

# The Terminological Field of the Uzbek Language "Defectology" Semantic-Structural Structure

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**Abstract.** *Although there are a lot of views on the terminological field (some of which were considered in the previous part), it can be said that by summarizing the main aspects in them, a certain terminological field is formed on the basis of a system of concepts related to a particular science and reflects the scientific concepts in this system, including the relationship between them. The semantic content of terms that take place as structural limbs from the construction of a terminological field is assumed to have a common aspect, in particular, a common sign, which guarantees their union. A common component in the study of semantics is word meaning according to the method of analysis, that is, sememas consist of a number of SEMAS (meaning components). Words, more precisely in this place, are united into one area only when there are common SEMAS in the sense of terms.*

**Keywords:** *pedagogy, methodology, special pedagogy, rehabilitation, correction.*

## 1. Introduction

One of the founders of Uzbek semasiology was M. While Mirtojiev analyzes and describes the study of words in World linguistics on the basis of a semantic method, he says that in studies in this direction it is common to distinguish such limbs of meaning as archisema, integral sema, differential sema, and emphasizes "the calculation of sema, which is common to archisema sememes", as well as academic A. Hojiev's definition of "sema that unites lexemes based on sememes into certain semantic fields is called an archiseme". It states that archisema plays a decisive role in the unification of words into a specific semantic field.[1] M. Mirtojiev also noted that R. Rasulov has analyzed and researched all of the case verbs in detail as verbs belonging to a semantic field with a case archiseme.[2] Linguist M. Hakimova writes of archisema in her textbook "semasiology": "the type of integral SEMA that unites large, large groups is called archisema. For example, in Uzbek, around 700 sememes can combine to form a meaningful field based on the archiseme "time". Examples of such archicemes include "Person", "quantity", "action", "character"."[3]

The famous Russian linguist V.G. GAK notes that archisemes represent characters characteristic of the entire class of objects, and in Russian gives examples: in a group of words such as prikhodit, uezjat, bejat, archisema is the meaning of "movement"; for words such as bus, plane, train, motorcycle, archisema is a "vehicle". [4]

## 2. The main results and findings

In terminology, the term "archilexema" is also sometimes used directly, rather than archisema, with no doubt that in sememia, the expression of a character common to grouping or field refers to a bright, clearly expressed term. Naturally, by archisema, the semantic aspect takes stress, and by archilexema, the lexeme-term, which is its representation, takes stress. For example, one of the initiators of the new direction of terminology theory is S.V. Grinev – Grinevich's book "terminology", we read: "in the field, a central part is usually distinguished – the sum of actively applied lexical units and the periphery – the sum of poorly applied lexical units. It can then be divided into parts such as the central lexeme and nucleus, which are the name of the archilexema – the entire field in the central part of large, developed fields; in the case of anchayin large fields or structurally complex fields, the core can additionally be divided into the center of the core – the most applicable, and the base for the name of the field, the lexemes total, the core area, and the core periphery – the less applicable, but generally known, total style of active lexicon. For example, in the field of entomosemisms (insect names), consisting of 79 lexemes of the Russian language and consisting of the word archiseme nasekomiye (insect), the core center includes 3 lexemes – babochka, Mukha, Juk, with the participation of these words, 50% of all insects are represented, etc.k.o." [5]. In this regard, it is worth saying that when talking about the structure of the terminological field, it is still advisable to use the concept of archisema, since it is not always possible to express a sign or another basis, common to terms entering the terminological field, alone, with one lexeme. In many cases, there will be no other measure for members of the field than to describe a general, generalizing sign, or one has to list several generalizing signs. From these, it is revealed that not archilexema, but archisema itself is convenient and appropriate.

This can be visualized when one sets out to define the archiseme, the general sign that is the basis for the structure of the terminological field "defectology". Let's pay attention to the concept of "defectology" and, so to speak, to the definition-definitions given to the term.

The "defectological thesaurus" teaching manual provides the following definitions for the terms "Defectology", "corrective pedagogy", and "special pedagogy" [6]:

"Defectology" is the science of the psychophysiological features of the development of anomalous children, the laws of their training and upbringing. The main areas of defectology are: surdopedagogy, tiflopedagogy, oligofrenopedagogy and logopedia."

"Corrective pedagogy" (lot. correctio correction, correction + Greek. paidagogike < pats (paidos) child + ago lead, educate) is a pedagogical science engaged in the study, education, training of the characteristics of the mental and physical development of children with various deviations in development".

"Special pedagogy" (lot. specialis + Greek. paidagogike < pats (paidos) I lead a child + ago, I raise) – a pedagogical field that deals with the problems of raising, teaching, teaching children of different categories of children (children with deviations in their development, morality, emotional-volitional state).

As can be seen from the definitions, in the definition given to all three terms, the main point consists in the content of "deviation from normal development, violation of normal development." From this point of view, a number of specialists evaluate these terms as synonymous terms. [7] while some researchers do not recognize that they are synonyms.[8]. And we are more in favor of treating them as synonyms, we think they are, at least, intertemporal synonyms.

Russian defectologist V.P. Glukhov published in 2017 "Defectology. Special pedagogy and special psychology" consistently uses the term "Defectology" as the name of the subject in question. He writes: "special (corrective) pedagogy and special psychology are the main components, areas and at the same time branches of defectology. It is well known that both among the adult population and among children, individuals with one way or another

deviations from the norm in physical and mental development (with visual impairment, hearing impairment, insufficiently developed mental activity, etc.) occur. The upbringing and education of such children is characterized by large peculiarities and requires specially organized conditions. The need for such special conditions for teaching and upbringing led to the emergence of the science of Defectology, a separate branch of knowledge and a field of social practice in the processes of socio-historical development. Defectology (lat. defectus - "flaw, flaw" and Greek. logos – from the words "word, doctrine") is a science about the laws and features of the development of individuals (children and adults) with limited health opportunities, their upbringing, training and preparation for labor, social adaptation and rehabilitation." [9]

Most sources give a description, comment on the terms "Defectology", as mentioned above, as well as "special (corrective) pedagogy", while it can be seen that the generalizing meaning in the way of "deviation from normal development, violation of normal development, the right to these disorders" is leading. This situation is observed both in special scientific works and in popular qomus. Compare:

In Chapter 20 of the educational manual "pedagogy", called "special pedagogy": "the science of Defectology is a science that studies the characteristics of children with disabilities in their physical and mental development, deals with their education and upbringing." [10]

V.S. In rakhmonova's book "special pedagogy": "Defectology in Uzbekistan is a science that studies the features of psychophysiological development of children with physical or mental disabilities who need special assistance, deals with their education. The subject matter of the science of defectology is anomalous, children who need special assistance. The task of defectology is to study the causes, types of origin of anomalies, features of anomalous children in psychophysiological development, to organize inclusive or differential education on the basis of these, to deal with their educational background." [11].

The definition given to "Defectology" in the "National Encyclopedia of Uzbekistan": "Defectology is a science that studies the laws of studying the psychophysical features of the development of children with physical and mental disabilities, providing them with special education, going to eliminate defects in it. Blind and blind, deaf and heavy in the ear, mentally retarded, with defects in the musculoskeletal apparatus, children with speech impairments are objects of Defectology. Accordingly, Defectology is divided into 4 separate areas: surdopedagogy (studies the methods of teaching, raising deaf and hard-of-ear children), tiflopedagogy (studies the issues of teaching and raising blind and blind children), oligofrenopedagogy (develops the laws of teaching and raising mentally retarded children), logopedia (deals with the theory and practice of teaching and raising children with speech impairments)." [12]

The definition given to "special pedagogy" in the "National Encyclopedia of Uzbekistan": "special pedagogy is the science of raising and teaching children with disabilities in physical and mental development. Special pedagogy develops on the basis of the general principles of pedagogy, taking into account the specific educational and educational activities of children with disabilities in physical or mental development. The main task of special pedagogy is to create the scientific and theoretical foundations for the organization of education of children with disabilities in physical or mental development, as well as to prepare appropriate defectologist personnel. Special pedagogy also consists in the development of such issues as the study of children psychologically-pedagogically and clinically, the identification of the causes of the defect, pedagogical classification and classification into types, the individual treatment of children in the conditions of special educational and educational institutions, the preparation of defective children for physical labor. Special pedagogy is divided into such areas as surdopedagogy, oligofrenopedagogy, tiflopedagogy, logopedia,

depending on what kind of defect children learn. Each of these forms a general pedagogical network and all together defectology." [13]

The definition given to defectology in the article "pedagogy "in the" National Encyclopedia of Uzbekistan": "the branch of pedagogy that acts taking into account the mental-physical characteristics of the development of children with disabilities in physical or mental development, their specifics in upbringing, training and formation is defectology. Defectology is divided into branches such as tiflopedagogy, surdopedagogy, oligofrenopedagogy, logopedia, depending on what physical and mental impairment the child has and the orientation of the education provided to them." [14]

It is also worth saying that the term "Defectology", as we noted earlier, is still used today in the near abroad and in our country as a name for science, as a name for a specialty, and at the same time as a name for a profession in the form of a "defectologist". But it is also noted in some dictionaries that such a dictionary is "necessary for defectological personnel", while "now this word is in the line of archaic words." [15] naturally, since the term "Defectology" exists in scientific and scientific-practical activities, it is difficult to evaluate it in contrast to the archaic word.

In short, in the definitions given in the considered sources to Defectology (special pedagogy, corrective pedagogy), it is clear that the archisema combining the terms of the same field consists of a generalizing meaning in the way "deviate from normal development, disrupt normal development and correct these disorders." That is to say, all terms related to defectology converge to the terminological field "Defectology" based on the same archisema, forming such a terminological field.

Many terminologists usually study terminological fields again in small fields, micromaydons, submaydons, lexical-semantic groups. For example, the Russian terminologist M.V. Titova studied the terminological field of Russian "beekeeping", dividing it into several micromaydons. [16] s who tried to justify the need to refer to the terminological field in the study of the special lexicon of proceedings in the Civil Court of English. D. Oskina classified term 5857 in the terminosystem of this field into 18 terminological micromaydons. [17] L.A. Avakova recorded 8 Microsystems in the Russian terminological field "chess". [18]. Some researchers distinguish six lexical-semantic groups in the terminological field "didactics" in the form of didactics directions, participants in the didactic process, educational content, teaching methods and methods, teaching tools, organizational forms of teaching. [19]

The first to study the terminology of corrective pedagogy in the Russian language in the lexical-semantic aspect was Yu. V. Slozhenikina notes the following five lexical-semantic groups within the framework of this terminological field, namely: a) scientific directions of special pedagogy; b) participants in the corrective-pedagogical process; v) names of pathologies; g) signs of pathology (symptoms); D) methods and methods of corrective action. [20]

Looking at the terminological field "Defectology", composed on the basis of an archisema, consisting of a generalizing meaning in the Uzbek language "deviation from normal development, violation of normal development and the right to these disorders" as a macromaidan, it is advisable to divide it, in principle, into 6 micromaydons. 1) micromaydon of the names of defectological scientific and pedagogical directions, Sciences and generalefectological concepts as these micromaydon; 2) disorders related to hearing and their righting, that is, the micromaydon of surdopedagogy; 3) visual disturbances and their righting, i.e. tiflopedagogic micromaydon; 4) mental retardation and righting it, i.e. oligofrenopedagogic; 5) speech disorders and their correction, i.e., the micropaydon of the logopedia, as well as 6) sound disturbances and their righting, i.e., the phonopedic micromaydon, can be distinguished. In the following years, the part that studies the problem of

correcting sound disorders seen within speech therapy was separated as a separate scientific and pedagogical direction in the name of phonopedia. [21]

The first micromaydon is interpreted by some researchers as a lexical-semantic group, and not a micromaydon, noting that in this group it is possible to distinguish four aspects, according to which in the pedagogical aspect it is possible to distinguish between speech therapy and its sections, oligofrenopedagogy, surdopedagogy, tiflopedagogy, tiflosurdopedagogy; special psychology in the psychological aspect; surdotechnics in the technical aspect, tiflotechnics; in the graphical aspect, however, they say that the terms tiflography are meant.[22] from this field, naturally, terms such as defect (or defect), anomalous development // dysontogenia, anomalous children // children with physical and mental developmental disabilities // children with physical and mental developmental problems // children with disabilities // children with limited health, complex disorders, pathology, correction, Abilitation also take place.

The second micromaydon is auditory-related disorders and their righting, i.e. the following 4 lexical-semantic groups can be distinguished in the surdopedagogical micromaydon:

1. Lexical-semantic group of terms denoting participants in the corrective-pedagogical process. As terms that fall into this group, the following units can be indicated: children with hearing impairment, deaf children, weak hearing children, hearing impaired children, hearing impaired people, later deaf // late deaf children, early deaf children, congenital deaf children, deaf-mute children, surdopedagog, surdologist, audiologist, children with hearing problems, weak hearing children with partial speech deviation, weak hearing children with deep speech problems.

2. The lexical-semantic group of terms denoting the names of disorders associated with hearing. This group is made up of units such as: deafness, congenital deafness, acquired deafness, deafness, baldness, ear heaviness, ear heaviness in old age, hearing impairment, hearing loss, surdomutism // transient deafness // temporary deafness (temporary ear-to-tongue stay as a result of severe fear or other emergency exposure), sensoneural hearing disorders, conductive ear heaviness, middle ear abnormalities, among others.

3. The lexical-semantic group of terms that represent concepts inherent in auditory norms. This group consists of terms such as: ear weight levels (ear weight Level 1, ear weight Level 2, ear weight Level 3, ear weight Level 4, at this level, a person also receives a loud voice (71-90db) with difficulty; after this level, deafness is considered), hearing perception of speech, hearing analyzer, hearing loss, hearing balance.

4. Lexical-semantic group of terms representing methods, methods and means of corrective action. This group includes terms such as: audiology, audiogram, audiometry, hearing audiometry, dactylography, dactylogy // Dactyl Alphabet, sign speech, mimic method, surdotechnics, oral method, cochlear implantation // cochlear implantation, binaural hearing, binaural prosthetics // putting hearing aids in both ears, compensating hearing loss, developing auditory and visual perception, such as lip reading, global reading, surdotechnics, auditory prostheses, hearing loss, methods for the development of auditory perception.

The third micromaydon is visual – related disorders and their righting, that is, the following lexical-semantic groups of terms included in the tiflopedagogic micromaydon can be distinguished:

1. Lexical-semantic group of terms denoting participants in the corrective-pedagogical process. As terms that fall into this group, the following units can be noted: children with visual impairment // Blind Children // blind children, vulnerable children, congenital blind children, acquired blind people, such as tiflopedagog.



2. The lexical-semantic group of terms denoting the names of visual-related disorders. This group is made up of units such as: congenital blindness, loss of vision, amblyopia, gluttony, daltonism, anophthalmus (an – negation load and Greek. ophtalmos – "eye") // eyesight (absence of one or both eyes,

asthenopia (Greek. asthenes – "weak", ops, opos – "eye") // rapid exhaustion of the eye, achromasia (a-negation load and Greek. shgoma - "color, paint") // color indistinguishability // like a colorless view of the world.

3. The lexical-semantic group of terms that represent concepts that are inherent in the norms of vision. Within this group one can Note terms such as: visual analyzer, visual acuity, visual field, visual remnant, farsightedness // myopia, farsightedness (// eye acuity).

4. Lexical-semantic group of terms representing methods, methods and means of corrective action. This group includes terms such as: tiflopedagogic methods, Braille alphabet, note-taking system for the blind, optical instruments for the vulnerable, Griffel, vision development, tiflotechnical teaching tools, visual memory development, typhlography, like a speaker book.

The fourth micromaydon is mental retardation and righting it, that is, it seems desirable to stop at the interpretation of the terms mental retardation (mental retardation) and mental retardation in special literature before dividing the terms belonging to the oligophrenopedagogical micromaydon into lexical – semantic groups. Well-known defectologist-oligofrenopedagog R.M. The following comments of polachova are of particular note: "mental retardation is understood as a state of deviance from normative mental development, leading to Real, precisely mental retardation. This situation began to be called by the name of mental retardation. There is no difference here between the concepts of mental retardation and mental retardation. But in later years, the emphasis on the concept of mental retardation is increasing. Although some kind of scientific basis is not enough, various sources sometimes find complementary opinions. The inadequacy of reason is noted in the concepts of mental retardation or mental retardation. And in the retardation of the mind does not deny the possibility of the development of the mind, while recognizing the inadequacy of the mind. Because by slowing down, lagging, the meaning "development has stopped" does not come." [23] it seems that these thoughts have a deep scientific basis, it is better not to consider such an interpretation either.

The following lexical-semantic groups can also be distinguished by mental retardation and its righting, that is, by the oligophrenopedagogical micromaydon:

1. Lexical-semantic group of terms denoting participants in the corrective-pedagogical process. As terms that fall into this group, the following units can be noted: oligofrenopedagog, mentally retarded children // mentally retarded children // oligophrenous children, psychopathic children, children with impaired mental development // children with impaired mental development, children with impaired mental development, such as schools of children with impaired mental development.

2. The lexical-semantic group of terms denoting the names of mental-mental disorders. It is permissible to include in this group such units as: acalculia (Greek. a-negation burden, calculatio – "count, count") // such as computational inability disorder, autism // humanity, mental retardation // mental retardation, dementia // acquired mental incompetence, apathy, mental impairment, down disease, schizophrenia, mental developmental stagnation.

3. The lexical-semantic group of terms that represent concepts related to mental-mental norms. Within this group, terms such as: memory size, short-term memory, memorization, recall, intellectual activity // mental activity, processes of intellectual activity // processes of mental activity, mental retardant children's psyche, levels of mental retardation (debility, imbecility, idiot) can be noted:.

4. Lexical-semantic group of terms representing methods, methods and means of corrective action. This group includes such terms as: correction of defects in mental-mental development, development of the personality of a mentally retarded child, Wexler's method, boarding school for mentally retarded children, rehabilitation of mentally retarded children.

The fifth micromaydon is speech disorders and their correction, that is, the micropaydon of speech is considered a rich micromaydon than other micromaydon, since the field of speech is one of those areas that regularly develop both as a science and as a field of scientific and practical activity, well known to the general public. Terms related to this micromaydon can be classified into the following lexical-semantic groups:

1. The lexical-semantic group of terms denoting the names of participants in the logopedic-corrective process. In this group you can include the following terms: speech, teacher-speech, speech speech, speech, speech, speech, speech, speech, speech, speech, speech, speech, speech and speech.

2. The lexical-semantic group of terms representing speech disorders. It is desirable to distinguish two more subgroups within this group. In particular:

1) group of units denoting the names of disorders affecting the quality, structure and lexical-grammatical aspects of speech: logopathy, agrammatism, agraphy, mutism // unwillingness to speak, Alexia, violation of reading and writing rules, dyslexia, dysgraphia, paraphrasia, embolophrasia, battarism, tachylalia // pathological acceleration of the pace of speech // taxifrasia, bradylalia // pathological slowing of the pace of speech // bradyphrasia, echolalia, perseverasia, alalia // speech underdevelopment, aphasia // non-speech // complete or partial absence of speech, such as logoneurosis // stuttering. In this place is the well-known speech scientist M. Ayupova's following meditations on the term alalia are noteworthy: "the translation of the term Alalia (Greek α – "no", Latin lalio – "speech") has been observed since ancient times in literature on the absence of speech, the state of speechlessness – speech disorders. In the special literature, in addition to the term alalia, they used the following terms that mean the same speech defect: congenital aphasia, ontogenetic aphasia, developmental aphasia, dysphasia, impaired speech development, interstitial lag in Speech, Language Acquisition deficiencies, etc.k.o." [24] but we considered it acceptable to use the term speech underdevelopment as an Uzbek alternative to the term alalia, and the term non-speech or full or partial absence of speech to the term aphasia.

2) group of units representing phonetic-phonematic and orthoepic disorders of speech: acoustic agnosia, literal paraphrase, paraphraphy, phonetic-phonematic underdevelopment of speech, dysarthria, ringing defect, sound mixing, gammasism, dyslalia, mechanical dyslalia, functional dyslalia, rhinolalia // speaking in dimog // ping'yllabic // speaking in manqala, sigmatism, rotasism, lambdasism, cappasism, such as yotasism, paracappasism, tetism, chitism.

3. The lexical-semantic group of terms that represent concepts related to speech norms, this group consists of such terms as: Uzbek literary language, literary language norms, articulation, sound articulation, articulation process, speech apparatus, phonemic uquv, speech pace, speech rhythm, internal speech, external speech, expressive speech, rapid development of speech, normative speech, fluent speech, speech culture, logic accent, monological speech, prosody.

4. A logopedic is a lexical-semantic group of terms that represent methods, methods and means of corrective action. The following terms take place from the same lexical-semantic group: logopedic work methodology, speech correction work, teaching speech activity, reflected speech // reflected speech, analytical-synthetic sound method, articulation exercises, speech restoration, restoration of nonverbal communication, restoration of verbal

communication, restoration of phonemic hearing, elimination of dynamic aphasia, logopedic probes, operational preparation for mastering orthographic skills, system for working on sound.

The sixth micromaydon is the micromaydon of sound disorders and their righting, i.e. phonopedia, and phonopedia, as previously mentioned, separated itself from speech therapy in later years.

It is known that sound is considered a physiological or acoustic phenomenon, but at the same time benihoya has a great social swing. The quality and rasulism of the human voice has an extraordinary place and significance in the life of a person in society. N.Mahmudov, in his textbook "culture of student speech", sets out such considerations: "complete, perfectly formed, demand-level speech techniques are among the most important Organics, if not the foundations of the general speech culture of the teacher. Live, sound speech and the correct realization of all its elements means a total speech technique of skills and competencies. This implies a number of phenomena, such as the quality of sound, correct breathing in the process of speech, accurate pronunciation of sound and sound consonants, clear diction. The chief issue in speech technique is the question of voice. For any person whose main weapon is speech, sound is decisive." After these thoughts, the scholar quotes a story in the famous "Gulistan" by Sheikh Saadi Sherozi, the giant Adib of the east of the 13th century: "in the Sanjariyya mosque, a man exclaimed with encouragement, and with one voice, those who heard andin hated. The owner of the mosque GI En an Emir, Justice and goodwill. He did not want to, and when Muqaddar took his heart, he said, " O javonmard, this mosque has ancient muazzins, each of which has five functions. Ten tillo berurmen to you, tokim go to the secluded neighborhood". This word became an alliance, and muazzin left. For a while, he came back to the emir and said, "O Amir, I am unjust to me, that you sent me with ten tongues to this quarter. Ul Mahalla, I went, they gave me twenty tongues that I would accept if I went to the secluded Mahalla". The Emir laughed and said: "Never Will you, zeroki fifty tillogha agree." He concludes that " the unpleasant voice does not attract people, does not call, but all escapes from such a voice, all the time everyone seeks to get rid of it." [25].

It has always been in the attention of members of the society to get rid of vocal shortcomings, various disorders, malformations and as much as possible through appropriate pedagogical-corrective measures. In particular, there are regular special requirements for the quality of the sound of specialists whose professional activity is associated with sound. Because in their professional activities, the voice plays an extraordinary important role. Phonopedia experts note that in 1979, the Union of European phoniatriests proposed to classify professions as such in accordance with the requirements for sound quality: 1. Professions with extraordinary high requirements for sound quality: a) soloists; B) choral performers; v) actors; g) radio and television singers. 2. Professions with high requirements for sound quality: a) teachers; b) professional Speakers, translators, etc.; C) coaches and teachers of children's institutions. 3. Professions in which increased requirements for sound quality are imposed or whose activities are associated with a noisy environment: (a) lawyers; (B) judges; (v) doctors; (g) military commanders. [26]

Sound disorders in Uzbek and their righting, that is, terms in the phonopedia micromaydon, can be classified into lexical-semantic groups as follows:

1. The lexical-semantic group of terms denoting the names of participants in the logopedic-corrective process. From this group it takes place such terms as: phonoped, speech-phonoped, phoniatriest, teacher-speech, Children (people) with sound disorders.

2. The lexical-semantic group of terms representing the names of sound disorders. The following terms can be included in this group, such as: voice disorders, sound derailment, sound apparatus amplification, hoarse voice // dysphonia, hoarse voice, hoarse voice, occupational disease of the voice apparatus, occupational disorders of the voice, aphonia //



voicelessness, organic disorders of the voice, functional disorders of the voice such as vocal pathology, pathological changes in the voice apparatus, throat pathology, phonasthenia, sound detonation // tremor of the voice.

3. Terms expressing concepts inherent in sound standards lexical-semantic group, this group consists of such terms as: sound apparatus, acoustic parameters of sound, acoustic properties of Sound, Sound strength, volume, sound formation // phonation, sound movement, Polyphony, homophony, heterophony, sound hygiene, speech technique, breathing, breath control, melody, resonator, sound formation physiology, resonance // tone, tone range/volume, dynamic range of sound, oberton/ additional range tone, like a sound Ataka.

4. Phonopedic is a lexical-semantic group of terms that represent methods, methods and means of corrective action. The following terms can be included in the same lexical-semantic group: diagnosis of sound disorders, phonetic assistance, the effectiveness of phonetic work, voice guidance, monitoring of the state of the sound apparatus, phonetic methods, sound therapy, correcting the misuse of the sound apparatus, sound restoration methods, sound development methodology, sound audit assessment, sound defect correction.

### 3. Conclusion

In short, from the semantic structure of the terminological field "Defectology" of the Uzbek language, as seen, 6, in particular: micromaydon of the names of defectological scientific and pedagogical directions, Sciences and generalefectological concepts; disorders related to hearing and their righting, that is, the micromaydon of surdopedagogics; disorders related to vision and their righting, that is, the micromaydon of typhlopedagogics; mental retardation and its righting, that is, oligofrenopedagogy; speech disorders and their correction, logopedia micromaydoni is represented by voice disorders and their righting, the phonopedia micromaydon. The terms contained in the next micromaydon other than the first micromaydon are again within themselves, mostly made up of 4 lexical-semantic groups.

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