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Expression of Features of Socio-Cultural Views in Terms Related to Linguodidactics

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Abstract: The article deals with the characterization of terminological units from the aspects of lexico-semantic structures which are specific for all their semantic features by means of linguistic approaches. The main semantic properties of terminological units of language didactics can be studied by means of linguistic analysis.

Semantic changes in the formation of terms owing to their polysemantic features and relationships of meanings which may be found through the context. The main processes of formation and dynamic development of the terminological system of this science have been investigated owing to materials of English, Russian and Uzbek languages.

Key words: lexico-semantic structures of terms, polysemy, polysemantic terms, terms synonym, terms antonyms, terms homonyms, language didactics, formation of terms, shift of meaning, classification of terms

If we approach linguiodidactics from today's point of view, in fact, this field of language education includes modern approaches and strategies for teaching foreign (especially European Universities) languages in secondary schools and universities. The direct implementation of the updated methodology of language teaching in practice will ensure the rapid development and enrichment of terminology in this area. Indeed, this process is inextricably linked with new trends in linguistics, psycholinguistics and pedagogy. The application of modern approaches to foreign language teaching has been an important impetus for the development of new methods by methodist scientists in this field and the radical reform of traditional language teaching methods. This, in turn, has led to the introduction of new systems and models, advanced technologies in the methodology of teaching foreign languages.

It should be noted that in the scientific views of methodist scientists associated with the process of scientific research of the most effective methods of language teaching, we can observe general and various controversies about traditional and foreign methods of language teaching. This is, on the one hand, a general consensus on scientific approaches and considerations on the subject, and, on the other hand, occurs in cases involving differences in the scientific interpretation of certain methodological concepts and terms. Thus, the "principle of consciousness" associated with the psychological features of language acquisition is one of the main didactic principles of foreign language teaching in the traditional methodology. There is also an opportunity to understand a number of approaches based on the term "consciousness". For example: *conscious learning / mastering / learning / action / activity / ~ comparative method; ~ practical method; ~ unconscious* and so on. However, according to representatives of foreign methodologies, in the acquisition of foreign languages by students there is a process of imitation of the mother tongue, and there is no conscious effort. Eventually a series of intuitive techniques emerged. If we look at the modern methods of teaching foreign languages today, in fact, the role of the "principle of consciousness" in them is practically completely denied.

In fact, proponents of these methods often have a very narrow understanding of cognition (consciousness) and only imagine a certain rule that applies to the teaching of language when we say the principles of consciousness.

It is known that during the 60s and 70s, a foreign methodology based on the humanistic approach to humanistic psychology emerged. This approach, by its very nature, has been widely recognized as a modern approach designed to determine a learner's personality, interests, needs and abilities, language learning ability, and all its individual characteristics. One of the characteristic features of this approach is the re-adaptation of the teacher's personality and students' learning abilities by involving them in the whole learning process.

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Thus, with the advent of the humanistic approach, a number of new, non-traditional (alternative) teaching methods have emerged in foreign methodology. In particular, the following are based on the teaching foreign languages *fringe / alternative methods – нетрадиционные (альтернативные) методы преподавания инностранных языков – чет тилларни ўқитишда ноанъанавий (танлов) методлар*. It is known that such methods are used as an experiment for certain groups studying in private language schools. This approach also includes the following methods: *comunity language learning / counseling learning ~ – метод общины – жамоавий билан тил ўрганиш методи; suggestopedia / Lozanov ~ – суггестопедический метод (метод Лозанова) –суггестив метод (чет тилни жадал ўқитиш методи, Лозанов методи); the silent way ~ – метод тихого обучения – ўқувчиларнинг ижодий фаоллигига асосланган тил ўргатиш методи total physical response ~ – метод опоры на физический действия – жисмоний ҳаракатга асосланган метод*.

The terms related to the methods listed above have been developed in accordance with the conditions of teaching English as a second language in a natural language environment. However, the terms used in these methods cannot be fully used in educational institutions where English is taught as a general subject or in higher education institutions, schools and other educational institutions where a foreign language is taught as a special subject.

It is obvious that the growing attention to foreign methods of teaching English has had a significant impact on the theory and practice of teaching foreign languages in our country. This, in turn, has led to the direct proliferation of a very large number of English terms, most of which are specific terminological units that are also actively used in traditional foreign language teaching methods. In some cases, the terms of English mastery are manifested by the peculiarities of the methodology of teaching a foreign language in the assimilation of new concepts related to certain concepts. In this regard, it is necessary to abandon some methodological terms that have remained stable for some time in the field of traditional foreign language teaching methods. The convergence and enrichment of traditional methods with foreign methods requires regulation and comparative analysis of the terminology system. This process will undoubtedly help to regulate the terminology system of foreign language teaching methodology and in the future to develop the ideas of traditional methodology.

However, little attention has been paid to the study of terminology in socio-cultural aspects. In fact, the term is socio-culturally interconnected in its semiotic nature. Accordingly, this *subject / event → concept → term* relationship can be expressed as follows: *reality / the being that surrounds us → its reflection in the subject's mind → the term*. In our opinion, the analysis of terms in terms of socio-cultural views proves that in the space around us a group of experts in a particular field with their own social culture and language and certain scientific views can become the object of study of any historical stage. Therefore, in our study, we have tried to prove in practice the example of linguistic terms mastered from the English language of consumption, which express socio-cultural views in accordance with nationality. Socio-cultural analysis of the term assimilation means its existence in relation to the socio-cultural context, that is, the understanding of its aspects in relation to extralinguistic factors and a deeper penetration into its content. The analysis of socio-cultural factors reveals the main reasons why the semantic features of the terms in the compared languages differ to one degree or another.

Thus, in the process of studying the terminology in the socio-cultural context, its specific features were identified, and they are: *1) the ability to express culture in its function; 2) place or position in terms of socio-cultural significance; 3) reflection of a socio-cultural component that is more or less relevant*.

It should be noted that in order to know the existence of the form of the term, the context is divided into two parts, namely, textual and extralinguistic contexts. In this way, the existing term in the text is considered in terms of the concept of microcontext and macrotext in relation to unity.

It can be seen that there are a number of problems with the construction and interpretation of linguistic terms. For example, we see that different approaches to term formation and interpretation in comparable languages have different names for the same concept, or the same concept is expressed in different terms: Russian - *упражнение* and Uzbek – *машқ,* on the contrary. In other words, due to the interference at the crossroads of cultures, it becomes difficult to determine the equivalents of the terms – *activity, task, exercise, drill*, which are the names of different types of exercises in English, at the interlingual level. Often, in

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explaining the misunderstandings in such cases, reference is made to the types and classification of exercises used in the practical study of English.

It is well known that due to the development of national terminology in different socio-cultural and historical contexts, it is often illogical to talk about the full equivalence between term-correlations between different national and socio-cultural views. Comparing the system of terminology in different systematic languages reveals a certain extralinguistic segmentation (joint) that belongs to a community of different cultures and languages, ensuring the scale of formation of concepts and the independence of the system. In particular, the Russian term "*лингводидактика*" (lingvodidactics) in the field of foreign language teaching methods is interpreted differently in different cultures, and finding the appropriate term-correlation is too difficult. If we turn to the opinions of linguists in this regard, of course, they also made their own specific assertions. In particular, II Khaleeva noted that "*linguodidactics – as a general theory of language and culture teaching is formed as the main methodological basis for the development of methods.*" According to N.D. Galskova, this direction *"deals with problems related to the process of analysis, management and modeling of language acquisition."*

In linguodidactics, a comparative study of English-Russian-Uzbek terms from the point of view of socio-cultural perspectives has led to some clarification of the interrelated aspects of the logical differentiation and application of concepts related to foreign language teaching methods. Given the conditions of education, we see that the scientific concept of these terms used in the practice of language teaching is formed in a unique way, specific to each national-scientific tradition. It seems that the way people perceive knowledge of the world and communicate at a professional level is not always similar in different socio-cultural perspectives. Because specific changes in the perception of information often do not occur due to the laws of objective development of the cognitive process, on the contrary, there are specific subjective reasons for this.

We have focused on a comparative analysis of the main extralinguistic factors in the expression of a particular concept of the term unity and its context-related aspects and the specific features of the term socio-cultural views. It should be noted that pragmatic approaches to language teaching in foreign methodologies can also have a certain degree of influence as a specific external factor in the specific application of field terms to the educational process. For example, in a foreign methodology, a language learner is considered to be a subject rather than an object of the educational process. But in the traditional methodology, to date, the teacher is recognized as the sole manager of the educational process (based on authoritarian rule), and the student as the object of this process. In view of the above, we found it necessary to cite as an example some of the methods that are widely used in English language teaching methods and have socio-cultural characteristics: ***learner-centred approach** – личностно – ориентированный (личностно-деятельностный) подход основывается на учете индивидуальных особенностей обучаемых – шахсга йўналганлик (шахс фаолиятига қаратилган); ўқувчиларнинг индивидуал хусусиятларига йўналтирилган ёндашув; the silent way method – метод тихого обучения – ўқувчиларнинг ижодий фаоллигига асосланган тил ўргатиш методи* and so on. This *learner-centered approach* to language teaching, which is more actively used in English-language teaching methods, often involves the independent determination of course goals and objectives, the choice of teaching methods that students prefer, and the development of a curriculum with the teacher; taking into account the socio-cultural characteristics of students and their lifestyle, supporting the slogan "for ourselves"; redistribution of teacher and student roles in the classroom; limiting the teacher's leadership role in the classroom and assigning him or her responsibilities such as assistant, consultant, advisor, and the use of authentic materials in the teaching process. It can be seen that on the basis of the concepts within the framework of a single term, referents representing specific socio-cultural features appear. Also, the silent way method in foreign methodology is a method based on a structural approach in linguistics and a humanistic approach in psychology. This method is also called the method of K.Gatteno, 1972.

It should be noted that the equivalents of the terms – *assessment, evaluation, testing* include the following artificial terms: *self-assessment - self-evaluation, peer assessment - peer evaluation, oral – testing – oral assessment*. As can be seen from the above examples, we see that the term *evaluation* is more common than the term *assessment*. The term *assessment* also serves as a key assessment criterion in determining and assessing the level of speech competence acquired in a foreign language. In conclusion, it can be said that all the steps related to control have found their full expression in the English term *evaluation*.

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