

PARADIGM OF LEXICAL UNITS OF “EDUCATIONAL INSTITUTIONS”

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ABSTRACT:

The article touches upon peculiarities of lexical units in the paradigm of “educational institutions”. The distinctive features of constituents of analyzed lexical semantic group are compared in the Uzbek and English languages. Conceptual and linguacultural features of the educatemese belonging to this paradigm are revealed with supportive examples.

KEYWORDS: *educational institutions, lexical semantic group, educatemese, paradigm*

Introduction: Discrepancies of LSF “education” in the English and Uzbek languages arise from substantial conceptual diversity of the systems of education in the English speaking countries and from differences in the stages of development of their national systems of education. In order to effectively identifying, components of LSF “education” are analyzed separately in each section. With the help of a contrastive-translational analysis of the constituents of LSF “education” of the English and Uzbek languages, three types of lexical correlate pairs of educational lexemes are distinguished. The constituent of the first type have similar phonographic structure and etymology. The first sub-type of this type comprises words with absolutely semantic structures. The second subtype includes polysemantic lexemes which have similar meanings in terms of one lexico-semantic variant. The second type is represented by lexical pairs with different verbal expression of constituents: the semes of these constituents are partially similar. The third type consists of lexemes without adequate equivalents in the receptor language. The above mentioned analysis is a sufficient background for classification of the constituents of the LSF “education” in the English and Uzbek languages into lacunae, analogues and reciprocal equivalents.

Lacunae are words used to denote phenomena, concepts or objects absent in the culture of the receptor language, they demand the coinage of equivalents in the target language.¹

Analogues are words in the target language which have correlates of the source language with partially similar semantic units. They are often used as translation equivalents.²

Reciprocal equivalents are words in the source language and target language denoting

¹ Bright. W. International Encyclopedia of linguistics. Cambridge: Cambridge University Press. 1995.

² Bright. W. International Encyclopedia of linguistics. Cambridge: Cambridge University Press. 1995.

phenomena, concepts or objects similar in both languages.³

MAIN BODY: The organization of knowledge in schools refers to the various activities which includes the entire varieties of learning experiences, (curricular and co-curricular). It covers the syllabus, courses of studies, the teaching methods, the characteristics of the teacher and the students, the interactions taking place between the teacher and the taught, between taught and the environment, the textbooks, teaching aids, library, the system of evaluation, different co-curricular programs, such as morning assembly, prize giving ceremony, sports, competitions, dramas, observation of different religious or national festivals, etc. It specifies course outlines along with objectives, learning experiences, and evaluation tools and follow-up measures. It covers a wide and varied range of occupations, activities and experiences provided to the child for his/her integral development – physical, vital, mental, psychic and spiritual.

The process of education takes place in educational establishments. In the Uzbek language LSG of «educational institutions»(ta’lim muassasalari) includes following type of educational institutions:

- boshlang’ich maktab - primary school (4years: I-IV class)
- umumiy o’rta ta’lim maktabi - secondary school (7 years V-XI class)
- Ayrim fanlar chuqur o’rganiladigan ixtisoslashgan maktab - specialized school (some of the subjects studied in depth training , period of 7 years: V-XI class)
- Ayrim fanlar chuqur o’rganiladigan ixtisoslashgan maktab internati - specialized boarding school (for 5 years: V-XI grades)
- Futbol bo’yicha ixtisoslashtirilgan maktab internati - football training of specialized boarding school (for 5 years : V-IX grades)
- sanatoriy turidagi ixtisoslashtirilgan maktab-internat - sanatorium-type boarding school (period of 9 years of education : grades I-IX)
- jismoniy yoki psixik rivijlanishda nuqsoni bo’lgan bolalar uchun ixtisoslashtirilgan maktab (maktab internat) - specialized school for children with physical or mental developmental delay (boarding school), training for 9(10)years)
- alohida sharoitlarda ta’minlash, tarbiyalash va ta’lim berishga muhtoj bolalar uchun ixtisoslashtirilgan maktab-internat - special conditions , to provide specialized school for children in need of education and training (training period is required).

According to the above , we can see that the constituents of umumiy o’rta ta’lim maktabi - secondary school (7years V-XI class), ayrim fanlar chuqur o’rganiladigan ixtisoslashgan maktab - specialized school (some of the subjects studied in depth training , (period of 7 years: V-XI class) are synonymous in terms of providing general secondary education for children and “general secondary education” is analog for the English language.

Feature terms that make LSG of “educational establishments “ in British English have usual

³ Bright. W. International Encyclopedia of linguistics. Cambridge: Cambridge University Press. 1995.

seme for constituents of each semantic factor of public school. Content of constituents of this group may vary form extralinguistic reasons and it has three variants. First variant: *Infant school – (school for young children from 5 years to 7 years old) - junior school – children for 7 to 11 years old.* , another variant : *combined infant and junior school – mixed school education of young and junior children*, third variant : *first school - lower primary school (for children 5 to 8 years) and middle school – intermediate school .*

Term-constituents that belong to the British primary school is defined implicit semantic factor belonging to the public sector and *infant school* is synonym for *infant classes, infants’ department* and *junior school (for children 7 to 11 years old)*

As mentioned above, the analogue equivalent to primary school or elementary serves as a general term for Uzbek “boshlang’ich maktab” while this analysis prove that in the LSG of Uzbek language no equivalent or matching terms for *infants school* and *junior school* . the term *first school (lower primary school (for children 5 to 8 years))* also has a semantic factor belonging to the public sector education and there is no similar term (analog) in the Uzbek language to this. Sememe “ *middle school*” is next in this sequence belongs to and share microfield “primary education “ and “secondary education” . The fact that implicit seme “age determinants” last constituents if “ students’ age” 8-12 or 9-13 years partially characterizes microfield “secondary education” .

The seme *belonging to private sector of education* (independent school) has following featured or marked terms: pre-preparatory school (younger preparation school for children 5to 7 years) and preparatory school or prep school - primary school for pupils between 7-13 years old, it prepares the children for the Common Entrance Examination to get them into a private independent secondary schools, including the prestigious English public schools . Unlike the UK in Uzbekistan we don’t see such schools, we have pre-school education that is generally characterized as nursery or kindergarten. The results of investigation lead to the conclusion that analyzed LSG in the Uzbek language , the seme “belonging to private sector of education” in the LSG of British English affects nominational educational institutions as well as the Uzbek language , there is also seme “ belonging to private sector of education” private educational institutions , including pre-school education, secondary education that is specialized for teaching foreign languages with other innovative courses for youngsters.

LSG “secondary education establishments” in the Uzbek language has the lowest number among the three constituents of LSG, in British NVE -22, American NVE – 25 constituents are found in the LSG of “secondary education establishments”.

In the Uzbek language the lexeme “ umumiy o’rta ta’lim maktabi (general secondary education) “ includes two constituents: “boshlang’ich sinf (elementary school)” , “yuqori sinf (secondary school)” which distinguishes them from counterparts in the LSG of American NVE. Semantic multiplier *studying period* (5 years) in secondary school analogue has usual seme in the Uzbek LSG while in American NVE it depends on state law. Uzbek : “umumiy o’rta ta’lim maktabi” has three analogues in American NVE: *junior high school* (kichik o’rta maktab) , *intermediate school (oraliq maktab)* and *middle school (o’rta maktab)*. “Yuqori sinf” is 5-9 classes of secondary school, while junior high school (middle school, intermediate school) is 6-8 or 7-9 classes, that makes them partially correlate to “yuqori sinf”

Analogue that is used as an equivalent translated term for *combined elementary and secondary*

school is “umumiy o’rta ta’lim maktabi” in the Uzbek LSG.

Finishing school - college of lower level, where more attention is paid teaching the humanities and the development of an internal culture – has no correlating counterpart in the Uzbek LSG.

Two constituents of “educational establishments” in the American NVE can share common sense with Uzbek lexemes “tayyorlov kurslari” va “tayyorlov maktabi”, but translated equivalents can’t be used: *academy* – maktab-internati (engaged in preparation for higher education institution) and *preparatory school* - tayyorlov maktabi (private school that prepares students for college).

Lacunae can be seen in the Uzbek language with English marked sense “consolidation” (mustahkamlash), that unites two or more school districts into one larger school district. *School district* – this area is a part of the state which includes one or several settlements with schools subordinate municipal school board. We can take “Ta’lim boshqaruvi (shahar, tuman)bo’limi” as a partial equivalent. Thus, the term referred to above, *area school* - united school district (school, where children comes from several districts), *consolidated school* –for pupils from different areas.

Extralinguistic reasons lead to the emergence of new terms in the American NVE(national variant education) that cause analogues lacking in Uzbek terminology: *gun-free school zone* – qurolsiz maktab hududi (an area in which the law prohibits carrying the weapons); *drug-free school zone* – narkotiklarsiz maktab hududi (an area which the law prohibits action of spreading drug substances); *drug-free schools* – narkotiksiz maktablar. Slang expression *blackboard jungle* (jungle school) come from the name of one of the novel Evan Hunter, schools for New-York and used to refer to urban schools with low student discipline that are located in the areas with high crime, etc.

A number of terms have the same *religious affiliation* (diniy mansublik): parochial school, religious school – diniy maktab, catholic school – katolik maktabi, nonsectarian school – mazhablararo bo’limgan maktab (school that accepts students regardless of religious affiliation). A similar LSG microfield “secondary education” in the Uzbek language do not have the sense that unites religious affiliation. In Uzbek we see only one kind of religious school “madrasa” – Islamic religious school.

One of the innovative tokens is *Charter school* – xartiya maktab -school focused on local needs (public school that has permission to provide alternative education programs to meet local needs). There is also a lacuna in the Uzbek language.

The sense “alternative education institution” unites such constituents in the LSG of American NVE: *alternative school* – *muqobil maktab* – public or private high school with experimental multilateral forms of education; *street academy* - or *storefront school* – maktabdan chetlashtirilgan o’smirlar uchun muqobil maktab; shaharning chekka qarovsiz hududlarida ko’chaning salbiy ta’sirlarini kamaytirish maqsadida tashkillanadi(kind of alternative school for teenagers who have been excluded from school; organized in poor areas of cities to reduce the negative influence of the street); *magnet school* - magnit maktab (zamonaviy texnika va yuqori malakali o’qituvchular bilan ta’minlangan, iqtidorli talabalarni jalb qilishni maqsad qilgan, o’qishni davom ettirishga tayyorlaydigan maxsus maktab turi) - special school type, exemplary technical equipment and specially designed programs with highly qualified teaching staff, whose aim is to attract the most talented students, including from ethnic minorities to prepare for further education; can see following types of education or educational establishments).

In the LSG of “secondary education institutions” American NVE do not have lexemes with

the same “*specialization establishment with a certain profile*“, while the Uzbek language with this same indicates such terms : *maxsus maktab (maktab-internat)* (specialist (boarding) school), *litsey (lyceum)*, *iqtidorli bolalar maktabi* (gifted children school), *aniq fanlar maktabi* (specialized school for certain subjects)

School for disabled pupils have two constituents in the Uzbek LSG : 1) *sanatoriylar turidagi ixtisoslashtirilgan maktab-internat - sanatorium-type boarding school*; 2) *jismoniy yoki psixik rivijlanishda nuqsoni bo'lgan bolalar uchun ixtisoslashtirilgan maktab (maktab internat) - specialized school for children with physical or mental developmental delay (boarding school)*, while in the American NVE LSG only one term is used: *therapeutic school* (*maxsus maktab*)

Furthermore, we can see following types of education or educational establishments in the LSG of British English.

Adult education – educational courses for adults that are often given in the evenings;

A well-rounded education – an education that includes many areas, for example music, the arts and physical skill; coeducation, collegiate (mainly American) relating to colleges or intended for students at college; comprehensive – relating to a system of education in the UK in which students with different levels of ability are taught in the same school; CPD- (British) continuing professional development; home schooling – the process of educating your children completely at home instead of in a school; m-learning- methods of learning that involve the use of mobile phones and handheld computers; tertiary education – education at a college or university; special education – educational services for people with disabilities and people who have difficulty at the visual rate;

There are over 700 colleges and other institutions in the UK which do not have degree awarding powers, but which provide complete courses leading to recognized UK degrees.

CONCLUSION:

Contrastive analysis of lexical semantic field “Education” in the English and Uzbek languages in synchronic aspect gives number of lexemes that can correlate to each other in the analyzed lexical semantic groups and subgroups. The analysis shows that discrepancies of LSF “education” of the English and Uzbek languages arise from substantial conceptual diversity of the systems of education in the English speaking countries, Uzbekistan and from differences in the stages of development of their national systems of education.

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