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INTERPRETATION OF THE SOCIOLINGUISTIC ASPECT WITH THE PARTICIPATION OF PEDAGOGICAL TERMS IN COMMUNICATION

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ABSTRACT

Upon independence, our country laid the groundwork for comprehensive reforms to the concept of National Education and education. We will not be mistaken to say that independence requires the upbringing of a harmonious person who is free in thoughts, who knows his right well, is inquisitive, has modern knowledge, is devoted to the motherland, our motherland, who considers any manifestations of immortality or for himself, lives in faith in his own strength and reason, sees his personal interests in harmony with the interests of the people.

KEYWORDS

Differentiated Instruction, linguistic communication, pedagogical terms role in interpersonal relationships, formal communication, informal communication, sociolinguistics, Cultural Competence, social factors, linguistics, Critical Thinking, sociocultural approach, sociolinguistic problems.

INTRODUCTION

The origin and formation of pedagogical terms is 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 questioning and answering with the participants,

encouraging them to impart knowledge and explain new information. This in itself is called his method, that is, the "Socratic method".

A review of the sociolinguistic environment of terms related to pedagogics in linguistics would involve an examination of how language use, social factors, and cultural norms influence the way these terms are understood and employed in educational contexts. Here are some key points that could be explored in such a review:

Language Variation: Sociolinguistic research often focuses on how language varies across different social groups. In the context of pedagogics in linguistics, it would be important to consider how terms related to teaching and learning are used by educators, students, and other stakeholders in educational settings.

Language Attitudes: Sociolinguists study language attitudes, which are people's beliefs and feelings about different languages or language varieties. Analyzing the attitudes towards terms used in pedagogics can shed light on power dynamics, social hierarchies, and cultural values within educational institutions.

Code-Switching and Code-Mixing: In multilingual environments, educators and students may engage in code-switching (changing languages within a conversation) or code-mixing (blending languages). Understanding how terms related to pedagogics are integrated into different linguistic codes can reveal insights into identity construction and communication strategies.

Pedagogical Language Policy: Sociolinguistic research also examines language policy and planning, which includes decisions about language use in educational settings. Investigating how terms related to

pedagogics are regulated or promoted through language policies can highlight issues of equity, access, and inclusivity in education.

Discourse Analysis: A sociolinguistic analysis of discourse in educational contexts can uncover how terms related to pedagogics are used to construct knowledge, negotiate power relations, and shape educational practices. Examining the language ideologies embedded in educational discourse can reveal underlying assumptions about teaching and learning.

By considering these sociolinguistic perspectives, researchers can gain a deeper understanding of how terms related to pedagogics in linguistics are situated within broader social, cultural, and institutional contexts. This review could contribute valuable insights to the fields of applied linguistics, education, and sociolinguistics.

Identity and Socialization: Sociolinguistic research also explores how language shapes individual and group identities, as well as the socialization processes within educational environments. Examining how terms related to pedagogics are linked to identity construction, social roles, and group membership can provide insights into how language use reflects and reinforces social structures in educational settings.

Language Contact and Language Change: In diverse linguistic communities, language contact can lead to language change and the emergence of new terms or variations in existing terms related to pedagogics. Studying how linguistic diversity influences the adaptation and evolution of pedagogical terminology can offer valuable insights into language dynamics and cultural exchange in educational contexts.

Language Standardization and Variation: Sociolinguistic perspectives on language standardization and variation can shed light on how terms related to pedagogics are standardized or vary across different educational contexts, regions, or social groups. Analyzing the factors that contribute to linguistic standardization or variation in pedagogical discourse can help understand the complexities of language use in education.

Critical Discourse Analysis: Applying critical discourse analysis to terms related to pedagogics in linguistics can uncover underlying power structures, ideologies, and inequalities embedded in educational discourse. Examining how certain terms are privileged or marginalized in educational contexts can reveal issues of social justice, representation, and inclusivity in pedagogical practices.

By integrating these additional perspectives into a review of the sociolinguistic environment of terms related to pedagogics in linguistics, researchers can offer a comprehensive analysis of how language use, social factors, and cultural norms intersect in shaping educational discourse and practices. This holistic approach can contribute to a deeper understanding of the complexities of language in education and inform efforts to promote linguistic diversity, equity, and social change within educational systems.

At the current stage of development of Uzbek linguistics, a number of monographs and pamphlets devoted to the study of various terms have been published. Depending on the content of research conducted in this regard, terminological scientists can be divided into two groups: theoreticians and practitioners. They made a great contribution to defining the object and subject of terminology.

Proponents of the generalized rule emphasized knowledge of a theoretical concept in a system of terms, while everyday experiencers advocated the use of terms alongside their linguistic aspects. Both groups of terminologists defined the main problems of the science of terminology.

Distinguishing the meanings of the terms "term" and "terminology" and opinions about them is one of the most important problems in contemporary Uzbek linguistics. Although terminologists-linguists have done extensive work on this problem, they could not agree on the origin of this term (that is, its etymology). In this scientific work, terms related to terminology and pedagogy were chosen as the object of linguistic research. The word term is Latin and originally meant a limit, limitation. But the etymology of this word is unable to fully express the concept of the term. Therefore, the main meaning of the word "term" is semantically related to specific language units and defines a general regulatory system.

Several opinions have been expressed that terminus in other European languages has meanings other than border. For example, this lexical unit means the word "term" in French, that is, the meaning of the word "term". But now the term "term" means words with stable meaning related to different fields. For example, words related to agriculture, technology, art, profession.

Language Variation: "The use of terms like 'educator,' 'teacher,' and 'instructor' varies across different cultural and educational contexts, reflecting the linguistic diversity present in pedagogical practices."

Language Policy and Planning: "Language policies in multilingual schools often influence the selection and

use of pedagogical terms, such as deciding whether to teach certain subjects in the students' native language or in a dominant language."

Language Acquisition and Development: "Research on language acquisition in children highlights how exposure to specific pedagogical terms at a young age can shape their understanding of educational concepts and facilitate language development."

Language and Power: "The choice of language in educational settings, including the use of formal or informal pedagogical terms, can reflect power dynamics between teachers and students, influencing classroom interactions and learning outcomes."

Language and Technology: "The integration of technology in education has led to the emergence of new digital pedagogical terms, such as 'e-learning,' 'virtual classroom,' and 'online assessment,' reshaping the language used in educational discourse."

Identity and Socialization: "The adoption of certain pedagogical terms, such as 'mentor' or 'tutor,' can influence how individuals perceive their roles within educational environments and contribute to the formation of their professional identities."

Language Contact and Language Change: "Language contact between different linguistic communities can result in the borrowing of terms related to pedagogics, leading to the enrichment and diversification of educational vocabulary in multicultural educational settings."

Language Standardization and Variation: "The standardization of pedagogical terminology in academic publications ensures consistency and clarity, while variations in terminology across different

educational systems reflect the linguistic diversity present in global education."

Critical Discourse Analysis: "A critical analysis of the use of gendered terms like 'headmaster' or 'chairman' in educational discourse reveals underlying biases and inequalities that perpetuate gender stereotypes within academic institutions".

Language is a centre to social interaction in every society, regardless of location and time period. Pedagogical terms and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language. Learning language is getting through the teaching learning process indoor, outdoor, formal or non formal education. Teaching, learning language, sociocultural contexts and variations of language should be considered because it is influenced by the success of the learning a language. The teacher may not neglect the influences of a variety of languages and sociocultural contexts of the participants, especially in mother tongue or foreign language. This is due to the roles to easier the learners to gain the purposes of teaching learning language. The terms of sociocultural contexts and variations of language may be covered in sociolinguistics study.

The main goal of our scientific views is that the influence of the sociolinguistic aspect in the development of terms related to the field of pedagogy, in scientific research, it was considered important to express and enrich the system of terms, classify and organize them, and determine their semantic-structural features. We can explain the modernization of pedagogic activities, the emergence of new processes and opportunities within the

representatives of this activity every day, with the creation and use of terms that name them.

The sociolinguistic aspect of pedagogical terms in communication involves examining how language use in educational contexts is influenced by social factors such as culture, power dynamics, identity, and social relationships. Here are some ways in which sociolinguistics can be applied to the participation of pedagogic terms in communication:

Sociolinguistics studies how pedagogic terms may vary in different social contexts based on factors like region, social class, or ethnicity. For example, certain terms may be preferred in specific communities or among particular social groups. Sociolinguistic analysis can explore how language policies impact the selection and use of pedagogic terms in educational settings. Language planning decisions can reflect societal values and power structures, influencing communication within schools and institutions.

Sociolinguistics investigates how power dynamics shape the use of pedagogic terms in communication between teachers, students, and other stakeholders in education. The language choices made by individuals in positions of authority can influence interactions and relationships within educational environments. The sociolinguistic perspective examines how the use of pedagogic terms contributes to the construction of professional identities and social roles within educational communities. Language plays a crucial role in shaping how individuals perceive themselves and others in relation to their roles as educators, learners, or administrators.

Sociolinguistic analysis of pedagogical terms considers how language contact between different linguistic

communities influences communication practices in educational settings. Borrowing terms from other languages or dialects can lead to linguistic innovation and enrichment in educational discourse. Sociolinguistics explores how the standardization of pedagogic terminology affects communication norms in academic contexts. Variations in language use among speakers can reflect social diversity and contribute to the richness of linguistic expression within educational discourse. For example: Here are some examples of pedagogic terms that could be analyzed through a sociolinguistic lens:

Differentiated Instruction: This term refers to the practice of tailoring instruction to meet the individual needs of students. Sociolinguistic analysis could explore how teachers interpret and implement differentiated instruction strategies based on their language background, cultural beliefs, and educational experiences.

Scaffolding: In education, scaffolding refers to the support provided to students as they learn new concepts or skills. Sociolinguistic research could investigate how teachers use language to scaffold learning, taking into account factors such as dialectal differences, language proficiency levels, and communication styles.

Cultural Competence: This term describes the ability to interact effectively with people from different cultural backgrounds. Sociolinguistic analysis could examine how educators develop cultural competence through language practices, such as using inclusive language, incorporating diverse perspectives in curriculum design, and promoting intercultural communication skills.

Critical Thinking: Critical thinking skills involve analyzing information, evaluating arguments, and making reasoned judgments. Sociolinguistic research could explore how language is used to foster critical thinking in educational settings, considering factors such as language register, discourse patterns, and rhetorical strategies.

Inclusive Language: Inclusive language aims to avoid bias or discrimination against particular groups of people. Sociolinguistic analysis could investigate how educators use inclusive language practices to create welcoming and respectful learning environments, taking into consideration linguistic diversity, power dynamics, and social identities. By examining these pedagogic terms through a sociolinguistic framework, researchers can gain insights into how language shapes teaching and learning practices, influences educational outcomes, and reflects broader societal values and norms.

A critical sociolinguistic approach to pedagogical terms in communication involves examining the underlying ideologies and power structures that shape language use in educational contexts. Analyzing how certain terms are employed can reveal hidden biases, inequalities, or social injustices present in educational discourse. By applying a sociolinguistic lens to the participation of pedagogic terms in communication, researchers can gain a deeper understanding of how language functions as a social phenomenon within educational environments.

Sociolinguistic analysis can explore how educators and students navigate between different languages or language varieties when using pedagogic terms in communication. Code-switching and multilingual practices in educational settings reflect the linguistic

diversity of participants and their communicative strategies.

Sociolinguistics investigates how attitudes towards specific pedagogical terms influence communication dynamics in educational contexts. Language ideologies, perceptions of correctness, and linguistic prejudices can shape the way individuals interpret and respond to certain terms used in teaching and learning.

Sociolinguistic research on pedagogical terms considers how language is acquired, socialized, and used within educational communities. Understanding the social processes through which individuals learn and internalize language norms can shed light on the role of pedagogic terminology in shaping educational interactions and practices.

Sociolinguistics examines how the use of pedagogical terms contributes to language maintenance or shift within educational settings. Language choices made by educators and students can influence the vitality of specific languages or dialects, impacting linguistic diversity and continuity in educational discourse. Sociolinguistic perspectives can analyze how language policies are implemented in educational institutions and how they affect the selection, translation, and adaptation of pedagogic terms. Policy decisions regarding language use can have far-reaching implications for communication practices and educational outcomes.

Sociolinguistics addresses issues of educational equity by studying how language planning initiatives impact the accessibility and inclusivity of pedagogic terms in communication. Promoting linguistic diversity and supporting multilingualism can enhance educational opportunities for diverse student populations.

Sociolinguistic research explores how the use of pedagogical terms contributes to the construction of individual and group identities within educational contexts. Language choices can play a crucial role in shaping how students, educators, and administrators perceive themselves and others in relation to their educational roles. By considering these additional aspects through a sociolinguistic lens, researchers can gain a more comprehensive understanding of how pedagogic terms participate in communication within diverse educational environments.

CONCLUSION

In conclusion, the application of sociolinguistics to the study of pedagogical terms in communication provides valuable insights into the complex dynamics of language use within educational contexts. By examining the social, cultural, and contextual factors that influence the selection and interpretation of pedagogic terms, researchers can better understand how these terms shape educational interactions and practices. Sociolinguistic analysis allows us to explore issues such as language variation, language attitudes, code-switching, language policy, and identity formation in relation to pedagogic terms. This knowledge can inform language planning initiatives, promote educational equity, and enhance communication strategies in diverse educational settings. Understanding the sociolinguistic aspects of pedagogical terms is essential for educators, administrators, and policymakers as they strive to create inclusive and effective learning environments. By recognizing the impact of language on teaching and learning, we can foster linguistic diversity, support multilingualism, and promote equitable educational opportunities for all students.

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