

PHILOLOGY

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Semantic networks of pedagogical terms in John Dewey's monographies and their comparison

Pedagogical terms in John Dewey's monographs «The School and the Society», «The Child and the Curriculum» and «Experience and Education» are studied in the current article. The list of pedagogical terms in the monographs is formed using pedagogical dictionaries and the method of continuous sampling. The pedagogical terms of each monograph are organized in the form of a semantic network. Nodes of the semantic network obtained in the article are pedagogical terms found in Dewey's monograph and connected with each other. The semantic networks of the monographs under consideration are compared with each other. Correlation between the semantic networks and John Dewey's pedagogical ideas is investigated. The novelty of the research consists in the idea of defining links between pedagogical terms using grammatical structure of a sentence and in using the analysis of the semantic network to study pedagogical ideas of the monograph. Practical significance of the current investigation relates to urgency of Dewey's pedagogical ideas and the opportunity to study them deeply for theoretical and practical purpose.

Key words: semantic network, term, pedagogy, linguistics, vocabulary.

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