

## THE SIGNIFICANCE OF MORPHOLOGICAL TERMINOLOGY IN THE EDUCATIONAL PROCESS

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**Abstract:** *This article examines the role and pedagogical significance of morphological terminology in the educational process, particularly in the structure of explanatory and educational dictionaries of linguistics. Morphology, as a fundamental branch of linguistics, studies the structure, formation, and grammatical categories of words. The accurate, systematic, and scientifically grounded presentation of morphological terms in educational lexicography plays a decisive role in shaping learners' grammatical competence. The study analyzes the classification, interpretation, and functional description of morphological terms in Uzbek linguistic dictionaries, including works by N. Mahmudov, A. Madvaliev, and G. Rahmatullayeva. The research also considers international lexicographic experience, particularly in English linguistic scholarship. The findings demonstrate that morphological terminology must be presented not only descriptively but also in relation to its semantic, paradigmatic, and syntagmatic connections within the grammatical system. The study concludes that the systematic representation of morphological terms in educational dictionaries enhances conceptual clarity, terminological consistency, and methodological effectiveness in linguistic instruction.*

**Keywords:** *morphology, morphological terminology, educational dictionary, grammatical categories, lexicography, terminological standardization, Uzbek linguistics.*

### INTRODUCTION

Morphology, as one of the central branches of linguistics, investigates the internal structure of words, word formation processes, grammatical inflection, and morphological categories. In linguistic education, the correct interpretation and systematic presentation of morphological terminology constitute an essential component of effective teaching and learning. Educational dictionaries serve as a bridge between theoretical linguistics and pedagogical practice. They present morphological terms in a structured, scientifically grounded, and didactically accessible manner for teachers, students, and researchers. In Uzbek linguistics, significant contributions to morphological lexicography have been made by scholars such as N. Mahmudov and A. Madvaliev in the *O'zbek tilining izohli grammatik lug'ati* and G. Rahmatullayeva in the *Lingvistik terminlarning izohli lug'ati*. These works provide detailed definitions, illustrative examples, and explanations of interrelated grammatical concepts, thereby strengthening terminological precision and pedagogical clarity. The increasing importance of terminological standardization in

modern linguistics further highlights the need for systematic treatment of morphological terms in educational resources.

#### Classification and Interpretation of Morphological Terms in Dictionaries

Morphological terminology in Uzbek linguistics is both quantitatively extensive and semantically diverse. Terms such as word formation, parts of speech, grammatical forms of the word, affix, prefix, suffix, verb tense forms, participle, and verbal noun are widely represented in educational dictionaries. In explanatory grammatical dictionaries prepared by N. Mahmudov and A. Madvaliev, morphological terms are presented in a systematic order, including:

- precise definitions;
- grammatical analysis;
- authentic language examples;

-references to related terms within the grammatical system. Similarly, G. Rahmatullayeva's lexicographic work emphasizes semantic, morphological, and syntactic features of terms, offering contextual explanations that reflect their functional behavior in discourse. Such lexicographic practices ensure that morphological units are not treated as isolated elements but as components of a coherent grammatical system.

#### Pedagogical Significance of Morphological Terminology

The accurate and consistent presentation of morphological terminology in educational dictionaries directly influences the development of grammatical competence. Morphological terms help learners understand:

- structural patterns of word formation;
- inflectional paradigms;
- grammatical agreement mechanisms;

-relationships between lexical and grammatical meaning. From a didactic perspective, morphological terminology must satisfy three core principles:

1. Scientific accuracy – definitions must reflect contemporary linguistic theory.

2. Systematic organization – terms should be integrated into a coherent conceptual framework.

3. Pedagogical accessibility – explanations must be adapted to learners' cognitive levels. Moreover, the classification of morphological terms according to semantic fields and their paradigmatic and syntagmatic relations enhances learners' analytical skills. When students understand how terms function within the grammatical system, they develop deeper metalinguistic awareness.

#### Review of Scholarly and International Sources

Uzbek linguists such as O. Mamatov, B. Yo'ldoshev, and S. Sirojiddinov have contributed to the theoretical foundations of grammatical terminology. Their works emphasize methodological consistency and functional explanation of linguistic units. International lexicographic practice also offers valuable methodological models. For example:

The Concise Oxford Dictionary of Linguistics by P. H. Matthews presents multi-layered definitions of morphological and syntactic terms.

The Cambridge Grammar of the English Language by R. Huddleston and G. Pullum provides comprehensive descriptions of morphological categories within a systemic grammatical framework.

These works demonstrate that modern terminological description should integrate theoretical precision with structural and functional analysis. Comparative observation shows that Uzbek educational lexicography is progressively aligning with international methodological standards.

#### Discussion

The study reveals that morphological terminology functions as a conceptual framework within linguistic education. However, challenges remain in ensuring terminological uniformity, especially in cases where synonymous or parallel forms exist. The absence of standardized definitions may lead to conceptual ambiguity in educational materials. Therefore, terminological harmonization, corpus-based verification, and alignment with international standards are necessary steps for further development. Educational dictionaries must also consider the dynamic nature of linguistic terminology, incorporating new theoretical insights while preserving established grammatical traditions.

#### Conclusion

The representation of morphological terminology in educational dictionaries must adhere to principles of scientific rigor, clarity, and pedagogical relevance. Morphological terms are not merely technical labels but cognitive instruments that shape grammatical competence and linguistic awareness. Systematic lexicographic treatment of morphological terminology enhances:

- conceptual precision,
- terminological stability,

-methodological coherence in teaching practice. Thus, morphological terminology plays a central role in both theoretical linguistics and language education. Its careful standardization and structured presentation remain essential for the advancement of Uzbek linguistic scholarship and pedagogy.

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