

THE INTERACTION OF LANGUAGE-THOUGHT-CONCEPT CATEGORIES IN THE RESEARCH OF PEDAGOGICAL TERMS

Yusufaliyev Elyorjon Mashrabovich,

A Teacher of Kokand State Pedagogical Institute, Kokand, Uzbekistan
Email address: Elmash_777@mail.ru, Phone number: +998916932303

ABSTRACT

This article explains how language-thought-concept categories are reflected in terminology and their interaction in the research of pedagogical terms through the main conclusions from a scientific point of view.

Keywords: Language, thinking, concept, lexical meaning, lexical category, terminology, term, phrase.

INTRODUCTION

Studying the mechanism of formation of terms is one of the important tools in studying the evolution of the general, national thinking of people. Traditionally, the set of terms related to pedagogy in languages is studied in three main directions:

- From a philosophical point of view;
- From a pedagogical point of view;
- From a linguistic point of view;

It is known that the world of pedagogic terms cannot be studied without determining the sphere of interaction of philosophical categories such as language-thought-concept. Because philosophers have emphasized as an axiom that any concept reflects the general necessary properties of things or events. The formation of concepts is important in long scientific and practical research. Achievements and shortcomings of science and society are summarized in concepts. A number of factors are required for the formation of the concept.

First, the concept must represent the most important aspect of a thing or event, different from any other unnecessary feature.

Secondly, the concept must be formed as a linguistic unit with its own meaning in the world of human thought: By the way, the perception and study of the world is endless, from this point of view, changes can be made to the meaning of some concepts, and their word form can also change.

Each scientific concept performs a number of cognitive functions:

First, the concept is a phenomenon specific to the scientific system and is oriented towards knowledge. Therefore, a set of certain concepts makes it possible to perceive events and phenomena in natural existence.

Secondly, the accumulated experience and knowledge acquired by mankind are stored and recognized in the system of concepts. This will serve as a basis for the future development of science.

That is why understanding is the basis of scientific progress and is a unique tool that regulates thinking. It should be noted that the scientific concept and its system are not subject to the individual's will, it is a means of natural acquisition of knowledge.

The conceptual and terminological system of any field of science is closely related to the scientific development of that field. And all the branches of science go to the theoretical, scientific path through their empirical path. This is a unique path for each discipline. Through the theoretical path, the

scientific direction forms its system of categories, the newly formed concept acquires its word appearance and status. This word is different from other common words in the language. It expresses its own meaning, taking the status of a monosemantic word-term or phrase-term. The monosemantic status, characteristic of the term is one of the main indicators. Of course, a new word-term or phrase-term is formed on the basis of the literary language layer of the national language.

In the scientific lexical system of the language, we can distinguish three relative layers.

The first layer includes general and auxiliary lexical units that are not related to terms.

The second layer is the lexicon of general scientific communication and is used in the conversational speech of representatives of the field of science;

The third layer is the terminological lexicon of a specific field of science. Therefore, the scientific functional nature of the language is mainly realized through terms. However, for the sake of justice, it should be noted that the concept of "term" has not yet been comprehensively defined in linguistics. This situation arises from the extreme complexity of the world of terms.

The well-known terminologist V.P. Danilenko admits that the concept of the term cannot be explained with a single short definition, and gives a description of its nineteen different variants in modern terminology.¹ Based on them, V.P. Danilenko defines the concept of the term as follows. a word or phrase that names special field concepts, requires an explanation.²

But it should be noted that despite the harmony between the meaning of the word and the concept, they are not exactly similar to each other. A concept, as we noted above, is the main distinguishing feature of a thing, a phenomenon, while a scientific term is a word representation of a known thing. From this point of view, the term has a nominative function as a linguistic category.

So:

- The term is an expression of a scientific concept;
- Term specific science complex;
- Member of the system;
- Terms express meanings related to each other;
- The scientific term should ideally be unambiguous; it is better if they do not have synonyms or variants.

Terminology is the science that deals with such language units that are naturally formed in the language. Among the recent definitions of terminology, terminologist V.P. Danilenko's definition is perfect in our opinion, and we have based our research on this idea. "Terminology" - writes V.P. Danilenko, a set of terms in a field of knowledge, units representing their concepts.³

Terminology is a complex of autonomous lexical meaning formed as a central, information-rich part of literary language units. Each discipline has its own system of terms. For example, there is a distinct difference between a humanities terminological system and a technical or medical terminological system. If in the term system of humanities we find more polysemous, synonymous relations, in the system of technical sciences we find such cases less.

It would not be wrong to say that the extensive study of pedagogic terms in world linguistics began mainly in the second half of the last century. Of course, in the years after the Second World War, not only the school education system, but also the number and quality indicators of the professional and higher education systems in all countries of the world went into a very rapid development stage.

¹ Даниленко В.П. Лексика языка науки терминологии. Автореф.дис.докт.фил.наук.1977, 5-бет

² Даниленко В.П. Кўрсатилган манба. – С. 5.

³ Даниленко В.П. Лексика языка науки терминология. Автореф.дис.докт.фил.науки. 1977. – С.15.

There was a demand to study terms related to the science of pedagogy, and this work was carried out in three main directions.

First, the terminological apparatus of pedagogy was studied from a functional and structural point of view.

Secondly, various branching of pedagogic science, that is, general pedagogy, didactic and educational theories were studied.

Thirdly, linguistic analysis of lexical units related to pedagogy was carried out. According to linguist I.M. Kantari, "lexical tools used for teaching and training in both theoretical and practical fields of education are pedagogic terminology."⁴

As can be seen from this definition, the terms of pedagogy are not strictly limited. As a result, in the system of pedagogic terms, we can meet a number of ambiguous, synonymous terms, similar to other humanitarian terms. Such a situation certainly leads to some terminological disputes.

Linguistic classification of pedagogical terms is of not only scientific, but also practical importance based on the above mentioned cases. In our opinion, first of all, it is appropriate to pay attention to the origin, formation of the fundamental terms recognized by all, and to reveal their meaning. Because modern pedagogy has branched so much that as a result each branch has formed its own terminological system.

General pedagogic terms:

- System of terms related to education;
- System of didactic terms;
- Concepts-terms related to preschool and schools;
- Pedagogical terms related to higher educational institutions;
- The system of terms for professional development and retraining;
- System of online teaching terms and others.

The terminological system of all such directions should be a separate object of scientific research.

Based on the above-mentioned considerations, it can be said that the lexical meaning is imprinted in our brain as a template, and when it comes out in our speech, it becomes a concept. Terms have both a lexical meaning and a concept, and at the same time represent a certain phenomenon.

BIBLIOGRPHY:

1. Даниленко В.П. Лексика языка науки. Терминология: Автореф. дис.: докт. филол. наук. – М., 1977. – 41 с.
2. Кантар И.М. Педагогическая лексикография и лексикология. – М: Просвещение. 1968. – 200 с.
3. Ҳайдарова, Гулҳаё. "СОБИР АБДУЛЛА, ЧАРХИЙ ВА ҲАБИБИЙ ҒАЗАЛЛАРИДА ТАСВИР ВА ТАЛҚИН МАСАЛАЛАРИ." FILOLOGIYA UFQLARI JURNALI 6.6 (2021).
4. Ergashev, M., & Moxizarxon, M. (2022). THE CONCEPT OF THE LONDON SCHOOL OF LINGUISTIC. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(11), 110-113.
5. Imomov, Elyor Abdikarimovich. "LINGUOCULTURAL STUDY OF VOCABULARY DESCRIBING PROFESSIONAL TERMS IN THE ENGLISH AND UZBEK LANGUAGES." Oriental renaissance: Innovative, educational, natural and social sciences 2.5 (2022): 1140-1144.

⁴ Кантар И.М. Педагогическая лексикография и лексикология. – М: Просвещение. 1968. – С.75.

6. <https://www.indianjournals.com/ijor.aspx?target=ijor:ajmr&volume=10&issue=1&article=012>
7. Rajapova Malika Ahmadali qizi. "ALLEGORICAL MEANS OF ORAL SPEECH". Galaxy International Interdisciplinary Research Journal, vol. 10, no. 11, Nov. 2022, pp. 824-7, <https://internationaljournals.co.in/index.php/giirj/article/view/2886>.
8. Rajapova Malika Ahmadali qizi. "THE ORIGIN OF ALLEGORY AS A STYLISTIC DEVICE". JournalNX - A Multidisciplinary Peer Reviewed Journal, vol. 8, no. 11, Nov. 2022, pp. 142-5, doi:10.17605/OSF.IO/VQ5CF.
9. Sabirzhanovna, Pazilzhanova Zulfiya. "CRITERIA FOR THE PRESENTATION OF MATERIALS FOR INTERCULTURAL DIALOGUE AND TEXTBOOK ANALYSIS IN TEXTBOOKS." Archive of Conferences. Vol. 22. No. 1. 2021.
10. Shoxistaxon, Xatamqulova. "COMPARATIVE ANALYSIS OF ARTICLES IN ENGLISH AND GERMAN LANGUAGES." Academicia Globe: Inderscience Research 2.05 (2021): 194-196.