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FEATURES OF THE FORMATION OF AUTOMOTIVE TERMS IN SOME LANGUAGES

Abstract: A car, as a complex technological product, requires qualified technical maintenance. This is technically correct, but at the same time it requires an approach from the point of view of understanding the literature that has recently appeared. Due to the rapid development of the automotive industry and related industries, the rapid growth of the number of terminological units has led to the emergence of numerous publications. However, the contradictory nature of the information presented sometimes creates a number of ambiguities in understanding special literature and technical documents. Such problems prove the need for regulation and comprehensive unification of terms. Since the formation of its problems and basic concepts, particularly intensive research has been observed in the field of special vocabulary. During this period, such special vocabulary units as terms, names, terminoids, prototermes, pre-terms, quasi-terms and pseudotermes were identified and described. This article provides information on these considerations.

Keywords: terminology, free, stable expressions, semantics, methods, models and features of term formation, types of term elements, types of motivation; specific features of terminological word combinations. A person assimilates the experience gained by human society through words, because thinking occurs with the help of words. A word expresses concepts as a unit of language.

The set of terms in a language constitutes any term as a system. In linguistics, it is important to clearly define the concept of terminology and nomenclature close to it, which deals with the study of terms, and to distinguish the differences between them. The word "terminology" is formed from the Latin words terminus and Greek logos, and means "the science of terms (terms)".

In the process of developing terminology, many different inconsistencies arise between the terminology and the system of concepts corresponding to it, which hinders the functioning of terms in the field of professional communication. The reason for this may be: the development of science and its increasing role in social life, the very rapid pace of assimilation of terms from different languages and their accumulation. As a result of these problems, the need arises to regulate and systematize terminologies, and for this it is necessary to have knowledge of the features of language and the 6 laws of terminology development. Thus, the main goal of terminology is to study the features of the formation and development of terminology in order to increase the efficiency of using terms. To achieve this goal, a number of problems (theoretical and practical) need to be solved.

The development of the field of terminology is associated with the name of the Austrian linguist Eugen Wüster, who made a significant contribution to the development of modern terminology, and the Austrian linguist is considered the father of terminology due to his work. In his doctoral dissertation, he presented a number of arguments for the systematization of methods of working with terminology, created a number of principles for working with terms, and defined the basic rules of the methodology for processing terms. In his opinion, four linguists are considered the intellectual fathers of terminological theory: "The German scientist Alfred Scholmann was the first scientist to take into account the systematic nature of special terms; the Swiss linguist Ferdinand de Saussure was the first to pay attention to the systematic nature of language; the Russian Ernest Dresen was one of the first to discover the importance of standardization; the English scientist E. Holmstrom, a representative of UNESCO, played an important role in bringing terminology to the international level."

Among the most urgent tasks of terminology, the following theoretical tasks can be distinguished: defining and describing the main types of special lexical units; studying the methods, models and characteristics of term formation; types of term elements and types of term motivation; determining the general characteristics of terms and terms; analyzing the role of terminology in communication processes; determining the place of terminology in the language system; studying the semantic specificity of terms by comparing them with words in the general vocabulary and free, stable expressions; studying the specific characteristics of terminological word combinations by comparing them with word combinations. When teaching foreign languages, it is necessary to take into account the following linguistic features of terms in different languages: Basic terms in English and French consist of a single lexical unit and are not divided into meaningful morphemes; according to their structure, compound terms are divided into two-component compound terms consisting of two lexemes and multi-component compound terms consisting of three or more lexemes.

When comparing terms in English and French with terms in Uzbek, the following features were identified: a) partial coincidence of the meaning of the term in English and French with the term in Uzbek; b) terms that are not found in the automotive industry in Uzbek; c) the pronunciation of English and French words does not correspond to the pronunciation of Uzbek words; g) the presence of multi-component terms in Uzbek, like English and French; d) the differences in meaning of terms adopted from English and French into Uzbek, etc.

There are two ways to get acquainted with the meaning of a new term - without translation or through translation. In the non-translation method, two types of internal and external visuality are used. The methodological methods used when acquiring the meaning of a new lexical unit depend on the following factors: the nature of the term; its belonging to an active/passive term; educational stage and student level; the form in which the new term is presented (hearing or reading comprehension); the place where the new unit is introduced (lesson, textbook, dictionary), etc.

The presentation process is organized as follows. When a new word is taught without translation, it is presented in the form of a description, picture, text, audiotape, and the following tasks are given:

- understand the meaning of the term;
- translate;
- use it in a sentence, etc.

The first educational step towards getting acquainted with the meaning of a lexical unit and mastering it is the first step. Learning the combination features of a new word requires a special second stage. At this stage, exercises are performed on repeating terms and using them in live speech. In exercises performed to master a lexical unit, there are two ways to use it: the word being studied is used in one place with different units, or a lexical skill is formed by performing exercises using new word combinations or changing places in different places.

Lexical exercises consist of informational and operational parts. The first part is a model of instruction and execution, consisting of intermediate exercises that combine language rules and speech practice. The use of a term is the final stage in the formation of skills, and the free use of a term in the speech process, whose meaning has been revealed and has begun to be used in speech, corresponds to the period of transition from skills to competence. The step from exercise to speech practice is understood as the use of a motor term in expressing an idea without the participation of consciousness.

The level of mastery of the term is monitored not by deliberate inquiry, special questioning, but directly in speech activity. The following principles are followed in teaching terms in the process of professional training:

1. The principle of rational limitation of the use of vocabulary in teaching a foreign language.

2. The presentation of lexical units in language teaching is aimed at a specific goal: units used to consolidate lexical operations are intended to form specific skills and are used in harmony with other units.

3. Taking into account the linguistic characteristics of lexical units and the psychological aspects related to their mastery: during the presentation and training periods, lexical units that express abstract concepts are presented by means of description, those that relate to objects are presented by means of demonstration, lexical units are presented by means of comparison and grouping, and functional (auxiliary) terms are presented in context.

4. The principle of taking into account the didactic and linguodidactic laws of education: each lexical unit is gradually expanded at the stages of presentation, practice and application, that is, the scope of meaning, sound and writing symbols, and use in various combinations, contexts and groups are consistently taught.

5. The principle of developing speech skills and simultaneously mastering automotive terminology in this process: the process of mastering terminology involves mastering the material and developing skills.

In the field of science and technology, terms play a special role in naming and describing scientific concepts, and no scientific field can be imagined without terms. Terminological schools of world linguistics, in particular, the Vienna Terminology School in Austria, the Russian Terminology School in Russia, and the Prague Terminology School in Czechoslovakia, testify to the important place that terms play in scientific fields.

It is known that any technical and technological process that occurs in the life of society, any discovery made, the terminological apparatus in scientific fields is enriched.

The entire automotive industry terminological vocabulary is a system of interconnected, systematically organized groups, classes, nests of terms, semantic fields. At the same time, "terms are grouped not only in a free order, but also based on the systematics of a particular science or field, which forms a special paradigm." In traditional linguistics, the principle of systematic units of language was first introduced by F. de Saussure, who called them "a system, all parts of which can and should be considered in their synchronic interrelation." In practical terms, the problem of systematic word combinations was considered by L. M. Bosova. She considers the theory of semantic fields to be the result of searching for ways to study the systematic connections of lexical content. Such an approach is natural, since each word is connected with the meaning of other words in many ways. The study of the lexical system of a language is usually carried out in the form of identifying lexical groups of various types and sizes and establishing their connections with each other. Since then, this term has become firmly established in the works of different countries and in various fields of linguistics.

In modern linguistics, a semantic field is defined as a set of linguistic units that are united by a common content and reflect the conceptual, objective or functional similarity of the defined phenomena, and is characterized by the following main features: 1) the presence of semantic relations (correlations) between the words that make up it; 2) the systematic nature of these relations; 3) the interdependence and mutual specificity of lexical units; 4) the relative environment of the field; 5) the continuity of the definition of its semantic space; 6) the relationship of semantic fields within the entire lexical system (entire dictionary).

The features used to determine the semantic field are divided into two groups. The first of them consists of signs associated with some lexical meaning; these signs can be called linguistic. The second group consists of signs directed to the conceptual, subject-thematic sphere; they can be called extralinguistic. But the first and most important for the field is the extralinguistic direction, according to which the means of linguistic expression are organized. By the semantic field we mean a part of

reality that is isolated in human experience and has a correspondence in the language in the form of an autonomous lexical system. In other words, the field is the sphere of existence of a term, within which all the features that express it are contained, it is a set of other terms - words, which are combined within the framework of this science, on the basis of which its form itself influences its linguistic form.

Thus, the semantic field of motor transport is the most general association of words covering a certain field of activity, which can consist of thematic groups or lexical-semantic groups. In conclusion, we have already seen that when teaching foreign languages, it is necessary to take into account the linguistic features of terms in different languages, that the basic terms in English and French consist of a single lexical unit, are not divided into meaningful morphemes, and that compound terms consist of lexemes in terms of structure, consisting of two-component and three or more lexemes, and are divided into multi-component compound terms.

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