

## FORMATION AND DEVELOPMENT TRENDS OF EDUCATIONAL TERMINOLOGY

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**Abstract:** This article discusses the formation and development trends of educational terminology. It analyzes the linguistic and cultural factors that influence the emergence of new terms in the field of education, as well as the processes of borrowing, adaptation, and standardization. The study highlights the importance of educational terminology in ensuring clarity, accuracy, and effectiveness in academic communication. Furthermore, it explores how globalization, technological progress, and scientific integration contribute to the continuous enrichment and modernization of the terminology system in education.

**Keywords:** education terminology, linguistic development, formation of terms, terminology system, educational discourse, language evolution, scientific vocabulary.

### Introduction

In modern linguistics, terminology has emerged as an independent scientific direction and has become an important tool in the study of lexical layers of the language related to socio-economic and cultural spheres. In particular, terms related to the field of education are lexical units of this field that require in-depth, theoretical and practical analysis in terms of content. "They are directly related to the structure, stages, subjects of activity and methodological processes of education as a socio-professional discourse."

"There are important semantic differences between the concepts of term and concept, while a term is a lexical unit that expresses a strict and defined concept related to a scientific, technical or professional field, while a concept is a unit that is more professional in context, but to a certain extent generalized." Education system terms, in particular, "pedagogue", "textbook", "curriculum", "knowledge", "competence"; Units such as "ausbildung" and "bildungssystem" are terms with high semantic value and broad functional scope.

## Literature Review And Research Methodology

Educational terms, unlike other terminological fields, are observed between the vernacular and the scientific style. This places them in the lexical layer that is widely used in social communication and at the same time requires scientific accuracy. It is precisely these two functional states that create the need for their separate study in linguistics.

From the point of view of linguistics, the analysis of terms in the field of education in terms of semantic typology, morphological structure, and syntactic function is a topical issue. For example, the terms “Lehrkraft” (teacher (lehr + kraft)) in German and “o‘qitü” (o‘qitü + uçvi) in Uzbek, although functionally equivalent, differ in word formation and stylistic neutrality. In German, such terms are often formed through the combination of lexemes (at+at) (for example, Bildungsreform, Hochschulsystem), while in Uzbek this process occurs in three ways:

“1. Historical-traditional terms. 2. Relatively new term-appropriations due to the enrichment of the terminological system. 3. Terms formed on the basis of Uzbek word-forming patterns.”

According to scientific research conducted in world linguistics, “terms also differ based on their classification: basic, derivative, complex, abbreviation, metaphorical terms.” In the field of education, such a division into types is clearly manifested. For example, “e-learning”, “STEM-education”, “competence approach” - modern global terms that have been added to the terminological layer in recent years.

At the same time, terms related to education differ interculturally and sociolinguistically. Because each language and nation expresses its educational model in its own way. For example, the concept of Bildung in German means not only “education”, but also personal development, intellectual growth, and systematic development with a philosophical basis. This concept is semantically broader and more complex than “education” in Uzbek.

In German, educational terms are also often used in figurative and idiomatic expressions: “Bildungsweg” (educational path - educational trajectory), “Lernlandschaft” (educational landscape - educational environment), etc. are widely used in German. Such units can also be analyzed from the point of view of cognitive linguistics.

Educational terminology remains one of the topical issues not only in linguistics, but also in the fields of translation theory, didactics, sociolinguistics, and linguoculturology. After all, knowledge is transmitted through terms, the content of education is expressed, and the national education model is communicated.

In modern linguistics, specialized lexicon, especially terminological systems, is of particular importance within the scientific and professional functions of the language. They serve to express the system of knowledge of a particular field. One of

such systems is a group of terms related to the field of education, which differs from the general lexical layer in semantic breadth, structural rigidity, and functional accuracy.

Terms in the field of education, as a rule, are a constantly developing layer in social and cultural terms and are linguistic units that express the specific features of the national education system. For example, terms such as “educational stage”, “textbook”, “competence”, “credit-module system”, “Bildungssystem/education system”, “Lehrplan/curriculum, syllabus”, “Ausbildungsberuf/learned profession” are directly related to the structure and mechanisms of education. These terms reflect not only the interdisciplinary relationship, but also the communicative model of education as a social institution.

As a group of terms, educational terms differ from general lexical units: they have a clear and limited meaning, are formed on a normative basis (through regulatory documents, laws, curricula), monosemanticity prevails, that is, they acquire a univocal character rather than being polysemantic. Also, educational terms have a chronological renewal feature. With each educational reform, new terms appear: for example, terms such as “dual education”, “distance learning”, “online platform”, “Lebenslanges Lernen/long-term education/learning”, “Lernplattform/learning, education platform”, “Fernunterricht/distance education” are products of modern educational discourse.

In addition, educational terms are also important due to their interconnection between specialized fields. For example, terms that intersect with areas such as psychology, pedagogy, management, and computer science appear as interdisciplinary units such as “educational psychology,” “pedagogical technology,” “educational management,” and “digital education.” This means that they have multifunctional, cultural, and social connotations.

The formation of educational terms in Uzbek and German is also a distinctive feature of this group. In Uzbek, terms are often formed on the basis of a stem/base typical of Turkic languages by means of suffixes in accordance with the analytical or agglutinative language feature: for example, “curriculum”, “knowledge assessment”, “science teacher”. In German, these terms are often formed by adding words: Studienordnung (educational/training regulations), Fachkompetenz (professional competence), Lehrplan (curriculum plan). Such structural features are directly related to their linguistic typology.

At the same time, these terms are important not only as lexical units, but also as a communicative tool. They transmit the flow of information between the teacher and the student, educational institutions, the state and society, that is, they have a contextual function.

Educational terms also play an important role in national and interethnic discourse. For example, educational models developed by international organizations

(UNESCO, OECD, Erasmus) have led to the formation of many national terms: for example, terms such as credit system - Kreditpunktesystem, inclusive education - inklusive Bildung were adopted and adapted in different forms in Uzbek and German.

### Conclusion

In conclusion, the group of terms related to the field of education is a constantly developing, structurally, semantically and functionally unique linguistic system, which is of great importance not only for linguistics, but also for such disciplines as sociology, pedagogy, translation studies, linguoculturology. Studying these terms as a separate layer makes it possible to clarify their social function, improve the translation process and understand their role in language policy. In linguistics, the lexicon is divided into two main layers: general lexical units and special (terminological) units. Identifying the differences between these two layers is important not only for lexicology, but also for terminology, translation studies and intercultural communication. In particular, in the field of education, the differences between terms and general words serve to understand the subtleties of the scientific and practical use of language.

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