



DESCRIPTION OF THE SOCIOLINGUISTIC FORMATION OF TERMS RELATED TO PEDAGOGY IN ENGLISH AND UZBEK LANGUAGES

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ABOUT ARTICLE

Key words: Sociolinguistics, term, pedagogical language, linguistics, social language, linguistics, linguosynergetics, pedagogical terms.

Received: 12.03.2023

Accepted: 17.03.2023

Published: 22.03.2023

Abstract: Linguistics is a social science that forms the scientific-theoretical basis of the science of philology. It first appeared as a science that studies the construction of pedagogical language. Over the centuries, the object of study, the subject of this science is changing. While its "foundation" was restored in ancient India before our era, the content of this science changed and expanded many times until the 21st century. Finally, at the end of the first quarter of the 20th century and its subsequent quarters, pedagogical linguistics developed as an independent science on a global scale. Sociolinguistics and the term This modern branch of pedagogical linguistics is sociolinguistics, that is, the social appearance of the term is sociolinguistics.

INTRODUCTION

Issues related to the internal construction of pedagogical language were studied at all stages of education, and this was evaluated and appreciated as traditional pedagogical linguistics. Now, at this very time, the science of pedagogic linguistics is "born from within". New branches ("babies") of it, which were not seen or heard by the ears, began to appear. At the disposal of linguistics, independent intermediate branches called intralinguistics, psycholinguistics, mentalinguistics, ethnoinguistics, paralinguistics, energolinguistics, linguosynergetics and other names appeared.

THE MAIN RESULTS AND FINDINGS

Sociolinguistics is one of the independent areas of pedagogical linguistics, which is part of the broad field of macrolinguistics, that is, external pedagogical linguistics. This direction emerged between intralinguistics, which studies the internal construction of a pedagogical language, and social science, which studies its people's history, lifestyle, religious and spiritual beliefs. Therefore, sociolinguistics is

not pure pedagogical linguistics in the literal sense, nor is it a philosophy that forms the basis of social sciences.

Sociolinguistics and the modern branch of pedagogical linguistics is socio-pedagogical linguistics, that is, sociolinguistics is the social aspect of the term. Sociolinguistics, in the sense of the term, is indeed a new field. It is the history of the pedagogical language, more precisely, the construction of the pedagogical language of the pedagogical language community, its profession, pedagogical language, its relationship with other pedagogical language communities, interest, lifestyle, literature, culture, spirituality, religious beliefs. is a new science that studies aspects directly or indirectly related to a number of other properties. Everyone who has studied and is studying at a university or higher educational institutions of pedagogy is aware of the social status and prestige of his native pedagogic language without knowing the aspects of his pedagogical language related to the social environment to which this pedagogical language community belongs. cannot be familiar in meaning. Therefore, sociolinguistics plays an important role in making a person well-rounded and a perfect intellectual. English pedagogical linguists have long been interested in the sociological aspect, because pedagogical language works closely and develops relations with society. Until the beginning of the 20th century, sociolinguistic concepts were described in texts and terms of other disciplines in scientific works. In their works, the scientists emphasized the inadequacy of the internal pedagogical linguistics, which focused on the social side of the pedagogical language. Interest in the sociological approach to pedagogical language has a systematic nature. According to many scientists (Chambers, Trudgill), the term "Sociolinguistics" was put into scientific use by sociologist G. Kurri. Previously, this term was already mentioned in pedagogical language in the works of pedagogical linguists, for example, in 1939, T. Hodson touched upon it in his small article "Social Linguistics in India". [Hodson, 1939]. According to Belikov, in fact, "the roots of sociolinguistics are deeper and they should be sought not in American scientific soil, but in Europe and, in particular", [Belikov, Krisin, 2004].

Sociolinguistics is the newest of the sciences in the cycle of linguistics, figuratively speaking, the "baby" of linguistics. Therefore, this science does not have the same content recognized by all. Neither a textbook nor a study guide for teaching sociolinguistics in common content is currently available. Although not to a full extent, all of them are devoted to the issues of the sociolinguistics of the Russian pedagogical language. They also have general theoretical issues of sociolinguistics, of course. However, there is still no uniformity in the review and interpretation of some important concepts of this complex field.

In Uzbek pedagogical linguistics, although it is not considered within the framework of the term "sociolinguistics", there are some works in the nature of brochures, articles, and pamphlets. A lot of work has been done on aspects of sociolinguistics related to philosophy. For example, in the large-scale works of Prof. K. Khonazarov in Uzbekistan, many things were said pedagogically about the future pedagogical language typical of the "communist era", but all of them were written under the influence of the policy and ideology of the Communist Party and the Soviet state. Was Sociolinguistics is an understudied branch of pedagogical linguistics. This network is also connected with a number of other directions that do not have their independent place in science. One of them is synergetics and the direction of linguistic synergetics related to pedagogical linguistics.

Sociolinguistics of pedagogic terms studies the non-systematic aspects of the pedagogical language, which are inconsistent with the systematicity of the language. Synergetics and its methods is a modern concept of general science that appeared as a direction opposite to dialectics and its methods. Aspects of synergetics related to pedagogical linguistics acquire a sociolinguistic character. Synergetics

is a unique scientific complex (paradigm) in the world of modern science. Its entry into terminology, especially sociolinguistics, is considered an important and pedagogically positive event.

In the course of our research, we found it permissible to interpret the concept of the term "sociological study of pedagogic terms" as follows. scientific paradigm, having formulated its main problems, in particular:

Socio-historical definition of pedagogical language based on pedagogical terms;

Description of the pedagogical language from the sociological point of view;

Analysis of pedagogical language as a means of communication, based on pedagogical terms;

To study the cause-and-effect relationship between the socio-economic and the pedagogical language that arose on the basis of pedagogical terms;

Linguistic phenomena of pedagogic language based on pedagogic terms;

The general typological scheme of the evolution of the pedagogical language in connection with the history of the pedagogical language, which arose on the basis of pedagogical terms, culture;

The process of practical communication of the sociological pedagogical linguistics of the pedagogical language created on the basis of pedagogical terms; [M.B. Nizomova: 2021]

Pedagogical language has its own social essence and mission. The nature and function of pedagogical language is diverse and is determined by its social position and scope. Therefore, pedagogical language is a unique phenomenon that differs from other social phenomena. The social meaning of pedagogical language is unlimited. In addition to the above-mentioned pedagogical terms, it has a number of other important and significant features. One of them is the educational value of pedagogical language. The educational importance of pedagogical language is that, thanks to the pedagogical language, the knowledge created by each member of the society is popularized and its development by the majority is made possible. In addition, thanks to the pedagogical language, the knowledge and rich experience of mankind is left from generation to generation in oral and written forms. As a result, the new generation continues the work of the previous generation - their ancestors without any difficulty. Pedagogical language significantly increases the time and space requirements for learning. Thanks to the pedagogical language, the human society has the most ancient information, and even receives information about the future. Information from everywhere in the universe is known to humanity through pedagogical language. All these are social "actions" of pedagogical language of a social character.

The concept of functional style in the social form of pedagogical terms is "a type of literary language, in which the language is manifested in one or another socially important sphere of the social speech practice of people, and its characteristics are determined by its characteristics. The functional style depends on the social conditions of language use, it serves as the sphere of communication and the spheres of communication are different from each other, in this respect each functional style is formed by its characteristic features. Among others, existing functional styles are distinguished by scientific style, lexicon. A text written in a scientific style is characterized by the presence of terms - lexical units that express the concepts of the scientific field and carry a certain functional load. In any work (article, monograph, etc.), written in scientific style, there is a certain amount of terminological units.

CONCLUSION

The terms clearly define the meaning and reveal the special concepts of the field of scientific communication. The importance of emphasizing the thematic groups in the conceptual apparatus of sociolinguistics is that based on the study of these lexical features, it is possible to make general

assumptions about sociolinguistic texts, the features of this scientific functional method. For this purpose, it is necessary not only to establish a certain set of lexical units, but also to determine the system of their connections, as well as to determine the scope of their application. In this way, it is possible to study the structural schemes of sociolinguistic groups of pedagogical terms, to determine the order of sequences, to distinguish between concepts, to classify social terminology, to contribute to the improvement of the existing linguistic conceptual apparatus and to complement the existing ideas about the lexicon. are the characteristics of the functional style. The terminological system of the considered pedagogy is a complex structure, therefore it is difficult to single out a single classification system. However, based on specific material, we analyzed the relationship of the terms and witnessed their use in several socially actualized fields of communication. We decided that social actualization is a specific field of communication in the process of analysis, considering the frequency of use of the term. The set of regions and fields is analyzed and used in different ways in different societies and social groups, regions, directions, terms related to pedagogy.

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