Pedagogical Terms and Their Social Nature

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Abstract: In world linguistics, a lot of attention is paid to the practical research of all areas that make up the study of the terminological level. Undoubtedly, the role of language is incomparable in the rise of a people to the story of a nation and in the cohesion of the people who make up this nation in the way of their dreams and goals. Currently, active integration and mutual solidarity relations have been formed between the world countries in connection with the exchange of experience in the intensive teaching and learning of foreign languages and the development of international cooperation. A term is similar to a lexical unit according to the task of expressing a concept, object, or event. The main sign of the term is its terminological essence. This symbol is expressed according to the task of naming a special concept or object. In addition, each term belongs to a special field and serves a specific field of knowledge and activity. This article is devoted to the study of pedagogic terms and the ways and nature of social development and formation. Issues such as the ethnic groups of the pedagogical language, the emergence, and development of the pedagogical language, and its factors are also part of the object of study of sociolinguistics. Pedagogical terms and functional groups of pedagogical language mean what kind of pedagogical language team it serves.

1 INTRODUCTION

In world linguistics, although the work of organizing terms related to the field of pedagogy has been carried out within the framework of different systematic languages, until now the terms of this field have not been compared with the source of the English language, which is one of the world languages, according to our national language - Uzbek. The problems of their social nature have not yet been sufficiently resolved. In particular, the criteria for regulating terms related to the field of pedagogy have not been developed. In this sense, proposals are made for determining the structural and semantic models of terms, analyzing and researching the processes of stabilization of international and native units in national languages, improving translation methods, regulating and standardizing the cases of synonymy (variants), polysemy and homonymy in these terms.

The restoration of national and cultural values has been a major benefit of Uzbekistan's achievement of independent national development. Additionally, the opportunities afforded by independence have contributed to the enrichment and development of the Uzbek language lexicon. Numerous studies in Uzbek linguistics have been carried out with the aim of identifying the Turkic nature of our language. Uzbek linguists have worked hard to organize terminology, explain terms of various fields in the Uzbek language, and develop methods of creating Uzbek terms.

2 PEDAGOGICAL TERMS AS AN OBJECT OF LINGUISTIC RESEARCH

The reason for this is that the term is an integral part of the scientific and technical field, and it occupies an important place in determining its development. In addition, the terms create conditions for ensuring the expression of scientific and technical translation in an understandable way.

Based on the practice that has become a permanent tradition, in our research, which is related to the research and development of terms based on pedagogical activity, it was also considered

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appropriate to group the field terms thematically. Social characteristics of not knowing the boundaries of the scope of use of terms related to the field of pedagogy create a number of problems in their grouping. Nevertheless, the terms of this field belong to different thematic groups on the basis of the most active integral themes of the social characteristics of the common components.

In general, terms related to pedagogy cover the following:

- to clarify the importance of the tools that ensure the development of science in educational institutions;
- promotion of engaging in a specific activity;
- description of events aimed at increasing the effectiveness of the educational process;
- keeping up with the times in education;
- full expression of opinions in the teaching and learning process.

During our research, we witnessed that in the process of researching the terms related to the field of pedagogy, the system was not fully formed. We can explain the quantitative development of terms related to the field of pedagogy, at the same time, with the modernization of education, the emergence of new objects, processes, and new views in educational activities every day, as well as the creation of terms that name them. It was found that there is a rule for defining descriptors of pedagogic terms in the Uzbek language: certain terms are ambiguous. Each meaning is expressed in a specific context or discourse. Terms and concepts in the field of pedagogy are often activated in the speech of representatives of this field.

The origin and formation of pedagogical terms are related to the formation of education in ancient Greece. The improvement of education and upbringing in Greece led to the formation of terms related to the field of pedagogy. A number of philosophers, including Socrates, Plato, Aristotle, and Democritus, contributed to the theory of terms related to the field of pedagogy. With their views, they made a great contribution to the development of terms related to education.

Socrates grew up in the family of a craftsman, that is, a sculptor. We can witness from the thoughts and ideas of Socrates that he was the owner of not only philosophical but also pedagogic knowledge. Socrates emphasized that it is impossible to know the state of objects, it is necessary to form the manners of behavior. He organized contests on the formation of great speeches, education, and manners, and engaged in question-and-answer conversations with the participants, encouraging them to impart knowledge

and explain new information. This in itself is called his method, i.e. "*Sukrot method*".

According to Aristotle, in the field of pedagogy, Socrates introduced the inductive doctrine to the general concepts that existed at that time and revealed the doctrine of understanding the views that create conditions for knowing the essence of each phenomenon. Socrates said that there should be no contradiction between reason and morality. He put forward a model of education that corresponds to the requirements of behavior etiquette, aesthetics, and envisages strengthening health. However, it can be noted that Socrates mainly focused on moral education. He stated that moral education is unique to "*mature*" people, and since "maturity" makes people the only owners of true education, he believes that it is necessary for them to lead management.

Emphasizing the study of terms related to pedagogy in linguistics, Plato was the Greek scientist who made an effective contribution to it. In the field of pedagogy, he introduced such important terms as "world of ideas" and "education" into science and defined them. He believed that education should be controlled by the government, and knowledge holders, philosophers, and educators should be protected.

Aristotle included "types of education" in the field of pedagogical terminology. He divided education into three types - physical education, moral education, and mental education. According to him, the goal of education should be a means of forming the intellectual aspects of a person, that is, the mind and perception. Just as every substance has the opportunity to develop, nature gives only the beginning of abilities to a person. It is believed that the possibility of perfecting the existing characteristics of a person exists in nature, and they are realized through education. Naturally, the three types of human abilities listed above are closely related to each other. Based on this, we can study physical education, moral education and mental education in close connection with each other, taking into account this natural feature of education.

Among the pedagogic terms currently used in our language, there are many terms borrowed from Arabic, English and Russian, which have settled in our common language. In fact, "in this system, it is broadly represented by terms related to the following areas of pedagogy":

- *terms used in the field of general education and training:* knowledge, literacy, profession, craft, knowledge, manners, wisdom, morality, practice, teaching, efficiency, enlightenment, activity, etc.;

- *terms related to the theoretical part of pedagogical education:* theory of education, phonetics, linguistics, terminology, a layer of language acquisition, research, etc.;
- *terms related to personal training:* education, advice, manners, discipline, talent, encouragement, work, example, perseverance, will, personality, punishment, emotion, patience, tolerance, initiative, will, excitement, suffering, defect, imitation, obedience like;
- *terms related to scholasticism and its activities:* school, education, class, teacher, coach, teacher, madrasah, dorilfunun, student, etc.

It should be noted that, in addition to one-component terms, two-component pairs of words are widely used in pedagogical terms in our language. For example: character, tradition, education, knowledge, intelligence, manners, intelligence, lesson report, letter-literacy, science, science, and so on.

In modern terminology, there are problems that arise as a result of extralinguistic factors: linguistic processes in terminology, emergence of new terms, abbreviated forms of terms, synonyms, ambiguity, figurative meaning, international terms, etc. Our research on the terms used in the field of pedagogy lays the foundation for determining the laws of educational processes, interpreting the system of terms in the cognitive field, revealing the problems of their translation, and determining the methods of translation. This system includes the terms of fields related to education, pedagogy, educational process activity.

As a secondary material system, terminology consists of integrated pieces that form their own system. It is predicated on the indicators in these phrases being non-separable and on the fact that they are frequently employed in a certain connection and activity. Any field's vocabulary is a whole thing made up of interrelated parts.

Terminology is subject to change at any time. The phrase is somewhat stable, yet it also changes all the time. Put another way, the phrase is both intrinsically constant and ever-changing throughout history. Terminology is permanently impacted by each age.

3 TERMS RELATED TO THE FIELD OF PEDAGOGY AND ITS SOCIAL NATURE

The term has its influence on representatives of each generation - although this is not actually manifested in lexical and grammatical features, it certainly has the power to influence the social nature of terminology and the nature of speech use. Therefore, the social nature of terminology is a continuous creative process and as an activity of constant creativity, terminological materials are used as an expression of thought.

It is desirable to study not only pedagogical terms in correlations and combinations formed by them but also the thematic proximity of the terms. As a general basis for referring pedagogical terminology to one or another thematic area, the presence of common components in both external design and internal content is considered. We can give an example of terms that reflect a certain scientific and pedagogical outlook, or cultural tradition. It made it possible to identify the terminological elements of the English language related to this topic. We compare them with pedagogical terms in the Uzbek language.

Table 1. Comparison of pedagogical terms in Uzbek language

"academic retardation" — academic delay;	*"akademik retardatsiya"* — akademik faoliyatning kechikishi;
"emotional / behavioral disorders" — emotional and behavioral disorders;	*"xulq-atvor buzilishlari"* – tarbiya harakatlarni yomonlashuvi;
"special education disability" is the inability to learn;	*"maxsus ta'lim nogironligi"* — o'rganishga qodir emaslik;
"separate children" — children with outstanding intellectual or creative abilities;	*"aktiv o'quvchilar"* – bilim salohiyatga moyil o'rganuvchilar;
"discourse" -is the ability to think, to continue a conversation, and to express one's point of view on a particular topic of conversation;	*"diskurs"* — mulohaza yuritish, suhbatni davom ettirish va suhbatning muayyan mavzusi bo'yicha o'z nuqtai nazarini bildirish qobiliyati;
"pre-season demic skills" — the skills and abilities that a child has before entering school;	*"mavsumoldi demik ko'nikmalar"* — bola maktabga kirishdan oldin ega bo'lgan ko'nikma va qobiliyatlar;
"mutual learning"- is mutual study;	*"o'zaro ta'lim"* – o'zaro o'rganish;

Depending on which side of the word is utilized, terminology may be construed in a variety of ways, making it a phenomena with extremely complicated content. The definitions can go in the following directions from this perspective:

- from the perspective of the functions unique to the social nature of terminology;
- from the perspective of the mechanism of organization of the social nature of terminology: a term is a collection of multiple units; the speaker knows these units only through time and their proper combination is justified.
- looking at terminology from the perspective that it is social in nature: the term is the result of term units being formed by linking the meaning of the sound material with the abilities of the social group;
- the term is a system of signals, or a system of material premeds (sounds), with the ability to signify another notion or item that exists outside of itself; this is the concept of the semiotic point of view in the social nature of terminology;
- from the perspective of the information theory unique to the social aspect of terminology: the word functions as a code for the encoding of semantic information;

It is obvious that a social phenomena cannot be fully described in terms of a single definition. As a result, the shortest definition is used in the following sequence in the scientific setting. The most significant kind of human communication is referred to as the social characteristic in educational language. Depending on the situation, this definition is given in a certain way.

3.1 Scientific Theoretical Foundations in the Social Nature of Terms Related to the Field of Pedagogy in English and Uzbek Languages

We would not be mistaken if we say that Greece is the homeland of pedagogic terms. According to historical sources, in Ancient Greece, a teacher who took his master's children for a walk took care of them, and taught them military skills, i.e. slaves, was called a "pedagogue" (child leader). Later, the people who were specially trained and became pedagogues were called "pedagogues". It can be seen that the term "pedagogy" was first used in Ancient Greece.

It is helpful to divide the evolution of pedagogy-related terminology into two phases in both Uzbek and English:

- Development of educational terms in Europe.
- Stages of development of terms related to pedagogical activity in Central Asia.

However, there are still some issues with how to properly address the social aspect of educational language and apply it to various locations, levels, circumstances, and scenarios. However, the social aspect of terminology goes beyond just indicating its presence, that is, a particular "socially diverse" aspect of the words. The interpretation of terminology's social nature involves identifying external factors, delving into the term's social essence and all of its functions—structural, stylistic, pole, and so on—and examining every circumstance surrounding its creation.

The last thought in F. de Saussure's renowned "Course of General Linguistics" is that language, which is being constructed for itself, is the sole real object of linguistics. This leads to social aspect issues. We won't be incorrect at this point in claiming that the phrase itself is the primary source of a social phenomena. It makes sense to wonder how linguistics can be restricted to the study of the phrase "in itself and for itself" given that individuals are a method of communication.

Teachers who examine terminology as the "strictly external sphere of the pedagogical term"—that is, teachers who are aware of the social connotations of the term—do not identify grammar with society. Of course, it is difficult to relate a learner or learners, a moment in time or an inclination, the social structure, etc. However, certain pedagogical concepts have become active, universal phrases that are used not just in the pedagogy area but also in the social sphere.

The world of objects and the realm of thinking coexist in parallel, according to language. Conscious growth is a manifestation of the relationship between the history of the people and the history of the origin of educational words.

Changes in educational terminology are contingent upon the evolution of human awareness and its capacity for abstraction, which both expand over time as society develops historically.

The way that the word environment functions and the characteristics of related activities apply to both the term and other "many activities" in the same way. It is evident that the socioeconomic conditions of society shape the conditions under which language operates, as well as the many styles and variations of its application. The essence of the social aspect of the

phrase may be broadly described as follows, in our opinion. Like its other laws, the internal rules governing language formation serve the social context. This subject hasn't received much attention or evidence up to now. Our intention is to make public this terminology's function in society.

The primary theoretical problem with terminology is the term and its meaning. He has collaborated with the phrase for the duration of its existence. In the twenty-first century, it is still a major issue with terminology.

The answers to two questions are crucial to both the scientific and educational understanding of the term:

- Describe the nature of a pedagogical word and the attributes that make up its essential meaning.
- How does the educational word vary from and connect to other natural and social phenomena?

From the perspective of our work, the epistemological approach states that the word is either defined or created by consciousness. The definition and application of the word encompass several modes of awareness or thought processes. The ontological approach defines the term "pedagogical" as "the idea that some objects have unique internal laws of development and unique systems."

We have determined that the conceptions of the epistemological orientation, in turn, are separated into two groups based on the social character of educational terminology:

- it is permissible to describe "as a media weapon" or "instrumental", 'pedagogical term - weapon of thought" and "weapon of consciousness", "pedagogical term - tool of social communication" and "creative weapon".
- "reflective" or "regarding worldview", i.e. "pedagogical term - reflection of national identity or national spirit" is "pedagogical term - reflection of reality".

3.2 Social Interpretation and Application of the Pedagogical Term "Education"

In the analysis of terms related to the field of pedagogy and folk proverbs, it was found that the following semantic-thematic groups related to education are used:

General terms related to the educational process. These include the following:

- *Knowledge:* knowledge is the light of the mind, knowledge is power, power is unity.
- *Reading*: reading is different - sleeping is different.
- *Education*: education is necessary to teach; there is no early evening for studying.
- *Learning:* learning is one skill, and teaching is two skills.

Nouns of persons working in the process of education and training. In this case, we can consider the following two cases:

Scenario 1: The nouns of persons directly engaged in educational work are expressed in proverbs.

For example the teacher is as great as your father; the letter seen by the teacher is recognized; master: a master, one who does the work; teacher: do what the teacher says, don't do what he does;

Scenario 2: Names of educated persons. For example:

Disciple: a disciple who has not seen a teacher can reach every status;

Seeking knowledge: if you want, seek knowledge and learn from your teachers.

Terms expressing names of persons who have thoroughly mastered science and gained a reputation in terms of manners. For example:

Scientist: if you are a scientist, the world is yours; the word scientist is a word, even if it is little.

Wise: words are found by the wise, but the fool is silent; if a wise person speaks - what people say, what people say because of people's pity.

Wise: When a wise man errs, the world stumbles:

In folk proverbs, there are also terms that express the name of the profession of persons engaged in educational work.

Wisdom: There is no limit to wisdom; wisdom - motherhood, ignorance - childhood;

Science: science is a title, science is a person;

Craftsmanship: craftsmanship takes place, and butchery takes place.

The following examples confirm that a number of terms denoting various situations, characteristics, and qualities of persons related to education have taken place from folk proverbs:

Goodness: goodness does not stand in the way; if you sow good, you will reap peace;

Humility: Humility is a great state;

Courage: Courage brings prestige; the crown of valor is humility.

Also, in folk proverbs, a book related to education, pedagogy, reading, and teaching work (a book is a book for the mind; reading without a book, flying without wings, etc.), school (science is a lamp

of the heart, school is a lamp of knowledge). terms like.

There is an important feature of educational terms used in folk proverbs. It is known that in the Uzbek language, it is often found that more adjectives and adjectives are used with the requirement of the text. This way of expressing content is especially useful for proverbs. Because by their nature, they are short, concise phrases. Accordingly, in folk proverbs, adjectives and adjectives are often used to express personal nouns, most of them are made up of lexemes related to education. For example, in one of the proverbs it is said: "Knowledge brings down a thousand." At the same time, there is a proverb that uses the word "knowledgeable" in its full form: "A knowledgeable person changes, an ignorant person changes." In this way, the following can be included in the sentence of personal names:

Knowledgeable: a house with knowledge is a lamp, a house without knowledge is winter.

Smart: smart finds happiness, and finds a throne with happiness.

We note that the personal nouns mentioned in folk proverbs can also be used in the infinitive form with the following examples:

Uneducated: educated - scholar, uneducated - oppressor.

Without knowledge: one lives without knowledge, a thousand lives with knowledge.

Clueless: he speaks without reason, and in the end he is a fool.

In addition to these, it can be seen in the examples below that personal names can be expressed from the first participle and second participle form of the adjectives:

Those who know will win, those who do not know will lose.

Those who know are different, those who don't know are different.

When talking about the level of development of any science, it is analyzed according to the level of grouping of its objects. From this point of view, the system of pedagogical sciences includes general pedagogy, youth pedagogy, deaf pedagogy, child pedagogy, methodology, and history of pedagogy. Pedagogical terms can be divided into thematic groups based on classification. This presents its own difficulties. Because one or another term is used in these areas of pedagogy. Accordingly, we take a different approach to the thematic grouping of pedagogical terms.

Modern environment of social nature in terms of pedagogy

We met pedagogical concepts in various social contexts during our study in this subject, which is why we were the first to identify the term pedagogy as a social phenomena. However, identifying and articulating the social nature of instructional words presented some challenges. In our view, the emphasis should be on the speech of persons rather than the educational phrase and instead on the "speaking individual". We acknowledge the community (village, city, people, nation) as a particular artificial circumstance when it comes to its educational language. We saw how the common language of "pedagogical terms - history and culture" is related to these relationships. It is important to note that, while examining comparative-historical terminology, we can depart from the notion that extralinguistic elements have a role in the production of popular terms that are then used in pedagogy.

There was a movement at the start of the 20th century to distinguish the educational term's social function—which is quite different—from its use as a communication tool.

The essence of this social orientation is determined by the following points:
the pedagogical term is a social fact and is considered only as a social product.

▪ the pedagogical term as a communication tool is not specific to the psyche, it is impossible for the psyche to be a communication tool;

▪ pedagogic term - as a means of communication, it can serve for the following purposes: the symbols used are essentially material symbols, because it is possible to hear the terms that are not shown, but only pronounced and heard;

▪ pedagogical term is a social phenomenon; it is a social factor and belongs to the people (community, community of pedagogues).

The pedagogic terminology of the 19th century is characterized by a constant desire to limit the following facts:

Fact 1: directly related to the term, depending on its characteristics in the system and structural task, and

Fact 2: the facts that arose in the term under the influence of the material and spiritual existence of the world. If we summarize the conclusions about the development of the science of the pedagogical term in this order, and if we introduce it into the external and internal linguistics, the connection between the history of the nation or the people, and these two histories merge and influence each other. we should emphasize showing; that is, folk traditions are reflected in the pedagogical term of social life, and in

the way of its reflection, the term in a certain sense forms that nation. It is not an exaggeration to say that here the object of external terminology becomes the multifaceted interaction of language and people from a synchronic and diachronic point of view.

We should also say that sociality in the pedagogical term is the necessity of his relationship with the individual, and the society introduces the forms of pre-prepared words into it, and they create the conditions of the social character of the speech.

At all stages of the term's existence, its inseparable connection with society is visible. Such communication is bilateral in nature. Term does not exist without society, and society cannot exist without term. Therefore, the term pedagogy has been associated with society since its inception, because society feels the need for communication between people. Thus, the pedagogical term and the community that has it is a community that differs from other pedagogical term units not by their use in speech, but by their use in speech. With the development of society, the complexity of forms of social life, the enrichment and development of thinking, the forms and types of communication develop and become more complicated, and in turn, the pedagogical term also develops and becomes more complicated, and it is natural that we meet general pedagogical terms in various areas of society.

4 THE SOCIAL STRATIFICATION OF THE TERM RELATED TO PEDAGOGY - AT THE SOCIOLINGUISTIC RESEARCH CENTER

In recent times, with the development of the science of sociolinguistics, attention is paid to the problems of social and regional classification of the term. Observations show that the functional methodological classification of the pedagogical term is based on the chronological and social delimitation of the culture of the term.

When we analyze different forms of social stratification of the pedagogical term, we believe that as a result of our research, it is necessary to distinguish the main two forms of these forms. These are:

Form 1: division of the existing pedagogical term into its primary parts (that is, a certain neutral part of

the pedagogical term, the dialects of the spoken form of the pedagogical term);

Form 2: secondary forms of the pedagogical term consisting of territorial socio-methodical and chronological subsystems.

It is worth noting that it is a very complicated matter to define a clear boundary between the two types of classification that have been taken up by the above pedagogical term.

Although the study of the classification of pedagogic terms is a specific phenomenon for the study of modern linguistics, it is appropriate to analyze it from the point of view of development in different periods of its chronological, that is, historical stage. Therefore, the analysis of the pedagogical term stratification from a chronological perspective indicates that it has a social nature.

It should be emphasized that the social nature of the pedagogical term is characterized by its division into external and internal aspects. In the first case, i.e., in the external aspect, the main object of the research is as follows: the social position of the term related to pedagogy among other term possibilities, its social base and various random (unprocessed) communicative environments within the framework of the forms of the term's existence (these include regional dialect, city special speech and other pedagogical terms specific to the daily conversation) is the distribution of forms, the level and specificity of the separation of the pedagogical term as a processed term.

In short, the "external" aspect of the social analysis of the pedagogical term includes problems related to the study of the environment of the term. At this point, it is necessary to define the concept of the pedagogical term environment. The pedagogical term environment is the service of various structures of terms or their forms of existence to specific people's needs in all environments and to a certain stage of social development in the environment of social life.

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

The "internal" aspect of the social essence of the pedagogical term focuses on other problems. In this, we focused on the unique social stratification of the pedagogical term.

In the pedagogical term, the phenomenon of social stratification can be caused by the following internal factors:

1) it is often observed that the creators of the pedagogical term and the conversations in this term belong to different social groups. In the stage of historical development of the pedagogical term, it can be clearly seen the active participation of social groups (military, religious, art, pedagogy, literary studies), and the preservation of the functional methodological signs characteristic of these groups;

2) the selection of pedagogical term tools as a result of the pedagogical term serving in the internal stage of its historical development in various communication environments - fiction and religion, science and journalism, business and state administration, school and daily communication, etc., and performing various social tasks is formed and changes depending on a specific communicative purpose.

Both social and territorial stratification play an important role in the formation of the pedagogical term. Indeed, the influence of the functional classification of the pedagogical term in the analysis of a certain period cannot be denied. These are evident on the basis of, firstly, the existence of regional variants of the pedagogical term and, secondly, the social stratification of the pedagogical term.

4.1 Explanation of the Components of the Social Stratification of the Pedagogic Term

We divided the social stratification of the pedagogical term into components and explained them as follows:

- The specific social and methodological role of the pedagogical term in society;
- Pedagogical term specific social and methodological time limits;
- Pedagogical term limits of certain social and methodological space;
- It is opposed to the task of generalization of the pedagogical term (literary model as an interdialect);
- Pedagogical term has a generally accepted function (a first-level norm with a certain aesthetic basis) and a general function;
- Pedagogical term betakkaluf combines the tool of speech under the term of speech;
- In pedagogical terms, colloquial language has opposite tasks to all the tasks of the model: as a colloquial interdialect, it is opposite to a literary interdialect;
- In the pedagogical term, colloquial language as an interdialect separated from regional dialects of the national language;

- In the pedagogical term, colloquial language has certain aesthetic rules that are contrary to the rules of the literary model;
- In pedagogical terms, speech is the task of social and methodologically defined elements in the general fund.

If we consider "conversation in pedagogical terms as a certain unit of use in a community that is accepted as correct and exemplary at a certain stage of development of society", then colloquial language in pedagogical terms is changes in traditional selection methods, unique pedagogical socio -methodological change of the phenomenon of the term constitutes a unit that is not accepted as correct and exemplary at a certain stage of development of society and usually has the possibility of falling out of use or sometimes staying in it.

Based on the existence of regional variants, local dialects are separated from the dialect in the course of the historical development of the language, and in the pedagogical term, while serving as a base for the emergence of forms of speech superior to the dialect, they bring in regional substandard features. Therefore, the regional substandard appears as a link between colloquialism and local dialect in the national pedagogical term. It is necessary to remember that from the functional point of view, in the pedagogical term, the speech norm and the regional substandard are also accepted as norms.

In the aspect of social stratification of the term related to the field of pedagogy, deviations from the accepted literary model or the existence of a number of options are observed. The environment that causes this can be:

- in pedagogical terms, changes of speakers from non-literary forms of speech;
- regional language features evaluated from the social point of view of the speakers in pedagogical terms;
- in term, the elements related to the conversation of the speakers;
- archaisms of the speakers in the pedagogical
- the pedagogical term that have acquired social meaning;
- professional slangs of the speakers in pedagogical terms;
- in the pedagogical term, the appropriated terms of the speakers characteristic of the speech of certain social groups of a certain society.

Thus, in the pedagogical term, we have given several exemplary types of regional and socially changed forms of speakers, and we witness the implementation of these models in different ways

depending on the conditions of domestic life in the territory of a certain country.

What is characteristic of many national languages, especially English, is the existence of various sub-standards that go beyond the borders of that nation. The unity and difference between the pedagogical term and term substandards depends only on the historical conditions. The development of colloquial norms in English outside of Great Britain, Spanish outside of Spain, German outside of Germany, and various pedagogical terms in various Arab countries show various dissimilar forms of the social status of the pedagogic term. As an example, if we look at the development of the pedagogical term outside Great Britain, it is permissible to pay attention to the following issues:

▪ The regional variants of the pedagogical term in the United Kingdom with regional variants of the US, Canada, Australia, India and other countries where the English language is spread What is the relationship between the regions?

▪ How to explain the fact that features that are not part of the colloquial norm in British pedagogical terms are included in the literary norm in the USA, Canada, Australia and other regions?

Some researchers consider slang as a more complex subsystem of the language and emphasize that the semantics of lexical units are separated and the group of users is limited. With a general approach to the social nature of the pedagogical term, it is necessary to emphasize that jargon is a component of the system, and that this part develops on the basis of laws common to the entire system. In addition, "pedagogical term jargon" has a number of features that allow it to become a separate subsystem. We can see a similar opinion in M. M. Kopilenko: "slang is a special subsystem of the national language. It is used in communication between people under the age of 14-25. It is also characterized by a special set of lexical units. The users of its meanings are a group in society with their uniqueness, and they are first of all socially united by age." According to researchers, it is very important to define the border between slangs, and this border is determined by the level of secrecy. Pedagogical slang is a secret language, which is used by members of a closed group, representatives of the lower classes of society, and is an attribute of an undifferentiated group, a social dialect of groups of a certain age or profession. Some philologists try to include jargon not as a subsystem, but as part of the national language.

5 CONCLUSION

We observed deviations from the accepted literary model or the existence of a number of variants in the aspect of social stratification of terms related to pedagogy and studying the ways and nature of social development and formation. Sociolinguistics studies topics including the ethnic groups that use the educational language, the language's emergence and evolution, and its contributing variables. We attempted to describe the kind of pedagogical language team that each word and functional group of pedagogical language provides, leading us to the following conclusions:

1. Although the forms of practical forms of the pedagogical language are partially related to the ethnic grouping, it differs from the ethnic grouping of the pedagogical language as a specific sociolinguistic concept. Pedagogical communication is a practical form of language - it is one of its internal construction and concrete manifestations in accordance with its specific function in the society of individuals. This feature of the pedagogical language, which arose on the basis of pedagogical terminology, has just been studied as a sociolinguistic concept. Therefore, there is currently no common opinion on the interpretation of the issue of "Practical forms of pedagogical language". Pedagogical communication includes the following grouping of practical forms of language: 1) literary pedagogical language; 2) universal colloquial pedagogical language; 3) regional and local pedagogical languages. 4) Social tag groups of pedagogical language.

2. If we consider "conversation in the pedagogical term as a certain unit of use in the community that is accepted as correct and exemplary at a certain stage of development of the society", then the colloquial language in the pedagogical term refers to changes in the traditional selection methods, to itself the socio-methodological change of the phenomena of a specific pedagogical term constitutes a unit that is not accepted as correct and exemplary at a certain stage of development of society and usually has the possibility of falling out of the use or sometimes staying in it.

3. The social nature of the pedagogical terms of a particular nation and the terms that serve the system of pedagogical activity provides information about the culture, ideological and ideological base of that nation, and the characteristics of the nation's thinking.

4. The system of terms in any language participates in creating a linguistic image of the world for speakers of that language. Pedagogical terminology of the English language shows a

linguistic image that reflects the conceptual world of education and upbringing of the English people. The terms related to pedagogy in the Uzbek language represent the system of words and terms used in education, training, teaching theory, and practice. Uzbeks need to have an idea about that image, its structure, components, and the functional role of the elements in order to have information about the British educational system.

5. Terminology related to pedagogy is an integral part of the spiritual culture of a social nation, it means the rise in the field of mental activity of a person (nation) and mature results in spiritual activity. The spiritual culture of each nation is formed and matures on the basis of the leading politics, economy, culture, ideology, and religion of the country where it lives. The leading concept of education in society is the formation of citizens who are compatible with the prevailing ideology, support the ideology, obey the existing laws and regulations based on this ideology, and are ready to protect it materially, morally, or militarily.

6. Educational norms adopted by the social nations and the formation of terminological layers related to it originate from the basic principles of national spiritual culture. Therefore, having the above national ethnic sign is considered the norm for this nation.

7. The educational system, created on the basis of Turkish values and Islamic spirituality, enables people to master science and culture, to burn the hearth of knowledge and enlightenment, to strive for perfection without deviating from the path of knowledge, to have a scientific and intellectual approach to every issue, to be honest, and conscientious. In other words, it is necessary to reflect the best qualities of humanity and to honor the great name "human".

8. We should also say that sociality in the pedagogical term is the necessity of its relationship with the individual, and the society introduces the forms of pre-prepared words into it, and they create the conditions of the social character of the speech.

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