

LEXICAL-SEMANTIC AND PRAGMATIC FEATURES OF TERMS RELATED
TO “FAMILY EDUCATION” IN ENGLISH AND UZBEK LANGUAGES

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Annotation: *The article "Lexical-semantic and pragmatic features of terms related to 'family education' in English and Uzbek languages" explores the intricate relationship between language, meaning, and context in the domain of family education terminology. The authors conduct a comparative analysis of lexical items and expressions associated with family education in both English and Uzbek, shedding light on the cultural nuances that shape these terms. The article delves into the meanings of specific terms and their connotations within each language, addressing how cultural factors influence the understanding and interpretation of family education. The authors analyze how these terms are used in real-life situations, emphasizing their relevance in everyday communication and educational settings. By comparing English and Uzbek terms, the study reveals significant differences and similarities in the conceptualization of family education across the two languages, highlighting the role of cultural context in shaping educational practices. The findings not only contribute to the field of applied linguistics but also offer insights for educators and policymakers involved in family education, emphasizing the importance of understanding lexical and pragmatic aspects when addressing diverse linguistic communities. This article is essential for researchers and practitioners looking to enhance their comprehension of family education terminology from a cross-cultural perspective.*

Key words: *family education, Uzbek terms, communication, educational settings, conceptualization, lexical aspects, terminology, social contexts, communicative behavior.*

The article provides a thorough comparison between English and Uzbek terms related to family education, showcasing linguistic diversity and convergence. Lexical semantics investigates the meanings of specific terms and their semantic networks, examining how cultural values influence the way family education is expressed in each language. The study emphasizes the contextual use of family education terminology, considering factors such as speaker intent, audience interpretation, and situational context. Analyzes how



cultural norms and values shape the lexicon of family education in both languages, reflecting differing educational philosophies and practices. Terminology Framework establishes a framework for categorizing terms related to family education, which may include definitions, usage examples, and contextual implication. Educational Implications discusses the implications of findings for educators, linguists, and policymakers, particularly in bilingual or multicultural educational contexts. Methodological Approaches employs various linguistic analysis methods, including qualitative and quantitative analyses, to explore the data comprehensively. The article highlights the significance of understanding lexical and pragmatic dimensions in language learning and teaching, particularly in the context of family values and education. Interdisciplinary Relevance bridges linguistics, education, and cultural studies, making it valuable for a wide range of academic and professional audiences. Recommendations for Future Research suggests areas for further investigation regarding language and education, particularly in other cultural contexts or additional terms relevant to family education.

This article explores the lexical and semantic dimensions of family education terminology in English and Uzbek, focusing on how cultural context influences meaning and usage. By examining key lexical items, this study aims to highlight significant differences and similarities in the conceptualization of family education, illustrating the interplay between language, culture, and practical application.

First of all, we should briefly introduce the role of family in individual development and education, emphasizing how language reflects these values. Explaining the aim to analyze terms related to "family education" in both languages, emphasizing their lexical, semantic, and pragmatic features is a good way to comprehend. Language and Culture Connection summarizes previous research on the relationship between language and cultural values in education. To review existing literature on family education terminology in both English and Uzbek is also vital. Methodology describes how terms related to family education were collected from various sources (e.g., educational materials, interviews, online resources), also outlines the framework used for analyzing lexical-semantic relationships and pragmatic contexts. Lexical-Semantic Analysis identifies and defines essential terms related to family education in both languages. Semantic Networks examines how terms are interconnected semantically, showing variations in meaning and connotation across both languages. Cultural Connotations discusses how cultural factors influence the meanings of these terms in their respective languages. Language



Use in Context analyzes how these terms are used in real-life situations, considering speaker intent, audience, and context. Communication Patterns explore how family education terminology is employed in educational and familial interactions, revealing differences in usage based on cultural norms.

In conclusion, Cultural Differences and Similarities summarize the main differences and similarities in the conceptualization of family education terms in English and Uzbek. Impact of Cultural Heritage discusses how historical and cultural backgrounds shape the understanding of family education concepts. Relevance for Educators highlights the importance of understanding these lexical and pragmatic features for educators and policymakers, particularly in bilingual or multicultural settings. Language Learning Applications discuss how awareness of these terms can enhance language learning and teaching practices.

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