



## SEMANTIC FEATURES OF PEDAGOGICAL TERMS

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<b>Received:</b> 11 <sup>th</sup> October 2022 <b>Accepted:</b> 11 <sup>th</sup> November 2022 <b>Published:</b> 26 <sup>th</sup> December 2022	The emergence and practical use of new pedagogical terms is a widespread phenomenon. New terms also appear based on the internal resources of the language. This article analyzes semantic features of pedagogical terms.
<b>Keywords:</b> pedagogy, term, commonly used words, history of formation, universal lexical layer, morphological structure, semantic feature	

### INTRODUCTION

The emergence and practical use of new pedagogical terms is a widespread phenomenon. Terms acquired due to assimilation occupy a significant role in terms of quantity and play an important role in the enrichment of the acquired term. In particular, it includes the expansion of the meaning of an existing commonly used word or term, the emergence of a new one. In fact, many terms are simultaneously present in the general lexicon and have their own meaning in the science of pedagogy. Terminology of words in the general lexicon and subject to the rules of the language are created by borrowing from other languages or combining terms with the help of additions in the native language.

### MATERIALS AND METHODS

The semantic construction of a term edits the meaning or function of the word. Alternatively, it shows a semantic coherence between similar events or facts. In particular, pedagogical terms are divided into two main types: word terms and compound terms. The type of words are made according to the morpheme structure and classified as follows:

**INTER** is a root word is (lat. inter - between, in the middle). A component of international loanwords. 1. Intermediate position, location in the middle, in the middle. 2. Generality, universality, interdependence. 3. Expresses international, international meanings.

**INTERVAL** is an artificial word. (lat. intervallum - interval, distance; time interval). 1. The distance between one thing and another. 2. Interval between one event and another event, past or future time, break.

**INTERACTIVE** is a compound word - (visual inter - mutual, act - act). Education based on the organization of interaction of students on the way to acquire knowledge, skills, competences and certain moral qualities. Pedagogical terms have different morphological structure and can be used

independently or together with other independent terms in the text. In particular:

**PROBLEM** is an independent term. (Greek. obstacle, difficulty, Arabic. enigmatic, mysterious, and difficult to understand). It is an important theoretical and practical issue to be resolved.

**PROBLEMATIC SITUATION** is a combination of terms. It is a mental state associated with students' understanding of the conflict that has arisen in the process of performing certain tasks (solving a problem, finding an answer to a question), which requires the search for new knowledge related to the problem being solved.

**MODULE** is an independent term (lat. modylies – measurement). A part of a specific system and a functionally completed joint with the property of replacement.

**MODULE TEACHING** is a terminology. Module teaching as an educational technology provides information with learners can work independently and individually; this program includes a database and methodical instructions. It sets itself the goal of adapting to the individual requirements of a person and his level of basic training. In module training, the pedagogue acts as a consultant and coordinator who monitors the process. The practical use of the principle of module-based teaching ensures that the learning material is not disconnected from each other. This allows to change, add and create the educational material without damaging its overall content.

**CREDIT** is an independent term. (lat. creditum - loan, credo). It provides information about the student's successful completion of a certain course (module) at the school.

**Module credit system** is a combination of terms. A system that ensures that each subject (module) is mastered by students based on a certain number of credit units.

In pedagogy, the type of compound-terms are created according to the morpheme structure, and they are classified as follows depending on the type of



structure: Simple compounds consisting of two independent words, one of which is the head and the other is the subordinate, determiner (adjective); Complex compounds consisting of subordinate words defining the main word with different meaning aspects (tense of the performed action, relationship). In particular: Common phrases - group discussion. Argument, discussion, dispute and resolution by members of one group, achieving spiritual closeness with teammates.

Compound expressions - group discussion method. 1. The method of organization of joint activities used in practice by the team leader is conducted in order to quickly and effectively solve the group's task. 2. In the process of direct communication, it is a technique that allows influencing the opinions, points of view and decisions of the discussion participants using a logically based argument system. Any form of joint activity that requires group consensus to reach a decision is a field of application of this method.

**Public opinion** is a common term. In pedagogy, the moral qualities of students are manifested through the fulfillment of moral requirements, the determination and implementation of socially significant values, and the moral evaluation of the behavior of team members. Also, self-organization of pedagogical stimulation that provides support and development of socially useful activities. In the opinion of the public, the educational function of the team is fully realized.

Compound terms are ways of organizing a team. Educational methods, high-level discipline, care of each and every member to improve working conditions, competitive attitude to work, i.e. active participation in the management of team work, contribute to the formation of a work team. The main methods of team organization: discipline, self-service, competition and self-management. A lot of work has been done on the grammatical structure of terms in pedagogy and other disciplines. In them, the characteristics of the formation of terms, their relation to their groups, the structure of morphemes, and their peculiarities in the grammatical formation of words were studied. However, many people insist that the terms belong to the noun class. The above examples also prove it. "From this it is clear that they recognize that terminological concepts always represent objects and 'subjective' events".

## **RESULTS AND DISCUSSIONS**

Pedagogical terms can be further classified according to their semantic features. Process terms:

**LESSON** (Arab. dars - lesson). Organizational form of specific goal-oriented interaction (activity and teaching) of pedagogues and students, limited by

time, is regularly used to implement educational, developmental and educational tasks. Personal Terms: **DEAN** (lat. decanus – ten). Head of educational, scientific and educational work of the faculty in a higher educational institution. Subject terms:

**TEXTBOOK** (Arab. الكتاب المدرسي school book). A book intended for readers and students in a field of science. It is worth noting that pedagogical terms are homonymous, forming synonymous lines, and scientists such as D.S. Lotte, R. Shukurov clarified this issue to a certain extent. It is no secret that the synonym or homonym series is enriched with words from other languages. Therefore, national pedagogical terms are not an exception.

Synonymous pedagogical terms:

**DIALOG** (Greek dialogos) / **CONVERSATION** (Arab. محادثة - association, association, communication, relationship, friendship). Verbal form of speech, two or more people taking turns exchanging words.

**WEBINAR** / online events. Live webcasts (broadcasts) of seminars, conferences, debates, meetings, presentations, trainings organized on the basis of web technologies.

**COLOUR** is a homonymous pedagogical term. An ordinal number of an attribute value arranged in ascending or descending order of values, a mathematical concept, color is often written in the "c" position. Color (Pers. rasm - hue, color, paint). 1. A substance used for painting, paint. 2. Painting is the main means of expression and image. 3. Paint, glaze applied to things.

**NUMBER** (Arab. عدد – number). 1. A tool used to calculate the amount, count, number of things, a mathematical concept. 2. Number. 3. Quantity, count, number. Son. The part of the human and animal leg between the knee and the pelvis.

Pedagogical terms include monosemantic and polysemantic terms, which, when analyzed, are described as follows.

**COLLECTOR** –monosemantic. (lat. sollestog - collector). An institution, an organization that collects certain types of goods and distributes them to specified destinations.

**MASTER'S** (lat. magister, head, coach, teacher). In many foreign countries, a second, secondary (between bachelor and doctorate) scientific degree in a multi-level higher education system is awarded to those who have graduated from a university or college, after one or two years of study and after defending a public diploma or a master's thesis.

**ATLAS** is a polysemantic. (Greek. Atlas - in mythology, from the name of the king of Libya, who supposedly created the celestial globe first). 1. A set consisting of cards selected for specific purposes and based on a specific system and published in the form of an album



with explanatory texts. 2. A collection of pictures of human parts, animals, plants, parts of various mechanisms and published in the form of an album.

**SOURCE** (Arab. mşdr - beginning, beginning). 1. The source of rivers. 2. A place where something is taken, produced, or produced. 3. Something, the occurrence of an action, the reason for the action. 4. A work, a document that is the basis for scientific research.

### **CONCLUSION**

In short, the classifications of the terms related to the science of pedagogy are simple and convenient, and there are opportunities for its expansion, research, and study. Pedagogical terms have the characteristic of continuous re-emergence, which necessitates the need to carry out research on these issues. In addition, the existence of issues of improving the analysis, classification and systematization of pedagogical terms on a large scale indicates that this problem is urgent.

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