

THE HISTORY OF THE DEVELOPMENT OF THE CONCEPT OF TRUTH IN SOCIAL LIFE

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Abstract

The concept of truth is constantly developing on the basis of social and cultural factors, in various fields and as one of the main categories of human everyday consciousness, not only the conformity of human knowledge with objective reality, but also the ideal of a high level of knowledge, which is the basis for the development of modern science, and an effective way to achieve it. plays an important role in showing. From this point of view, information on the definition and formation of conceptual mechanisms in order to increase the essence of the concept of truth and its potential in human social life has been presented.

Keywords: Concept of truth, neoclassical and post-neoclassical, theoretical-methodological, reality, critical thinking skills, justice, trust, conscientiousness, truthfulness, pragmatism.

Introduction

In our nation, extensive changes are being implemented in relation to the holistic growth of individual thought and the development of a new vision of the ideal person. After all, the education of a well-rounded individual is based on the rational capacities of the current educational system, which determines the expression of universal human values like truth, fairness, and idealism. The idea of truth, one of the primary categories in human daily existence, is continually evolving based on social and cultural circumstances, according to reasonable possibilities and it comprises the appropriate degree of advanced knowledge. The proper mental representation of reality, the alignment of our knowledge with the external world, is what is known as truth. One of the primary things that man seeks to know about the world is truth. It mostly covers how human understanding relates to actual objects and occurrences. Truth is subjective in form due to human thought, but objective in content. The existence, application, and reliance of the idea of truth on the functioning of abstract thought and experimental concepts are now recognized in contemporary linguistics. Concurrently, the study of the concept of truth in relation to generic procedures, models, and pragma-didactic categories is evolving into a field of scientific inquiry. Human knowledge of the truth is unlimited, just as existence itself is endless, and it continues indefinitely as new particles are added to its substance. The veracity of all knowledge is contingent upon a person's level of understanding, as well as on the time, location, and circumstances. Numerous research have been conducted in a variety of ways concerning the scientific-theoretical nature, forms, and standards of the idea of truth, as well as its function in societal life. This essay will examine several criteria associated with this subject.

METHODOLOGY

"The greatest inheritance is a quality education, the greatest wealth is knowledge and intelligence, and the greatest poverty is ignorance." Without knowledge, there will be ignorance, backwardness, and, of course, a detour from the correct road, according to Sh. Mirziyoyev. The primary component of the pedagogical reforms carried out in the nation is the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, who establishes the framework and efficient mechanisms for the individual's overall development and well-being, the realization of interests, and the alteration of antiquated thought and social behavior patterns. The objective is to train highly competitive pedagogical specialists, he said, because the creation of a new system for training future specialists has become one of the crucial prerequisites for the advancement of education in the Republic of Uzbekistan. This is based on the country's rich intellectual heritage, universal human values, modern culture, economy, science, and technology, as well as new technology. In higher education institutions, a creative approach to the development of a cognitive theoretical system of linguistics, the use of basic signal systems to form the concept of "Truth," the role of the conceptual field in identifying the center, near and far peripheries, and recommending elements that indicate them, as well as the differential and individual mutual support of the educational process, all contribute to the development of a person based on problematic-cognitive parameia. Resolution No. PQ-3160 dated July 28, 2017 "On improving and developing the effectiveness of spiritual and educational work" and March 4, 2021 "Approving the concept of civil society development in 2021-2025 on the basis of decisions No. PF6181

The decision "On increasing the efficiency of spiritual and educational work and raising the development of the field to a new level", the dynamic characteristics of the concept of truth manifested in modern society affect the fluctuating development of personal goals and objectives. suggestions and recommendations of the Youth Affairs Agency of the Republic of Uzbekistan on the theme "Moral threats and combating them" were used to develop the scenario of the Youth Affairs Agency of the Republic of Uzbekistan Reference No. 4-13-23-4054 dated November 29, 2022) and other regulatory legal documents related to this activity, this article serves to a certain extent.

ANALYSIS OF LITERATURE

For centuries, numerous philosophers have focused their attention on the issue of truth. In particular, the topic of truth was originally interpreted in a unique way in the works of Greek thinkers such as Plato, Heraclitus, Socrates, Aristotle, and Democritus were the first to view the subject of truth in a distinctive way. Studies on neoclassical and post-neoclassical, foreign and Uzbek theories of truth were examined in this research project due to the topic's wide scope. Russell, one of the first representatives of the neoclassical theory of truth, belief in the authenticity of any object is realized only when there are relevant facts and evidence. "Our understanding of the truth does not come to us instantly or prefabricated. We learn the external aspects of objects and events first, and then the internal aspects." It is clear from this that human knowledge is getting closer to the essence of reality. truth is a very broad concept in terms of

content. Its content may change depending on space and time. Truth is ontological and epistemological. According to the ontological feature, the truth is an existence in itself, according to the epistemological feature, it is a person's understanding of the truth about the existence. Democritus believed that "emotional knowledge serves only as information, it rises to its level only when reason is involved." In Plato's understanding, truth is an immutable absolute property of ideas. Among the foreign scientists who conducted research related to the scientific-theoretical analysis of the concept of truth, K. Wolfgang, D. Marian, A. Tarsky, K. Popper, F. A. Poincaré, J. Mariten, N. Hartman, Thomas Kuhn, Paul Carl Feyerabend, Jacques Derrida, Gilles Deleuze can be included. Also, the semantic theory of truth is developed in the studies of Alfred Tarsky;

The researches of Donald Davidson, Jennifer Hornsby, and Michael Lynch support the structure and content of reality, the functional theory of reality, and the concepts of objective and subjective reality. Tarski, concluding the first part of his major work on the idea of truth in linguistics, makes the following points: "Truth or real" is a term that can be used consistently, consistent with logic and common language usage. The development of the correct definition of this expression is explained by the criteria of the concept of truth and considerations related to optimization. As a result, it served as a theoretical-methodological basis for the organization of propaganda activities, showing how events and processes are true or not in the context of the globalization process and moral threats. In the field of linguistics in our country, the main features of cognitive pragmatic research in various parameters of the language, accuracy, axiological and praxeological interpretations of reality, as well as language units in the concept issues researched by O.Yusupov, D.Ashurova, Sh.Safarov, A.Mamatov, D.Agzamova, A.Nurmonov, D.Khudoyberganova, D.Lutfullaeva, Sh.Iskandarova, N.Hoshimova, N.A. Shermuhammedova, B. Torayev, Z. Davronov, E. Izzetova.

ANALYSIS AND RESULTS

Truth is the correct reflection of reality in a person's mind, the correspondence of our knowledge to objective reality, and one of the main goals of a person in knowing existence. Truth mainly involves the relationship between human knowledge and existing things and events. In linguistics, "truth" often refers to the correspondence of words, sentences, and texts to the state of the world. For example, if I say "**The sky is blue**", then the sky must really be blue for that statement to be true. An important factor is our analysis and study of the truth of the information received through communication. The following are the types of truth:

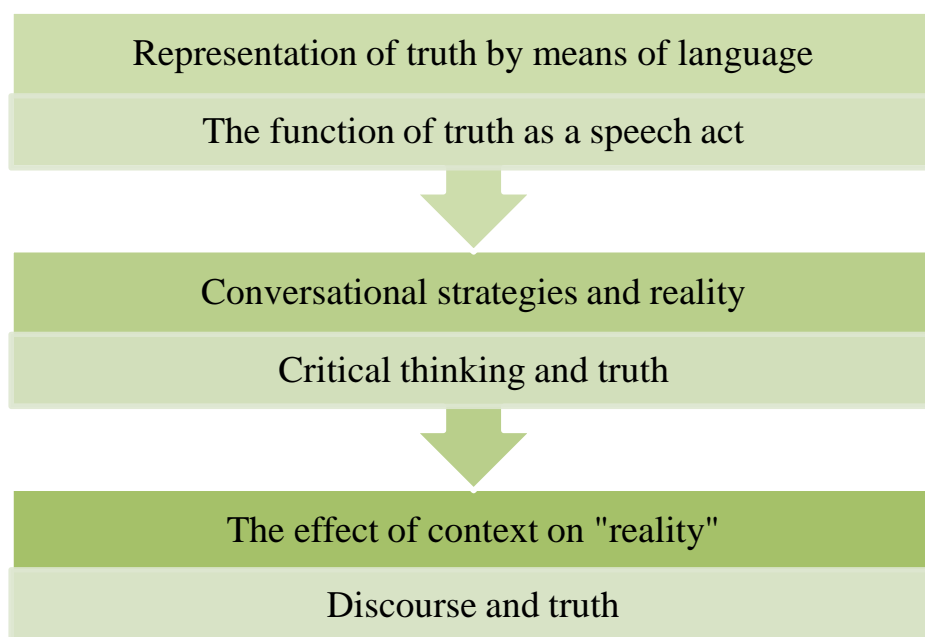
1. Semantic truth: This is the truth about the meaning of the sentence, the words and their relationships. For example, "All houses have roofs" is semantically true because the meaning of the sentence follows from the definition of houses.
2. Pragmatic truth: This is the truth of the statement depending on the context, situation and intention of the speaker. For example, if someone says "I'm hungry", the truth of this statement depends on his hunger and intention.

3. Epistemic truth: This is the truth about our knowledge and belief of the statement. For example, when we say that the Earth is a sphere, we know this to be true because we have confidence in it and learned evidence.

First of all, let's remember what pragmatics and didactics are in linguistics.

- Pragmatics is a branch of linguistics that studies how language is used in context, that is, how words and sentences are interpreted in certain circumstances. Pragmatics includes such concepts as speech acts, conversational dynamics, goals and intentions, and contextual factors.

- Didactics is the theory and practice of teaching, which deals with issues such as organization of the educational process, selection of teaching methods, development of educational materials. In linguistics, pragma-didactics studies the importance of pragmatic aspects in language teaching and learning. That is, it aims to help language learners understand not only the dictionary meaning of words, but also how they are used in context, for what purpose they are spoken. Pragma-didactic interpretation is a very important topic, because it inextricably links the concept of "truth" with linguistics and teaching methods. The following elements are the main focus of the pragma-didactic interpretation of the term "truth" from a linguistics perspective:



1. Representation of truth by means of language: from the point of view of linguistics, the concept of "truth" is expressed by means of various language means. These include lexical devices (for example, the words "truth", "true", "correct"), grammatical devices (for example, modal words, affirmative and negative forms), syntactic devices (for example, sentence structure) and stylistic devices (eg, metaphors, irony) are included. In a pragma-didactic approach, it is important to teach students how these tools shape the meaning of "reality". 2. The function of truth as a speech act: according to the theory of speech act in linguistics, every speech is done in order to do something. Expressing "truth" is also a specific speech act. By saying "this is true," we not only provide information, but also express our belief, try to

convince others of our opinion, or emphasize the importance of a statement. Pragma-didactics helps students to understand the pragmatic meaning of the speech act "truth", how it is used in different situations. 3. Strategies for discourse and "truth": play an important role in expressing truth. We use different methods to emphasize it, such as direct emphasis, allusion, repetition, argumentation, argumentation, etc. A pragma-didactic approach enables students to learn these strategies, use them appropriately, and critically analyze them. 4. Critical thinking and "truth": it is important to develop critical thinking skills in a pragma-didactic approach. Learners need to be taught not to accept the "truth" all the time, but to analyze different points of view, check the reliability of sources, and draw their own conclusions. 5. The influence of context on "reality": context is very important in the pragmatics of linguistics. Factors such as speech situation, speech participants, their knowledge and beliefs, socio-cultural conditions can change the meaning of "truth". For example, a statement may be accepted as "truth" in a scientific environment, but it may be interpreted differently in a social environment. In the pragma-didactic approach, students should be taught that "truth" depends on the context, how it changes in different situations. 6. Discourse and "reality": discourse analysis also plays an important role in linguistics. Discourse is a specific type of speech created in a social and cultural context. The concept of truth can also have different meanings depending on the discourse. For example, it is important to study how "truth" is created and manipulated in political discourses, media discourses, legal discourses.

Pragma-didactics helps students to analyze how "truth" is expressed in discourse, its purpose and effect. *Pragma-didactic methods*: In linguistics, the following methods can be used to teach the concept of "truth" in a pragma-didactic way: Text analysis: selecting various texts (articles, news, speeches, conversations) and finding the means of expressing "truth" in them, speech act, analyzing context, discourse. *Discourse analysis*: study of mass media discourses, political discourses, legal discourses, analysis of how "truth" is created in them, for what purposes it. Discussions and debates: debates and debates about different aspects of "truth", its subjectivity and context. *Role-playing games*: playing the roles of expressing "truth" in different situations, defending it. Exercises of critical thinking: critical analysis of texts, assessment of reliability of sources, carrying out exercises of evidence verification. *Project work*: students prepare small research projects on the topic of "truth", collect texts and analyze them.



It is with the help of such methods that it serves as an important factor for the formation of pragma-didactic approaches and its implementation. Pragmatic nature and forms of truth,

human life experience of this concept and the beneficial aspects of the concept of truth are studied in detail. According to the Yassavi Tariqat, if a person on the path of truth goes through the circles of sharia - jabarut, history - malakut, magrifat - lahut, truth - nasut in the established order, a spiritual relationship with the truth is born. In unity with the truth, a person determines his humanity, which is manifested in the balance of the ratio of joy and happiness. Sufism streams such as Naqshbandiyya, iconism, and Bektashiism, which originated from the traditions of Yassavi school, followed the path of unity with reality (tawheed) in knowing the truth. Since a person has consciousness, feelings, thinking and reason, he strives to know the world around him, to be sure of its truth. A person strives to understand this concept of reality in order to gain a deeper understanding of the surrounding natural world, unknown phenomena, spiritual and material world, and strives to learn the laws of language development. Supporters of the theory of cognitive linguistics believe that the importance of language activity is that experiences based on the language structure depend on linguistic thinking and are manifested in a conceptualized form before the subject. In this, the development of language is characterized by rationality. Pragmatism is its original essence. The pragmatic concept of truth cannot be considered only a property of history. Currently, there are theories that can be seen as a continuation and development of pragmatism. Proponents of pragmatism emphasize the practical system in understanding the concept of truth, which, in their opinion, does not allow us to reach the truth. They are an important aspect of linguistics, its assignment to grammar, which in turn is the problem of linguistic interpretation of truth, and the analysis of its criteria showed that truth is not a ready-made, consolidated linguistic knowledge, but a process of active search for it. As a result, its problematicity can be chosen as an important pragmatic feature of reality. German classical philosophers (Fichte, Hegel) looked at reality from the point of view of the development of knowledge, and representatives of one direction of modern Western philosophers - existentialism - discuss reality as a psychological state of individuality. The process of knowing the truth is a historical, contradictory, endless process.

CONCLUSION

In the conditions of the present era, as in the past, the three highest values, such as truth, goodness and beauty, remain the highest criteria in human activity. The first of them is to determine the value of knowledge, the second is to determine the basis of the moral foundation of life, and the third is to serve the values in art. In this case, truth serves as the main point that unites goodness and beauty. Truth is a goal-directing thinking power, about which F. Bacon put forward a wise idea that "Knowledge is power, it is real only in unchanging conditions." Truth is knowledge. But can any knowledge be true? Knowledge about the universe and even about its separate areas can reflect confusion as a result of a number of reasons. Consciously distorting the truth, as it was recognized above, the essence of knowledge is an adequate reflection of existence in the form of concepts, imagination, reasoning, and theory in human thinking. This, in turn, creates an opportunity to develop critical and analytical opinions, taking into account the achievements made in the framework of these issues. The desire to become powerful on the basis of higher knowledge defines a person's description of knowing the truth.

This shows how important it is to correctly and rationally explain the linguistic features of reality. This, as mentioned above, is directly related to speech strategies, speech situation and communicative purpose. It was studied within the framework of the main theoretical and linguistic concepts of truth, and the pragma-didactic features and possibilities of truth were logically and semantically based. Searching for the truth or determining the truth includes terms such as selflessness, justice, trust, conscientiousness, truthfulness, helping everyone equally, the right word, and sincerity in the semantic field of language units. In conclusion, the concept of truth in linguistics plays an important role not only in communication, but also in our cognition, society and research. The pragma-didactic interpretation of the concept of "truth" in linguistics allows students to understand this concept not only in the dictionary sense, but also how it is expressed through language tools, its function as a speech act, its dependence on context, how it is created in discourse, with speech strategies. helps to understand how it is related and how it can be analyzed through critical thinking. This approach gives students the opportunity not only to know the language, but also to be able to use it correctly in practice, to participate effectively in communication and to resist manipulation.

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