



SEMANTIC FEATURES OF TERMS RELATED TO VOCATIONAL EDUCATION IN UZBEK AND FRENCH LANGUAGES

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Article history:	Abstract:
Received: 11 th October 2025 Accepted: 10 th November 2025	<i>The article discusses terms in linguistics, terminology, and terms related to professional fields. It reveals the process of transition from the general linguistic meaning to a specialized meaning for terms related to vocational education in the Uzbek and French languages, as well as the features of semantic narrowing and specialization. Additionally, based on the semantic grouping of terms, their internal system, semantic similarities and differences are highlighted from a comparative perspective.</i>
Keywords: <i>term, terminology, vocational education, competence, semantics, comparative analysis, boundary, term.</i>	

INTRODUCTION. It is no exaggeration to say that in the context of today's mutual integration of educational systems, the study of terminology in the field of vocational education from an interlingual comparative-typological perspective, and conducting related research, acquires special scientific significance. In particular, the analysis of the semantic features of terms related to vocational education in Uzbek and French, which are unrelated languages belonging to different language families, is one of the important issues at the intersection of linguistics, terminology, lexicology, lexicography, and education.

As is widely known, a term is a linguistic unit expressing a specific concept within a particular science, field, or professional activity. The word "term" is derived from Latin and means *terminus* - boundary, limit, and refers to a word or phrase expressing a concept related to a specific field of knowledge or activity. "Within its terminological field, a term possesses characteristics such as a tendency towards unambiguity, lack of emotional expression, and stylistic neutrality"¹ It is also defined as a word or speech unit that conveys a specific concept in a particular science, field, or professional activity.

Moreover, the primary feature of a term is its clarity and unambiguity. However, in practice, some terms are also used in general language and carry a specialized meaning. This phenomenon is explained by the process of semantic narrowing or terminologization.

Currently, alongside the word "term", the words "atama" and "istiloh" are also used with the same meaning. However, they cannot fully capture the exact

meaning of the word "term". "The word "term" has a broader meaning and is applied to geographical objects and proper names. The word "istiloh" can be used in the sense of a term in texts on historical topics"².

The main content of our article focuses on vocational education terminology. These terms encompass concepts related to practical professional training, qualifications, competencies, and the labor market. Therefore, studying the semantic features of these terms is relevant not only from a linguistic perspective but also from an educational policy standpoint.

MAIN PART. The semantics of a term is characterized by its clarity and unambiguity. However, most vocational education terms are derived from the general lexicon of the language and acquire specialized meanings within their particular field.

Vocational education holds an extremely important place in the modern education system. Terms related to this field are directly linked to the socio-economic development of society, the labor market, and educational policy. Consequently, examining vocational education terminology from a linguistic perspective, particularly uncovering their semantic features, is one of the pressing issues.

In the process of their emergence and formation, terms express phenomena related to the material and spiritual world, things, and objects. They primarily incorporate various word-formation patterns through borrowed words and are shaped by national and cultural linguistic units based on events occurring in time and space.

Unlike ordinary words, terms retain their original meaning in a clear and uniform way and are specialized

¹ <https://qomus.info/encyclopedia/cat-t/termin-uz/>

² <https://qomus.info/encyclopedia/cat-t/termin-uz/>



in a particular field. Therefore, when a word becomes a term, it expresses only its field-specific meaning and does not have a broad meaning in the general language.

For example, below we present some terms related to vocational education in the form of a table in two languages:

Uzbek term	French equivalent	Brief semantic explanation
Profession	Profession	Specific type of activity, field of work requiring qualifications
Craft	Métier	Professional activity based on practical skills and abilities
Skill	Qualification	Level of professional knowledge and skills
Competence	Compétence	Ability to apply knowledge, skills, and experience in practice
Vocational training	Formation professionnelle	Vocational training process
Labor market	Marché du travail	System of supply and demand for labor
Practice	Stage	Stage of gaining practical experience in the educational process

If we analyze the table given above, in the Uzbek language competence and qualification, unlike ordinary words, have a specific field meaning, while in the French language formation professionnelle as a term represents only the process of professional training, where accuracy and specialization prevail over the general word formation.

Semantic grouping of terms is important in revealing their meaning and function, and it can be seen that in vocational education, terms are usually divided into four main groups.

1) Terms related to the educational process

Let's look at examples in Uzbek:

- competence - means a set of professional skills and abilities; more specific and specialized than the word ability in ordinary speech;
- qualification - represents the level of training and qualifications in a certain professional field;
- vocational education - refers to a professionally oriented special educational process, differing from the word "education";
- practical training - represents only the process of teaching practical exercises and skills;
- research - in the general sense means searching, research, professional research as a term means scientific research activity in a certain field;
- certificate - as a general term, it represents a document, while in the professional sphere, it is an

official document confirming a certain level of qualification, etc.

Let's look at examples in French:

- formation professionnelle - the process of professional training,
- formation pratique - means the process of practical training;
- and the word formation générale can indicate any learning process;
- compétence - a set of knowledge and skills,
- qualification - expresses the level of qualification in a certain profession;
- formation pratique - education based on practice, etc.

These terms denote processes and actions; they have procedural semantics.

2) Professional and specialized terms:

- profession - main work activity;
- craft - a profession based on practical skills;
- specialization - a narrow direction within a profession;
- profession - official profession;
- métier - practical craft;
- specialty - specialized direction

In this group, terms have a hierarchical relationship, from a general concept (profession) to a narrow direction (specialization).

3) Terms related to qualifications and results:



- qualification - the level of training in a certain professional field;
- competence - a set of knowledge and skills;
- experiment - practical work activity;
- qualification - qualification level;
- competency - a set of skills;
- experience - practical knowledge gained over time.

These terms have complex semantics and reflect the outcomes of education.

4) Terms related to assessment and control:

- evaluation - the process of determining the result;
- control - verification of the educational process;
- exam - official examination;
- assessment - evaluation;
- control - monitoring;
- examen - exam.

CONCLUSION. In general, these terms have a pedagogical meaning in Uzbek and a legal and institutional meaning in French.

Semantically summarizing, the terms of vocational education in the Uzbek and French languages share the following common semantic features: precision, sector-specificity, systematicity, and purposefulness.

Differences are related to the national education systems, legal environments, and social traditions.

The analysis shows that although the terms related to vocational education in Uzbek and French have a semantically similar basis, their semantic nuances are determined by the national, social, and educational features of each language. Semantic analysis of terms serves as a solid theoretical basis for scientific research in the field of vocational education.

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