

HISTORY OF FORMATION AND APPLICATION OF PEDAGOGICAL TERMS IN PRACTICE

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Annotation

The article is devoted to the process of formation and development of pedagogical terms. The trends of the formation of pedagogical terms are considered.

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One of the pressing problems of modern pedagogical methodology is the problem of its systematization of conceptual and pedagogical terms. For the first time studying the features of pedagogical concepts and studying scientific works on terms B. B. Komarovsky and I. M. Kantor out brogan.

A comprehensive analysis of the process of concomitant formation and development of pedagogical terms B. B. Komarovsky begins with the monograph of "Russian pedagogical terminology", reflecting the features of the structure of pedagogical terminology, the main periods of its formation. While I. M. Kantor studied encyclopedic literature on local dictionaries and pedagogy, he also turned to collections of 18-19 centuries. The researcher gave a brief description of the sources and factors of the formation of pedagogical terms in the work "Consul-terminological system of pedagogy", described the processes. It allowed to consider modern works in the field of pedagogical methodology, to identify several areas of study of pedagogical terms, the history of pedagogy, the genesis of the consul and terminology of local pedagogical science:

- analysis of the formation of pedagogical terminology within the framework of the historical development process of pedagogical knowledge and pedagogical practice (F. A. Bobkov, I. M. Kantar, I. K. Karapetyan, I. V. Kicheva, B. B. Komarovsky, A. N. Ryzhov and others);
- to study the process of development of conceptual and terminological apparatus of pedagogical knowledge networks (V. S. Bezrukova, E. Khristova and others);
- description of the content and volume of individual pedagogical concepts and Terms existing in different historical periods (as a rule, these are the concepts of "education", "education", "training", which perform a categorical function. in pedagogical science) (L. I. Atlantova, A. P. Bulkin, R. M. Tagieva and others);
- study of pedagogical concepts and terms analysis of pedagogical heritage of individual scientists, practitioner public figures who contributed to the development of pedagogical theory and practice (T. S. Butorina, E. R. Kornienko, A. S. Mikhashina and others).

The study of the process of formation and development of pedagogical terms is determined primarily by the natural and objectivity of the conceptual and terminological development. The structure of Science and the scientific knowledge itself. According to V.S. Shvyrev, any science goes from the experimental stage to the theoretical stage in terms of its genesis. The empirical stage is characterized by a clearly expressed, internally differentiated, inability to develop and concretize a theoretical system; the classification of empirical correlations without revealing the important, in-depth characteristics and relationships of the subject of study. The conceptual structure of scientific knowledge is the state of development at this stage of science development.

At the theoretical stage of the development of Science, the predominance of theoretical thinking is observed, the incidence of theoretical research methods increases. One of the indicators of the transition of scientific knowledge to a qualitatively new level appears.

In accordance with historical and pedagogical approaches, the emergence of pedagogical concepts and terms is primarily associated with the need to correct and understand what has accumulated in different cultures, in different social spheres. Pedagogical terms reflect the development of pedagogy: the more perfect the aspect, purity and accuracy of the subject, the more meaningful the interpretation and its productivity in the quality of the instrument of cognition, the higher the level of development of science.

Pedagogical terms are characterized by socio-historical conditioning. Concepts as a form of thinking are the product of the development of socio-historical practice and knowledge based on it.

According to V. S. Gottning and F. M. Zemlyansky, the content of scientific concepts is historically limited both by the level of development of social practice and by the specific historical nature of its needs, accompanied by a complete and profound reflection of reality in the form of more scientific concepts in which the historical conditions of social cognition have changed, and by a dependent change in their content

The book edition and journalistic activity, which contributes to the dissemination and popularization of pedagogical ideas, theories and concepts in the development of the conceptual and terminological apparatus of pedagogical science, are of particular importance. The use of pedagogical concepts and terms has a significant impact on the formation of terminology

The scientific work carried out on pedagogical understanding and regulation of terms is an important factor in the development of the terminology of pedagogical science in our country. Historical-pedagogical analysis of pedagogical terms at a lexical level, of course, should take into account the peculiarity of the subject under study - the concept and the term, their characteristics. R. A. Budagov, A. Potebnya and others, as noted, the meaning of the word and concept is interrelated, but not the same. "The meaning of the word is a historically formed connection between the sound of words and the reflection of something or phenomenon that occurs in our minds.

But, despite the fact that the concept is associated with the language, the word cannot be directly determined by understanding. The name, designation of the scientific term, first of all, is an object of thought, then a link to its understanding.

Pedagogical terms enter into two systems at the same time - the logical-conjugated system of pedagogical science. They may appear impulsive, spontaneous in everyday and practical activities, or may appear consciously in the formulation of concepts, in the determination of their scope and in the formulation of definitions.

To create pedagogical concepts, different sources and terms, the breadth of their scope, understand the scope of the source study base, which is represented by several groups of works of different genres.

The first group includes ICT (decrees, orders, orders, decrees, laws) and sources of business conduct (orders, instructions, regulations, reports,

references, official letters, magazines, registers, etc.). They determine the main directions of state policy in the field of education and legislation. The analysis of the texts of this group makes it possible to determine the features of the evolution of formal pedagogy.

The second group includes author's works (brochures, monographs, dissertations, pedagogics era and publitsistics, etc.), which allow to evaluate personal contribution.

The third group is organized by didactic resources: textbooks, manuals, educational-methodological manuals, curricula, programs, teachers' lectures and records on the educational process.

The study of the process of formation and development of pedagogical concepts and terms is based on a system of principles, a methodological approach and is selected in accordance with the level development of modern historical and pedagogical knowledge. We have identified the following basic methodological principles:

- consistent, historical construction including research of pedagogical terminology at the logical-gnoseological, lexical and pedagogical level in reality. If concepts and Terms operate in one system, that is, stable, then interdependence will have a scientific meaning.
- historicity, according to which it is necessary to carry out according to the level of study of historical-pedagogical objects. it is not allowed to use modern terms and their definitions in order to formulate concepts and terms in a given historical period, that is, to reveal historical and pedagogical problems;
- determinism, which takes into account the influence of various factors and causes on the development of pedagogical concepts.
- conformity, which requires the emergence from the position that the evolutionary development of pedagogical theory and practice is a continuous process. Consequently, a change in the content and volume of pedagogical concepts occurs new terms.
- The complexity (complexity) of studying the process of historical development of local pedagogical concepts and terms, which implies relying on the achievements of other sciences (philosophy, logic, terminology, culturology, sociology, etc.).

Such an approach makes it possible to define pedagogical terminology as a methodological component of general pedagogical knowledge, but also to determine at the terminological level the characteristics interaction of pedagogy with other disciplines.

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