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PEDAGOGICAL TERMS AND CONCEPTS: ABOUT THEIR DIFFERENCES AND COMMON ASPECTS

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Annotation: *This article provides a comparative analysis of the differences and common aspects of pedagogical terms and concepts, highlighting their methodological and theoretical significance in the educational process. It also analyzes the impact of the correct use of terms on educational effectiveness and their role in intercultural communication.*

Keywords: *Pedagogical term, concept, comparative analysis, methodology, educational process, pedagogy, intercultural communication, linguistics, educational effectiveness, scientific approach.*

INTRODUCTION

In the modern educational process, pedagogical terms and concepts play a crucial role in shaping theoretical and practical approaches. This article examines the differences and commonalities of pedagogical terms and concepts, analyzing their role and significance in the educational process. Additionally, the possibilities of utilizing international experience and methodological foundations in this area are explored.

Pedagogical terms and concepts help ensure semantic clarity in the field of education and contribute to a systematic understanding of processes. Terms establish terminological consistency, strengthening the connection between research and practice. Concepts, in turn, reveal the essence of terms and provide a general framework for interpreting education. This article aims to explore the identification of pedagogical terms, their integration into practice, and their adaptation to global educational demands.

The article also analyzes the linguistic characteristics of pedagogical terms and concepts, as well as their significance in intercultural education. In intercultural education, modifications or different interpretations of terms can lead to misunderstandings. Therefore, the use of consistent terminology in international education is one of the key conditions for organizing an effective educational process.

In the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," approved by the President of the Republic of Uzbekistan on October 8, 2019, the importance of the international education system is explicitly emphasized. This concept aims to improve the quality of education through the development of international cooperation, which once again confirms the significance of consistently shaping pedagogical terms and concepts.

From a methodological perspective, the consistent use of pedagogical terms and concepts serves as an essential tool for the development of modern education. Therefore, in educational research, including international and intercultural studies, the uniform interpretation of terms and their correct usage are crucial. Developing specialized guidelines on this matter remains a pressing issue.

LITERATURE REVIEW AND METHODS

The use of pedagogical terms and concepts, as well as the analysis of their theoretical and practical aspects, has been a focus of researchers worldwide. Ensuring the consistency of these terms and

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concepts in both international and local education systems plays a crucial role in the effectiveness of the educational process [2; 10-400 p.]. With the globalization of education today, the need to align pedagogical terminology with international standards and correctly interpret it across various cultural and linguistic contexts is increasing. Based on the analysis of scientific literature on pedagogical terms and concepts, we will examine the key ideas expressed by global and local scholars.

Research on pedagogical terms and concepts is extensively conducted by scholars from countries such as the United States, Russia, and Uzbekistan. In the United States, studies in the field of pedagogy, such as Alex Moore's work **Teaching and Learning: Pedagogy, Curriculum and Culture**, provide insights into the development of the educational process in accordance with modern requirements. According to Moore [3; 128-136 p.], pedagogical approaches in teaching and learning are constantly evolving, which helps develop students' creative thinking abilities.

Russian researchers emphasize the importance of consistency and precise interpretation of terminology in the educational process. For instance, N.V. Borisova analyzes the theoretical and practical aspects of pedagogical terminology and argues that "pedagogical terms should not only be clearly understood in the educational process but also be adapted to the cultural context" [4; 954-957 p.]. This perspective highlights the significance of intercultural communication in international education. Such research by Russian scholars demonstrates the critical role of pedagogical terms and concepts in improving the quality of education and their integration with international practices.

The necessity of creating a dictionary of pedagogical terms in Uzbekistan is growing. The dictionary **Pedagogical Terms**, compiled by Uzbek specialists M. Odilova and D. Jabbarova, explains new terms and concepts in the field of education. This resource plays a crucial role in the development of pedagogical science [5; 94-97 p.]. Pedagogical science in Uzbekistan requires new approaches in connection with the development of socio-economic relations.

Abdulla Avloni highlights the role of teachers, stating: **"The education of thought is the most essential and long-valued duty, entrusted to the attention and conscience of teachers"** [6; 948-954 p.]. This idea reinforces the importance of teachers in education and their moral responsibilities.

Overall, pedagogical terms and concepts are shaped within the social and cultural context of each country. This allows for the identification of both commonalities and differences in the educational process.

The application of effective teaching methods in studying pedagogical terms and concepts plays a crucial role in strengthening students' knowledge. The following methods are fundamental in this process:

1. Comparative analysis method – This method enables students to compare different pedagogical terms and concepts, identifying their differences and similarities. It is especially effective in studying national and international terminology.
2. Problem-based learning method – Encourages students to think critically about pressing issues, helping them understand the theoretical and practical significance of terms and concepts [7; 358-363 p.].
3. Practical exercises – Seminars and training sessions are organized to explore the application of concepts in real educational settings.
4. Intercultural approach – Students are taught to consider various cultural and linguistic aspects when interpreting international terminology within a national context [8; 82-91 p.].

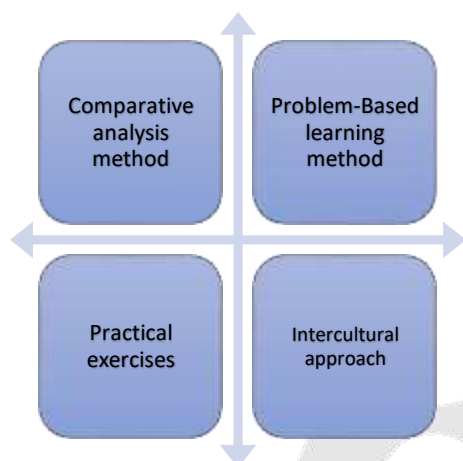


Figure 1. Effective teaching methods for studying pedagogical terms and concepts.

These methods enable students to acquire pedagogical concepts both theoretically and practically, helping them understand their role in the educational process.

RESULTS AND DISCUSSION

The research results indicate that the commonality between pedagogical terms and concepts lies in their aim to enhance the educational and upbringing process. All concepts serve the content, methods, and goals of education. At the same time, each concept differs in its specific functions and scientific perspective [9; 291-295]. For example, while the educational process focuses on the formation of knowledge and skills, the upbringing process aims at the moral and spiritual development of an individual.

During the discussion, it became evident that although methodology and pedagogical theory are interconnected, methodology is more practice-oriented. This plays a crucial role in improving the effectiveness of the educational process. The research confirms that the correct usage of pedagogical terms and a deep understanding of their meanings ensure the efficiency of pedagogical activities. Thus, studying the relationship and differences between pedagogical terms and concepts contributes to organizing the educational process more effectively.

Pedagogical terms and concepts form a scientific field focused on studying education and upbringing. This field includes numerous different concepts and terms, which are interconnected yet have distinct differences. Their similarities and differences can be explained as follows:

Common Aspects:

1. The concepts of education and upbringing are fundamental components of pedagogy. They are interconnected and contribute to the successful organization of the educational process.
2. The pedagogical process represents the interaction between the teacher and the student. Both concepts are interrelated and aimed at achieving specific goals.
3. Methodology includes concepts related to teaching methods, techniques, and formats, which are part of general pedagogical terminology.

Distinct Aspects:

1. Pedagogy – A scientific discipline that studies the processes of education and upbringing from a theoretical perspective. It is based more on scientific concepts.
2. Education – The process of developing an individual's knowledge and skills, which serves as the primary subject of pedagogy. Education encompasses both theoretical and practical aspects.
3. Upbringing – A process aimed at shaping moral, aesthetic, and psychological values. It focuses

more on social and ethical values.

4. Methodology – A field that studies teaching and upbringing methods. While it is a branch of pedagogy, methodology is more focused on specific methods and techniques and is oriented toward practical application.

The differences between pedagogical concepts depend on their purpose and direction, yet they also share common aspects. Both education and upbringing are essential to pedagogy, but each includes its own unique methods and objectives.

CONCLUSION

The study of pedagogical terms and concepts is essential for gaining a deep understanding of the educational process and enhancing its effectiveness. According to research findings, while these concepts are interconnected, each has its own distinct functions and objectives. Education focuses on the development of knowledge and skills, while upbringing aims at shaping moral and spiritual values. Methodology, on the other hand, is concerned with determining teaching methods. The correct use of pedagogical terms is crucial for the effective organization of educational and upbringing processes. Therefore, a systematic study of their theoretical and practical aspects contributes to the development of pedagogical practice.

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