



DOI:10.29013/EJHSS-23-6-9-12



HISTORY OF THE FORMATION OF PEDAGOGICAL TERMS BASED ON HISTORICAL APPROACHES AND MODELS OF THEIR USE IN PRACTICE

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Cite: *Odilova M. (2023). History of the Formation of Pedagogical Terms Based on Historical Approaches and Models of Their Use in Practice. European Journal of Humanities and Social Sciences 2023, No 6. <https://doi.org/10.29013/EJHSS-23-6-9-12>*

Abstract

This article examines the history of the formation of pedagogical terms based on historical approaches and their models of use in practice. Pedagogical terms in the field of values began to be used in the 11th–12th centuries. During this period, not only books were actively used, but also concepts that reflect pedagogical events. It also had the character of a teaching that defines the pedagogical essence of spiritual and moral terms. The relevance of educational terminology in national values has ensured its stability over many centuries.

Keywords: *terms, pedagogical terms, historical development, historical approaches, model*

Introduction

Since the 11th century, the concept of “education” has been actively used as a pedagogical term. Analyzes of the formation and development of the term “upbringing” are rarely found in the literature on historical pedagogy of the 11th–17th centuries; there are records of its active use from the 18th century. According to research analysis, the word “education” existed at that time and was used in a very narrow sense. Since the 11th century, the physical and moral development of a person under conditions of education has been pointed out, and the pedagogical meaning of the term “upbringing” has been illuminated. Thus, it is proven that the idea of the existence of a “theory of education” in the 17th century can be used as the term “education”. From the middle of

the 17th century. European (Latin) translated literature began to influence the use of national pedagogical terms. Until the beginning of the 19th century, foreign pedagogical terms, introduced through translated texts and oral speech, coexisted unchanged with the use of established domestic pedagogical terms. Their use in pedagogical practice was equated to folk pedagogical terms. In some cases, foreign language concepts included in the Uzbek language are used as national pedagogical terms, while in others they retain their own terms without translation.

Materials and Methods

According to the research analysis, there are publications on about 140 terms in more than 50 fields in Uzbekistan from 1925 to the present day. Among them, the dictionary of

pedagogical terms is numerous, and based on historical approaches, research works on the history of the formation of pedagogical terms and their use in practice have been carried out. Today, the science of pedagogy, as a result of the rapid development of science, education and training, promotes the need to expand the scope of practical application of pedagogical terms and to study the history of its formation.

Since the 19th century, the use of pedagogical terms has led to attempts to classify the bases of new pedagogical terms. This work is aimed at solving two interrelated problems: publishing annotated dictionaries of the Uzbek language and fields; from 1925 to 2008, about 140 dictionaries of terms in more than 50 industries were published in Uzbekistan. However, there was no dictionary of pedagogical terms. The “Dictionary of Pedagogical Terms” was first created by a group of scientist-teachers at the Institute of Pedagogical Sciences of Uzbekistan in 2008 (Djuraev, 2008). As a result of the rapid development of pedagogical science and education in accordance with the requirements of the time, the need arose to create a dictionary of pedagogical terms. The range of tasks is very wide. When studying the history of the formation of pedagogical terms, on the basis of historical approaches and their application in practice, setting goals, organizing the process and determining the result are developed.

Model includes:

- The goal is to determine the history of the formation of pedagogical terms and their practical application on the basis of historical approaches, and as a methodological factor to achieve the development of the practical use of pedagogical terms among students of higher educational institutions;

- Motivational, intellectual, practical, emotional-volitional, organizational and communicative functions of pedagogical activity in organizing the process are based on their direct relationship and service of activity in the pedagogical and technological process in mastering the practical use of pedagogical terms among students;

- Methodological principles such as objectivity and historicity are observed in the effective organization of scientific research as the methodological basis for ongoing re-

search into the history of the formation of pedagogical terms and their application in practice based on historical approaches. The methodological principle of objectivity analyzes the basis of each material obtained from sources and research. The methodological principle of historicity includes ethnic aspects, the origin of the object and the main stages of its formation, as well as prospects for the development of the prognostic phenomenon with a historical approach to the history of the formation of pedagogical terms and their practical use based on historical approaches. Among the types of methodological approaches, it has been scientifically studied that the systems approach requires the study of cultural (culturological) and functional approaches and complements each other, since the process of determining the goal, themes and focus on their comprehensive study is considered as an object;

- In the history of the formation of pedagogical terms and the methodological basis of their practical application, the content, form, methods and means of teaching are analyzed based on the stages and processes of organizing preparation for independent activity in the classroom and outside the classroom. Based on Bloom’s taxonomy, the stages of cognition, understanding, application, analysis, synthesis and evaluation of the history of pedagogical terms and their practical use were interpreted as the methodological basis for the study of a technical object and pedagogical-technological processes and the organization of training;

- The history of the formation of pedagogical terms and the technology of their practical use are considered the basis of our research, in which we organize the process of formation of pedagogical terms and the process of their practical application based on innovative technologies (STEAM, problem-based learning, creative exercises such as “Quest game”, problem-based technologies, tasks) management and effective educational technologies (Odilova, M., 2022).

Based on the methods and technologies used in educational practice, the results of the reproductive, productive, and partly research levels of students are analyzed as evaluation criteria that determine the levels of development of knowledge, skills and abil-

ities related to the history of the formation of pedagogical terms and their application in practice.

Results and Discussions

As a result, the history of the formation of pedagogical terms based on historical approaches and the formation of future pedagogical specialists ready for use in practice, and their contribution to the development of our social society, were scientifically substantiated. Based on the above scientific and theoretical analyzes and opinions, we have developed an algorithmic map of how students use pedagogical terms in practice.

Stage 1. Students were given tasks of the reproductive level related to the practical use of pedagogical terms, by developing skills in analyzing materials related to the practical use of pedagogical terms when performing reproductive work. Students were directed to find solutions to problems related to the practical application of pedagogical terms in the classroom, and effective results were achieved. At the same time, the initial competencies of students were formed to solve such issues as readiness to organize training sessions on the practical application of pedagogical terms, a technical object and introductory briefing on the implementation of pedagogical and technological processes.

Stage 2. In productive activities, an optimal and effective solution to the tasks was identified when students use interactive methods and methods based on current guidelines when conducting pedagogical and technological processes based on problem tasks on the practical application of pedagogical terms. outside the auditorium, and carried out the transfer of previously learned material into a secondary state. Small group work has been found to be effective in de-

veloping students' critical thinking regarding the practical application of pedagogical terms by manipulating the learning process and technological situations.

Stage 3. When organizing partial research activities, the emphasis was on the creative thinking of students in the process of solving problems related to the practical application of pedagogical terms and the promotion of innovative ideas. When transferring methods of activity at a technical facility and the pedagogical-technological process from one facility to another, classes were organized on the practical application of pedagogical terms. As a result of the analysis and synthesis of tasks, some changes were made to the training design in order to increase efficiency. In this process, the learning outcome was examined and evaluated based on the final recommendations and conclusions.

Step 4. As a result of creative activity, students focused on creative thinking and searching for solutions to problems, acquired new knowledge about the practical application of pedagogical terms in the organization of design and experimental research activities in production, and used independent educational methodological developments. During the training, students came up with new ideas and conclusions. Innovative developments are proposed that increase the efficiency of the technical object and the pedagogical and technological process.

Conclusion

Pedagogical terms have the characteristic of continuous re-emergence, which necessitates the need to carry out research on these issues. Also, the existence of issues of improving the analysis, classification and systematization of pedagogical terms on a large scale indicates that this problem is urgent.

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submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023
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