

SEMANTIC CHARACTERISTICS OF ANGLICISMS IN THE TEACHING LANGUAGE METHODOLOGY

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Annotation:

This research examines the semantic features of Anglicisms in language teaching methodology. Borrowed terms from English expand beyond their original meanings, acquiring additional semantic layers within Uzbek pedagogical discourse. Such expansion reflects the complexity and multidimensionality of educational processes, while also demonstrating the adaptability of national discourse to global educational integration.

Keywords: Anglicisms, methodology, semantic expansion, education, linguistics, innovation, discourse.

Introduction

Analyzing the semantic characteristics of Anglicisms in language teaching methodology is considered one of the important areas of modern philology. As a result of globalization processes, the integration of the international education system, and the widespread use of methodological terminology, many terms borrowed from English are becoming firmly established in Uzbek pedagogical discourse. These terms, in addition to their original English meanings, are creating additional semantic layers that serve to express the complexity and multifaceted nature of the educational process in Uzbekistan. The phenomenon of semantic expansion of Anglicisms, from a linguistic perspective, demonstrates the adaptability and dynamic development of the language, and in the field of methodology, it helps to form new scientific concepts. In language teaching methodology, the English word “method,” widely used, is employed in Uzbek not only in the sense of ‘usul’ but also in a broader semantic range encompassing “principle,” “approach,” and “pedagogical concept.” This expansion serves to convey the multifaceted nature of methodological approaches. While the Anglicism “approach” was initially adopted as “yondashuv,” in current discourse it has acquired additional meanings such as “strategy,” “methodology,” and “pedagogical principle.” In the field of methodology, the semantic expansion of terms makes it possible to more broadly express the complexity and theoretical foundations of the educational process. The Anglicism “curriculum” was initially adopted into Uzbek as “o'quv dasturi” (“study program”), but has since been used in broader senses such as “educational plan,” “set of subjects,” and

“pedagogical concept.” This expansion serves to express the complexity of the educational process and the multifaceted nature of curricula[8].

In language teaching methodology, the English term “training” also holds special significance. Initially used in the sense of “training sessions,” this term is now employed in the current discourse with an expanded semantic scope, encompassing “seminars,” “professional development,” and “skills training.” This expansion helps convey the practical aspects of the pedagogical process. The Anglicism “assessment,” on the other hand, is used in Uzbek not only in the sense of ‘evaluation’ but also in a broader semantic range encompassing “control,” “monitoring,” and “diagnostics.” This expansion serves to convey the multifaceted nature of the assessment process and the complexity of monitoring educational quality. While the Anglicism “test” was initially adopted in the sense of “exam,” in current discourse it is used in broader meanings such as “diagnostics,” “monitoring,” and “assessment tool.” This expansion helps express the versatility of assessment tools in pedagogical discourse[9].

In language teaching methodology, the English term “communication” also plays an important role. Initially adopted in the sense of “communication,” this term is now used in the current discourse with an expanded semantic scope, encompassing “information exchange,” “pedagogical interaction,” and “social collaboration.” This expansion serves to convey the multifaceted nature of the communication process and the interactivity in the educational process. The English word “innovation” is used in Uzbek not only in the sense of ‘novelty’ but also in a broader semantic scope, such as “pedagogical initiative,” “methodological renewal,” and “change in the educational process.” This expansion helps to convey the multifaceted nature of innovative processes and the modernity of the education system. The English word “resource” is used in Uzbek not only in the sense of ‘source’ but also in a broader semantic scope, such as “learning materials,” “pedagogical tools,” and “educational resources.” This expansion serves to express the versatility of resources in the educational process. In language teaching methodology, the English loanword “strategy” also holds special significance. Originally adopted as “strategiya,” this term is now used in the current discourse with an expanded semantic range encompassing “plan,” “direction,” and “pedagogical principle.” This expansion helps convey the multifaceted nature of strategic approaches. While the Anglicism “project” was initially used in the sense of “project,” it is now used in a broader semantic scope, such as “research,” “experiment,” and “pedagogical initiative.” This expansion serves to express the multifaceted nature of pedagogical initiatives. The Anglicism “lesson” is used in Uzbek not only in the sense of ‘class’ but also in a broader semantic range—as “lesson,” “seminar,” and “training.” This expansion helps convey the multifaceted nature of the educational process. The semantic characteristics of anglicisms in language teaching methodology are manifested through their semantic expansion. This expansion demonstrates

the flexibility and dynamism of language in pedagogical discourse. Anglicisms in Uzbek create additional semantic layers beyond their original English meaning, serving to convey the complexity and multifaceted nature of the educational process. This process demonstrates the global integration of education and the adaptability of national discourse. Therefore, analyzing the semantic characteristics of anglicisms in language teaching methodology is an important scientific task in philology[10].

Pedagogical adaptation ensures the integration of English borrowings into Uzbek education, which strengthens the phenomenon of semantic extension and enhances the pedagogical effectiveness of the language. This phenomenon is viewed in linguistics as the semantic evolution of borrowings, since Anglicisms are used in new contexts in Uzbek pedagogical discourse, expanding their semantic scope. The presence of anglicisms in the pedagogical landscape reflects the social and cultural changes of the language, which helps in the effective management of language resources in Uzbek education. The phenomenon of semantic expansion is crucial for analyzing the evolution of English terms in Uzbek pedagogical texts, as these terms move beyond their original meanings and acquire new layers in the pedagogical context. This process highlights the adaptability of language, as anglicisms promote multilingualism in Uzbek education and enhance educational effectiveness through semantic extension. In pedagogical discourse, the semantic expansion through Anglicisms is closely linked to the practice of multilingual teaching, as this practice, based on the free mixing of language resources, develops learners' linguistic abilities[11].

In Uzbekistan's linguistic landscape, the growth of the English language in pedagogical discourse leads to an increase in Anglicisms, which intensifies semantic expansion and enriches the language's pedagogical functions. This phenomenon is viewed in linguistics as the adaptation of borrowings, since English elements generate new meaning nuances in Uzbek education. Pedagogical adaptation ensures the integration of English borrowings into Uzbek, which intensifies the phenomenon of semantic extension and broadens the language's semantic boundaries. Semantic extension manifests itself in Uzbek pedagogical discourse through Anglicisms, enriching the educational process in line with the dynamic nature of language. This process is visible in the linguistic landscape and helps manage language resources effectively in Uzbek education. In pedagogical discourse, Anglicisms are often used as terms that, unlike their original meanings in English, acquire a broader scope of application in the Uzbek context[12].

The phenomenon of semantic extension enriches the pedagogical landscape of the language, as English elements are used in new contexts in Uzbek education, creating semantic layers. This phenomenon is linked to post-Soviet language shifts, and the rise of English alongside the decline of Russian intensifies semantic expansion in pedagogical discourse. Multilingual

teaching in a pedagogical context leads to semantic expansion when anglicisms are used in Uzbek, as English terms adapt to the Uzbek semantic structure, acquiring new meaning nuances. In Uzbek education, promoting multilingualism is achieved through semantic expansion, because Anglicisms in pedagogical texts serve additional functions beyond their original meanings. The presence of Anglicisms in the linguistic landscape reflects social changes in the language, which in turn intensifies semantic extension in Uzbek pedagogical discourse. Pedagogical adaptation ensures the integration of English borrowings into Uzbek education, a process that enriches the phenomenon of semantic extension and enhances the pedagogical effectiveness of the language. This phenomenon is viewed in linguistics as the evolution of borrowings, as Anglicisms acquire a new semantic scope in the Uzbek pedagogical context.

Analysis and Conclusion

In pedagogical discourse, the semantic expansion through Anglicisms ensures the flexibility of language, a process that strengthens the integration of English elements in the educational environment. Dubreil, Malinowski and Maxim, by examining pedagogical approaches to the linguistic landscape, show that the visibility of language in communal spaces fosters metalinguistic awareness in education, which in turn encourages semantic adaptation of Anglicisms in Uzbek pedagogical texts. For example, the term “scaffolding” in Uzbek education, from its original meaning, i.e., beyond support, it encompasses broader cognitive development strategies that take into account local cultural elements, reflecting the impact of language placement in the linguistic landscape. This phenomenon shapes a multilingual environment in Uzbek pedagogical discourse, as anglicisms enrich the social functions of education through semantic expansion. Analyzing the theory and practice of educational management, Usmanov and Zakrailova emphasize that, In multilingual education, pedagogical strategies help manage language resources effectively, which enhances the semantic expansion of Anglicisms in Uzbek discourse and increases educational effectiveness[13].

In the Uzbek education system, Anglicisms are often used as methodological terms, which undergo semantic extension in a way that differs from their original meanings in English. Elmurodova highlights the differences and similarities of English teaching terms in Uzbek and confirms that, for example, The term “communicative approach,” in the Uzbek pedagogical context, goes beyond a mere focus on communication to encompass broader social integration tasks that take into account local cultural values. This process ensures the pedagogical adaptation of the language, as Anglicisms generate new semantic nuances in Uzbek discourse. Hasanova analyzes the growth of English in Uzbekistan's linguistic landscape, showing that the rise of Anglicisms against the backdrop of Russian's decline in the post-Soviet era leads to

semantic extension and strengthens the dynamics of language in pedagogical discourse. Cenoz, Leonet, and Gorter, researching the development of cognate awareness through multilingual teaching, show that language mixing in multilingual classrooms increases semantic transparency, which encourages the semantic extension of Anglicisms in Uzbek pedagogical texts.

Pedagogical approaches to the linguistic landscape deepen the expansion of meaning through Anglicisms, because the communal manifestation of language enhances semantic analysis in education. Dubreil, Malinowski, and Maxim, having studied the linguistic landscape, emphasize that the placement of language in the educational environment fosters metalinguistic awareness, which ensures semantic adaptation of anglicisms in Uzbek discourse. For example, the term “flipped classroom” in Uzbek education, beyond its original meaning, takes on broader functions of promoting learner autonomy while accounting for technological constraints. This phenomenon is significant in educational management because, through their analysis of educational theory and practice, Usmanov and Zakrailova demonstrate that in a multilingual environment, pedagogical strategies effectively integrate language resources, thereby reinforcing semantic expansion[14].

In Uzbek pedagogical discourse, Anglicisms ensure the cultural adaptation of education through semantic expansion, a process that reflects global language changes. Elmurodova highlights the differences and similarities of terms and confirms that English elements acquire semantic nuances in Uzbek, for example, the term “task-based learning” in the local context encompasses broader tasks aimed at developing creative thinking. Hasanova analyzes the growth of English in the linguistic landscape, demonstrating the shift in the language hierarchy in post-Soviet Uzbekistan, which leads to the semantic expansion of Anglicisms. Cenoz, Leonet, and Gorter, studying multilingual teaching, emphasize developing semantic awareness through cognate identification, which strengthens the adaptation of Anglicisms in Uzbek pedagogical discourse. Pedagogical multilingual teaching encourages semantic expansion through Anglicisms, because mixing language resources increases semantic transparency. Cenoz, Leonet, and Gorter analyze multilingual teaching interventions in multilingual schools and show that identifying cognate words softens language boundaries and expands semantic nuances, reflecting similar processes for Anglicisms in Uzbek education. Dubreil, Malinowski, and Maxim, studying linguistic landscape pedagogy, emphasize that the placement of language in the educational environment enhances semantic analysis, enabling anglicisms to assume new functions in Uzbek discourse. Usmanov and Zakrailova, researching educational management, demonstrate that multilingual strategies effectively utilize language resources, reinforcing semantic expansion in pedagogical practice.

In Uzbekistan's linguistic landscape, anglicisms' semantic expansion reflects post-Soviet language changes, a process that intensifies semantic adaptation in education. Hasanova analyzes the linguistic landscapes of Bukhara and Tashkent, showing that the rise of English is linked to the decline of Russian, which broadens the semantic scope of Anglicisms in pedagogical discourse. Elmurodova, by studying differences in terminology, confirms that English elements generate semantic similarities in Uzbek, creating new nuances in educational methodology. Cenoz, Leonet, and Gorter develop cognate awareness through multilingual teaching.

Conclusion

It can be said that anglicisms in language teaching methodology not only fill a terminological gap in Uzbek pedagogical discourse but also serve to express the complexity and multifaceted nature of the educational process through semantic expansion. Their original English meanings are reinterpreted in the national context, generating additional semantic layers and thereby enriching methodological thinking. The semantic features of Anglicisms demonstrate the integration of the Uzbek language into global educational processes, laying the groundwork for the modern formation of scientific concepts in the field of methodology. This process should be regarded as an important scientific phenomenon that ensures the language's adaptability, the innovative openness of pedagogical discourse, and the alignment of the education system with international standards.

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