oid natijalar o‘zbek tilshunosligi, leksikologiya sohasi uchun muhim nazariy va amaliy qarashlarning shakllanishiga asos bo‘lishi isbotlangan;

dissertatsiya terminologik lug‘atlarni tayyorlash, darslik va o‘quv qo‘llanmalarining mukammalligini ta’minlash hamda ta’lim sohasiga oid lug‘aviy birliklarning mazmunini anglashda nazariy manba sifatida xizmat qilishi dalillangan.

Tadqiqot natijalarining ishonchliligi muammoning aniq qo'yilganligi, qo'llanilgan tadqiqot usullarining asosiligi, chiqarilgan xulosalarning qiyoslash, tavsiflash, komponent, semantik tahlil kabi usullar bilan asoslangani, "ta'lim" semali lug'aviy birliklarni izohlashda o'zbek va ingliz tillarining izohli lug'atlariga tayanilganligi, shuningdek, ingliz tilining Oxford, Cambridge, Longman, lug'atlaridan olingan til materiallari tahlil qilinganligi, OAK tasarrufidagi maxsus jurnallar hamda xorijiy ilmiy jurnallarda chop etilgan maqolalar, taklif va xulosalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Dissertatsiya natijalari o'zbek tili semasiologiyasi, milliy lug'atchiligimiz, terminologiya va sohaviy leksik sistemaning taraqqiy etishida, uni ilmiy-nazariy tavsiyalar bilan boyitishda muhim nazariy manba vazifasini o'taydi.

Tadqiqotning amaliy ahamiyati tahlil qilingan lug'aviy birliklarning terminlik xususiyatlariga berilgan izohlardan ta'limning turli bo'g'inlarida foydalanish mumkinligi, shuningdek, "O'zbek tili ta'lim tizimida terminlarning boyish manbalari", "O'zbek tili ta'lim terminologiyasini o'rganish muammolari" kabi maxsus kurslarni tashkil qilishda hamda terminologiya, semasiologiya, uslubshunoslik sohalariga doir muammolarni hal etishda, mazkur sohalar bo'yicha dissertatsiyalar, monografiyalar, darslik va qo'llanmalarni ilmiy jihatdan mukammallashtirishda, sohaga oid maxsus terminologik tizimning yaratilishida ahamiyatli ekanligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. O'zbek va ingliz tillaridagi "ta'lim" mikromaydoni doirasidagi leksik birliklarning semantik va lingvokulturologik tadqiqi yuzasidan olingan ilmiy natijalar asosida:

tilshunoslikda terminologiyaning mustaqil fan sifatidagi maqomi, ta'lim sohasiga oid terminlarning lingvistik xususiyatlari, "ta'lim" mikromaydoni lisoniy vositalarini yuzaga chiqaruvchi ichki va tashqi omillar, ularning terminosistemadagi o'rni hamda *yadro*, *periferiy*, *tarkibiy qismlari*, *terminosferasi* aniqlanganligi haqidagi ilmiy xulosalardan O'zbekiston Respublikasi Fanlar akademiyasi Qoraqalpog'iston bo'limi Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot instituti tomonidan FA-F1-G003 "Hozirgi qoraqalpoq tilida funksional so'z yasalishi" mavzusidagi fundamental ilmiy loyihada foydalanilgan (Qoraqalpoq gumanitar fanlar ilmiy-tadqiqot institutining 2024-yil 8-iyuldagi 263/1-son ma'lumotnomasi). Natijada "ta'lim" mikromaydoni lisoniy vositalarining soha terminologiyasi sifatida hozirgi bosqichdagi holati, ichki va tashqi omillar hisobiga boyib borish yo'llari, terminlik xususiyatlari loyihaning ilmiy dalillar bilan boyishiga xizmat qilgan, loyiha dasturi ilmiy-nazariy jihatdan mukammallashtirish;

o'zbek va ingliz tillaridagi "ta'lim" mikromaydoni lisoniy vositalari yaxlit bir sistema sifatida olinib, ularning integral va differensial semalari, terminosistemadagi lisoniy birliklarning *umumilmiy*, *xususiylik* va *tizimlilik* kabi belgilari, shuningdek, nominativ birliklar: *nomenlar*, *professionalizmlar*, *jargonlar* leksik-semantik, assotsiativ-mantiqiy jihatdan asoslanganligiga oid ilmiy xulosalardan 2019-2021-yillarga mo'ljallangan Farg'ona davlat universiteti "EMI (English as a Medium of Instruction)" xalqaro loyihasi doirasida foydalanilgan

(Farg‘ona davlat universitetining 2024-yil 2-iyuldagi 04/3566-son ma‘lumotnomasi). Natijada ushbu materiallardan samarali va keng foydalanilib, loyihaning ilmiy dalillarga boy bo‘lishi ta‘minlangan;

“ta‘lim” mikromaydoni murakkab tuzilishga ega bo‘lib, uning ichki tuzilishiga ko‘ra mikro va supermikroguruhlariga bo‘linishi, bu guruhlarini tashkil etuvchi birliklar *iyerarxiya, antonimiya, giper-giponimiya, partonimiya, sinonimiya, graduonimiya* hodisalari asosida yuzaga chiqishi dalillanganligiga oid xulosalardan O‘zbekiston Yozuvchilar uyushmasi Farg‘ona viloyat bo‘limi faoliyatida, shuningdek, bo‘lim tomonidan tashkil etilgan ma‘naviy-ma‘rifiy tadbirlarda, tadbir va anjumanlarning ssenariylarini ishlab chiqishda bevosita foydalanilgan (O‘zbekiston Yozuvchilar uyushmasi Farg‘ona viloyat bo‘limi 2024-yil 7-oktabrdagi 66-son ma‘lumotnomasi). Natijada uyushma faoliyatida qo‘llanilgan matnlarning muhim til qoidalari asosida yozilishiga, ijodkor yoshlar o‘rtasida badiiy tarjima mahoratini yuksaltirish ishlariga amaliy va nazariy ko‘mak berilishiga erishilgan;

“ta‘lim” mikromaydoni lug‘aviy birliklari semantik jihatdan *“ta‘lim muassasalari”, “ta‘lim jarayoni qatnashchilari”, “ta‘lim jarayoni”* kabi ichki guruhlariga ajralib, ularning o‘zbek va ingliz tillari lug‘at tarkibida faol qatlamni tashkil etishi, bu birliklar tasviriy ifodalar, metaforalar, paremiologik birliklar orqali milliy-madaniy va lingvokulturologik xususiyatlarni ifodalashi isbotlangan hamda badiiy matndagi ifoda imkoniyatlari qiyosiy aspektda ochib berilganligiga oid xulosalardan Yoshlar ishlari agentligi faoliyatida o‘zbek tilining mavqeyini ko‘tarishga qaratilgan chora-tadbirlar rejasini ishlab chiqishda, targ‘ibot-tashviqot ishlari uchun ma‘ruzalar tayyorlash hamda ijodkor yoshlar uchun turli seminarlar va tadbirlar tashkil qilishda foydalanilgan (Yoshlar ishlari agentligi Farg‘ona viloyat Yoshlar ishlari boshqarmasining 2024-yil 2-iyuldagi 02-22/483-son ma‘lumotnomasi). Natijada o‘zbek tilining yoshlar orasidagi ahamiyati, yoshlarning tilga munosabati, shuningdek, milliy-madaniy saviyasini yuksaltirishga erishilgan;

dissertatsiyasining ilmiy natijalari va materiallaridan hamda dissertatsiya doirasida e‘lon qilingan “ta‘lim” mikromaydonining paremiologik birliklari”, “O‘zbek va ingliz tillarida ta‘lim maydonining milliy-madaniy xususiyatlari va iyerarxik tadqiqi”) nomli ilmiy maqolalaridan Farg‘ona viloyati teleradiokompaniyasining “Ochiq muloqot”, “Dolzarb mavzu”, “Zamondosh”, “Qadriyat”, “Ma‘naviyat – qalb ko‘zgusi”, “Kun mavzusi”, “Farg‘ona 24” ko‘rsatuvlarida keng foydalanilgan (Farg‘ona viloyat teleradiokompaniyasining 2024-yil 8-oktabrdagi №01-12/157-son ma‘lumotnomasi). Natijada ushbu teleko‘rsatuv dasturlari uchun tayyorlangan materiallarning ta‘sirchanligi ortib, mazmunan mukammallashgan, ilmiy dalillar bilan to‘ldirilgan.

Tadqiqot natijalarining aprobatsiyasi. Dissertatsiya natijalari 7 ta ilmiy-amaliy anjumanda, jumladan, 3 ta respublika miqyosida, 4 ta xalqaro ilmiy-amaliy konferensiyalarda ma‘ruza ko‘rinishida bayon etilgan hamda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e‘lon qilinganligi. Dissertatsiya mavzusi yuzasidan 13 ta ilmiy ish, shulardan, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasi

tomonidan doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 6 ta maqola, jumladan, 3 tasi respublika va 3 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Tadqiqot ishi kirish, uch asosiy bob, umumiy xulosa va foydalanilgan adabiyotlar ro'yxatidan tashkil topgan bo'lib, ishning umumiy hajmi 139 sahifadan iborat.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning **Kirish** qismida mavzuning dolzarbligi va zarurati asoslangan, dissertatsiyaning maqsadi va vazifalari, obykti va predmeti tavsiflangan, uning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi ko'rsatilgan, tadqiqotning ilmiy yangiligi va amaliy ahamiyati ochib berilgan, tadqiqot natijalarini amaliyotga joriy qilish, nashr etilgan ishlar va dissertatsiya tuzilishi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi **“Ta’lim” semali lug‘aviy birliklar paradigmasi**” deb nomlangan. Bobning *“O‘zbek-ingliz tillaridagi ta’limga oid leksemalarning terminologik xususiyatlari”* deb nomlangan birinchi faslida terminologiya sohasining rivojlanishi va terminlarning vujudga kelish shart-sharoitlari, soha terminologiyasida kechayotgan sezilarli o‘zgarishlar, olimlarning ilmiy qarashlari tahlili masalasiga e’tibor qaratilgan.

Jahon tilshunosligida maxsus terminologik ma’no kasb etgan o‘ziga xos til birligi – termini o‘rganishga bag‘ishlangan bir qancha lingvistik tadqiqotlar amalga oshirilgan¹¹. Jahon va rus tilshunosligida G.O.Vinokur, A.A.Reformatskiy, V.V.Vinogradov, S.G.Barxudarov, O.S.Axmanova, K.A.Levkovskaya, B.N.Golovin, V.P.Danilenko, V.M.Leychik, o‘zbek tilshunosligida H.Dadaboyev, A.Madvaliyev, G‘.Ismoilov kabilar terminologiyaning nazariy muammolarini yoritishgan. Muammoning amaliy jihatlari esa jahon tilshunosligida S.I.Korshunova, T.L.Kandelaki, D.S.Lotte, S.A.Chapligina tadqiqotlarida o‘rganilgan. V.M.Leychik o‘z qarashlarida “terminologiya” asosan ikki ma’noda qo‘llanilishi g‘oyasini ilgari surganligini ko‘rishimiz mumkin¹².

Rus tilshunosi D.S.Lotte¹³ tomonidan ilgari surilgan terminologik tizimning asosiy sharti hisoblangan tizimlilik va izchillik, terminlar doirasidagi ierarxik tizim va munosabatlarni tasniflash imkonini bersa, T.R.Kiyak¹⁴ terminlarning V.P.Danilenko esa terminlararo umumiy bog‘lanishga ishora qiladi¹⁵. O‘zbek va ingliz tillari “ta’lim” mikromaydonining terminologik tizimida D.S.Lotte ta’kidlagandek, tizimlilik va izchillik keng ko‘lamda paydo bo‘ladi. Bundan tashqari, har ikki tilda ham yangi terminlarning paydo bo‘lishida bir necha

¹¹ Абдуллаева Ш.Н. Газначилик соҳасида қўлланиладиган молиявий-иқтисодий терминларнинг чоғиштирма тадқиқи (инглиз, ўзбек, рус тиллари мисолида): Филол. фан. бўй. фалсафа докт. (PhD)...дисс.автореф. – Тошкент, 2018. – Б.13.

¹² Лейчик В.М. Номенклатура-промежуточное звено между терминами и собственными именами//Вопросы терминологии и лингвистической статистики. – Воронеж, 1974. – С. 56 – 61.

¹³ Лотте Д. С. Основы построения научно-технической терминологии. – М.: Изд-во АН СССР, 1961. – С.72-73.

¹⁴Кияк, Т. Р. Лингвистические аспекты терминоведения: учеб. пособие / Т. Р. Кияк. — Киев: УМК ВО, 1989. – С.7-9.

¹⁵ Даниленко В. П. Лингвистический аспект стандартизации терминологии. – М.: Наука, 1993. – 182 с.

soʻzlardan umumiy tushunchani ifodalash uchun foydalanish, asli bilan bogʻliq boʻlgan maʼlum xususiyatlarga ega yangi terminlarni koʻrishimiz mumkin. Rus tilshunosi L.V.Ivanov bu hodisani terminlarning barcha turlarga xos “uyalanish jarayoni” deb qayd etadi va uyalarning markazidagi uya hosil qiluvchi terminni yadro deb ataydi¹⁶. Oʻzbek va ingliz tillarining “taʼlim” mikromaydonida ham terminologik uyalarni hosil qilish imkoniyati atroflicha tahlil qilinadi. Oʻzbek tilida “dars” lugʻaviy birligining denotativ maʼnosi asosida semantik-sintaktik munosabat orqali *ochiq dars, amaliy dars, nazariy dars, dars ishlanmasi, dars tahlili, dars rejasi* kabi terminologik birliklar, ingliz tilida “taʼlim” terminlar tizimiga kiruvchi “*curriculum*” yadrosi atrofida esa *National Curriculum, Curriculum for Excellence, compulsory curriculum, curriculum planning, common curriculum, core curriculum, curriculum development* kabilar aniqlangan. Bundan tashqari, ikki tilda ham “baholash/assessment” termini yadro sifatida turli tushunchalarni bildiruvchi boshqa terminlar uchun asos boʻlib, taʼlim jarayoni ishtirokchilari faoliyatini baholash uchun yangi lugʻaviy birliklar hosil qilishda faol termin hisoblanishi haqida ham soʻz yuritilgan. Masalan, *baholash tizimi/assessment system, baholash mezonlari/assessment criteria, baholash turlari, baholash indeksi, assessment grid, assessment outcome, assessment instruments, assessment plan* kabilar.

Gʻ.Ismoilovning fikricha: “Oddiy leksika bilan terminologik leksika bir-biri bilan mustahkam aloqada boʻladi. Bunday aloqalar quyidagi uchta jarayondan kelib chiqadi:

1. Oddiy soʻzdan termin hosil boʻlishi.
2. Terminlarning oddiy leksikaga aylanishi.
3. Terminologiyaning oʻz hisobiga boyishi”¹⁷.

Har ikki tilda ham ana shu uchta jarayon kuzatiladi. Ayni vaqtda termin hisoblanayotgan “tyutor” yillar oʻtib leksik birlikka aylanishi, *fan* va *katalog* soʻzlarining sintaktik munosabatidan *fanlar katalogi* terminining hosil boʻlishi kabi holatlar keltirib oʻtilgan.

Zamonaviy terminologiyada eng koʻp muhokama qilinadigan, terminlarning yana bir xususiyati – bu ularning bir maʼnoliligidir. Terminlarga qoʻyiladigan bu talabni koʻplab tadqiqotlarda, jumladan rus tilshunoslari D.Lotte¹⁸, A.Reformatskiy¹⁹, oʻzbek tilshunosligida A.Madvaliyev, Gʻ.Ismoilov ilmiy izlanishlarida keltirilganligini koʻrishimiz mumkin. Shuningdek, ayrim terminshunoslar terminlardagi bir maʼnolilik xususiyatini faqatgina maʼlum bir terminologik tizim doirasida tahlil qilish lozimligini va tizim tashqarisida bu birlik determinantlik xususiyatiga ega boʻlib, boshqa tushunchalar bilan bogʻliq boʻlishi

¹⁶Иванов Л.В. Лингво-когнитивные основы анализа отраслевых терминосистем: (на примере англоязычной терминологии венчурного финансирования): учебно-методическое пособие / Л. В. Ивина. – Москва: Акад. проект, 2003. – 153-156 с.

¹⁷ Исмаилов Ф. Ўзбек тили терминологик тизимларида семантик усулда термин хосил бўлиши: Филол. фан. номз.... дисс. автореф. – Тошкент, 2011. – Б.7-8.

¹⁸ Лотте, Д.С. Основы построения научно-технической терминологии / Д.С.Лотте. – М.: Издательство Академии наук СССР, 1961. – 159 с.(75-77)

¹⁹ Реформатский А.А. Мысли о терминологии / А. А. Реформатский // Современные проблемы русской терминологии / отв. ред. В. П. Даниленко. – М.: Наука, 1986. – С. 163–198. (165-167)

mumkinligini ta'kidlashadi²⁰. Xususan, *amaliy qo'llanma, games* kabi lisoniy birliklarda bir terminologik tizim doirasida termin nafaqat bitta, balki bir nechta ma'nolarni anglatishini ko'rishimiz mumkin.

Bobning ikkinchi fasli "*O'zbek va ingliz tillarida "ta'lim" semali lug'aviy birliklarning semantik xususiyatlari*" deb nomlanib, dunyo tilshunosligida hamda o'zbek tilshunosligida tilga tizimli yondashuv, tilni maydon sifatida o'rganish, tilni aks ettirish tabiatini ochishda turli aspektlarda tadqiq etilayotganligi, integral va differensial semalari nisbatiga ko'ra "ta'lim" semali lug'aviy birliklarning leksik-semantik xususiyatlari yoritilgan.

"Ta'lim" mikromaydoni tarkibiga kiruvchi lisoniy vositalar nafaqat "ta'lim" terminlar tizimini, balki kundalik va kasbiy ta'lim muloqoti jarayonida foydalaniladigan shu sohaning konsept va fenomenlarini ifodalaydi hamda tilning barcha funksional uslublariga xos nutqda uchraydi. Shularni inobatga olgan holda ular: ta'lim terminlari, nomenklatura, professionalizmlar (kasb-hunar so'zlari) va jargon/slenglarga ajratildi.

Ta'lim terminlarini ta'lim terminologik sistemasida birlashgan, ta'limning kasbiy, ilmiy, nazariy jarayonlarida ishlatiladigan aniq tushunchalar deb izohlasak, ularning ko'p qismi nafaqat soha mutaxassislari tomonidan, balki ushbu sohaga faoliyati yo'naltirilgan o'quvchilar, talabalar, kurs tinglovchilari va umumuiste'mol doirasida boshqa soha vakillari tomonidan ham qo'llaniladi.

Professionalizmlar – norasmiy, ammo mutaxassislar tomonidan qabul qilingan va tez-tez ishlatiladigan maxsus so'zlaridir. Masalan, *domla* asl domulla ma'nosidan tashqari erkak o'qituvchilarga nisbatan hurmat ma'nosidagi murojaat shaklini ifodalaydi. Ingliz tilida esa *teacher/ustoz* shaklining o'rniga qisqartirilgan *teach* so'zining ishlatilishi o'qituvchi bilan yaqin do'stona munosabatni bildiradi.

Bobning mazkur faslida "ta'lim" mikromaydoniga doir jargonlar ham tahlil etildi hamda quyidagi jargon/sleng turlari aniqlandi: Jargon/slenglarni qo'llovchi shaxslar turiga ko'ra: 1) oliy ta'lim va umumta'lim maktabi o'qituvchilari jargoni: *kamchatka/backseat, akno, maxraj hafta, marshmallow feet va h.*; 2) oliy ta'lim va umumta'lim maktabi talaba, o'quvchilari jargoni: *progulchi/hookey-player, matem/math, vatan, patriot va h.*; 3) aralash turdagi jargonlar ya'ni o'qituvchi va talaba/o'quvchilar tomonidan ishlatiladigan jargonlar: *ko'chirmachi, ko'chirmakash/plagiarist, yiqilganlar.*

Ta'lim jarayonining shakllanish va rivojlanish darajasiga muvofiq, ta'lim mikromaydoni va terminosistemasining funksional sferalari, tarmoqlari, tarkibiy tizimlari muttasil shakllanadi hamda rivojlanadi. Pedagogika (*Blum taksonomiyasi, summative baholash*), psixologiya (*yosh psixologiyasi, qobiliyat, multiple intelligence, temperament*), moliya (*talaba krediti, kontrakt / expected family contribution, financial aid officer*), huquq (*bolalar huquqlari, bepul majburiy ta'lim / juvenile delinquent, drug free school zone*), sport (*fakultet terma jamoasi, rektor kubogi, dekan kubogi / dry-bob, half blue*), harbiy soha (*Temuriylar maktabi, harbiy kafedra / dodo, troop school*), ARM (*IT, HEMIS, software*

²⁰ Суперанская, А.В. Общая терминология: вопросы теории / А.В.Суперанская, Н.В.Подольская, Н.В.Васильева. – 6-е изд. – М.: Либроком, 2012. – 248 с.(134-137)

learning, computers, DuoLingo), kutubxonachilik (*o'quv zali, buk kafe / travelling library, circulating library*) kabi sohalararo tarmoqlar shular jumlasidan bo'lib, "ta'lim" terminosistemasining murakkab strukturasi va semantik ko'lamini belgilashda ishtirok etadi. Buni aniqlash uchun ularni tartiblab, sohalararo tarmoqlar modeli ishlab chiqildi.

Bobning uchinchi fasli "*O'zbek va ingliz tillarida "ta'lim" leksik-semantik maydoni*" deb nomlangan. Unda olimlarning til struktur nazariyasi tilni yagona tizim yoki har bir elementning tizim ichida boshqa elementlar bilan funksional bog'liq bo'lgan elementlarning bir tarmog'i sifatida ekanligi haqidagi nazariy ma'lumotlar keltirilgan hamda shu asosda "ta'lim" mikromaydoni lisoniy vositalarining til sistemasidagi boshqa birliklar bilan semantik jihatdan bog'langanligi misollar orqali tahlil qilingan.

Maydon nazariyasiga ko'ra, aniqlangan "ta'limga aloqadorlik" integral semasi ushbu maydon birliklarining markaziy(yadro) semasi sifatida ularni ayni mana shu mazmuniy maydonga birlashtirishga xizmat qiladi. Shuningdek, bu sema ushbu maydon lisoniy birliklarini giper-giponimlik, sinonimlik, antonimlik, assotsiativ-mantiqiy va boshqa munosabatlarda ham birlashtirib turadi. Farqlovchi semalar esa bu maydon a'zolarini boshqa leksik-semantik maydonlarga kirishiga xizmat qilib, maydon birliklari o'rtasidagi uzviy aloqani ta'minlaydi.

"O'zbek tilining izohli lug'ati" va ingliz tilining Oksford lug'atida berilgan izohlardan "ta'lim/education" leksemasida "bilim", "o'qitish jarayoni", "o'rganish jarayoni" kabi umumiy semalari, "tarbiya", "odob-axloq", "o'qitishning ma'lum turi", "ta'lim muassasasi", "o'qitish bilan shug'ullanadigan shaxs", "tajriba", "soha" hamda so'zlashuv tiliga xos bo'lgan "yo'l-yo'riq" ma'nolari bir-biridan farqlaydigan asosiy semalar ekanligi aniqlanib, o'zbek tilidagi "ta'lim" maydonining lingvomadaniy o'ziga xosligi har bir jihatida uning tarbiya bilan chambarchas bog'liqligida ekanligi dalillangan.

"Ta'lim" semali lug'aviy birliklar (shartli ravishda ishimizda ularni "ta'lim leksikoni" yoki "edukatemalar/educatemes" deb nomladik) "ta'lim" semantik maydoni birliklari bilan assotsiativ va mantiqiy munosabatlar orqali bog'langan, ta'lim sohasidagi turli darajadagi muloqotni ta'minlab beruvchi, so'z va so'z guruhlari majmui bo'lib, "ta'limga aloqadorlik" "ta'lim" mikromaydonini tashkil etuvchi barcha birliklarning umumiy asosiy semasi sifatida izohlangan. Bizning tadqiqotimizda "ta'lim" semantik maydonining leksik-semantik maydon (LSM) tarkibiy qismlarini belgilash uchun quyidagi lug'aviy birliklardan foydalanildi: *mikromaydon* – semantik maydonning tarkibiy qismi sifatida, *leksik-semantik guruh* (LSG) – mikromaydon tarkibiy qismi sifatida, *leksik-semantik mikroguruh* (LSMG) – leksik-semantik guruhning tarkibiy qismi sifatida tasniflandi.

Dissertatsiyaning ikkinchi bobi "**O'zbek va ingliz tillarida "ta'lim" mikromaydonining semantik-sintaktik xususiyatlari**" deb nomlangan. Bobning "*Ta'lim jarayoni qatnashchilari*" semali lug'aviy birliklar" nomli birinchi faslida "ta'lim jarayoni qatnashchilari / educational process participants" leksik semantik guruhi tarkibini tashkil qiluvchi lisoniy birliklar tahlilga tortilgan bo'lib, tadqiqotning asosiy maqsadlaridan biri "shaxs" umumiy belgisi asosida birlashgan lisoniy vositalarni o'zbek va ingliz tillari materiallarida ifodalangan differensial

semalar xususiyatiga ko‘ra izchil tahlil qilishdan iborat. Ushbu LSG birliklaridagi farqlovchi sema ularning bajaradigan vazifasida aks etib, quyidagi 3 ta mikroguruhlarda namoyon bo‘ladi:

1. “Ta’lim beruvchi” tushunchasini ifodalovchi lug‘aviy birliklar mikroguruhi: *o‘qituvchi, murabbiy, ustoz, domla, mudarris, piru komil, tarbiyachi, muallim(a) tyutor / teacher, educationist, pedagogue, instructor, preceptor (tarixiy), schoolteacher, educator, tutor* kabi lug‘aviy birliklar umumiy ta’lim, o‘rta maxsus va oliy ta’lim paradigmalarda turli funksional, semantik, uslubiy o‘ziga xosliklari bilan o‘z aksini topadi.

Har ikki tilda gender belgisi “ta’lim beruvchi” shaxs nomlarini ifodalovchi *schoolmaster, housemaster, schoolmarm, schoolmistress, housemistress; muallim, muallima* hamda hozirgi kunda asli fors tilidan o‘zlashib, *usta* so‘zi bilan o‘zakdosh bo‘lgan *ustoz/ustoz* birliklarining gender belgisi leksikon sifatida foydalanilayotganini kuzatishimiz mumkin.

Ushbu paradigмага kiruvchi “o‘qituvchi/teacher” asosiy lug‘aviy birligining semalari o‘zbek va ingliz tillarida farqlandi. “O‘zbek tilining izohli lug‘ati”da *o‘qituvchi* – fan, tarbiya asoslaridan birini o‘qitadigan, dars beradigan kishi, muallim²¹, deya izohlanadi. Ingliz tilida *teacher* birligi esa “a person whose job is teaching, especially in a school”²², ya’ni asosan maktabda kasbi o‘qitish bo‘lgan shaxs deb ta’riflanadi. Mazkur izohlardan ma’lum bo‘ladiki, o‘zbek tilida o‘qituvchi nafaqat o‘qitish, dars berish semalarini, balki tarbiya o‘rgatuvchi, tarbiyalovchi semalariga egaligi bilan milliy-madaniy o‘ziga xoslikni ham namoyon qiladi. Masalan:

... *nima uchun bola tarbiyasiga sovuqqonlik bilan qaragan o‘qituvchiga qonun yo‘q, qani, chaqir bu yoqqa Hamdamni!* (A.Qahhor, Ayb kimda?) yoki *Urish-so‘kishlar, o‘qituvchining pand-nasihatlarini ham bir bo‘ldi-yu, otasi bilan mana shu qizchaning muomalasidagi o‘zgarish ham bir bo‘ldi. Avaz oshiqni qaytib qo‘liga olmaydigan bo‘lib ketdi* (P.Qodirov, Qora ko‘z) kabi gaplarda o‘qituvchining tarbiyaga mas’ulligi semasi yaqqol ko‘zga tashlanadi.

Ingliz tilidan farqli *o‘qituvchi* birligi nafaqat maktabda, balki kollej, litsey, texnikum, oliy ta’lim muassasalarida ham ta’lim beruvchi shaxsni, rasmiy lavozim egasini anglatadi. Masalan: *kollej o‘qituvchisi, universitet o‘qituvchisi*. Tilimizdagi *o‘qituvchi* so‘zi *muallim, ustoz, murabbiy, domla* kabi so‘zlar qatorida sof o‘zbekcha atama ekani bilan boshqa lug‘aviy birliklardan ham ajralib turadi.

2. “Ta’lim oluvchi” tushunchasini ifodalovchi lug‘aviy birliklar mikroguruhi: bu mikroguruhga kiruvchi lug‘aviy birliklar *o‘zlashtirish, muvaffaqiyat, imtiyozli xususiy maktab* (asosan ingliz tili uchun xos), *qobiliyat* mushtarak semali bilim, ko‘nikmani o‘rganuvchi, biror sohada ta’lim olayotgan shaxs yoki shaxslarni anglatgan *o‘quvchi, ekstern, talaba, tadqiqotchi, bakalavr, magistrant, tayanch doktorant, doktorant, amaliyotchi, o‘rganuvchi, ilmi tolib, shogird, xalfa; pupil, learner, student, schoolchild, schoolgirl, schoolboy, disciple, homeschooler, bachelor, Master, graduate, undergraduate, postgraduate* kabi birliklarni

²¹ O‘zbek tilining izohli lug‘ati. 6- jild. – Toshkent: G‘afur G‘ulom nomidagi nashriyot matbaa ijodiy uyi, 2022. – B.425.

²² Oxford Advanced Learner’s Dictionary. 8th edition, 2015. – P.587.

birlashtiradi. Ingliz tilida ushbu tushunchalarni umumiy holatda ifodalash uchun ekvivalent sifatida “educator – ta’lim beruvchi”, “educatee – ta’lim oluvchi” lug‘aviy birliklari mavjud.

“Oliy ta’lim” paradigmasiga tegishli “ta’lim oluvchilar”ning asosiy keng iste’moldagi birligi *talaba/student* o‘zbek tili va ingliz tilida quyidagicha struktur-semantik xususiyatlari aniqlangan. Har ikki tilda ham ushbu leksema bir o‘zakli sodda so‘z bilan ifodalanadi. *Talaba* birligi asli arab tilidan o‘zlashgan bo‘lib, *izlovchi*, *o‘rganuvchi* ma’nolarini anglatadi hamda o‘zida faqatgina *oliy ta’limga aloqadorlik* semasi bilan ushbu paradigmadagi boshqa lug‘aviy birliklardan ajralib turadi. Britaniyada *student* asosan kollej va universitetda tahsil oluvchini anglatadi, Amerikada maktab va hatto bog‘cha tarbiyalanuvchisi semalarini ham ifodalash holatlari kuzatiladi. Masalan: *elementary school student (boshlang‘ich maktab o‘quvchisi)*, *high school students (o‘rta maktab o‘quvchisi)*, *There are total 24 students in the kindergarten, among them 13 are girls and 11 are boys*²³.

“Ta’lim beruvchi” mikroguruhi birliklari kabi “ta’lim oluvchi”lar orasida ham gradual munosabat har ikki tilda quyidagicha o‘svuchi darajalanish xususiyatiga ega:

tarbiyalanuvchi – o‘quvchi – talaba – magistrant – tayanch doktorant – doktorant;

child – pupil – student – master’s student – doctoral student.

3. “Ta’limga mas’ul” tushunchasini ifodalovchi lug‘aviy birliklar mikroguruhi: bu turga kiruvchi lug‘aviy birliklar lavozim asosidagi ma’lum darajalanish munosabatini aks ettirib, “ta’lim beruvchi” va “ta’lim oluvchi” birliklari ustidan dominantlik xususiyatiga ega, *ta’lim jarayonining samarali tashkillanishi va ta’limning rivojlanishi uchun mas’ullik* umumiy semantik qismida “lavozim” semasiga ega *mudir(a)*, *maktab direktori*, *direktor o‘rinbosari*, *kafedra mudiri*, *dekan o‘rinbosari*, *dekan*, *prorektor*, *rektor* va h. Ingliz tilida esa *nursery director*, *headteacher*, *deputy headteacher*, *superintendent*, *principal*, *Vice principal*, *Vice-Chancellor*, *President*, *provost*, *head of chair*, *dean*, kabi birliklar mavjuddir.

Bu guruhga kiruvchi lug‘aviy birliklar “lavozim” semasining qo‘llanilishida “mas’ullik, javobgarlik”ka ishora qiluvchi *taqsimot*, *ilmiy salohiyat*, *xorijiy hamkorlik* semantik qismlariga ajratilgan.

Bobning ikkinchi fasli “*Ta’lim muassasalari*” semali lug‘aviy birliklar” deb nomlangan hamda uni tashkil qiluvchi birliklar, “joy” umumiy semasi bilan mazkur guruhga birlashgan.

O‘zbek va ingliz tilidagi “ta’lim muassasalari” leksik semantik guruhi va ularga kiruvchi birliklar quyidagi iyerarxik (pog‘onali) munosabatda aks etadi.

²³ <https://www.chegg.com/homework-help/kindergarten-class-consists-24-students-13-girls-11-boys-day-chapter-4-problem-5rp-solution-9780128043172-exc> (murojaat sanasi 12.05.2023)

“Ta’lim muassasalari” leksik semantik guruhining iyerarxik munosabati

№	O‘zbek tili	Ingliz tili
1.	Maktabgacha ta’lim va tarbiya	Early years
2.	Umumiy o‘rta va o‘rta maxsus ta’lim	Primary Education
3.	Professional ta’lim	Secondary Education
4.	Oliy ta’lim	Further Education (FE)
5.	Oliy ta’limdan keyingi ta’lim	Higher Education (HE). ²⁴
6.	Kadrlarni qayta tayyorlash va ularning malakasini oshirish	
7.	Maktabdan tashqari ta’lim ²⁵	

“Ta’lim muassasalari” LSG o‘z tarkibida assotsiativlik munosabatlariga ega bo‘lib, “umumiy o‘rta ta’lim” paradigmasining semik tahlili natijasida o‘zbek va ingliz tillari uchun *majburiy ta’lim, faoliyat, yosh, mulk shakli, gender, axloq, tajriba* umumiy semalari, ingliz tilida esa *diniy mansublik, jamiyatga kirishga tayyorlov davri, vaqtga aloqadorlik* kabi farqlovchi differensial semalari mavjudligini aniqlashga imkon beradi.

Bobning uchinchi fasli “*Ta’lim jarayoni*” *semali lug‘aviy birliklar*” deb nomlanib, unda 1) vaqt semasiga ko‘ra: *o‘quv yili/academic year, semestr/semester; kechki ta’lim, kunduzgi ta’lim*; 2) baholash semasiga ko‘ra: *qoniqarli/satisfactory, a‘lo/excellent, shuningdek, ushbu mikroguruhning “nazorat turlari” va “natija”* deb nomlangan super mikroguruhlari; 3) o‘quv materiallari va fanlar semasiga ko‘ra: *aniq fanlar, tabiiy fanlar, maxsus fanlar, informatika darsi, core curriculum, common core, physical education* kabi lisoniy vositalarni qamrab oluvchi mikroguruhlari har ikki tilda o‘ziga xos xususiyatlarga ega ekanligi, ularning lisoniy verballashuvida aniq ko‘rinishi ifodalangan.

Baholash semasiga ko‘ra lug‘aviy birliklarning quyidagi shakllari aniqlandi:

1. Grafemalar bilan: *A, B, C*.
2. Grafema va ishoralar bilan: *A+, B-, C+*.
3. Grafema va raqamlar bilan: *A1, B2, C1*.
4. Raqamlar bilan: *2, 3, 4, 5*.
5. Leksemalar bilan: *qoniqarli, yaxshi, a‘lo; satisfactory, excellent, good, great*.
6. Sintaksema bilan: *failed, passed – o‘tdi, o‘tmadi, yiqildi*.

7. Abbreviatura bilan. Bu shakl asosan ingliz tili uchun xos bo‘lib, har bir baholash shakli uchun qisqartma mavjud bo‘lib, xulq-atvor semasi (*conduct grade*)ga ham ishorani bildiradi: *E – excellent, S – satisfactory, N – needs improvement, U – unsatisfactory* kabi turli shakllarda ifodalanadi, o‘quvchilarning bilimini baholab, qay darajada o‘zlashtirganliklarini ifodalaydi.

“Nazorat turlarini”ni ifodalovchi lisoniy vositalar supermikroguruh paradigmasi ta’lim olishning turli bosqichlarida va ta’lim jarayonida

²⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf (murojaat sanasi: 19.07.2022)

²⁵ <https://lex.uz/docs/5013007> (murojaat sanasi: 08.06.2023)

o'quvchilarning bilim va ko'nikmalarini baholash uchun foydalaniladigan nazorat turlari va shakllarini bildiradi. Umumiy o'rta ta'lim paradigmasiga tegishli *Terra nova* (talabalarning qobiliyatlarini aniqlaydigan milliy test turi), *Woodcock* (boshlang'ich sinflarda o'quvchilarning qobiliyatlarini aniqlaydigan test turi), *spelling bee* (bir necha bosqichda o'tkaziladigan o'quvchilarning imlo savodxonligini tekshiradigan musobaqa) kabi birliklarda *yog'ochxo'roz*, *asalari* nomlari ko'chma ma'noda qo'llanilib, ingliz tilining metaforik xarakterdagi nazorat turlarini ifodalaydi.

“Baholash” natijalarini ifodalaydigan hujjatlar va mukofotlar supermikroguruh paradigmasi. O'quvchi, talabalarning ta'lim olish jarayonida erishgan natijalarini umumiy va yakka tartibda aks ettiruvchi rasmiy va norasmiy semalari bilan farqlanuvchi hujjatlar va mukofotlar nomlarini o'z ichiga oladi: *o'quvchining baholar (o'zlashtirish) tabeli*, *tayanch o'rta ta'lim to'g'risidagi shahodatnoma*, *tayanch o'rta ta'lim to'g'risidagi a'lo darajali shahodatnoma* (9-sinf bitiruvchilari uchun), *o'rta ta'lim to'g'risidagi shahodatnoma*, *o'rta ta'lim to'g'risidagi (kumush medal bilan) shahodatnoma*, *General National Vocational Qualification (GNVQ)*, *Foundation GNVQ*, *Intermediate GNVQ*, *Advanced GNVQ*, *General Scottish Vocational Qualification (GSVQ)* kabilar shular jumlasidandir.

Tadqiqotning uchinchi bobi **“O'zbek va ingliz tillarida “ta'lim” mikromaydonining milliy-madaniy xususiyatlari va me'yorlashtirish masalalari”** deb nomlanib, 3 ta fasldan iborat. *“Ta'lim” mikromaydoni birliklarining milliy-madaniy xususiyatlari*” nomli birinchi faslida “ta'lim” mikromaydonini tashkil etuvchi, o'zbek va ingliz xalqining madaniyati, qadriyatlari, mentaliteti, tarixiy va hududiy omillarini aks ettiruvchi ayrim lingvokulturemalar; diniy til birliklari, metaforalar, nutqiy etiket hamda paremiologik birliklarni jamiyat a'zolari nutqiga xos xususiyatlari badiiy matnlar asosida yoritib berilgan.

Mazkur fasjda Sh.M.Sultonovanning tasnifiga qo'shilgan holda²⁶, ta'limga oid quyidagi diniy birliklar guruhi ajratildi.

1) kishilarning e'tiqodiga ko'ra: a) erkaklarga nisbatan gender belgili birliklar: *qori*, *taqsir*, *shayx*, *muallim*, *alloma*, *ulamo*, *olim*, *so'fi*, *mulla*, *valiy* va h.k.; b) ayollarga nisbatan gender belgili birliklar: *qoriya*, *otincha*, *otin qiz*, *otin oyi*, *otin bibi*, *otin buvi*. Masalan: *Otin buva ham har doim hammaga Karomni ta'rif qilib yuradi* (Oybek, Bolalik).

2) yovuz kuchlarni anglatuvchi personajlar nomlaridan *shayton* o'zbek tilida turli so'z birikmalari tarkibida faol qo'llanilib, o'zi hosil qilgan barcha birliklarga ham negativlik bo'yog'ini beradi. Masalan: *shaytonning domlasi*, *shaytonni imom saylash*, *shaytonga dars bermoq* kabi. *Axir ko'ra-bila turib, bolalarni uning qo'liga topshirish shaytonni imom saylashday gap-ku!* (T.Sodiqova, Murabbiy kim?)

3) narigi dunyo bilan bog'liq joy va voqealar nomlari: diniy e'tiqodimizga ko'ra, o'zbek lisoniy dunyo manzarasida narigi dunyo haqiqiy, boqiy dunyo

²⁶ Султонова Ш.М. Диний лексика диний фразеологик birliklarнинг таркибий қисми сифатида // Илмий хабарнома. Серия: Гуманитар тадқиқотлар, 2020, № 5(49) – Б.117-119.

sifatida aks etib, tilimizda *oxirat, jannat, jahannam, do‘zax* kabi leksemalar bilan obyektivlashadi. Ushbu guruhga kiruvchi “*jahannam*” leksemasining qo‘llanilishi orqali maktabdagi jarayon o‘quvchi uchun azoblanadigan joyga o‘xshatilmoqda: *Maktab jahannam kabi tuyuladi. Har soat, har daqiqa “ozod” so‘ziga intizormiz.* (Oybek, Bolalik).

4) bino va inshootlar, diniy tashkilotlar nomlari: o‘zbek tilida ushbu tarkibga *madrasa, mahad*; ingliz tilida *Christian school, Faith school, Catholic school* kabi birliklar kiradi.

5) ibodat, diniy marosimlar, diniy bayramlar asosan ingliz tilida Britaniya universitetlaridagi semestrlarni nomlashda ishlatilishini ko‘ramiz. Ingliz xalqi lingvomadaniyatida bunday birliklar nafaqat o‘zida to‘g‘ridan to‘g‘ri diniy sema, balki eponimik birliklar bilan ifodalanishi bilan ham alohida ahamiyatga ega. Masalan, *Michaelmas, Lent, Easter, Hilary, Trinity, Epiphany* kabi. *Michaelmas – Avliyo Maykl bayrami, Hilary – Avliyo Hilari bayrami, Trinity – Uchbirlik yakshanbasi* birliklari esa Britaniya oliy o‘quv yurtlarida bir akademik o‘quv yilidagi semestrlarni ifodalaydi.

Shuningdek, dissertatsiyada metafora va nutqiy etiket birliklari orqali ifodalangan birliklarning ham o‘zbek va ingliz tillaridagi o‘ziga xos xususiyatlari yoritilgan.

Uchinchi bobning ikkinchi fasli “*Ta’lim*” mikromaydonining paremiologik birliklari deb nomlangan. O‘zbek va ingliz tilida “*ta’lim*” mikromaydonining katta fondini tashkil qiluvchi, ta’lim olishga, o‘qib-o‘rganishga da’vat qiluvchi, ilmi bo‘lishning ahamiyati va muhimligini ifodalashga asoslangan paremiologik lingvokulturemalardagi deformatsiya hodisasi, ularning sintaktik turlari quyidagicha tahlil qilingan:

Bir sintaktik butunlik:

Gap bilguncha – ish bil; Actions speak louder than words.

Beshikdan to qabrgacha ilm izla; Seek knowledge from the cradle to the grave”.

Ikkita sintaktik butunlik:

Ilmsiz bir yashar, ilmi ming yashar; Art is long, life is short.

Ustoz ko‘rmagan shogird har maqomda yo‘rg‘alar;

Ko‘p sintaktik butunlik:

Zamon seni o‘qitar,

Tayoq bilan so‘kitar.

Sabog‘ingni bilmasang,

Do‘konda bo‘z to‘qitar.

kabi maqollar orqali o‘zbek va ingliz xalqlari qarashlari, ularning qadriyatlari, madaniyati, umuman, milliylik bildiruvchi xususiyatlari yoritilgan.

O‘zbek va ingliz tillaridagi “shaxs” arxisemali maqollar

Mazmuniy ifoda	o‘xshatish	Ilmsiz	hurmat	kamsitish
O‘zbek tilida	Shogirdiga tosh bergan tosh olar, Bosh bergan bosh olar.	Bilimsiz odam – qanotsiz qushdir;	Ilmli odam – ilikli suyak.	Qul o‘qib qozi bo‘lmas, ko‘ppak it – tozi.
Ingliz tilida	Teacher, Like/ like pupil (Ustozi qanday – shogirdi shunday)	A child without education, is like a bird without wings.	An educated person is respected everywhere. The sheik cannot fly, but his disciple lets him fly. – (Ustozning dong‘i shogirdi bilan)	You don't need a teacher of wickedness (Bilimsiz o‘qituvchi kerakmas).

O‘zbek va ingliz tillarida “ta’lim” ga oid tushunchalar ishtirokidagi maqollar

Mazmuniy ifoda	<i>aql</i>	<i>Ilm</i>	<i>bilim</i>	<i>tajriba/ takror</i>
O‘zbek tilida	Aql – aqldan quvvat olar.	<i>Qunt bilan topgan ilming seni samoga ko‘tarar; Ilm amali bilan, va‘da vafosi bilan</i>	<i>Bilimli olim, bilimsiz zolim; Bilimli o‘zar, bilimsiz to‘zar</i>	<i>Bir sinalgan tajriba, yetti kitobdan afzal</i>
Ingliz tilida	<i>want of wit is worse than want of wealth</i>	<i>It’s not a science, But a torment</i>	<i>Knowledge is power A little education is a dangerous Education is a subversive activity</i>	<i>1)Practice makes perfect. 2)Experience is the best teacher – experience is the father of wisdom. 3)Experience is a hard master but good teacher</i>

Uchinchi bobning “Ta’lim” mikromaydonida neologizmlar va ularni me’yorlashtirish masalalari” nomli uchinchi faslida, neologizmlar, ularning hosil bo‘lish usullari va me’yorlashtirish masalalari yoritilgan. O‘zbek tilida “ta’lim” mikromaydonida paydo bo‘layotgan neologizmlarni alohida soha neologizmlari sifatida quyidagi ajratish mumkin: a) fan sohalariga oid: *IT, logistics, robototexnika, mental arifmetika, mnemonika, nanotexnologiya, STEAM, STEM*; b) grantlar, dasturlarga oid: *metsenat, Chevening, Fulbright, UGRAD, FLEX*; d) reyting, imtihonlarga oid: *portfolio, KPI, IELTS, SAT, PISA, PIRLS, THE* (bu turdagi neologizmlar qisqartma ot shaklda uchrashi bilan ajralib turadi);

e) metodikaga oid: *homeschooling* (uy ta'limi), *kompetensiya*, *trening*, *multimedia*, *interaktiv doska*; f) o'qish tizimiga oid: *HEMIS*, *MOODLE* (*masofaviy dasturning darsliklar saqlanadigan va test topshirish platformasi*) *kredit-modul*, *onlayn-maktab*, *onlayn-ta'lim*, *onlayn-bog'cha*.

Ingliz tilida *wordrobe* – “*word*” va “*wardrobe*” so'zlari birikuvidan hosil bo'lib, shaxsning lug'at boyligini ifodalaydi. Global Language Monitor tadqiqotlariga ko'ra, ingliz tilida ham chetdan yangi so'z olish holati kuzatilib, har 98 minutga bitta yangi so'z to'g'ri keladi. *Haveli (Indian)*, *arré (Indian)*²⁷ kabi holatni ko'rishimiz mumkin. Demak, tilning xalqaro mavqeyi oshib borishi unda yangi so'zlarning paydo bo'lishiga mone'lik qilmay, aksincha, unda o'z ichki imkoniyatlari hisobiga tilining yanada boyishiga yo'l ochiladi.

Shu o'rinda qo'shimcha qilish kerakki, o'zbek tiliga qabul qilingan *noutbuk/notbuk* leksemasining o'zbek tilining izohli lug'atida ikki xil shaklda berilganlik holati kuzatiladi. Bu so'z tilimizda turg'un neologizmga aylanganini hisobga olsak, bunday birliklarning imlosida imkon qadar ikki xillikning oldini olish lozim. Ishda mazkur masalalarga ham qisqacha to'xtalib o'tilgan.

XULOSA

1. Tilshunoslikda terminologiya va terminlar to'g'risidagi qarashlarning shakllanishi jahon tilshunosligida o'ziga xos rivojlanish yo'lini bosib o'tdi. Bugungi kun tilshunoslikda terminologiyaning tutgan o'rni, mustaqil fan sifatidagi maqomi, mazmun-mohiyati, ilmiy-nazariy asoslarini o'rganish dolzarb masalaga aylandi. Bu esa turli sohalarga oid terminlar, xususan, zamon, texnika, ilm-fan taraqqiyoti bilan hamnafas rivojlanib boradigan ta'lim sohasiga oid terminlarni lingvistik jihatdan tahlil qilish zaruratini belgilaydi.

2. “Ta'lim” mikromaydoni terminosistemasidagi lisoniy vositalar, ularning umumilmiy, xususiylik va tizimlilik kabi belgilari, shuningdek, terminologik maydon periferiyasida bo'lgan terminlarga qo'yiladigan talablarga yetarlicha ega bo'lmagan nominativ birliklar: nomenlar, professionalizmlar, jargonlar mikromaydonda o'ziga xos lingvokulturologik mazmun kasb etadi.

3. “Ta'lim” mikromaydoni murakkab tuzilishga ega bo'lib, uning tarkibiy qismlari ichki tuzilishiga ko'ra mikro va supermikroguruhlariga ajraladi. Bu guruhlarni tashkil etuvchi birliklar iyerarxiya, antonimiya, giper-giponimiya, partonimiya, sinonimiya, graduonimiya hodisalari asosida yuzaga chiqishi bilan xarakterlanadi.

4. Maydon nazariyasi qonuniyatiga asosan “ta'limga aloqadorlik” integral semasi markaziy (yadro) sema sifatida ta'limga oid birliklarni bir mazmuniy maydonga birlashtiradi. Shuningdek, bu sema ushbu maydon lisoniy birliklarini *leksik-semantik*, *assotsiativ-mantiqiy* va boshqa munosabatlarda birlashtirib turadi. Farqlovchi semalar esa bu maydon a'zolarini boshqa mazmuniy maydonlarga kirishiga xizmat qilib, maydon birliklari o'rtasidagi uzviy aloqani ta'minlaydi.

5. “Ta'lim” mikromaydoni lug'aviy birliklari semantik jihatdan “*ta'lim muassasalari*”, “*ta'lim jarayoni qatnashchilari*”, “*ta'lim jarayoni*” kabi kichik

²⁷ Irina Rets. Teaching Neologisms in English as a Foreign Language Classroom – Procedia – Social and Behavioral Sciences 232 (2016) 813 – 820 p.

guruhlarga ajraladi. Bunday lug‘aviy birliklar o‘zbek va ingliz tillari lug‘at tarkibida faol qatlamni tashkil etadi.

6. Kommunikantlarning turli geografik hududda joylashuvi, ularning milliy-madaniy, diniy qadriyatlarining har xilligi, ijtimoiy hayotining tubdan farq qilishi, turlicha rivojlanish jarayonlari va davri “ta’lim” mikromaydonining iyerarxik strukturasi tarkibiga kiruvchi lug‘aviy birliklar ifodasida ham namoyon bo‘ladi. Bu jihatdan ingliz tili boshqa tillarga nisbatan realiyalarga egaligi, ularning iste’molda keng qo‘llanilishi bilan ajralib turadi.

7. O‘zbek-ingliz “ta’lim” mikromaydonida *shaxs, joy, jarayon, natija* semalari paradigmatic qatorida o‘ziga xos umumiy va xususiy belgilar mavjud bo‘lib, ular leksik-semantik va funksional jihatdan o‘xshash hamda universal xususiyatlari bilan o‘zaro farqlanadi. Leksik-semantik guruh elementlarining ikki tilda farqlanadigan xususiy semalari bir paradigmaga birlashtirilgan bo‘lsa-da, aslida bir-biriga to‘liq ekvivalent bo‘la olmaydi. Ularni ifodalashda ta’riflash, izohlash kabi tarjima usullaridan foydalanish samarali natija beradi. Leksik-semantik guruh tarkibidagi elementlarning *lakuna, analog, ekvivalent* shakllari mavjud bo‘lib, ular o‘zbekcha-inglizcha / inglizcha-o‘zbekcha lug‘at tuzishda muhim ahamiyat kasb etadi.

8. “Ta’lim” mikromaydoni o‘zbek va ingliz xalqining madaniyati, qadriyatlari va mentaliteti, tarixiy va hududiy omillarni aks ettiruvchi katta lingvomadaniy birliklar fondiga ega bo‘lib, diniy til birliklari, metafora va til obrazlari, paremiologik birlik lingvokulturemalari har ikki tilda o‘zbek va ingliz xalqining milliy-madaniy xarakterlarini xalq og‘zaki ijodi va yozma manbalar asosida ochib beradi. Metaforalar obrazli tafakkur mahsuli bo‘lib, ular olamning lisoniy manzarasini yoritishda muhim hisoblanadi. “Ta’lim” mikromaydonida ularning *somatik, zoomorfik, eko-morfik* kabi turlari mavjud bo‘lib, matnda ular kognitiv-semantik mazmun ifodalash uchun xizmat qiladi.

9. “Ta’lim” mikromaydoni o‘qituvchilar, o‘quvchilar, talabalar jargonlariga ega bo‘lib, ular o‘qish jarayoni, talabalik hayotini qamrab oladi. Ta’lim jarayonida o‘qituvchining o‘quvchiga, o‘quvchininig o‘qituvchiga va boshqa shaxslarning o‘zaro muloqot jarayonidagi murojaat birliklari o‘zida madaniy jihatlarni aks ettiradi. Bunda murojaat birliklarining nutqiy odob-axloq funksiyasida suhbatdoshlarning tanishlilik darajasi, yosh xususiyatlari va ijtimoiy mavqeyi asosiy ko‘rsatkich bo‘lib xizmat qiladi.

10. O‘zbek va ingliz tilidagi “ta’lim” mikromaydonida ta’limga oid maqollarning shaxsga, predmetga, yoshga, tushunchalarga aloqador mazmuniy guruhlari uchraydi. Ular ifoda imkoniyatiga ko‘ra deformatsiya va variantlilik xususiyatiga ega. Shuningdek, ta’limga oid birliklar shakllanishida neologizmlarning ham o‘rni katta. Ingliz tilida bu hodisa ichki til imkoniyatlari hisobiga yuzaga kelsa, o‘zbek tili, asosan, o‘zga tillardan so‘z olish hisobiga boyib bormoqda.

11. Bugungi kun tilshunosligida “ta’lim” mikromaydoni lisoniy vositalari, xususan, o‘zbek va ingliz tillaridagi “ta’lim” mikromaydoni lisoniy birliklarini yaxlit bir sistema sifatida o‘rganish, ularning integral va differensial semalarini semantik va lingvokulturologik aspektda tadqiq etish masalalari amaliyoti zamonaviy tilshunoslik rivojini ta’minlashga va mazmunan to‘ldirishga xizmat qiladi.

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KOKAND STATE UNIVERSITY

GANIEVA DILAFRUZ KHASANBOY KIZI

**THE MICROFIELD OF “EDUCATION” IN THE UZBEK AND ENGLISH
LANGUAGES: SEMANTIC AND LINGUOCULTURAL RESEARCH**

10.00.06 – Comparative literature, contrastive linguistics and translation studies

**DISSERTATION ABSTRACT for doctor of philosophy (PhD) on philological
sciences**

Kokand – 2025

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The abstract of the dissertation is available in three languages (Uzbek, English, Russian (resume) on the website of (www.kspi.uz) and the information-educational portal "Ziyonet" at (www.ziyonet.uz).

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INTRODUCTION (abstract of the dissertation of the Doctor of Philosophy (PhD))

The actuality and significance of the dissertation work. In contemporary world linguistics, the study of the interrelation between science and real-world phenomena, as well as the principles of their verbalization, constitutes one of the pressing issues. Within this process, it is of particular importance to conduct a thorough analysis of lexical units of language and to explore their linguistic properties from various perspectives. Examining the language system based on semantic fields, defining the status of lexical units in the linguistic picture of the world, classifying them into lexical-semantic groups, and investigating the interaction and interrelation of semantic fields are among the issues that, when addressed within the framework of modern linguistic paradigms, contribute significantly to linguistic interpretations of language reality.

One of the primary tasks of global linguistics is to study the development of language in close connection with the development of society and nation. In the current context of globalization, rapid scientific progress, cultural encounters, and the intensification of socio-political relations, considerable research has been undertaken to uncover the linguistic nature underlying semantic and paradigmatic relations in language lexicon. In this regard, analyzing the linguistic means that constitute the microfield of “education” from an onomasiological and anthropocentric perspective, and investigating its terminological system from semantic and functional aspects, becomes a crucial area of study.

In recent years, developments in science and industry have stimulated a series of studies in Uzbek linguistics dedicated to the interpretation of field-specific vocabulary. Today, given the state-level attention to promoting scientific research and innovation, as well as the advancement of scholarship within each academic field, the renewal of lexical units related to science, education, upbringing, and teaching methods – and the obsolescence of some – have also found notable reflection within the “education” microfield. Education and upbringing, at all times and in all places, represent essential and indispensable factors in human development. At this historic juncture, as our nation embarks on the great task of building a “New Uzbekistan,” it is evident that “the future of our country, its bright prospects, are first and foremost closely tied to our system of education and the upbringing of our children²⁸”. A modern and advanced educational system is the main driver of such great achievements, as well as the intellectual growth and innovation of our youth – the rightful heirs of our future. Indeed, “Improving the quality of education is the only true path to the progress of the New Uzbekistan²⁹”. The ongoing reforms in the sphere of education within the country thus demonstrate that the in-depth study of educationally relevant lexical units

²⁸ Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Ўқитувчи ва мураббийлар кўнига бағишланган тантанали маросимдаги нутқи. 2020 йил, 1 октябрь

²⁹ Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлис ва Ўзбекистон халқига Мурожаатномаси 2022 йил 20 декабрь /Электрон манба: xabar.uz

represents one of the priority tasks facing Uzbek linguistics and underscores the relevance of this dissertation topic.

The research corresponds to major state initiatives and strategic documents, such as: Presidential Decree No. PF-6017 of June 30, 2020, “On measures to radically reform and elevate to a new stage the state policy on youth in the Republic of Uzbekistan”; Presidential Decree No. PF-60 of January 28, 2022, “On the Development Strategy of New Uzbekistan for 2022–2026”; Presidential Decree No. PF-5847 of October 8, 2019, “On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030”; Presidential Decree No. PF-165 of July 6, 2022, “On approval of the Innovative Development Strategy of the Republic of Uzbekistan for 2022–2026”; Resolution No. PQ-289 of June 21, 2022, “On measures to improve the quality of pedagogical education and further develop the activities of higher educational institutions that train teachers”; and other normative-legal documents relevant to this field. The dissertation, to a certain extent, contributes to the implementation of the tasks set forth therein.

The appropriateness of the research to the prior directions of the development of science and technologies. This dissertation is aligned with the priority area I of the national development strategy for science and technology, namely: “Formation and implementation of a system of innovative ideas in the development of an information society and a democratic state in social, legal, economic, cultural, spiritual, and educational spheres”.

The scope of study of the problem. In world linguistics, systematic study of linguistic units, investigation of the place of lexical units in the language system, and identification of their various forms in the speech process have been undertaken by scholars such as J. Trir, S. Ullman, J. Lyons, E. Kittay³⁰, L. A. Novikov, Y. N. Karaulov, L. M. Vasiliev³¹. In Uzbek linguistics, similar research has been conducted by H. Nematov, R. Rasulov, Sh. Rakhmatullaev, Sh. Iskandarova and by others³².

The linguistic characteristics of lexical units with the seme “education” have been extensively studied in world linguistics by Y. B. Sverkun, Z. K. Samiev,

³⁰ David Corson Using English Words. – Springer, 1995. – ISBN 0-7923-3711-5

³¹ Новиков Л.А. Семантика русского языка. – Москва: Высшая школа, 1982. – 271 с.; Караулов Ю.Н. Общая и русская идеография. – М.: Просвещение, 1976 – 263 с; Васильев Л.М. Современная лингвистическая семантика. М.: ВШ, 1990. – 126 с;

³² Неъматов Х., Бозоров О. Тил ва нутқ. Тошкент: Ўқитувчи, 1993. – 32 б.; Неъматов Х., Расулов Р. Ўзбек тили систем лексикологияси. – Тошкент: Ўқитувчи, 1995. – 129 б; Rahmatullayev Sh. Hozirgi adabiy o‘zbek tili. Darslik. – Toshkent, 2006. – 476 b; Нурмонов А., Искандарова Ш. Тилшунослик назарияси. – Тошкент: Фан, 2008. – 175 б.; Расулов Р. Ўзбек тилида ҳолат феъллари ва уларнинг облигатор валентликлари. Тошкент: Фан, 1989. – 143 б; Искандарова Ш.М. Ўзбек тили лексикасини мазмуний майдон сифатида ўрганиш (шахс микромайдони): Филол. фанл. докт....дисс. автореф. Тошкент, 1999. – 61б; Собиров А. Ўзбек тилининг лексик сатҳини системалар системаси тамойили асосида тадқиқ этиш. Тошкент: Маънавият. – 2004. – 168 б.; Муҳамедова С.Х. Ўзбек тилида ҳаракат феълларининг семантик ва валентлик хусусиятлари: Филол. фанл. докт.... дисс. автореф. Тошкент, 2007. – 48 б.; Неъматова Г.Х. Ўзбек тилида ўсимлик номлари лексемалари: тизими ва бадий қўлланилиши: Филол. фан. номз ... дисс. автореф. – Тошкент, 1998. – 21 б; Ҳақимова М. Ўзбек тилида вақт маъноли луғавий бирликлар ва уларнинг матн шакллантириш имкониятлари: Филол. фанл. номз....дисс. – Фарғона, 2004.– 151 б.; Қурбонова Б.Қ. Локаллик ва унинг ўзбек тилида ифодаланиши: Филол. фанл. номз....дисс. автореф. – Тошкент, 2007. – 27 б. ва б.

I.A.Belikova, M.Y.Kupriyanova³³ and other researchers. In Uzbek linguistics, N.B.Rashidova³⁴ has explored the lexical-semantic features of Arabic units in the field of education D.Sh. Rahmatullaeva, has investigated the structural and historical-functional features of lexical units with the seme “ilm-ma’rifat” (“science-enlightenment”),³⁵ and Z.R.Narmuratov has studied proverbs related to the concepts of “education” and “knowledge” in English and Uzbek from a linguocultural perspective³⁶. Pedagogical terminology and its linguistic features have been addressed in the works of N.N.Usmonov, E.M.Yusufaliev, O.Husankhojaev³⁷, thereby laying the theoretical foundations of the “education” microfield.

Although various linguistic aspects of the “education” microfield have been addressed in the works of numerous linguists, it has not yet been studied in Uzbek linguistics as a unified system within a monographic framework. Furthermore, the internal semantic layers, paradigmatic and syntagmatic relations, and linguocultural features of educationally relevant lexical units have not been comparatively investigated on the basis of non-related languages. This gap further underscores the relevance of the present research.

The relevance of the research to the research plans of the higher education institution where the dissertation was completed. This dissertation has been conducted within the framework of the scientific research direction “Contemporary Issues of Linguistics” at Kokand State University.

The aim of the research is to investigate the linguistic means specific to the “education” microfield in Uzbek and English, two typologically distinct languages, from semantic and linguocultural perspectives.

Research objectives:

to describe the linguistic features of lexical units within the “education” microfield in the terminological systems of Uzbek and English;

to situate lexical units with the seme “education” within a unified paradigm and determine the linguistic bases of the internal structure of each semantic group;

to study the linguocultural features of paremiological units related to the “education” microfield;

³³ Цверкун Ю.Б. Особенности англоязычных терминов системы Образования (лингвокультурологический аспект) – М., 2018. – 218 с.; Самиев З. К. Лингвистический анализ терминологии отрасли образования (на материале таджикского и немецкого языков) – Душанбе, 2014. – 150 с.; Беликова И.А. Особенности образования терминов-неологизмов в подязыке компьютерной техники – Омск, 2004. – 147 с.; Куприянова М.Е. Становление и функционирование терминосистемы Высшего образования в условиях глобализации (на материале русского и английского языков) – М., 2014. – 259 с.;

³⁴ Рашидова Н.Б. Лексико-семантический анализ арабизмов сферы образования Узбекистана: дисс... (PhD) филол. наук. – Тошкент, 2021. – 185 б.

³⁵ Рахматуллаева Д. “Илм-ма’рифат” семали луғавий бирликларнинг структур-семантик ва тарихий-функционал тадқиқи: Филол. фан. бўйича фалсафа докт. (PhD) ... дисс... – Фарғона, 2020. – 132 б.

³⁶ Нармуратов З.Р. Инглиз ва ўзбек тилларида “таълим”, “илм” концептларига оид паремаларнинг лингвомаданий тадқиқи: филол. фан. бўйича фалсафа докт. (PhD)... дисс...автореф. – Термиз, 2022. – 58 б.

³⁷ Усмонов Н.Ў. Ўзбек тилининг педагогик терминологияси: фил.фан.номз.дисс. – Тошкент, 1994. – 23 б.; Юсуфалиев Э.М. Таълим ва тарбияга оид педагогик терминларнинг лингвистик тадқиқи (немис ва ўзбек тиллари материаллари асосида) Филол. фан. бўйича фалсафа докт. (PhD)... дисс...автореф. – Андижон, 2022. – 52 б.; О.М.Husanxojayev Pedagogik terminlarning semantik-struktur va lingvopoetik tadqiqi: Filol. fan. bo’yicha falsafa dokt. (PhD) ...diss. – Namangan, 2023. – 130 б.

to substantiate the essence of neologisms in the “education” microfield of Uzbek and English, to address issues of their standardization, and to describe the national-cultural features of non-standard vocabulary used in the speech of teachers and students.

The object of the research is the lexical units of the microfield of “education” in the Uzbek and English languages, linguistic means, non-literary words and neologisms.

The subject of the research is to study the lexical-semantic features of the linguistic units related to the microfield of “education” in the Uzbek and English languages from the linguocultural aspect.

Research methods. In exploring the research topic, the methods of classification, description, semantic analysis, comparison, componential analysis, and contextual analysis were used.

The scientific novelty of the research is defined by the following:

the independent status of terminology as a field of linguistics has been substantiated; the linguistic features of educational terminology, the internal and external factors shaping the linguistic means of the “education” microfield, their place within the terminological system, as well as their nucleus, periphery, components, and terminosphere, have been identified;

the linguistic means of the “education” microfield in Uzbek and English have been treated as a unified system, their integral and differential semes determined, and the general scientific, particular, and systematic features of terminological units substantiated, alongside nominative units (nomenclature, professionalisms, jargon) analyzed from lexical-semantic and associative-logical perspectives;

it has been demonstrated that the “education” microfield possesses a complex structure, subdivided into micro- and supermicro-groups, whose units are formed through phenomena such as hierarchy, antonymy, hypero-hyponymy, partonymy, synonymy, and graduonymy;

lexical units of the “education” microfield have been shown to fall semantically into internal subgroups such as “educational institutions,” “participants of the educational process,” and “the educational process,” constituting an active stratum of vocabulary in Uzbek and English. These units express national-cultural and linguocultural features through figurative expressions, metaphors, and paremiological units, whose expressive potential in literary texts has been comparatively revealed.

The practical results of the research are as follows:

identified the terminological and semantic features, as well as the semantic fields, of lexical units with the seme “education” in Uzbek and English; demonstrated that the conclusions contribute new theoretical insights to terminology, semasiology, and linguocultural studies; and substantiated their application in stylistics and studies of specialized lexical systems;

demonstrated, through comparative analysis, the uniqueness of Uzbek and English, particularly the stylistic-semantic features of words and concepts within the “education” microfield, thereby contributing to theoretical and practical perspectives in Uzbek linguistics and lexicology;

established that the dissertation may serve as a theoretical source in the compilation of terminological dictionaries, the preparation of textbooks and teaching manuals, and the interpretation of lexical units in the field of education.

The reliability of the research results is ensured by the precise formulation of the problem, the validity of research methods, the grounding of conclusions through comparative, descriptive, componential, and semantic analyses, and reliance on explanatory dictionaries of Uzbek and English (Oxford, Cambridge, Longman). Reliability is further supported by the publication of results in specialized journals approved by the Higher Attestation Commission, their practical application, and their confirmation by authorized institutions.

Scientific and practical significance of research results. The findings of the dissertation serve as an important theoretical source for the development of Uzbek semasiology, lexicography, terminology, and specialized lexical systems.

Its practical significance lies in the possibility of utilizing the definitions of terminological features of lexical units across different levels of education, in the organization of specialized courses such as “Sources of enrichment of educational terminology in the Uzbek language” and “Problems of studying Uzbek educational terminology” and in advancing dissertations, monographs, textbooks, and teaching aids in relevant areas. It also contributes to the development of specialized terminological systems.

Implementation of research results. The scientific results on the semantic and linguocultural analysis of the “education” microfield in Uzbek and English have been implemented in:

the scientific conclusions concerning the status of terminology as an independent discipline within linguistics, the linguistic features of terms pertaining to the field of education, the internal and external factors giving rise to the linguistic units of the “education” microfield, as well as their position within the terminological system, including their core, periphery, structural components, and terminological sphere, have been used in the fundamental scientific project FA-F1-G003 entitled “Formation of functional words in the modern Karakalpak language” conducted by the Institute of Humanities Research of the Karakalpak Branch of the Academy of Sciences of the Republic of Uzbekistan (as indicated in Reference No.263/1 dated July 8, 2024, issued by the Institute of Humanities Research of Karakalpakstan). As a result, the findings regarding the current state of the linguistic units of the “education” microfield as sector-specific terminology, the ways in which these units are enriched through internal and external factors, and their terminological characteristics have contributed to enhancing the empirical foundation of the project. Consequently, the project program has been enriched with scientific evidence and has attained greater theoretical and methodological refinement;

the linguistic resources of the “education” microfield in Uzbek and English were examined as a unified system, with their integral and differential semes identified, together with the general-scientific, specific, and systemic characteristics of the linguistic units in the terminological system. Furthermore, scientific conclusions were drawn regarding the nominative units—nomenclatures,

professionalisms, and jargons – whose lexical-semantic and associative-logical foundations were substantiated. These findings were used within the framework of the international project “EMI (English as a Medium of Instruction)” implemented at Fergana State University for the period 2019–2021 (as confirmed by Reference No. 04/3566 dated July 2, 2024, issued by Fergana State University). As a result, the materials were widely and effectively utilized, thereby ensuring that the project was enriched with substantial scientific evidence;

it was further substantiated that the “education” microfield possesses a complex structure and, in terms of its internal organization, is subdivided into micro- and supermicro-groups. The units constituting these groups are formed on the basis of such phenomena as hierarchy, antonymy, hyper-hyponymy, paronymy, synonymy, and graduonymy. The conclusions derived from these findings have been directly applied in the activities of the Fergana regional branch of the Writers’ Union of Uzbekistan, particularly in the development of scenarios for cultural and educational events and conferences organized by the branch (as indicated in Reference No. 66 dated October 7, 2024). Consequently, the texts produced within the Union’s activities came to be written in accordance with essential linguistic norms, while practical and theoretical support was provided for improving the skills of young writers in the field of literary translation;

the lexical units of the “education” microfield were demonstrated to be semantically subdivided into such internal groups as “educational institutions”, “participants of the educational process” and “the educational process itself”. It was shown that these units constitute an active lexical stratum in both Uzbek and English, and that, through figurative expressions, metaphors, and paremiological units, they embody national-cultural and linguocultural features. Their expressive potential in literary texts was revealed from a comparative perspective. These conclusions have been applied in the activities of the Youth Affairs Agency, particularly in the development of programs aimed at strengthening the status of the Uzbek language, the preparation of lectures for advocacy campaigns, and the organization of seminars and events for creative youth (as confirmed by Reference No. 02-22/483 dated July 2, 2024, issued by the Youth Affairs Agency Fergana, Regional Youth Affairs Department). As a result, progress was achieved in elevating the significance of the Uzbek language among youth, in shaping their attitudes toward the language, and in fostering their national-cultural awareness;

arguments and proofs about a complex structure of the microfield of “education”, its micro- and super-microgroups according to its internal structure, and the units that make up these groups appear based on the phenomena of hierarchy, antonymy, hyper-hyponymy, paronymy, synonymy, and graduonymy were directly used in the activities of the Fergana regional department of the Writers' Union, as well as in spiritual and educational events organized by the department, in the development of scripts for events and conferences (Writers' Union of Uzbekistan Fergana Regional Department, Reference No.66 dated October 7, 2024). As a result, it was achieved that the texts used in the activities of the association were written based on important language rules, practical and

theoretical support was provided to improve artistic translation skills among creative young people;

moreover, the scientific results and materials of the dissertation, together with the research articles published within its framework – such as “Paremiological Units of the “Education” Microfield” and “National-Cultural Features and Hierarchical Study of the Educational Sphere in Uzbek and English” – were extensively used in television programs of the Fergana Regional Broadcasting Company, including “Ochiq mulohaza”, “Dolzarb mavzu”, “Zamondosh”, “Qadriyat”, “Ma’naviyat – qalb ko‘zgusi”, “Kun mavzusi”, “Farg‘ona 24”. (as indicated in Reference No. 01-12/157 dated October 8, 2024, issued by the Fergana Regional Broadcasting Company). As a result, the effectiveness of the materials prepared for these programs increased, their content became more refined, and they were substantiated with solid scientific evidence.

Approbation of research results. The results of the dissertation have been presented and discussed in 7 scientific-practical conferences, including 3 national and 4 international scientific-practical conferences.

Publication of research results. 13 scientific papers on the topic of the dissertation, including 6 articles in scientific publications recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the main scientific results of doctoral dissertations, including 3 in Republican and 3 in foreign journals.

The structure and volume of the dissertation. The dissertation consists of an introduction, three main chapters, a general conclusion, and a list of references. The total work consists of 139 pages.

MAIN CONTENT OF THE DISSERTATION

In the Introduction of the dissertation, the relevance and necessity of the topic are substantiated; the purpose and objectives of the dissertation, as well as the object and subject of the research, are described. The alignment of the topic with the priority areas of development in science and technology in the Republic is indicated. The scientific novelty and practical significance of the research are explained, along with information about the implementation of the research results in practice, published works, and the structure of the dissertation.

The first chapter of the dissertation is titled “**The Paradigm of Lexical Units with the Sememe “Education”**”. The first section of this chapter, titled “*Terminological Characteristics of Education-Related Lexemes in Uzbek and English*”, focuses on the development of the field of terminology, the conditions under which terms emerge, significant changes occurring within the field’s terminology, and the analysis of scholars' scientific views on the matter.

Numerous linguistic studies have been conducted in global linguistics, dedicated to investigating the unique linguistic unit with a specialized

terminological meaning – the “term”³⁸. In global and Russian linguistics, scholars such as G.O.Vinokur, A.A.Reformatsky, V.V.Vinogradov, S.G.Barkhudarov, O.S.Akhmanova, K.A.Levkovskaya, B.N.Golovin, V.P.Danilenko and V.M.Leychik, as well as Uzbek linguists H.Dadaboyev, A.Madvaliyev and G.Ismoilov, have addressed the theoretical issues of terminology. The practical aspects of the problem have been studied by international linguists such as S.I.Korshunova, T.L.Kandelaki, D.S.Lotte, and S.A Chaplygina,

We can observe that V.M.Leychik³⁹, in his views, put forward the idea that the term “terminology” is mainly used in two senses.

The fundamental principles of systematicity and consistency, which were proposed by the Russian linguist D.S.Lotte⁴⁰, as essential conditions for any terminological system, enable the classification of hierarchical structures and relationships within the scope of terminology. In contrast, T.R.Kiyak⁴¹ emphasizes the interconnectedness of terms, while V.P.Danilenko⁴² points to the existence of general interrelationships among terms. In the terminological systems of the “education” microfield in both Uzbek and English, features such as systematicity and consistency, as highlighted by D.S.Lotte, emerge on a broad scale.

Furthermore, in both languages, the formation of new terms often involves the use of multiple words to express a general concept. This gives rise to newly coined terms that reflect specific characteristics linked to the original concept. Russian linguist L.V.Ivanov⁴³ refers to this phenomenon as a “nesting process” typical of all types of terms, and identifies the central term within such a terminological nest as the “nuclear” or “core term”.

The potential to form terminological nests is thoroughly analyzed within the “education” microfield of both Uzbek and English. In Uzbek, based on the denotative meaning of the lexical unit *ochiq dars, amaliy dars, nazariy dars, dars ishlanma, dars tahlili, dars reja* emerges through semantic-syntactic relations. Similarly, in English, a terminological nest is formed around the core term “curriculum”, which includes expressions such as *National Curriculum, Curriculum for Excellence, compulsory curriculum, curriculum planning, common curriculum, core curriculum, and curriculum development*.

In addition, in both languages, the term “*baholash* /assessment” serves as a nucleus for the creation of various related terms, functioning as an active component in generating new lexical units used to evaluate the activities of participants in the educational process. Examples include *baholash*

³⁸ Абдуллаева Ш.Н. Ҳазначилик соҳасида қўлланиладиган молиявий-иқтисодий терминларнинг чоғиштирма тадқиқи (инглиз, ўзбек, рус тиллари мисолида) Филол. фан. бўйича фалсафа докт. (PhD)... дисс.автореф. – Тошкент, 2018. – Б.13.

³⁹ Лейчик В.М. Номенклатура-промежуточное звено между терминами и собственными именами//Вопросы терминологии и лингвистической статистики. – Воронеж, 1974. – С. 56 – 61.

⁴⁰ Лотте Д.С. Основы построения научно-технической терминологии. М.: Изд-во АН СССР, 1961, – С. 72-73.

⁴¹ Кияк, Т.Р. Лингвистические аспекты терминоведения: учеб. пособие / Т. Р. Кияк. – Киев: УМК ВО, 1989, – С. 7-9.

⁴² Даниленко В. П. Лингвистический аспект стандартизации терминологии. М.: Наука, 1993. – 182 с.

⁴³ Иванов Л.В. Лингво-когнитивные основы анализа отраслевых терминосистем: (на примере англоязычной терминологии венчурного финансирования): учебно-методическое пособие / Л.В.Ивина. – Москва: Акад. проект, 2003. – 153-156 с.

tizimi/assessment system, baholash mezonlari/assessment criteria, baholash turlari, baholash indeksi, assessment grid, assessment outcome, assessment instruments, assessment plan etc.among others.

According to G.Ismoilov “General vocabulary and terminological vocabulary are closely interconnected. These connections emerge from three main processes:

1. The formation of a term from a general word.
2. The transition of a term into general vocabulary.
3. The enrichment of terminology through its own internal development⁴⁴.

These three processes are observable in both Uzbek and English. For instance, a term like “*tutor*” may, over time, become part of the general lexicon, while combinations such as *fan* and *katalog* (science) can syntactically yield the compound term *fanlar katalogi* (catalogue of sciences).

One of the most widely discussed characteristics of modern terminology is its monosemy (i.e., one-to-one meaning). The requirement that terms be monosemous is emphasized in numerous studies – notably by Russian linguists such as D.Lotte⁴⁵ and A. Reformatzky⁴⁶, as well as Uzbek scholars A.Madvaliev and G.Ismoilov. However, some terminologists argue that the monosemous nature of a term should be analyzed strictly within the boundaries of a particular terminological system⁴⁷. Outside that system, the term may acquire determinative properties and be associated with different concepts. For example, linguistic units such as *amaliy qo‘llanma* or *games* may carry multiple meanings even within the same terminological domain.

The second section of the chapter is entitled “*The semantic features of lexical units related to “education” in the Uzbek and English languages*”, and it examines the systemic approach to language in both global and Uzbek linguistics. It also addresses how language is studied as a field, exploring how language reflects reality from various linguistic aspects. Based on the correlation between integral and differential semes, the lexical-semantic properties of the lexical units associated with the “education” sememe are discussed.

The linguistic units comprising the “education” microfield reflect not only the terminological system of education, but also the concepts and phenomena used in both everyday and professional educational discourse. These units appear in texts across all functional styles of language. Taking this into account, they are classified into “educational terms”, “nomenclature”, “professionalisms” and jargon/slang.

Educational terms are defined as precise concepts used in the professional, scientific, and theoretical processes of education, grouped within an educational terminological system. Most of these terms are not only used by specialists but are

⁴⁴ Исмаилов Ф. Ўзбек тили терминологик тизимларида семантик усулда термин ҳосил бўлиши: Филол. фан. номз.... дисс.авторреф. – Тошкент., 2011. – Б.7-8.

⁴⁵ Лотте, Д. С. Основы построения научно-технической терминологии / Д. С. Лотте. – М.: Издательство Академии наук СССР, 1961. – 159 с.(75-77)

⁴⁶ Реформатский, А. А. Мысли о терминологии / А. А. Реформатский // Современные проблемы русской терминологии / отв. ред. В. П. Даниленко. – М.: Наука, 1986. – С. 163–198. (165-167)

⁴⁷ Суперанская А. В. Общая терминология: вопросы теории / А.В.Суперанская, Н.В.Подольская, Н.В.Васильева. – 6-е изд. – М.: Либроком, 2012. – 248 с.(134-137)

also commonly understood by students, learners, trainees, and even individuals outside the field.

Professionalisms are informal but widely accepted terms used by specialists. For example, in Uzbek, *domla* – originally derived from *domulla* – is used as a respectful form of address for male teachers. In English, a shortened form such as *teach* may be used in place of *teacher*, often indicating a friendly or informal relationship with the educator.

This section also analyzes jargon within the “education” microfield and identifies the following categories of jargon/slang based on user groups:

1. Teacher slang (used in higher and general education): *kamchatka/backseat, akno, maxraj hafta, marshmallow feet* etc.

2. Student slang (used in higher and general education): *progulchi/hookey-player, matem/math, vatan, patriot, etc.*;

3. Mixed slang (used by both teachers and students): *ko‘chirmachi, ko‘chirmakash/plagiarist, yiqilganlar*.

The development and evolution of the educational process is reflected in the formation and expansion of the functional spheres, branches, and structural systems of the educational microfield and its terminological system. These intersectoral branches include fields such as: pedagogy: (e.g., Bloom’s *taksonimiyasi, summativ baholash*), psychology (e.g., child psychology, abilities, multiple intelligence, temperament), finance (e.g., student loan, tuition contract, expected family contribution, financial aid officer), law (e.g., children’s rights, free compulsory education, juvenile delinquent, drug-free school zone), sports (e.g., *rektor kubogi, dekan kubogi, dry-bob, half blue*), military (e.g., *Temuriylar maktabi, military department, dodo, troop school*), IT and ARM systems (e.g., software learning, computers, HEMIS, DuoLingo), library science (e.g., reading room, book café, travelling library, circulating library).

These interdisciplinary areas contribute to defining the complex structure and semantic scope of the educational terminological system. To analyze this structure, a *model of intersectoral branches* was developed.

The third section of the chapter is titled “*The Lexical-Semantic Field of Education in Uzbek and English*”. It presents theoretical perspectives that view language as a unified system in which each element is functionally connected with others. Based on this theoretical framework, examples are provided that show how linguistic units within the “education” microfield are semantically connected to other elements in the language system.

According to field theory, the “belonging to education” integral seme serves as the central (nuclear) seme that unites the units of this semantic field into a coherent whole. This seme also links these linguistic units through relationships such as hypernymy-hyponymy, synonymy, antonymy, associative-logical relations, and others. In contrast, differential semes allow field members to integrate with other lexical-semantic fields, ensuring the internal connectivity of field units.

Based on definitions provided in The Explanatory Dictionary of the Uzbek Language and the Oxford Dictionary of English, the lexeme “*ta’lim*”/“education” carries general semes such as knowledge, teaching process, and learning process,

as well as more distinct semes such as upbringing, morality, specific type of education, educational institution, educator, experience, field of study, and colloquial meanings like guidance. These findings illustrate that the linguistic and cultural characteristics of the Uzbek “ta’lim” field are deeply intertwined with the concept of upbringing.

The lexical units associated with the “education” sememe – provisionally referred to in this study as “educatememes” or the “education lexicon” – form a network of words and word groups that are connected through associative and logical relationships with the broader “education” semantic field. These units support communication at various levels within the educational domain. The “educational relevance” seme is identified as the core conceptual basis shared by all units within the “education” microfield.

In this study, to identify the structural components of the “education” semantic field, the following classifications were used:

Microfield – as a component of the semantic field,

Lexical-semantic group (LSG) – as a component of the microfield,

Lexical-semantic microgroup (LSMG) – as a subset of the LSG.

Second chapter of the dissertation is entitled “**The Semantic-Syntactic Features of the “Education” Microfield in Uzbek and English**”. The first section, titled “*Lexical Units Representing with the sememe “Participants in the Educational Process”*”, is dedicated to the linguistic units that comprise the lexical-semantic group (LSG) of “participants in the educational process”. One of the primary aims of this research is to conduct a systematic comparative analysis – based on the “person” integral seme – of these linguistic units as they appear in Uzbek and English, focusing particularly on their differential semantic features.

The distinguishing semes within this group are primarily reflected in the roles and responsibilities attributed to the referents of these lexical items. As such, they are categorized into the following three microgroups:

1. A microgroup of lexical units denoting “Educators”. This microgroup includes lexical items that represent individuals who provide education, such as: in Uzbek: *o‘qituvchi, murabbiy, ustoz, domla, mudarris, piru komil, tarbiyachi, muallim(a), tyutor*; in English: *teacher, educationist, pedagogue, instructor, preceptor* (historical), *schoolteacher, educator, tutor*. These terms reflect various functional, semantic, and stylistic characteristics across the domains of general, secondary, and higher education.

In both languages, there are gender-specific terms associated with educators. For example, in English: *schoolmaster, housemaster, schoolmarm, schoolmistress, housemistress*; and in Uzbek: *muallim, muallima*, as well as the Persian-derived *ustoz* (master, male) and *ustoz*a (female), which are now also recognized as gendered lexemes.

The core lexical unit of this paradigm – *o‘qituvchi/teacher* – demonstrates key semantic differences between the two languages: In the Explanatory Dictionary of the Uzbek Language, *o‘qituvchi* is defined as “a person who teaches a subject or

provides moral education⁴⁸”. In contrast, the Oxford Dictionary defines *teacher* as “a person whose job is teaching, especially in a school⁴⁹”.

These definitions indicate that in Uzbek, *o‘qituvchi* encompasses not only the act of teaching but also the aspect of moral education, thus reflecting national and cultural specificity. For instance:

... nima uchun bola **tarbiyasiga sovuqqonlik bilan qaragan o‘qituvchiga qonun yo‘q, qani, chaqir bu yoqqa Hamdamni!** (A.Qahhor, Ayb kimda?) yoki **Urish-so‘kishlar, o‘qituvchining pand-nasihatlari ham bir bo‘ldiyu otasi bilan mana shu qizchaning muomalasidagi o‘zgarish ham bir bo‘ldi. Avaz oshiqni qaytib qo‘liga olmaydigan bo‘lib ketdi** (P.Qodirov, Qora ko‘z) kabi misollarda *o‘qituvchining tarbiyaga mas‘ulligi semasi yaqqol ko‘zga tashlanadi*.

Unlike in English, where *teacher* is generally associated with school-level instruction, the Uzbek term *o‘qituvchi* refers to individuals teaching at various educational levels – colleges, lyceums, technical schools, and universities – and indicates an official professional designation. Furthermore, *o‘qituvchi* stands apart from synonymous terms like *muallim*, *ustoz*, *murabbiy*, and *domla* by being a native Uzbek term.

2. A microgroup of lexical units denoting “Learners”

This microgroup includes lexical items that represent individuals engaged in acquiring knowledge and skills in various fields. These terms are unified by integral semes such as learning, achievement, merit, and ability. In Uzbek: *o‘quvchi, ekstern, talaba, tadqiqotchi, bakalavr, magistrant, tayanch doktorant, doktorant, amaliyotchi, o‘rganuvchi, ilmi tolib, shogird, xalfa*; In English: *pupil, learner, student, schoolchild, schoolgirl, schoolboy, disciple, homeschooler, bachelor, master, graduate, undergraduate, postgraduate*.

English also includes the binary opposition *educator/educatee*, which broadly distinguishes between teacher and learner.

The most widely used term in the higher education paradigm is *talaba/student*. This lexical unit exhibits the following structural-semantic properties in both languages:

In Uzbek, *talaba* is a simple lexical item of arabic origin, meaning “seeker” or “learner” and is used exclusively in the context of higher education.

In British English, *student* refers primarily to college or university learners, whereas in American English it may also include school and even preschool learners, as seen in examples like: *elementary school student, high school students, There are total 24 students in the kindergarten, among them 13 are girls and 11 are boys*⁵⁰.

Just as among “educators” a gradual hierarchical relationship is also observable among “learners” in both languages:

⁴⁸ O‘zbek tilining izohli lug‘ati. G‘afur G‘ulom nomidagi nashriyot matbaa ijodiy uyi. – Toshkent, 2022. 6-jild. –B.425.

⁴⁹ Oxford Advanced Learner’s Dictionary 8th edition, 2015, p-1587.

⁵⁰ <https://www.chegg.com/homework-help/kindergarten-class-consists-24-students-13-girls-11-boys-day-chapter-4-problem-5rp-solution-9780128043172-exc> (murojaat sanasi: 12.05.2023).

Uzbek: tarbiyalanuvchi → o‘quvchi → talaba → magistrant → tayanch doktorant → doktorant.

English: child → pupil → student → Master’s student → Doctoral student.

3. A microgroup of lexical units denoting “Education Administrators”.

This microgroup includes lexical items that represent positions of responsibility within the education system. These terms indicate hierarchical levels of authority over both educators and learners and contain the integral seme of “position”, reflecting responsibility for organizing the educational process effectively. In Uzbek: *mudir(a), maktab direktori, direktor o‘rinbosari, kafedra mudiri, dekan o‘rinbosari, dekan, prorektor, rektor*. In English: *nursery director, headteacher, deputy headteacher, superintendent, principal, vice principal, Vice-Chancellor, president, provost, head of chair, dean*.

These terms also include additional semantic components that suggest administrative responsibility, academic qualifications, and international collaboration.

The second section of the chapter, titled “*Lexical Units Representing Educational Institutions*,” analyzes the linguistic units that fall under this category. These units are grouped based on the shared integral seme of “place” and display a hierarchical relationship within the educational domain across both Uzbek and English. (Continuation of hierarchical mapping and analysis of institutions may follow here.)

Table 3.

“Ta’lim muassasalari” leksik semantik guruhining iyerarxik munosabati

№	O‘zbek tili	Ingliz tili
1.	Maktabgacha ta’lim va tarbiya	Early years
2.	Umumiy o‘rta va o‘rta maxsus ta’lim	Primary Education
3.	Professional ta’lim	Secondary Education
4.	Oliy ta’lim	Further Education (FE)
5.	Oliy ta’limdan keyingi ta’lim	Higher Education (HE). ⁵¹
6.	Kadrlarni qayta tayyorlash va ularning malakasini oshirish	
7.	Maktabdan tashqari ta’lim ⁵²	

“Educational institutions” as a lexical-semantic group (LSG) display associative relations, and the semantic analysis of the paradigm “general secondary education” demonstrates that both Uzbek and English share common semes such as *compulsory education, activity, age, type of ownership, gender, morality, and experience*. At the same time, English reveals distinctive differential semes, including *religious affiliation, preparation for integration into society, and temporal reference*.

The third chapter of the research, entitled “Lexical units with the seme of the educational process”, classifies the units as follows:

⁵¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf (murojaat sanasi: 19.07.2022).

⁵² <https://lex.uz/docs/5013007> (murojaat sanasi: 08.06.2023).

1. According to the time seme: *o'quv yili/academic year, semestr/semester; kechki ta'lim, kunduzgi ta'lim*; 2. According to the assessment seme: *qoniqarli/satisfactory, a'lo/excellent*, etc., with the additional subgroups “types of control” and “results.” 3. According to the seme of study materials and subjects: *aniq fanlar, tabiiy fanlar, maxsus fanlar, informatika darsi, core curriculum, common core, physical education*. Each of these microgroups displays language-specific features reflected in their verbal realization in both Uzbek and English.

Within the assessment seme, the following forms of lexical representation were identified:

1. Graphemic: *A, B, C*.
2. Graphemic with symbols: *A+, B-, C+*.
3. Graphemic with numerals: *A1, B2, C1*.
4. Numerals: *2, 3, 4, 5*.
5. Lexemes: *qoniqarli, yaxshi, a'lo, satisfactory, good, excellent, great*.
6. Syntactic units: *o'tdi, o'tmadi, yiqildi, failed, passed*.
7. Abbreviations: more characteristic of English, including indicators of conduct grade such as *E – excellent, S – satisfactory, N – needs improvement, U – unsatisfactory*, which serve both to evaluate knowledge and to indicate the level of acquisition.

The super-microgroup of “types of control” encompasses linguistic units denoting various forms of knowledge and skills assessment at different stages of education. Within the paradigm of general secondary education, for example, units such as *Terra Nova* (a national test assessing students' abilities), *Woodcock* (a test measuring primary school pupils' abilities), and *spelling bee* (a multi-stage competition assessing spelling literacy) occur. The metaphorical use of names such as *woodcock* and *bee* illustrates the figurative character of assessment types in English.

The super-microgroup of “assessment results” includes official and non-official documents and awards reflecting pupils' and students' achievements individually and collectively. These comprise: *o'quvchining baholar (o'zlashtirish) tabeli, tayanch o'rta ta'lim to'g'risidagi shahodatnoma, tayanch o'rta ta'lim to'g'risidagi a'lo darajali shahodatnoma (9-sinf bitiruvchilari uchun), o'rta ta'lim to'g'risidagi shahodatnoma, o'rta ta'lim to'g'risidagi (kumush medal bilan) shahodatnoma*, as well as *General National Vocational Qualification (GNVQ), Foundation GNVQ, Intermediate GNVQ, Advanced GNVQ, and General Scottish Vocational Qualification (GSVQ)*.

The third chapter, “**National-cultural characteristics and issues of normalization of the “education” microfield in Uzbek and English**” consists of three sections. The first section, “*National-cultural characteristics of units of the “education” microfield*,” examines cultural, axiological, mental, historical, and regional factors reflected in linguocultural units of both languages, including religious lexical items, metaphors, speech etiquette, and paremias, with examples from literary texts.

Building on Sh.M.Sultanova's classification, the research identifies the following groups of religious units related to education:

1. According to faith: male-oriented terms: *qori, taqdir, shayx, muallim, alloma, ulamo, olim, so'fi, mulla, valiy etc*; Female-oriented terms: *qoriya, otincha, otin qiz, otin oyi, otin bibi, otin buvi*. Example: *Otin buva ham har doim hammaga Karomni ta'rif qilib yuradi* (Oybek, Bolalik).

2. Names denoting evil forces: The word *shayton* (devil) in Uzbek is actively employed in various combinations, invariably carrying a negative connotation: *shaytoning domlasi* (the devil's teacher), *shaytonni imom saylash* (to appoint the devil as imam), *shaytonga dars bermoq* (to teach the devil). Example: *Axir ko'ra-bila turib, bolalarni uning qo'liga topshirish shaytonni imom saylashday gap-ku!* (T.Sodiqova, Murabbiy kim?)

3. Names of the afterlife and related concepts: In the Uzbek worldview, the afterlife is conceived as real and eternal, expressed through lexemes such as *oxirat(afterlife), jannat (paradise), jahannam (hell), do'zax (inferno)*.

Example: *Maktab jahannam kabi tuyuladi. Har soat, har daqiqa "ozod" so'ziga intizormiz.* (Oybek, Bolalik).

4. Religious buildings and institutions: Uzbek: *madrasa, mahad*; English: *Christian school, Faith school, Catholic school*.

5. Worship, religious rituals, and festivals: In English, such units are used to denote academic terms in British universities, carrying both religious and eponymic significance.

Examples: *Michaelmas, Lent, Easter, Hilary, Trinity, Epiphany* kabi. *Michaelmas – Avliyo Maykl bayrami, Hilary – Avliyo Hilari bayrami, Trinity – Uchbirlilik yakshanbasi*

These terms denote specific semesters in the academic year at British universities. The dissertation further highlights the specific features of metaphors and speech etiquette in both languages.

The second section of this chapter, "*Paremiological units of the 'education' microfield,*" analyzes proverbs and sayings which constitute a substantial corpus within the educational microfield of Uzbek and English. These units encourage learning, emphasize the importance of knowledge, and demonstrate structural varieties, including:

Single-sentence structures:

Gap bilguncha – ish bil (*so'zma so'z tarjima* = Know the work before the word); *Actions speak louder than words.*

Beshikdan to qabrgacha ilm izla (Seek knowledge from the cradle to the grave).

Two-sentence structures:

Ilmsiz bir yashar, ilmli ming yashar (*so'zma so'z tarjima* = The unlearned live once, the learned live a thousand times); *Art is long, life is short.*

Ustoz ko'rmagan shogird har maqomda yo'rg'alar (A disciple without a master falters at every stage).

Multi-sentence structures:

*Zamon seni o'qitar,
Tayoq bilan so'qitar.
Sabog'ingni bilmasang,*

so'zma so'z tarjima:

*Do'konda bo'z to'qitar.
Time will teach you,
Beat you with a stick.*

If you fail to learn, You will weave cotton in the shop.
 Through such proverbs, the worldviews, values, cultural traditions, and national identities of the Uzbek and English peoples are reflected.

Table 4.

O‘zbek va ingliz tillaridagi “shaxs” arxisemali maqollar

Mazmuniy ifoda	o‘xshatish	ilmsiz	hurmat	kamsitish
O‘zbek tilida	Shogirdiga tosh bergan tosh olar, Bosh bergan bosh olar.	Bilimsiz odam – qanotsiz qushdir;	Ilmli odam – ilikli suyak.	Qul o‘qib qozi bo‘lmas, ko‘ppak it – tozi.
Ingliz tilida	Teacher, Like/ like pupil (Ustozi qanday – shogirdi shunday)	A child without education, is like a bird without wings.	An educated person is respected everywhere. The sheik cannot fly, but his disciple lets him fly. – (Ustozning dong‘i shogirdi bilan)	You don't need a teacher of wickedness (Bilimsiz o‘qituvchi kerakmas).

Table 5.

O‘zbek va ingliz tillarida “ta’lim” ga oid tushunchalar ishtirokida maqollar

<i>Mazmuniy ifoda</i>	<i>Aql</i>	<i>ilm</i>	<i>bilim</i>	<i>tajriba/ takror</i>
O‘zbek tilida	Aql – aqldan quvvat olar.	Qunt bilan topgan ilming seni samoga ko‘tarar; Ilm amali bilan, va’da vafosi bilan	Bilimli olim, bilimsiz zolim; Bilimli o‘zar, bilimsiz to‘zar	Bir sinalgan tajriba, yetti kitobdan afzal
Ingliz tilida	Want of wit is worse than want of wealth	It’s not a science, But a torment	Knowledge is power A little education is a dangerous Education is a subversive activity	1)Practice makes perfect. 2)Experience is the best teacher – experience is the father of wisdom. 3)Experience is a hard master but good teacher

In the third section of Chapter 3, entitled “*Neologisms in the microfield of education and issues of their normalization,*” neologisms, their methods of formation, and questions of standardization are addressed. In Uzbek, neologisms emerging within the “education” microfield may be classified as sector-specific neologisms in the following way:

- a) disciplinary neologisms: *IT, robototexnika, mental arifmetika, mnemonika, nanotexnologiya, logistics, STEAM, STEM;*
- b) grants and programs: *metsenat, Chevening, Fulbright, UGRAD, FLEX;*

c) ratings and examinations: *portfolio, KPI, IELTS, SAT, PISA, PIRLS, THE* (these neologisms are notable for appearing predominantly in abbreviated form);

d) pedagogy and methodology: *homeschooling (uy ta'limi), kompetensiya, trening, multimedia, interaktiv doska*;

e) educational systems: *HEMIS, MOODLE (a platform for storing teaching materials and administering tests), credit-module, online maktab, online ta'lim, online bog'cha*.

In English, for example, the neologism *wordrobe* has emerged through the blending of *word* and *wardrobe*, denoting an individual's vocabulary. According to Global Language Monitor research, the English language also actively borrows new words, with approximately one new word appearing every 98 minutes. Illustrations of this phenomenon include borrowings such as *Haveli (Indian)* and *arré (Indian)*⁵³. Thus, the rising global status of a language does not hinder the emergence of new words; on the contrary, it encourages linguistic enrichment through internal resources.

It should also be noted that in Uzbek the lexeme *noutbuk/notbuk* ("laptop") appears in two variants in the Explanatory Dictionary of the Uzbek Language. Since this word has become a stabilized neologism in the language, efforts should be made to avoid such orthographic variation. The dissertation briefly addresses such issues of codification and orthographic standardization.

CONCLUSION

1. In linguistics, views on terminology and terms have undergone a distinctive path of development in world scholarship. In contemporary linguistics, the status of terminology as an independent discipline, its content, significance, and theoretical foundations have become urgent issues. This in turn necessitates the linguistic study of terminology in various fields, particularly in education, which develops in parallel with progress in science, technology, and modern society.

2. The linguistic units of the "education" microfield terminology system exhibit features of generality, specificity, and systemicity. At the same time, nominative units at the periphery of the terminological field – such as nomenclature items, professionalisms, and jargon – lack full terminological properties yet acquire distinctive linguocultural content within the microfield.

3. The "education" microfield has a complex structure, consisting of micro- and super-microgroups formed according to internal hierarchical organization. The units constituting these groups emerge on the basis of hierarchical, antonymic, hyper-hyponymic, paronymic, synonymic, and graduonymic relations.

4. According to the principles of field theory, the integral seme of "relation to education" functions as the central (core) seme uniting all educational units within a common semantic field. This seme integrates the linguistic units of the field in lexical-semantic, associative-logical, and other types of relations. Distinctive

⁵³ Irina Rets Teaching Neologisms in English as a Foreign Language Classroom – Procedia – Social and Behavioral Sciences 232 (2016) 813 – 820 p.

semes, in turn, serve to connect these units with other semantic fields, ensuring internal systemic cohesion.

5. The lexical units of the “education” microfield are semantically subdivided into smaller groups such as “educational institutions,” “participants in the educational process,” and “the educational process itself”. Such lexical units constitute an active layer of the vocabulary in both Uzbek and English.

6. The geographical distribution of communicants, together with national-cultural and religious values, differences in social life, and stages of historical development, are reflected in the lexical units forming the hierarchical structure of the “education” microfield. In this respect, English is distinguished by its wealth of cultural realia and their widespread use in communicative practice.

7. Within the Uzbek–English “education” microfield, the paradigmatic sets relating to person, place, process, and result display both shared and distinctive features. While elements of the lexical-semantic groups are integrated into common paradigms across both languages, they are not always fully equivalent. In translation, descriptive and explanatory strategies prove most effective. The existence of lacunae, analogues, and equivalents within the lexical-semantic groupings highlights their importance in the compilation of bilingual Uzbek–English/English–Uzbek dictionaries.

8. The “education” microfield embodies a wide corpus of linguocultural units reflecting the culture, values, and mentality of the Uzbek and English peoples, shaped by historical and regional factors. Religious lexical units, metaphors, figurative expressions, and paremias represent national-cultural characteristics in both languages, documented through folklore and literary sources. Metaphors, as products of figurative thinking, play an important role in representing the linguistic picture of the world. In the “education” microfield, metaphors of somatic, zoomorphic, and eco-morphic types serve to convey cognitive-semantic meaning.

9. The “education” microfield also encompasses the jargon of teachers, pupils, and students, which reflects aspects of learning and student life. Address forms used in communication between teachers and pupils, or among participants in the educational process, embody cultural dimensions. In these cases, the communicative function of address forms reflects degrees of familiarity, age-specific characteristics, and social status.

10. In both Uzbek and English, proverbs related to education are organized into semantic groups associated with person, object, age, and concept. These display variation and deformation in their expression. Neologisms also play a significant role in the formation of educational units. While in English neologisms largely arise through internal linguistic mechanisms, in Uzbek the enrichment process occurs predominantly through borrowing.

11. In contemporary linguistics, the study of linguistic units within the “education” microfield, particularly in Uzbek and English, as a unified system – focusing on their integral and differential semes from semantic and linguocultural perspectives – contributes to the advancement of modern linguistic theory and enhances its content.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ ПРИ
НАУЧНОМ СОВЕТЕ PhD.03/04.06.2021.Fil.132.01 ПО
ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ
КОКАНДСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ
КОКАНДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ**

ГАНИЕВА ДИЛАФРУЗ ХАСАНБОЙ КИЗИ

**МИКРОПОЛЕ «ОБРАЗОВАНИЕ» В УЗБЕКСКОМ И АНГЛИЙСКОМ
ЯЗЫКАХ: СЕМАНТИЧЕСКОЕ И ЛИНГВОКУЛЬТУРНОЕ
ИССЛЕДОВАНИЕ**

**10.00.06 – Сравнительное литературоведение, сопоставительное языкознание и
переводоведение**

**АВТОРЕФЕРАТ диссертации доктора философии (PhD) по
ФИЛОЛОГИЧЕСКИМ наукам**

Коканд – 2025

Тема диссертации доктора философии (PhD) зарегистрирована Высшей аттестационной комиссией Республики Узбекистан за № В2024.4.PhD/FH5303.

Диссертация выполнена в Кокандском государственном университете.
Автореферат диссертации на трёх языках (узбекский, английский, русский (резюме)) размещён на веб-странице Кокандского государственного университета (www.kspu.uz) и в Информационно-образовательном портале «Ziyounet» (www.ziyounet.uz).

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Защита диссертации состоится « 17 » ноября 2025 года в 10⁰⁰ часов на заседании Научного совета PhD.03/04.06.2021.Fil.132.01 при Кокандском государственном университете по адресу: 150700, г.Коканд, ул.Турон, 23. Тел: (99873) 542-38-38; Факс: (99873) 542-11-43; e-mail: kokandsu@exat.uz.

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Целью исследования является изучение семантических и лингвокультурных аспектов языковых средств микрополя «образование» на примере языков разных систем: узбекского и английского.

Задачи исследования:

научное обоснование роли лексических единиц с семой «образование» в лексической системе узбекского и английского языков;

описание лингвистических особенностей языковых средств в рамках микрополя «образование» в узбекской и английской терминосистемах;

размещение лексических единиц с семой «образование» в единую парадигму и определение языковых основ внутренней структуры каждой семантической группы;

демонстрация роли лингвокультурологических средств в микрополе «образование», раскрытие их специфических особенностей;

изучение лингвокультурных особенностей паремиологических единиц, относящихся к микрополю «образование» в узбекском и английском языках;

описание национально-культурных особенностей лексики нелитературного слоя, жаргонизмов/сленгов в речи преподавателей и студентов/учеников;

научное обоснование природы неологизмов и вопросов стандартизации в микрополе «образование» узбекского и английского языков.

Объектом исследования являются лексические единицы микрополя «образование», лингвистические средства, используемые в сфере образования, лексика нелитературного слоя и неологизмы в узбекском и английском языках.

Научная новизна исследования определяется следующими пунктами:

Обоснован статус терминологии как самостоятельной науки в лингвистике, лингвистические характеристики терминов, относящихся к сфере образования, внутренние и внешние факторы, создающие языковые средства микрополя «образование», их место в терминологической системе, а также определены *ядро, периферия, составные части и терминосфера* и выявлены специфические особенности;

лингвистические средства микрополя «образование» в узбекском и английском языках изучены как целостная система, а их интегральные и дифференциальные семы, признаки языковых единиц в терминосистеме, такие как *универсальность, специфичность и системность*, а также номинативные единицы: *номены, профессионализмы, жаргоны* лексико-семантически, ассоциативно-логически обоснованы;

доказано, что микрополе «образование» имеет сложную структуру, по своему внутреннему строению оно делится на микро- и супермикрогруппы, а единицы, составляющие эти группы, возникают на основе таких явлений, как *иерархия, антонимия, гипер-гипонимия, партонимия, синонимия, градуонимия*;

Обосновано, что лексические единицы микрополя «образование» семантически разделены на такие полевые группы, как «учебные заведения», «участники образовательного процесса», «образовательный процесс», они образуют активный пласт в словарном запасе узбекского и английского языков, эти единицы выражают национально-культурные и лингвокультурные особенности посредством изобразительных выражений, метафор, паремиологических единиц, теонимов а также возможности выразительности в литературном тексте раскрывались в сравнительном аспекте;

Внедрение результатов исследований. На основе научных результатов семантического и лингвокультурологического исследования лексических единиц микрополя «образование» в узбекском и английском языках было осуществлено следующее:

научные выводы о статусе терминологии как самостоятельной науки в лингвистике, лингвистических особенностях терминов, относящихся к сфере образования, внутренних и внешних факторах, создающих языковые средства микрополя «образование», их позиции в терминологической системе, а также заключения о ядре, периферии, компонентах и терминосфере были использованы Каракалпакским гуманитарным научно-исследовательским институтом Каракалпакского филиала Академии наук Республики Узбекистан в фундаментальном научном проекте FA-F1 G003 «Функциональное словообразование в современном каракалпакском языке» (“Hozirgi qoraqalpoq tilida funksional so‘z yasalishi”) (Справка Каракалпакского гуманитарного научно-исследовательского института № 263/1 от 8 июля 2024 года). В результате текущий статус языковых средств микрополя «образование» как терминологии отрасли, пути его обогащения за счет внутренних и внешних факторов, терминные свойства и их положение в терминосистеме, а также взгляды и соображения, касающиеся терминосферы послужили обогащению проекта научными данными, программа проекта была усовершенствована с научной и теоретической точки зрения;

предложения о том, что лексические единицы микрополя «образование» семантически разделены на такие полевые группы, как «учебные заведения», «участники образовательного процесса», «организация образовательного процесса», они образуют активный пласт в словарном запасе узбекского и английского языков, эти единицы выражают национально-культурные и лингвокультурные особенности посредством изобразительных выражений, метафор, паремиологических единиц, теонимов были использованы при разработке плана мероприятий, направленных на повышение статуса узбекского языка в деятельности Агентства по делам молодежи, подготовки лекций для пропагандистской работы, организации различных семинаров и мероприятий для творческой молодежи. (Справка № 02-22/483 Управления по делам молодежи Ферганской области Агентства по делам молодежи от 2 июля 2024 года). В результате возросла значимость узбекского языка среди молодежи, отношение молодежи к языку, а также это способствовало возвышению национально-культурных представлений;

лингвистические средства микрополя «образование» в узбекском и английском языках были рассмотрены как единая система, при этом были выявлены их интегральные и дифференциальные семы, такие признаки языковых единиц терминологической системы, как общенаучность, специфичность и системность. Кроме того, были сформулированы научные выводы относительно номинативных единиц — номенов, профессионализмов и жаргонов, чья лексико-семантическая и ассоциативно-логическая обоснованность была подтверждена. Данные результаты были использованы в рамках международного проекта Ферганского государственного университета «ЕМИ (English as a Medium of Instruction)», рассчитанного на 2019–2021 годы (справка №04/3566 от 2 июля 2024 года, выданная Ферганским государственным университетом). В результате указанные материалы были широко и эффективно применены, что обеспечило насыщенность проекта весомыми научными доказательствами;

доказательства, касающиеся того, что микрополе «образование» имеет сложную структуру, и по своему внутреннему строению делится на микро- и супермикрогруппы, а единицы, составляющие эти группы, образуются на основе таких явлений, как иерархия, антонимия, гипер-гипонимия, партонимия, синонимия и градуонимия, были непосредственно использованы в деятельности Ферганского областного отделения Союза писателей, а также в духовно-просветительских мероприятиях, организованных отделением, при разработке сценариев мероприятий и конференций (Справка № 66 от 7 октября 2023 года Ферганского областного отделения Союза писателей Узбекистана). В результате удалось добиться того, что тексты, используемые в деятельности союза, были написаны с учетом важных языковых правил, а также оказать практическую и теоретическую поддержку для совершенствования навыков художественного перевода среди творческой молодежи.

Научные результаты и материалы диссертации, а также научные статьи «Паремиологические единицы микрополя «Образование», «Национально-культурные особенности и иерархические исследования поля "образование в узбекском и английском языках», опубликованные в рамках диссертации, были широко использованы в передачах Ферганской областной телерадиокомпании “Ochiq muloqot”, “Dolzarb mavzu”, “Zamondosh”, “Qadriyat”, “Ma’naviyat – qalb ko‘zgusi”, “Kun mavzusi”, “Farg‘ona 24” (Справка Ферганской областной телерадиокомпании № 01-12/157 от 8 октября 2024 года). В результате, повысилась эффективность материалов, подготовленных для этих телепрограмм, улучшилось их содержание, они были обогащены научными данными.

Структура и объем диссертации. Диссертация состоит из введения, трех основных глав, заключения и списка использованной литературы. Общий объем работы составляет 139 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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