



Semantic analysis of Anglicisms that entered the pedagogical terminology of the Uzbek language

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ARTICLE INFO

Article history:

Received March 2024

Received in revised form

10 April 2024

Accepted 25 April 2024

Available online

25 July 2024

Keywords:

teaching methods,
working methods,
interactive methods,
pedagogical process
computer,
communication methods,
student,
teacher,
technology,
vocabulary.

ABSTRACT

The considered article puts forward the need to use advanced pedagogical technologies, interactive methods, and innovative teaching methods in the process of teaching a foreign language. In the context of teaching foreign languages in the Republic of Uzbekistan, new methods and requirements for assessing the knowledge and skills of teachers are being introduced, based on the recommendations of the Commonwealth of Independent States of Europe.

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DOI: <https://doi.org/10.47689/2181-3701-vol2-iss3-pp95-98>

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O'zbek tili pedagogik terminologiyasiga kirib kelgan anglisizmlarning semantik tahlili

ANNOTATSIYA

Kalit so'zlar:

o'qitish usullari,
ish usullari,
interfaol usullarpedagogik
jarayon kompyuter,
muloqot usullari,
talaba,
o'qituvchi,
texnologiya,
so'z boyligi.

Ko'rib chiqilgan ushbu maqolada chet tili kurslarini o'qitish jarayonida ilg'or pedagogik texnologiyalardan inter faol, innovatsion metodlar va muloqot usullaridan foydalanish talab etiladi. O'zbekiston Respublikasida chet tillarini o'qitish Yevropa Mustaqil Davlatlar Hamdo'stligi tavsiyalari asosida chet tili o'qituvchisining bilim va ko'nikmalarini baholash bo'yicha yangi uslub va talablar ishlab chiqilmoqda.

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Семантический анализ англицизмов, вошедших в педагогическую терминологию узбекского языка

АННОТАЦИЯ

Ключевые слова:

методы обучения,
методы работы,
интерактивные методы
педагогического процесса,
компьютер,
методы общения,
ученик,
учитель,
технология,
словарный запас.

Рассмотренная статья выдвигает необходимость использования передовых педагогических технологий, интерактивных методов и инновационных способов обучения в процессе преподавания иностранного языка. В контексте обучения иностранным языкам в Республике Узбекистан внедряются новые методы и требования к оценке знаний и умений преподавателей, основанные на рекомендациях Содружества Независимых Государств Европы.

INTRODUCTION

To meet the goals of a particular educational process, a range of working techniques and forms are employed in teaching approaches. Based on the numerous forms, a plethora of teaching techniques have been developed, and this process is still ongoing. How a specific ACT of learning is structured is a type of self-study that helps to accomplish that objective. These are some of the possible routes for the action that needs to be taken, with the path selected based on the goal in mind. Education can be imparted, for instance, through the use of books, computers, display aids, announcements, teacher preparation, home education, and preschool education. For example, after selecting any of the foregoing methods to teach the doctrine, each of these methods is used for the purpose that is considered appropriate. These are the methods used by a teacher, a teacher in a family, a preschool education institution, and the school education; computers, books, and other educational tools. Each path chosen by the same number to teach arithmetical acts implies using specific techniques. Each action is carried out in a specific way and the appropriate method. Thus, the use of interactive methods in teaching subjects is unique.

METHOD AND ANALYSIS

Every interactive technique used in education may be carefully learned and put into practice to help students think more deeply and solve problems more effectively. Encourage pupils' inventiveness and engagement. The students' knowledge, abilities, and qualifications are broadened and enhanced when they analyze various theoretical and practical problems using interactive methods [1, c. 47]. You can read some general remarks on this matter below. Interactive learning strategies and interactive graphic organizers are the two categories into which the techniques are classified. This is a quick game. But it allows time for reflection. When other students say, "The rest of the students are thinking about themselves," this game promotes learning together. To play, you'll need a little. Also, every student needs to be in a circle. You need to choose a theme. For example, things found in a kitchen, food, profession, and so on. The game begins by throwing a ball to a student. The reader speaks an English word on the subject and throws the ball to the next reader. Anyone who accepts the ball must make a statement on that subject. If they repeat the words or if they cannot find a word within a few seconds, they will quit the game and watch the game. Do not worry, they're still learning.

You can change this game in a slightly different way. Instead of speeches on a subject, every student can say something different to the next reader. For example, you can start the game by saying “say something red”. This makes the game somewhat challenging, since the reader should know what the subject should look like before thinking about a word. Many English speakers Pictionary are familiar with the drawing game. For illustration purposes, you can use simple whiteboard or white magnetic card. Divide the class into 2 groups and draw the table on the 37 side of the board for each team. You write scores here. A team of the team will be released. And the chooses one of the many reversible words and draws that word on a board. And others will have to find. The score will be awarded to the team that won 10 points is the winner. In the process of teaching foreign language courses, advanced pedagogical technologies are required to use interactive, innovative methods and communication methods. Foreign language teaching in the Republic of Uzbekistanis based on the recommendations of the European Commonwealth of Independent States (CEFR) to assess the knowledge and skills of foreign language teacher’s new methods and requirements are being developed. These days, there is a growing interest in and focus on the use of cutting-edge technologies in the classroom. In the current educational framework, this is partly because students can use modern technology to conduct independent research, analyze information, and even draw conclusions. During this process, the teacher accomplishes management and supervision duties while also fostering personal growth, formation, education, and upbringing. Throughout the course, the student takes center stage. Students acquire sophisticated, skillful abilities using instructional technology, experience, and interactive approaches. One of the most crucial challenges is the integration of contemporary communication technologies into the educational process; specifically, the appropriate and focused use of these tools will raise students' interest. This creates opportunities for the use of innovative technologies in education and the demand increases.

The contrastive typological study of the linguistic phenomenon causativization in the languages of different genealogical families. For the strict and consecutive analysis of these two languages, it is desirable to work out concrete ways of description. Causative form is formulated by adding one of causative affixal morphemes – tir, – dir, – ir, -qiz, – giz, – g, -iz, – qaz, – gaz, – kaz, -sat, -ar, – ir to the root or the stem of the verb. Being added to the root or the stem of the verb these affixal morphemes do not change the lexical meaning of the verb they are added to; receiving one of these affixal morphemes the verb acquires additional causal meaning, for example, the verbs with the additional causative meaning uxlatmoq, “make/let/cause someone sleep”; o’qitmoq “make/let/cause someone read” are formed from the verbs uxlamog “to sleep”, o’qimoq “to read”. So, the verb uxlatmoq, on the one hand is correlated with the verb o’qitmoq, on the second hand, it is opposed to the non-causative verbs uxlamog and o’qimoq. There we have the binary opposition: paradigmatic and syntagmatic. As the result of this opposition in the causative form of the verb uxlatmoq two parts are defined: uxla – “sleep” which exist in the non-causative form uxlamog and the part – t adds the additional shade of causation to the main part.

The verbs with the zero morpheme uxlamog “sleep” (in Uzbek imperative form of the verb is expressed by the zero morpheme), o’qi “read” become non-causative forms only when they are opposed to the causative forms uxlat and o’qit. Mentioned above verbs 1) uxla “sleep” and o’qi “read” being opposed to uxlati “slept” – uxlayapti “is

sleeping” – uxlaydi “will sleep”; 2) o’qi “read” being opposed to o’qidi “read [red]” – o’qiyapti “is reading” – o’qiydi “will read” are considered to be not non-causative forms, but imperative forms of the verbs. Without mentioned oppositions, we cannot speak of one or the other form either. In the pair of verbs bezamoq/bezatmoq “to decorate /to decorate”, we find an expression of causal meaning with the absence of non-causal meaning. Pair of verbs bezamoq/bezatmoq cannot be included in the system of causativization, because only sound distinctions do not make up the form of the word. In the given above pair of verbs bezamoq/bezatmoq the same meaning is expressed, that is “to decorate”, as we see there is no opposition non-causative/causative. As we have marked above imperative form of the mood in Uzbek is expressed by the zero morpheme, it correlates with the causative, and indicative forms of the verb depending on the position of the usage.

CONCLUSION

As the Uzbek language is considered to be agglutinated, it is desirable to give a theoretical interpretation of this phenomenon. The function of agglutination and fusion as the two means of word-building or word-changing is the technique of connecting the root morpheme or the stem to the affixal morpheme. The means of connecting affixal morphemes to root morphemes or stems of words changes the opposition “agglutination inflection” to “agglutination-fusion”. Agglutination is the technique of connecting morphemes such as root morphemes to affixal morphemes, inflexion is paralleled to grammatical means, which express definite grammatical meaning: “man – men”, “foot – feet”; in these words, the grammatical meaning of plurality is expressed by inflection, in the words “pen – pens” grammatical meaning of plurality is expressed by affixation. Agglutination is observed in the structures of the Uzbek and it is a specific feature of the Uzbek language. While connecting the affixal morpheme to the root morpheme by fusion both the root and affixal morpheme can change their sound structure, sometimes either the root or the affixal morpheme changes its sound structure. In this case, separation of the affixal morpheme from the root morpheme harms the word’s sound structure and the word loses its independence. The limits between the root morpheme and the affixal morpheme are dark. It is impossible to separate the affixal morpheme from the root morpheme without causing harm to the structure of the word. As we see the grammatical meaning expressed by the zero morpheme in the Uzbek word structure is depended on the position it is used, that is, it is depended on the binary opposition of at least two or more forms of this word with the same lexical meaning and the same class of words it is included. The absence of a grammatical form of a word does not mean that this word is not grammatically formulated. Every word is grammatically formulated though its grammatical formulation is not always explicit.

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