

**FORMATION OF EDUCATIONAL METHODOLOGICAL TERMS IN ENGLISH:
METHODS OF AFFECTION AND COMPOSITION**

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Abstract: This article analyzes the place and role of the methods of affixation (addition) and composition (formation of a new word based on a word combination) in the formation of educational and methodological terms in the English language. Understanding the mechanism of term formation in linguistics is an important factor in understanding the dynamics of language development. Through the analysis of pedagogical and methodological terms in the English language, the most commonly used affix structures and composite forms in this field are revealed with examples.

Keywords: term, affixation, composition, word formation, English language, methodology, educational terms.

The process of formation of terminological units in modern linguistics is one of the important research areas. In particular, by studying terms widely used in the fields of education and methodology in the English language and determining how they are formed, it is possible to systematically analyze the pedagogical lexicon. This article studies the methods of affixation and composition, which are the main ones in the formation of educational and methodological terms.

The term "term" comes from the Latin terminus - "border", "circle". It is a word or phrase that expresses a certain concept or phenomenon within the framework of any scientific or professional activity. Terms are actively used as lexical units with a specific semantic load in many specialized fields, such as science, technology, medicine, law, linguistics, pedagogy, biology.

Although terms are initially used within a field, over time they pass into the general lexicon. This is achieved through the terminological system. Therefore, terms and words in general use are considered as complementary lexical units. That is, although terms occupy a special position in the system of lexical units, they develop in interaction with different lexical layers.

The main features inherent in terms are:

Systematicity: terms form an interconnected system within a certain field;

The pursuit of uniqueness: that is, each term should express only one specific concept;

Emotional neutrality: terms are free from subjective factors such as emotions and moods;

Stylistic neutrality: they are used in official, scientific speech, as opposed to artistic, oral or public style.

Terms are gradually becoming integrated into the general lexicon according to the laws of word formation. For example, the words ear, nose, throat are simultaneously both general language lexicon and terms specific to medicine and anatomy. Also, words such as book, notebook, pen, along with being widely used in everyday speech, have also become important terms in pedagogical science.

Today, along with the word "term", the words "term" and "term" are also used, which are close to it. However, their semantic scope and stylistic functions do not fully cover the content of the word term:

Term - has a broad meaning, especially used for geographical objects, place names and proper names;

Term - is more often used in historical-literary, religious and philosophical texts, denoting scientific expressions given in an oriental style.

Thus, the word "term" is an integral part of modern scientific and technical and scientific language, and its formation, development and interaction with the general language are one of the important areas that need to be studied in depth from the point of view of linguistic analysis. Also, in the process of globalization, educational terms from English are often introduced into the Uzbek language. Compound terms are especially of interest to specialists in the field, translators and philologists. These terms differ in structure and semantic approach, and we consider it appropriate to group them as follows:

1. Motivated compound terms. Such terms derive their meaning from the content of their components. That is, each of the components forms a general concept while retaining its semantic load. For example:

classmate – “classmate” (class – class, mate – friend);

groupmate – “groupmate” (group – group, mate – partner).

The semantic connection in such terms is obvious, and they can be understood without context.

2. Unmotivated compound terms. Terms of this type cannot be understood superficially through their components. Their general meaning is revealed only with the help of context. In this case, the semantic connection between words is weak or non-existent. For example:

self-consciousness – “state of awareness”;

self-analysis of pedagogical activity – “self-analysis of pedagogical activity”;

Understanding terms such as self-study requires contextual understanding along with linguistic knowledge.

Educational terms in English and Uzbek are structurally and semantically diverse. Their specific structures are of particular importance not only from a linguistic point of view, but also for translation practice, methodology, and pedagogical activities. Therefore, it is important to study these terms in depth and continue scientific analysis on them.

Affixation is the process of creating a new meaning by adding a prefix (addition) or suffix (addition) to a base word. Among the educational methodological terms in English, the following suffixes are especially widely used:

-tion, -sion:

- instruction
- comprehension

-er, -or:

- teacher
- advisor

-ment:

- development
- achievement

-ing:

- learning, teaching

Additional meaning is given to the word through prefixes:

- re- (again): relearning, retraining
- pre- (previous): pretest, preschool
- co- (together): cooperate, coeducation
- multi- (multiple): multimedia, multicultural

These suffixes give the terms clarity and a clear field of study from a semantic point of view, making them clearly understandable in interdisciplinary communication.

Compounding is a method of combining two or more independent words to form a new word (composite). In English, this method is very effective for educational and methodological terms, and the following combinations are observed:

noun + noun:

- lesson plan
- classroom management

adjective + noun:

- distance learning
- primary education

verb + noun:

- teach-back
- flipchart

noun + verb-ing:

- problem-solving, decision-making

In many cases, these compound terms can be converted into one word or written with a hyphen: e-learning, co-teaching, team-based learning.

Also, many of the terms related to education in English are formed using affixes (suffixes and prefixes) borrowed from other languages, particularly Latin, French, and Greek. These linguistic units not only serve to clarify the meaning of a word, but also play an important role in determining its word class (e.g., noun, adjective, verb).

1. Suffixes borrowed from Latin. Latin suffixes are found in many noun-forming words in English. For example:

-ion (e.g., opinion): This suffix turns a verb into a noun and denotes a process or state.

-age (e.g., language): This suffix is also often used to form nouns and denotes a general state, system, or activity.

Also, Latin adjective-forming suffixes are widely used in educational terms:

-able (e.g., understandable): When added to a verb, it forms an adjective indicating ability or possibility.

-ate (accurate): Forms an adjective, often indicating accuracy, suitability, or readiness.

-ent (absent): Forms an adjective indicating a state or quality.

-or (major): Often indicates a person or degree.

-al (cordial): forms an adjective that indicates a relationship.

-tive (native): refers to an adjective related to an activity or state.

2. Greek-derived suffixes. Adjective suffixes of Greek origin are used in many scientific, technical, and educational terms in English. These include:

-ic (e.g., ethnic): forms an adjective that indicates a group or characteristic.

-al (ethical): indicates a characteristic related to an attitude or rule.

-ical (technical): indicates a characteristic related to a particular field or method.

3. The role of prefixes. Prefixes are placed at the beginning of a word and change or enhance the meaning of the word. Prefixes are used very actively in the formation of educational terms. They are divided into two main groups:

a) English (Germanic) prefixes:

mis- (misunderstand),

un- (unknown),

be-, out-, up-, under-, over-, with-, etc., add meanings such as negation, multiplication, superiority, deficiency, or direction to the word.

b) Prefixes borrowed from Latin and French:

dis-, de-, in-, il-, ir-, non-, cor-, re-, etc.: these prefixes give the meanings of negation, re-, negative state, contradiction, loss, or return (e.g., incorrect, rethink, disagree).

4. Additional prefixes and semi-prefixes specific to Romance languages. The following prefixes are derived from Latin and Romance languages and are widely used in the formation of educational terms:

- extra- (extracurricular),
- pre- (preschool),
- re- (review),
- sub- (subtopic),
- ultra- (ultramodern),
- counter- (counterargument),
- inter- (interactive),
- semi- (semiformal),
- trans- (transmit),
- post- (postgraduate),
- super- (supervision),
- upper- (upperclassman): these often express the meanings of time, place, level, or relationship.

Affixes borrowed from foreign languages, especially Latin, French, and Greek, play an important role in the formation of educational terms. Through them, complex concepts related to science and technology, methodology, psychology and other fields can be presented in short and clear expressions. Therefore, a deep understanding of the lexical and morphological role of these affixes is of great importance in the correct understanding and use of terms.¹

Many nouns are formed using the widespread -lik affix in the Uzbek language. This affix is added to words denoting predicates and signs, forming a noun with a new meaning. As noted in many linguistic sources, this affix is also considered one of the most productive tools in terminology. Its functional capabilities are mainly expressed in English by word-forming affixes such as -ity, -ness, -ture, -ion, -tion, -ment, as well as sometimes independent words. Below, some model words formed in the Uzbek language using this affix and their English equivalents are analyzed.

1. Words indicating the location of the subject. The -lik affix is added to the names of subjects and often indicates the place or area of that subject. For example:

ice-crusted ground, swamp, snow coverage, depth, gully or stream, ravine, gulf.

2. States related to water and natural processes. This category of words indicates the properties that arise as a result of the physical and chemical effects of water. For example: turbidity, moisture, humidity, sediment, evaporation, deposition.

3. Qualitative and characteristic states of water. Physical and chemical characteristics of water are also expressed by the -lik affix:

- hardness,
- salinity,
- density,
- liquidity or fluidity,

¹ Nurmukhamedova, D. (2020). Terminologiya: nazariyasi va tarjima masalalari. Toshkent: O'zMU nashriyoti.

- alkalinity.
- 4. Characteristics of the area related to the movement of water. In this case, the -lik affix is used to create signs of movement specific to an object or space:
 - slope,
 - shallowness,
 - lowland,
 - currency (in a metaphorical or technical sense).
- 5. Indicators of the amount of water. The -lik affix is also used to express the degree of availability of water:
 - aridity,
 - abundance of water,
 - water richness.
- 6. The degree of a flood event. This group expresses the quantitative degree of natural phenomena:
 - torrential (flood),
 - lack of flooding.
- 7. Scientific field or specialty expressions. Words with the -shunoslik component often indicate a scientific direction. In English, such words are usually expressed with components such as "study", "science", "research":
 - glacier studies,
 - collector study,
 - swamp science.
- 8. The use of the -garchilik affix. This affix is mainly found in the field of land reclamation. For example:
 - “yog‘ingarchilik” – rainfall,
 - “isrofgarchilik” – overconsumption,
 - “sovg‘agarchilik” – gift-giving culture (depending on the context).
- 9. Terms formed with the -kash affix. Mostly words denoting professions:
 - “chizmakash” – designer, draftsman,
 - “arrakash” – sawyer.
- 10. The -ma affix and its role in term formation. This affix is added to the verb to form a noun, and in English this case is often expressed using the affixes -ment, -age, -ion, -ing:
 - sediment,
 - drenajlama,
 - bundle,
 - coating, covering,
 - mantle (in hydraulic engineering).

Based on the above analysis, it can be said that affixes such as -lik, -shunoslik, -garchilik, -kash, -ma in the Uzbek language are important in the word formation system and are often used in terminology. In English, these meanings are expressed using equivalent affixes or independent words. The semantic compatibility and translation mechanisms of these affixes are one of the urgent issues that should be studied separately in linguistics and translation theory.²

In conclusion, affixation and composition are important lexical-semantic processes in the formation of educational methodological terms in the English language. Through them,

² Каюмов А.К. "Терминология ва унинг ривожланиш йўналишлари" – Тошкент, 2020.

educational words become clear, understandable and functional. A deep study of these formation processes serves as an important source for ensuring terminological consistency and translating into the Uzbek language. It is also of practical importance for linguistics and translation theory.

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