

INTRODUCING YOUNGER PUPILS TO TERMS AND PROFESSIONALISMS

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Annotation. In this article were discussed the study of terms and professionalisms in Uzbek linguistics, some of the terms found in primary school textbooks, and methods of communicating them to pupils.

Key words. lexical units, terms, terminology, professionalisms, transminisation, transterminisation, younger pupils.

There are dozens of works in Uzbek linguistics devoted to the special study of lexical units of various orientations and to the study of the special cases characteristic of each of them. In particular, studies by H. Dadaboev, M. Abdiev, G. Gulomova, Sh. Usmanova, G. Ismailov, H. Berdiev, Z. Jurabaeva, M. Alieva, M. Shokirova and others. It is valuable in that it focuses on its place in the system.

The above academic sources give different interpretations of the term. A. Madvaliev, one of the scientists who have done excellent research on the term and terminology in Uzbek linguistics, defines the term as follows: "The term as a lexical unit belonging to a limited lexical layer is the main object of terminological research and an important source of creation of terminological dictionaries".

Ismailov's research on the semantic analysis of the Uzbek terminological system deals with the ways of term formation and extensively discusses the development of terminology. According to the author: "Ordinary vocabulary and terminological vocabulary are closely related to each other. But there are also situations where the terminology itself is enriched autonomously, i.e. a term from one field becomes a term from another field as a result of a semantic shift. Such connections are the result of the following three processes:

1. The formation of a term from a simple word: mouth (botany), key (music), etc
2. Conversion of terms into a simple lexicon: phone, weight, etc.
3. Enrichment of terminology at its own expense": pox, flower, etc.

More precisely, in this process, the term, which is the result of metaphor, metonymy and functionalism, can acquire three kinds of spiritual properties, that is, the term acquires a specific meaning.

All lexical spheres - lexical-content groups, including lexical units in terminological systems, cannot communicate with each other in the same way in all the types of content relations noted. Due to the influence of inter-linguistic factors such as the peculiarities of each field layer, differences in vocabulary, the presence of specific lexemes of each field, only some types of meaningful communication are visible in one branch or another. With this in mind, it is advisable to study the vocabulary on the basis of this object.

In linguistics, particularly terminological studies, it is said that the formation of terms is done mainly in three different (affixal, compositional, semantic) ways. In the process of term formation by the semantic method, otherwise known as transminisation (lat. trans means "through, from, between"), firstly, commonly used lexemes become domain-specific terms, secondly, as a result of transferring the meaning of terms from one field of science to another field of science This is an axiom that does not require proof for use in a terminological system. It should be noted that such a process is referred to in terminology as "transterminisation". Transterminated, i.e. semantically formed terms constitute a large part of terminological dictionaries, and some of them find their expression in explanatory dictionaries, encyclopaedias and reference books. Field vocabulary highlighting solves several problems in language learning. Including:

The issue of anonymity of terms with a single source, which are treated differently in different disciplines and fields, will be resolved.

Each field has its own terminology, and the adjectives in the term indicate which field it belongs to.

Multivalued units are presented in dictionaries as separate words. As a result, this will put an end to the problems of polysemousness or homonymy of many words.

Each word-terminus in its field lexicon paves the way for entry into separate paradigmatic and syntagmatic relationships, resulting in later formations and serving to enrich the vocabulary of the Uzbek language.

One of the unique aspects of the field lexicon is the presence of compound and composite terms within it. If this aspect proves to be intermediate, on the other hand, it is incumbent on him to find simple alternatives to these complex units.

Units of terminology and field vocabulary are taught in primary schools. The scientific-theoretical and practical conditions created in school methodology suggest that by analysing the systematic lexical relations of a word, not only will children's vocabulary be activated, but also learning, ensuring inclusion in the lexical language system in younger pupils, provides the basis for the formation and completion of language skills.

The grade 3 textbook "Mother Tongue and Reading Literacy" contains terms related to various disciplines as well as professional vocabulary. In particular, in the first theme, known as "Independence Square" (Mustaqillik maydoni), lexemes typical of the construction and landscaping professions can be found. One of them is the lexeme *Inshoot* (construction), and in the Explanatory Dictionary of the Uzbek language it is deciphered as "Buildings erected for various purposes and their equipment". Also included in the textbook are lexemes such as *monument* (monument), *mino* (building), *arka* (arch), *bekat* (station), *haykali* (statue), *maydon* (square), *favvara* (fountain) related to the topic. These lexemes play an important role in developing the spirit of patriotism and national pride in young students, which is one of the goals of the "Independence Square" lessons, and they also serve to teach them knowledge related to the field of construction and landscaping.

In the textbook, of course, we also find a number of provisions specific to the subject that should be taught, that is, linguistics and literary studies. Soʻz (Word) lexeme is one of the most common terms in native language lessons, and "Explanatory Dictionary of Linguistic Terms" is defined as follows: "The appearance of a lexeme in speech with a specific form and function. The smallest unit of speech that has its own sound shell, expresses the concept of objective objects and phenomena, the connection between them or the relationship to them, and is used in various grammatical meanings and tasks". Young students are gradually introduced to the properties of words. In the early years, they learn that it means "the concept of objective objects and events with its own sound shell", and later they are taught that it is "the smallest unit of speech used in various grammatical meanings and functions". In this way, pupils are introduced and taught a number of terms given in the textbooks based on their age and potential. In the mentioned textbook, We have seen also related to linguistics such as *sinonom* (synonym), *gap* (sentence), *matn* (text), *qator undosh* (line consonant), *boʻgʻin* (syllable), *sarlavha* (title), *harflar* (letters), *tinish belgilari* (punctuation), and literary terms such as *shoir* (poet), *ertak* (fairy tale), *adib* (writer), (*badiiy*) *maqsad* (artistic) purpose), *hikoya* (story), *maqol* (proverb) are mentioned.

It is clear from the above that today a primary school teacher not only teaches literacy and numeracy, but also provides basic knowledge of all subjects and professions. For this, he is required to know the most important terms and words related to the profession, along with having a high level of knowledge and a broad outlook.

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