

## CLASSIFICATION OF PEDAGOGICAL TERMS IN ENGLISH AND UZBEK

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### ABSTRACT:

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*In this article we will focus on the opinions of linguists on the definition of thematic groups characteristic of the terminological system, the principles of their construction.*

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#### KEYWORDS:

*pedagogy,  
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**INTRODUCTION.** In today's era of globalization, the assimilation of new terms from different languages is a natural process. In particular, in the process of adapting pedagogical terms from English to Uzbek, the issue of adapting terms to national identity is gaining relevance. This process involves not only linguistic, but also cultural and historical aspects.

#### Literature analysis and methodology

Pedagogical terminology is actively used in all aspects of the educational system. At the beginning of the last century, as a result of the growth of the national consciousness of the peoples of Turkestan, the reform of schools and madrasas, the wider teaching of secular knowledge in them, the need for pedagogical terms went to the fore. The new Muslim schools of Behbudiy, Shakuriy, Ayniy, Hamza, Munavvar qori, Avloniy and Bosha, opened in Russia, Crimea, Orenburg, got acquainted with their teaching and teaching methods and began to open schools adapted to local conditions. As a result, textbooks and manuals suitable for these schools were created, and for the first time in these textbooks, special terms for interpretation began to be formed. As the differences between the term and ordinary words are identified, their distinctive features are revealed. The term should be structurally compact, short and comfortable.

— One of the tasks of modern terminology is the study of the historical and etymological properties of terms. Therefore, the development of terminology in every field and in every language is associated with the further improvement and modernization of that field. - The terminology of each language is part of the national language system".

In this study, terms related to the field of pedagogy in English and Uzbek were studied in a comparative way and identified similar aspects. First of all, the similarity (isomorphism) inherent in the structure of terms related to the field of pedagogy, collected in English, was classified:

In English:

1. Simple pedagogical terms \ simple pedagogical terms. 157 ta: book, paper, school, subject.

2. Pedagogical terms \ derivative pedagogical terms, 476 identified: activity, learning, paralanging ability, repetition, teacher, student, writer, consequences;

3. Joint pedagogical terms \ combined pedagogical terms 174: right-hand, left-hand, handwriting, whiteboard; blackboard;

4. Terminological phrases \ terminological phrases 224: introduction-active interest in sth-active anise with something; take - start and start-new activity-show with new activity;

Reading sth. read a lot about it; lagging behind-achieving less progress than other people;

5. Terminological compounds \ terminological compounds 316: Active Learning; Authentic Assessment; Blended or Hybrid Course; Culturally Responsive Pedagogy; Experiential Learning;

It is worth noting that in English, terms related to the field of pedagogy can be divided into five groups according to their structure.

When classifying terms related to the field of pedagogy according to their structure, we have witnessed the numerous Organization of joint terms and expressions between them. It is known that compound terms are the most relevant and controversial issue in the system of scientific and technical terminology, and in a number of work of linguists, the idea that compound terms appear in comparison with compound words in a general language is a priority.

When terminological compounds related to the field of pedagogy in Uzbek are classified according to the structural aspect, they are classified into the following types:

1) simple pedagogical terms;

2) yasama pedagogical terms;

3) joint pedagogical terms;

- 4) pair pedagogical terms;
- 5) pedagogical terms with complex combinations.

We have identified the terms related to the field of pedagogy in our language in terms of similarity and explain the results of our research well:

1. Simple pedagogical terms (248): pen, book, magazine, document, pen, board, grade;
2. Yasama pedagogical terms (235): teacher, educator, on duty, part-time, roommate, classmate, teaching, encouragement, debate, upbringing, evaluation, professionalism;
3. Joint pedagogical terms (74) moqalam, intermediate control, psychodiagnostics, re-appropriation, pedocentrism, tiflopedagogy, oligofrenopedagogy;
4. Double pedagogical terms (115) self-awareness, self-assessment, moral education, pedagogical activity, mental education, non-interrupted education;
5. Complex compound pedagogical terms (997) state educational standard, didactic system of the teacher, theory of education, methods of organization and implementation of educational and cognitive activities, principles of social cultural education, educational system of the educational institution, respect for the personality of the child, reasonable requirements for it;

We have witnessed that the main part of the terms related to pedagogy in Uzbek is formed by terms borrowed from English and equivalent pedagogical terms formed from the content of these terms. For example: motivation, training, briefing, accreditation, asset.

- The terminological compound consists of several components bo lib lib, which can be exchanged for synonyms.

There are pedagogical terms yasama in English and Uzbek, and they are widely used in the field of pedagogy.

### **Conclusion**

When concluding. The translation of English terms for pedagogy into Uzbek is relevant for several reasons. In particular, the system of terms in any language is involved in the creation of a linguistic image of the universe for persons speaking that language. The pedagogical terminology of the English language manifests a linguistic image that reflects the conceptual world of education and upbringing of the English people. Therefore, in terms in the field of pedagogy in the Uzbek language, the system of words and terms used in education, upbringing, teaching and theory, and in practice is explained. The Uzbeks must have an idea of the image, its structure, components, and the functional role of the elements there in order to gain knowledge of the English system of Education.

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