

## SEMANTIC RELATIONS IN THE “DEFECTOLOGY” TERMINOLOGICAL AREA OF THE UZBEK LANGUAGE



### Semantics

**Keywords:** defectology, semantic relations, lexical level, synonym, homonymy, antonymy.

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### Abstract

In this paper analyzed the semantic relations in the ‘defectology’ terminological area of Uzbek language. And also studied interdisciplinary homonyms in defectology terms, analyzed the terms by antonymy and synonymy. There are a number of other terms in defectology, such as *agglutination*, *convergence*, *divergence*, *accommodation*, *contamination*, which are also actively used in linguistics, and hence they are using interdisciplinary. It should be noted that the emergence of interdisciplinary homonyms is an absolutely natural reality today.

It is known that, like all levels of language, its lexical level is a separate system, and the units within this system are semantically, logically, functionally, and otherwise related to each other. At the same time, terminology is just such a system. The units in any terminological system are also interconnected with each other as the names of scientific concepts that make up a particular system. It should be noted that there are semantic relationships between units within a particular terminological system. The authors of the “Fundamentals of systemic lexicology of the Uzbek language” noted that the grouping of words in the lexical system on the basis of a number of semantic and formal relations, such as synonymy, antonymy, hyponymy (gender-type relationship), paronymy (whole-part relationship), homonymy [12, p.119]. R.Safarova also gave detailed information about the types of lexical-semantic relations in the lexical system of the Uzbek language [14].

In recent years, textbooks and manuals published for higher philological education in Uzbekistan, along with these types of lexical-semantic relations, the concept of hyponymy is described in more detail. For example, in the textbook “Modern Uzbek literary language” by H. Jamolkhanov we read about this concept, in particular, the following concrete and well-founded ideas: The essence of such a relationship is that lexemes that express a narrower concept or meaning are in a relationship of type (hyponym) and gender (hyperonym) with lexemes that express a broader concept or meaning, such a connection is made through unifying (integral) semantics. For example, the meaning of the *lola* (tulip) lexeme is part of the meaning of the *gul* (flower) lexeme, the meaning of the *mushuk* (cat) lexeme is part of the meaning of the *hayvon* (animal) lexeme. Such a step-by-step approach is especially common in the terminological system of a science. For example, in botany, the concept of genus is part of the concept of category, the concept of family is part of the concept of family, the concept of family is part of the concept of tribe, the concept of tribe is part of the concept of class, and finally the concept of type is the largest taxonomic category.

Such a connection in the meanings of lexemes is called a hypo-hyperonymic (genus-gender) relationship. Such relationships are important factors in determining the richness of the dictionary or the construction of certain terminological systems in it” [5, p. 294].

Well-known English linguist John Lyons, in his 1968 “Introduction to Theoretical Linguistics”, states that hyponymy is “one of the most fundamental paradigmatic semantic relations, and that the lexical structure of language is constructed by means of such relations”, and that the term hyponymy “was recently coined by analogy with Although the term is new, it notes that the concept of “hyponymy” is quite traditional, a concept that has long been recognized as one of the structural principles of the vocabulary of all languages [9, p.478].

It should be noted that in the lexical system, especially in the terminological area, almost all types of lexical-semantic relations – hyponymy, synonymy, antonymy, paronymy, homonymy are manifested, but among them the hypo-hyperonymic relationship, i.e. hyponymy, has a special place. In J.Lyons’s words, “hyponymy is one of the most fundamental paradigmatic semantic relations in language”. Therefore, researchers emphasize that in the lexical and terminological system of language, in particular, within the terminological field; the hyponymic relationship between units is very widespread [6, pp.4-7]. Naturally, in any science, the relationship between scientific concepts arises and manifests itself on the basis of certain norms and laws. The relationship between gender and the concepts that depend on it or are part of it as a species undoubtedly exists as a hypo-hyperonymic relationship and this relationship finds its clear expression in language. Therefore, in the terminological area, first of all, such an approach to hyponymy is of exceptional importance. Of course, according to the logical-semantic essence of hyponymy, “one hyperonym regularly subjugates more than one hyponym [3, p.82]”, i.e. there will be several hyponyms of one hyperonym. Study of banking and financial terminology in the Uzbek language E.T.Shirinova, along with paradigmatic relations between banking and financial terms, such as synonymy, antonymy, homonymy, also paid special attention to hyper-hyponymy, as hyponyms of the hyperonym of the loan noted about ten terms such as *obligasiyasizzayom*, *yo‘qotishsizzayom*, *muddatsizzayom*, *muddatsizzayom*, *tashqizayom*, *ichkizayom*, *yutuqlizayom*[15, p. 20].

In the terminological field of the Uzbek language “defectology” hyperonym of defectology combines 5 hyponyms, namely: *deaf pedagogy*, *typhlopedagogy*, *oligophrenopedagogy*, *speech therapy*, *phonopedia*, etc. are hyponyms of this hyperonym. Semantically, the semantics of “psychophysiological defect” and “correction of defect” in hyperonyms and “hearing loss” and “correction of hearing loss”, “correction of visual impairment” and “correction of visual impairment”, “mental retardation” and “mental retardation” in hyponyms. “Speech defect” and “speech defect correction”, “voice defect” and “voice defect correction” semaphores serve as unifying semaphores. Hyponyms – the semantics of the terms “hearing”, “sight”, “mental”, “speech” and “voice” in the semantics of the terms “deaf pedagogy”, “typhlopedagogy”, “oligophreno pedagogy”, “speech therapy”, “phonopedics”.

As noted, hyponymy occurs on the basis of a hierarchical, more precisely, hierarchical relationship between language units, in particular terms. V. Slozhenikina, who studied the terminology of defectology in Russian twenty years ago under the name “Correctional pedagogical terminology”, described the same hierarchical approach on the basis of concrete examples. He notes that in the terminology of defectology, the structure of the hierarchical relationship between the names of *anomalous* development (and the semantic paradigm of the names of speech disorders within this structure) is very common. In this case, the terms hyperonym *anomalous development, dysontogeny* – this is the first level of the classification. At the second level, according to the semaphore of “object of disorder”, the names of special cases of pathological development of the child's personality – *ruhiy nuqsonlar, eshitish nuqsonlari, ko‘rish nuqsonlari, nutq nuqsonlari* (mental disabilities, hearing impairments, visual impairments, speech defects) and other terms are distinguished. Speech disorders and also at the next level, lexical-semantic group structure distinguishes between *oral speech disorders* and *written speech disorders*. The fourth stage of classification involves distinguishing the names of specific cases of oral and written speech disorders, such as units denoting *tempningbuzilishi, tembrningbuzilishi, ritmningbuzilishi* (tempo disorder, timbre disorder, rhythm disorder) and other aspects of speech activity. In the fifth stage, according to the semantics of “localization of the defect” in the hyponyms of *dyslalia, dysarthria*, the names of disorders in the pronunciation of sounds are distinguished. The sixth stage is to distinguish the names of the types of *dyslalia* according to the specific distorted sounds in the child's speech – *sigmatism, rotatsism, gammatism*, etc. In the seventh stage lexemes in the sense of type terms of defects in pronunciation are distinguished [16, p.12].

It should be noted that while the gender-genus hierarchical relationship between terms in the field of “defectology” is manifested, the meaning of the term at the highest level of the hierarchical relationship, i.e. hyperonym, gradually concretizes and complements the hyponym-terms as the expression of the corresponding scientific concept falls to the lower level. This, of course, helps to improve the description of the scientific understanding of the terms, to express the essence of the scientific concept clearly and fully in a purposeful detail. Therefore, in the study of the terminological trend of “defectology” in the Uzbek language, special attention should be paid to the manifestation of a hyponymic relationship.

Another important but controversial issue in terminology is synonymy, which is considered a type of lexical-semantic relationship. It is well known that synonymy is usually a unique resource in the vocabulary of any language, a source that expands the expressive potential of the language, increasing its emotional-expressive and aesthetic impact. However, the attitude of researchers to synonymy within the terminological system is not the same.

Linguist N. Mahmudov, studying in detail the problems related to the development and principles of terminology in the Uzbek language and the humanities pays special attention to the following aspects: “The issue of synonymy of terms is one of the most controversial issues in terminology. According to the traditional view, the presence of synonyms in the terminological system is assessed as a defect of the terminological system, i.e., a negative condition. But in recent

times, the view that terminological synonymy is a positive phenomenon has also been stagnating in terminology. The emergence of synonymy in the terminological system is mainly interpreted as the deepening of existing scientific knowledge, the formation of new scientific paradigms and the serious development of science, interpreted as an integral feature of the terminological system as a phenomenon that expands the capabilities of special language in professional-communicative tasks”[11, p.10].

Researchers note that although the study of the problem of synonymy has been going on since the advent of philology, it has not yet been completed. Therefore, there are many different views on the application of this phenomenon to terminology. It is natural that in the case of the rapid development of science, there is a peculiar “explosion” of synonymy in terminology [17, p. 50]. A number of linguists (such as A.Koval, E.Tolikina) assess synonymy in terminology as a negative phenomenon, while others recognize that the synonymic relationship between terms is natural and appropriate [17, pp.51-53]. Well-known terminologists, for example, V.P.Danilenko, L.L.Kutina and others note that the phenomenon of synonymy in the field of scientific terminology is due to the fact that the existence of terminological systems is at an early stage, the term of their formation has not yet been chosen [7, p.106]. Russian terminologist V.M. Leichik tries to justify the existence of synonyms in any language terminology as a legitimate result of the development of science and the increase in the volume of knowledge about the object of study [10, p. 98-106]. Indeed, in traditional terminology, the existence of inter-terminological synonymy has not been considered acceptable. As V.M.Leichik rightly points out, the rapid development of science and the consequent increase in the need for a clear expression of the scientific concept are also making some adjustments to the interpretations of the phenomenon of synonymy in terminology. However, in our opinion, it is advisable to always keep in mind that in the terminological system, to avoid too many synonyms, synonyms do not go beyond a certain norm.

There are some synonyms between the terms in the field of “defectology” in the Uzbek language. In the first part of our work (pp.11-13) we tried to show the synonymy between *defektologiya // korreksionpedagogika // maxsuspedagogika* (defectology // correctional pedagogy // special pedagogy) and a number of other terms, and from these terms the term *defectology* is quite acceptable, using the same term instead, the term special pedagogy we noted.

It should also be borne in mind that sometimes the meanings of two terms are close or common to each other, and it is natural that they should be regarded as synonymous accordingly. Take, for example, the terms *qulog' iog' irlikandzai feshituvchilik* (deafness and hearing loss), both of which mean “not hearing well enough.” Therefore, these two terms are considered synonymous. The Russian alternatives of these two terms are *tugouhost* and *slaboslyshashchi*. As the Russian deaf pedagogue L.V.Andreeva rightly points out, in practical otorhinolaryngology the term *tuguhiy* (heavy ear) is used to describe children with partial hearing impairment, and in deaf pedagogy the term *slaboslyshashchi* (weak hearing) is used in relation to them [1, p.13]. Hence, these terms should not be considered synonymous. However, given that the science of *defectology*

is an integrative field with medicine and other sciences, it is natural that these terms should also be considered as mutually synonymous.

M.Ayupova's textbook "Logopedy" contains existing synonyms of a number of speech therapy terms, some of which are given [2]: "To define speech disorders, the terms *nutqningnuqsonlari*, *nutqkamchiliklari* (speech defects, speech defects) are also used" (p.15); "Dysphonia (aphonia) is the disappearance or weakening of phonation due to pathological changes in the vocal apparatus. Synonyms: *tovushningbuzilishi*, *fonasiyaningbuzilishi*, *fonotorbuzilishlar*, *vokalbuzilishlar* (sound disorders, phonation disorders, phonotor disorders, vocal disorders)" (Page 52); "*Bradylalia* is a pathologically slowed pace of speech. Meaning: *bradyphrasia*. ... *Tahilalia* is a pathologically accelerated rate of speech. Meaning: *tahifrasia*. ... Stuttering is a disorder of speed and tone as a result of the muscles of the speech apparatus and traction. Meaning: *logonevrosis*. ... *Dyslalia* is a disorder of sound pronunciation during stored innervation of the normal auditory and speech apparatus. Synonyms: *tilichuchuklik* (old version), *tovushtalaffuzidaginuqsonlar*, *fonetiknuqsonlar*, *fonemalarnitalaffuzqilishdaginotekisliklar* (language sweetness (obsolete), defects in pronunciation, phonetic defects, irregularities in the pronunciation of phonemes)" (P. 53); "*Rhinolalia* is a disorder of the pronunciation side due to a lack of innervation of the speech apparatus. Meaning: *tilichuchuklik* (old)" (Page 54); "*Alalia* is the absence or development of speech in the cerebral cortex as a result of organ damage in the mother's womb or during early development. Synonyms: *disfaziya*, *ertayoshdapaydobo'ladiganbolalarafaziyasi*, *rivojlanishafaziyasi*, *gunglik* (dysphasia, early childhood aphasia, developmental aphasia). ... *Aphasia* is the complete or partial loss of speech associated with damage to a specific area of the brain. Meaning: *nutqningbuzilishi*, *nutqningyo'qolishi* (speech disorder, speech loss)" (p.55); "In the literature, in addition to the term *alalia*, the following terms have been used to describe this speech defect: *tug'maafaziya*, *ontogenetikafaziya*, *rivojlanishafaziyasi*, *disfaziya*, *nutqiyrivojlanishningsustlashuvi*, *nutqningkonstitusionalorqadaqolishi*, *tilniegallashdagikamchiliklar* (congenital aphasia, ontogenetic aphasia, developmental aphasia, dysphasia, speech retardation, speech retardation, language acquisition) etc." (p.193). As can be seen, most of the synonymous series among speech therapy terms are significantly larger in size. Of course, this is probably due to the fact that different researchers have different approaches to the relevant scientific phenomenon and scientific understanding. The Russian speech therapist L.F.Chuprov seems to be right here: "It is probably impossible to find a science similar to speech therapy in the scientific and practical field, in which synonyms and terminological definitions are confused for each expression of a defect. This "Babylonian apocalypse is very easy to explain": speech pathology has long been practiced by specialists in various fields: doctors, educators, philologists, psychologists, who called a particular phenomenon under study by familiar names" [4, p.141].

It should be noted that the author of the textbook M.Ayupova listed all the synonymous lines in speech therapy terms for pedagogical and didactic purposes, ie for the convenience of the student to read works created in different periods and reflecting different scientific points of view. working with terms that are.

It is known that the main object of defectology, the main participant in the process of correctional and pedagogical influence is generalized by the following terms: *anomal bolalar // jismoniy va ruhiy rivojlanishida nuqsoni bo'lgan bolalar // rivojlanishi buzilgan bolalar // rivojlanishida og'ishlar bo'lgan bolalar // jismoniy va ruhiy rivojlanishida muammosi bo'lgan bolalar // aqliy va jismoniy rivojlanishida muammosi bo'lgan bolalar // imkoniyati cheklangan bolalar // salomatligi cheklangan bolalar // alohida e'tiborga muhtoj bolalar* (anomalous children // children with physical and mental disabilities // children with developmental disorders // children with developmental disorders // with physical and mental problems children // children with mental and physical development problems // children with disabilities // children with disabilities // children with special needs) and etc.

As can be seen, there is a synonymous relationship between these terms. However, it is impossible not to notice that each term in this synonymous series emphasizes a certain aspect. It should be noted that in the term *anomal bolalar* (anomalous children), the statement “deviation from the norm, wrong” is exaggerated, which means a certain degree of discrimination. In the term *jismoniy va ruhiy rivojlanishida nuqsoni bo'lgan bolalar* (children with physical and mental disabilities), the feature is clearly expressed, but according to the word defect in its content, the term also seems to have a discriminatory tone. The concept is clearly expressed in terms of children with developmental disorders, children with developmental disorders. Subsequently, the term is more clearly expressed in terms of *jismoniy va ruhiy rivojlanishida muammosi bo'lgan bolalar, aqliy va jismoniy rivojlanishida muammosi bo'lgan bolalar* (children with physical and mental development problems, children with mental and physical development problems). A warm tone emerges in the terms of *imkoniyati cheklangan bolalar, salomatligi cheklangan bolalar, alohida e'tiborga muhtoj bolalar* (children with disabilities, children with disabilities, and children with special needs).

Researchers focus on the causes of the emergence of synonyms in the terminology of correctional pedagogy [16, pp.16-17]. The following factors can be mentioned as factors of emergence of synonyms in the terminology system of defectology in the Uzbek language:

1. As a result of parallel use of two foreign words (one in Greek, the other in Latin) representing one concept as a term, a synonym is formed: *alaliya – disfaziya; battarizm – parafraziya* (alalia – dysphasia; battarism – paraphrasing).

2. The use of a foreign word and an Uzbek word as a term to express a concept is synonymous: *logonevroz – duduqlanish; rinolaliya – ping'illab gapirish – manqalanib gapirish; surdomutizm – o'tkinchi kar-soqovlik – muvaqqat kar-soqovlik; anoftal'm – ko'zsizlik; astenopiya – ko'zning tez toliqishi; axromaziya – rangni farqlamaslik; autizm – odamovilik, demensiya – orttirilgan aqli noqislik; afaziya - nutqsizlik – nutqning to'la yoki qisman yo'qligi; afoniya – ovozsizlik* and other.

3. Synonyms arise from the use of compound nouns denoting a concept and expressions involving pronouns as terms: *rel'efli-bo'rtma yozuv – Brayl' yozuvi* and other.

4. As a result of the use of current and obsolete terms, a synonym is formed: *dislaliya – tili chuchuklik; rinolaliya – dimog' bilan gapirish; alaliya – gunglik* and other.

5. As a result of the use of synonymous constructions as terms: *nutqiy buzilish* – *nutqning buzilishi* and other.

Synonyms can also occur as a result of a variety of other factors. Most synonymous terms in defectology terminology serve to ensure the accuracy of the scientific thought to be expressed. However, even in defectology terminology, the fact that there are too many synonyms does not serve to emphasize a certain aspect of the event, at least to some extent.

Antonymy, another type of lexical-semantic relationship, is also characteristic of terminological lexicon. Even the paradigmatic relationship of antonymy is manifested very vividly and broadly in terminological systems. As researchers rightly point out, antonyms in a language are by no means inferior to synonyms. The reason for this is that the contradiction of concepts is the beginning, the basis, the scientific description and the integral part of the analysis of scientific thinking [8, p.71]. Indeed, it is well known that contrasting concepts in revealing the essence of any phenomenon is one of the most common methods, and that linguistic expressions of opposition are terminological antonyms.

The system of terms of defectology in the Uzbek language also has a lot of units with antonymic relations. This relationship occurs both in terms of a single word and in terms of a compound form:

1. The antonymic relationship between one-word defectological terms: *bradilaliya* (*sekinlashgan nutq*) – *taxilaliya* (*accelerated speech*); *antipatiya* – *simpatiya*; *kasal* – *sogʻlom* and other.

2. Antonymic relationship between compound-style defectological terms: *oddiy dislaliya* – *murakkab dislaliya*; *ochiq rinolaliya* – *yopiq rinolaliya*; *baland ovoz* – *past ovoz*; *tugʻma nuqson* – *orttirilgan nuqson*; *tugʻma karlik* – *orttirilgan karlik*; *erta kar boʻlgan bolalar* – *kech kar boʻlgan bolalar*; *ovozning yoʻqolishi* – *ovozning tiklanishi*; *ovozning buzilishi* – *ovozning korreksiyasi*; *ovozning tez tempi* – *ovozning sekin tempi* and other.

The antonymic relationship between the terms of defectology contributes to a clearer and easier understanding of the scientific concepts they express, and a quicker understanding. Among the terms of defectology, not all manifestations of the homonymous relationship at the general lexical level are manifested. In the terminology of defectology, there is a type of homonymy, originally called “interdisciplinary homonymy” by A.A.Reformatsky.

A.A.Reformatsky wrote: “A particular term can belong to different terminologies of this language and it creates interdisciplinary terminological homonymy. For example: reaction 1) in chemistry, 2) in physiology, 3) in politics; 1) in philosophy, 2) in jurisprudence, 3) in phonetics; 1) in ethnography, 2) in phonetics and others. It is very important for the linguist to understand that the term is not the same in the terminology of different sciences, it is 1) linguistics, 2) psychology, 3) physiology, 4) the interdisciplinary homonym of medicine” [13, p.62].

Naturally, the terms reduction, assimilation, speech, mentioned by A.A.Reformatsky, are also interdisciplinary homonyms in defectology. There are a number of other terms in defectology, such as *agglutination*, *convergence*, *divergence*, *accommodation*, *contamination*, which are also actively used in linguistics, and hence they are interdisciplinary homonyms. It should be noted that the emergence of interdisciplinary homonyms is an absolutely natural reality today, when interdisciplinary integrative processes are in full swing.

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