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# SOCIAL-COMMUNICATIVE CHARACTER OF PEDAGOGICAL TERMS (IN THE EXAMPLE OF ENGLISH AND UZBEK LANGUAGES)

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## ABSTRACT

The social-communicative character of pedagogical terms refers to how these terms are used to facilitate communication and interaction within educational contexts. Pedagogical terms are specialized vocabulary that educators use to convey specific concepts, strategies, and methodologies related to teaching and learning.

**KEYWORDS:** Social-communicative character of pedagogical terms, pedagogical activity, subject, Adaptability to Context and Audience, Shared Understanding, Promotion of Collaboration and Learning Communities.



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## INTRODUCTION

Pedagogical activity and related terms began to be used in Western Europe in the 12th-13th centuries. If we look at the formation of the development of pedagogical terms in Europe, in the Middle Ages in the countries of Western Europe, an educational program was created that was divided into two groups

and included seven subjects. During this period, the following pedagogical terms appeared, subject-system of knowledge about the world, one of the forms of social consciousness. It includes the activity related to the acquisition of new knowledge, and the product of this activity is the scientific world. includes the knowledge that forms the basis of the landscape; Dialektika [yun. dialektike (techne) — suhbat olib borish, bahslashish san'ati] — the philosophical doctrine about the creation of existence, its development, and the way of knowing reality and thinking based on it. Its founder is Socrates; school- an educational institution where information and educational activities are carried out for the young generation under the guidance of a teacher; Ritorica- theory of public speaking; Teacher- a pedagogue, an employee of the secondary and higher education system, is engaged in teaching pupils and students. Other names in Uzbek: "ustoz", "domla", "muallim";

In the countries of Western Europe, the term "knight's education" found its full content and developed by the 12th century. The content of the education of a knight consists of "seven virtues of knights". These qualities consisted of the following: riding a horse, fencing, javelin, swimming, hunting, playing checkers (later chess), writing poetry and singing. The first three of these qualities are related to the necessary military training: a knight is a horseman, and a sword and a spear were the main weapons of a warrior of that time. Knowing how to swim and hunt was required to develop physical fitness, agility and endurance. In addition, hunting was also considered a means of developing the ability to determine one's location (ability of orientation), resourcefulness, vigilance, finding the enemy's tracks, and similar qualities. Checkers and chess games, on the one hand, were considered to occupy idle time, that is, to develop the ability to plan attacks and defenses. To be able to weave poetry and sing songs, to sing hymns to one's suzerain (the governor, chief and patron of the knight) and express one's loyalty, to praise his bravery, victories, heroism and this was required to win his favor and read hymns to the feudal lady-begim who was his beloved. Knightly education,- Ritsarlik tarbiyasi - an experienced, skillful and brave warrior who has the qualities of a knight in the environment of secular feudalism in Western Europe, as well as a noble, feminine, polite, polite, conscientious, selfless and loyal person - a special thing related to upbringing educational system is considered;

**Shared Understanding:** Pedagogical terms create a shared understanding among educators, students, and educational stakeholders. They serve as a common language to discuss theories, practices, and educational objectives.

**Professional Communication:** Educators use pedagogical terms to communicate professionally with colleagues, administrators, and parents/guardians. This facilitates discussions about curriculum development, instructional strategies, student progress, and educational goals.

**Precision and Clarity:** Pedagogical terms are often precise and specific, allowing educators to convey complex ideas clearly and efficiently. This helps in avoiding misunderstandings and ensures that everyone involved in education understands the intended meaning.

**Promotion of Reflective Practice:** Using pedagogical terms encourages educators to reflect on their teaching practices and instructional decisions. By articulating concepts using these terms, educators can analyze the effectiveness of their approaches and make informed adjustments.

**Facilitation of Professional Development:** Pedagogical terms play a crucial role in professional development activities for educators. Workshops, seminars, and training sessions often focus on enhancing understanding and application of these terms to improve teaching skills and student outcomes.

**Support for Research and Scholarship:** In academic and research contexts, pedagogical terms provide a framework for discussing educational theories, conducting studies, and publishing findings. They help in building a body of knowledge that informs educational practices and policies.

**Inclusivity and Diversity:** Pedagogical terms encompass a wide range of theories and methodologies that address diverse student needs, cultural backgrounds, and learning styles. They promote inclusive education practices and support educators in adapting instruction to meet the needs of all learners.

**Evolution and Adaptation:** The use of pedagogical terms evolves over time as new research emerges and educational practices evolve. Educators continually adapt their terminology and practices to reflect current knowledge and respond to changing educational contexts.

**Empowerment of Students:** When educators use pedagogical terms effectively, students also benefit by gaining a clearer understanding of learning objectives, expectations, and assessment criteria. This empowers students to take ownership of their learning and engage more actively in educational processes.

**Integration with Technology:** As educational technology becomes more prevalent, pedagogical terms are increasingly used to discuss digital learning tools, online instructional strategies, and blended learning environments. This integration supports effective communication about the role of technology in education.

It should be said that the term "university" appeared and began to be used in Europe in the second half of the 12th century. Universities began to be established. University - highly qualified in natural, social and humanitarian fields multidisciplinary higher educational institution focused on training specialists. According to Plato, the idea he advanced is that the goal of the state is to approach the ideal of the highest goodness: this idea is realized mainly through education., upbringing- a practical pedagogical process aimed at shaping the moral, spiritual, and spiritual quality of a person;

Jan Amos Comenius is a great pedagogue who laid the foundations of pedagogy, showed the ways of its further development, dedicated his conscious life and practical pedagogical activity to the noble task of teaching and educating. Comenius wrote a large 7-volume work entitled "Counsel for the Improvement of Human Society" (only 2 volumes were printed while he was still alive, and the remaining volumes were found only in 1935 and published in Czechoslovakia). In this work, he defined the humanitarian and democratic program of "Comprehensive correction of everyone and everything" and put forward a plan for the reform of human society. 1651-yilda Komenskiy o'z davrida quyudagi ta'limga oid atamalarni qo'llagan edi. "Pan Sophia's idea" ya'ni "pan sofiya g'oyasi"- to know everything, to give knowledge to all. (pan German - whole, all, sofia - wisdom, intelligence); Intellect- the process of people receiving and processing information; Mental education-aqliy tarbiya, skills of gathering knowledge and skills of reading, listening, expressing one's opinion orally, writing, working with sources, independent work are understood; Moral education-axloqiy tarbiya, the sum of the behaviors and manners of people showing their actions towards the family and society; Religious education- religious education to people.

The social-communicative character of pedagogical terms encompasses various types or aspects that influence how educators communicate and interact within educational settings. Here are different types of social-communicative characteristics of pedagogical terms: Shared Language and Understanding: Pedagogical terms create a shared vocabulary among educators, students, and stakeholders, facilitating mutual understanding and effective communication about educational concepts, strategies, and goals. Professional Discourse and Dialogue: Pedagogical terms are used in

professional discourse to discuss theories, methodologies, and research findings related to teaching and learning. This dialogue supports collaboration, reflection, and the exchange of ideas among educators.

**Inclusive and Respectful Communication:** Effective use of pedagogical terms involves communicating inclusively and respectfully, acknowledging diverse perspectives, cultural backgrounds, and learning needs within the educational community.

**Reflective Practice and Continuous Improvement:** Pedagogical terms encourage educators to engage in reflective practice, critically evaluating their teaching methods, adapting terminology and strategies based on student feedback and outcomes, and continuously improving instructional practices.

**Adaptability to Context and Audience:** Pedagogical terms are adapted to suit different educational contexts and audiences, including students of varying ages, abilities, and cultural backgrounds, as well as parents, administrators, and educational policymakers.

**Promotion of Collaboration and Learning Communities:** Use of pedagogical terms fosters collaboration among educators and promotes the development of professional learning communities where ideas are shared, best practices are identified, and collective knowledge is built.

**Integration with Educational Technologies:** Pedagogical terms are increasingly integrated with educational technologies, supporting communication through digital platforms, online resources, and virtual learning environments.

**Ethical and Professional Conduct:** Effective use of pedagogical terms involves maintaining ethical and professional conduct in communication, respecting confidentiality, honoring diversity, and promoting a positive and inclusive learning environment.

**Empowerment of Students and Stakeholders:** Pedagogical terms empower students and educational stakeholders by providing clarity and transparency about learning objectives, assessment criteria, and educational outcomes, fostering informed decision-making and active participation in the educational process.

**Research and Evidence-Based Practices:** Pedagogical terms are grounded in educational research and evidence-based practices, supporting informed decision-making and the implementation of effective teaching strategies that contribute to student success and achievement.

These types of social-communicative characteristics underscore the importance of pedagogical terms in promoting effective communication, collaboration, and inclusive practices within educational communities. The social-communicative character of pedagogical terms enhances communication, promotes professional development, supports inclusive education practices, and fosters a deeper understanding of educational theories and practices among all stakeholders involved in education.

## CONCLUSION

In conclusion, the social-communicative character of pedagogical terms plays a pivotal role in shaping interactions and fostering effective communication within educational environments. These terms not only establish a shared language and understanding among educators, students, and stakeholders but also support professional discourse, reflective practice, and continuous improvement in teaching and learning. By promoting inclusive and respectful communication, pedagogical terms acknowledge and accommodate diverse perspectives, cultural backgrounds, and learning needs. They facilitate collaboration and the development of learning communities where educators can exchange ideas, share best practices, and collectively enhance their instructional methods.

Moreover, the adaptability of pedagogical terms to different contexts and audiences ensures that communication remains relevant and accessible, whether addressing students of varying ages and abilities, parents, administrators, or policymakers. This adaptability is further enhanced through integration with educational technologies, which enable digital communication, online resources, and virtual learning experiences. Ethical and professional conduct in using pedagogical terms underscores their role in maintaining confidentiality, honoring diversity, and creating a positive and inclusive educational environment. Empowering students and stakeholders with clear and transparent communication about educational goals and outcomes supports informed decision-making and active engagement in the educational process.

Ultimately, grounded in research and evidence-based practices, pedagogical terms serve as

foundational elements that guide effective teaching practices and contribute to student success and achievement. By embracing and effectively utilizing these terms, educators can enhance communication, collaboration, and learning experiences to meet the diverse needs of learners in today's educational landscape.

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