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## COGNITIVE-PRAGMATIC APPROACH TO UNDERSTANDING THE ESSENCE OF PEDAGOGICAL TERMS

**Mokhinur B. Nizomova**

*Acting Docent Of English Philology Faculty Doctor Of Philosophy In Philological Sciences (Phd) Karshi State University Uzbekistan*

## ABOUT ARTICLE

**Key words:** Pedagogic terms, cognitive-pragmatic approach, the concept of "pedagogical language", terminological lexical unit, meaning shift in pedagogical terms.

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**Abstract:** In this study, the need to make additions to the existing definitions of pedagogical terms was determined, and the cognitive-pragmatic aspect was studied. It also aimed to reveal the achievements related to the usefulness and possibilities of these pedagogical terms. Also, it is worth noting that in general terms related to pedagogy are generally used in all areas and situations of oral speech, except for the direction of pedagogy. For this reason, we set ourselves the goal of studying the cognitive-pragmatic aspect of the terms related to pedagogy and creating a theoretical basis for a wider understanding of the terms in this field of linguistics.

## INTRODUCTION

The first observations of pragmalinguistics in Uzbek linguistics were aimed at studying the phenomenon of presupposition, and N. Mahmudov, and A. Nurmonov published the first scientific articles on this topic. And U. Rahmonov studied the presupposition of loadings in a monographic plan and started wide-scale research in this field. The famous linguist, professor A. Nurmonov continues his views on the field of pragmalinguistics, and as the research object of the field, the non-descriptive words in the sentence, the words connecting the content of the sentence with the speaker, introductions expressing the direct mode, the word expressing evaluation and means, the discourse reflecting the subjective psyche of a person, the speech habit (etiquette), the means of expressing respect, and the issues of presupposition. According to the modern philosophical concept, information, as a source of new knowledge, has absolute superiority over all other spheres of existence. This phenomenon of our life finds its linguistic representation in the mass penetration of pedagogical terms into everyday speech. According to Grinev, "the growth of the number of terms of various disciplines is higher than the growth of the number of common words of the language, and therefore the number of terms of certain disciplines exceeds the number of common words" [Grinev 2000].

## THE MAIN RESULTS AND FINDINGS

This situation is expressed in the language space of fiction, scientific literature, mass media, advertising, colloquial speech, and other language areas. The terminological core of pedagogical special language units finds itself in a different functional environment, leading to the emergence of terminological patterns that did not exist before.

Due to the high social importance of terms in the general discursive space, there is a need to describe, classify and analyze the mechanisms of transition of pedagogical terminological units from the special field to the field of general use, to study the field of conversation. In this regard, taking into account the different stylistic coloring of speech areas, it is appropriate to try to comprehensively study the special vocabulary, to determine the most effective methods of creating pedagogical term communication, to clarify the functional capabilities of pedagogical terminological units in general terms. .

In particular, the cognitive-pragmatic approach expands the possibilities of understanding the task and its place in the linguistic and mental activity of a person, which is confirmed by many modern studies in the field of pedagogical terminology. E.S. Kubryakova, V.F. Novodranova, T.V. Volodina, T.V. Drozdova, R.I. Pavilenis, N.I. Panasenکو, N.N. Boldirev, V.G. Gak, V.P. Danilenko, Y.D. Apresyan, V. Humboldt, Y.G. Pankrats, V. Rouzkov, M.V. Dem. , H. Felber, L. Hoffman and the accomplished Uzbek scientist Sh. Safarov and others.

The choice of the topic of this study was determined, first of all, by the need to make additions to the existing definitions of pedagogical terms, which is related to the cognitive-pragmatic aspect of its review, as well as the achievements related to the usefulness and possibilities of these pedagogical terms. we aim to reveal.

The research conducted by Saussure scholars in the following years testifies to the need to interpret the relationship between language and speech as a phenomenon requiring interdependence, rather than as an opposite relationship. Professor Rudolph Engler of the University of Bern, a student of the famous Saussure scholar R. Gödel, was preparing a four-volume critical text of the "General Linguistics Course" for publication. Based on a comparison of the texts of all the notebooks written by the students of this course (Saussure 1967), Saussure's thoughts about language and speech are logically clear. for understanding, it is necessary to accept these ideas within the framework of the general ideas of the scientist's teaching. As it was mentioned above, giving the pedagogical terms "social and passive" and the speech "individual and active" has been severely criticized by many. But "If we take a closer look at the direction of Saussure's thought," writes R. Engler, "we will be forced to completely change the description and definition; for our definition of language as a passive phenomenon (as opposed to the activity of speech) is indeed a definition that cannot be grasped at all. If we recognize that the active force of linguistic activity moves the language, activates it, the given definition takes on a different tone" (Engler 1998).

The famous Uzbek scientist Shakhriyor Safarov in his monograph noted the following: "Pragmalinguistics, without any doubt, has passed the period of "tetapoya", this field mainly defined its research object (speech communication system) and analysis methods. took The main methodological idea that determines the principles of pragmatic analysis is also clear: it is the theory of activity. But pragmalinguistics is still in the period of "modernity". And indifference is completeness in prospective plans, not getting caught up in problems that need to be solved at the moment. In fact, the science of pragmatics, which strives for excellence, is obliged to continue research on how to implement the task

of language in the service of man and society. These studies require the enrichment of this direction in the field of linguistic knowledge with new theoretical ideas" (Sh. Safarov 2008).

In addition, we believe that determining the principles of studying the system of pedagogical terms plays an important role in creating theoretical and practical conditions for the further study of the mechanisms of formation and functioning of still developing terminological systems.

The proposed approach provides a comprehensive analysis of the formation of a system of single pedagogical terms and allows studying the smallest mechanisms of the formation of pedagogical terms and their combinations. The relevance of pedagogical terms is also related to its pragmatic importance, because the analysis of pedagogical terms used in pedagogical language activity can serve as a model for studying a number of general laws inherent in the process of creating new terminology.

The main task of the cognitive-pragmatic approach in understanding the essence of pedagogical terms consists of the following:

- the dictionary of pedagogical terms is differentiated by classes;
- the specificity of the operation of the dictionary of pedagogical terms in the text and speech is determined;
- analysis of nominative units of special pedagogical terms dictionary and consubstantial units of the national language;
- in addition to describing speech processes in pedagogical terms, phenomena closely related to opposite processes - determinology are presented and analyzed;
- modified definition of pedagogical terms is given.

The main purpose of our work is to determine the principles of formation of the terminological system through the prism of the cognitive essence of the process of creating pedagogical terms through the implementation of speech using pedagogical terms, as well as the content of the knowledge it provides, as well as to analyze the system of pedagogical terms. Tasks of a primary nature include the selection and analysis of existing principles of language learning for special purposes and their essence based on a new cognitive-pragmatic approach. The solution of these problems will be possible due to the comparative analysis of the existing definitions of the concept of "pedagogical term", the detailed description of the new approach to understanding its essence, the identification and comparison of the formation mechanisms.

Studying the phenomenon of the pedagogical term from the cognitive-pragmatic point of view of knowledge allows to penetrate deeper into its linguistic nature, to analyze its communicative function in the environment of special language use. A detailed study of the interaction of special and general language, that is, the exchange of lexemes from one layer of the language to another, taking into account each individual stage of transformation, as well as taking into account changes in semantics, is of great interest wakes up. Also, it is worth noting that the resulting conclusions will undoubtedly have a beneficial effect on the cognitive-pragmatic development of knowledge in the field of pedagogical terminology in the future. In turn, the analysis of individual language units for special purposes is considered to be valuable for such fields of linguistics as terminology, lexicology, stylistics, translation theory, and others.

The purpose of my effort in this direction is to introduce you to the basics of pragmalinguistic analysis, to comment on the problematic issues of pedagogic terms that are currently in general use not only in the field of pedagogy, but also in all areas of our daily life. However, just as no scientific analysis can be complete, the scientific description of a phenomenon cannot be unambiguous, or the cognitive-pragmatic approach to understanding the essence of pedagogical terms does not have the same tone.

After all, it is difficult to understand reality itself in one sense. A meaningful reality can only be imagined by idealizing it. For example: "domla o'qidi" used in Uzbek is used in everyday life and in the pedagogical field. (the teacher read the lecture, the teacher read the book, the teacher read to me, etc.). The importance of our work lies in the fact that, in the example of one of them, the information obtained as a result of studying the principles of formation of systems of pedagogical terms can be actively used in studying the activity of other systems.

The development of a new approach to the study of pedagogical terms, in particular, from the point of view of cognitive science, eliminates the existing shortcomings in the use of certain methods of studying the already formed or still emerging terminological systems of individual branches of the economy. Determining the main features of the terminological corpus formed by pedagogical terms requires the classification of knowledge in a certain field of science and the connection of identified knowledge structures through linguistic units and terms of the category.

The disclosure of the concept of "pedagogical term" from a cognitive-pragmatic point of view is related to the development of a new approach to defining the terminological essence, a pedagogical term is a knowledge structure characteristic of specialized terminological systems.

When defining pedagogical terminological lexical units, in order to determine their importance for science, it is necessary to determine the frequency of their use in different formats of texts, as well as the possibility of using them in definitions of other terms. We considered it permissible to consider them as the ability to establish synonymous, antonymic, polysemantic and other types of connections with their substrate in the national language. The terminological corpus should be considered not as an arbitrary collection of lexical units, but as a complex multi-level system based on the principles of horizontal and vertical division, which allows for the most systematic reflection of the accumulated knowledge and experience in a particular discipline. .

The study of the pedagogical terminological dictionary is inextricably linked with the determination of its spheres of activity, as well as its linguocognitive and pragmatic features, which is reflected in the use of pedagogical terms in various types of texts. Thus, a prerequisite for the study of pedagogical terminological systems is to determine the types of texts in which the vocabulary is used. The use of pedagogical terms is typical for different types of texts, because one term can be followed by knowledge structures in terms of size, therefore, it is inextricably linked with the process of learning pedagogical terminology.

Description of the processes of application of pedagogical terms in communication is possible due to the typology of scientific and other types of texts, which allows to observe the processes of determination of terminology and terminological units.

From the 90s of the 20th century, the weight of scientific research devoted to the analysis of pragmatic aspects in the speech occurrence of linguistic units in Uzbek linguistics began to increase. Among the important issues of pragmalinguistics, the connotative function of language units, M. Mamadaliyeva, the impact function of the text, and the importance of laughter-inducing means in creating a text with a target meaning. It was studied by Abdurahmanov in a monographic plan. In E.Ibragimov's candidacy dissertation, pragmatics as a new field of linguistics is said to be a speech situation that serves to realize the main, communicative intention of the participants of this process in the speech process and is related to the issue of context, and that meaning is an object of stylistic linguopragma.

In pedagogical terms, a large-scale discourse that is the result of cognitive-pragmatic activity, occurs orally or in writing, is complete, has formal and substantive integrity, includes grammatical,

semantic, stylistic, pragmatic, communicative, social, cultural features. expressing unity. The main part of human activity consists of communicative relations and determines the way of life of people. Text is the main weapon that acts as a means of forming communication. Communication and text are interrelated, one of them leads to the other. In addition, the text is not only a unit of speech communication, but also a unit of communicative relations in general. If we analyze the speech text of a known person, it is primarily created by the addressee in oral or written form. We also acknowledge that it has been delivered to the addressee. The transmitted information is formed on the basis of certain laws of the language (intralinguistics) means meeting the requirements of its text, the communication relations between the communicators (extralinguistics) are of great importance in the transfer of information from the addressee to the addressee.

Since the term is a complex multifaceted system, representatives of a number of fields, such as linguists, logicians, psycholinguists, cybernetics, and pedagogues, deal with the formation process and its analysis. There are specific methodological principles of pedagogical term analysis. In this process, the unity of form and content, historicity, harmony of generality and particularity, the form of aesthetic appropriation of reality, it is permissible to analyze the aspects of activity of the commentator. Currently, in linguistics, we aim to analyze the term from the linguopoetic, psycholinguistic, sociolinguistic, cognitive, linguocultural and pragmalinguistic points of view in addition to the traditional grammatical and semantic methodological analyses. At the same time, it can be said that the approach to term analysis based on the modern directions and principles of the linguist expands the scope of linguistic research in every way, and serves to illuminate the speech possibilities, social and cultural essence of the term units, intellectual, cognitive, spiritual and ethnic characteristics.

As a branch of modern terminological analysis, pragmalinguistics pays special attention to the process of entering into mutual communication based on pedagogical terms in human speech activity, and the issue of the harmony of linguistic and non-linguistic factors acting in this process. Firstly, "Pragmatics" (Greek pragma-action) is actually a philosophical concept that philosophers such as J. Locke and E. Kant adopted from Aristotle. In this way, the current of pragmatism arose in philosophy. The main development period of this current covers the XIX-XX centuries. Especially the XX In the 1920s and 1930s, the network of pragmatism ideas grew stronger, and the services of Ch. Peirce, P. Kernal, Ch. Morres, L. Wegginshtiyin, and G. Frege were invaluable in the wide spread of this propaganda in America and Europe.

## CONCLUSION

On the one hand, pragmatics studies the pragmatic possibilities of language units, on the other hand, it focuses on the issue of achieving pragmatic competence in the speech process, on the third hand, it analyzes the semantic and pragmatic features of speech acts, the communication environment of the speech, and on the fourth hand, language units specific to the speech habit related to the national mentality are studied, fifthly, the question of the linguistic realization of the evaluation category specific to the modal spectrum is included in the pragma linguistic studies.

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