

Functional-Semantic Features of Pedagogical Terms in English and Uzbek Languages

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Abstract— Today, the formation of young people as highly spiritual, always independent in public and political life, as a person with professional skills is the most important issue that determines the present and future of our country. Personality development is a broad concept that includes issues of direct education and upbringing. The history of pedagogy has studied the development of educational schools and pedagogical theories in various historical periods from ancient times to the present day. He revealed the limited historical nature of the theory and practice of education in a class society, the historical laws in the development of the theory and practice of education, the struggle of reactionary theories of progressive pedagogical theories. It is impossible to solve the problem of educating young people in the spirit of independence in today's society without knowing how the theory and practice of educating the younger generation has developed in the past.

Keywords— language, state language, Uzbek people, Alisher Navai, motherland

1. INTRODUCTION

The development of the theory and practice of education in the historical period has been studied in the history of pedagogy. The first forms of education appeared in primitive society: the older generation tried to teach the younger generation the experience gained in the process of menat. During the period of slavery, various pedagogical views on education in the world emerged. In the works of the ancient Greek philosophers Democritus, Plato, Aristotle, and others, opinions were expressed on the content and means of the purpose of education.

The ideas of the ancient Greek philosophers about the unity of mind, moral and physical, based on the principles of pedagogical unity in education, played an important role in the development of pedagogical thinking. During the feudal society, education was divided into the feudal system and the religious ideology. In Central Asia, in particular, reactionary forms of mysticism have had a profound effect on schools and madrassas.

Islam raises the demand for knowledge to the level of worship, and puts the demand for knowledge above voluntary prayer. According to Islamic teachings, men are also educated, women also have equal rights.

Ilm - ulug hikmat, ilm - iymon, e'tiqod. Science is great wisdom, science is faith, belief. The Prophet Muhammad (peace and blessings of Allaah be upon him) said: "An hour of study is better than a night of prayer. It is better to study science one day than to fast for three months" he said.

„Bir soat ilm o'rganish kechasi bilan namoz o'qib chiqqandan afzaldir. Bir kun ilm o'rganish uch oy ro'za tutgandan yaxshiroqdir", „Ilm-u hunarni Xitoydan bo'lsa ham borib o'rganinglar", - deydilar.

Nizomiddin Alisher Navoi, the founder of Uzbek literature, poet, scientist, enlightener, philosopher and musician, was born and lived in Herat. He is known in his major educational and moral works, such as "Hamsa", "Mahbub ul-qulub", as well as in "Munojot", "Waqfiya", "Majlis un nafois", "Muhokamat ul-lug'atayn" and Abdurahman. The translation of Jami's work, Arba'in, expresses his views on education, such as the Chihil Hadith (forty hadiths). Alisher Navoi in his works of art created the image of a perfect man and expressed his views on education, and in his educational and moral works he describes the content, ways and methods of forming a perfect man.

Alisher Navoi highly valued human thinking, intellect, knowledge and scientific knowledge. He writes, "Knowledge and wisdom are the adornment of man." «*Bilim va donishmandlik insonning bezagidir*» deb yozadi. (*bilim- knowledge.*)

A. Navoi attaches great importance to the upbringing of children and their formation as a person, describing the pupil as a "the light of life (*hayot chirog'i*)" A child is a gift that brings happiness and bliss to the family. According to him, it is necessary to show knowledge, information and upbringing to a person from an early age, and to give boys and girls from the age of 6 to an educator, a teacher.

Navoi also pays special attention to the application of his knowledge in life, the application of what he has learned. For example, in Mahbub ul-Qulub, he says that a person who does not study science and use it does not seem to have plowed or sown and reaped the harvest. Alisher Navoi emphasizes the need for teachers, educators and mentors to be well-educated and well-

mannered in order to provide in-depth knowledge to young people. He criticizes ignorant, fanatical, ignorant teachers and says that a teacher should be an educated teacher who knows how to teach. Such teachers emphasize that their students will always have a bright face and will always be honored and respected.

“Haq yo'lida kim senga bir harf o'qitmish ranj ila Aylamak bo'lmas ado oning haqinyuz ganj ila”.

“harf”-letter.(*Harf-alifbo sirasida bo'lgan, yozuvda nutq tovushlarini (fonemalarni), ularning variantlari va ba'zi bir qo'shilmalarini ifodalash uchun xizmat qiladigan bosma yoki yozma grafik belgi, (A letter is a printed or written graphic symbol in the alphabet that serves to represent speech sounds (phonemes), their variants, and some compounds in writing)*“o'qitmish”-teach, yani ta'lim berish nazarda tutilyapti.

In particular, Farobi stressed the need for a combination of physical, mental, aesthetic and moral education for a person to be spiritually mature and perfect. Eastern thinkers emphasized that man is capable of acquiring any knowledge through the mind and firmly believed in human ability. In Kalila and Dimna, as well as Kaykavus, Kobusnoma, Nizamul Mulk's Siyosatnoma, Nasir Khisrav's Saodatnoma, Rushnoinoma, Yusuf Khas Advanced pedagogical views and pedagogical methods used in the educational process in the works of Hajib "Kutadigu Bilig", Mahmud Kashkari "Devoni Lugotit-Turk", Ahmad Yugnaki, "Hibbat ul Hakoyik", "Alisher Navoi" Mahbub-ul Kulub " we can see the terms For example: **“Xirad”**-(aql) mind. **“Takallum”**-(nutq,gapirish) speech or speaking, used pedagogical terms such as.

The words of the great poet of the East Abulkasim Firdavsi, written in his book **“Shohnama”**(*Shox kitob*) called "The Horn Book", the eternal words of the mind, the definition of intelligence, the call to be wise are a unique appeal to young people: God is the highest of blessings perception, **“Aql”** -intellect.

*“Aqlni vasf etar kimki dili pok.
Aql bir tirik jon, bilmaydi zavol,
Aql turmush asli, buni yodlab ol.
Aql yo'l kursatib, dilni etar shod”¹*

The interaction of terms used in pedagogy with the lexicon of the common language, which forms the lexical semantic group, is also inevitable, so there are significant semantic shifts in them. This is what triggers the secondary nomination process. A study of the ecology of languages belonging to different systems has also shown that in addition to the basic meaning of ecological terms belonging to different LSG languages, the meanings of connotative emotional evaluation are also added. This can be explained by the fact that pedagogical terms and the concepts they express are the result of a person's negative or positive influence on the educational process. Accordingly, this process can be divided into two major lexical semantic groups (LSG):1) positive pedagogical units (ijobiy ma'noga ega pegagogik birliklar); **knowledgeable**- bilimli, **active-faol**, **giftedness-iqtidorli**, **curiosity-qiziquvchanlik**.

2) negative pedagogical units (salbiy ma'noga ega pegagogik birliklar). For example: **“Falsity”**- *yolg'onchilik* –a conscious distortion of reality for the sake of achieving the desired goal, self-affirmation in the eyes of others or the desire to avoid undesirable consequences. **“Evil”**-*Yovuzlik*-the idea what is opposed to the moral idea.

The first group, in turn, is divided into the following microgroups: a) verbs with a positive meaning; b) names of educational institutions; c) methods used in the educational process, d) techniques and tools used in the pedagogical process; d) Names of employees engaged in educational activities; The pedagogical terms belonging to the second group consist of the following micro groups:

a) verbs meaning negative. b) pedagogical disasters; c) pedagogical terms denoting human activity. Research has shown that pedagogical terms have more positive and meaningful words than negative pedagogical terms. We can see that the multiplicity and ever-increasing number of such pedagogical terms is largely due to concepts such as pedagogical innovations, innovative technologies, and pedagogical skills.

It is no exaggeration to say that the radical reform of the education system has become the most important factor and a solid foundation for changing the minds and worldviews of our people, increasing their political and civic activism, confidence in their future. It is not up to linguists alone to reverse or develop this process. At the same time, it is necessary for the whole society to focus all its social efforts on achieving this noble goal. Let's take a closer look at the LSGs of the pedagogical terms listed above in Uzbek and English.

Positive pedagogical terms are common in English and Uzbek. They are divided into 5 subgroups. That's almost half of the words (of all languages) we check. They are simple in structure, artificial and compound words. In English, most of these

¹ Abulqosim Firdavsiy, " Shoxnoma"

words are prefixed. They have suffixes in Uzbek.

Suffix pedagogical terms abound in both English and Uzbek. Here are some examples of the most active suffixes: In English -ion, -ty, -ate, -er ("*Teacher*"-*O'qituvchi*), -iest, -ism. In Uzbek: -la, -moq, -lashtirmoq, o'zlashtormoq, o'qitmoq, talab qilmoq, qiziqitmoq.

"Abbreviation"- *Abbreviatura*, abbreviature (Italian abbreviature; Latin brevis-short) is a word formed by the abbreviation of the word or phrase and read by the alphabetical name of the initial letters by the initial sounds of the words entering it, i.e. This is an abbreviated spelling of a word or groups of words.

"Habilitation"- *Abilitatsiya* (from the France. "Habile"- skillful, abroit)- is the acquisition of the qualification that meets modern requirements. Each teacher needs personal and professional habilitation to his activities or develop a fundamentally new individual pedagogical trajectory, which is very important for the humanization of education.

"Abstraction"-*Abstraktilashtirish*.1) The process of abstraction from a number of properties and relationship of the phenomenon under study with the simultaneous isolation of properties of interest to the researcher.2) the research method, consisting in the isolated consideration of one selected parameter in the absence of all the others.

"Illustrating"-(from the Latin illustration-light, explain, image, visual explanation)-1)method of teaching, which provides for the display of object and processes in their symbolic image (photos, drawings, schemes, etc.); 2) a specific area of book graphics).

"Evaluation"- *Baho*.-The procedures used to determine the compliance of the trainee in accordance with predefined criteria; determination of the degree of mastering knowledge, skills and habits.

"Difficulties"-*qiyinchilik*-a break in activity, coming in connection with the psychol, obstruction or hindrance. They can arise both for objective reasons (eg, the teacher, due to lack of professional competence).

Conclusion

So, pedagogy cannot be imagined without special terms. At the same time, it can be concluded that in the lexicon of the modern Uzbek language there is a special terminological system - pedagogical terminological system, which is used in practice. From the point of view of cognitive linguistics, the process of creating a nominative unit is studied in close connection with the processes of processing, organizing and preserving knowledge in the human brain, their reflection in linguistic forms, conceptualization and categorization. The characteristics of nomination by terms are determined during the analysis of how new terms are formed in different ways. The similarity of associations that create terms belonging to different languages is due to the universality of semantic shifts, which in turn is explained by the universality of the thought process specific to different languages. Associative relationships often take on a national character and expression, and the use of common words as pedagogical terms is one of the most common ways of creating terms in terminology.

Conclusion.

It is impossible to imagine the development of a society without the development of people's knowledge, science and practical skills. People who do not have certain spiritual needs and high moral qualities do not have the desire to study science, to work honestly, to acquire a profession, to improve their skills. Therefore, at all stages of the development of society, it is necessary to first educate young people, that is, to form in them a passion for education, and then in the process of educating them to pay attention to pedagogical terms and their classification.

2. REFERENCES

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