"COGNITIVE APPROACH TO PEDAGOGICAL TERMINOLOGY: ANALYZING ANTHROPOCENTRISM AND LINGUOCENTRISM"

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Abstract:
This article explores the cognitive approach to pedagogical terminology, with a focus on the roles of anthropocentrism and linguocentrism. It discusses the process of term formation and the integration of new pedagogical concepts into various linguistic systems, highlighting the challenges and methodologies involved. The research analyzes the influence of socio-cultural changes, international collaboration, and professional practices on the development of pedagogical terminology. By examining the dynamics of term evolution and the interaction between language and cognition, this study aims to provide insights into the future direction of pedagogical terminology and its alignment with both national and global standards.

Keywords: cognitive terminology, pedagogical terms, anthropocentrism, linguocentrism, term formation, language and cognition, educational concepts, linguistic systems.

Introduction:

The purpose of this research is to study the formation, development, and integration of Uzbek pedagogical terminology within international terminological systems from a cognitive perspective. Pedagogical terms hold significant importance in linguistics and the educational process, as they reflect the evolving educational methodologies, knowledge transmission methods, and the adaptation of the education system to new demands. In this regard, analyzing pedagogical terms, their formation, and the explanations provided for them influences the development of precise concepts and definitions in the educational process. The relevance of this research lies in the necessity of ensuring the accurate and proper usage of pedagogical terms in modern educational systems, particularly in Uzbekistan, while aligning with international terminological standards.

The main goal of this study is to apply a cognitive approach in the formation of pedagogical terms and examine how this approach can be implemented in Uzbek pedagogical terminology. To achieve this goal, the following key objectives were set:

1. Analyzing the process of the formation of pedagogical terms and their cognitive aspects.
2. Studying and analyzing Uzbek pedagogical terms in the context of international standards.
3. Developing methodological approaches for the integration of Uzbek pedagogical terminology within the global scientific community.
4. Proposing methods for presenting pedagogical terms accurately in explanatory dictionaries and academic textbooks.This research proposes a scientifically grounded and practical approach to the development of pedagogical terminology.

The problem of organizing terminology in world linguistics has always been relevant and remains so today. Especially in recent years, cognitive terminology has emerged as a new research direction. It focuses on analyzing cognitive structures underlying specific knowledge domain terminologies using

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cognitive linguistics methods. Studying terminology from a sociopragmatic perspective allows us to understand how professional experience influences professional thought, how representatives of a profession (such as educators, pedagogical journalists, and enthusiasts) classify the surrounding reality, and what concepts are fundamental to them. It also helps identify the social characteristics of their understanding and usage of terminology.

When studying pedagogical terminology, different approaches are used to show the characteristics of specific knowledge structures that describe the pedagogical field. In this regard, the ideas of the Russian scholar G.I. Saransev are noteworthy. He explains the rapid entry of foreign and national pedagogical terms into the field as follows:

1. Social and economic changes occurring in the international context;
2. Pedagogues observing Western pedagogical concepts;
3. Innovative educators using new pedagogical terms in their practice and introducing them into pedagogical science;
4. The exclusion of educators from ideologically motivated work;
5. The integrative-differentiating approach in scientific research (Saransev, 1998).

Understanding the logic of scientific development and establishing the laws of terminology evolution in its new stage can be effectively based on the linguistic framework proposed by Ye. Kubryak. According to this model, the research needs to define the conditions, cognitive-object, and procedural components for each stage of terminology development. The following "matrix" is proposed for analyzing the evolution of terminology:

1. **Establishment**: Integration, type of integration, momentum;
2. **Content**: Research object, research subject;
3. **Methodology**: Explanation (Kubryak, 2004).

When describing the structural part of terminology, it is important to note that the object of research is the term itself, which is considered as a linguistic sign that forms a specific system based on its usage in various contexts. This approach highlights that terminology is not just about defining terms but understanding their role and function in cognitive processes.

Cognitive terminology, while continuing traditional approaches, also incorporates modern characteristics specific to contemporary scientific knowledge. Cognitive linguistics views terminology as an "open" science, with an increasing tendency to expand its boundaries through interdisciplinary research. This approach, which is often referred to as "expansionism" in cognitive science, shows how cognitive linguistics integrates with other fields such as cognitive psychology. This principle also aligns with anthropocentrism, emphasizing the importance of human factors in the formation of language and meaning, making terminology both a cognitive and a social phenomenon (Volodina, 2000).

In this study, the significance of organizing and standardizing pedagogical terminology within cognitive linguistics has been highlighted. The research emphasizes the importance of understanding terminology not only as linguistic units but also as cognitive and social tools that play a critical role in the way professionals conceptualize their work and the world around them.

Key findings from the study include:

1. **Cognitive Foundations of Terminology**: Terminology is deeply rooted in cognitive structures, which help shape how knowledge is categorized, interpreted, and applied in the pedagogical field. Cognitive terminology offers a framework that extends traditional approaches to include the interaction between language and thought processes.

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2. **Sociopragmatic Influence**: The study reveals that the professional experience of educators and other stakeholders influences how terminology is used and understood. This underscores the importance of considering social and pragmatic contexts when studying and developing pedagogical terminology.
3. **Interdisciplinary Integration**: Cognitive linguistics and pedagogy benefit from an interdisciplinary approach. The growing integration of cognitive psychology and linguistics allows for a broader understanding of terminology as part of human cognitive processes, which is essential for developing more effective pedagogical frameworks.
4. **Evolution of Terminology**: The analysis confirms that terminology evolves dynamically in response to socio-economic changes, technological advances, and the cross-cultural exchange of ideas. Pedagogical terminology is continuously adapted to new educational paradigms, which requires ongoing attention and standardization.

Recommendations:

1. **Standardization Efforts**: It is crucial to continue efforts to standardize pedagogical terminology, ensuring consistency across various educational systems. This will facilitate clearer communication and enhance the effectiveness of educational practices globally.
2. **Integration of Cognitive Approaches**: Educators and linguists should consider incorporating cognitive models into the development of pedagogical terminology. This would allow for a deeper understanding of how terms are processed, learned, and applied in educational settings.
3. **Continued Research**: Further research should explore the relationships between language, cognition, and pedagogy in greater depth. By expanding the interdisciplinary approach, researchers can develop a more comprehensive framework for understanding the complexities of pedagogical terminology.
4. **Professional Development**: It is recommended that educators regularly engage with updated terminological frameworks to ensure they are equipped with the most relevant and effective language tools. Training programs should emphasize the importance of accurate and context-sensitive terminology in pedagogical practice.

By applying these recommendations, the study aims to contribute to the further refinement of pedagogical terminology and its role in advancing educational practices, ultimately leading to more effective and meaningful learning experiences.

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