
THE MAIN TRENDS IN THE DEVELOPMENT OF TERMS RELATED TO PEDAGOGY IN COMPARATIVE LANGUAGES

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ABSTRACT: In the past two decades, there has been active work on ordering and systematization of pedagogical terminology. She made it possible to designate a list of problems that require their own solutions. These include the following: ambiguity pedagogical terms, duplication of English pedagogical terms in foreign languages, the introduction of new words into scientific circulation, pretending to be terms without connection with a specific concept and phenomenon, etc. One of the main ways to solve these problems there is an active lexicographic activity in the field pedagogy. Ordering and systematization of pedagogical terminology possible only on the basis of a serious study and understanding of the entire the history of the formation and development of pedagogical terminology and taking into account the traditions of the Uzbek language. One of the priority areas of such work should be the preparation of a historical terminological pedagogical dictionary.

KEYWORDS: Pedagogical phenomenon, pedagogical theory, methodological aspects, systematization of pedagogical terminology, ambiguity of pedagogical terms, analysis of pedagogical dictionary.

INTRODUCTION

The development of terms related to pedagogy across different languages reflects both cultural and educational trends. Here are some main trends:

1. Globalization and Standardization: With the increasing globalization of education, there is a trend towards standardizing certain pedagogical terms across languages. Terms like "pedagogy," "education," and "learning" often have direct counterparts in many languages due to shared academic discourse and international collaboration in education.
2. Cultural Specificity: Despite globalization, many terms related to pedagogy remain culturally specific. Different languages may have unique terms that reflect cultural values, educational philosophies, or historical contexts. For example, terms related to specific teaching methods or educational theories may not have direct equivalents in other languages.
3. Influence of Educational Systems: The terminology in pedagogy is influenced by the structure and priorities of educational systems in different countries. For instance, terms related to administrative roles in education, curriculum design, or assessment methods may vary significantly depending on the educational practices in a particular country.

4. **Technological Advancements:** The integration of technology in education has led to the emergence of new terms related to pedagogy, such as "e-learning," "blended learning," and "educational technology." These terms often originate in English but are adapted and translated into other languages as technology becomes more integral to teaching and learning globally.
5. **Emergence of New Disciplines:** The expansion of educational research and the emergence of new disciplines within pedagogy, such as educational psychology, instructional design, and educational neuroscience, contribute to the development of specialized terminology that may evolve differently across languages.
6. **Language Borrowing and Adaptation:** Many languages borrow terms from other languages, particularly English, especially when new concepts or practices emerge that do not have direct equivalents in the native language. This borrowing often leads to adaptation and hybridization of terms to fit the linguistic and cultural context of the borrowing language.
7. **Pedagogical Research and Innovation:** Ongoing research and innovation in pedagogy continually introduce new concepts and theories, which in turn contribute to the evolution and expansion of pedagogical terminology across languages.

Integration processes in the field of education lead to significant changes in the language of pedagogical science, to the transformation of existing and the emergence of a number of new problems in the field of pedagogical terminology.

The most significant problems include the following:

- ambiguity of pedagogical terms, when one term has several different concepts and, as a result, the growth problems in communication of scientists with each other;
- separation of the language of science from the spoken and literary language;
- introduction of new pedagogical terms into the language of science without evidence of the novelty of the phenomena they reflect.

These problems contribute to the increased interest of researchers to various aspects of the development of pedagogical terminology. In the center attention of researchers since the 1990s. There are questions of ordering and systematization of pedagogical terminology, study of problems unambiguity in the use of terms in scientific and educational publications, opportunities for standardization, including international, scientific terminology and others. However, despite active research activities in the field of terminology, many problems have not yet been resolved. First of all, they include the development methodological aspects of using the terminology of pedagogical science; search for the most optimal ways to streamline and systematize pedagogical terminology; lexicographic activity. Search for methodological guidelines for functioning terminological system of pedagogy was one of the most important directions in the materials of the collections "Conceptual apparatus of pedagogy and Education" (Issues 1-5) edited by M.A. Galaguzova and E.V. Tkachenko. Many representatives of the scientific community, practicing teachers draw attention to the difficult situation in the field of use terms, composition and structure of the system of pedagogical terms. In particular, it is indicated that one of the ways to solve these problems should serve to increase the level of proficiency in pedagogical terminology

as an integral element of increasing the professional literacy of teachers. In the logic of this problem, V.V. Kraevsky, in particular, noted: "With scientific terminology in pedagogy is not the best way ... Clarity and unambiguity of terminology is an indispensable requirement of scientific methodology, and for science it is not at all indifferent what words are used and from what conceptual environment they are taken".

Attempts to systematize and streamline pedagogical terminology connected with lexicographic activity. In the 1990s were published two serious academic works - "Pedagogical Encyclopedic dictionary" (2000), which reflected the existing difficulties in defining content of pedagogical terms and concepts. An example would be disclosure of the key term "education" in the first volume, compiled simultaneously with preparation of the Law "On Education". In the encyclopedia, backbone the term "education" was recognized, and the term "education" was interpreted as systematic acquisition of knowledge. In the second volume education was declared the most important term of pedagogy, which included education and training. The task is to "explain the terms that are most commonly used as modern researchers and practitioners" were put before their publication by the authors-compilers of the "Pedagogical Dictionary" (2000). For solutions to this problem, as indicated by the authors themselves, were involved monographs, scientific collections of articles, textbooks "containing the latest psychological and pedagogical vocabulary". With this approach, the dictionary in fact, cannot solve the task assigned to him and remove the existing terminology problems. This aspect can be reflected serve to reveal the content of the most important terms, such as "pedagogy", based on several dozen definitions, many of which contradict each other. Such an approach hinders another task is to provide the terms "first of all, precise, clear and complete definitions. Glossaries of terms of individual sections may be of interest pedagogy, for example, "Adult Education: An Interdisciplinary Dictionary terminology" (1995) and "Terminology in the system of additional professional education: a dictionary" (2001). These and other editions tried to consolidate new terms that came to certain areas pedagogical theory and practice from a foreign language tradition or other sciences. Dictionaries largely help scientists and practicing teachers in revealing the content of many new terms and concepts.

However, often there is an inclusion in the dictionaries of terms without correlating their content with established in theory and practice pedagogical phenomena. An important direction in lexicographic activity is emergence in the 1990s. so-called electronic dictionaries. Among them advantages include the ability to quickly respond to updating terminology and providing users with new forms terminology work. Thus, electronic dictionaries, on the one hand, make it easier to solve the existing terminological problems, on the other hand, they retain an important drawback of dictionaries in "paper carriers" - the lack of a unified concept for describing terms and based on the history of terminology. Another area of lexicographic activity researchers began to supply many teaching aids, monographs, official documents dictionaries (glossaries) of terms, used in these publications. Such glossaries are intended clarify the position of scientists on certain issues, consolidate in terms and concepts of innovation in the practice of education, to satisfy the desire authors to introduce new terms into practice. An analysis of dictionary editions showed that in the 1990s-2000s. has been accumulated certain experience in expanding the

terminological base of pedagogy and its entry in dictionaries. Difficulties faced by the authors dictionary and encyclopedic publications are associated with the desire to reflect, first of all, the recent changes taking place in pedagogical theory and practice through the terminology that accompanies them. Actually ordering and systematization of terminology, as a rule, does not occur. This is due to at least three important reasons. First reason is seen as follows: terms in dictionaries are arranged alphabetically, as a rule, without any internal heading, which makes it difficult for the reader task to build a hierarchy of pedagogical terms and present them collection as a system. The second reason is to present the content traditional and modern terms as it is interpreted at the moment compiling an encyclopedia or dictionary, without taking into account the history of formation and development of a specific pedagogical term and phenomenon. In addition, on this aspect is influenced by educational priorities compiler. In this regard, there is a need for constant, almost annual reprinting pedagogical dictionaries, which will greatly complicate activities of scientists and teachers-practitioners. The third reason is related to the desire of the authors of dictionary publications consolidate new words and foreign language terms in their writings. Similar borrowings are credited to pedagogical terms without clarifying the essence pedagogical phenomenon underlying a particular term. Obviously, it should receive a theoretical justification and be demanded by practitioners of the education system before the term fixing it can (and should) get into pedagogical dictionaries.

In general, there is a certain contradiction between constant updating pedagogical terminology and the need for a large and painstaking preparatory work on its processing and systematization. This contradiction can be removed by changing the approach to systematization of pedagogical terms and compilation of pedagogical encyclopedias and dictionaries. A promising approach is the preparation of a historical terminological pedagogical dictionary. Disclosure of the essence pedagogical term included in it, taking into account the above problems, can be presented through brief quotations from fiction, scientific papers, articles in periodicals in pedagogical publications, teaching aids, normative documents. Context of use the term reflected in the quote will allow you to more accurately indicate the pedagogical concept and comprehend the essence of the phenomenon underlying the term. Besides, the totality of the quoted quotations will serve as material for a short article, revealing the meaning of each term.

Another important approach to compiling a dictionary is to historical principle in the selection of sources and quotations from them containing pedagogical terms. It's in chronological order arrangement of quotations, taking into account the nature of the source from which they are borrowed, because the modern dictionary user needs know the whole path of formation and development of a particular pedagogical term. Thus, the dictionary will be able to convey to the reader a rich cultural and scientific experience of previous generations . Named Approach will make more "transparent" the compiler's logic when selecting terms for pedagogical dictionary, defining their concepts and establishing a connection terms with specific pedagogical phenomena. When implementing the proposed historical and terminological approach to compiling pedagogical dictionaries will inevitably face a number of difficulties, related to the principle of selecting sources and citations from them, the order of their location in the text of

each dictionary entry in connection with the type of source, defining periods in the development of pedagogical terminology in general and certain terms in particular, etc.

The standardization of terms like "pedagogy," "education," and "learning" across languages facilitates international communication and collaboration in academia. This trend is driven by the exchange of educational practices, research findings, and the adoption of common frameworks such as UNESCO's educational goals or OECD's educational indicators.

Cultural Specificity: Despite globalization, cultural nuances shape how pedagogical concepts are understood and articulated. For example, the German term "Bildung" encompasses not just education but personal development and cultural enrichment, reflecting broader societal values. In Japan, "kyoiku" emphasizes moral and character development alongside academic learning, reflecting cultural priorities.

Influence of Educational Systems: Different educational systems emphasize varying aspects of pedagogy. For instance, Scandinavian countries emphasize collaborative and student-centered approaches ("lärande" in Swedish), whereas Asian systems may focus more on discipline and rigor in education ("jiaoyu" in Chinese). This diversity influences terminology related to teaching methods, assessment practices, and educational leadership roles.

Technological Advancements: The digital transformation of education has introduced terms such as "MOOCs" (Massive Open Online Courses), "gamification," and "adaptive learning," which are increasingly adopted across languages as technology becomes integral to modern teaching practices. Translating these terms involves not only linguistic adaptation but also consideration of technological infrastructure and educational policies.

Emergence of New Disciplines: Interdisciplinary fields like educational psychology ("pédagogie psychologique" in French) and educational neuroscience ("neurociencia educativa" in Spanish) contribute specialized terminology that evolves differently across languages based on research trends and academic traditions. These fields often bridge theory and practice, influencing educational policies and classroom strategies globally.

Language Borrowing and Adaptation: English serves as a dominant source of educational terminology due to the global reach of academic publications and conferences. Terms like "curriculum," "assessment," and "pedagogical strategies" are frequently borrowed and adapted into other languages, sometimes leading to hybrid terms that blend linguistic structures and cultural contexts.

Pedagogical Research and Innovation: Ongoing research and innovation in pedagogy generate new terms such as "constructivist learning," "inclusive education," and "21st-century skills," which reflect evolving educational paradigms and societal needs. The dissemination of these terms across languages facilitates the adoption of evidence-based practices and supports educational reform efforts worldwide.

These trends underscore the dynamic nature of pedagogical terminology, shaped by global interactions, cultural diversity, educational policies, technological advancements, interdisciplinary collaborations, and ongoing research. Understanding these dynamics enhances international dialogue and promotes effective educational practices tailored to diverse linguistic and cultural

contexts. When compiling a dictionary, it should be based on a number of principles, which include the following:

- establishing a hierarchy of terms and underlying phenomena when forming the structure of the dictionary; each term is important to consider in the variety of its use in various historical periods;
- the main stages of the formation and development of the term in each of the articles vocabulary are revealed through quotations from artistic, scientific, educational literature and normative documents;
- through quotations, a wide cultural and educational the context in which the particular term was used;
- when describing a specific term that has different terms, preference is given to the shortest of them.

Thus, the pedagogical dictionary by its nature should be historical-terminological and perform two important functions: to give representation through the history of terms and their cultural and educational context about trends in the formation and development of pedagogical terms and this basis to serve as a normative guideline for streamlining the interpretation pedagogical terms. In general, the work carried out in the last two decades on ordering and systematization of pedagogical terminology allowed point out a number of achievements and unresolved problems in this matter. To the number unconditional achievements of this period should be attributed to the appearance of works, clearly and clearly indicating the existing problems in the field of terminology, indicating difficulties in the way of its streamlining and systematization, determining the importance of analyzing the history of pedagogical terminology for problem solving. Among the unresolved issues are point out, first of all, attempts to systematize pedagogical terms and concepts in research and dictionary-encyclopedic publications without reliance on the history of the formation and development of domestic terminology.

Overall, the development of terms related to pedagogy in comparative languages is shaped by a complex interplay of global trends, cultural specificity, educational systems, technological advancements, disciplinary developments, and linguistic influences. This dynamic process reflects the evolving nature of education and the diverse contexts in which teaching and learning take place worldwide.

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