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<https://topjournals.uz/index.php/jsru>**THE ISSUE OF FORMATION OF COMMUNICATIVE-PRAGMATIC DIRECTION IN TERMINOLOGY****Mokhinur B. Nizomova***Doctor of Philosophy (PhD) in Philological Sciences**Karshi State University**Karshi, Uzbekistan***ABOUT ARTICLE**

Key words: communicative-pragmatic, linguistics, pedagogic terms, pedagogical language, pragmalinguistics

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Abstract: The formation and development of any term field begins with the emergence of interest in the object of this field. Curiosity begets questions. Terminology is no exception. The emergence and development of this science is nothing more than the search for answers to questions related to the term system, the construction of linguistic units, their composition, and their use in everyday life and social activities. But in terminology, as in other sciences, it is an important condition that the selection of questions should be directed to a scientific goal, and that the answers to them should correspond to reality.

TERMINOLOGİYADA KOMMUNIKATIV-PRAGMATİK YO'NALISHNI SHAKLLANTIRISH MASALASI**Moxinur B. Nizomova***Filologiya fanlari bo'yicha falsafa doktori (PhD).**Qarshi davlat universiteti**Qarshi, O'zbekiston***MAQOLA HAQIDA**

Kalit so'zlar: kommunikativ-pragmatik, tilshunoslik, pedagogikaga oid terminlar, pedagogik til, pragmalingsvistika

Annotatsiya: Har qanday termin sohasining shakllanishi va rivojlanishi ushbu soha obyektiga nisbatan qiziqish paydo bo'lishidan boshlanadi. Qiziqishdan esa savollar tugiladi. Terminshunoslik ham bundan mustasno emas. Ushbu fanning yuzaga kelishi va taraqqiyoti bevosita termin tizimi, lisoniy birliklarning qurilishi, tarkib topishi va ulardan kundalik hayotda, ijtimoiy faoliyatda foydalanishga oid savollarga javob izlashdan boshqa narsa emas.

Ammo terminshunoslikda ham xuddi boshqa fanlarda bo'lganidek, savollar tanlovi ilmiy maqsadga yo'naltirilgan bo'lishi, ularga topiladigan javoblar haqiqatga mos kelishi muhim shartdir.

ПРОБЛЕМА ФОРМИРОВАНИЯ КОММУНИКАТИВНО-ПРАГМАТИЧЕСКОГО НАПРАВЛЕНИЯ В ТЕРМИНОЛОГИИ

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О СТАТЬЕ

Ключевые слова: коммуникативно-прагматическая, лингвистика, педагогические термины, педагогический язык, прагмалингвистика

Аннотация: Формирование и развитие любого терминополья начинается с возникновения интереса к объекту этого поля. Любопытство порождает вопросы. Терминология не является исключением. Возникновение и развитие этой науки есть не что иное, как поиск ответов на вопросы, связанные с терминосистемой, построением языковых единиц, их составом, употреблением в быту и общественной деятельности. Но в терминологии, как и в других науках, важным условием является то, чтобы подбор вопросов был направлен на научную цель, а ответы на них соответствовали действительности.

INTRODUCTION

We are also far from calling the discussion of the "terminology" problem a completely ineffective exercise. Because, firstly, any term requires its object to be complete and clear, and secondly, a negative result for scientific research is also the result of an experiment necessary for the proof of a scientific hypothesis. Of course, to achieve the value of such research, it is necessary to pay respect and respect to scholars who have devoted themselves to this field or a language that is acceptable to all mankind. "How does the term strive for maturity?" rather than spending time and ingenuity to create it; "What is term maturity itself and what form does it take?"; "Are the stages of the development of the term system the stages of the formation of linguistic maturity?"; "Is terminology specific to each national language or does it have to be a common language?"; "Is the development of the national literary competition an example of maturity?" I'm sure it's more effective to answer questions like At this point, I would like to mention the book "Til va el" published by our famous writer Pirimkul Kadirov in 2005. After all, this work is an example of the historical linguistic research of the periods of the Uzbek literary language's pursuit of maturity (Kadirov 2005).

THE MAIN RESULTS AND FINDINGS

It is known that language is a gift given only to man. For this reason, the study of terminological phenomena in tilde is fundamentally different from the study of other social phenomena. According to the modern philosophical direction, synergetics, all natural and social phenomena have a systematic structure and the characteristic of self-composition. It has already been recognized that the term is a systematic phenomenon, the attention of terminologists is how this system is organized, what types of units are in its composition, the interaction of these units, the structures formed on the basis of these relationships in the general system and its hierarchical structure. However, the complete scientific knowledge of the object is not only limited to the structural analysis of the system, but it is natural to be interested in how this system "works" (or is used). The peculiarity of the term system is that it consists of two systems. In fact, the activity of the term consists of two main parts: the pronunciation of language units and the meaning and content expressed through them. Therefore, any study of the term system should take into account its two-system nature. The science of terminology follows the same path in its stages of development. In research areas such as system-structural, descriptive, comparative-typological, developed over the centuries, the main attention was paid to the performance of tasks such as separating one or another unit, determining their relations in the spheres of expression and meaning, distinguishing descriptive signs and thus dividing them into classification groups. As a result, it was thought that having knowledge about the plans of expression and meaning allows to find answers to the questions about the "working" of the language or how the thinking ability of a person is activated during the use of this term. Also, as a result of the search for units of the same structure, content and content in different terminology systems, the users of all languages follow the same rules.

Of course, new questions will arise as we begin to understand the nature of the term, which is only a human phenomenon, and its essence in human life. Terminology is an empirical science, theoretical and practical ideas in it are always formed based on the analysis of collected evidence. Therefore, it is inevitable that the interest of linguists in studying the main structural units of the term (phoneme, morpheme, word, sentence, etc.) will not fade away. However, in order to fully understand the essence of the term, it is necessary to study the organizational parts of human linguistic activity and its internal phenomena in addition to external phenomena. The 19th century German linguist Wilhelm von Humboldt, who was not satisfied with the results of the analysis of the external forms of the units of the term system, used the concept of "the inner (inner) form of the language": "This is the inner and fully intellectual aspect of the language, and it is this aspect that constitutes the language" (Humboldt 1984). Ferdinand de Saussure, one of the linguists who searched for the "objective methods" of scientific clarification of the term system, put forward the idea that language

should be viewed as a system of signs. Saussure, the founder of linguistic systemology, stated that its main principles are related to distinguishing between language and speech phenomena, synchronic and diachronic methods of analysis, and taking into account the arbitrariness of the linguistic sign. It is known that in his lectures, Saussure described the pair of language and speech in the contrast of the following features: social deadness - individuality, abstraction - harmony, passivity - activity, mental - physical, possibility (yaishrii) - realization. , virtual - actual and others. The most criticized of these are oppositions of sociality - individuality and passivity - activity. If we follow the opinion expressed by E. Coseriu at the end, the distinction between language and speech is perfect (because language and speech are not exactly the same thing), but Saussure's view of this distinction as having an opposite nature and thereby "disconnecting" language from speech is controversial (Coseriu 1963).

In our opinion, language is a phenomenon that is unique to man and serves his communicative needs. The fact that it serves a communicative need cannot determine the true nature of a language. This is just one of his duties. Based on the social sphere, language is used for its own needs in every aspect, and we can witness common pedagogical terms in every sphere.

CONCLUSION

Pedagogical language is characterized by the activity of representatives of this field and its specific features. Pedagogical language also has its own feature that distinguishes social phenomena from others. We can call this phenomenon pedagogical semiotics. In linguistics in general, linguosemiotics is a branch of general linguistics that studies language as a sign system, and it was founded by Ferdinand de Saussure, who first called language a sign system. In the course of our research, we found it permissible to highlight the term pedagogical semiotics and define it as follows. Pedagogical semiotics is a solution of pedagogical activities and pedagogical scope, representing the system of signs of pedagogical activity, serving to provide information. Such tools are called symbols used in the field of pedagogy. The fact that the pedagogical language is a sign system is its main feature and universal aspect. Pedagogical signs mean pedagogical skills, imagined pedagogical images, pedagogical symbols. In a pedagogical gesture, two sides work in a dialectical relationship. Both words and phrases in the pedagogical language are similar to signs. In some cases, the reason for the incorrect description of the relationship between terms and speech phenomena is associated with inaccuracies in the interpretation of concepts in some languages. It is known that Saussure himself noticed the difficulties in the choice and definition of these three terms. Having shown how inconsistent the French terms are with the German and Latin alternatives, the scientist concluded that "it is impossible to find a single word that fully corresponds to any of the above concepts, and therefore it is useless to define these words." will come.

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