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Research Article

NARROW AND BROAD INTERPRETATION OF THE CONTACT CONCEPT OF "PEDAGOGICAL LANGUAGE" IN THE SOCIAL ENVIRONMENT OF TERMS RELATED TO PEDAGOGY IN ENGLISH AND UZBEK LANGUAGES

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ABSTRACT

"Pedagogical language contact" as the main concept of sociolinguistics has a narrow and broad interpretation. When the term pedagogical language contact is read in a broad sense, the function of a means of communication is performed not only by two independent languages, but also by two dialects within the same language. That is, the speaker-addressee and the listener-addressees are persons belonging to different dialects of the national language. In addition, the pedagogical communication of the pedagogue through literary language or a dialect related to this pedagogical language is also an example of pedagogical language contact in a broad sense.

KEYWORDS

"Pedagogical language contact", pedagogical terms, pedagogical language, social character, social task, sociolinguistic aspects of pedagogical terminology, sociolinguistics, Proximal pedagogical language contact, Distal pedagogical language contact, pedagogical communication.

INTRODUCTION

When the term "pedagogical language contact" is viewed in a narrow sense, it means the form of the educational process in the practice of two different national languages. For sociolinguistics, the narrow form of the concept of "pedagogical language contact" is more important. Because in this

pedagogical process, not dialects, but national languages come into contact. One national language somehow affects another national language. This process is carried out by means of linguistic tools of a language, which differ in phonetic, lexical and grammatical construction. In the cross-dialect

implementation of "pedagogical language contact" within one language, "influence" is limited to linguistic elements within one language.

THE MAIN RESULTS AND FINDINGS

Features related to the transformation of different languages into means of communication are also complex sociolinguistic phenomena. In this pedagogical process, one language affects the other language in different degrees. Therefore, due to the contact of languages, results of different nature are visible. Different types and forms of language contact are determined based on this pedagogical feature.

We found it permissible to divide pedagogical language contact of a sociolinguistic nature into two main categories:

1. Proximal pedagogical language contact
2. Distal pedagogical language contact

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.

A few examples caught our attention:

1. In Uzbek:

Xonamizda o'nlab o'qilmaga, kutubxonalarda kashf etilishini kutayotgan minglab kitoblar turganda biz kelajakdagi kitoblarga qiziqamiz. ("Fesleen" kitobida, Hikmat Anil O'ztekin. "Factor books" nashriyot);

In English: When we have tens of unread books in our room and thousands of books waiting to be discovered in libraries, we are interested in the books of the future. (In the book "Fesleen", Hikmat Anil O'ztekin. "Factor books" publisher);

In Uzbek- "kelajakdagi kitoblarga qiziqamiz"- this sentence is expressing interest in the future in working life, interest in other activities in the future rather than in books.

2. In Uzbek "Axiyri bilimsiz, o'quvsiz qiz bo'lib qolmaslik, hayotda o'z o'rnimni topishim, jurnalistik kasbini egallashim uchun maktabdan berilgan vaziflarni bajarib turishim lozimligini anglab yetdim, chunki o'zim shuni istayman!

Menda yoza olish qobiliyati borligini bolaman, bir nechta hikoyalarim juda yaxshi chiqqan, maxfiy boshpana tasvirlari rosa hazilomuz, kundaligim jonli va jo'shqin tilda bitilgan, lekin haqiqatdan ham iste'dodli ekanligimni hali isbotlashim zarur."Evaning tushi" ni o'zim yozgan eng yaxshi hikoya deb bilaman. Ajablanarlisi, ushbu hokoyadagi voqealar miyamda qayerdan paydo bo'lib qolganini bilmayman." Kadining hayoti"da ham ba'zi satrlarim ko'ngildagidek, biroq umumiy hikoya miqyosida qaralganda, ular deyarli ahamiyatsiz bo'lib qoladi."("Anna Frank kundaligi " 221-bet, iRead.uz . 2021.)

In English: "Finally, I realized that I should not be an uneducated, uneducated girl, that I should fulfill the duties given to me by school in order to find my place in life, to become a journalist, because that's what I want!

I know I have a knack for writing, a couple of my stories are really good, the secret asylum pictures are quite funny, my diary is written in lively and lively language, but I have yet to prove that I am really talented.

I consider "Eva's Dream" to be the best story I have ever written. It's strange that I don't know where the events of this story came from in my head." In "Life of Caddy" I also like some lines, but when viewed in the context of the overall story, they become almost

insignificant". ("The Diary of Anne Frank" 221 p. iRead.uz. 2021.)

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.

Pedagogical language as a whole determines the scientific essence and practice of pedagogical language units. Pedagogical language is made up of its above-mentioned units, and formal and practical aspects specific to them are a characteristic of pedagogical language itself. On this basis, pedagogical language is considered a phenomenon related to semiotics.

One of the main issues that the field of pedagogy studies in sociolinguistics is the concept of "pedagogical language contact". Contact is derived from the Latin word "sontactiss", which means "direct contact", "direct connection". In general, the term "Language contact" was brought to science by the French linguist Andre Martine. Uriel Weinreich popularized it as a sociolinguistic term.

In the course of our research in the field of pedagogical terminology, we saw the concept of pedagogical terminology in social perspectives and found it appropriate to include the term "pedagogical language contact" in this field. Pedagogical language contact is a concept related to the use of pedagogical language. Pedagogical language contact is related to the practice of the field of pedagogy in that it occurs in the pedagogical speech process.

It is known that pedagogical communication is the basis of pedagogical process. Pedagogical communication is an exchange of ideas between two people, that is, a learner and a teacher. One of the participants in the pedagogical communication process is called the speaker, and the other is called the listener. This pedagogical process is individual-psychological in nature. The psychological phenomenon character of pedagogical language is also determined by speech, mainly pedagogical speech activity. That is, if the pedagogical terms used in this activity are representatives of the same language group, the speaker-addressee and the listener-addressee, there will be no pedagogical language contact in communication. In order for communication to be based on pedagogical language contact, the speaker-addressee and the listener-addressee must belong to different language communities. Otherwise, there will be no pedagogical language contact. For example, if a person belonging to the English language community and a person belonging to the Uzbek language community start communicating, either the Uzbek language or the English language should be used as a means of communication. Therefore, if the speaker-addressee belongs to the Uzbek language community, he should also be well versed in English. If the speaker-addressee belongs to the English language community, he should also know Uzbek well. Therefore, in order for the communication to be based

on pedagogical language contact, it is necessary for the persons who engage in pedagogical communication to know a foreign language, which becomes a means of communication, in addition to their own language.

Before proceeding to the analysis of research on this type of speech, let's dwell on the concept of pedagogical speech itself. In recent years, the tendency to activate interdisciplinary research in language science is more clearly observed, which naturally leads to the expansion of linguistic knowledge. Our attention is drawn to pedagogical speech, pedagogical speech activity, pedagogical text problems, as well as linguistic and cultural linguistic processes of pedagogical speech, which are solved taking into account social and psychological factors.

We found it permissible to recognize the concept of discourse as a "pedagogical language flow of speech in constant motion" specific to scientific use. There are pedagogical terminological symbols for various types of discursive activity, such as "pedagogical scientific discourse", "pedagogical political discourse", "pedagogical economic discourse", "pedagogical activity discourse" and others, and these symbols are used in the social environment. The direction of analysis of speech activity, which is the study of interpersonal pedagogical communication, taking into account the features of cultural-historical, socio-situational and communicative plans, is called discursive analysis as an independent linguistic science.

We can interpret the concept of pedagogical speech in different ways:

1. The priority in defining and describing pedagogical speech is that pedagogical speech, as a speech activity, includes all the diversity of the period, individual and

social characteristics of the participants of the speech dialogue, and the communicative situation in general.

2. Pedagogical approaches to the competence of speech have something in common with the rules, which reduce the activity of communicators to their own speech, that is, discursive practices based on the linguistic nature of thinking and the meaning of the term depending on the field of activity of its application. With this approach, there is a tendency to define the concepts of "pedagogical discourse" and "pedagogical text". More precision in qualifying the concepts of speech and delimiting the spheres of speech and text is observed in the following definitions of speech.

"Pedagogical discourse is a coherent pedagogical text combined with pedagogical extralinguistic, pedagogical pragmatic, pedagogical socio-cultural and other forms; (cognitive processes) we considered it permissible to define it as a component that participates in. In general, pedagogical discourse is pedagogical discourse that is "embedded in life".

Pedagogical speech is created by the whole system of pedagogical language tools that provide a certain general communicative and cognitive strategy for speech participants. On the one hand, it is the choice of pedagogical language tools and methods of updating the listener's knowledge and presenting the statement as a means of communication, taken from the point of view of its purposefulness and conditionality, and described from the point of view of one of the communicators, who considers himself the subject of influence and the interlocutor - is interpreted as an object of influence. On the other hand, this is the definition of the general principles of the "pedagogical language", the conscious and purposeful management of the processes of objectification of knowledge in the text by the speaker, as well as the provision of

adequate semantic perception and interpretation of the pedagogical speech.

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If two people belonging to the English and Uzbek language communities communicate in Uzbek, Uzbek is considered the contact language; if conducted in English, English serves as the contact language. A third other language that serves as a means of pedagogical communication and does not belong to either the speaker-addressee or the listener-addressee is called a mediating language. For example, if two people belonging to the English and Uzbek language communities communicate in Russian or Tajik, then Russian or Tajik is considered an intermediate language. For pedagogical language contact, it is not necessary for two or three different language communities to live in the same area.

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CONCLUSION

As mentioned above, the emergence of pedagogical language is closely related to the emergence of society. All real and unreal events that serve society and its needs will have the sign of sociality. Among these, there is consciousness and pedagogical language, of course. All phenomena and concepts in nature and society are perceived in the mind. Including, the pedagogical language and its units are also present in the mind. This is the reason why pedagogical language and its units are considered as mental phenomena. All the things and events that serve human needs in nature and society are studied by social sciences. Natural language is human language.

Pedagogical language is a social phenomenon because it is a means of interpersonal communication. At the same time, the fact that language is a social phenomenon does not deny its aspect related to a natural phenomenon, of course. Because the language is a sound language, the connection of sounds with the activities of the organs of the human body, such as the lungs, airways, larynx, tongue, lips, nose and oral cavity, is its natural aspect. These parts of the human organism act together in the process of speech and the transformation of pedagogical language into a means of communication. The social event aspect of pedagogical language is related to its function. The task of pedagogical language is a social task. Because a person's transmission of thoughts, reception of thoughts, realization of his inner mental state - everything is realized through pedagogical language. All this is the basis for the study of language as a social phenomenon.

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