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THE LANGUAGE FORMED ON THE BASIS OF PEDAGOGICAL TERMS AND THE NATURE OF ITS SOCIAL DEVELOPMENT

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ABOUT ARTICLE

Abstract: Language is a phenomenon that is characteristic of a person and serves his communicative needs. The fact that it serves a communicative need cannot determine the true nature of a language. This is just one of his duties. Based on the social sphere, language is used for its own needs in every aspect, and we can witness common pedagogical terms in every sphere.

PEDAGOGIK ATAMALAR ASOSIDA SHAKLLANGAN TIL VA UNING IJTIMOIY TARAQQIYOT XARAKTERI

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MAQOLA HAQIDA

Annotatsiya: Til insonga xos boʻlgan va uning kommunikativ ehtiyojlarini qondirishga xizmat qiluvchi hodisadir. Uning kommunikativ ehtiyojga xizmat qilishi tilning asl mohiyatini aniqlay olmaydi. Bu uning vazifalaridan biri xolos. Ijtimoiy sohadan kelib chiqib, til har jabhada oʻz ehtiyojlari uchun qoʻllaniladi va har bir sohada umumiy pedagogik atamalarning guvohi boʻlishimiz mumkin.

ЯЗЫК, СФОРМИРОВАННЫЙ НА ОСНОВЕ ПЕДАГОГИЧЕСКИХ ТЕРМИНОВ, И ХАРАКТЕР ЕГО СОЦИАЛЬНОГО РАЗВИТИЯ

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О СТАТЬЕ

Аннотация: Язык – явление, характерное для человека и обслуживающее его коммуникативные потребности. Тот факт, что он служит коммуникативной потребности, не может определять истинную природу языка. Это всего лишь одна из его обязанностей. Исходя из социальной сферы, язык используется для своих нужд во всех аспектах, и мы можем наблюдать общие педагогические термины в каждой сфере.

INRTODUCTION

In world linguistics, a lot of attention is paid to the practical research of all areas that make up the study of the terminological level. Undoubtedly, the role of language is incomparable in the rise of a people to the level of a nation and in the cohesion of the people who make up this nation in the way of their dreams and goals. Currently, active integration and mutual solidarity relations have been formed between the countries of the world in connection with the exchange of experience in the intensive teaching and learning of foreign languages and the development of international cooperation. Based on the demand of the time, advanced technologies of teaching English, German, French, Spanish, and Russian languages as a modern foreign language were developed and implemented in the practice of language teaching. This process is reflected in changes in terminology.

THE MAIN RESULTS AND FINDINGS

In world linguistics, although the work of organizing terms related to the field of pedagogy has been carried out within the framework of different systematic languages, until now the terms of this field have not been compared with the source of the English language, which is one of the world languages, according to our national language - Uzbek. Their structural-semantic, lexicographic and translational problems have not yet been sufficiently resolved. In particular, the criteria for regulating terms related to the field of pedagogy have not been developed. In this sense, proposals are made for determining the structural and semantic models of terms, analyzing and researching the processes of stabilization of international and native units in national

languages, improving translation methods, regulating and standardizing the cases of synonymy (variantity), polysemy and homonymy in these terms.

Pedagogical language is characterized by the activity of representatives of this field and its specific features. Pedagogical language also has its own feature that distinguishes social phenomena from others. We can call this phenomenon pedagogical semiotics. In linguistics in general, linguosemiotics is a branch of general linguistics that studies language as a sign system, and it was founded by Ferdinand de Saussure, who first called language a sign system. In the course of our research, we found it permissible to highlight the term pedagogical semiotics and define it as follows. Pedagogical semiotics is a solution of pedagogical activities and pedagogical scope, representing the system of signs of pedagogical activity, serving to provide information. Such tools are called symbols used in the field of pedagogy. The fact that the pedagogical language is a sign system is its main feature and universal aspect. Pedagogical signs mean pedagogical skills, imagined pedagogical images, pedagogical symbols. In a pedagogical gesture, two sides work in a dialectical relationship. Both words and phrases in the pedagogical language are similar to signs.

The history of terms related to Central Asian pedagogy goes back to the distant past. In particular, it is possible to cite hundreds of terms found in examples of folk art. Many of the terms of this field can be found in Mahmud Kashgari's "Devonu lug'otit turk". With the passage of time, they changed in terms of quantity and quality, and began to clearly express the essence of the concept. These include stories, fairy tales, parables, parables, stories, teachers, and proverbs. Most of such terms belong to the acquired layer (acquired through Arabic, Persian-Tajik and Russian languages). In particular, after the Arab conquest, various educational institutions - madrasahs, schools (home schools) began to open in Central Asia, including in the territory of present-day Uzbekistan. Especially the "Ma'mun Academy" that appeared after the 9th century can be an example of this. For these reasons, a number of pedagogical terms related to the Arabic language began to be studied in those times.

As a proof of our opinion, the Arabic pedagogical terms used in Alisher Navoi's work "Majolis un-nafois" are still being used: *avroq, varaq, daftar, vaz, dars, jalwal, islah, kitab, kitoba //kitabat//,* kutub, such as madoris, madrasa, education, enlightenment, discussion, reading, discourse.

Pedagogical language as a whole determines the scientific essence and practice of pedagogical language units. Pedagogical language is made up of its above-mentioned units, and formal and practical aspects specific to them are a characteristic of pedagogical language itself. On this basis, pedagogical language is considered a phenomenon related to semiotics.

One of the main issues that the field of pedagogy studies in sociolinguistics is the concept of "pedagogical language contact". Contact is derived from the Latin word "sontactiss", which means "direct contact", "direct connection". In general, the term "Language contact" was brought to science by the French linguist Andre Martine. Uriel Weinreich popularized it as a sociolinguistic term.

In the course of our research in the field of pedagogical terminology, we saw the concept of pedagogical terminology in social views and found it appropriate to include the term "pedagogical language contact" in this field. Pedagogical language contact is a concept related to the use of pedagogical language. Pedagogical language contact is related to the practice of the field of pedagogy in that it occurs in the pedagogical speech process. It is known that pedagogical communication is the basis of pedagogical process. Pedagogical communication is an exchange of ideas between two people, that is, a learner and a teacher. One of the participants in the pedagogical communication process is called the speaker, and the other is called the listener. This pedagogical process is individual-psychological in nature. The character of pedagogical language as a mental phenomenon is also determined by speech, mainly through pedagogical speech activity. That is, if the pedagogical terms used in this activity are representatives of the same language group, the speaker-addressee and the listener-addressee, there will be no pedagogical language contact in communication. In order for communication to be based on pedagogical language contact, the speaker-addressee and the listener-addressee must belong to different language communities.

Otherwise, there will be no pedagogical language contact. For example, if a person belonging to the English language community and a person belonging to the Uzbek language community starts communicating, either the Uzbek language or the English language should be used as a means of communication. Therefore, if the speaker-addressee belongs to the Uzbek language community, he should also be well versed in English. If the speaker-addressee belongs to the English language community, he should also know Uzbek well. Therefore, in order for the communication to be based on pedagogical language contact, it is necessary for the persons involved in the pedagogical communication to know a foreign language, which becomes a means of communication, in addition to their own language. If two people belonging to the English and Uzbek language communities communicate in Uzbek, Uzbek is considered the contact language; if conducted in English, English serves as the contact language. A third other language that serves as a means of pedagogical communication and does not belong to either the speaker-addressee or the listener-addressee is called a mediating language. For example, if two people belonging to the English and Uzbek language communities communicate in Russian or Tajik,

then Russian or Tajik is considered an intermediate language. It is not necessary for two or three different language communities to live in the same area for pedagogical language contact.

CONCLUSION

Pedagogical language contact" as the main concept of sociolinguistics has a narrow and broad interpretation. When the term pedagogical language contact is read in a broad sense, the function of a means of communication is performed not only by two independent languages, but also by two dialects within the same language. That is, the speaker-addressee and the listener-addressees are persons belonging to different dialects of the national language. In addition, the pedagogical communication of the pedagogue through literary language or a dialect related to this pedagogical language is also an example of pedagogical language contact in a broad sense. When the term "pedagogical language contact" is viewed in a narrow sense, it means the form of the educational process in the practice of two different national languages. For sociolinguistics, the narrow form of the concept of "pedagogical language contact" is more important. Because in this pedagogical process, not dialects, but national languages come into contact. One national language somehow affects another national language. This process is carried out by means of linguistic tools of a language, which differ in phonetic, lexical and grammatical construction. In the cross-dialect implementation of "pedagogical language contact" within one language, "influence" is limited to linguistic elements within one language. Features related to the transformation of different languages into means of communication are also complex sociolinguistic phenomena. In this pedagogical process, one language affects the other language in different degrees. Therefore, due to the contact of languages, results of different nature are visible. Different types and forms of language contact are determined based on this pedagogical feature. The system of terms in any language is involved in creating a linguistic image of the world for the speakers of that language. Pedagogical terminology of the English language shows a linguistic image that reflects the conceptual world of education and upbringing of the English people. The terms related to pedagogy in the Uzbek language represent the system of words and terms used in education, training, teaching theory and practice. Uzbeks need to have an idea about that image, its structure, components and the functional role of the elements in order to have information about the British educational system.

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