



Social Classification and Functions of the Term Related to Pedagogy - In the Sociolinguistic Research Center

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Abstract

We live in such a society that the fields of social science are becoming more relative. An example of such science is sociolinguistics. It is a developing field at the intersection of sociology and terminology. Terminology studies the place of the term in social relations, the development of the term and the functional aspects of the term, and how society serves the term and the term serves the society.

Keywords: *Sociolinguistics; Term and Society; Term and Ideology; Pedagogical Term and People; Dialect, Regional Dialect; Functional and Functional Characteristics of Pedagogical Term*

Introduction

In fact, sociolinguistics should be considered as a study of the social conditioning of the term, the influence of the term on the society and society on the term from the point of view of formation, construction, and development. Because sociolinguistics studies the laws of life on the basis of term facts, it is necessary to understand its specific features. First of all, the naming of sociolinguistics under several terms is a clear example of this. In particular, naming with terms such as "social function of the pedagogical term", "social terminology", "sociality of terminology", "philosophical terminology", "sociality of the term", "socio-linguistics" is a proof that they have their own characteristics.

In the 1920s and 1930s, Russian linguists studied this subject under two names. Terms such as "Sotsialnaya lingvistika" and "Sociolinguistics" were created in connection with the spirit of that time. Later, more precisely, by the 50s, it was considered a good option to apply the term "Sociolinguistics" to life. Because the term is closely connected with life and society, the emergence of national traditions and national values is compatible with the term sociolinguistics.

The Main Results and Findings

The issue of the term and its essence is the main theoretical issue of terminology. He has been cooperating with the term throughout its history. It remains a central problem in terminology in the 21st century.

The scientific understanding and understanding of the pedagogical term depends on answering two questions:

1. What is a pedagogical term, what is its nature and what characteristics of a pedagogical term mean its essence;
2. How is the pedagogical term related to other social and natural phenomena and how does it differ from them;

If we take the epistemological approach from the point of view of our work, the term is defined by consciousness or generated by consciousness. The term is defined and used as a means of various forms of consciousness or thinking. According to the ontological approach, the pedagogical term is that some objects have a special system and special internal laws of development.

In the social nature of the pedagogical terminology, we decided that the concepts of the genealogical direction are divided into two types:

- 1) It is permissible to describe "as a media weapon" or "instrumental", "pedagogical term - weapon of thought" and "weapon of consciousness", "pedagogical term - tool of social communication" and "creative weapon".
- 2) "Reflective" or "regarding worldview", i.e. "pedagogical term - reflection of national identity or national spirit" is "pedagogical term - reflection of reality".

The reason why we were the first to recognize the term pedagogy as a social phenomenon, during our research in this field, we encountered pedagogical terms in many situations of our social life. But recognizing the social character of pedagogical terms and giving a statement about them caused some difficulty. According to our opinion, it is appropriate to focus on the "speaking individual" and not on the pedagogical term, but on the speech of individuals. When it comes to the pedagogical language of the community (village, city, people, nation), we recognize it as a specific artificial situation. We witnessed the connection with the relations of "pedagogical terms - history and culture" which are popular in terminology. It is worth saying that if we look at the comparative-historical terminology, we have seen that it is possible to deviate from the concept of the influence of extralinguistic factors in the development of popular terms in the formation of pedagogical terms.

In the process of studying sociolinguistics as a science, its universal and political features, including term and society, term and ideology, term and thinking, term and nation, term and age, term and gender, term, term development planning in state institutions, as well as term Philosophical features should be studied. Especially, in the eyes of many terminological scientists, the view of "sociolinguistics" as a philosophical terminology means that this science is inextricably linked with other sciences. And we learn to correctly evaluate and define the social issues of pedagogic terms inextricably linked with the development of life and society.

In particular, O.S. In Akhmanova's dictionary, the term "sociolinguistics" is called "social linguistics" as "the sociality of terminology". Firstly, the study of the role of the term in universal human relations, the interdependence of the characteristics between the term and society, and secondly, the various functional characteristics and relevance of terminology in social relations (for example: social dialect, regional dialects, slang and slangs, etc.). In the second situation, the characteristics of social dialects that define the essence of social terms are understood not only as a social dialect (professional speech, koynе, etc.). It seems that the main problem of sociolinguistics is to study the relationship between "language and society". Therefore, this connection between the term and the relations of society is an integral part of the development of the term and society.

It is permissible to emphasize the sociolinguistic subject of terminology as follows, that are:

1. The differentiation of the social term serves for the class society and studies its historical layers.
2. It serves as a factor determining the development of social strata of the term, its past history.

In particular, terms related to the field of pedagogy serve everyone, that is, workers, peasants, servants, intellectuals, and apply the following functions:

- a) Basis of term factors in social relations, including the issue of term construction;
- b) Understanding the general functional parts of the term;
- c) The role of the term in the development of society, the task of sociolinguistics in determining the laws of the general term, is to define social relations based on the factors of the term.

Based on these considerations, it should be noted that the following goals and tasks are based on the study of the social nature of pedagogic terms:

1. The social function of the pedagogical term is that it depends on specific historical norms in terms of its formation;
2. Life manifestations of the pedagogical term, its literary and non-literary forms, live speech, regional and social manifestations;
3. The social, functional (functional) and territorial divisions of the pedagogical term, the influence of the social environment and forms of speech on the socio-methodical division of the term;
4. The social communicative (communication) system of the pedagogical term, its parts, duality and diglossia (use of two forms of the same term);
5. The social formation of the development of the pedagogical term: clan-tribe, nation, nation terms, inter-national terms, intermediate (intermediary) terms.
6. Pedagogical term is multivariate speech of the speaker according to social characteristics (age, knowledge, task);
8. Sociolinguistic classification of the pedagogical term, globally and in the future;
9. The problem of international media pedagogical terms. Tasks of interlinguistic terms;
13. Construction of current sociolinguistics. Synchronous and diachronic principle of pedagogical term;

Terminology, as a secondary material system, has its own system, that is, integral parts. It is based on the non-separation of the signs present in these terms, and is based on the fact that they are commonly used in a specific relationship and action. The terms used in any field are a whole object, consisting of interconnected elements.

Everything in terminology is subject to change. It is constantly changing, but at the same time it is very fixed. In other words, in any historical period, the term is inherently constant and at the same time changing. Each era has a permanent effect on terminology. Representatives of each generation have their own influence of the term - although this is not actually manifested in lexical and grammatical features, it certainly has the power to influence the social nature of terminology and the character of speech use. Therefore, the social nature of terminology is a continuous creative process and as an activity of constant creativity, terminological materials are used as an expression of thought.

Terminology is a phenomenon with a very complex content, and it can be interpreted from different points of view depending on which side of the term is used. From this point of view, the definitions can be in the following directions:

- 1) From the point of view of functions specific to the social nature of terminology;
- 2) From the point of view of the mechanism of organization of the social nature of terminology: a term is a collection of several units, the correct use of these units, that is, the combination of units is justified, these units are known by the speaker formed only in time;
- 3) From the point of view of the existence of the social nature of terminology: the term is the product of the formation of term units by connecting the sound material with the meaning of the skills of the social group;
- 4) The concept of the semiotic point of view in the social nature of terminology: the term is a system of signs, that is, a system of material premeds (sounds), which has the property of meaning another concept or thing that exists outside of itself;
- 5) From the point of view of the theory of information specific to the social nature of terminology: the term is a code through which semantic information is encoded;

It is clear that it is impossible to give a complete definition of a social phenomenon in terms of one definition. Therefore, in the scientific environment, the shortest definition is used in the following order. In pedagogical terminology, the social feature is the most important means of human communication. This definition is specified in a certain way depending on the need.

At the same time, there are still certain difficulties in fully solving the problem of its social nature in pedagogical terminology, its application to different environments and layers, situations and situations. At the same time, the social nature of terminology is not limited to showing its existence, i.e., a certain "socially diverse" part of the terms. The social nature of terminology is interpreted through the recognition of external conditions, entering into the social essence of the term and all its functions, i.e. structural-semantic, stylistic, pole-semantic, etc., and analyzing all the conditions of its existence.

F. de Saussure ends his famous "Course of General Linguistics" with the idea that the only and true object of linguistics is the language that is being built in itself and for itself. This causes problems of the social aspect. At this point, we will not be mistaken if we say that the term itself causes a social phenomenon at the highest level. Since people serve as a means of communication, it is natural to ask how linguistics can be limited to the study of the term "in itself and for itself".

Thus, pedagogues studying terminology as the "strictly external sphere of the pedagogical term" do not associate grammar with society if they recognize the social aspects of the term. Of course, it is impossible to connect a student or pupil, time or inclination with the social system, etc. But there are such pedagogic terms that have been absorbed not only in the field of pedagogy, but also in the social field of society as an active universal term.

In terminology, the world of things and the world of thoughts exist in parallel. The connection between the history of the emergence of pedagogical terms and the history of the people is manifested through conscious development. Changes in pedagogical terms depend on the development of human consciousness, the ability of human consciousness (which grows with the process of historical development of society) to abstract.

Conclusion

The functioning of the term environment and the nature of similar activities apply equally to term and other "many activities". We can witness that the conditions of activity of terminology, its different styles, and variants of methods are determined by the conditions of society's life, i.e. social conditions. We found it appropriate to generalize the essence of the social nature of the terminology and describe it as follows. The internal laws of the development of terminology, like its other laws, serve the social environment. Until now, this topic has remained largely unexplored and unsubstantiated. Our goal is to reveal the role of this terminology in the social sphere.

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