QARSHI DAVLAT UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI DSc 03/2025.27.12.Fil.11.05 RAQAMLI ILMIY KENGASH

QARSHI DAVLAT UNIVERSITETI

NIZOMOVA MOHINUR BARATBOYEVNA

PEDAGOGIKAGA OID TERMINLAR RIVOJLANISHIDA SOTSIOLINGVISTIK VA PRAGMALINGVISTIK YONDASHUV (INGLIZ VA O'ZBEK TILLARI MISOLIDA)

10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik

FILOLOGIYA FANLARI doktori (DSc) dissertatsiyasi AVTOREFERATI

Qarshi – 2026

Filologiya fanlari doktori (DSc) dissertatsiyasi avtoreferati mundarijasi
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Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida tillararo muloqotning rivojlanishi hamda madaniyatlararo aloqalarning kengayishi ta'lim tizimida yuz berayotgan yangilanishlarni izchil lingvistik asoslash zaruratini kuchaytirmoqda. Pedagogika sohasida qo'llanilayotgan terminlarning umumiste'mol doirasiga kirib borishi ularni ilmiy mezonlar asosida tavsiflash, mazmuniy chegaralarini belgilash va qo'llanish me'yorlarini aniqlashtirishni taqozo etadi. Pedagogik terminlarni kontekstual hamda pragmatik jihatdan chuqur tahlil qilish, sotsiolingvistik va pragmalingvistik yondashuvlarni uyg'unlashtirish, pedagogika termin tizimi birliklarining kommunikativ-lisoniy va lingvomadaniy xususiyatlarini izchil yoritish dolzarb masala sanaladi. Binobarin, ushbu terminlar orqali turli tillarga xos ta'limiy yangilanishlar o'rtasidagi aloqalarni tadqiq etish va ilmiy asoslash muhim ahamiyat kasb etmoqda.

Dunyo tilshunosligida pedagogik terminlarning shakllanishi va taraqqiyoti sinonimiya, omonimiya, morfologik, struktur-semantik, lingvostilistik hamda leksikografik masalalarga doir ilmiy tadqiqotlar ko'lamini kengaytirdi. Bugungi kunda mazkur sohaga oid birliklarning leksik-frazeologik, universal, differensial hamda tavsifiy-tasnifiy belgilari yuzasidan izlanishlar olib borilmoqda. Ingliz va o'zbek tillarida milliy tabiati jihatidan farqlanuvchi pedagogik terminlar rivojini sotsiolingvistik va pragmalingvistik nuqtayi nazardan tahlil qilish ta'lim jarayonining muhim tarkibiy omillaridan biri sanaladi. Pedagogik terminlarning tushunarli hamda milliy madaniyatga mos qo'llanishini tavsiflash, ularning kognitiv-kategorial tamoyillarini yoritish, inson tafakkuri va mantiqiy faoliyati verballashuviga tayanuvchi pragmatik belgilarning qiyosiy tahlili Sharq va G'arb madaniy-lisoniy voqeligini ilmiy asosda talqin etishga xizmat qiladi. Zero, ta'lim jarayonining samaradorligini oshirish, yangi texnologiyalardan foydalanishni tizimlashtirish hamda me'yorlashtirish sharoitida terminlarning ijtimoiy-kommunikativ qiymatini aniqlash va innovatsion taraqqiyot istiqbollarining ommalashuvi uchun zarur ilmiy asoslarni belgilash tadqiqotning nazariy-metodologik poydevorini belgilaydi.

Yangi O'zbekistonda ilg'or xorijiy tajribalar asosida ta'lim va tarbiya nazariyasini rivojlantirish, pedagogikaga doir terminlarning yangi avlodini yaratish asosida malakali kadrlarni tarbiyalashga alohida e'tibor qaratilmoqda. O'zbek tilidagi turli yo'nalishlarga doir terminlarni sharhlash hamda o'zbekcha atama va tushunchalarni yaratish, ularni amaliyotda qo'llash borasida izlanishlar olib borilayotgani terminologiya sohasidagi jiddiy o'zgarishlar bilan bog'lanadi. O'zbek tilshunoslik fanining barqaror rivojlanishi esa terminologiya sohasida ilmiy muammolarni nazariy jihatdan o'rganish masalalarini kun tartibiga qo'ymoqda. Shunga ko'ra pedagogika sohasiga doir terminlarning sotsiolingvistik va pragmalingvistik jihatlarini atroflicha ko'rib chiqish zarurligi, xususan, "…boshlagan islohotlarimizni davom ettirishimiz, ta'lim dargohlariga borib, o'qituvchi va murabbiylar bilan ko'proq muloqot qilib, o'quv-tarbiya ishlari sifatini

oshirish bo‘yicha ular qo‘ygan masalalarni birgalikda hal etishimiz kerak[1]” degan fikr bilan ham tasdiqlanadi. Shu asoslar pedagogik terminlarning me’yoriy qo‘llanishini lisoniy jihatdan aniqlashtirish zaruratini taqozo etmoqda.

O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi PF-5847-son “O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi, 2020-yil 20-oktabrdagi PF-6084-son “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”gi, 2022-yil 28-yanvardagi PF-60-son “2022-2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi, 2023-yil 11-sentabrdagi PF-158-son “O‘zbekiston – 2030” strategiyasi to‘g‘risidagi farmonlari, 2018-yil 5-iyundagi PQ-3775-son “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”gi, 2021-yil 19-maydagi PQ-5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi qarorlari, Vazirlar Mahkamasining 2017-yil 11-avgustdagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori hamda sohaga oid boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalari rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma’naviy-ma’rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Dissertatsiya mavzusi bo‘yicha xorijiy ilmiy tadqiqotlar sharhi[2]. Pedagogikaga oid terminlar rivojlanishida sotsiolingvistik va pragmalingvistik yondashuvni tadqiq etishga qaratilgan ilmiy izlanishlar jahonning yetakchi ilmiy markazlari va oliy ta’lim muassasalari, jumladan, Oksford universiteti (Buyuk Britaniya), Indiana universiteti, Kaliforniya universiteti, Kolumbiya universiteti, (AQSh), Toronto universiteti (Kanada), Moskva davlat universiteti, Sankt-Peterburg davlat Sharqshunoslik instituti, Oltoy davlat universiteti, Dog‘iston davlat pedagogika universiteti (Rossiya), T.Shevchenko nomli Kiyev milliy universiteti (Ukraina), Anqara universiteti (Turkiya), Xo‘jand davlat universiteti (Tojikiston), O‘zbekiston davlat jahon tillari universiteti, O‘zbekiston Respublikasi Fanlar akademiyasi O‘zbek tili, adabiyoti va folklori instituti, Qarshi davlat universiteti, Navoiy davlat pedagogika institutida (O‘zbekiston) olib borilmoqda.

[1]Mirziyoyev Sh.M. O‘zbekiston Respublikasi Oliy Majlis va O‘zbekiston xalqiga Murojaatnomasi. 20.12.2022. https://president.uz/oz/lists/view/5774

[2]Dissertatsiya mavzusi bo‘yicha xorijiy ilmiy tadqiqotlar sharhi: https://www.dissercat.com/ , https://www.twirpx.com/files/science , www.amozon.com , www.britanica.com , www.cambridge.org , https://diss.natlib.uz , https://ziyonet.uz/search kabi manbalar asosida amalga oshirildi.

Dunyo tilshunosligida pedagogikaga oid terminlar tadqiqiga doir muhim xulosalar chiqarilgan: ta'lim sohasi terminlari tizimli va ierarxik birlik sifatida talqin qilinib, ularning leksik-semantik xususiyatlari rivojiga ekstralingvistik omillar sezilarli ta'sir ko'rsatishi asoslab berilgan (Tojikiston Milliy universiteti, Tojikiston); mazkur soha terminlari xronologik va tasnifiy asosda tahlil qilinib, ularning kelib chiqish manbalari, ichki resurslar orqali yasalish usullari, leksik-semantik hamda struktur-grammatik xususiyatlari aniqlangan (Ozarbayjon Davlat Pedagogika Universiteti, Ozarbayjon); pedagogika terminologiyasi ko'pmadaniyatli ta'lim makoni sharoitida integrativ tizim sifatida yoritilib, uning integrativ mezonlari belgilangan, terminologiyani leksikografik manbalarda berish tamoyillari hamda uni qo'llab-quvvatlovchi ochiq xalqaro axborot-leksikografik resurs konsepsiyasi taklif etilgan (M.V.Lomonosov nomidagi Moskva davlat universiteti, Rossiya) va boshqalar.

Bugungi kunga kelib, pedagogikaga oid terminlar rivojlanishida sotsiolingvistik va pragmalingvistik yondashuv doirasida qator, jumladan, quyidagi ustuvor yo'nalishlarda ilmiy tadqiqotlar olib borilmoqda: yangidan-yangi ta'lim tushunchalari uchun terminlarning maqbul variantini tanlash, taklif etilgan terminlarning real nutqiy muomalada qo'llanishi va pragmatik qiymatini aniqlash, ularning sermahsul yasash modellarini belgilash, terminlarning tilga singish darajasi yoki iste'moldan chiqish omillarini izohlash, variantdorlik va sinonimiyani tartibga solish, terminlarni standartlash, shuningdek, tarjima jarayonida termin izchilligini ta'minlash.

Muammoning o'rganilganlik darajasi. Jahon tilshunosligida terminologiya va uning nazariy asoslari, rivojlanish qonuniyatlari, maxsus fanlarga doir atama hamda tushunchalarni tizimlashtirish, shuningdek ularning pragmatik jihatlarini tahlil qilish masalalari izchil o'rganilgan. Ayniqsa, pedagogika sohasiga doir terminlarning mazmuni, ularning sharhi, struktur-semantik tahlili, tarjima muammolari hamda leksikografik talqini Diane Larsen, Paul James, Rupert Wegerif[1] kabi mutaxassislar tadqiqotlarida yoritilgan. Rus tilshunosligida esa universal hamda maxsus terminologiya bo'yicha tizimli ilmiy tadqiqotlar amalga oshirilgan[2].

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[2]Лату М.Н., Раздуев А.В. Терминоведение: частные вопросы развивающихся терминологий: учебное пособие к лекционному курсу «Общие и прикладные аспекты терминоведения». – Пятигорск, 2011 – 132 с; Шелов С.Д. Термин. Терминологичность. Терминологические определения. Серия: Филологические исследования. – СПб:

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O‘zbek tilshunosligida esa terminologiya sohasi va uning ilmiy-nazariy masalalari A.Qosimov, P.Nishonov, X.D.Paluanova, S.T.Musayeva, G‘.Abdurahmonov, O.S.Axmedov, G.M.Ismoilov, Z.Q.Teshaboyeva, H.Dadaboyev, I.T.Xaydarov, N.S.Atayeva[1] kabi olimlar tadqiqotlarida alohida e’tibor markazida bo‘lgani kuzatiladi. Bu borada I.R.Ermatov, D.X.Kadirbekova, M.U.Saidova, M.K.Omonova, Z.S.Alimova[2] kabi tadqiqotchilarning ilmiy

Филол. факультет СПБГУ, 2003. – 280 с; Циткина Ф.А. Терминология и перевод: (К основам сопоставительного тер-миноведения). – Львов: Вища школа, Изд-во при Львов. гос. ун-те, 1988. – 162 с; Ахманова О.С. Словарь лингвистических терминов (Book Review). – Том 35, 1967. – С.170 - 510; Лейчик В.М. Терминоведение: предмет, методы, структура. – М.: URSS,2007 – С.20-84; Головин Б.Н., Кобрин Р.Ю. Лингвистические основы учения о терминах. – М.: Высшая школа, 1987. – 104 с; Буянова Л.Й. Термин как еденитса логоса [Term as the unit of logos]. – Краснодар, 2002 – С.45; Избранные труды. История русского литературного языка. – М., 1988. – С.10-14; Володина М.Н.Теория терминологической номинации. – М.: Издательство Московского университета, 1997 – 180 с; Татаринов В.А. Теория терминоведения: в 3 т. Т.1.Теория термина: история и современное состояние. – М.: Московский лицей, 1996. – 311 с; Кияк Т.Р. Лингвистические аспекты терминоведения. – Киев: УМКВО, 1989 – 103 с.

[1] Косимов А. Ҳозирги ўзбек тилидаги фарматсевтика терминологияси: Филол. фан. номз. диссер. автореф. – Тошкент, 1982. – Б.88; Нишонов П. Француз ва ўзбек тиллари юридик терминологиясининг қиёсий-типологик тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2009. – В.25. Палуанова Х.Д. Экологик терминларнинг деривацион-семантик хусусиятлари (ўзбек, қорақалпоқ, инглиз ва рус тиллари мисолида): Филол. фан. док. (DSc) диссер. автореф. – Тошкент, 2016. – Б.88; Мустафаева С.Т. Хитой тилшунослик терминологияси: Филол. фан. бўйича фалс. док. (PhD) диссер. автореф. – Тошкент, 2017. – Б.42; Абдураҳмонов Ғ. Терминология муаммолари //Ўзбек тили терминологияси ва унинг тараққиёт переспективалари: Биринчи Республика терминология конференцияси материаллари. – Тошкент: Фан, 1988. – Б.12; Ахмедов О.С. Инглиз ва ўзбек тилларидаги солиқ ва божхона терминларининг лингвистик таҳлили ҳамда таржима муаммолари: Филол. фан. док. (DSc) диссер. – Тошкент, 2016; Исмаилов Г.М. Ўзбек тили терминологик тизимларида терминларнинг семантик шаклланиши: Филол. фан. номз. ...дисс. авторефер. – Тошкент, 2011. – Б.27; Тешабоева З.Қ. «Бобурнома» нинг инглизча таржималаридаги фразеологик бирликларнинг когнитив ва лексикографик тадқиқи. Филол. фан. док. ...дисс. – Тошкент, 2021. – 259 б; Дадабоев Ҳ. Ўзбек терминологияси. – Тошкент: Ёшлар, 2019. – Б.76. Xaydarov I.T. Ingliz va o‘zbek tillarida sug‘urta leksikasining chog‘ishtirma tadqiqi: Filol. fan. fals. (PhD) dok. … diss. avtoref. – Termiz, 2023. – 20 b; Атаева Н.С. Инглиз ва ўзбек тилларида банк-молия терминларининг лексик-семантик хусусиятлари: Филол. фан. фалс. (PhD). док. … дисс. автореф. – Тошкент, 2021. – 26 б; Sayfutdinova M.A. Ingliz va o‘zbek tillari iqtisodiy diskursning lingvopragmatik xususiyatlari: Filol. fan. fals. (PhD) dok. … diss. avtoref. – Toshkent, 2023. – 20 b.;

[2] Ermatov I.R. Umum ta’lim maktablari darsliklari asosida o‘zbek tilshunoslik terminlarining shakllanishi va rivojlanishi: Filol. fan. bo‘yicha fals. dok. (PhD) disser. avtoref. – Toshkent, 2019. – В. 42; Кадирбекова Д.Х. Инглиз ва ўзбек тилларидаги ахборот ва коммуникация технологиялари терминологияси ҳамда унинг лексикографик хусусиятлари: Филол. фан. бўйича фалс. (PhD). док ...дисс. автореф. – Тошкент, 2017. – Б.44; Saidova M. U. M.H. Abramsning "Adabiyotshunoslik terminlari glossariysi" lug’ati haqida mulohazalar // "Хорижий тилларни ўқитиш динамикаси ва уни ўқитиш самарадорлигини оширишнинг когнитив технологиялари". – Тошкент, 2020. – Б.252-256; Omonova M.K. Ingliz va o‘zbek tillarida meliorativ terminlarning leksik-semantik xususiyatlari: Filol. fan. bo‘yicha fals. dok. (PhD) ...diss. avtoref. – Toshkent, 2018. – 44 b; Alimova Z.S. Ingliz va o‘zbek tillarida harbiy terminlarning funksional-semantik xususiyatlari: Filol. fan. bo‘yicha fals. (PhD) dok. ...diss. avtoref. – Toshkent, 2025. – 44 b.

izlanishlarini alohida qayd etish lozim. Xususan, ingliz[1] va oʻzbek[2] tilshunosligida terminlarning sotsiolingvistik hamda pragmalingvistik jihatlarini oʻrganish, kommunikativ munosabat, nutq aktlarining realizatsiyasi (amalga oshishi), presuppozitsiya bilan bogʻliq omillar hamda diskurs tahliliga doir masalalarni tadqiq etishga qaratilgan izlanishlar muhim ilmiy manba vazifasini oʻtaydi.

Tilshunoslikda terminologiya, pragmalingvistika hamda sotsiolingvistika sohalari doirasida ingliz va oʻzbek tillarining leksik-semantik tizimi, nutqiy-funksional xususiyatlari va ijtimoiy-kommunikativ imkoniyatlarini oʻrganishga qaratilgan koʻplab tadqiqotlar olib borilgan boʻlsa-da, pedagogika sohasiga oid terminlar pragmatikasi masalasi mustaqil tadqiqot obyekti sifatida yetarlicha oʻrganilmagan. Mazkur yoʻnalishda maxsus monografik tadqiqotlarning mavjud emasligi pedagogik terminlarning nutqiy-funksional xususiyatlari hamda ingliz va oʻzbek tillarida ularning pragmatik rivojlanish qonuniyatlarini kompleks tarzda tahlil qilish zaruratini yuzaga keltiradi. Pedagogik terminlarning ta'limiy muloqot jarayonidagi kommunikativ vazifalari, adresant va adresat oʻrtasidagi munosabatda pragmatik mazmuni hamda sotsiolingvistik omillar ta'sirida taraqqiy etish xususiyatlarini tizimli ravishda tasniflashga doir masalalar esa maxsus oʻrganilmagan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim yoki ilmiy-tadqiqot muassasasining ilmiy-tadqiqot ishlari rejalari bilan bogʻliqligi. Dissertatsiya Qarshi davlat universitetining ilmiy-tadqiqot ishlari rejasiga muvofiq "Ingliz tilshunosligining dolzarb muammolari" mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi ingliz va oʻzbek tillarida pedagogikaga oid terminlar rivojlanishida sotsiolingvistik va pragmalingvistik yondashuv tamoyillarini aniqlashdan iborat.

Tadqiqotning vazifalari:

pedagogikaga oid terminlarning rivojlanish jarayonlarini Yangi Oʻzbekistondagi islohotlar sharoiti va globallashuv davri kontekstida oʻrganish, ta'lim tizimidagi ijtimoiy oʻzgarishlarning terminlar iste'moli va yangilanishiga koʻrsatgan ta'sirini aniqlash;

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[1]Labov W. The Social Stratification of English in New York City: Doctor of Philosophy (PhD) dissertation. – New York: Columbia University, 1966. – 655 p; Trudgill P. Sociolinguistic variation in Norwich: Doctor of Philosophy (PhD) dissertation. – Cambridge: University of Cambridge, 1971. – 312 p; Milroy L. Language and social networks: Doctor of Philosophy (PhD) dissertation. – Belfast: Queen's University Belfast, 1976. – 298 p; Coupland N. Style, Identity and sociolinguistic variation: Doctor of Philosophy (PhD) dissertation. – Lancaster: University of Lancaster, 1984. – 275 p; Leech G. Meaning and the English verb: Doctor of Philosophy (PhD) dissertation. – London: University of London, 1967. – 301 p; Levinson S.C. Pragmatics and social meaning: Doctor of Philosophy (PhD) dissertation. – Cambridge: University of Cambridge, 1979. – 340 p; Thomas J. Pragmatic failure in interlanguage: Doctor of Philosophy (PhD) dissertation. – London: University of London, 1980. – 245 p; Culpeper J. Impoliteness in language Use: Doctor of Philosophy (PhD) dissertation. – Lancaster: Lancaster University, 1996. – 289 p.

[2] Сафаров Ш. Прагмалингвистика. – Тошкент: "Ўзбекистон миллий энциклопедияси" Давлат илмий нашриёти, 2008. – 300 b; Боймирзаева С.Ў. Ўзбек тилида матннинг коммуникатив-прагматик мазмунини шакллантирувчи категориялар: Филол. фан. д-ри ...дисс. автореф. – Тошкент: ЎзР ФА ТАИ, 2010. – В. 10-11; Тешабоева З.Қ. Маданиятлараро коммуникацияда экстралингвистик тафовутлар // "Филология масалалари" илмий-методик журнали. – 2019. – № 2. – Б.63–69; Юсупов О.Я. Инглиз ва ўзбек тилларидаги лексик дублетларнинг функционал-семантик ва лингвокультурологик тадқиқи: Филол. фан. док. … дисс. – Самарқанд, 2020. – 225 б; Ibrohimova I. B. Koʻp tilli muhitda lisoniy identiklikning sotsiolingvistik xususiyatlari (oʻzbek talabalari misolida): Filol. fan. boʻyicha fals. (PhD) dok. ...diss. avtoref. – Toshkent, 2021. – 44 b.

ingliz va o'zbek tillarida "pedagogik til kontakti" tushunchasining ifodalanish xususiyatlarini tadqiq etish hamda kasbiy-pedagogik muloqotda terminlarning funksional faollashuvi va kommunikativ samaradorlikni ta'minlashdagi rolini ochib berish;

zamonaviy ta'lim diskursida pedagogik terminlarning nutqiy vaziyatga moslashuvini tahlil qilish va ularning *o'qituvchi*, *metodist*, *olim*, *o'quvchi, talaba*, *tadqiqotchi* o'rtasidagi munosabatlarda qanday pragmatik vazifalarni bajarishini ilmiy jihatdan asoslash;

pedagogik terminologiyaning jamiyatdagi ijtimoiy tabaqalar, kasbiy guruhlar va institutsional muhitlarda turlicha tushunilishi va qo'llanilishiga oid sotsiolingvistik muammolarni tizimli tahlil qilish hamda ularni bartaraf etishga qaratilgan ilmiy yondashuvlarni ishlab chiqish;

pedagogika sohasiga oid yangi terminlarning shakllanish omillarini (ilmiy-pedagogik ehtiyojlar, davlat ta'lim standartlari, xalqaro hamkorlik dasturlari va raqamli ta'lim muhiti) nuqtayi nazaridan o'rganish hamda ularni zamonaviy ingliz-o'zbek pedagogik lug'atlarida aniq va samarali izohlash bo'yicha tavsiyalar ishlab chiqish;

tadqiqot natijalari asosida pedagogikaga oid terminlarning sotsiolingvistik va pragmalingvistik rivojlanish modelini yaratish.

Tadqiqotning obyekti sifatida ingliz va o'zbek tillarida pedagogikaga oid terminlar tanlangan.

Tadqiqotning predmetini ingliz va o'zbek tillaridagi pedagogikaga oid terminlar rivojlanishida sotsiolingvistik va pragmalingvistik yondashuv tamoyillari tashkil etadi.

Tadqiqotning usullari. Tadqiqot mavzusini yoritishda semantik, kontekstual, pragmalingvistik, sotsiolingvistik, qiyosiy-tipologik, tarixiy-etimologik, lingvostatistik tahlil usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

ingliz va o'zbek tillaridagi pedagogikaga oid terminlarning sotsiolingvistik jihatlari ijtimoiy-tarixiy hamda lisoniy-madaniy omillar ta'sirida shakllangani, ularning mazmuni tilni ishlatuvchi millat madaniyati va mafkurasi bilan belgilanishi zamonaviy global infratuzilma sharoitida madaniyatlararo va fanlararo kommunikatsiya jarayonlari kontekstida pedagogika terminologiyasini integrativ ilmiy fenomen sifatida tahlil qilish asosida yoritilib, jamiyatning eng faol qatlamlari bo'lgan *ayollar* va *yoshlar nutqida* mazkur terminlarning qo'llanish samaradorligi dalillangan;

ingliz va o'zbek tillari pedagogika termin tizimida insonning kognitiv faoliyati natijalari lisoniy shaklga ko'chishi jarayonida shakllangan "o'zlik" va "o'zlashganlik" qatlamlari, xususan pragmatik o'zlashmalar hamda neologizmlar pragmalingvistik talqinda sinonimiya va polisemiya qonuniyatlari bilan uzviy bog'liqligi, ularning semantik hajmi va kommunikativ vazifasi nutqiy vaziyat omillari ta'sirida faollashishi aniqlangan;

turli tizimli tillarda pedagogik terminlarning diskursiv muhitda voqelanishida ekstralingvistik omillarning ustuvorligi (*kommunikativ maqsad*, *pragmatik*

yo'naltirilganlik, *madaniy-ijtimoiy kontekst*, *ijtimoiy tabaqalanish*, *madaniy moslashuvchanlik*), struktur-semantik belgilar hamda sintaktik va formal-lingvistik ko'rsatkichlarning ikkilamchi funksional maqomi aniqlangan;

qiyoslanayotgan tillarda pedagogika terminologiyasining leksikografik portret yaratish tajribasida *PTL ekspress tushunchalar; PTL ma'lum darajada barqarorlikka ega; PTL komponentlari o'zining bevosita nominativ ma'nosini saqlab qolish* kabi funktsiyalarning birlamchi qiymat kasb etishi asoslangan;

har ikkala til kommunikativ jarayonida voqelanadigan *pedagogik til* kontakti tushunchasi shakl va mazmun chegaralarining funktsional dinamizmi ***kommunikativ effektivlik***, *terminologiyaning standartliligi, kontekstual moslashuv* tamoyillari negizida sodir bo'lishi isbotlangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

ingliz va o'zbek tillarida pedagogikaga oid terminlarning pragmalingvistik modellari "pedagogik til kontakti" tushunchasining asosiy negizini ochib berish natijasida "pedagogikaga oid terminlarda shaxs tamoyili" (Izoh: PTP- pedagogikaga oid terminlar pragmalingvistikasi; PPT-pragmalinguistics of pedagogical terms) tushuncha funksiyasining amaldagi ifodasi aniqlangan;

chog'ishtirilayotgan tillarda pedagogik terminlarning sotsiolingvistik muammolari "ijtimoiy tabaqalanish" mezoni bo'yicha o'rganilgan, ushbu terminlarning ijtimoiy muhitdagi talqini va diskursiv xususiyatlari o'rganilgan. Shu bilan birga, pedagogik terminologiyaning pragmatikasi bo'yicha yangi tasniflar asosida "o'z" va "begona"lik, pragmatik o'zlashmalar va neologizmlar, shuningdek, milliy o'ziga xoslikni belgilash kabi yondashuvlar ishlab chiqilgan;

ingliz va o'zbek tillaridagi "pedagogik nutq"ni pragmalingvistik jihatdan yangicha o'rganildi, ya'ni o'qituvchi, o'quvchi va ota-onalar nutqida qo'llanadigan pedagogik terminlarning o'ziga xosliklarini asoslangan va bu pedagogik nutqning tilshunoslik hamda kommunikativ funksiyalarini baholashga yordam berish natijasida pedagogik nutqning pragmalingvistik jihatini to'la qonli ochib berilishi ko'rsatib berilgan;

pedagogik terminlarning leksikografik portreti yaratish tajribasida soha terminlarning leksikografik ta'riflarini ishlab chiqish va amaliy yondashuvlar bilan integratsiya qilinishini ta'lim va muloqot jarayonlarida qo'llashda innovatsion metodologiyalar, raqamli texnologiyalar va interaktiv resurslardan foydalanish bo'yicha yangi metodlarni ishlab chiqish natijasida pedagogik terminologiyaning amaliy tahlili asosida yangi yechimlar va takliflar ishlab chiqilgan;

ingliz va o'zbek tillarida pedagogikaga oid terminlarining ichki va tashqi omillar asosida shakllanishi, takomillashuv jihatlari, tarjima usullari tadqiqi orqali chiqarilgan xulosalar nafaqat tilshunoslik uchun, pedagogika sohasi bo'yicha ham yaratiladigan darslik va o'quv qo'llanmalarining mukammallashuviga xizmat qilishi asoslangan.

Tadqiqot natijalarining ishonchliligi muammoning aniq qo'yilganligi, chiqarilgan xulosalarning semantik, morfologik va sintaktik, kontekstual, pragmalingvistik, sotsiolingvistik, qiyosiy-tipologik, tarixiy-etimologik, komponent, semantik maydon tahlili, lingvostatistik va tarjima usullari orqali

asoslanganligi, tadqiqotdagi ilmiy-nazariy yondashuvlarning rasmiy manbalardan tanlab olinganligi, mazkur sohaga oid inglizcha terminlarning va o'zbek tillarida muayyan terminografik prinsiplar asosida tadqiq etilganligi, xulosa va tavsiyalarning terminologiya amaliyotiga va ta'lim jarayoniga joriy qilinganligi hamda olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati ingliz va o'zbek tilshunosligida asosiy ilmiy xulosalari va nazariy umumlashmalaridan terminologiya nazariyasi, pedagogik terminologiyani takomillashtirish, pedagogika oid terminlar rivojlanishida sotsiolingvistik va pragmalingvistik yondashuv, konversiya usullari kabi masalalarga, kompleks yondashuvlarga asoslangan tadqiqotlar uchun ilmiy-nazariy manba bo'lishi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati olingan ilmiy natijalardan oliy ta'lim tizimida terminologiya, terminografiya, leksikologiya, leksikografiya nazariyasi fanlaridan maxsus kurs o'tishda, shuningdek, ushbu fanlar bo'yicha darslik, qo'llanma va uslubiy tavsiyalar yaratishda foydalanish mumkinligi, shuningdek, tadqiqotning xulosa va materiallaridan ingliz va o'zbek tillarida o'tkaziladigan amaliy mashg'ulotlarda, kurs va magistrlik ishlarini yozishda foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Ingliz va o'zbek tillari pedagogikaga oid terminlar rivojlanishida sotsiolingvistik va pragmalingvistik yondashuv tadqiqi jarayonida olingan natija va xulosalar asosida:

ingliz va o'zbek tillaridagi pedagogikaga oid terminlarning sotsiolingvistik jihatlari ijtimoiy-tarixiy hamda lisoniy-madaniy omillar ta'sirida shakllangani, ularning mazmuni tilni ishlatuvchi millat madaniyati va mafkurasi bilan belgilanishi zamonaviy global infratuzilma sharoitida madaniyatlararo va fanlararo kommunikatsiya jarayonlari kontekstida pedagogika terminologiyasini integrativ ilmiy fenomen sifatida tahlil qilish asosida yoritilib, jamiyatning eng faol qatlamlari bo'lgan ayollar va yoshlar nutqida mazkur terminlarning qo'llanish samaradorligiga oid nazariy xulosalardan Toshkent davlat o'zbek tili va adabiyoti universitetida 2020-2023- yillarda bajarilgan AM-Ф3-201908172 "O'zbek tilining ta'limiy korpusini yaratish mavzusi" mavzusidagi loyihani bajarishda foydalanilgan (Toshkent davlat o'zbek tili va adabiyoti universitetining 2024-yil 26-avgustdagi №04/01-2188-son ma'lumotnomasi). Natijada ushbu tadqiqot va unda keltirilgan ilmiy-yangiliklar, tavsiyalar loyiha ishlanmalarining takomillashishiga xizmat qilgan;

ingliz va o'zbek tillari pedagogika termin tizimida insonning kognitiv faoliyati natijalari lisoniy shaklga ko'chishi jarayonida shakllangan "o'zlik" va "o'zlashganlik" qatlamlari, xususan pragmatik o'zlashmalar hamda neologizmlar pragmalingvistik talqinda sinonimiya va polisemiya qonuniyatlari bilan uzviy bog'liqligi, ularning semantik hajmi va kommunikativ vazifasi nutqiy vaziyat omillari ta'sirida faollashuviga oid nazariy xulosalardan Toshkent davlat o'zbek tili va adabiyoti universitetida Ф3-201912258 "O'zbek adabiyotining ko'p tilli (o'zbek,

rus, ingliz tillarida) elektron platformasini yaratish" mavzusidagi loyihani bajarishda foydalanilgan (Toshkent davlat o'zbek tili va adabiyoti universitetining 2024-yil 26-avgustdagi №04/01-2189-son ma'lumotnomasi). Natijada soha terminlarning leksikografik ta'riflarini ishlab chiqish va baholash asosida terminlarning amaliy qo'llanilishi, ularning lesikografik yondashuvlar bilan integratsiya qilinishining ko'rsatilganligi to'g'risidagi tavsiyalar asosiy manbalardan biri bo'lib xizmat qilgan;

turli tizimli tillarda pedagogik terminlarning diskursiv muhitda voqelanishida ekstralingvistik omillarning ustuvorligi (kommunikativ maqsad, pragmatik yo'naltirilganlik, madaniy-ijtimoiy kontekst, ijtimoiy tabaqalanish, madaniy moslashuvchanlik), struktur-semantik belgilar hamda sintaktik va formal-lingvistik ko'rsatkichlarning ikkilamchi funksional maqomi ekanligiga oid xulosalardan Samarqand davlat chet tillar institutida 2022-2024- yillarda AQSh elchixonasi hamda Amerika Kengashi hamkorligida moliyalashtirilgan "English Access Microscholarship Program" nomli xorijiy loyihada foydalanilgan (Samarqand davlat chet tillar institutining 2024-yil 17-avgustdagi №1573/02-son ma'lumotnomasi). Natijada ingliz va o'zbek tillarida "pedagogik nutq" tushunchasi tasniflangan va uni pragmalingvistik xususiyatlarini o'rganish imkoniyatlari kengaygan;

qiyoslanayotgan tillarda pedagogika terminologiyasining leksikografik portret yaratish tajribasida *PTL ekspress tushunchalar; PTL ma'lum darajada barqarorlikka ega; PTL komponentlari o'zining bevosita nominativ ma'nosini saqlab qolish* kabi funktsiyalarning birlamchi qiymat kasb etishiga oid xulosalardan Qarshi davlat universitetida 2021-2023 yillarda amalga oshirilgan SUZ-800-21-GR-3181 "Reinforcing English Language Competence at Karshi State University" nomli xorijiy loyihada foydalanilgan (Qarshi davlat universitetining 2024-yil 4-iyuldagi №04/1954-son ma'lumotnomasi). Natijada pedagogikaga oid terminlarni shaxslararo munosabatda o'rni va ahamiyatiga ta'sir qiluvchi omillar ochib berilganligi haqidagi tahliliy fikrlaridan va nazariy xulosalardan foydalanilgan;

har ikkala til kommunikativ jarayonida voqelanadigan *pedagogik til* kontakti tushunchasi shakl va mazmun chegaralarining funktsional dinamizmi **kommunikativ effektivlik**, *terminologiyaning standartliligi, kontekstual moslashuv* tamoyillari negizida sodir bo'lishi bilan bog'liq xulosa va natijalardan Qashqadaryo viloyat teleradiokompaniyasi "Qashqadaryo" telekanalining "Fayzli kun" teledasturi hamda "Oltin voha" dasturidagi "Ochiq muloqot", "Qadriyat" radioeshittirishi ssenariysini tuzishda foydalanilgan (Qashqadaryo viloyat teleradiokompaniyasining 2024-yil 10-iyuldagi №17-05/115-son ma'lumotnomasi). Natijasida radioeshittirish ssenariysi nutqiy muloqotda pedagogikaga oid terminlar bilan bog'liq xususiyatlariga oid ma'lumotlar bilan mukammallashtirilgan hamda ilmiy dalillar bilan yanada mukammalroq ta'minlash imkonini bergan.

pedagogik terminologiyaning sotsiolingvistik aspektlarini tahlil qilishda ingliz va o'zbek tillaridagi pedagogik terminlarning ijtimoiy kontekstda rivojlanish qonuniyatlarini aniqlash hamda ijtimoiy guruh va madaniyatlar ta'sirida o'zgarish

mexanizmlarini tahlil qilish, pragmalingvistik yondashuv orqali pedagogik terminlarning pragmatik xususiyatlarini tadqiqoti natijalaridan 2022-2023- yillarda bajarilgan 1-203-4 raqamli Oʻzbekton Respublikasi Madaniyat vazirligi Madaniy-ma'rifiy muassasalar nomoddiy madaniy merosni rivojlantirish shoʻbasi tomonidan oʻzbek xalqining boy milliy til an'analari, nomoddiy madaniy merosi, ijtimoiy qadriyatlarimizning millatlararo munosabatlarni yo'lga qo'yish va aloqalarni mustahkamlash borasida tuzilgan "Mamlakatimizda millatlararo munosabatlarni yanada rivojlantirish va uyg'unlashtirish" nomli fundamental loyiha doirasida joriy qilingan. (22.01.2025-y № 03-12-06-898-son ma'lumotnomasi) Natijada pedagogik terminlarning kommunikativ vazifalari, ularning pedagogik va ijtimoiy muloqotdagi qoʻllanish imkoniyatlari hamda ingliz va oʻzbek tillarida maqsadli auditoriyaga koʻrsatadigan ta'siri aniqlandi, shuningdek, chogʻishtirilayotgan tillarda pedagogik terminlarning interfaol kommunikatsiyadagi oʻrni va kommunikativ maqsadlar bilan bogʻliqligi baholandi.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 6 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarida muhokamadan oʻtkazilgan.

Tadqiqot natijalarining e'lon qilinishi. Dissertatsiya mavzusi boʻyicha 31 ta ilmiy ish, jumladan, 1 ta monografiya, shuningdek, Oʻzbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 19 ta maqola jumladan, 12 ta respublika miqyosidagi va 7 ta xalqaro bazalar roʻyxatiga kirgan xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, toʻrt bob, xulosa, foydalanilgan adabiyotlar roʻyxatidan tashkil topgan boʻlib, umumiy hajmi 246 sahifadan iborat.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning kirish qismida mavzuning dolzarbligi va zarurati asoslangan, dissertatsiya mavzusi boʻyicha xorijiy tadqiqotlar sharhi keltirilgan, tadqiqotning respublika fan va texnologiyalarini rivojlanishining ustuvor yoʻnalishlariga mosligi, muammoning oʻrganilganlik darajasi va dissertatsiyaning tadqiqot rejalari bilan muvofiqligi koʻrsatilgan, tadqiqotning maqsad va vazifalari, obyekt va predmeti tavsiflangan, tadqiqotning ilmiy yangiligi va amaliy natijalari bayon qilingan, olingan natijalarning ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarini amaliyotga joriy qilish, nashr etilgan ishlar va dissertatsiya tuzilishi boʻyicha ma'lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi "**Pedagogikaga oid terminlarning lisoniy tadqiqi: muammoga kompleks nazariy yondashuv**" deb nomlanadi. Bobning birinchi *"Pedagogikaga oid terminlar terminologiyaning umumiy masalalari nuqtayi nazaridan"* faslida hozirgi davr jahon terminologiya tizimining rivojlanishiga asos boʻlgan uchta maktab, ya'ni *Vena terminologiya maktabi*, *Sovet*

(sobiq Ittifoq) terminologiya maktabi hamda *Praga terminologiya maktabi*[1] haqida batafsil ma'lumot bayon qilingan.

Pedagogikaning konseptual va terminologik tizimini tadqiq etish murakkab muammo bo'lib, u ko'plab jihatlarni qamrab oladi. Jumladan, soha terminlari belgi birligi maqomida quyidagi jihatlarda ko'rib chiqilishi kerak:
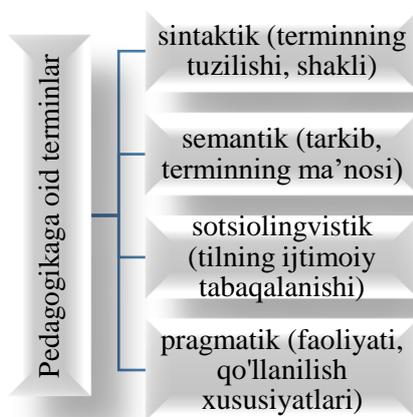
1.2-rasm. Pedagogikaga oid terminlar o'rganilish jihatlari

Pedagogikaga oid terminlarning ushbu jihatlari tadqiqiga qo'yiladigan talablarni to'rt guruhga ajratish mumkin: a) *soha terminining shakliga qo'yiladigan talablar* (til me'yorlariga muvofiqligi, qisqalik, leksik hamda rasmiy-uslubiy aniqlik, derivatsion xususiyati, invariantlik, motivatsiya va uning eng to'liq ifodasi bo'lgan tizimlilik); b) *soha terminining ma'nosiga qo'yiladigan talablar* (semantik izchillik, noaniqlikka yo'l qo'ymaslik, ma'noning to'liqligi, sinonimlarning mavjudligi); d) *soha terminiga qo'yiladigan ijtimoiy talablar* (til va millat omili, milliy terminlarning tarixiy kategoriyasi, termin va ijtimoiy institutlar o'rtasidagi munosabatlar, ijtimoiy omillar, ko'p tillilikning ijtimoiy jihatlari); e) *soha terminiga qo'yiladigan pragmatik (funksional) talablar* (qo'llanish xususiyatlari: o'rnatilganlik, xalqarolik, zamonaviylik va ohangdorlilik).

Ushbu bobning *"Pedagogikaga oid terminlar rivojlanishining asosiy tendensiyalari"* deb nomlangan ikkinchi faslida pedagogikaning konseptual va terminologik apparati ochiq va dinamik tizim ekani, unda ham miqdoriy, ham sifat jihatidan o'zgarishlarni boshdan kechirilishi haqida fikr boradi. Pedagogika termin tizimining rivojlanishi asta-sekin yoki to'satdan, ya'ni evolyutsion hamda "inqilobiy" yo'sinda kechishi mumkin[2]. Biroq terminlar sonining ko'payishi har doim ham konseptual apparatning boyitilishini tavsiflamaydi. Shunday ekan, zamonaviy pedagogik terminologiyada mavjud muammolarni tahlil qilish, shuningdek pedagogikaga oid terminlar rivojlanishining asosiy tendensiyalarini aniqlash zarur. Bu aniqlangan funksiyalar nafaqat tilshunoslikda terminologiya tizimini tartibga solish, uning muammolariga yechim topishga hissa qo'shishi bilan

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[1]Temmerman R. Towards New Ways of Terminology Description. The Sociocognitive-Approach. – Amsterdam, Philadelphia:John Benjamins, 2000. – P.3.

[2]Галагузова М.А. Понятийно-терминологические проблемы внедрения ФГОС ООО в образовательные учреждения/ М.А.Галагузова, Т.С.Дорохова, С.А.Миниханова // Педагогическое образование и наука. – 2013. – № 4. – URL: https://www.elibrary.ru/item.asp?id=20922473.

ham ahamiyatlidir. Bu esa pedagogika fanining rivojlanishiga ham ta'sir ko'rsatadi. Chunki, dunyoning yagona jahon ta'lim makoniga integratsiyalashuvi munosabati bilan pedagogik terminlarni birlashtirish va uyg'unlashtirish jarayonini jadallashtirish muhim sanaladi. Natijada ularning kasbiy til xususiyatlarini anglash va tizimlashtirish imkoniyati kengayadi. Biz pedagogika terminologiyasi rivojlanishining asosiy tendensiyalarini o'rganar ekanmiz, ularning quyidagi funksiyalarini aniqlab oldik:

1.3- rasm. Pedagogika terminologiyasining funksiyalari

Pedagogika terminologiya tizimining rivojlanishi va shakllanishida ikkita qarama-qarshi tendensiyani kuzatish mumkin: *markazlashtiruvchi* va *markazdan qochish*[1]. Ta'lim o'qitish jarayoni orqali, shuningdek, ijtimoiy muhit, ommaviy axborot vositalari va o'z-o'zini mustaqil o'qitish ta'siri ostida amalga oshiriladi. Shuningdek, ta'lim ijtimoiy institut bo'lib, uning funksiyalari quyidagicha:

1. *Iqtisodiy funksiya* – ijtimoiy-kasbiy tuzilmani hamda zarur bilim va ko'nikmalarga ega bo'lgan xodimni shakllantirish.

2. *Ijtimoiy funksiya* – shaxsni jamiyatda ijtimoiylashtirish jarayonida ishtirok etish, shuningdek, ijtimoiy-sinf va ijtimoiy-maqom tuzilmasining takror barpo bo'lishiga ko'maklashish.

3. *Madaniy funksiya* – ilgari to'plangan madaniy tajribadan shaxsni ijtimoiylashtirish va uning ijodiy qobiliyatlarini shakllantirish maqsadida foydalanish[2].

Ushbu bobning "*Pedagogikaga oid terminlarning ijtimoiy-kommunikativ xarakteri*" nomli uchinchi faslida pedagogik terminlarning jamiyat va muloqot tizimidagi funksional o'rni ilmiy-nazariy asosda yoritilgan. Unda terminlarning ijtimoiy muhit, madaniy qadriyatlar hamda ta'lim jarayonidagi kommunikativ ehtiyojlar ta'sirida shakllanishi va rivojlanishi izchil tahlil qilingan. Shuningdek, pedagogik terminlarning nutqiy faoliyatdagi roli, ularning kommunikativ maqsadga xizmat qilishi, axborotni uzatish va qabul qilish jarayonidagi samaradorligi lingvopragmatik nuqtai nazardan asoslab berilgan.

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[1]Иконникова В.А. Становление и развитие англоязычных юридических терминосистем: лингвокультурологический аспект. – Одинцово: АНОО ВПО ОГИ, 2013. – С.151-152.

[2]Краткий словарь по социологии. – М.: Просвещение, 1989. – С.195-196.

Bundan tashqari, terminlarning turli diskursiv muhitlarda (*akademik*, *pedagogik*, *kundalik muloqot*) qo'llanish xususiyatlari ham ochib berilib, ularning ijtimoiy tabaqalanish va kommunikativ vaziyatga moslashuv darajasi tahlil etilgan. Natijada, pedagogik terminlar nafaqat ilmiy-nominativ birlik, balki ijtimoiy-kommunikativ jarayonni tashkil etuvchi, bilim almashinuvi va ta'lim samaradorligini ta'minlovchi muhim lingvistik vosita ekanligi ilmiy jihatdan isbotlangan.

Mazkur bobning "*Muammoga kommunikativ-pragmatik yondashuv: pedagogikaga oid terminlar va pedagogik diskurs munosabati*" deb nomlangan to'rtinchi faslida muammoga kommunikativ-pragmatik yondashuv – pedagogikaga oid terminlar va pedagogik diskurs munosabati xususida so'z boradi. Ma'lumki, leksik birliklardan – "termin"larni diskurs bilan bog'lab tadqiq qilish o'rganilayotgan ma'lum bir sohani samarali va muvaffaqiyatli natijasiga yetaklaydi. Chunki, termin oddiy so'zdan aniq ma'noga mutloq moyilligi va barqarorlikka nisbatan moslashuvchanligi bilan farq qiladi. O'rganilgan barcha ma'lumotlarni umumlashtirib, shuni aytish mumkinki, zamonaviy tilshunoslikda diskurs ta'rifini aniqlashga to'rtta asosiy yondashuv mavjud:
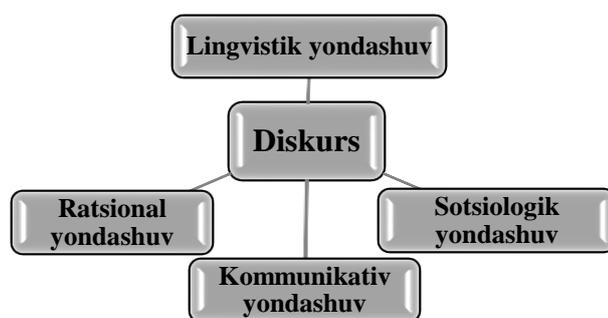
Pedagogik diskurs mazmunini o'rganar ekanmiz, shaxsni rivojlantirishning muhim vositalaridan biri bo'lgan refleksiya kategoriyasini qayd etish maqsadga muvofiq. Ushbu atamani izohlashda ikki yondashuv farqlanadi: *keng* va *tor*. Keng ma'noda refleksiya fikrning bevosita jarayon yoki holat doirasidan tashqariga chiqishini anglatadi. Tor ma'noda esa refleksiya o'z faoliyatini anglash, kasbiy hamda shaxsiy o'zini o'zi takomillashtirish maqsadida boshqalar tajribasi bilan o'z yondashuvlarini qiyoslashni bildiradi. O'zbek tilida o'qituvchining ijtimoiy tip maqomidagi xususiyatlari terminologik qatlamda ajralib turadi, shunga ko'ra terminlarning semantik-stilistik paradigmasi shakllantirildi: *o'qituvchi, ustoz, muallim (muallima), murabbiy, tarbiyachi, pedagog, dotsent, professor, murabbiy, instruktor, o'rgatuvchi, boshqaruvchi, domla, otinoyi, otinbibi, maktabdor, mentor, trener, master, repetitor, tyutor* va b. Biroq, semantik jihatdan har qanday sohada fan bilimlarini yetkazuvchi (*o'qituvchi*) yoki o'sib borayotgan shaxsning (*tarbiyachi, murabbiy*) xarakterini shakllantirishga ta'sir qiluvchi shaxsni bildiruvchi so'zlar qarama-qarshidir. *Ingliz tilida* ham "*teacher*" (o'qituvchi) tushunchasi bilan bog'liq o'qituvchining ijtimoiy tip maqomidagi xususiyatlarini anglatuvchi bir qator terminlar mavjud: *teacher, preceptor, mentor, guide; minister, pastor; guru, sage; instructor, educator; tutor, private tutor, coach; assistant teacher, department head, head teacher, head, headmaster or mistress, principal;*

student teacher, monitor, dean, chairman or chairwoman, chairperson, lecturer va boshq. Pedagogik diskursning asosiy toifalari – izohlash, intertekstuallik, interdiskursivlik, parafrastiklik va refleksiya. Ushbu toifalar pedagogik voqelik ishtirokchilarining nutqiy xulq-atvorini shakllantirishni ta'minlaydi. Natijada, pedagogikaga oid terminlar pedagogik diskursning ajralmas va tizim hosil qiluvchi komponenti sifatida namoyon bo'lib, ular orqali kommunikativ-maqsad ifodalash hamda ta'lim jarayonini samarali boshqarish mexanizmlari lingvopragmatik jihatdan asoslab berilgan.

"Ingliz va o'zbek tillarida pedagogika oid terminlar rivojlanishida sotsiolingvistik yondashuv" deb nomlangan ikkinchi bobida ingliz va o'zbek tillaridagi pedagogika terminlarining sotsiolingvistik jihatlari ochib berilgan. Bobning *"Pedagogikaga oid terminlarning sotsiolingvistik muammolari"* deb nomlangan birinchi faslida ushbu soha terminlarining ichki tuzilishi jamiyat omillari ta'sirida vujudga kelishi ta'kidlangan. Pedagogikaga oid terminlar umumistemolda qo'llanishiga ko'ra jamiyatning eng faol guruhlari kesimida quyidagicha tasniflanadi:

1. Jamiyatdagi ayollar guruhiga mansub bo'lgan pedagogik terminlar.

Jamiyatning ayollar qatlami uchun ko'plab pedagogik terminlar ishlatilishini ta'kidlab o'tish joizdir. Sababi, ushbu terminlar ingliz va o'zbek tillarida ham muloqotda faol ekanligiga guvohi bo'lishimiz mumkin: Masalan*: pedagog ayollar jamoasi uchun*, *ustoz*, *murabbiy*, *guruh rahbar*, *ilmiy maslahatchi*, *dekan, xotin-qizlar masalalari bo'yicha* shug'ullanuvchi lavozimlar. Jamiyatning *barcha ayollar jamoasi uchun esa* <u>o'zbek tilida:</u> *gender tingligi*[1], *ayollar yetakchiligini rivojlantirish*, *ayollarning ijtimoiy integratsiyasi*, *ayollar huquqlari ta'limi-reproduktiv ta'lim*, *ayollar daftari*, *ijtimoiy himoyaga muhtoj ishsiz xotin-qizlar* bandligini ta'minlash[2]. <u>Ingliz tilida</u> esa: *gender sensitive pedagogy*, *feminist pedagogy*, *gender equality education*, *women's empowerment*, *reproductive health education*, *women's leadership training gender-sensitive teaching*;

2. Jamiyatdagi yoshlar guruhiga mansub pedagogik terminlar.

<u>*Mamlakatimizda*</u> *yoshlarni qo'llab quvvatlash*, "*besh tashabbus olimpiadasi*", "*ibrat farzandlari*" ,"*zakovat*", *yoshlar agentligi*, *yoshlar daftari*, *yosh tadbirkorlar* kabi pedagogikaga oid terminlar ushbu jarayonda umumiste'molda yetakchilik qiladi[3]. <u>Ingliz xalqi yoshlari</u> ham bu kabi imkoniyatlardan mustasno emas: *adolecent development*, *life skills education*, *career guidance*, *peer education*, (SEL) *social and emotional learning* kabilar pedagogik termin bo'lsada jamiyatning yoshlar qatlami uchun zarur qo'llanilib kelinadigan terminlardir[4].

Pedagogikaga oid terminlarning sotsiolingvistik muammolari ingliz tili misolida quyidagicha:

1. *Complexity of terminology* (terminologiyaning murakkabligi). Ingliz tilida pedagogik terminologiya ko'pincha ilmiy va murakkab bo'lib, o'quvchilar va hatto o'qituvchilar uchun ham tushunishni qiyinlashtirishi mumkin. Bu muammo,

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[1] http://nhrc.uz/oz/news/ozbekistonda-gender-siyosatiga
[2] https://gendermadad.uz/oz/category/625
[3] https://lex.uz/docs/-6811936
[4] https://www.personifyleadership.com

ayniqsa, ilmiy terminlarni keng qo'llashda namoyon bo'ladi. Masalan, *"social-emotional learning (SEL)"*, *"experiential learning"*, *"authentic assessment"*, *"constructivist pedagogy"*, *"scaffolding"*, *"culturally responsive pedagogy"*, *"universal design for learning (UDL)"*, *"inquiry-based learning"* kabi terminlar oddiy o'quvchi yoki ota-ona uchun murakkab va tushunarsiz bo'lishi mumkin. Terminologiyaning murakkabligi ta'lim va muloqot jarayonida noaniqliklarga olib keladi. Natijada o'quvchilar va o'qituvchilar terminlarni tushunish va qo'llashda qiyinchiliklarga duch kelishiga sababdir. Shu bois, bu muammoni bartaraf etish uchun terminlarni soddalashtirish, ularning ma'no doirasini aniqlashtirish va qo'llanishini izchillashtirish zarur.

2. *Cultural differences* (madaniy farqlar). Ingliz tilida ishlatiladigan pedagogik terminlar ko'pincha G'arb madaniyatiga asoslangan bo'lib, boshqa madaniyatlar uchun mos kelmasligi mumkin. Bu holat xalqaro talabalarga yoki turli madaniy muhitda ishlaydigan o'qituvchilarga qiyinchilik tug'diradi. Masalan, *"culturally responsive teaching"*, *"multicultural education"*, *"individual learning plans"* yoki *"self-directed learning"* kabi terminlar G'arb madaniyatida keng qabul qilingan bo'lsa-da, boshqa madaniyatlarda kamroq qo'llaniladi.

3. *Linguistic diversity* (lingvistik xilma-xillik). Dunyo bo'ylab ingliz tilining bir qancha variantlari mavjud, bu variantlar o'rtasidagi lingvistik farqlar pedagogik terminologiyani tushunishda qiyinchilik tug'diradi. Masalan, Amerika va Britaniya ingliz tillarida pedagogik terminlarning ma'nosi va qo'llanilishida farq qilishi mumkin. Bu farqlar xalqaro ta'lim muhitida noaniqliklarga olib kelishi mumkin.

Pedagogikaga oid terminlarning sotsiolingvistik muammolari o'zbek tili misolida:

1. *Terminologiyaning yetarli darajada rivojlanmaganligi.* O'zbek tilida pedagogik terminologiya yetarli darajada rivojlanmaganligi va ko'pincha xorijiy atamalarni qabul qilish va o'zlashtirish yoki tarjima qilishga olib kelgan. Bu holat o'quvchilar va o'qituvchilar uchun tushunishni qiyinlashtiradi. Masalan, "*metodika*" yoki "*didaktika*", *"tutor"* kabi terminlar o'zbek tilida to'liq tushunilmasligi yoki noto'g'ri qo'llanilishi mumkin.

2. *Terminologiyaning standartlashtirilmaganligi.* O'zbek tilida pedagogik terminologiyaning standartlashtirilmaganligi o'quv jarayonida noaniqliklarga olib keladi. Turli maktablar va o'qituvchilar turlicha terminlardan foydalanishlari mumkin, bu esa o'quvchilar uchun chalkashliklar tug'diradi. Masalan, bir maktabda *"ta'lim texnologiyalari"* atamasi qo'llanilsa, boshqa maktabda *"o'qitish texnologiyalari"* atamasi qo'llanishi mumkin.

3. *Madaniy va lingvistik xilma-xillik.* O'zbekistonning lingvistik va madaniy xilma-xilligi pedagogik terminologiyani tushunishda va qo'llashda qiyinchilik tug'diradi. Bu holat, ayniqsa, ko'p millatli maktablarda va sinflarda sezilishi mumkin.

Ushbu bobning *"Pedagogikaga oid terminning ijtimoiy tabaqalanishi"* deb nomlangan ikkinchi faslida soha terminlarining paydo bo'lishi, rivojlanishi va uning omillari hamda ijtimoiy tabaqalanishi singari masalalar sotsiolingvistikaning

o'rganish obyektiga aylantirilgan. Tadqiqotda bu singari muammolarni o'rganish dolzarb masalalar sarasiga olib chiqilgan. Biroq, bu *ijtimoiy tabaqalanishi* pedagogikaga oid terminning vazifaviy guruhlarini ham o'rganadi. Chog'ishtirilayotgan tillar pedagogika terminologiyasining ijtimoiy tabaqalanishida *shaxs nomlarini* anglatuvchi terminlari tahliliga to'xtalib o'tsak:

1. Ijtimoiy hayotda ta'lim-tarbiya, maktab, o'quv yurtlari ishlarini boshqarish bilan shug'ullanuvchilar.

2. Jamiyatda ta'lim-tarbiya berish bilan shug'ullanuvchilar.

3. Jamiyatning ta'lim oluvchilar kabi guruhlarga ajratilib chog'ishtirilyotgan tillarda misollar bilan izohlangan.

Ingliz va o'zbek tillarida pedagogik terminlarning ijtimoiy tabaqalanishini keltirilgan va *ijtimoiy sinflar* va *guruhlar* bo'yicha tasniflangan. Masalan, *ta'lim darajasi bo'yicha tabaqalanish* – OTM darajadagi terminlar: *"constructivist pedagogy"*, *"scaffolding"*, *"metacognition"* kabi terminlar ko'pincha oliy ta'lim muassasalari va ilmiy doiralarda qo'llaniladi. Maktab darajasidagi terminlar: *"active learning"*, *"inquiry-based learning"*, *"formative assessment"* kabilar ko'proq maktab va litseylarda qo'llaniladi.

Shunday qilib, pedagogik termin ham termin muhitining muayyan komponenti, uning ijtimoiy tahlilining "tashqi" aspekti yakuniy natijasida muayyan ijtimoiy tarixiy sharoitlarga bog'liq bo'lgan pedagogik termin muhitining tahliliga asoslanadi.

Mazkur bobning uchunchi fasli *"Pedagogikaga oid terminlarning ijtimoiiy muhitida "pedagogik til" kontakti tushunchasi talqini"* mavzusida bo'lib, unda soha terminlarining ijtimoiy muhitida *"pedagogik til"* kontakti tushunchasi talqini ingliz va o'zbek tillarida turlicha namoyon bo'ladi. Bu tushuncha o'qituvchi va o'quvchilar, shuningdek, ota-onalar va boshqa jarayonda ishtirok etuvchi shaxslar o'rtasidagi muloqot va kommunikatsiyani anglatadi. Pedagogik til kontakti ta'lim jarayonida terminologiyaning to'g'ri qo'llanilishi va tushunilishini ta'minlashda muhim rol o'ynaydi. Ingliz tilida *"pedagogik til"* kontakti (*Pedagogical Language Contact*) tushunchasi ta'lim jarayonida o'qituvchi va o'quvchilar o'rtasidagi til aloqalarini anglatadi. Mazkur tushuncha pedagogik terminologiyaning to'g'ri tushunilishi va qo'llanilishi uchun muhim. Ma'naviy hayot sohasiga kelsak, bu yerda markaziy o'rin egallaydi, *shaxsning ijtimoiy tajribag*a ega bo'lish, tanish bo'lish ehtiyoji madaniy qadriyatlarni, *xulq-atvor* tamoyillari va normalarini o'zlashtirishda jamiyat va muayyan ijtimoiy muhit va bularning barchasi bir biri bilan aloqadorlik kasb etadi va *uning xususiyatlari quyidagicha:*

Kommunikativ effektivlik: pedagogik til kontakti o'qituvchi va o'quvchilar hamda jamiyatning turli vakillari o'rtasidagi kommunikatsiyaning samaradorligini oshiradi. O'qituvchilar murakkab pedagogik terminlarni tushuntirishda aniq va ravshan bo'lishlari kerak. **Masalan:** **"***When teachers use clear scaffolding techniques, students are better able to grasp complex concepts***"**.

Terminologiyaning standartligi: ingliz tilida pedagogik terminlarning bir xil tushunilishi va qo'llanilishi uchun standartlashtirish muhimdir. Bu o'quvchilarning turli darajadagi bilimlarini bir xilda oshirishga yordam beradi.

Masalan: "*Using standardized terms like 'formative assessment' ensures all students understand the feedback process*".

Kontekstual moslashuv: pedagogik til kontakti o'qituvchilarning terminlarni madaniy va ijtimoiy kontekstga moslashtirishlarini talab qiladi. Bu jarayon o'quvchilarning terminlarni o'z madaniyatlari va hayotiy tajribalariga mos ravishda tushunishlariga yordam beradi. **Masalan:** "*Adapting examples to fit students' cultural backgrounds makes learning more relevant and effective*". Jamiyatning *pedagogik til kontakti* tufayli vujudga keluvchi sotsiolingvistik hodisalarga qo'yadigan asosiy talablari quyidagilardan iboratdir:

- *pedagogik til kontakti tufayli shaxsni ma'naviy va ma'rifiy tomondan tarbiyalash*ning, milliy uyg'onish mafkurasining hamda umuminsoniy boyliklarning mohiyatini bilishi, yoshlarni mustaqillik g'oyalariga sodiqlik ruhida tarbiyalashni bilishi, o'z vatani va oilasiga bo'lgan muhabbati;

- *pedagogik til kontakti tufayli keng bilim saviyasiga ega bo'lishi*, turli bilimlardan xabardor bo'lishi;

- *pedagogik til kontakti tufayli yoshlar pedagogikasi, psixologiyasi, ijtimoiy psixologiya va pedagogika kabi yo'nalishlarda faol bo'lish* va jamiyatni har bir jabhasida muloqot vositasi sifatida foydalanish;

- *pedagogik til kontakti tufayli ta'lim va tarbiya* metodikasini egallashi va uni jamiyatda qo'llashi lozim;

- *pedagogik til kontakti tufayli yoshlarni bilishi*, ularning ichki dunyosini tushuna olishi, empatiya, his-tuyg'ulariga ega bo'lishi;

- *pedagogik til kontakti tufayli mantiq*, nutq, ta'limning ifodali vositalari va pedagogik takt (nazokat)ga ega bo'lishi;

- *pedagogik til kontakti tufayli jamiyatning barcha qismi foydalanishi* lozim bo'lgan pedagogikaga oid terminlar asosida yaratilgan aloqalar va ular uchun tushunarli ma'noga ega bo'lishi.

Mazkur bobning to'rtinchi fasli *"Pedagogikaga oid terminlarning diskursiv xususiyatlari"* deb nomlangan. Pedagogik terminlarning diskursiv xususiyatlari ingliz va o'zbek tillarida turlicha bo'lishi mumkin. *Ingliz va o'zbek tillarida pedagogik terminlarning diskursiv xususiyatlari:*

1. **Kommunikativ funksiyalar***: Ta'lim jarayonida qo'llanilishi*: Ingliz tilida pedagogik terminlar ta'lim jarayonida aniq va tushunarli muloqotni ta'minlash uchun qo'llaniladi. *Pragmatik funksiyalar*: Pedagogik terminlar o'qituvchi va o'quvchilar o'rtasida samarali muloqotni ta'minlaydi, bu esa o'quv jarayonini optimallashtiradi.

2. *Madaniy va ijtimoiy kontekst:* **madaniy moslashuvchanlik**: *ingliz tilida pedagogik terminlar turli madaniy kontekstlarga moslashtiriladi, bu esa o'quvchilarning ta'lim materiallarini yaxshiroq tushunishlariga yordam beradi.* **Ijtimoiy tabaqalanish***: pedagogik terminlar ijtimoiy sinflar va guruhlar bo'yicha farqlanadi, bu esa ushbu guruhlarning muloqot jarayonida terminlarning turlicha qo'llanishiga olib keladi.*

3. *Lingvistik xususiyatlar*: **sintaktik tuzilmalar**: *ingliz tilidagi pedagogik terminlar ko'pincha murakkab sintaktik tuzilmalarga ega bo'ladi.* **Leksik**

xususiyatlar: *pedagogik terminlar ilmiy va texnik atamalar bilan boyitilgan bo'lib, ular aniq va tushunarli muloqotni ta'minlash uchun zarurdir.*

Dissertatsiyaning uchunchi bobi **"Ingliz va o'zbek pedagogika terminoleksikaning pragmatikasi tasnifi"**ga bag'ishlangan. Yangi O'zbekiston sharoitida *milliy tarbiya* va *ta'lim tushunchasiga* keng qamrovli islohotlarni amalga oshirilmoqda. Zotan, *mustaqillik fikr - mulohazalarda ozod*, o'z haq - huquqini yaxshi taniydigan, *izlanuvchan*, *zamonaviy bilimga* ega, Vatanga, ona zaminimizga sadoqatli, boqimandalikning har qanday ko'rinishlarini o'zi uchun or deb biladigan, o'z kuchi va aqliga ishonib yashaydigan, o'z shaxsiy manfaatlarini xalq, Vatan manfaatlari bilan uyg'un holda ko'radigan *barkamol insonni tarbiyalashni* talab etadi desak yanglishmagan bo'lamiz. Ushbu bobning birinchi bo'limi *"Pedagogika terminologiyasida "o'z" va "begona"lik"* deb nomlanadi. Pedagogika terminologiyasida "o'z" va "begona"lik muhitida quyida ularning har biri bilan bog'liq bo'lgan odatiy xususiyatlar mavjud: <u>*pedagogika terminologiyasida "o'z"lik muhitida*</u>: *madaniy ahamiyatga egalik- Cultural Relevance:* ta'lim mazmuni, misollar va o'quvchilarning madaniy kelib chiqishi, tajribasi va shaxsiyatiga tanish va mos keladigan kontekstlarga ishora qiladi. *Shaxsiy aloqa- personal communication*: ushbu nutq vakllarning shaxsiy hayoti, qiziqishlari va oldingi bilimlariga mos keladigan materiallar, hikoyalar va o'qitish usullarini o'z ichiga olishga undaydi.

Bobning ikkinchi faslida *"Pedagogikaga oid terminologik o'zlashmalar pragmatikasi"* tahlil qilingan. *Pedagogikaga oid terminlar o'zlashmalari* - bu boshqa tillardan kirib kelgan va biror tilga moslashgan so'z yoki pedagogik termindir. Bu jarayon ko'pincha ilm-fan, texnika, san'at, va ta'lim sohalarida sodir bo'ladi. *Pedagogikaga oid terminlar o'zlashmalari pragmatikasi* – pedagogikaga oid terminni qo'llashning amaliy jihatlarini o'rganadi, ya'ni ma'no, kontekst va til birligi orasidagi munosabatlarni tahlil qiladi. Aslida o'zlashgan terminlarning ma'no va funksional jihatdan qanday qo'llanishini o'rganish jarayonidir. Bu jarayon pedagogik terminlarni to'g'ri qo'llash va kontekstda ularning to'g'ri anglashilishini ta'minlaydi. Pedagogikaga oid terminlarning ma'nosi va ularning ishlatilishi vaziyatga bog'liq, termin va madaniyatning o'zaro aloqasini namoyon qiladi. Pedagogikaga oid terminlarda o'zlashmalar keng qo'llaniladi va ularning to'g'ri o'zlashtirilishi, qo'llash ko'nikmalariga e'tiborliroq bo'lish lozim. ***Adaptatsiya-*** pedagogikaga oid terminlarda o'zlashmalarning yangi til va madaniyatga moslashuvi jarayoni. Bu jarayonda so'zlarning talaffuzi, yozilishi va ma'nosi qisman o'zgarishi mumkin.

Pedagigikaga oid terminlar, ta'lim sifatida ham tanilgan zamonaviy *onlayn ta'lim texnologiyaning rivojlanish*i va ta'lim amaliyotidagi o'zgarishlar bilan sezilarli darajada rivojlandi. Hozirgi globallashgan zamonda barcha soha kabi, pedagogik terminalogiyada ham sezilarli darajada umumistemoldagi "o'z" va "begona"likni keltirib o'tishimiz mumkin. *Ingliz tilida* umumistemoldagi pedagogik terminlar kelib chiqishi boshqa tillardan o'zlashgan va qo'llanilish jihatdan farqlanadi: masalan, *pedagogy-* greek (paidagōgia), *gidactics-* greek (didaktikos), *curriculum-* latin (curriculum), *assessment-* latin (assessus), *accreditation-* latin

(accreditare) va b.lar. Ushbu terminlar zamonaviy pedagogik terminologiyada turli xil lingvistik ta'sirlarni ko'rsatadi, ular yunon, lotin va ispan tillaridan ingliz umumistemoliga aylangan va har bir termin nafaqat ta'lim tendensiyalari va innovatsiyalarni aks ettiradi, asosiy e'tibor ta'lim natijalarini oshirishga, o'quvchilarning faolligi va mustaqilligini rag'batlantirishga hamda o'quvchilarning turli ehtiyojlari va qobiliyatlarini qondirish va boshqa sohada ham o'ziga xos tarixiy kontekst va ma'noga egadir. *O'zbek tilidagi* pedagogik terminlar ko'pincha tarixiy va madaniy aloqalar tufayli turli tillardan, xususan, rus, ingliz va boshqa tillaridan o'zlashganligiga guvoh bo'lishimiz mumkin. O'zbek tiliga boshqa tillardan kirib kelgan pedagogik terminlardan keltiramiz:

Umumiste'moldagi pedagogik terminlar	Kelib chiqishi
Universitet (университет), *Klass* (класс), *Direktor* (директор), *Lektor* (лектор), Prezentatsiya (презентация), *Konsultatsiya*(консультация), *Laboratoriya* (лаборатория), *Student* (студент), *Ekzamen* (экзамен), *Zachet* (зачет). *Institut* (институт), *Pedagogika* (педагогика), *Metodika* (методика), *Kafedra* (кафедра), *Diplom* (диплом), *Referat* (реферат), *Konferensiya* (конференция), *Seminar* (семинар), *Akademik litsey* (академик лицей), *Doktorantura* (докторантура), *Magistratura* (магистратура), *Grafik* (график), *Konspekt* (конспект),…	*Rus tilidan* kelib chiqqan va ingliz va *o'zbek umumistemolida* mavjud
Internet saytlari- *Websites,* on line; *on-line*-onlayn, *off line; off-line*-oflayn, *Hemis*, Kreativlik -*creativity*, *master class*-master klass, *monitor*-monitor, *Moodle*-modul, *Zoom*-Zum, sertifikat- certificate…	*Ingliz tilidan o'zbek umumistemolida* mavjud

"*Pedagogikaga oid terminologik neologizmlar pragmatikasi*" deb nomlangan uchinchi faslida neologizm - yangi kirib kelgan yoki tilga kiritilgan yangi so'z yoki ibora. Masalan: "*blended learning*" (aralash ta'lim) yangi pedagogik yondashuv sifatida o'zbek tilida qo'llanilmoqda. *Pedagogikaga oid terminologik neologizmlar pragmatikasi* - til birligi (pedagogik termin, ibora)ning kontekstdagi ma'nosi va amaliy qo'llanilishini o'rganadigan sohadir. "*MOOC" (massive open online course)* - keng tarqalgan va qabul qilingan ta'lim platformasi. Pedagogikaga oid terminlarda neologizmlarning paydo bo'lishi odatda yangi pedagogik texnologiyalar va yondashuvlar bilan bog'liq."*flipped classroom*" (o'quvchining mustaqil, noananaviy uslubdagi darsi) - yangi ta'lim modeli; "*STEM*" - ilm-fan, texnologiya, muhandislik va matematika integratsiyasi; "*e-learning*" - elektron ta'lim texnologiyalari; "*edutainment*" – ta'lim va o'yin-kulgi elementlarini birlashtirish. Pedagogik terminologik neologizmlar pragmatikasi o'zbek va ingliz tillarida yangi tushunchalarni qabul qilish va ulardan foydalanishning o'ziga xosliklarini o'rganadi. Ushbu jarayon ta'lim sifatini oshirish va yangi bilimlarni o'zlashtirishda muhim sanaladi.

Ingliz va o'zbek tillarida pedagogikaga oid terminologik neologizmlar pragmatikasini tahlil qilar ekanmiz quyidagi guruhlarga tasnifladik:

1.Rasmiy ta'limga oid neologizmlar**-** *neologisms related to formal education.*

O'zbek tilida: *tyutor, mok test, free education, innovatsion metod, aktiv talabalar, passiv darslar, qorako'l maktabi, qorako'l tajribasi, prezident maktabi, ijod maktabi, ixtisoslashgan maktab;* Ingliz tilida: *edutainment, flipped classroom, gamification, MOOC (massive open online course), blended learning*; kabi

pedagogikaga oid terminologik neologizmlarni rasmiy ta'lim sohasiga ko'p ishlatilishiga guvohi bo'lganmiz.

2.Ta'limga xizmat qiluvchi tizimga oid neologizmlar- *neologisms related to the system serving education*

O'zbek tilida: *zoom, google classroom, modul, onlayn maktab, onlayn dars, onlayn darslik, onlayn mashg'ulot, onlayn seminar, vebinar, veb-kurs, video-ma'ruza, internet-dars;*

Ingliz tilida: *e-learning, learning management system (LMS), personalized learning, digital citizenship, virtual reality (VR) in education* ushbu neologizmlar zamonaviy ta'lim tizimlarida texnologiya ta'sirini aks ettirib[1], hisoblash resurslari va ta'limga innovatsion ishlab chiqarishlar integratsiyasini ta'kidlaydi.

Mazkur bobning to'rtinchi faslida *"Pedagogikaga oid terminlarning leksikografik portreti tajribasi"* deb nomlanadi va pedagogika sohasidagi terminlarning leksikografik portret tushunchasi, odatda, biror atamaning lug'aviy ma'nosi, ma'no jihatidan rivojlanishi va uning pedagogik amaliyotdagi o'rnini o'rganish jarayonini ifodalaydi. Bu tushuncha, asosan, maxsus sohalarda ishlatiladigan yangi yoki mavjud terminlar uchun qo'llaniladi. O'zbek va ingliz tillarida pedagogik terminlarning leksikografik portreti yaratish tajribasi mazkur tillardagi terminlarning lug'aviy tavsifi, sinonimlari, antonimlari, va ularning turli kontekstlarda qo'llanilishini tahlil qilish orqali amalga oshiriladi. Bizning fikrimizcha, pedagogikaga oid terminologik birikmalarning asosiy xususiyatlari quyidagilardan iborat: (Izoh: PTL-pedagogikaga oid terminlar leksikografikasi)

PTL ekspress tushunchalari;

PTL ma'lum darajada barqarorlikka ega;

PTL komponentlari o'zining bevosita nominativ ma'nosini saqlab qoladi (pedagogik iboralar, lekin har doim ham o'zining bevosita nominativ ma'nosini saqlab qolmaydi). Pedagogik iboralar uchun xarakterli xususiyat neytral uslubga tegishli, shuningdek sinonimlarning yetishmaslik xususiyatidir.

Biz izlanishlarimiz davomida, ingliz tili pedagogik terminlar leksikografikasiga mansub *ikki komponentli* atributiv so'z birikmalarining shakliy tuzilish xususiyatlarini hisobga olish quyidagi turlarni ajratib:

1. Ikki komponentli sifatdosh so'z birikmalarining dominant turi sifatdoshli terminologik so'z birikmalarining sifatdosh-substantiv modelidir. (714 tadan 352 birlik), masalan: *analogical dictionary*- analogik lug'at; *analytic definition*- analitik ta'rif; *canonical form* - kanonik shakl, *illustrative example*- tasniflovchi yorliq; Bunday iboralarning tuzilish formulasi A + N birikmasidir (bu ishda muallif ingliz tilidagi iboralarning strukturaviy turlarini ifodalash uchun ishlatiladigan umume'tirof etilgan qisqartmalar tizimiga amal qiladi: N – ot; N's – egalik holatidagi ot; A - sifat; Ving - -ing bilan tugaydigan fe'l shakli; Ved - -ed bilan tugaydigan og'zaki shakl; P - old qo'shimcha). Masalan: *primary definition*-birlamchi ta'rif; *regional dictionary*-mintaqaviy lug'at; *alphabetical order*- alifbo tartibi.

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[1] https://www.lexico.com/definition/pedagogy

2. Bir oz kamroq tarqalgani *atributiv iboralarning mazmunli modeli* bo'lib, bu yerda ot prepozitiv ta'rif sifatida ishlaydi, masalan, asosiy so'z, iqtibos fayli, yorlig'i hisoblanadi. Ingliz tili pedagogik terminlar leksikografikasiga ushbu modellar taxminan 225 ta birlikga guvoh bo'ldik. Strukturaviy formulasi <u>N + N</u> qisqartmasi (ot + ot) bilan ifodalangan iboralar zamonaviy ingliz leksikografik terminologiyasi tizimida osongina yaratilgan desak adashmagan bo'lamiz. Bunday terminologik shakllanishlar qo'shma so'z va iboralarni bir-biridan ajratib turadi. <u>N + N</u> tipidagi ikki komponentli iboralarni tahlil qilishda asosiy strategik yo'nalishdir. Ingliz tili pedagogik terminlarning leksikografik qatlamida <u>V+ing + N</u> iboralari, mas.: *defining pedagogical equivalent*- pedagogik ekvivalentni aniqlash; *gleaning excerption*-iboralarni yig'ish; *pedagogical rhyming dictionary*-pedagogik qofiyalash lug'ati, <u>Ved + N</u> modeliga nisbatan leksikografik terminologiyada biroz kamroq tarqalgan. Ular ikki komponentli iboralarning umumiy sonining atigi 4.5% ni tashkil qiladi va o'rganilgan atamalar umumiy sonining 3% ni tashkil qiladi. *O'zbek tilida* so'z birikmasining yadro komponentiga bosh gapda bo'lib, hozirgi zamon kesimi sifatdosh xususiyatiga ega bo'ladi, chunki u sifatdosh bilan ifodalangan bir xil turdagi xususiyatlarni ifodalash vositasiga aylanadi. O'zbek tili pedagogik terminlarning leksikografik qatlamida quyudagicha lug'at turlari ko'plab uchraydi. Masalan: <u>N +N+ik+N</u>: *O'zbek tilining izohli frazeologik lug'ati*; *o'zbek tilining orfoepik lug'ati*; *o'zbek tili sinonimik izohli lug'ati; o'zbek tili antonimik izohli lug'ati;* <u>N+N (-cha):</u> *Fransuzcha-o'zbekcha lug'at; ruscha-o'zbekcha lug'at; o'zbekcha-forscha lug'at.* Mazkur bobning beshinchi qismi *"Pedagogikaga oid terminlarning milliy o'ziga xoslikni belgilash pragmatikasi"* deb nomlangan. Pedagogikaga oid terminlarning milliy o'ziga xosligini belgilash pragmatikasi, madaniy va tilshunoslik nuqtai nazaridan, muhim ahamiyatga ega. Har bir millatning ta'lim tizimi o'ziga xos madaniy qadriyatlar, urf-odatlar va an'analar bilan bog'liq bo'lib, bu o'ziga xoslik pedagogik terminologiyada ham aks etadi. Ingliz va o'zbek tillarida pedagogik atamalarni tushunish va ulardan foydalanishning pragmatik jihatlari ushbu tillarning o'ziga xos madaniy kontekstlariga tayanadi. *Pedagogikaga oid terminlarning milliy o'ziga xoslikni belgilash pragmatikasi* deganda biz har qanday terminalogiya sohasining shakllanishi va rivojlanishi o'sha yo'nalishga nisbatan qiziqish, yangilanish paydo bo'lishidan boshlanadi. Terminshunoslik ham bundan mustasno emas. Ushbu sohaning yuzaga kelish va taraqqiyoti bevosita termin tizimi, lisoniy birliklarning qurilishi, tarkib topishi va ulardan kundalik hayotda, ijtimoiy faoliyatda foydalanishga oid savollarga javob topishdan boshlanadi. Lekin pedagogikaga oid terminlarda ham xuddi boshqa soha terminlarida bo'lganidek, ilmiy maqsadga yo'naltirilgan bo'lishi muhim shartdir. *Pedagogik terminolingvistikasida pragmatik xususiyatlariga* ma'nolar tizimi quyudagilar atrofida tuzilgan:

a) pedagogikaga oid terminlarning asosiy vazifalari asosida: nomlash vazifasi, aloqa funksiyasi;

b) pedagogikaga oid terminlarning barcha turdagi bog'liqliklarni ifodalash funksiyasi;

c) pedagogikaga oid terminlar pragmalingvistikasining malakaviy va baholash yuzasidan funksiyasi;

d) pedagogik diskursda ishlatilayotgan terminlar nafaqat semantik yuklama, balki pragmalingvistik darajada stilistik vositalar, subyektiv nutq malakalari va konseptual strukturalar orqali inson ongining bilish faoliyatiga daxldor funksional xususiyatlarni ham aks ettiradi.

Dissertatsiyaning to'rtinchi bobi "**Ingliz va o'zbek tillari pedagogik nutqining pragmalingvistik tahlili**" deb nomlangan. Bobning birinchi fasli *"Ingliz va o'zbek tillaridagi "pedagogik nutq" tavsifi"* mavzusiga oid nazariy masalalarni qamrab oladi.

Ma'lumki, ingliz va o'zbek tillaridagi *"pedagogik nutq"* tavsifi, ushbu millatlarning *"xalq pedagogikasi tarbiya"* borasidagi boy tajribalariga tayanadi. Ingliz va o'zbek tillaridagi *"pedagogik nutq"* qoidalarini asoslash uchun falsafa, sotsiologiya, etika, estetika, fiziologiya, psixologiya kabilarning ma'lumotlarni umulashtirish natijasida paydo bo'ladi. *Pedagogik nutq* ilm ahli vakllari hamda jamiyatning barcha sohalari o'rtasidagi kommunikatsiya jarayonida muhim hisoblanadi. Bu nutqning asosiy vazifasi bilimlarni yetkazish, o'quvchilarni motivatsiyalash va ta'lim jarayonini samarali tashkil etish va o'zaro aloqa vositasi sifatida barcha soha vakillari nutqida aks etishi ham mumkin. Ingliz va o'zbek tillaridagi pedagogik nutqning xususiyatlarini tahlil qilish orqali ularning farqlari va o'xshashliklarini aniqlash mumkin.

Izlanishlarimiz davomida *pedagogik nutqning asosiy xususiyatlarini quyidagicha tahlil qildik:*

1. *Informativlik (Informativeness)*. Pedagogik nutq bilimlarni yetkazish vositasi sifatida katta informatsion yuklamaga ega. Bu nutqda o'qituvchi ilmiy tushunchalar, nazariyalar va faktlarni o'quvchilarga yetkazadi.

2. *Motivatsiyaviylik (Motivational)*. O'qituvchi pedagogik nutq orqali o'quvchilarni ta'lim olishga, ilmiy izlanishlarga va o'zini rivojlantirishga undaydi. Masalan, o'qituvchi: "Agar siz muntazam ravishda o'qish va izlanishda davom etsangiz, kelajakda katta yutuqlarga erishasiz" deb rag'batlantiradi.

3. *Didaktik xususiyatlar (Didactic features)*. Pedagogik nutqning didaktik xususiyatlari o'quv materialini strukturaviy tarzda yetkazish va uni tushunarli qilishga qaratilgan. Bu jarayonda o'qituvchi turli uslubiy yondashuvlardan foydalanadi.

Ingliz tilida pedagogik nutq turli ta'lim muassasalarida keng qo'llaniladi va uning asosiy xususiyatlari quyidagilardan iborat (ta'lim olish va ta'lim berish nazaridan olib qaralganda): 1. Morphological and syntactic features (*Morfologik va sintaktik xususiyatlar)*. Ingliz tilida pedagogik nutq murakkab sintaktik tuzilmalarga ega bo'lishi mumkin. Misol uchun, uzun va murakkab gaplar, passive voice, relative clauses keng qo'llaniladi. 2. Lexical features (*Leksik xususiyatlar)*. Ingliz tilida pedagogik nutqda ilmiy va texnik terminlar ko'p ishlatiladi. O'qituvchi o'quvchilarga ilmiy terminlarni tushuntirish uchun ko'pincha sinonimlar va izohli iboralarni qo'llaydi. 3. Communicative features (*Kommunikativ xususiyatlar)*. Ingliz tilidagi pedagogik nutq ko'pincha interaktiv bo'ladi. O'qituvchi va o'quvchilar

hamda ushbu nutq vakillari o‘rtasida savol-javob, munozara va bahs-munozaralar orqali bilim almashinuvi sodir bo‘ladi.

Ushbu bobning ikkinchi fasli *“O‘qituvchi nutqidagi pedagogikaga oid terminlar”* deb nomlangan. O‘qituvchi nutqi ta’lim jarayonida muhim ahamiyatga ega bo‘lib, o‘quvchilarga bilimlarni samarali yetkazish, ularni motivatsiyalash va o‘quv materialini tushunarli qilish vazifalarini bajaradi. Pedagogik nutqda qo‘llaniladigan terminlar bu jarayonni yanada samarali va tushunarli qiladi. Ushbu maqolada pedagogikaga oid terminlar va ularning ta’riflari o‘zbek va ingliz tillarida keltiriladi.

Bizni fikrimizcha o‘qituvchi nutqining maqsadiga ko‘ra uning quyidagi turlarini farqlash mumkin:

1. *O‘qituvchi nutqining axborot almashinuv maqsadiga ko‘ra muloqoti* (*communication of the teacher's speech for the purpose of information exchange*). Ta’lim muassasalarida o‘qituvchi nutqining asosiy maqsadi – o‘qituvchi va o‘quvchilar o‘rtasida samarali ma’lumot almashinuvini ta’minlash. Bu maqsadga erishish uchun asosiy jihatlar, strategiya va terminlar faol bo‘lishi tabiiydir: *Clarity and Precision* – Aniqlik; *Structured and Organized Presentation* – Tuzilgan va tashkillashtirilgan taqdimot; *Use of Visual Aids* – Ko‘rgazmali qurollardan foydalanish; *Active Listening and Responsiveness* – Faol tinglash va javob berish; *Encouraging Participation* – Ishtirok etishni rag'batlantirish; *Checking Understanding* – tushunishni tekshirish; Moslashuvchanlik – *Adaptability and Flexibility;* Mustahkamlash va takrorlash – *Reinforcement and Recapitulation* v.b. Muloqotning ushbu jihatlariga e’tibor qaratish orqali o‘qituvchilar axborot almashinuvi samarali bo‘ladigan, o‘quvchilar o‘z ta’lim jarayonida qo‘llab-quvvatlanayotganini his qiladigan va ta’lim maqsadlariga yanada kengroq erishiladigan inklyuziv va qiziqarli ta’lim muhitini yaratishi mumkin.

2. O‘qituvchi *nutqining ta’sir ko‘rsatishiga ko‘ra muloqoti – communication according to the speech effect of the teacher's speech.* Muloqotda o‘qituvchi nutqining ta’sirchanligi hamda o‘quvchilarning bilim olishi va faolligiga katta ta’sir ko‘rsatadi. O‘qituvchi nutqining samaradorligiga ta’sir qiluvchi asosiy omillar va muloqotning ushbu turida quyudagi pedagogik terminlarga murojaat qilinadi- qo‘llab-quvvatlovchi o‘quv muhitini yaratish- *creating a supportive learning environment*, aloqalarni o‘rnatish – *building relationships,* fikr mulohazalar- *feedback and assessment.*

3. *O‘qituvchi nutqining baho munosabatini ifodalashga ko‘ra muloqoti- communication of the teacher's speech in order to express the evaluation attitude:* muvozanatli yondashuv- *balanced approach,* aniqlik va oshkoralik- *clarity and transparency,* rag‘batlantirish va qo‘llab quvvatlash - *encouragement and support,* talabalaring faolligi- *student engagement.*

4. O‘*qituvchi nutqining shaxsiy munosabatlarni yo‘lga qo‘yish, yaxshilash maqsadiga ko‘ra muloqoti- communication of the teacher's speech with the aim of establishing and improving personal relations-* ijobiy tildan va ijobiy so’zlardan foydalanish- *use of positive language,* yaxshi tinglovchi bo‘la olish- *active listening, personalization-*bu asosan ingliz tilida faol, ya’ni suhbatdoshingiz sizni

fikringizni yoki muammoni o'z muammosi kabi qabul qilish, qayg'urish va qo'llab quvvatlash - *empathy and support*, ishonchni mustahkamlash - *building trust*.

5. O'*qituvchi nutqining huquqiy munosabatlarni shakllantirishga ko'ra nutqiy muloqoti- speech communication of the teacher's speech according to the formation of legal relations-* hujjatlar- *documentation,* maxfiylik- *confidentiality,* rozilik va ruxsat- *consent and permission*, kasbiy xulq atvor- *pofessional conduct*, qonunva qarorlarga rioya qilish- *compliance with laws and policies*; maxsus ta'lim va turar joy- *special education and accommodations*.

Ta'lim muassasalarida muloqotning ushbu tamoyillariga rioya qilish orqali o'qituvchilar va o'quvchilar, ota-onalar, hamkasblar va ma'murlar bilan ijobiy va qonuniy munosabatlarni o'rnatishga yordam beradi. Samarali muloqot nafaqat akademik muvaffaqiyatga yordam beradi, balki maktab jamoasida hurmat, ishonch va mas'uliyat madaniyatini rivojlantiradi. Ma'lum bo'ladiki, o'qituvchi nutqiy muloqot insonning kommunikativ maqsadi bilan bog'liq holda amalga oshadi.

Ushbu bobning uchinchi bo'limi *"O'quvchi nutqi pedagogikaga oid terminlar"* deb nomlangan. Unda ingliz va o'zbek tillaridagi *o'quvchi nutqi* pedagogikasi bo'yicha terminlar tahlilining davriy rivojlanish bosqichlari va yondashuv jihatlari o'quv jarayonining qanday o'zgarib borganini ko'rsatib berilgan. Bu tahlil o'quvchi nutqi pedagogikasidagi yondashuvlar va terminologiyaning taraqqiyotini tushunishga yordam beradi. Quyida ingliz va o'zbek tillaridagi o'quvchi nutqi pedagogikasi bo'yicha terminlarning davriy rivojlanish bosqichlari va yondashuv jihatlari haqida batafsil ma'lumot beriladi. *an'anaviy yondashuv, kommunikativ yondashuv, interaktiv va innovatsion yondashuv, informatsion yondashuv, raqamli yondashuvlar* izohlab, ochib berilgan.

Har qanday pedagogikaga oid terminlarda milliy istiqlol mafkurasining asosiy g'oyalaridan biri ham jamiyatda ma'naviy-axloqiy qarashlarning ustuvorligiga erishish sanaladi. Ijtimoiy tarbiyaning boshqa turlari kabi ma'naviv-axloqiy tarbiya asosini ham ilg'or milliy, ma'naviy-axloqiy qadriyatlarni shakllantirish pedagogikaga oid terminlarni ahamiyatini tashkil etadi. *O'quvchi nutqi pedagogikaga oid terminlar* shaxs, xalq, davlat va jamiyatning kuch-qudrati, taraqqiyoti, imkoniyatlari va istiqbollarini belgilab beruvchi ichki ijobiy, ruhiy omillar bilan bog'liqdir. O'quvchi nutqi pedagogikaga oid terminlarning mohiyatiga ko'ra ijtimoiy taraqqiyotga ijobiy ta'sir o'tkazuvchi falsafiy, huquqiy, ilmiy, badiiy, axloqiy, diniy tasavvur, tushuncha va g'oyalar majmuini anglashdir.

Ingliz va o'zbek tillarida davriy rivojlanish bosqichlari va yondashuv jihatlarini davrlarga bo'lib tahlil qildik: 1970-yillar – *an'anaviy yondashuv bosqichi* (lecturing-ma'ruza qilish); 1980-yillar – *kommunikativ yondashuv bosqichi* (interactive learning (interaktiv o'rganish)); 1990-yillar – *interaktiv va innovatsion yondashuv bosqichi* (educational technology (ta'lim texnologiyasi); 2000-yillar – *informatsion yondashuv bosqichi* (e-learning (elektron ta'lim); 2010-yillar – *raqamli yondashuv bosqichi* (blended learning (aralash ta'lim)); 2020-yillar –*masofaviy yondashuv bosqichi* (remote learning (masofaviy ta'lim).

Mazkur bobning to'rtinchi fasli *"Ota-ona nutqi pedagogikaga oid terminlar"* deb nomlangan. Ota-ona nutqi pedagogikaga oid terminlar, ota-onalar va

oʻqituvchilar oʻrtasidagi muloqot va taʼlim jarayonida muhim rol oʻynaydi. Ushbu terminlar ota-onalarga farzandlari taʼlim jarayonida qanday yordam berish, ularning rivojlanishiga qanday hissa qoʻshish kerakligini tushuntiradi. Ingliz va oʻzbek tillarida ota-ona nutqi pedagogikasiga oid terminlar va ularning tasnifi haqida batafsil maʼlumot quyida keltiriladi. Ingliz va oʻzbek tillarida ota-ona nutqi pedagogikasi terminlariga quyidagilarni misol keltirishimiz mumkin: *Parent Involvement / Ota-onalarning ishtiroki.* Ota-onalarning ishtiroki farzandlarining taʼlim jarayonida faol qatnashishini anglatadi. *Parent-Teacher Communication / Ota-ona va oʻqituvchi muloqoti.* Ushbu termin ota-onalar va oʻqituvchilar oʻrtasida muntazam muloqotning ahamiyatini taʼkidlaydi. *Parental Support / Ota-onalarning qoʻllab-quvvatlashi, Home Learning Environment / Uyda oʻrganish muhiti.* Ushbu termin farzandlarning taʼlimini qoʻllab-quvvatlash uchun uyda qulay oʻquv muhitini yaratishni anglatadi. *Parenting Style / Ota-ona tarbiyaviy uslubi.* Ota-ona tarbiyaviy uslubi ota-onalarning farzandlarini tarbiyalash va yoʻnaltirish uslubini anglatadi. *Parental Engagement / Ota-onalarning faolligi.* Ularning faolligi maktab tadbirlari va faoliyatlarida faol ishtirok etishini bildiradi.

Ingliz va oʻzbek tillarida ota-ona nutqi pedagogikaga oid terminlar bilan bogʻliq oʻxshash va farqli tomonlarini tushuntirish uchun biz ushbu tahlillarni bir necha oʻlchovlar boʻyicha batafsil tavsiflab keltirishimiz mumkin. Ushbu tavsif *taʼriflar, xususiyatlar, funksiyalar va foydalanish kontekstlari* kabi toifalarni oʻz ichiga oladi. Har bir qator ingliz va oʻzbek terminlarini solishtirib, ularning oʻxshash va farqli tomonlarini koʻrsatib beradi. Ilmiy qarashlarimizning asosiy maqsadi shuki, pedagogika sohasida, ilmiy tadqiqotda, terminologiyada pedagogik qarashlarning ustuvorligini hamda terminlar tizimini ifodalash va boyitish, ularni tasniflash va tartibga solish, ota-ona nutqidagi xususiyatini aniqlash muhim deb hisoblaymiz. Pedagogik faoliyatning zamonaviylashuvi til tizimida terminologik yangilanishlarga sabab boʻlmoqda. Kommunikativ amaliyotda yuzaga kelayotgan yangi jarayon va tushunchalar ularni nomlash zaruratini tugʻdirib, yangi pedagogik terminlarning shakllanishi va diskursdagi faol qoʻllanishiga olib kelmoqda.

XULOSA

1. Terminologiyaning muhim jihatlari, terminlarning shakllanishi, ularning semantik koʻlami hamda qoʻllanilishiga taʼsir etuvchi omillarni batafsil tahlil qilish zarur. Oʻtkazilgan tahlillar shuni koʻrsatadiki, pedagogik terminologiya boshqa ilmiy sohalar bilan uzviy bogʻliq, uning rivoji jamiyatning nafaqat ilmiy va taʼlimiy ehtiyojlariga, balki muloqot jarayonining talablariga ham mos tarzda oʻzgarib boradi. Terminologiyaning umumiy masalalari doirasida pedagogik terminlarning qanday paydo boʻlishi va ularning ijtimoiy kommunikativ xususiyatini aniqlash muhim ahamiyat kasb etadi.

2. Yangi pedagogik tushunchalarni terminologiya tizimiga kiritish jarayonini osonlashtirish va mazkur terminlarning zamonaviy taʼlim jarayonlaridagi oʻrnini anglash muayyan bir xalq pedagogikasi (masalan, ingliz va oʻzbek) va bu pedagogik faoliyat tizimiga xizmat qiluvchi terminlar oʻsha xalq madaniyati, gʻoyaviy-

mafkuraviy bazasi qanday ekanligi va xalq tafakkurining xususiyatlari haqida ma'lumot beradi.

3. Pedagogik terminlarning rivojlanish jarayoni va ularning asosiy tendensiyalari, terminlarning zamonaviy ta'lim tizimlariga moslashish jarayoni, ularning yangi ilmiy va texnologik yutuq, yangi tushunchalar, terminlar va ifodalar bilan muntazam to'ldiriladi. Bu jarayonda globallashuv, axborot texnologiyalari va boshqa omillar muhim rol o'ynaydi. Shuningdek, pedagogik terminlar turli davrlar va madaniy kontekstlarda qanday rivojlanishi va ularning asosiy tendensiyalari kelgusidagi terminologik izlanishlar uchun muhim manba hisoblanadi.

4. Pedagogik terminlarning ijtimoiy-kommunikativ jihatlari o'rganilganda, soha terminlari faqat ilmiy doiralarda emas, balki kundalik hayotda ham keng qo'llanilmoqda. Shuningdek, ularning ta'lim jarayonida qanday muloqot vositasi maqomidagi o'rni, o'quvchilar hamda o'qituvchilar o'rtasidagi kommunikatsiyada tutgan mavqeyi, pedagogik terminlarning ijtimoiy-kommunikativ xarakteri ularning samaradorligini oshirishga xizmat qilishi aniqlandi. Soha terminlarining kommunikativ vazifalari, ularning ta'lim jarayonidagi o'rnini aniqlash va ularning didaktik samaradorligini oshirish uchun xizmat qiladi.

5. Terminlarning "pedagogik nutq" doirasidagi qo'llanilishi va ularning kommunikativ-pragmatik jihatlarini ko'rib chiqish, o'qituvchilar va o'quvchilar o'rtasidagi muloqotda terminlarning qanday rol o'ynashi, ularning ta'lim jarayoniga ta'siri va didaktik samaradorlikka erishish uchun qanday foydalanilishi o'rganildi. Natijalar shuni ko'rsatadiki, "pedagogik nutq"da qo'llaniladigan terminlar nafaqat ma'noni yetkazishda, balki o'quvchilarning o'zlashtirish jarayonini samarali tashkil qilishda ham muhim ahamiyatga ega. Ushbu tahlil terminlarning pragmatik vazifalari va ularning pedagogik jarayonlarda qanday qo'llanishini chuqurroq tushunishga yordam beradi.

6. Pedagogikaga oid terminlarning sotsiolingvistik muammolari, ularning ijtimoiy tabaqalanishi va qo'llanilishi ingliz va o'zbek tillarida pedagogik terminlarning turli ijtimoiy guruhlar tomonidan qanday qabul qilinishi va foydalanililishiga bog'liqdir. Ushbu tahlillar natijasida pedagogik terminlarning ijtimoiy tabaqalanishi va ularning jamiyatdagi o'rni, shuningdek, terminshunoslikda sotsiolingvistik yondashuvning ahamiyatini oydinlashtiradi.

7. Terminlar ijtimoiy guruhlarning ta'lim darajasiga qarab turlicha qo'llanilishi, ularning qabul qilinishi va bu jarayonda sotsiolingvistik omillar, ingliz va o'zbek tillarida pedagogik terminlarning ijtimoiy tabaqalanishi bilan bog'liq masalalar, ularning turli ijtimoiy qatlamlarda qay tarzda o'rin tutishi va ta'lim tizimidagi ahamiyati muhimdir. Pedagogik terminlar ijtimoiy tabaqalanish jarayonida turlicha ko'rinishda namoyon bo'lib, ularning qabul qilinishi va qo'llanilishi ijtimoiy muhitning xususiyatlariga bog'liq. Bu tahlil pedagogik terminologiyaning ijtimoiy jihatdan o'ziga xosliklarini chuqurroq tushunishga yordam beradi.

8. Pedagogik terminlar diskursiv xususiyatga ega bo'lib, ular turli nutq jarayonlari va matn shakllarida kommunikativ ehtiyojga qarab funksional tarzda qo'llaniladi. Ingliz va o'zbek tillaridagi pedagogik terminlarning diskurs doirasidagi

pozitsiyasi, ularning kommunikativ vazifalari hamda kontekstual ahamiyati tahlil etilar ekan, ushbu birliklarning diskursiv muhitda samarali ishlatilishi ta'limiy muloqotning mazmunan boyishi va lingvopragmatik aniqlik kasb etishiga xizmat qilishi aniqlanadi.

9. Ingliz tilidagi pedagogik terminologiya tizimining leksik-semantik tahlili shuni ko'rsatadiki, ingliz va o'zbek xalqlarining tarbiya va ta'limga doir konseptual qarashlarida muhim madaniy-diskursiv tafovutlar mavjud. G'arb, ayniqsa, ingliz jamiyatida "child upbringing" (bola tarbiyasi) konsepti ko'proq davlat institutlariga bog'langan bo'lib, bu holat pedagogik leksikada ham o'z aksini topgan. Tarbiya jarayoni, filologik diskursda, ijtimoiy-iqtisodiy struktura doirasida, davlat manfaatlari nuqtayi nazaridan baholanadi. Natijada, bola tarbiyasi davlatning institutsional majburiyati sifatida qaralib, "parental responsibility" (ota-onalik mas'uliyati) esa cheklangan kontekstda talqin qilinadi. Bu esa pedagogik terminlar orqali milliy madaniyatning tarbiya konseptiga munosabatini aks ettiruvchi sotsiolingvistik ko'rsatkich sifatida namoyon bo'ladi.

10. Pedagogikaga oid terminologiyada "o'z" va "o'zlashganlik" tushunchalarining pragmatik jihatlari, ingliz va o'zbek tillarida ushbu tushunchalarning qanday namoyon bo'lishi, ularning o'zaro ta'siri va ishlatilishi bilan farqlanadi. Ushbu tahlil natijalari shuni ko'rsatadiki, "o'z" va "o'zlashganlik" terminlar pedagogik jarayonlarda turli xil funksional yuklarni o'zida aks ettiradi. "O'z" terminlar milliy va madaniy xususiyatlarni aks ettirsa, "o'zlashganlik" terminlar yangi tushunchalar va yondashuvlarni kiritishga xizmat qiladi.

11. Pedagogik terminlarning boshqa tillardan o'zlashishi va ularning pragmatik jihatlari, qanday o'zlashgani, ularning til tizimida qanchalik samarali qo'llanilishi va o'zlashgan terminlar madaniy va lingvistik ta'sirlarga mos ravishda til tizimiga kirib keladi va ularning qo'llanilishi pragmatik jihatdan muhimdir.

12. Ingliz va o'zbek tillarida yangi pedagogik terminlarning shakllanishi, ularning qabul qilinishi va til tizimiga kirib kelishi murakkab hodisadir. Pedagogik neologizmlar til tizimida samarali qo'llaniladi va ularning pragmatik jihatlari ta'lim jarayonida qanchalik muvaffaqiyatli qo'llanilishini belgilaydi.

13. Pedagogik terminlarning leksikografik portretini yaratish tajribasi, ingliz va o'zbek tillarida pedagogik terminlarning lug'aviy tizimdagi o'rni, ularning ma'nolarini aniqlash va ularni samarali ishlatish usullarini o'rganishlar shuni ko'rsatadiki, pedagogik terminlarning leksikografik tasviri ularning to'g'ri qo'llanilishi va samaradorligini oshirishda yordam beradi.

14. O'qituvchining nutqida pedagogik terminlarning qo'llanilishi va ularning pragmatik jihatlari tahlili terminlarning qanday ishlatilishi, didaktik vazifalarni bajarishi va o'quvchilar bilan muloqotda ta'sir ko'rsatishidir. O'quvchi nutqida pedagogik terminlarning qanday qabul qilinishi va qo'llanilishi o'quv jarayonidagi muvaffaqiyatli holatlardan biri hisoblanadi.

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SOCIOLINGUISTIC AND PRAGMALINGUISTIC APPROACH IN THE DEVELOPMENT OF PEDAGOGICAL TERMS
(ON THE EXAMPLES OF THE ENGLISH AND UZBEK LANGUAGES)

10.00.06 – Comparative literary criticism, contrastive linguistics and translation studies

DISSERTATION ABSTRACT
for a Doctor of Science (DSc) in PHILOLOGY

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INTRODUCTION (Doctor of Science (DSc) Dissertation Annotation)

Relevance and necessity of the research topic. In world linguistics, the development of interlingual communication and the expansion of intercultural relations are strengthening the necessity of consistently providing a linguistic substantiation of the innovations occurring in the education system. The entry of terms used in the field of pedagogy into the sphere of general usage requires their description on the basis of scientific criteria, the determination of their semantic boundaries, and the clarification of their norms of use. A deep contextual and pragmatic analysis of pedagogical terms, the harmonization of sociolinguistic and pragmalinguistic approaches, and the consistent elucidation of the communicative-linguistic and linguocultural features of the units of the pedagogical terminological system are considered an actual issue. Consequently, studying and scientifically substantiating the connections between educational innovations specific to different languages through these terms is of significant importance.

In world linguistics, the formation and development of pedagogical terms have expanded the scope of scientific research related to issues of synonymy, homonymy, morphological, structural-semantic, linguostylistic, and lexicographic nature. At present, research is being conducted on the lexical-phraseological, universal, differential, as well as descriptive-classificatory features of the units related to this field. From a sociolinguistic and pragmalinguistic point of view, the analysis of the development of pedagogical terms in English and Uzbek, which differ in their national nature, is considered one of the important components of the educational process. Describing the comprehensible and culturally appropriate use of pedagogical terms, revealing their cognitive-categorial principles, and the comparative analysis of pragmatic features based on the verbalization of human thinking and logical activity serve for the scientific interpretation of Eastern and Western linguocultural realities. Indeed, in the context of increasing the effectiveness of the educational process, systematizing and standardizing the use of new technologies, determining the socio-communicative value of terms, and establishing the necessary scientific foundations for the popularization of prospects of innovative development define the theoretical and methodological basis of the research.

In New Uzbekistan, special attention is being paid to the development of the theory of education and upbringing on the basis of advanced foreign experiences and to the training of qualified personnel through the creation of a new generation of pedagogical terms. The fact that research is being conducted on the interpretation of terms related to various fields in Uzbek language, as well as on the creation of Uzbek terms and concepts and their application in practice, is associated with serious changes in the field of terminology. The stable development of Uzbek linguistics puts on the agenda the issues of theoretical study of scientific problems in the field of terminology. Accordingly, the necessity of comprehensively considering the sociolinguistic and pragmalinguistic aspects of terms related to the field of pedagogy is also confirmed by the idea that "…we must continue our reforms, visit educational institutions, communicate more with teachers and mentors, and jointly solve the

issues they raise in order to improve the quality of educational work." On this basis, the need to linguistically clarify the normative use of pedagogical terms is being required

This dissertation, to a certain extent, contributes to the implementation of the tasks defined in the decrees of the President of the Republic of Uzbekistan: No. PF-5847 dated October 8, 2019 "On approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", No. PF-6084 dated October 20, 2020 "On measures for the further development of the Uzbek language and improvement of language policy in the country", No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022–2026", and No. PF-158 dated September 11, 2023 "On the 'Uzbekistan – 2030' Strategy"; as well as in the resolutions: No. PQ-3775 dated June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the large-scale reforms being implemented in the country", No. PQ-5117 dated May 19, 2021 "On measures to bring the activities of popularizing the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level"; and the Resolution of the Cabinet of Ministers No. 610 dated August 11, 2017 "On measures to further improve the quality of teaching foreign languages in educational institutions", as well as other regulatory and legal documents related to the field.

Compliance of the research with the priorities of the republic's science and technology development. This research has been carried out in accordance with priority line I. of the development of science and technologies of the Republic, namely, "Formation of a system of innovative ideas and the ways of their implementation in social, legal, economic, cultural, spiritual and educational development of the information society and democratic state".

Review of foreign scientific research on the subject of dissertation[1]. Scientific research aimed at studying the sociolinguistic and pragmalinguistic approach in the development of pedagogical terminology is being conducted at leading scientific centers and higher educational institutions of the world, including the University of Oxford (United Kingdom), Indiana University, the University of California, Columbia University (USA), the University of Toronto (Canada), Lomonosov Moscow State University, Saint Petersburg State Institute of Oriental Studies, Altai State University, Dagestan State Pedagogical University (Russia), Taras Shevchenko National University of Kyiv (Ukraine), Ankara University (Turkey), Khujand State University (Tajikistan), Uzbekistan State World Languages University, the Institute of Uzbek Language, Literature and Folklore of the Academy of Sciences of the Republic of Uzbekistan, Karshi State University, and Navoi State Pedagogical Institute (Uzbekistan).

In world linguistics, significant conclusions have been drawn regarding the study of pedagogical terminology: the terms of the educational sphere are interpreted

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[1] A review of foreign research on the topic of dissertation: https://www.dissercat.com/ , https://www.twirpx.com/files/science , www.amozon.com , www.britanica.com , www.cambridge.org , https://diss.natlib.uz , https://ziyonet.uz/search was conducted based on the above-mentioned sources.

as a systematic and hierarchical unit, and it has been substantiated that extralinguistic factors have a considerable influence on the development of their lexical-semantic features (Tajik National University, Tajikistan); the terminology of this field has been analyzed on chronological and classificatory bases, and their sources of origin, methods of formation through internal resources, as well as their lexical-semantic and structural-grammatical features have been identified (Azerbaijan State Pedagogical University, Azerbaijan); pedagogical terminology has been described as an integrative system within the conditions of a multicultural educational space, its integrative criteria have been determined, the principles of presenting terminology in lexicographic sources, as well as the concept of an open international information-lexicographic resource supporting it have been proposed (Lomonosov Moscow State University, Russia), and others.

At present, within the framework of the sociolinguistic and pragmalinguistic approach to the development of pedagogical terminology, a number of scientific studies are being carried out, including in the following priority areas: selecting optimal variants of terms for newly emerging educational concepts, determining the use of proposed terms in real communicative practice and their pragmatic value, identifying their productive word-formation models, explaining the degree of assimilation of terms into the language or the factors leading to their obsolescence, regulating variability and synonymy, standardizing terminology, as well as ensuring terminological consistency in the process of translation.

The level of study of the problem. In world linguistics, issues related to terminology and its theoretical foundations, the laws of its development, the systematization of terms and concepts related to specialized disciplines, as well as the analysis of their pragmatic aspects have been consistently studied. In particular, the content of pedagogical terminology, its interpretation, structural-semantic analysis, translation problems, and lexicographic treatment have been elucidated in the research of specialists such as Diane Larsen, Paul James, and Rupert Wegerif[1]. In Russian linguistics, systematic scientific research has been carried out on both universal and specialized terminology[2].

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[1] Larsen-Freeman D. The acquisition of grammatical structures in pedagogical contexts: diss. … PhD in Linguistics. – Ann Arbor: University of Michigan, 1975. – 240 p; Gee J.P. Language, learning and social practice: diss. … PhD in Linguistics. – Stanford: Stanford University, 1975. – 258 p; Wegerif R. Language and dialogic pedagogy: diss. … PhD in Education. – Cambridge: University of Cambridge, 1998. – 276 p; Sager J.C. A Practical Course in Terminology Processing. – Amsterdam-Philadelphia: John Benjamins, 1990. – P.121; Wright S.E. Handbook of Terminology Management. – Amsterdam: John Benjamins, 1997. – P.236; Wright S. E., Budin G. Handbook of Terminology Management. – Amsterdam: John Benjamins, 2001. – 564 p; Sinclair J. Corpus, Concordance, Collocation. – Oxford: Oxford University Press, 1991. – P.181; Hanks P. Lexical Analysis: Norms and Exploitations. – Cambridge, MA: MIT Press, 2013. –P.267; Mikics D. A New Handbook of Literary Terms. – New Haven; London: Yale University Press, 1984. – P.233; Pandurangan M. Literary Forms & Terms. – Chennai: Nivethita, 2004. – P.104; Temmerman R. Towards New Ways of Terminology Description. – Amsterdam: John Benjamins, 2000. –P. 181; Felber H. Terminology Manual. – Paris, 1984. – P.114; Wüster E. Einführung in die allgemeine Terminologielehre und terminologische Lexikographie. Teil 1–2. –Wien–New York, 1979. – Bd. II: S.113; Cabré M.T. Terminology: Theory, Methods and Applications. – Amsterdam: John Benjamins, 1999. – P.189. Rondeau G. Introduction à la terminologie. – Montréal, 1981. – P.91.

[2] Лату М.Н., Раздуев А.В. Терминоведение: частные вопросы развивающихся терминологий: учебное пособие к лекционному курсу «Общие и прикладные аспекты терминоведения». – Пятигорск, 2011 – 132 с; Шелов С.Д. Термин. Терминологичность. Терминологические определения. Серия: Филологические исследования. – СПб: Филол. факультет СПБГУ, 2003. – 280 с; Циткина Ф.А. Терминология и перевод: (К основам сопоставительного

In Uzbek linguistics, it is observed that the field of terminology and its scientific-theoretical issues have been at the center of attention in the research of scholars such as A. Qosimov, P. Nishonov, Kh.D. Paluanova, S.T. Musayeva, G'. Abdurahmonov, O.S. Axmedov, G.M. Ismoilov, Z.Q. Teshaboyeva, H. Dadaboyev, I.T. Xaydarov, and N.S. Atayeva[1]. In this regard, it is also necessary to particularly note the scientific research of scholars such as I.R. Ermatov, D.X. Kadirbekova, M.U. Saidova, M.K. Omonova, and Z.S. Alimova[2]. In particular, studies aimed at investigating the sociolinguistic and pragmalinguistic aspects of terms in English[3]

тер-миноведения). – Львов: Вища школа, Изд-во при Львов. гос. ун-те, 1988. – 162 с; Ахманова О.С. Словарь лингвистических терминов (Book Review). – Том 35, 1967. – С.170 - 510; Лейчик В.М. Терминоведение: предмет, методы, структура. – М.: URSS,2007 – С.20-84; Головин Б.Н., Кобрин Р.Ю. Лингвистические основы учения о терминах. – М.: Высшая школа, 1987. – 104 с; Буянова Л.Й. Термин как еденитса логоса [Term as the unit of logos]. – Краснодар, 2002 – С.45; Избранные труды. История русского литературного языка. – М., 1988. – С.10-14; Володина М.Н.Теория терминологической номинации. – М.: Издательство Московского университета, 1997 – 180 с; Татаринов В.А. Теория терминоведения: в 3 т. Т.1.Теория термина: история и современное состояние. – М.: Московский лицей, 1996. – 311 с; Кияк Т.Р. Лингвистические аспекты терминоведения. – Киев: УМКВО, 1989 – 103 с.

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[2] Ermatov I.R. Umum ta'lim maktablari darsliklari asosida o'zbek tilshunoslik terminlarining shakllanishi va rivojlanishi: Filol. fan. bo'yicha fals. dok. (PhD) disser. avtoref. – Toshkent, 2019. – B. 42; Кадирбекова Д.Х. Инглиз ва ўзбек тилларидаги ахборот ва коммуникация технологиялари терминологияси ҳамда унинг лексикографик хусусиятлари: филол. фан. бўйича фалс. док. (PhD) диссер. автореф. – Тошкент, 2017. – Б.44; Saidova M. U. M.H. Abramsning "Adabiyotshunoslik terminlari glossariysi" lug'ati haqida mulohazalar // "Хорижий тилларни ўқитиш динамикаси ва уни ўқитиш самарадорлигини оширишнинг когнитив технологиялари". – Тошкент, 2020. – Б.252-256; Omonova M.K. Ingliz va o'zbek tillarida meliorativ terminlarning leksik-semantik xususiyatlari: Filol. fan. bo'yicha fals. dok. (PhD) disser. avtoref. – Toshkent, 2018. – 44 b; Alimova Z.S. Ingliz va o'zbek tillarida harbiy terminlarning funksional-semantik xususiyatlari: Filol. fan. bo'yicha fals. dok. (PhD) disser. avtoref. – Toshkent, 2025. – 44 b.

[3] Labov W. The Social Stratification of English in New York City: Doctor of Philosophy (PhD) dissertation. – New York: Columbia University, 1966. – 655 p; Trudgill P. Sociolinguistic variation in Norwich: Doctor of Philosophy (PhD) dissertation. – Cambridge: University of Cambridge, 1971. – 312 p; Milroy L. Language and social networks: Doctor of Philosophy (PhD) dissertation. – Belfast: Queen's University Belfast, 1976. – 298 p; Coupland N. Style, Identity and sociolinguistic variation: Doctor of Philosophy (PhD) dissertation. – Lancaster: University of Lancaster, 1984. – 275 p; Leech G. Meaning and the English verb: Doctor of Philosophy (PhD) dissertation. – London: University of London, 1967. – 301 p; Levinson S.C. Pragmatics and social meaning: Doctor of Philosophy (PhD) dissertation. – Cambridge: University of Cambridge, 1979. – 340 p; Thomas J. Pragmatic failure in interlanguage: Doctor of

and Uzbek linguistics[1], communicative interaction, the realization of speech acts, factors related to presupposition, as well as issues of discourse analysis, serve as important scientific sources.

Although numerous studies have been conducted within the fields of terminology, pragmalinguistics, and sociolinguistics in linguistics, aimed at investigating the lexical-semantic system, speech-functional features, and socio-communicative capacities of the English and Uzbek languages, the issue of the pragmatics of pedagogical terminology has not been sufficiently studied as an independent object of research. The absence of specialized monographic studies in this direction necessitates a comprehensive analysis of the speech-functional features of pedagogical terms and the patterns of their pragmatic development in English and Uzbek. Moreover, issues related to the systematic classification of the communicative functions of pedagogical terms in the process of educational communication, their pragmatic meaning in the relationship between addresser and addressee, as well as the characteristics of their development under the influence of sociolinguistic factors, have not been specifically studied.

Relevance of the dissertation with the research plans of higher educational institution where the dissertation was completed. The dissertation has been carried out within the framework of the topic "Current Issues of English Linguistics" in accordance with the research plan of Karshi State University.

The aim of the research is to identify the principles of sociolinguistic and pragmalinguistic approaches in the development of pedagogical terms in the English and Uzbek languages.

Research objectives:

to study the processes of development of pedagogical terminology in the context of reforms in New Uzbekistan and the era of globalization, and to determine the impact of social changes in the education system on the use and renewal of terms;

to investigate the features of the expression of the concept of "pedagogical language contact" in English and Uzbek, as well as to reveal the role of terms in ensuring functional activation and communicative effectiveness in professional-pedagogical communication;

to analyze the adaptation of pedagogical terms to speech situations in modern educational discourse and to substantiate, from a scientific perspective, the

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Philosophy (PhD) dissertation. – London: University of London, 1980. – 245 p; Culpeper J. Impoliteness in language Use: Doctor of Philosophy (PhD) dissertation. – Lancaster: Lancaster University, 1996. – 289 p.

[1] Сафаров Ш. Прагмалингвистика. – Тошкент: "Ўзбекистон миллий энциклопедияси" Давлат илмий нашриёти, 2008. – 300 b; Боймирзаева С.Ў. Ўзбек тилида матннинг коммуникатив-прагматик мазмунини шакллантирувчи категориялар: Филол. фан. д-ри дисс. ... автореф. – Тошкент: ЎзР ФА ТАИ, 2010. – В. 10-11; Тешабоева З.Қ. Маданиятлараро коммуникацияда экстралингвистик тафовутлар // "Филология масалалари" илмий-методик журнали. – 2019. – № 2. – Б.63–69; Юсупов О.Я. Инглиз ва ўзбек тилларидаги лексик дублетларнинг функционал-семантик ва лингвокультурологик тадқиқи: Филол. фан. док. ... дисс. – Самарқанд, 2020. – 225 б; Ibrohimova I. B. Ko'p tilli muhitda lisoniy identiklikning sotsiolingvistik xususiyatlari (o'zbek talabalari misolida): Filol. fan. bo'yicha fals. dok. (PhD) disser. avtoref. – Toshkent: O'zbekiston davlat jahon tillari universiteti, 2021. – 44 b.

pragmatic functions they perform in the relationships between teachers, methodologists, scholars, pupils, students, and researchers;

to conduct a systematic analysis of sociolinguistic issues related to the varying understanding and use of pedagogical terminology across social strata, professional groups, and institutional environments, and to develop scientific approaches aimed at addressing these issues;

to study the factors influencing the formation of new pedagogical terms (scientific and pedagogical needs, state educational standards, international cooperation programs, and the digital educational environment), and to develop recommendations for their accurate and effective interpretation in modern English-Uzbek pedagogical dictionaries;

to develop a model of the sociolinguistic and pragmalinguistic development of pedagogical terminology based on the results of the research.

The object of the research is pedagogical terms in English and Uzbek have been selected as the object of the research.

The subject of the research consists of the principles of the sociolinguistic and pragmalinguistic approach in the development of pedagogical terminology in English and Uzbek languages.

Methods of the research. In the research process, semantic, morphological and syntactic, contextual, pragmalinguistic, sociolinguistic, comparative-typological, historical-etymological, component analysis, semantic field analysis, linguostatistical and translation methods were used.

The scientific novelty of the research is as follows:

The sociolinguistic aspects of pedagogical terminology in English and Uzbek have been shown to be formed under the influence of socio-historical and linguocultural factors, and their content to be determined by the culture and ideology of the language community. On this basis, pedagogical terminology has been analyzed as an integrative scientific phenomenon within the context of intercultural and interdisciplinary communication processes in the conditions of modern global infrastructure, and the effectiveness of the use of these terms in the speech of the most active social groups women and youth has been substantiated.

In the pedagogical terminological systems of English and Uzbek, it has been established that the layers of "self" and "assimilatedness," formed in the process of transferring the results of human cognitive activity into linguistic form—particularly pragmatic borrowings and neologisms are intrinsically connected with the laws of synonymy and polysemy in their pragmalinguistic interpretation, and that their semantic scope and communicative function become activated under the influence of speech-situational factors.

It has been determined that, in the realization of pedagogical terminology within the discursive environment of typologically different languages, extralinguistic factors (communicative purpose, pragmatic orientation, cultural and social context, social stratification, cultural adaptability) are predominant, while structural-semantic features and syntactic and formal-linguistic indicators assume a secondary functional status.

In the lexicographic practice of creating a lexical portrait of pedagogical terminology in the compared languages, it has been substantiated that such functions acquire primary significance as: PTL expressing concise concepts; PTL possessing a certain degree of stability; and PTL components preserving their direct nominative meaning.

It has been proven that, in the communicative processes of both languages, the functional dynamism of the formal and semantic boundaries of the concept of pedagogical language contact occurs on the basis of communicative effectiveness, the standardization of terminology, and the principles of contextual adaptation.

Practical results of the research are as follows:

the pragmalinguistic models of pedagogical terminology in English and Uzbek have been elucidated by revealing the core basis of the concept of "pedagogical language contact", as a result of which the functional manifestation of the concept of the "personality principle in pedagogical terminology" has been demonstrated (Note: PTP – pragmalinguistics of pedagogical terms; PPT – pragmalinguistics of pedagogical terms);

the sociolinguistic problems of pedagogical terminology in the compared languages have been studied on the basis of the criterion of "social stratification", and the interpretation of these terms in the social environment, as well as their discursive features, have been analyzed. At the same time, on the basis of new classifications of the pragmatics of pedagogical terminology, approaches such as "own" and "foreignness", pragmatic borrowings and neologisms, as well as the identification of national specificity have been developed;

"pedagogical discourse" in English and Uzbek has been newly examined from a pragmalinguistic perspective, namely, the specific features of pedagogical terms used in the speech of teachers, pupils, and parents have been substantiated, and, as a result of facilitating the evaluation of the linguistic and communicative functions of pedagogical discourse, it has been determined that the pragmalinguistic aspect of pedagogical discourse has been comprehensively revealed;

in the practice of creating a lexicographic portrait of pedagogical terminology, new solutions and proposals have been developed on the basis of the practical analysis of pedagogical terminology through the development of lexicographic definitions of domain-specific terms and their integration with practical approaches, as well as through the development of new methods for the use of innovative methodologies, digital technologies, and interactive resources in educational and communicative processes;

it has been substantiated that the conclusions drawn from the study of the formation of pedagogical terminology in English and Uzbek on the basis of internal and external factors, their aspects of development, and translation methods serve not only linguistics but also contribute to the improvement of textbooks and teaching materials created in the field of pedagogy.

The reliability of the research results is explained by the precise formulation of the problem, the substantiation of the conclusions drawn through semantic, morphological and syntactic, contextual, pragmalinguistic,

sociolinguistic, comparative-typological, historical-etymological, componential, semantic field analysis, linguostatistical and translation methods; by the selection of scientific-theoretical approaches from authoritative sources; by the study of English terminological units related to the given field and their analysis in Uzbek on the basis of specific terminographic principles; by the implementation of the conclusions and recommendations into terminological practice and the educational process; as well as by the approval of the obtained results by competent authorities.

Scientific and practical significance of the research results. The scientific significance of the research results is explained by the fact that the main scientific conclusions and theoretical generalizations obtained within English and Uzbek linguistics can serve as a scientific-theoretical source for studies based on comprehensive approaches to issues such as the theory of terminology, the improvement of pedagogical terminology, sociolinguistic and pragmalinguistic approaches in the development of pedagogical terms, as well as conversion methods.

The practical significance of the research results lies in the possibility of using the obtained scientific findings in teaching special courses in higher education within the disciplines of terminology, terminography, lexicology, and the theory of lexicography, as well as in the development of textbooks, manuals, and methodological guidelines for these subjects. Furthermore, the conclusions and materials of the research can be used in practical classes conducted in English and Uzbek, as well as in writing course papers and master's theses.

Implementation of research results. Based on the results and conclusions obtained in the course of studying the sociolinguistic and pragmalinguistic approach to the development of pedagogical terminology in English and Uzbek:

theoretical conclusions regarding the fact that the sociolinguistic aspects of pedagogical terminology in English and Uzbek are formed under the influence of socio-historical and linguocultural factors, and that their content is determined by the culture and ideology of the language community, as well as the analysis of pedagogical terminology as an integrative scientific phenomenon within the context of intercultural and interdisciplinary communication processes in modern global infrastructure, and the effectiveness of the use of these terms in the speech of the most active social groups – women and youth have been utilized in the implementation of the project AM-F3-201908172 entitled "Creation of an Educational Corpus of the Uzbek Language" carried out at Tashkent State University of Uzbek Language and Literature in 2020–2023 (Reference No. 04/01-2188 dated August 26, 2024). As a result, the present research, its scientific innovations, and recommendations have contributed to the improvement of the project developments;

theoretical conclusions concerning the interrelation of the layers of "native" and "assimilated" elements formed in the process of transferring the results of human cognitive activity into linguistic form within the pedagogical terminological system of English and Uzbek, in particular pragmatic borrowings and neologisms, with the laws of synonymy and polysemy in their pragmalinguistic interpretation, as well as the activation of their semantic scope and communicative function under the

influence of contextual factors, have been used in the implementation of the project F3-201912258 entitled "Creation of a Multilingual (Uzbek, Russian, English) Electronic Platform of Uzbek Literature" carried out at Tashkent State University of Uzbek Language and Literature (Reference No. 04/01-2189 dated August 26, 2024). As a result, recommendations on the practical application of terms and their integration with lexicographic approaches, based on the development and evaluation of lexicographic definitions of domain-specific terminology, have served as one of the key sources;

the conclusions regarding the predominance of extralinguistic factors (communicative purpose, pragmatic orientation, cultural and social context, social stratification, cultural adaptability) and the secondary functional status of structural-semantic features as well as syntactic and formal-linguistic indicators in the realization of pedagogical terminology within the discursive environment of typologically diverse languages have been used in the foreign project "English Access Microscholarship Program" implemented in 2022–2024 at Samarkand State Institute of Foreign Languages with the support of the U.S. Embassy and the American Councils (Reference No. 1573/02 dated August 17, 2024). As a result, the concept of "pedagogical discourse" in English and Uzbek has been classified and the possibilities for studying its pragmalinguistic features have been expanded;

the conclusions on the primary significance of such functions in the lexicographic practice of creating a lexical portrait of pedagogical terminology in the compared languages as: PTL expressing concise concepts, PTL possessing a certain degree of stability, and PTL components preserving their direct nominative meaning, have been used in the foreign project SUZ-800-21-GR-3181 entitled "Reinforcing English Language Competence at Karshi State University" implemented in 2021–2023 (Reference No. 04/1954 dated July 4, 2024). As a result, analytical views and theoretical conclusions regarding the factors influencing the role and significance of pedagogical terminology in interpersonal relations have been utilized;

the conclusions and results related to the fact that the functional dynamism of the formal and semantic boundaries of the concept of pedagogical language contact in the communicative processes of both languages occurs on the basis of communicative effectiveness, standardization of terminology, and principles of contextual adaptation have been used in preparing the scripts for the "Fayzli kun" television program and the "Ochiq muloqot" and "Qadriyat" radio broadcasts within the "Oltin voha" program of the "Qashqadaryo" TV channel of the Kashkadarya Regional Television and Radio Company (Reference No. 17-05/115 dated July 10, 2024). As a result, the radio broadcast scripts have been enriched with information on the features related to pedagogical terminology in speech communication and further strengthened with scientific evidence;

the results of the analysis of the sociolinguistic aspects of pedagogical terminology namely, identifying the patterns of development of pedagogical terms in English and Uzbek within the social context, analyzing the mechanisms of their change under the influence of social groups and cultures, as well as investigating their pragmatic features through a pragmalinguistic approach have been

implemented within the framework of the fundamental project entitled "Further Development and Harmonization of Interethnic Relations in Our Country" carried out in 2022–2023 by the Department for the Development of Intangible Cultural Heritage of Cultural and Educational Institutions under the Ministry of Culture of the Republic of Uzbekistan (Reference No. 03-12-06-898 dated January 22, 2025). As a result, the communicative functions of pedagogical terminology, their applicability in pedagogical and social communication, and their impact on the target audience in English and Uzbek have been determined; furthermore, the role of pedagogical terminology in interactive communication and its relation to communicative goals in the compared languages have been evaluated.

Approbation of research results. The results of this research were discussed at 6 international and 4 national scientific-practical conferences.

Publication of research results. A total of 31 scientific works have been published on the topic of the dissertation, including 1 monograph, 19 articles in scientific journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for disseminating the main findings of doctoral dissertations, 12 of which are national and 7 foreign journals indexed in international databases.

The structure and scope of the dissertation. The dissertation consists of an introduction, four chapters, a conclusion, and a list of references, with a total length of 246 pages.

THE MAIN CONTENT OF THE DISSERTATION

In **introduction part**, the relevance and necessity of the topic is substantiated, the aim, objectives, object, subject and methods of the research are defined, the compliance of the dissertation with the priority directions of science and technology development of th Republic of Uzebekistan is established; the scientific novelty and practical results, their theoretical and practical importance are proven. Information on the implementation of research results, published works and the structure of the dissertation are presented.
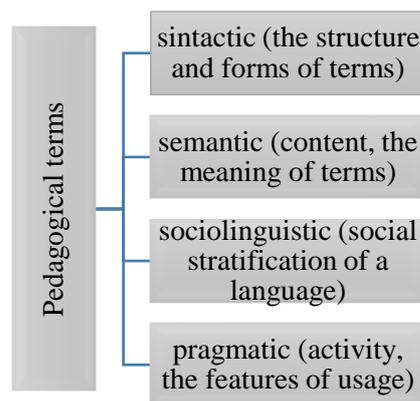
The first chapter of the dissertation entitled **"Linguistic study of pedagogical terms: a comprehensive theoretical approach to the problem"** includes the following sections, the section named *"Pedagogical terms from the point of view of general issues of terminology"* laid the foundation, three schools for the development of modern global terminological system, extensive information is given about them: 1) *The Vienna school of terminology;* 2) *the Soviet (former Soviet/Russian) school of terminology;* 3) *Prague terminological schools*[1].

The study of the conceptual and terminological system of pedagogy is a complex problem, including the study of its various aspects. In particular, the terms of this field should be considered as a symbolic unit in the following aspects:

Picture 1.2. Learning features of pedagogical terminology

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[1]Temmerman, Rita: Towards New Ways of Terminology Description. The Sociocognitive-Approach, Amsterdam/Philadelphia, John Benjamins Publishing Company. – 2000-y. P.3.

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                    ┌─ sintactic (the structure
                    │   and forms of terms)
                    │
  Pedagogical       ├─ semantic (content, the
  terms             │   meaning of terms)
                    │
                    ├─ sociolinguistic (social
                    │   stratification of a
                    │   language)
                    │
                    └─ pragmatic (activity,
                        the features of usage)
```

The requirements for studying these aspects of pedagogical terms can be divided into three groups: 1) *requirements for the form of specific terms* (compliance with linguistic norms, brevity - lexical and formal; word-formation features, invariance, motivation and its most complete expression - systematicity); 2) *requirements for the meaning of specific terms* (consistency of semantics, ambiguity, completeness, presence of synonyms); 3) *social requirements for a specific term* (language and nation, historical category of a national term, relations between the term and social structures, social factors, social aspects of multilingualism); 4) *pragmatic (functional) requirements for a specific term* (features of its use: established, international, modern, euphonious and esoteric).

In the second part of this chapter, entitled *"The Main Trends of Development of Pedagogical Terms"*, the conceptual and terminological apparatus of pedagogy is an open and dynamic system undergoing both quantitative and qualitative changes. The development of the terminological system of pedagogy can occur gradually or suddenly (evolutionary and "revolutionary") [1]. At the same time, an increase in the number of terms does not always characterize the enrichment of the conceptual apparatus. Therefore, it is necessary to analyze the current problems of modern pedagogical terminology and study the main trends in the development of pedagogical terms. These specific functions are important not only because they contribute to the regulation of the terminological system in linguistics but the search for solutions to its problems. This is the basis for the development of the science of pedagogy. Because the rapid completion of the process of unification and harmonization of pedagogical terms in connection with the integration of the world into a single global educational space which leads to understanding and systematization of their professional linguistics plays a special role. Studying the main trends in the development of pedagogical terminology, we identified the following functions:

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[1]Галагузова, М. А. Понятийно-терминологические проблемы внедрения ФГОС ООО в образовательные учреждения [Электронный ресурс]/ М. А. Галагузова, Т. С. Дорохова, С. А. Миниханова // Педагогическое образование и наука. — 2013. — № 4. — URL: https://www.elibrary.ru/item.asp?id=20922473.
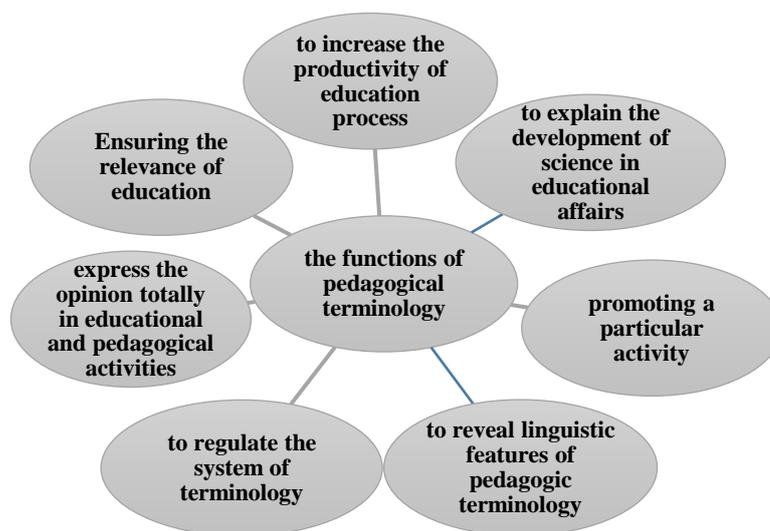
Picture 1.3. The functions of pedagogical terminology

In the development and formation of the pedagogical terminological system, two opposite tendencies can be observed: *centralization* and *"decentralization"* [1]. As a result of these tendencies, the dynamics of the existence of these terms is formed:

Learning occurs through teaching, as well as under the influence of the social environment, mass media and independent learning. In addition, education is a social institution that:

1) economic function - the formation of a socio-professional structure and an employee with the necessary knowledge and skills;

2) social function - participation in the process of socialization of the individual by society, as well as in raising the social-class and social-status structure;

3) cultural function - the function of using previously accumulated culture for the socialization of a person, the formation of his creative abilities [2].

In the third section of this chapter entitled *"The Socio-Communicative Nature of Pedagogical Terms,"* the functional role of pedagogical terminology within the system of society and communication is elucidated on a solid theoretical basis. The formation and development of pedagogical terms under the influence of social environment, cultural values, and communicative needs arising in the educational process are consistently analyzed. Furthermore, the role of pedagogical terms in speech activity, their function in fulfilling communicative purposes, and their effectiveness in the processes of information transmission and reception are substantiated from a linguopragmatic perspective.

In addition, the study reveals the specific features of term usage across different discursive environments (*academic*, *pedagogical*, and *everyday communication*), and analyzes their adaptability to social stratification and communicative situations. As a result, pedagogical terms are scientifically justified not merely as nominative units, but as essential linguistic means that organize socio-communicative processes, facilitate knowledge exchange, and ensure the effectiveness of the educational process.

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[1]Иконникова В.А. Становление и развитие англоязычных юридических терминосистем: лингвокультурологический аспект. – Одинцово: АНОО ВПО ОГИ, 2013. – С.151-152.

[2]Краткий словарь по социологии. - М.: Просвещение, 1989. – С. 195-196.

The fourth part of this chapter considers *the communicative-pragmatic approach to the problem: terms related to pedagogy and the relationship of pedagogical discourse.* It is known that the study of lexical units – "terms" in connection with discourse leads to an effective and successful result of a certain area of study. Because a term differs from a simple word by its absolute craving for a specific meaning and flexibility in relation to stability. Summarizing all the information studied, we can say that in modern linguistics there are four main approaches to defining discourse:
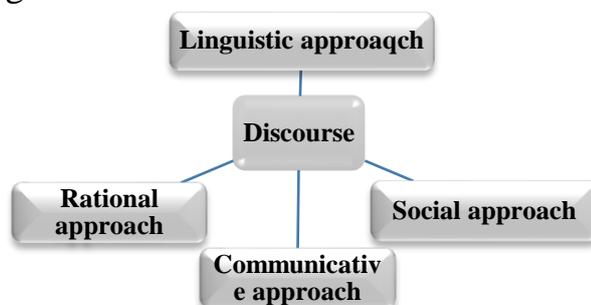
When studying the content of pedagogical discourse, it is appropriate to note the category of reflection as one of the main means of personality development. There are two approaches to interpret this term: *broad* and *narrow.* In a broad sense, awareness means going beyond the immediate process or situation. In a narrow sense, reflection is awareness of one's own work, comparison of the chosen methods of gaining experience with others for the purpose of professional and personal self-improvement. In Uzbek language, the characteristics of a teacher as a social type differ lexically (terminologically), therefore, a semantic-stylistic paradigm of terms has been formed: *o'qituvchi, ustoz, muallim (muallima), murabbiy, tarbiyachi, pedagog, dotsent, professor, murabbiy, instruktor, o'rgatuvchi, boshqaruvchi, domla, otinoyi, otinbibi, maktabdor, mentor, trener, master, repetitor, tyutor*, etc. However, semantically, words denoting a person who transmits scientific knowledge *(teacher)* or influences the formation of the character of a growing person *(pedagogue, coach)* in any area are contradictory. *In English,* there are a number of terms associated with the concept of "teacher", denoting the characteristics of a teacher as a social type: *teacher, mentor, guide, conductor; minister, pastor; guru, sage; instructor, educator; tutor, private tutor, coach; teaching assistant, head of department, vice-principal, principal, director or headmistress, school principal; student-teacher, dean, chairperson or chairman, chairperson, teacher*, etc. The main categories of pedagogical discourse are interpretation, intertextuality, interdiscursivity, paraphrasticity and reflection. These categories serve as the main mechanisms for the formation of speech behavior of participants in pedagogical reality. As a result, pedagogical terms are revealed as integral and system-forming components of pedagogical discourse, through which communicative purposes are expressed and the mechanisms for effective management of the educational process are substantiated from a linguopragmatic perspective.

The second chapter of the dissertation is called **"Sociolinguistic approach to the development of pedagogical terms in English and Uzbek languages"**. This chapter reveals aspects of the sociolinguistic approach to pedagogical terms in

English and Uzbek languages. The first part of the chapter, called *"Sociolinguistic problems of terms related to pedagogy",* emphasizes that the internal construction of terms in this area arises together with society. At the same time, the most pedagogically active groups of society are classified as follows:

1. Pedagogical terms belonging to a group of women in society.

It should be noted that many pedagogical terms are used for the female segment of society. The reason is that we can observe that these terms are active in communication in English and Uzbek for example: *for the female teaching staff, teacher, mentor, group leader, academic supervisor, dean,* positions dealing with women's issues. For all women of society in Uzbek: *gender tingligi*[1], *ayollar yetakchiligini rivojlantirish*, *ayollarning ijtimoiy integratsiyasi*, *ayollar huquqlari ta'limi- reproduktiv ta'lim*, *ayollar daftari*, *ijtimoiy himoyaga muhtoj ishsiz xotin-qizlar* bandligini ta'minlashin need of social protection[2]. In English: *gender sensitive pedagogy*, *feminist pedagogy*, *Gender Equality Education*, *Women's Empowerment*, *Reproductive Health Education*, *Women's Leadership Training Gender-Sensitive Teaching*;

2. Pedagogical terms of youth group in society.

In our country, the leading terms in this process are related to pedagogy, such as "*yoshlarni qo'llab quvvatlash*", "*besh tashabbus olimpiadasi*", "*Ibrat farzandlari*", "*Zakovat*", *yoshlar agentligi*, *yoshlar daftari*, *yosh tadbirkorlar*[3]. Young people in England are not deprived of such opportunities: *Adolencent development*, *Life Skills Education*, *Career Guidance*, *Peer Education*, (SEL) *Social and Emotional Learning*[4] – although these are pedagogical terms, but they are necessary for the youth of society.

The sociolinguistic problems of terms related to pedagogy, using the English language as an example, are as follows:

1. *Complexity of terminology.* Pedagogical terminology in English is often scientific and complex, which can be difficult for students and even teachers to understand. This problem is especially evident in the extensive use of scientific terms. For example, *"Social-Emotional Learning (SEL)", "Experiential Learning", "Authentic Assessment", "Constructivist Pedagogy", "Scaffolding", "Culturally Responsive Pedagogy", "Universal Design for Learning (UDL)", "Research". - Terms such as "Based Learning"* can be complex and confusing for an ordinary student or parent. Analysis: The complexity of terminology leads to ambiguities in the learning and communication process. This problem is the reason why students and teachers have difficulty understanding and applying the terminology. Therefore, to solve this problem, it is necessary to simplify the terms and make them understandable.

2. *Cultural differences.* Pedagogical terms used in English are often based on Western culture and may not be appropriate for other cultures. This situation creates difficulties for international students or teachers working in different cultural

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[1] http://nhrc.uz/oz/news/ozbekistonda-gender-siyosatiga
[2] https://gendermadad.uz/oz/category/625
[3] https://lex.uz/docs/-6811936
[4] https://www.personifyleadership.com

environments. For example, terms such as *"culturally responsive teaching", "multicultural education", "individual learning plans" or "self-directed learning"* are widely accepted in Western cultures but are less commonly used in other cultures.

3. *Linguistic diversity.* English has many varieties around the world, and linguistic differences between these varieties make it difficult to understand pedagogical terminology. For example, the meaning and use of pedagogical terms in American and British English may differ. These differences may lead to uncertainty in international educational environment.

Sociolinguistic problems of pedagogical terms, using the example of Uzbek language:

1. Insufficient development of terminology. Pedagogical terminology in the Uzbek language is underdeveloped and often has to accept and assimilate or translate foreign terms. This situation complicates understanding for both students and teachers. For example, terms such as *"methodology"* or *"didactics", "tutor"* may not be fully understood or used incorrectly in Uzbek language.

2.Non-standardization of terminology. Non-standardization of pedagogical terminology in the Uzbek language leads to ambiguity in the educational process. Different schools and teachers may use different terms, which may confuse students. For example, one school may use the term "educational technology", while another may use the term "learning technology".

3.Cultural and linguistic diversity. The linguistic and cultural diversity of Uzbekistan complicates the understanding and use of pedagogical terminology. Different dialects of the Uzbek language and local languages (Kazakh, Kyrgyz, Tajik) complicate the understanding of pedagogical terms. This situation is especially felt in multinational schools and classes.

Sociolinguistic problems of pedagogical terms in English and Uzbek are unique. Complexity of terminology, cultural differences and linguistic diversity are considered as the main problems of English language. In Uzbek insufficient classification and standardization of terminology, as well as cultural and linguistic diversity are considered one of the most important problems.

In the second part of this chapter, entitled *"Social stratification of the term associated with pedagogy",* such issues as the emergence, development and factors of specific terms, as well as social stratification were turned into the object of study of sociolinguistics. The study of such issues is included in the current research. However, this *social stratification* also examines the functional groups of the term pedagogy. Let us dwell on the analysis of terms meaning personal names in the social stratification of pedagogical terminology of the languages under consideration:

1. The people who are engaged in the management of education, school and educational institutions in public life.

2. People who are involved in education in society.

3. Explained with examples in languages where society is divided into groups such as students.

Social stratification of pedagogical terms in English and Uzbek is mentioned, categorized by *social classes* and *groups*. For example: *classification by education level:* Terms of higher education such as *"constructivist pedagogy," "scaffolding," "metacognition"* are frequently used in higher education institutions and academic circles. School terms: *"active learning", "inquiry-based learning," "formative assessment"* are more commonly used in schools and lyceums. Classification by economic group status: Higher *economic groups:* Students and faculty from higher economic groups use more complex and scientific terms. For example: *supply and demand, marginal analysis, distribution efficiency, comparative advantage;* Students and faculty from lower economic groups use simpler and more practical terms.

Thus, the pedagogical term is also a specific component of the terminological environment, the "external" aspect of its social analysis is based on the analysis of the pedagogical terminological environment, which ultimately depends on certain social and historical conditions.

The third part of this chapter is called *"Interpretation of the concept of "pedagogical language" contact in the social environment of pedagogical terms"*. The interpretation of the concept of *"pedagogical language"* contact in the social environment of specific terms is manifested differently in English and Uzbek. This concept means dialogue and communication between teachers and students, as well as parents and other persons involved in the process. Pedagogical language contact plays an important role in ensuring the correct use and understanding of terminology in educational process. In English, the concept of *"pedagogical language contact"* means language communication between a teacher and students during the educational process. This concept is important for the correct understanding and use of pedagogical terminology. In the spiritual sphere, the central need of a person is to have social experience, to be familiar with cultural values, behavioral principles and norms of society and a certain social environment, and all this becomes more relevant with each other and *its characteristics are as follows:*

Communicative effectiveness: Pedagogical language contact increases the effectiveness of teachers' communication with students and various representatives of society. Teachers should explain complex pedagogical terms accurately and clearly. For example: *"When teachers use clear scaffolding techniques, students are better able to grasp complex concepts"*.

Standardization of terminology: Standardization is important for the uniform understanding and use of pedagogical terms in English. This helps to improve students' knowledge at different levels. For example: bilimlarini bir xilda oshirishga yordam beradi. For example: **"*Using standardized terms like 'formative assessment' ensures all students understand the feedback process*"**.

Contextual adaptation: Pedagogical language contact requires teachers to adapt terms to the cultural and social context. This process helps students understand the terms in accordance with their own culture and life experiences. For example: **"*Adapting examples to fit students' cultural backgrounds makes learning more relevant and effective*"**

The main requirements of society to sociolinguistic phenomena arising as a result of *pedagogical language contact* are as follows:

- *thanks to pedagogical language contact, knows the essence of spiritual and educational upbringing of a person,* the ideology of national revival and universal wealth, knows how to educate young people in the spirit of loyalty to the ideals of independence, their love for their homeland and family;

- have a broad level of knowledge due to *pedagogical language contact,* possess various knowledge;

- be active in such areas as youth pedagogy, psychology, social psychology and pedagogy, thanks to *pedagogical language contact* and use it as a means of communication in all aspects of society;

- thanks to *pedagogical language contact*, the person must master the methodology of education and training and apply it in society;

- acquiring the empathy and feelings of young people, understand their inner world, due to *pedagogical language contact;*

- possess logic, speech, expressive means of teaching and pedagogical tact due to *pedagogical language contact*;

- connections created on the basis of pedagogical terms that should be used by all classes of society through *pedagogical language contact and have a clear meaning* for them.

The fourth section of this chapter is called *"Discursive Features of Terms Related to Pedagogy"*. Discursive features of pedagogical terms may be different in English and Uzbek. *Discursive Features of Pedagogical Terms in English and Uzbek:*

1.Communicative Functions: *Application in Educational Process:* Pedagogical terms in English are used to ensure clear and understandable communication in the educational process. *Pragmatic Functions:* Pedagogical terms ensure effective communication between the teacher and students, which optimizes the learning process.

2.Cultural and Social Context: Cultural Flexibility: *Pedagogical terms in English are adapted to various cultural contexts, which helps students better understand the educational materials. Social Stratification: Pedagogical terms vary depending on social classes and groups, which leads to different uses of the terms in the communication process of these groups.*

3.Linguistic features: Syntactic structures. *Pedagogical terms in English often have a complex syntactic structure.* Lexical features: *Pedagogical terms are enriched with scientific and technical terms, which are necessary to ensure clear and understandable communication.*

The third chapter of the dissertation is devoted to the **"Pragmatic classification of English and Uzbek pedagogical terminology"**. After our country gained independence, the ground was created for the implementation of comprehensive reforms in the concept of national upbringing and education. Thus, independent thought – free in discussion, knowing own rights, curious, modern, it is necessary to *educate a comprehensively developed person*, devoted to Motherland, perceiving all

forms of education as a gift, living, trusting his strength and reason, seeing his personal interests in harmony with the interests of people in society and the Motherland, we will not be mistaken if we say like this.

The first section of this chapter is called *"Self"* and *"Alienation"* in pedagogical terminology. In pedagogical terminology, the self and alien environments have the following typical features associated with each of them: *In pedagogical terminology, the home environment is: Cultural Relevance:* educational content, examples, and contexts that are familiar and relevant to learners. cultural backgrounds, experiences, and personalities. *Personal Connection:* this discourse encourages the inclusion of materials, stories, and teaching methods that are relevant to the participants' personal lives, interests, and previous knowledge. This encourages collaboration and promotes deeper mutual understanding. *Accessible Language:* involves the use of language and terms that are comfortable and easily understood by the participants, depending on their language abilities and level. *Empowerment and Inclusion:* Pedagogical terms support the empowerment of learners by valuing and integrating their views, experiences, and identities into the learning process.

The second part of the chapter analyzes *"The Pragmatics of Pedagogic-Related Terminological Acquisitions"*. *Pedagogical borrowings* are words or pedagogical terms that have come from other languages and have been adapted to the language. This process often occurs in the fields of science, technology, art and education. Pragmatics of pedagogical terminology studies the practical aspects of using a pedagogical term, i.e. it analyzes the relationship between meaning, context and language unit. In fact, it is the process of studying how acquired terms are used in terms of meaning and functionality. This process ensures the correct usage of pedagogical terms and their correct understanding in context. The meaning of pedagogical terms and their usage depend on the situation, it shows the interaction of terms and culture. In pedagogical terms, assimilation is widely used, and more attention should be paid to its correct acquisition and application skills. *Adaptation* is the process of adjusting the acquired and culture to the new language from the point of view of pedagogy. In this case, the pronunciation, spelling and meaning of words may partially change.

Pedagogical terms, also known as *the development of modern online education*, technology has changed significantly through changes in educational practice. In the modern era of globalization, as in all fields, in pedagogical terminology we can largely refer to "self" and "others". Pedagogical terms commonly used in English are borrowed from other languages and vary in terms of use: For example: *Pedagogy-* Greek (paidagōgia), *Didactics-* Greek (didaktikos), *curriculum-* Latin (curriculum), *Assessment-* Latin (assessus), *Accreditation-* Latin (accreditare) and others. These terms demonstrate various linguistic influences on modern pedagogical terminology, from Greek, Latin and Spanish to English, and each term not only reflects educational trends and innovations, but also aims to improve educational outcomes. It has its own historical context and meaning. in stimulating the activity and independence of students and satisfying the various needs and abilities of students and in other areas. We can see that pedagogical terms in *Uzbek*

language are often borrowed from different languages, especially Russian, English and other languages, due to historical and cultural ties.

Here are some pedagogical terms that came to the Uzbek language from foreign languages:

Pedagogical terms in the usage	Background
Universitet (университет)**,** *Klass* (класс)**,** *Direktor* (директор)**,** *Lektor* (лектор)**,** Prezentatsiya (презентация), *Konsultatsiya*(консультация), *Laboratoriya* (лаборатория), *Student* (студент), *Ekzamen* (экзамен), *Zachet* (зачет). *Institut* (институт), *Pedagogika* (педагогика), *Metodika* (методика), *Kafedra* (кафедра), *Diplom* (диплом), *Referat* (реферат), *Konferensiya* (конференция), *Seminar* (семинар), *Akademik litsey* (академик лицей), *Doktorantura* (докторантура), *Magistratura* (магистратура), *Grafik* (график) , *Konspekt* (конспект),…	It comes from Russian and is commonly used in English and Uzbek.
Internet saytlari- *Websites,* on line; *on-line*-onlayn, *off line; off-line*-oflayn, *Hemis*, Kreativlik -*creativity*, *master class*-master klass, *monitor*-monitor, *Moodle*-modul, *Zoom*-Zum, sertifikat- certificate…	English

In the third section, entitled *"Pragmatics of pedagogical terminological neologisms"*, a neologism is a new word or phrase that is introduced or taken into the language. For example: *"Blended learning"* is used in Uzbek language as a new pedagogical approach. *Pragmatics of terminological neologisms related to pedagogy* is the field that studies the meaning and practical application of a linguistic unit (pedagogical term, phrase) in context. *"MOOC" (massive open online course)* is a widespread and recognized educational platform. The emergence of neologisms in pedagogy is usually associated with new pedagogical technologies and approaches *"Flipped classroom"* is a new educational model; *"STEM"* is the integration of science, technology, engineering and mathematics; *"E-learning"* is electronic educational technologies; *"Edutainment"* is a combination of education and entertainment. Pragmatics of pedagogical terminological neologisms studies the features of obtaining and using new concepts in Uzbek and English languages. This process improves the quality of new education. It is emphasized that synonomy and polysemy are not considered as a positive phenomenon in the language from the point of view of pedagogy.

Analyzing the pragmatics of terminological neologisms related to pedagogy in English and Uzbek languages, we classified them into the following groups:

Neologisms related to official/ formal education. In Uzbek: *tyutor, Mok test, free education, innovatsion metod, aktiv talabalar, passiv darslar, Qorako'l maktabi, Qorako'l tajribasi, Prezident maktabi, ijod maktabi, ixtisoslashgan maktab;* in English: *Edutainment, Flipped Classroom, Gamification, MOOC (Massive Open Online Course), Blended Learning*;

We have witnessed the frequent use of terminological neologisms related to pedagogy in the field of formal education.

1) *Neologisms related to the system serving education*

In Uzbek: *zoom, google classroom, modul, onlayn maktab, onlayn dars, onlayn darslik, onlayn mashg'ulot, onlayn seminar, vebinar, veb-kurs, video-ma'ruza, internet-dars;*

In English: *e-learning, learning management system (lms), personalized learning, digital citizenship, virtual reality (VR) in education,* these neologisms reflect the influence of technology in modern educational systems[1], computing resources and innovative products in education emphasize integration.

The fourth part of this chapter is called *"The experience of the lexicographic portrait of pedagogical terms"*, and the concept of the lexicographic portrait of terms in the field of pedagogy is usually the lexical meaning, learning process, semantic development of the term and its place in pedagogical practice. This concept is mainly used for new or existing terms used in certain areas. The experience of creating a lexicographic portrait of pedagogical terms in Uzbek and English languages is carried out by analyzing the dictionary description, synonyms, antonyms of terms in these languages, their use in different contexts. In our opinion, the main features of terminological combinations related to pedagogy are the following: (Note: LPT – lexicography of pedagogical terms)

LPT express concepts; LPT has a certain degree of stability; LPT components retain their direct nominative meaning (pedagogical expressions, but do not always retain their direct nominative meaning); a characteristic feature of pedagogical statements is a neutral style, as well as the absence of synonyms.

Taking into account the features of the formal structure of two-component attributive phrases included in the lexicography of English pedagogical terms, the following types are distinguished:

1. The dominant type of two-component adjective phrases is the adjective-entity model of terminological phrases with adjectives. (352 units out of 714), for example: *analogical dictionary-* analogik lug'at; *analytic definition-* analitik ta'rif; *canonical form* - kanonik shakl, *illustrative example-* tasniflovchi yorliq; The structural formula of such phrases is the combination A + N (in this work, the author follows the generally accepted system of abbreviations used to express structural types of phrases in English: N is a noun; N's is a possessive noun; A is an adjective; Ving is a verb ending in -ing, Ved is a verb form ending in -P – prefix). For example: *primary definition-*birlamchi ta'rif; *regional dictionary-* mintaqaviy lug'at; *social label-*ijtimoiy yorliq; *alphabetical order-* alifbo tartibi.

2. Less common content *model of attributive phrases* is one where the noun acts as a prepositional phrase, for example, it can be a main word, a citation file, a tag. We observed about 225 units of these models for the lexicography of English pedagogical terms. It would not be a mistake to say that phrases whose structural formula is represented by the abbreviation N + N (noun + noun) are easily created in the system of modern English lexicographic terminology. Such terminological formations distinguish compounds and phrases from each other. This is the main strategic direction in the analysis of two-component expressions of the N + N type.

Expressions V + ing + N in the lexicographic layer of English pedagogical terms, for example: *defining pedagogical equivalent; selection of phrase fragments; pedagogical rhyming dictionary pedagogical starting entry - pedagogical starting entry* are less common in lexicographic terminology compared to the Ved + N model. They make up only 4.5% of the total number of two-component expressions and 3% of the total number of the studied terms. *In Uzbek language,* the present participle has an adjectival feature when it is in a preposition to the main component of a phrase, since it becomes a means of expressing the same type of features expressed by an adjective. The lexicographic layer of pedagogical terms of the Uzbek language contains many of the following types of vocabulary. For example: N + N + ik + N: *explanatory phraseological dictionary of the Uzbek language; orthoepic dictionary of the Uzbek language; synonymous annotated dictionary of the Uzbek language; antonymous dictionary of the Uzbek language; N + N (-cha): French-Uzbek dictionary; Russian-Uzbek dictionary; Uzbek-Persian dictionary.* The fifth part of this chapter is called *"Pragmatics of determining the national originality of pedagogical terms".* The pragmatics of determining the national identity of pedagogical terms is important from a cultural and linguistic point of view. The educational system of each nation is associated with its own cultural values, customs and traditions, which is reflected in pedagogical terminology. The pragmatic aspects of understanding and using pedagogical terms in English and Uzbek are based on the specific cultural contexts of these languages. By the *pragmatics of determining the national identity of pedagogical terms,* we mean that the formation and development of any area of terminology begins with the emergence of interest and renewal in this direction. Terminology is no exception. The emergence and development of this area begins directly with the search for answers to questions related to the terminology system, the construction of language units, their content, use in everyday life and social activities. However, it is important that terms related to pedagogy, like terms in other areas, are aimed at a scientific goal.

In pedagogical terminology, the system of meanings of pragmatic features is built around the following:

1) based on the main functions of terms related to pedagogy: naming function, communicative function;

2) the function of expressing all sorts of dependencies, connections and relationships of pedagogical terms;

3) the function of pragmalinguistics of pedagogical terms from the point of view of qualification and evaluation;

4) from the point of view of pedagogy, pragmalinguistics is a function of stylistic adjectives reflecting existing units, subject skills and conceptual series, the work of the human mind.

Let us give an example of the similarities and differences between some pedagogical terms of *English and Uzbek languages* from the point of view of pragmalinguistics:

1. Terms related to pedagogy involving animals- Hayvonlar ishtirokidagi pedagogikaga oid atamalar: *teacher's pet, bookworm, as busy as a bee; eshshak miya, miyasini qurtlagan o'quvchi* (salbiy ma'no).

2. Pedagogical terms expressed by human body parts- Insonning tana a'zolari ifodalaniladigan pedagogik terminlar: *on the tip of my tongue, off the top of my head, like pulling teeth, to learn by heart; sog' tanda sog'lom aql;bilmas tabib jon olar; miyamdan yozdim;qo'lyozmalar; kitob — aql qayrog'i; aql olami.*

3. Pedagogical terms expressed by the names of plants - o'simliklar nomlari bilan ifodalaniladigan pedagogik terminlar: *qovoq miya,* <u>*roots:*</u> *Foundational knowledge and skills that form the basis of learning* ((Ildizlar) Ta'limning asosini tashkil etuvchi asosiy bilim va ko'nikmalar), <u>*bloom:*</u> *Symbolizing the achievement or success of learning outcomes*, <u>*pollination:*</u> *Represents the exchange of ideas and knowledge among students and educators*. (Unumdor tuproq: o'rganishni osonlashtiradigan qo'llab-quvvatlovchi va boyituvchi muhitni bildiradi.

4. Pedagogical terms expressed by names related to nature- Tabiatga oid nomlar bilan ifodalaniladigan pedagogik terminlar: <u>*storm*</u>*: Represents challenges or difficulties that students may face in their learning journey;* <u>*rainbow*</u>*: Symbolizes the positive outcomes or achievements after overcoming challenges*. Example: "The successful completion of the group project was like finding a rainbow after a storm". <u>*Sunshine*</u>*: Symbolizes positivity and encouragement in the learning environment*. Example: "The teacher's praise and encouragement were like sunshine, motivating students to excel". In Uzbek, *yulduzni be narvon uradigan; ilm-suv va havodek inson uchun zarur; falaq-iqtidor* pedagogical terms were outlined.

The fourth chapter of the dissertation is called **"Pragmalinguistic analysis of English and Uzbek pedagogical speech"**. The first part of the chapter is called *"Description of "pedagogical speech" in English and Uzbek languages".*

It is known that the description of *"pedagogical speech"* in English and Uzbek languages is based on the rich experience of these peoples in the field of *"pedagogical education of the people".* It appears as a result of generalizing information from philosophy, sociology, ethics, aesthetics, physiology, psychology, etc. to substantiate the rules of *"pedagogical speech"* in English and Uzbek languages. Pedagogical discourse is important in the process of communication of scientists with all spheres of society. The main task of this speech is to convey knowledge, motivate students and effectively organize the educational process, and it can be reflected in the speech of representatives of all spheres as a means of communication. Analyzing the features of pedagogical speech in English and Uzbek languages, one can determine their differences and similarities.

In the course of our study, we analyzed the main features of pedagogical speech as follows:

1. Informativeness. Pedagogical speech as a means of transmitting knowledge has a large information load. In this speech, the teacher transmits scientific concepts, theories and facts to students.

2. Motivational: The teacher encourages students to learn, explore and develop through pedagogical speech. For example, the teacher encourages: "If you continue to study and explore regularly, you will achieve great success in the future".

3. Didactic features: The didactic features of pedagogical speech are aimed at structuring the educational material and making it understandable. In this process, the teacher uses different methodological approaches.

Pedagogical speech in English is widely used in various educational institutions, and its main features are as follows (from the point of view of learning and teaching): *1. Morpho-syntactic features:* Pedagogical English speech can have complex syntactic structures. For example, long and complex sentences, passive voice, subordinate clauses are widely used. *2. Lexical features:* Scientific and technical terms are often used in English pedagogical speech. The teacher often uses synonyms and explanatory phrases to explain scientific terms to students. *3. Communicative features*: Pedagogical speech in English is often interactive. Knowledge is exchanged between the teacher and students and these speech bodies through questions and answers, discussions and debates. The second part of this chapter is called *"Terms related to pedagogy in teacher's speech".* Teacher's speech is important in the educational process, it performs the tasks of effectively transferring knowledge to students, motivating them, making the educational material understandable. The terms used in pedagogical speech make this process more effective and understandable. In this article, terms related to pedagogy and their definitions are presented in Uzbek and English.

In our opinion, according to the purpose of teacher's speech, the following types can be distinguished:

1) Communication of teacher's speech for the purpose of information exchange (communication of teacher's speech for the purpose of information exchange) The main purpose of teacher's speech in educational institutions is effective communication between the teacher and students, ensuring the exchange of information. In order to achieve this goal, it is natural that the main aspects, strategies and terms are active: *clarity and accuracy, structured and organized presentation,* use of visual aids, *active listening and responding* and *encouraging participation, checking for understanding, adaptability and flexibility. Reinforcement and review,* etc. By focusing on these aspects of communication, teachers can create an inclusive and engaging learning environment in which information exchange is effective, students feel supported in their learning, and learning goals can be achieved more broadly;

2) Communication on the speech effect of teacher's speech - communication on the speech effect of teacher's speech, the effectiveness of teacher's speech in communication has a great influence on students' learning and activity. This type of communication refers to the main factors that influence the effectiveness of teacher speech and the following pedagogical terms - *creating a favorable learning environment, Building relationships, Feedback - feedback and evaluation;*

3) *teacher speech communication for the purpose of expressing an evaluative attitude*: a *balanced approach*, clarity and transparency, encouragement and support Encouragement and support, student involvement - Student Engagement;

4) *teacher speech communication for the purpose of establishing and improving personal relationships* - teacher speech *communication for the purpose of establishing and improving personal relations* - Using positive language to be a good listener - *active listening, personalization* - this is mainly active in English, that is, the interlocutor accepts your opinion or problem as his or her own problem, cares and supports - *empathy and support,* building trust - *Building Trust;*

5) *teacher speech speech communication for the formation of legal relationships- speech communication of the teacher's speech according to the formation of legal relations-* hujjatlar- *documentation,* maxfiylik- *confidentiality,* rozilik va ruxsat- *consent and Permission*, kasbiy xulq atvor- *professional conduct*, qonunva qarorlarga rioya qilish- *compliance with laws and policies*; maxsus ta'lim va turar joy- *special education and accommodation*.

By following these principles of communication in educational institutions, teachers can help build positive and legitimate relationships with students, parents, colleagues, and administrators. Effective communication not only promotes academic success but also develops a culture of respect, trust, and responsibility in the school community. It is known that a teacher's verbal communication occurs in connection with the communicative goal of a person.

The third section of this chapter is called *"Terms Related to the Pedagogy of Student Speech",* it shows how the stages of periodic development and approach aspects of the analysis of terms in the pedagogy of *student speech* in English and Uzbek languages changed in the educational process. process. This analysis helps to understand the evolution of approaches and terminology in the pedagogy of student speech. Below is detailed information about the stages of periodic development of terms and aspects of the approach in the pedagogy of student speech in English and Uzbek languages. *The traditional approach, the Communicative approach, the interactive and innovative approach, the informative approach, and the digital approaches* are explained and revealed.

From the point of view of any pedagogy, one of the main ideas of the ideology of national independence is to achieve the priority of spiritual and moral views in society. The meaning of the pedagogical term is to form advanced national, spiritual and moral values, as well as other types of social education. The provisions of the pedagogy of student speech are associated with internal positive, spiritual factors that determine the strength, development, capabilities and prospects of an individual, nation, state and society. In essence, *pedagogical terms, student speech* is an understanding of a set of philosophical, legal, scientific, artistic, moral, religious ideas, concepts and ideas that have a positive impact on social development.

We analyzed *the stages of periodic development and aspects of the approach in English and Uzbek languages* by periods: *1970s - the stage of traditional approach*

(lecturing-ma'ruza qilish); 1980s - *the stage of the communicative approach* (interactive learning – interaktiv o'rganish); *1990s - the stage of interactive and innovative approach* (educational technology-ta'lim texnologiyasi); 2000s – *the stage of the information approach* (e-learning- elektron ta'lim); 2010s – *the stage of the digital approach (blended learning)* 2020s – *the stage of distance learning* (remote learning – masofaviy ta'lim);

In the fourth section of this chapter, *"Terms Related to Parental Speech Pedagogy"*. Parental speech plays an important role both in pedagogy, parent-teacher communication, and in the educational process. These terms explain to parents how to help their children in education and how to promote their development. Detailed information on the terms and their classification related to parental speech pedagogy in English and Uzbek is provided below. The following examples of pedagogical terms of *parental speech* in English and Uzbek can be given. *Parental involvement means active participation in the educational process of their children. Parent-teacher communication.* This term emphasizes the importance of regular communication between parents and teachers. *Parental support, home learning environment.* This term refers to the creation of a favorable learning environment at home to support children's learning. *Parenting style Parenting style* refers to the way parents teach and guide their children. Their activities involve active participation in school activities and events. In order to explain the similarities and differences in parental speech in English and Uzbek from the point of view of pedagogical terms, we can describe this analysis in detail in several directions. This description includes categories such as definitions, properties, functions and contexts of use. Each line compares English and Uzbek terms, showing their similarities and differences. The main goal of our scientific views is that in the field of pedagogy, scientific research, terminology, we consider it important to express and enrich the system of terms, classify and systematize them, determine their characteristics in the speech of parents. We can explain the modernization of pedagogical activity, the emergence of new processes and opportunities for representatives of this activity every day, by the creation and use of terms that name them.

CONCLUSION

1. It is necessary to thoroughly analyze the essential aspects of terminology, including the formation of terms, their semantic scope, and the factors influencing their use. The conducted analysis shows that pedagogical terminology is closely interconnected with other scientific fields, and its development evolves not only in accordance with the scientific and educational needs of society, but also in response to the demands of the communicative process. Within the framework of general issues of terminology, an attempt has been made to theoretically substantiate the importance of determining how pedagogical terms emerge and their socio-communicative significance.
2. Facilitating the integration of new pedagogical concepts into the terminological system and comprehending the functional role of these terms within

contemporary educational processes provide significant scholarly insight into a particular national pedagogy (for example, English or Uzbek pedagogy), as well as into the cultural context, ideological foundations, and cognitive characteristics of the people whose pedagogical practice the respective terminological system serves.

3. 3. The process of developing pedagogical terms and their main trends, the process of adapting terms to modern educational systems, their systematic filling with new scientific and technical achievements, new concepts, terms and expressions. Globalization, information technology and other factors play an important role in this process. In addition, the way pedagogical terms have evolved in different eras and cultural contexts and their main trends are an important source for future terminological research.

4. When studying the socio-communicative aspects of pedagogical terminology, it has been established that domain-specific terms are widely used not only within scientific circles but also in everyday life. In addition, their role as a means of communication in the educational process, as well as their position in communication between students and teachers, has been examined. As a result of the classifications, it has been determined that the socio-communicative nature of pedagogical terms contributes to increasing their effectiveness. The communicative functions of domain-specific terms serve to identify their role in the educational process and to enhance their didactic effectiveness.

5. The use of terms within the framework of "pedagogical speech" and their communicative-pragmatic aspects have been analyzed, including the role of terms in teacher–student interaction, their impact on the educational process, and how they can be utilized to achieve didactic effectiveness. The results show that the terms used in "pedagogical speech" are important not only for conveying meaning but also for effectively organizing the learning process of students. This analysis contributes to a deeper understanding of the pragmatic functions of terms and their application in pedagogical processes.

6. The sociolinguistic problems of pedagogical terminology, its social stratification, and its usage in English and Uzbek depend on how pedagogical terms are perceived and used by different social groups. As a result of this analysis, the social stratification of pedagogical terminology and its role in society have been clarified, as well as the significance of the sociolinguistic approach in terminology studies.

7. The use of terms varies depending on the educational level of social groups, and their acceptance is influenced by sociolinguistic factors; the results confirm the importance of the sociolinguistic approach in future research. Issues related to the social stratification of pedagogical terminology in English and Uzbek, their position across different social strata, and their significance in the education system have been examined. The findings indicate that pedagogical terms manifest differently within processes of social stratification, and their acceptance and use depend on the characteristics of the social environment. This analysis contributes to a deeper understanding of the social specificity of pedagogical

terminology. Furthermore, the manifestation of the concept of "pedagogical language contact" in Uzbek and English and its influence on pedagogical processes and communicative situations have been examined. As a result, it has been established that the process of pedagogical language contact plays an important role in the interaction of the two linguistic cultures.

8. Pedagogical terminology possesses a discursive character, as it is functionally employed in various speech processes and textual forms depending on communicative needs. The analysis of the position of pedagogical terms in English and Uzbek within discourse, their communicative functions, and their contextual significance demonstrates that the effective use of these units in a discursive environment contributes to the enrichment of educational communication and the achievement of linguopragmatic precision.

9. The lexical-semantic analysis of the system of pedagogical terminology in English shows that there are significant cultural and discursive differences in the conceptual views of the English and Uzbek peoples regarding education and upbringing. In particular, in Western, especially English society, the concept of "child upbringing" is more closely associated with state institutions, which is also reflected in pedagogical lexis. In philological discourse, the process of upbringing is evaluated within the framework of socio-economic structures and from the perspective of state interests. As a result, child upbringing is considered an institutional responsibility of the state, while "parental responsibility" is interpreted within a more limited context. This is manifested as a sociolinguistic indicator reflecting the national culture's attitude toward the concept of upbringing through pedagogical terminology.

10. The pragmatic aspects of the notions of "self" and "acquisition" in pedagogical terminology, as well as their manifestation, interaction, and use in English and Uzbek, differ significantly. The results of this analysis indicate that "self" and "acquisition" terms carry different functional loads within pedagogical processes. "Identity" terms reflect national and cultural characteristics, whereas "acquired" terms serve to introduce new concepts and approaches.

11. The borrowing of pedagogical terminology from other languages and its pragmatic dimensions involve the mechanisms and pathways of lexical adoption, the degree of functional integration and effectiveness within the recipient language system, and the manner in which borrowed terms enter and adapt to the linguistic structure in accordance with cultural and linguistic influences. The pragmatic significance of such terms is reflected in their contextual applicability and communicative efficiency within the educational discourse.

12. The formation of new pedagogical terms in English and Uzbek, their acceptance, and their integration into the language system constitute a complex phenomenon. Pedagogical neologisms are effectively used within the language system, and their pragmatic aspects determine how successfully they function in the educational process.

13. The experience of creating a lexicographic portrait of pedagogical terminology, as well as studies of the place of pedagogical terms within the lexical system of

English and Uzbek, the determination of their meanings, and the ways of their effective use, show that the lexicographic representation of pedagogical terminology contributes to their correct usage and increased effectiveness.

14. The analysis of the use of pedagogical terminology in teachers' speech and their pragmatic aspects have revealed how terms are employed, how they perform their didactic functions, and how they influence communication with learners. The way pedagogical terms are perceived and used in students' speech has also been examined.

НАУЧНЫЙ СОВЕТ DSc 03/2025.27.12.Fil.11.05
ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ
КАРШИНСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ
КАРШИНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

НИЗОМОВА МОХИНУР БАРАТБОЕВНА

СОЦИОЛИНГВИСТИЧЕСКИЙ И ПРАГМАЛИНГВИСТИЧЕСКИЙ ПОДХОД В РАЗВИТИИ ПЕДАГОГИЧЕСКИХ ТЕРМИНОВ (НА ПРИМЕРЕ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ)

10.00.06 - Сравнительное литературоведение, сопоставительное языкознание и переводоведение

АВТОРЕФЕРАТ
диссертации на соискание учёной степени доктора
ФИЛОЛОГИЧЕСКИХ НАУК (DSc)

Карши-2026

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ВВЕДЕНИЕ (аннотация диссертации доктора наук [DSc])

Целью исследования является выявление принципов социолингвистического и прагмалингвистического подхода в развитии педагогических терминов в английском и узбекском языках.

Объектом исследования являются педагогические термины в английском и узбекском языках.

Научная новизна исследования заключается в следующем:

социолингвистические аспекты педагогической терминологии в английском и узбекском языках сформированы под воздействием социально-исторических и лингвокультурных факторов, при этом их содержание определяется культурой и идеологией языкового сообщества. На этой основе педагогическая терминология рассмотрена как интегративный научный феномен в контексте межкультурной и междисциплинарной коммуникации в условиях современной глобальной инфраструктуры, а также доказана

эффективность использования данных терминов в речи наиболее активных слоёв общества — женщин и молодёжи;

установлено, что в системе педагогической терминологии английского и узбекского языков слои «своего» и «заимствованного», сформированные в процессе перехода результатов когнитивной деятельности человека в языковую форму, в частности прагматические заимствования и неологизмы, в прагмалингвистической интерпретации тесно связаны с закономерностями синонимии и полисемии, а их семантический объём и коммуникативная функция активизируются под воздействием факторов речевой ситуации;

выявлено, что в реализации педагогической терминологии в дискурсивной среде типологически различных языков доминируют экстралингвистические факторы (коммуникативная цель, прагматическая направленность, культурно-социальный контекст, социальная стратификация, культурная адаптивность), тогда как структурно-семантические признаки, а также синтаксические и формально-лингвистические показатели имеют вторичный функциональный статус;

обосновано, что в практике создания лексикографического портрета педагогической терминологии в сопоставляемых языках первостепенное значение приобретают такие функции, как: выражение сжатых (экспрессивных) понятий ПТЕ; наличие у ПТЕ определённой степени устойчивости; сохранение компонентами ПТЕ своего непосредственного номинативного значения;

доказано, что в коммуникативных процессах обоих языков функциональная динамичность формальных и семантических границ понятия «педагогический языковой контакт» осуществляется на основе коммуникативной эффективности, стандартизации терминологии и принципов контекстуальной адаптации.

Внедрение результатов исследования. На основе результатов и выводов, полученных в ходе исследования социолингвистического и прагмалингвистического подходов к развитию педагогической терминологии в английском и узбекском языках:

теоретические выводы о том, что социолингвистические аспекты педагогической терминологии в английском и узбекском языках сформированы под воздействием социально-исторических и лингвокультурных факторов, а их содержание определяется культурой и идеологией языкового сообщества, а также положения об анализе педагогической терминологии как интегративного научного феномена в контексте межкультурной и междисциплинарной коммуникации в условиях современной глобальной инфраструктуры и эффективности использования данных терминов в речи наиболее активных слоёв общества — женщин и молодёжи, были использованы при выполнении проекта АМ-Ф3-201908172 «Создание образовательного корпуса узбекского языка», реализованного в 2020–2023 годах в Ташкентском государственном университете узбекского языка и литературы (справка №04/01-2188 от 26 августа 2024 года). В

результате данное исследование, представленные в нём научные новизны и рекомендации способствовали совершенствованию проектных разработок;

теоретические выводы о взаимосвязи слоёв «своего» и «заимствованного», сформированных в процессе перехода результатов когнитивной деятельности человека в языковую форму в системе педагогической терминологии английского и узбекского языков, в частности прагматических заимствований и неологизмов, с закономерностями синонимии и полисемии в прагмалингвистической интерпретации, а также об активизации их семантического объёма и коммуникативной функции под воздействием факторов речевой ситуации, были использованы при реализации проекта F3-201912258 «Создание многоязычной (узбекский, русский, английский языки) электронной платформы узбекской литературы» (справка №04/01-2189 от 26 августа 2024 года). В результате рекомендации по практическому применению терминов, их интеграции с лексикографическими подходами на основе разработки и оценки лексикографических дефиниций отраслевой терминологии послужили одним из основных источников;

выводы о доминировании экстралингвистических факторов (коммуникативная цель, прагматическая направленность, культурно-социальный контекст, социальная стратификация, культурная адаптивность), а также о вторичном функциональном статусе структурно-семантических признаков, синтаксических и формально-лингвистических показателей в реализации педагогической терминологии в дискурсивной среде типологически различных языков были использованы в рамках зарубежного проекта «English Access Microscholarship Program», реализованного в 2022–2024 годах в Самаркандском государственном институте иностранных языков при поддержке Посольства США и Американских Советов (справка №1573/02 от 17 августа 2024 года). В результате была осуществлена классификация понятия «педагогическая речь» в английском и узбекском языках и расширены возможности изучения её прагмалингвистических характеристик;

выводы о первостепенной значимости таких функций в практике создания лексикографического портрета педагогической терминологии в сопоставляемых языках, как: выражение сжатых (экспрессивных) понятий ПТЕ, наличие у ПТЕ определённой степени устойчивости, сохранение компонентами ПТЕ своего непосредственного номинативного значения, были использованы в зарубежном проекте SUZ-800-21-GR-3181 «Reinforcing English Language Competence at Karshi State University», реализованном в 2021–2023 годах (справка №04/1954 от 4 июля 2024 года). В результате были использованы аналитические положения и теоретические выводы о факторах, влияющих на роль и значение педагогической терминологии в межличностных отношениях;

выводы и результаты, связанные с тем, что функциональная динамичность формальных и семантических границ понятия «педагогический языковой контакт» в коммуникативных процессах обоих языков осуществляется на основе коммуникативной эффективности, стандартизации

терминологии и принципов контекстуальной адаптации, были использованы при подготовке сценариев телепередачи «Файзли кун» телеканала «Кашкадарья», а также радиопередач «Очик мулокот» и «Кадрият» в рамках программы «Олтин воха» Кашкадарьинской областной телерадиокомпании (справка №17-05/115 от 10 июля 2024 года). В результате сценарии радиопередач были дополнены сведениями о специфике использования педагогической терминологии в речевой коммуникации и обеспечены более глубоким научным обоснованием;

результаты исследования социолингвистических аспектов педагогической терминологии, включая выявление закономерностей развития педагогических терминов в английском и узбекском языках в социальном контексте, анализ механизмов их изменений под влиянием социальных групп и культур, а также исследование их прагматических характеристик на основе прагмалингвистического подхода, были внедрены в рамках фундаментального проекта «Дальнейшее развитие и гармонизация межнациональных отношений в нашей стране», реализованного в 2022–2023 годах отделом развития нематериального национального наследия культурно-просветительских учреждений Министерства культуры Республики Узбекистан (справка №03-12-06-898 от 22 января 2025 года). В результате были определены коммуникативные функции педагогической терминологии, возможности её применения в педагогическом и социальном общении, а также её влияние на целевую аудиторию в английском и узбекском языках; кроме того, была оценена роль педагогической терминологии в интерактивной коммуникации и её связь с коммуникативными целями в сопоставляемых языках.

Структура и объем диссертации. Диссертация состоит из введения, четырех глав, заключения, списка использованной литературы, общий объем составляет 246 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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