

DERIVATIVE PRINCIPLES OF PEDOGOGICAL TERMS

Mustafoqulova Zarifa Baxodir qizi

Denov is a graduate student of the 2nd stage of the Institute of Entrepreneurship and Pedagogy

Annotation. This article touches upon the theoretical aspects of pedagogical terminology as a system of lexical means and names used in the theory and practice of education, on the example of the development of pedagogical terms which formed new styles and genres in pedagogy and laid the foundations of modern pedagogical vocabulary.

Key words: pedagogical terminology, didactic terms, general pedagogical terms, pedagogical vocabulary.

One of the main tasks of modern society is the education of a growing person, as the formation of a developed personality. To date, the current situation in educational institutions requires new approaches to the organization of upbringing and educational activities, and in connection with this, the domestic mechanism of education is entering the path of high-quality training of a specialist, where one of the main tasks is the training of a teacher who is able to act creatively and effectively in conditions of real pedagogical reality. The term "pedagogy" was originally used to describe educational work with children. And the people who were engaged in this activity were called "teacher". In pedagogy, as in any science, there is a subject and an object of pedagogy. The object of pedagogy is a person who develops through a specially organized process of education and training. The subject of pedagogy as a science is pedagogical phenomena occurring in the processes of functioning and life of the state and society, all their spheres and structures.

The relevance of our study is due to a number of circumstances. Firstly, the formation of pedagogical concepts among students is possible only if they master the scientific and pedagogical terminology. Secondly, unfortunately, in some scientific publications, periodical pedagogical press, there is an incorrect use of pedagogical terms. Some authors invest different and sometimes contradictory meanings in the same pedagogical terms. This makes it difficult for students to master the most important concepts of pedagogy.

Pedagogical terminology of the XVIII century. clearly expresses the class character of education. For example, children of the nobility are spoken of in such expressions: children of noble breeds, a noble youth, children of the gentry. About children from other estates, the documents say: children of the merchant rank, children of clergy, children of officials, children of the clerk's rank, students from the vile estates

(lower estates), etc. In addition, in the statutes of the Petrine era, there are many new names of educational institutions (already included in another group of terms that can be attributed to school studies), these are: small schools for babies themselves, private schools, free schools, house schools, school houses. For the nobles, gentry schools were organized, which were also called direct schools, as they opened access to further education. According to the project of M.V. Lomonosov at the university provided for the creation of gymnasiums of two types - for the nobility and for the raznochintsy. At the gymnasiums, Latin schools and schools of the most distinguished European languages were later opened. Persons who wished to receive a spiritual title could study at a theological seminary.

The history of any science shows that the process of term formation is long and complex. Pedagogical terminology in a broad sense is a system of lexical means and names used in the theory and practice of education and training. In a narrow sense, it is a set of terms that consolidate the most important concepts of pedagogical science. Terms (lat. terminus - limit, border) are exactly limited in the scientific and practical sense of designation of pedagogical concepts. The most important characteristic feature of the term is its uniqueness. Many Russian pedagogical terms are characterized by ambiguity. In our opinion, this is explained, first of all, by the fact that the language of pedagogy was based on folk vocabulary, rich in synonyms.

Russian pedagogical terminology has a long history. Pedagogical facts and phenomena as forms of active practical activity existed before scientific and pedagogical concepts and their corresponding terms arose. The development of Russian pedagogical terminology is closely connected with the formation of national languages, it was enriched by the terms of philosophy, history, other sciences, as well as foreign words.

The position of the church changes radically, which loses control over education, a new, "state" period begins in domestic education, when everything that happened in the field of education began to obey the state and serve its interests.

This contributed to a new understanding of education, penetration into the domestic pedagogical self-awareness of new beginnings. The transition to secular education contributed to the separation of the processes of upbringing and education and some change in their essence. And if education as a whole kept the formation of a Christian person as its goal, then training became more diverse, meeting the needs of public service. A new strong secular state could not be created by people thinking in religious and dogmatic categories, therefore a new educational ideal of a person arises: secularly educated, with a broad view of the world, while at the same time preserving national traditions, ready for a feat for the sake of the Fatherland.

B.B. Komarovsky identifies several groups of pedagogical terms found in documents and works of enlightenment figures of the Petrine era:

- terms expressing general pedagogical concepts;
- didactic terms;

The variety of conditions in which the learning process takes place implies the presence of an infinite number of patterns, and hence rules. This can explain the revealed fact that 74% of the total number of variants of the formulated principles are isolated cases of use. According to their content, they can only be the rules of learning. The direct connection of the principle with the law determines its main property - it is the objective or dialectical nature of the action, which can be considered as a criterion for the concept of the principle of learning.

The pedagogical process is a holistic process of education in the broadest sense, ensuring the unity of education and upbringing (in the narrow sense). A synonym for the concept of "pedagogical process" is the widespread term "educational process". At the same time, more favorable opportunities appeared for a holistic consideration of the pedagogical process based on the use of the methodology and methodology of system-system analysis. This process requires the identification of the main components of the ongoing system, taking into account the main regular relationships between them, identifying the sources of development and determining the conditions for effective management of this process. The pedagogical process is a specially organized interaction of teachers and students aimed at solving developmental and educational problems.

In conclusion, it should be noted that it is characterized by the intensive development of pedagogical terms, many of which are preserved at the present time. The term education, known as early as the 16th century, was introduced into pedagogy by I.I. Betskaya, but at that time the more well-known term was instruction. As well as instead of the term education, the concept of enlightenment was more often used. The development of the language of pedagogical sciences, the emergence of a tendency to overcome the ambiguity of concepts and terms, laid the foundation for modern pedagogical terminology.

List of used literature:

1. Bordovskaya N. V., Koshkina E. A. Methods of studying the history of the development of didactic terminology // *Pedagogy*. 2014. No. 10. S. 26-35
2. Инклюзивное и специальное образование: международный словарь терминов / под общ. ред. А. И. Жука, Н. Н. Малофеева, В. В. Хитрюк. – Минск: БГПУ, 2020. 104 с.
3. Bondarevskaya E.V. Pedagogical culture as a social and personal value // *Pedagogy*, 1999. - No.
4. Butylina E.V. Factors affecting the quality of education // *Head teacher*, 2005. - No.
5. [www. http ://pedagogika-rao. ru/](http://pedagogika-rao.ru/) -Научно-технический журнал Российской академии образования.