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THE EVOLUTION AND IMPACT OF TERMINOLOGICAL SYSTEMS IN PEDAGOGICAL DISCOURSE

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ABSTRACT

This article explores the positive reception of synonymy in pedagogical terminology, focusing on its acceptance among learners. It highlights how the presence of doublet terms allows for flexibility in communication, with the choice of synonym often dependent on the speaker's intent. While the Uzbek version of pedagogical terms may possess a more transparent internal structure (e.g., "uquv" and "kompetensiya"), their foreign counterparts tend to be more concise, often using single words. The article emphasizes the international nature of foreign language versions, which is crucial for effective communication in global academic contexts. Additionally, it argues that synonymy in pedagogical terminology enhances speech diversification and reduces redundancy in public discourse. The study concludes that terminological units, when analyzed in the context of their unique attributes such as definition, consistency, clarity, and stability, are crucial for building a coherent understanding of specific knowledge areas.

KEYWORDS: Synonymy, pedagogical terminology, terminology development, language flexibility, linguistic variation, uzbek language, foreign language terms, terminological units, speech diversification, public discourse, terminology consistency, academic communication, terminological analysis, language evolution.

Pedagogical students tend to positively accept synonymy (for example, E. Marinova, Yu. Vinokurova, A. Elistratov), because when doublet terms exist, preference may be given to each depending on the speaker's intention. The original Uzbek version has a transparent internal structure (education - competence), but the foreign language version may have a shorter form, possibly consisting of single words (habit, skill).

Moreover, the foreign language version is considered international, which is important for communication in international competitions. We are also inclined to have a positive attitude toward synonymy in pedagogical terminology: it allows for diversification of speech and prevents

unnecessary repetition in mass communication texts. As you can see, the term is a multi-dimensional phenomenon, often described with vague and sometimes contradictory characteristics.

Taking the above into account, we conclude that the term, maintaining all its characteristics, can be regarded as a sign relative to frequently used words. The unique characteristics of a term include its definition, consistency, description, clarity, stability, redundancy, stylistic neutrality, and codification (in dictionaries, encyclopedias, and textbooks). This reflects our understanding of the term: a term is a word or phrase that expresses a specific concept within a system of knowledge or activity.

The structure of the special vocabulary unit in pedagogical terminology is significant. External requirements, in our opinion, are very conditional and not necessarily applicable to all terms. The field of terminology studies emerged in the 1930s-40s. Its specific feature was that the first terminologists were people with expertise in certain sciences rather than linguistics. For instance, engineers D. Lotte and E. Vyster were pioneers in studying scientific-technical terminology. This can be easily explained because, in that period, precise sciences were developing rapidly. It was during this time that there arose the need to consolidate knowledge using officially accepted standards and special reference books. New sciences required a solid theoretical foundation for the practical needs of Uzbek linguistics.

Focusing on the characteristics of terms, their form and content, as well as issues related to the ordering of terminology, the first publications were authored by D. Lotte, E. Dresen, A. Lesoxin, S. Chaplikin, G. Vinokur, and A. Reformatsky. Their fundamental works were general in nature, discussing term theory, its place in the lexical system of language, and the criteria for terms as verbalized units of scientific knowledge. Notably, the distinction between terms and common words was first proposed by P. Florensky in his article "Termin," written in 1922 but published only in 1994. The scholar examined this term from a philosophical standpoint and emphasized the significant role terms play in the cognitive process. According to the author, "science and philosophy are the two hands of a single linguistic organism," and a term is the pinnacle of thought capable of consolidating scientific knowledge, a "mature word."

Thus, this article laid the foundation for understanding the complex nature of terminological units. The formation of local terminology is associated with D. Lotte, who substantiated the need for studying terminology and was the founder of the static classification approach to terminology. At that time, strict requirements were imposed on "technical" terms regarding their form and content, considering the complexity, versatility, and ambiguity of signs. The researcher laid out these requirements in his works "Tasks of Technical Terminology" and "Simplification of Technical Terminology," advocating for brevity, clarity, and the avoidance of synonyms and homonyms.

D. Lotte also explored the reasons behind adopting foreign terms and the types of borrowed terms, concluding that it is better to replace non-native special terms with original ones as time progresses. Lotte's major contribution was transforming terminology into a scientific object. The criteria for terminology were criticized in the early 1960s. Another scholar, G. Vinokur, is rightly considered the founder of the functional (dynamic) approach to terminology. He addressed the issue of distinguishing between terms and common words and determining the important characteristics of a term in his article "On Some Phenomena of Word Formation in Uzbek Technical Terminology."

In conclusion, terminology as a field of study has diversified significantly in its methodological approach, addressing aspects like cognitive, formal, and functional research, as well as the roles of terms in specialized discourse, scientific communication, and translation. The integration of terminology in various domains, from industry to linguistics, continues to evolve, with increasing focus on standardization and development of specialized terminological dictionaries and research.

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