

THE PARADIGM OF “EDUCATIONAL PROCESS PARTICIPANTS”**Ganieva Dilafruz Khasanovna, Ph.D**Researcher Kokand Pedagogical Institute, Uzbekistan,
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Abstract: The article touches upon the problem of discrepancies LSG “educational process participants” in the Uzbek and non-related English languages. It is dedicated to the verbalizers in lexical-semantic field of “education” and expressed “conceptual semantics of “educational process participants”. The distinctive features of language units of analyzed lexical-semantic group are compared with examples, supported with the citations from scholars’ research work.

Keywords: semantic field, lacunaes, analogues, reciprocal equivalents, correlate pairs, age determinants, archiseme.

INTRODUCTION: This research study intends to elaborate upon differences in the microfield of “educational process participants” comparatively in the Uzbek and English languages.

RESULTS are following outcomes that have been achieved at the end of the article:

1. The concept of “paradigm” are explained and supported with theories.
2. The paradigm of “educational process participants” are analyzed
3. The lexical units of microparadigm of “educational process participants” are investigated
4. Translation problems are studied about correlate pairs and constituents in both languages

MAIN BODY: The word "paradigm (Greek word, menaing, and example)" was first used in physics in the context of "scientific achievements representing a problem and its solution", and later found its reflection in linguistics and other fields. F. de Saussure and his followers studied the mutual associative relationship of language units that are the same in terms of value as a paradigmatic relationship and united certain language units into paradigms according to their common features.

In the researches of Russian linguists V.Z. Demyankov and E.S. Kubryakova, this term was deeply studied and its "scientific direction" meaning was revealed. In Uzbek linguistics, this concept was studied in the scientific works of E. Begmatov, H. Ne'matov, A. Nurmonov, R. Rasulov, Sh. Shahobiddinova, Sh. Iskandarova, D. Nabieva, T. Mirzakulov, M. Abdiev and others.

Summarizing the above, we briefly define the concept of a lexical paradigm as "a group of lexical units connected on the basis of a certain meaning." Thus, we called our paradigm as “ educational process participants, that is a group of lexical units that refer to person in both languages.

The participants of educational process are studied isolatedly, dividing them into two subgroups: 1) the learner: *o'quvchilar – pupils, graders, talabalar – students* and 2) the teacher: *o'qituvchilar – teachers, professors*.

Semantic feature of “age determinants” age group of Uzbek primary and secondary education pupils doesn't coincide with a similar semantic feature of British and American English. Boshlang'ich sinf o'quvchilari (elementary school pupils– (6) 7-10 (9) yosh (7-10years) – primary school pupil – 5-11 years – grader -5-11(12) years. This age scheme is stable for Uzbek educational system, while variable

for American and British English.

Generalized semantic component of “*Boshlang’ich sinf o’quvchilari* “*elementary school pupil*” united with the differential semantic multipliers. *1-sinf o’quvchisi* – *first year pupil*, *2- sinf o’quvchisi* – *second year pupil*, *3- sinf o’quvchisi* – *third year pupil*, *4-sinf o’quvchisi*- *fourth year pupil*.

Architectonic subgroup of “pupils” in British English is more complicated than the structure of the sub-correlate group in the Uzbek language. In the Uzbek language this structure with one-step timing lexemes with one archilexeme. Whereas subgroup in British English with two-step timing constituents. There are two different constituents serve for semantic covering for British English terms of primary school pupil (*boshlang’ich maktab o’quvchisi*) : *infants* – *younger pupil of primary school from 5 up to 7 years old* and *juniors* – *older pupils of primary school* , *8-11 years old*. The term *infants* semantically combines such lexemes :*1-sinf o’quvchisi* – *first year pupil* and *2- sinf o’quvchisi* – *second year pupil*; *junior* and its synonym (*school*)*boy* , (*school*) *girl* general term for these four constituents in the Uzbek language: *3-sinf o’quvchisi* – *third year pupil*, *4- sinf o’quvchisi* – *fourth year pupil*,*5-sinf o’quvchisi* – *fifth year pupil*, *6- sinf o’quvchisi* – *sixth year pupil*;

Analyzing the structure and semantic constituents set of subgroups “o’quvchi – pupils” of two languages gives conclusion about the overlap of semantic subgroups of Uzbek and the British subgroup and mismatching structure of two subgroups in the analysis.

The structure of the subgroup of “graders” in American English is similar to the structure of sub-correlate group in the Uzbek language. In the American English this structure is also with one-step timing lexemes with one archilexeme “grader”. In the Uzbek language it consists of four subgroup constituents, while in American English subgroup this includes six constituents: *first grader* - *1-sinf o’quvchisi*, *second grader* - *2-sinf o’quvchisi*, *third grader* - *3-sinf o’quvchisi*, *fourth grader* -*4-sinf o’quvchisi*, *fifth grader* -*5-sinf o’quvchisi*, *sixth grader* -*6-sinf o’quvchisi*.

The structural organization and number of constituents in the lexical semantic subgroup of “o’qituvchi” in the Uzbek language in comparison with the American and British English are more simple and include fewer number of terms , that are belong to this subgroup.

Boshlang’ich sinf o’qituvchisi is analogue archilexeme for *elementary school teacher* and *primary school teacher*. Further, structure analysis shows that differences in the microfield structure organization. Differences in American – Uzbek and British – Uzbek lexical semantic subgroup are having various semes *number of years studying of pupils is belong to the one teacher* . For Uzbek archilexeme its seme is *one teacher conducts the lessons for four years with one class pupils* in Uzbek. For American and British is *one teacher for one class year of primary education*.

American *elementary school teacher* covers six specific term in itself: *first grade teacher* (*1-sinf o’qituvchisi*) , *second grade teacher*(*2-sinf o’qituvchisi*) , *third grade teacher* (*3-sinf o’qituvchisi*), *fourth grade teacher*(*4-sinf o’qituvchisi*), *fifth grade teacher* (*5-sinf o’qituvchisi*) and *sixth grade teacher* (*6-sinf o’qituvchisi*). These are ethnospecific terms and there is lacunae in regard to Uzbek lexical semantic subgroup. Another two constituents are belong to the subgroup of American English semantically filling and no analogs in the subgroup of the Uzbek language: *teaching assistant*(*o’qituvchi yordamchisi*)and *aide*(*o’qituvchi yordamchisi*).

Specific terms *year 1 teacher* (*1-sinf o’qituvchisi*), *year 2 teacher* (*2-sinf o’qituvchisi*), *year 3 teacher* (*3-sinf o’qituvchisi*) , *year 4 teacher* (*4-sinf o’qituvchisi*), *year 5 teacher* (*5-sinf o’qituvchisi*), *year 6 teacher* (*6-sinf o’qituvchisi*) semantically covers British *primary school teacher*. The terms *year 4 teacher*, *year 5 teacher*, *year 6 teacher* are alternative constituents, *if the school scheme is divided into first school and middle school*.

We can see following analogues: such as *subject specialist* – *fan o’qituvchisi*, *home-room teacher* –

sinf rahbari.

Semantic factor *yuqori sinf o'quvchilari* – secondary school pupil (BrE)– junior high school student (AmE) has also distinctive features.

In the lexical semantic subgroup of the Uzbek language with this semantic factor includes 5 terms: (to identify differences it is also important to determine the age of semantic features of each term that is indicated in parenthesis) 5-*sinf o'quvchisi*(10-11 years old) (*pupil of the fifth form*); 6-*sinf o'quvchisi*(11-12 years old)(*pupil of the sixth form*); 7-*sinf o'quvchisi*(12-13 years old) (*pupil of the seventh form*); 8-*sinf o'quvchisi*(13-14years old) (*pupil of the eights form*); 9-*sinf o'quvchisi*(14-15 years old) (*pupil of the ninth form*);10-*sinf o'quvchisi* (15-16 years old); 11-*sinf o'quvchisi* (16-17years old).

In the lexical semantic subgroup of British national variant English has also 5 correlative terms to the Uzbek language, but with age semantic shift it is characterized, the study for one year and numeration class for two years: *year 7 pupil* (age11-12) (7-*sinf o'quvchisi*) ; *year 8 pupil* (age 12-13) (8-*sinf o'quvchisi*); *year 9 pupil* (age 13-14) (9-*sinf o'quvchisi*); *year 10 pupil* (age 14-15)(10-*sinf o'quvchisi*); *year 11 pupil* (age 15-16) (11-*sinf o'quvchisi*). American NVE (national variant education) lexical semantic subgroup doesn't have an invariant number of constituents with such semantic feature. Two terms are with constant semantic factor: *junior high school student :7th grader* (7-*sinf o'quvchisi*) (age 11-12) and *8th grader* (8-*sinf o'quvchisi*) (age 12-13), these two terms are usual (depending on the type of state law schools) : *6th grader* (6-*sinf o'quvchisi*) (age 10-11) and *9th grader* (9-*sinf o'quvchisi*) (age 13-14) .

Therefore, analogues equivalents of tokens (Uzbek constituent – British , Uzbek constituent – American) analyzed above, can be considered only as generic tokens *o'rta maxsus ta'lim o'quvchisi* (*yoki yuqori sinf o'quvchisi*) – secondary school pupil (British N), *o'rta maxsus ta'lim o'quvchisi* (*yoki yuqori sinf o'quvchisi*) – junior high school student (American). The remaining terms are correlative, though as translated equivalents can't be used. For semantic reproduction of constituents used calque and commentary translation if necessary (text in brackets after each token).

Constituents of in the lexical semantic subgroup “*o'quvchi*” of the Uzbek language also include the pupil of college and lyceums, as these educational institutions are part of general secondary education, learners are called “*o'quvchi*” not “*talaba*”. 1-kurs *o'quvchisi* (age 15-16), 2-kurs *o'quvchisi* (age 16-17), 3-kurs *o'quvchisi* (age 17-18). These can correlate to *the pupil of the 10th form (age 15-16)* , *pupil of the 11th form(age 16-17)* or *high school students* that unite into the seme *umumiy o'rta maxsus ta'lim* . Their correlation in British is subgroup *Sixth former* (6-*sinf o'quvchisi* (age 16-18)). This sixth grade covers two years and getting full secondary education in the UK and admission to higher education for preparing for university. Following constituents are used in American English to denote high school or college students for each year : *freshman* – *yuqori 9-sinf o'quvchisi* (*kollejlarda 1-kurs talabasi*)(age 13-14); *junior* – 10-*sinf o'quvchisi* (*kollejlarda 2-kurs talabasi*) (14-15); *sophomore* – 11 –*sinf o'quvchisi* (*kollejlarda 3-kurs talabasi*) (age 15-16); *senior* – 12-*sinf o'quvchisi* (*kollejlarda 4-kurs talabasi*) (age 16-17). It is clear that the asymmetry of the structure *umumiy o'rta maxsus ta'lim maktabi* -high school in three countries , the causes asymmetry equivalent constituents in the LSG which is analyzed , especially are : *o'quvchi* – *pupil* – *student* . As previous terms , only the generic tokens – each subgroup constituents can be used as mutually transferable matches: *yuqori sinf o'quvchsi* – *senior pupil (British)* – (*high school*) *senoior student (American)*. The remaining terms are ethnospecific lexemes with ethnospecific character. For these tokens translated equivalents are with descriptive translation.

lexical semantic subgroup in both languages English and Uzbek have unique matches, which are used to indicate the student who are graduating (graduated) the school: *bitiruvchi* – *school-leaver (British*

and American), *high school senior* (British and American), *senior* (American), *graduate* (American); *sinfdosh* (*bir sinfda o'qigan o'quvchilar*) – *class-mate* (British and American), *co-ed* (American , *sinfdosh qizlar*), *co-educated* – *sinfdosh qizlar*(British and American), *class-fellow*- parallel *sinfdosh* (pupils who are studied at the same school year), *school-fellow* – *maktabdosh* (pupils who are studied at the same school); there are lexemes to define the pupil who misses classes without good reason : *progulchi* (colloquial in Uzbek) – *hookey-player* (in American) – *truant* (British); the pupil who are bad at studying – *ikkichi or qoloq* (in Uzbek – *underachiever* (in British and American).

The lexical semantic subgroup of “pupils” in British has a such layer of tokens marked with the seme *privileged private school student* , they all have gaps relative to correlate a subgroup of the Uzbek language: *boy* – o'quvchi (particularly in Eton college), *captain of the school* – Iton kolleji stipendiyasini olgan eng yaxshi o'quvchi, *lower boy* – 1) kichik sinf o'quvchisi; 2)Iton kollejining 5 yoki 4-bo'limlari o'quvchisi; *King's scholar* – qirolik stipendiyasi sohibi (Iton kollejida); *oppidan* – Iton kollejida stipendiya sohibi bo'lmagan o'quvchi (yoki shaxsiy turar-joyda yashovchi) ; *captain of the Oppidans* – Iton kollejining stipendiya sohibi bo'lmagan o'quvchilarning eng yaxshisi; *colleger* – Iton kollejining stipendiya sohibi (in the UK) (yoki kollej yotoqxonasida yashovchi) .

Each closed private school (public school) has their own jargon : Rugby –speak – jargon, Ragbi kolleji o'quvchisi. Often these kind of lexemes in the subgroup appears with the name of the institution :*Harrovian* - Harrov maktabi bitiruvchisi ; *Wykehamist* – Winchester kolleji o'quvchisi yoki bitiruvchisi, *Rugbian* – Ragbi kolleji o'quvchisi (yoki sobiq bitiruvchisi) ; *Etonian* – Iton kolleji o'quvchisi yoki bitiruvchisi . Some of the such lexemes prevails rethought words, such as *tug* – stipendiya sohibi (Iton kollejida) ; *wetbob* – Iton kollejining suv sporti bilan shug'ullanadigan o'quvchisi .

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. Furthermore, participants of learning process analyzed separately, giving correlate pairs for all constituents in this researched subgroup.

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