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ҒАНИЕВА ДИЛАФРУЗ ХАСАНБӨЙ ҚИЗИ

**SEMANTIC STRUCTURE OF LEXEMES RELATED TO
EDUCATION IN THE ENGLISH AND UZBEK LANGUAGES
AND ISSUES OF LINGUADIDACTICS**

**ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА ТАЪЛИМГА ОИД
ЛЕКСЕМАЛАРНИНГ МАЪНОВИЙ ТУЗИЛИШИ ВА
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“Ingliz va o‘zbek tillarida ta’limga oid leksemalarning ma’noviy tuzilishi va lingvodidaktika masalalari” nomli

MAGISTRLIK DISSERTATSIYASI ANNOTATSIYASI

Mavzuning dolzarbligi. So’zning leksik ma’nosi . tushunchasi tilshunoslik nuqtai-nazaridan dolzarb muammo hisoblanib , ta’limga oid leksemalarning ikki tilda qiyosiy o’rganilishi, mazmuniy maydon, tarjima nazariyasining rivoji ushbu dissertatsiyaning dolzarbligini tasdiqlaydi.

Magistrlik dissertatsiyasining maqsadi. “Ta’lim” arxisemali birliklarni aniqlash va semantik tahlilga tortish. “Ta’lim” arxisemali birliklarning leksik semantik guruhlarini tahlil qilish, lingvadidaktik masalalarini ko’rsatish

Tadqiqotning vazifalari: Tadqiqotning bosh vazifasi sifatida “ta’lim” arxisemali leksik birliklarning semantik xususiyatlarini ingliz va o‘zbek tilshunosligida ilk bor qiyosiy tadqiq qilish masalasi belgilandi.

Mavzuning o’rganilganlik darajasi. Ta’limga oid so’z va so’z birikmalari tilshunoslik yuzasidan leksikografiya bo’limida qisqa tahlil qilingan bo’lsada, semasiologiya bo’limida sema sifatida ilk bor tahlilga tortilmoqda va ilk bor qardosh bo’lmagan ingliz tili bilan qiyosiy tahlil qilinmoqda.

Tadqiqot obyekti va materiallari. Ishning tadqiqot obyekтини ingliz va o'zbek tillarining faol lug'at boyligidagi "ta'lim" arxisemali so'zlar, o'zbek va ingliz adabiyoti asarlaridan keltirilgan misollar tashkil qiladi

Tadqiqot predmeti. Ingliz va o'zbek tillarida "ta'lim" arxisemali leksik birliklarni semantik tahlil qilish.

Tadqiqotning nazariy asoslari. "Ta'lim" arxisemali leksik birliklarni aniqlanishi va semantik tahlil qilinishi, semasiologiyaning, maydon nazariyasining, tarjimashunoslikning taraqqiy etishiga va milliy lug'atchiligimiz uchun esa manba vazifasini o'taydi.

Tadqiqot uslubiyati va uslublari: Ingliz va o'zbek tilshunosligida mavjud qarashlar asosida "ta'lim" arxisemali birliklar semantik tahlil qilindi. Tadqiqotda tarixiy-qiyosiy, tavsiflash, komponent tahlil kabi metodlarga murojaat etildi.

Tadqiqotning amaliy ahamiyati. "lug'atshunoslik", "semasiologiya" va "tarjimashunoslik" fanlari bo'yicha nazariy va amaliy mashg'ulot darslarini olib borishda foydalanish mumkin.

Kutilayotgan natijalar va muammo yechimlari. "Ta'lim" arxisemali birliklarning semantik jihatdan tahlili, Semasiologiya, Tarjimashunoslik ning ravnaqi va fan oldidagi muammolar samarali yechim topadi.

Magistrlik dissertatsiyasining strukturaviy tuzilishi. Ish kirish, uch asosiy bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat bo'lib, 82 betni tashkil qiladi.

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**ANNOTATION OF DISSERTATION BY GANIEVA DILAFRUZ
SUBMITTED FOR THE MASTER’S DEGREE OF LINGUISTICS**

The theme: Semantic structure of lexemes related to education in the English and Uzbek languages and issues of linguadidactics.

Actuality of research work: Despite the extensive research in solving particular problems of English vocabulary in the field of education, it is a very urgent problem to develop new approaches that enable more detail to describe the lexical formation of modern English language. These include the study of vocabulary teaching with a field approach, the establishment of connection , involving linguistic elements and objective reality, not only to identify the conditions of their implementation, but also to fully describe the individual lexical layers, in particular, the vocabulary under the archiseme “education” in comparison with the Uzbek language.

The aim and purpose of research work is to verify, classify and analyze the semantic structure of lexemes related to “Education” in the English and Uzbek languages.

The object and material of research work is the lexemes related to education in the active dictionaries of the English and Uzbek languages, educational encyclopedias , glossaries, electronic media and the Internet, and examples from the works of Bernard Shaw, Charlotte Bronte, Stacy A. , Abdulla Qahhor, Pirimqul Qodirov, S. Siyoyev, Xurshid Davron, M. Ismoilov and others.

The scientific novelty of the research work is semantic structure of lexemes related to “education” is being analyzed for the first time in the English and Uzbek languages comparatively with a field approach.

The theoretical value lies in the fact that this work is further development of the theory of lexical-semantic field, semantic-structural analysis. Learning vocabulary of the English language in comparison with the Uzbek language contributes to the deepening of the submission of the systemic nature of the language, the organic connection of units of different levels in the course of their contribution.

The practical value of the study lies in the fact that its main provisions and results can be used in translation practice, English language teaching, courses on lexicology, semasiology, lexicography and terminology.

The methods of investigation used in this research are as following: method of lexicographical analysis, semantic and logical method, field-structuring method, lexical-semantic componential analysis, comparative analysis.

The contents of research work: Dissertation consists of an introduction, 3 main chapters, conclusion and bibliography. The dissertation consists of 82 pages.

Supervisor: Ph.D D. A. Ganieva

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Introduction

Having embarked on the path to independence and adhering to own model of economic development, Uzbekistan, for historically short term, has achieved great success which cause admiration and never ceases to amaze the world community. It became an integral part of world community and the global financial and economic market, the member of UN, cooperates successfully with many international institutes and the organizations, it has on its territory of the embassy, and other representative offices of many countries, takes necessary measures for improving level and quality of population's life. Modern and well-developed education system has a great role in achieving such great successes as it gives an opportunity to get high-qualified, intellectual and innovative specialists who are able to change the future. In this occasion Uzbekistan is more than ever in need of highly qualified specialists in the field of foreign languages. As the 1st President of Uzbekistan I.A.Karimov said: *"Today it's difficult to revalue the importance of knowing foreign languages for our country, as our people see their great prosperous future in the cooperation with foreign partners."*¹

Learning foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. The presidential decree under number 18/75 underlines the fact that basic knowledge of English is taught in educational establishments must be renovated, makes us find out methods of teaching suitable for the teaching at schools, lyceums and universities mentioning the level of students..

Today scientists of the Republic carry out fundamental and applied research in many areas of modern science. The republic has world-class research schools and investigations in many areas are successfully conducted. Development of our own intellectual, scientific, and technical potential, as a factor for sustainable

¹I.Karimov "Uzbekistan on the Threshold of the 21st century: threats to the security, conditions and guarantees of the progress". – Tashkent. Uzbekistan. 1997.-315p

progress of our country, we immediately associate with further expansion of scientific, technological and cultural links with prestigious research centers in the world, with the joint research on many important issues. As our 1st President said to our future generation that *“The task of science is to form our future, trends for tomorrow, the laws of nature, to show the way it will be. Science must be the means and the force driving forward the development of society”*¹. There is emphasized that the strongest sides of social and economic development and innovation potential of Uzbekistan are the investment into human capital, research, the amount of public expenditure on education and the overall status of the education system. In this connection it's appropriate to remind resolution to boost the Academy of Sciences by the President of Uzbekistan Shavkat Mirziyoyev “On measures for further development of Academy Sciences and Scientific and Research activity Organization, Governance and Finance aims to address the issues”. Following this resolution, the President set objectives to restore the scientific potential and attracted talented youth by mobilizing scientific research and merging science and production.

Such resolutions prove how learning foreign languages are significant and require more attention from linguists to disclose unrevealed, less studied features of the Uzbek language as well. At present comparative typological study of languages enveloped comprehensive study. Researchers in the area of linguistics are paying more and more attention to comparative analysis of languages, mainly based on the fact that, as noted by Hjelmslev “exhaustive linguistic typology is the largest and most important task to be solved linguistic rise to the largest generalizations and becomes science. As the object of his analysis is comparative-typological linguistics elect those issues that are most needed in the modern linguistics. Outstanding scholars of this science in the 20th century were E.D. Polivanov, L.V. Scherba, Meshchaninov and others. Later studies in this direction, in the works V.N. Yartsova, A.I. Smirnitskiy, V.A. Zvyagintsev, V.G.

¹I. Karimov “ Along the road of the country's modernization and sustainable economic development”. - Tashkent. Uzbekistan. 2010-115p

Hook and many others developed a wide range of issues relating to the methods and aspects of the comparative typological analysis, determined by its importance for the general theory of language.

Taken into account the need of today the given dissertation is devoted to “Semantic structure of lexemes related to education in the English and Uzbek languages and issues of linguadidactics”. Despite the existence of numerous studies, intensive development of lexicography, qualitative changes in the English and Uzbek languages in education system, programmable current trends and processes are still poorly understood. This is due to the wide range of problems in the system of modern education such as dialogue of cultures of different areas of knowledge, resulting in the attraction to the sphere of the English and Uzbek language education system of new words and new meanings of various educational, social, cultural, scientific and technological contexts.

These are the words, such as: e-learning, gifted education, rural education, computer-assisted learning, blended learning, virtual university, migrant education, learner-centered/teacher-centered approach, etc. In this respect, English vocabulary in the field of education is considered as a kind of open system by V. I. Tuzlukova, which is based on embodied in the modern English language integrative trends of the world of education system: processes of integration, complementary of different scientific fields, fundamental ambiguity of pedagogical concepts, often allowing their different understanding and interpretation (V.I. Arshinov, H.Jl.Greidina, M, Zemlyanova, Y.I. Kryukova, D. Povey, I. M . Sushkov, I. Walsh).

The vastness of lexical system of education in the English language, the complexity and ambiguity of social and cultural contexts of its units functioning encourage modern linguists confined to the study of its particular aspects and characteristics. So, currently developing studies related to those issues of formation of terminology, fixing individual processes and phenomena in the field of education. As a part of language research and interdisciplinary research raises

questions about the structural features of the vocabulary in the field of education. For example, we study ways to systematize: specifies the new values introduced by other languages, scientific and socio-cultural contexts (G.O.Vinokur, B.S.Gershunsky, B.N.Golovin, Yu.N.Karaulov, V.M.Leychik, S.G.Ter-Minasova, A.A.Ufimtseva, A.D.Sweitzer).

This research paper serves as a useful means studying students and for special extra curriculum courses at educational establishments that can develop not only language skills of students, but also improve their theoretical knowledge on semantics, semasiology, lexicology, terminology and comparative linguistics. We have the full basis to approve that many linguists have brought the invaluable contribution to studying form and meaning of the word, meaning relation with idea, object, sound, concept, action, etc from various points of view and their semantic analysis (in more detail see Yu. N. Karaulov, V. V. Vinogradov, A.I. Smirnitsky, P.S. Popov, N.A. Baskakov, N.N.Amosova, O.S.Axmanova, G.S. Klyekov, O. N. Sliverstova, E.M. Galkina-Fedoruk, A.S Chikabova M.N. Zaxarova, G.V . Kolchanskiy, R. Carnap, U. Weinreich, F. H. George, C. Fries, C. S. Pierce, E. A. Nida , P. Ziff , S. Ullmann works and etc.), that has created necessary theoretical preconditions for describing the semantics and semantic structure of lexemes in different aspect correlation.

The actuality of the investigation. Despite the extensive research in solving particular problems of English vocabulary in the field of education, it is a very urgent problem to develop new approaches that enable more detail to describe the lexical formation of modern English language. These include the study of vocabulary teaching with a field approach. Thus, the field approach opens new possibilities for studying language in education, its organizing, understanding and interpretation. In Uzbek linguistics studying lexemes with a field approach was started broadly from the last decade of the XX century. Following dissertations were great contributions to the field approach in Uzbek linguistics by Sh.M.Iskandarova about the microfield of person in nouns, N.R.Nishonova about

the lexemes of “Animal” archiseme, S.Muhamedova about the semantics of action verbs, H.Tojimetov about adjectives. In these dissertations they investigated the generalization(umumlashish) of sememes into the one archiseme, grouping under the various integral semes. However, Uzbek linguistics still need of more such investigations in this field. In European countries, researchers paid attention earlier to the semantic analysis of lexemes and the field approach. In the XIX century M.Pokrovsky gave the theory of generalization of lexical units. Jost Trier, Stephan Ullman, Eva Kittay, Sue Atkins, Charles J. Fillmore, Porzig, Weisgerber had a great contribution to the development of semantic field theory.

The scientific novelty of this work is to study the lexical system of education with field approach in Uzbek are being carried out for the first time, furthermore any researches have not been done in comparison with non-relative English language in this field. Also, neologisms that are appearing in the education system due to the processes of intercultural communication, globalization and changing the traditional educational environment to the virtual, are being studied for the first time and this research paper includes semantic analysis of educational lexemes and linguadidactic issues at universities.

The theoretical value lies in the fact that this work is further development of the theory of lexical-semantic field, semantic-structural analysis. Learning vocabulary of the English language in comparison with the Uzbek language contributes to the deepening of the submission of the systemic nature of the language, the organic connection of units of different levels in the course of their contribution and helps to mutual understanding of educational lexicon in both languages.

The practical value of the study lies in the fact that its main provisions and results can be used in translation practice, English language teaching, courses on lexicology and stylistics, as well as the development of methodological benefits and new pedagogical lexicographical sources. Furthermore, this dissertation paper

result and outcomes can serve as a useful source for more investigations and research papers on this field.

The aim of this work is to analyze the semantic structure of lexemes related to education in the English and Uzbek languages and their linguadidactic issues.

According to this general aim the following particular **tasks** are put forward:

- to introduce different approaches to meaning of the word
- to make the semantic analysis of tokens,
- to show the paradigmatic relations of educational lexemes in the English and Uzbek languages
- to analyze lexical semantic groups (LSG) under the archiseme of “education” in both languages
- to analyze Microgroup “Educational process participants” and its semantic features
- to analyze Lexical-semantic analysis of the microgroup “Educational establishments”
- to analyze hyperonymy-hyponymy, relations of microfield “Education”
- to analyze syntagmatic relations of microfield “Education”
- to analyze lexical-semantic analysis of microgroup “Assessment system”
- to analyze neologisms related to education and issues of linguadidactics
- to show intensiveness among lexemes in the dictionary
- to find out actual and potential semes under the archiseme of “education”
- to analyze the possibility of valency in the lexemes related to education
- to give recommendations on linguadidactic issues for those willing to keep up their educational and scientific carrier in the science of the English language,
- to broaden their view on ways of teaching and peculiar features.

The **object and material** of the given investigation are the lexemes related to education in the active dictionaries of the English and Uzbek languages,

Begmatov, N Maxkamov, E. Umarov, D. Xydoyberganov, T. Mirzaev, N.Tukhliev,A,Madvaliev,O'zbek tilining izohli lug'ati Besh jildli. –Toshkent O'zbekiston milliy ensklopediyasi, O'z.R.F.A, Alisher Navoiy nomidagi til va adabiyot instituti.2008.J. 4-B 400, Oxford Advanced dictionary 8th edition, Thesarus, Merriam –Webster dictionary, educational encyclopedias such as Encyclopedia of Education 2nd edition (Judith J. Culligan e-version) , Encyclopedia of Modern Education / Ed. By H.Rivlinand R. Schuler, International Encyclopedia of Linguistics,glossaries, electronic media and the Internet,as well specialized English and Uzbek speaking educational and scientific texts in traditional and on-line form and examples from the works of B.Shaw, Ch.Bronte, , A.Qahhor, P.Qodirov, S.Siyoyev, H.Davron, M.Ismoiluy and others.

The methods of investigation used in this research are as following: method of lexicographical analysis, semantic and logicalanalysis method, field-structuring method, lexical-semantic component analysis, comparative analysis.

The structure of the dissertation paper consists of an introduction, main part, conclusion and bibliography.

Introduction states the novelty and actuality, the aim, the reason of choosing this theme and the methods used in the dissertation paper. It also gives us brief information about the plot of the research work.

The main partincludes three chapters: the theoretical basis, the analysis of tokens, microfield of “education”, lexical-semantic analysis of microgroups,practical examples on the theoretical basis, neologisms in “education” and some linguadidactic issues.

Thus, Chapter I deals with general notes on Semasiology, it includes:

1. Different approaches to meaning of word.
2. Semantic structure of educational lexemes in theEnglish and Uzbek languages
3. Lexical-semantic field “Education” in English and Uzbek and problems of mutual undestanding

Chapter II is devoted to the analysis of practical examples of semantic structure related to education in the English and Uzbek languages, disclosing similar and dissimilar features of both languages , problems of mutual understanding, analyzing their lexical-semantic groups (LSG) and lexical-semantic analysis of microgroups “Educational process participants”, “Assessment system”, “ Educational establishments”

Chapter III includes the semantic-structural relations of microfield “Education”, neologisms in this field and issues of linguadidactics.

In conclusion the results obtained in the research paper are summarized and described.

The bibliography includes the items of the scientific literature on the theme and various types of the dictionaries of the English and Uzbek languages used as a source of materials. Besides that some of the Internet sites used in the research also included into it.

I.Theories about meaning of word and general aspects of educational lexemes in the English and Uzbek languages

1.1Different approaches to meaning of the word

Acquisition of any language always comes with comprehension of meaning on that language. The better we understand, the easier it comes to learn a new language. In studying language, words actively participate as a unit of communication as they possess a meaning and a form. Therefore word is considered as one of complicated problems for linguistics. Many definitions and opinions were given by linguists, philosophers in order to point out features of word as a language unit. Word is described as a language unit, speech unit, perceptive unit of speech, meaningful unit and so on. One of such definitions was given by N.A.Baskakov, A.S.Sodikov, A.A.Abdurazizov in the book “General linguistics”. “Word is the most basic and central unit of the language, traditionally, it was considered as a meaningful unit, from linguists described as actual and formal meanings, opposition of grammatical and lexical meanings. If we see the words as sign relations, it shows outer (object) and inner (language instruction) aspects between meaning and form. Therefore, words appear in the language in two aspects: 1) as an element of vocabulary which possesses lexical meaning and nomination features: 2) on the basis of language structure unit of having grammatical meaning.

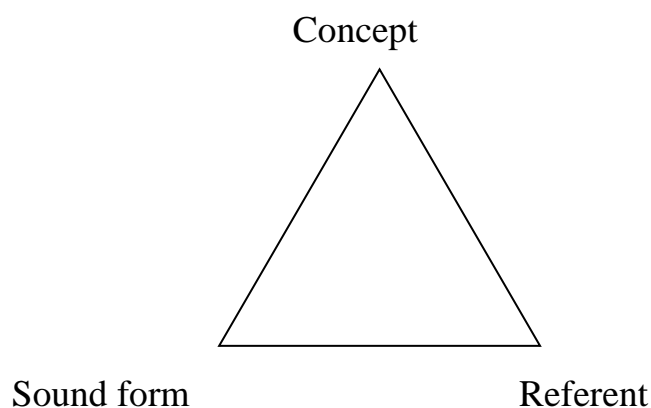
Undoubtedly, every foreign language learner starts learning from words while finding answers to questions such as *What does this word mean? How is it translated? What is the appropriate word in my own language?* Furthermore, distinctive features in the language cause misunderstanding and confusion for foreign language learners. Such barriers in acquiring language made linguists study language as a language system, divide it into branches, implement new theories in order to overcome these difficulties. One of the discipline of linguistics that deals with clarifying misunderstanding concerning with the meaning of words and

equivalents in language is called Semasiology. The term is derived from Greek *semasia*, meaning *signification*.

Semasiology is one of the youngest branches of linguistics. The realization and recognition of the complex nature of meaning appear in nearly all earlier works dealing with semantics. Since the times of antiquity, its study has attracted the attention of philosophers and grammarians. The first people known to have debated the nature of meaning were the Greek philosophers. We find problems of word and notion relationship discussed in the works of Plato, Aristotle and the famous grammarian Panini. They gave two opposing views on the subject.

Later other opinions came out the meaning as a function of the sign in the form of different triangles. Depending on which element of the complicated network of relationships of meaning actualized in the real sign situation they realized and found determining, the authors conceived somehow.

The best known referential model of meaning is the so-called “basic triangle” by C. K. Ogden and I. A. Richards.



This method of analyzing can be found also in a number of works, (G. Stern “semantic triangle”, S. Ullman) new features are encountered mainly in Ullman’s

work¹. The dominant element in his theory is the relation of the name to the meaning, he thus rejects the view interpreting meaning as concept.

More complex of interpretation of meaning is held by the definition of meaning given by A.Martinko “immensely complicated in the relation to the thing signified, the form, the speaker, the hearer and to lots of other phenomena”².

Another approach to the meaning was that every name there corresponds an object is considered as an old idea by Ferdinand de Saussure “For many people language in its fundamental essence is nomenclature, i.e. a list of terms corresponding to the same number of things... such an idea may be subjected to criticism in many respects “.³

Similar to this view in its idea is that of V.V.Vinogradov: “By the lexical meaning of a word we usually mean its material content, which is overtly marked according to the grammar laws of the given language and is an element of the overall semantic system of that language” .⁴

For a very long period the study of meaning developed part of philosophy, logic, psychology, literary criticism and language history.

In the 1980s a German scholar Karl Reisig suggested that the studies of meaning should be regarded as an independent branch of knowledge, while lecturing in a classical philology. Later Michel Breal, a Frenchman had a great contribution to the development of new science with his book “Essai de sémantique” (Paris, 1897). This book became widely known and was succeeded by a great number of investigations and monographs on meaning, not only in France, but in other countries as well.

¹ S.Ullman, The principle of Semantics, New York, 1962

² A.Martinko

³ F. de Saussure Kurs obshy lingvistike. Criticism of this view can be found in the article by A. I. Smirnitsky “Znachenie slova”

⁴ V.V.Vinogradov, “Osnovnye tipy leksicheskix znacheniy slova”

Throughout the 19th century and the first decade of the 20th century the study of meaning treated diachronically. Scholars paid attention to the process of semantic change and its etymology. Semasiology at that time regarded as a science dealing with the changes in word meaning, their causes and classification. The semantic changes described for isolated words and the interrelation of structures existing within each language weren't taken into account. Accordingly, it was impossible to formulate any general tendencies particular to the English language.

As to the English vocabulary, the accent in its semantic study, primarily laid upon philosophy, was in the 19th century shifted to lexicography. In the middle of 19th century The Golden Age of English Lexicography began. Tremendous work on the many volumes of the Oxford Dictionary of the English language on Historical principles was carried out. The English scholars R.C.Trench, J.Murray, W.Skeat regularly claimed the importance of the historical principle and at the same time elaborated the contextual principle. They were firmly believed that the complete meaning of a word is always contextual and no study of meaning can be taken seriously apart from context.

Since that time indications of semantic change were found by comparing the contexts of words in older written records and in contemporary usage and also by studying different meanings of cognate words in related languages.

The 1930's were the most crucial time in the history of semasiology. After the work of F.de Saussure the structural orientation came to the forefront of semasiology when Jost Trier, a German philologist, offered the theory of semantic fields, treating semantic phenomena historically and within a definite language system at a definite period of its development. F.de Saussure considers the meaning to be the relation between the object or notion named, and the name itself. Descriptive linguistics of Bloomfieldian trend defines the meaning as the situation in which the word is uttered. L.Bloomfield carried his meaning conception to the other extreme, to the total neglect of psychical factors. In his view, meaning is identical with the object of sign, so it can't be a part of language, it must be an

extralinguistic entity and consequently does not call for more intensive linguistic investigation. Both approaches were taken as the basis for general linguistic theory. Some of L. Bloomfield's successors suggested to exclude semasiology from linguistics on the general that meaning couldn't be studied "objectively", and was not part of language but an aspect of the use to which language is put. This point of view was never accepted. The more general opinion was given by R. Jakobson: "Linguistics without meaning is meaningless".

A well-known representative of logical semantics, C.W. Morris recognizes the justification of meaning and even its utility in practical linguistic work, but does not find it precise enough for "scientific analysis", so he eliminates it as a basic term from the scope of semiotic investigation. "The term 'meaning' is not here included here among the basic terms of semiotic"¹

Some scholars give an opinion that the meaning of a word represents an idea. According to this point of view the word is not associated directly with the object, but associated with the idea of it. Meaning can exist without an object of denotation.

J. Marouzeau gives such definition to the meaning in his dictionary: "The meaning of a word can be regarded...as the sum total of the ideas which can be evoked by uttering that word"²

Meaning and Concept. Scholars have for a long time been attempting to prove the difference between, or the identity of the terms meaning and concept³.

In order to avoid logical inaccuracies one ought to distinguish between integral mental acts, which include, along with cognitive features, emotional features as well: the terminological and the colloquial use of the words "concept" and "meaning"⁴

¹ C.W. Morris, *Sign, Language and Behavior*, New York, 1946, p19

² J. Marouzeau "Slovar' lingvisticheskikh terminov" p 43

³ P.S. Popov, "Znachenie slova I ponyati" p68

⁴ Cf. also D.P. Gorskiy "Problemy obshy metadologii"

This view is held by other modern logicians as well, for example, R.Carnap (“The meaning of a word (predicator or functor) is the concept”)¹, G.Klaus “The concept is the meaning of the word or syntagma”², E.Grodzinskiy and others. The latter is of the opinion that “the meaning of a word in a given language is the thought of the person speaking that language” and by thought he means “the unperceived cognitive experience. Thoughts are thus concepts as the meanings of words, as well as judgments as the meanings of sentences”.³

An interesting viewpoint is given by J.S.Stepanov. For him, “the word expresses the concept”, but “concepts...are by no means elaborated by man’s cognition for all the phenomena of reality denoted by means of words. The appearance of concepts is bound up with the scientific cognition of reality; as for words, they denote all that is important in both scientific and the everyday life of people”. Thus, according to Stepanov, “meaning is closest to concept. In some cases (in some words) meaning and concept merge”⁴. However, in other lexical units concepts are totally lacking (there are only meanings), so the problem of the connection between meaning and concept is also absent.

Meaning relation with the sign and object. This point of view is such stated by A.S.Chikabova: “The meaning of a word is in fact its relation to an object of true reality. Meaning connects a word (a sound cluster) with an object of reality and not with an idea”.⁵ Here we can see the uncertainty of the process of speech and thinking relation to the object is not included such as identity, causality, similarity.

Some authors give such definitions about meaning relation with the sign and object that they prefer to use “reference” instead of the term ‘relation’, for example: “The meaning of a word is its reference to objects and phenomena of the

¹ R. Carnap “Meaning and Necessity” p 25

² G. Klaus “Sila slova” p17

³ E. Grodzinsky “The meaning of the word in a Natural language” p7-8

⁴ Ju. S. Stepanov “Fundamentals of Linguistics” p149-51

⁵ A.S. Chikabova “The problem of Language as the Subject of Linguistics” p 76-77

real world”¹. “Lexical meaning should be understood as the interrelation and connections of the totality of sound with the object, process, quality, etc, which it denotes “.²

Disagreeing with this view, another approach was developed by a Russian linguist N.V.Krushevskiy. He considered meaning to be the relation between the word and the idea of the thing; yet he regarded the word within the limits of this relation not as its concrete actualization, but as sign, as a lexeme, irrespective of the concrete actualization. “A word is an aggregate of human sounds with which a certain more or less definite idea is associated”³. And then in another work: “But we must never lose sight of the fundamental nature of language: a word is the sign of a thing. The idea of the thing and the idea of the word that denotes this thing is linked by the law of association as an inseparable pair....Words must be classified in our minds into the same groups as the things they denote.”⁴ The “association” referred to by Krushevskiy was destined to form the basis of a great school of the theory of meaning- associationism.

Proponents of the theory of associations offer a number of their definitions of meaning, according to which the content of the word is a mental phenomenon uniting the most diverse objects, including even heteromorphic and heterogeneous ones. Here is what the well-known Polish linguist S.Szober writes, “The real meaning of a word is the union, established through inner experience of a linguistic idea with an extralinguistic idea reconstructed in minute detail”⁵.

The theory of associationism became wide-spread at the end of the last century in philosophy and linguistics.

Here we can see different points of view with regard to meaning. Each viewpoint listed apparently has its certain features and definitions to define

¹ V.A. Artemov “The psychology of Foreign Language Instruction” p206

² E.M. Galkina-Fedoruk “ Modern Russian” p54

³ N.V. Krushevskiy “Essays on Linguistics, The Physiology of Speech Sounds” p42

⁴ N.V. Krushevskiy “An Essay on the Science of Language” p67

⁵ S. Szober “ An outline of General Linguistics” p 87

the meaning. Following conclusions can be drawn based on interpretations of meaning:

- Despite the enormous number of interesting works on semantics still remains an insufficiently developed area of linguistics. This branch of linguistics can't boast of such impressive achievements as phonology has realized in the discovery of distinctive features, morphology in the descriptive treatment of languages and the syntax in the development of the structure of languages in the formal aspect.

- The description, comparison of viewpoints show the variety of opinions concerning the content of the word

- The term "word" itself is not monosemous either. The polysemantic nature of the meaning which is a component of the term "word" makes the latter even more multivalued and multileveled than the term "meaning"

The study of these aspects requires its own methods and procedures , as well as approaches from the positions of different sciences.

1.2 Semantic features of educational lexemes in the English and Uzbek languages

Theoretical analysis of lexical meaning proves that in order to avoid misunderstanding and confusions in the language it is very urgent to analyze semantic features of lexemes. One of the less studied spheres in linguistics is semantic structure of lexemes related to education in the English and Uzbek languages. It is necessary to determine lexical-semantic features of educational lexicon in the English and Uzbek languages for better mutual translation correspondence. Educational lexicon is defined as a set of word groups and words connected by means of associative and logical relationships in terms of the lexical-semantic field "education" which provides communication on different levels in

the sphere of education. The same “belonging to education” is an integral feature of this lexicon. As regards the sub-language of education, the following constituent parts are distinguished:

- 1) Terms: a) educational terms proper;
b) marginal terms;
- 2) Nomenclature;
- 3) Colloquialisms: a) schoolboys’ slang
b) students’ slang
c) slang of university and school teachers

Educational lexemes are actively used for educational communication on the professional and everyday level.

Z.I.Komarova claims that special lexemes and terminological lexemes are absolutely synonyms¹.

According to the results of educational lexemes investigation that not all constituents of terminological system of education in the English and Uzbek languages can answer to the demand of terms, for example:

A number of terms don’t correspond to the requirements of monosemantic features of the terminological system: **school**– 1 a) *an institution for educating children* (*maktab, ta’lim maskani*) b) *the buildings used by such an institution* (*maktab binosi, ta’lim maskani*; c) *an institution for teaching a particular subject , mostly in compound forms such as drama school* (*o’quv dargohi, kabi musiqa maktabi*) ; 2 a) *the process of being educated in a school* (*ta’lim olish jarayoni*) b) *the time when teaching is done in a school, lessons* (*o’quv mashg’uloti, dars*) 3 *all the pupils or all the pupils and teachers in a school* (*o’quvchi va o’qituvchilar* 4 (*US infml*) *a college or university* (*kollej yoki universitet*) 5) *a department of a university concerned with a particular area of study* (*universitet bo’limi; fakultet, kafedra*) 6 *a course usually for adults on a particular subject*; **tutor**- 1 *a private teacher , especially one who teaches a single pupil or a very small group* (

¹Комарова З.И. Семантическая структура слова и её лексикографическое описание – Свердловск. Изд-во Урльского университета, 1991-166с

repetitor, shaxsiy o'qituvchi, uyga kelib o'qitadigan o'qituvchi) 2 a) (Brit) a university teacher who supervises the studies or health of a student or a group of students, history tutor b)(US) an assistant lecturer in a college (yosh o'qituvchi) 3) a book of instruction in a particular subject, especially music (qo'llanma, asosan musiqaga oid)

Ustoz- 1) kasb-hunar, ilm va shu kabilarni o'rgatuvchi, muallim, (teacher who teaches particular subject) 2) yo'l-yo'riq ko'rsatuvchi, tarbiyalovchi, murabbiy (instructor who shows how to do sth)

Short and brief form is one of the needed characteristics of terminological system. However, not all the terms of educational lexemes answer to this feature. For example: *School-Centred Initial Teacher Training –a provider initial training for school teachers; State compulsory school attendance laws-local management of schools, Davlat ta'lim Standarti, Kadrlar tayyorlash milliy dasturi;Ta'lim to'g'risidagi qonun;*

The system of terms of educational lexemes can have synonyms within one terminological system. For example:

pupil teacher- student-teacher (amaliyotchi talaba, o'quvchi);

school district-local basic administrative unit-local education agency;

anchor papers-benchmarks;

degreeexamination- final examination;

dual major- double major;

o'qituvchi –ustoz-muallim- o'rgatuvchi-tarbiyachi- teacher;

dars- mashg'ulot-o'quv jarayoni- lesson;

V.I. Kontur identified pedagogical terminology in highest sense as “complex of lexical means, which serves for theoretical and practical teaching and studying are basic comprehension of pedagogy as science. To our mind, speaking about educational terms there are not only lexemes, there also unification of terminological system, words are used by professionals, and for everyday level. .Most part of educational terms are not only used by specialists , but actively used by those studying field is directed to their activity: pupils, students, course

students, etc. Therefore, we may distinguish these lexemes into : professional jargon of teachers and pupil and students' slang.

In the problem of differentiation between professionalisms and terms there is something complicated. It is clear, that terms have more ordered and standardized character while professionalisms semi-official lexical units that used narrowly in the circle of specialists, moreover mainly used in colloquial speech. Considered that professionalisms may exist as synonym for term, as its equivalent.

We are of the opinion that professionalisms serve as a doublet of scientific and technical terms and are not closed or isolated systems, not interlinked units. Professionalisms usually characterized with some inherent coloration, imagery. Professionalisms (colloquial terms) –that is non-official, but generally commonly spoken words by particular field specialists. Slangisms (professional jargons) are familiarly commonly spoken words.

Students' slang covers all areas of student life: *co-ed* – US, a female college student; *rah-rah happy-US*, not having funds for its upkeep, *digs*- Brit, St, *cllql*-room, *dodo*-student of *aero-drome*; *medic-US*, student of medical faculty; *mortar-board*- *cllql*, academic hat; *post-mortem*- *cllql*, re-examination, *floorer-cllql*, difficult exam questions, *phi-bete*- US, St, (the member of “Phi-Bete-Cappa”; *Pig-Market-cllql*, the hall of theological faculty, (at Oxford University); *pill*- *cllql*. fail an examination; *pill-pedler-US*. *cllql*. student-chemist; *pin-fraternity*- US. 1) badge of student organization; 2) secure with a girl; *plebe*- US. A first year student of military academy; *pledge*-1) US. *Cllql* –promise to enter into a secret student society; 2) student who gave promise to enter into a secret student society; *plugger*- US. diligent student; *repeat*- US. *Cllql*. Student from the same course; *medico*- student-medic; *youngster*- student from the course at Sea Military Academy; *polliman*- student, who graduates college without honor(at Cambridge), *flunk-out*- *cllql*, student, who expelled for failure, ; *oral*- oral examination; *quirk*- cadet flight school; *undergraduatte-US*, student girl at graduation rate, *abituriyent*- applicant, *enrolle*, *kurator*- responsible teacher for group; *step*- students' stipend;

Schoolboy slang possesses rich vocabulary like students' slang : *hookey-player-(hooky-player) –US absentee, pop-debating club(at Eton college in Great Br.); sickroom-medical room at schools, parleyvoo- French lesson; wetbob- a pupil boy of Eton college, who engaged in water sports, waterman; swot-a person who spends too much time studying; ; dot-and-carry-one-math teacher; tug-scholarof Eton college stipend (at Great Br.); Kamchatka-the last desk in the row; ikkichi- who gets poor marks (2-two), matem-mathematics; patriot-a person who spends too much time studying;*

The speech language of teachers at school and high education is colorful and imagery at the same time. We may see following lexemes in their vocabulary: *advantaged urbans-* equipped urban schools, (most of these urban school students are living in the metropolis, their parents hold high positions with high-income); *disadvantaged urbans-* US, the urban poor, (the category of schools in the city where children study from low-income families); *drill-and-kill-* “train and destroy” this term indicates contempt for traditional teaching methods, which is used for automatization of skills learning and training;

Sometimes it is important to determine identity of lexemes the students slang or jargon of teachers., for example: *cribbage- plagiarist, go down- to finish or quit university (at Oxford or Cambridge); prexy-US, the head of university, college;*

O.S.Axmanova considers the nomenclature words as a set of technical terms used in a particular field of science (unlike terminology it include and refer abstracted and abstract concepts and categories)¹. G.O.Vinokur understands under the nomenclature “the system of rather abstract and conventional symbols, that only purpose is to provide the most convenient in practical terms means to refer to objects, things, that are not directly related to the needs of theoretical thought, which operates these things”²

V.N. Leychik calls nomenclature “range intermediate between the terms

¹Axmanova O.S. “Slovar lingvisticheskix terminov” M.2002-p576

²Винокур Г.О.. “ О некоторых явлениях словообразования в русской технической терминологии. М. 1939-с 5-6

and proper names”.¹ Nomen is actually arbitrary label object, conventionally “attached” by the relevant knowledge, which doesn’t claim at least partial disclosure or display it in the form of lexical meaning,² for example: 1st “a” class, 9-b sinf.

Proper names denoting to education in the English and Uzbek languages:

- Educational institutions of different levels (equally widely used in both languages): *gymnasium “ Erudite”* , *Nizomiy nomidagi Toshkent Pedagogika universiteti* – “Nizomiy” Tashkent Pedagogical University, *Zahiriddin Muhammad Bobur nomidagi Andijon Davlat Universiteti* – “Zakhiriddin Mukhammad Bobur” Andidjan State University, *Farg’ona Davlat Universiteti* –Fergana State University, *Marg’ilon Padagogika kolleji* – Margilan Padagogical college; *Winside public school*, *Manor House Primary School*, *York Technical College*, *Bank Street School*, *St. Edward’s School*;

- Student’s organizations, associations (*more typical for the English language*): *Delta Sigma Theta Sorority (female brotherhood)*, *Zeta Phi Beta Sorority (female brotherhood)* , *Alpha Kappa Alpha Sorority (female brotherhood)* , *Omeg Psi Phi Fraternity (male brotherhood)*, *Kappa Sigma Fraternity (male brotherhood)*, *Kappa Alpha Psi Fraternity (male brotherhood)*, “ *Kamolot*” *yoshlar ijtimoiy harakati* – “Kamolot” youth movement ;

- Educational organizations, associations (*more typical for the English language*): *Universities’ Central Council on Admissions*, *National Education Association (NEA)*, *Council on International Educational Exchange*, *School Examinations and Assessment Council*, *Council for National Academic Awards*,

- scholarships and grants: *Fullbright Scholarship*, *Chevening Scholarships*, *Pell Grants*, *Navoiy Stipendiyasi*, *Mirzo Ulug’bek stipendiyasi*, *Prezident stipendiyasi*

- semester , terms (*typical only for the English language*) : *Michaelmas term* -

¹Лейчик В.Н. Основные проблемы терминоведения – Омск-1991-с 27-29

²Д’яков А.С. , Кияк Т.Р. , Куделько З.Б. Основы терминоведения: Семантические и социолингвистические аспекты, с 43

autumn trimester (starts at Michael day at the end of September), Hilary term- winter trimester, Trinity term- spring trimester;

- Documents to obtain a certain educational level (equally used in both languages) : *Shahodatnoma – Certificate of complete general secondary education, qualified worker diploma, Kasb-hunar kolleji Diplomi – Diploma of Professional College, Certificate of incomplete general secondary education with honors, International Baccalaureate (IB) Certificate, High School Graduation Diploma (Certificate) , Diploma in Education – diploma of pedagogue in US;*

- Holidays (more typical for the Uzbek language): *Ustoz va murabbiylar kuni – Teachers’ day (celebrated on the 1st October), So’nggi qo’ng’iroq – Last Bell Day (last day of the school year); Xayr maktab, Salom kollej*

-Exams (more typical for the English language): *Graduate Record Examination (GRE), Law School Admission Test – entrance exam to law school , scholastic aptitude test;*

- Legislative acts (equally widely used in both languages) : *Education for All Handicapped Children Act (Public Law); Elementary and Secondary Education Act (ESEA), Great Educational Reform Bill, National Defense Education Act, “Kadrlar tayyprlash milliy dasturi – Law on the National Program for Training ” , “Ta’lim to’g’risidagi qonun – centenary of Education Act”*

Analysis of proper names in the Uzbek language education lexicon revealed some borrowings from English, notably in the names of methods of teaching-educational process, like *Dalton plan, Detroit plan, Winnetka plan*¹

Terminology of educational lexicon as the system of terms like other socio- political terminology (juridical, economical) has the following features:

Widespread occurrence in the general literary language: such as *school (maktab), student (talaba), education (ta’lim), college (kollej), teacher (ustoz), mark (baho), pupil (o’quvchi), dars (lesson), tanaffus (break time)etc.*

Terms that are specific to the educational system of the country , in other

¹ Professional education dictionary K-2000-380p

words we can call them term realities or ethnospecific terms. ¹*commoner- a student who pays for his or her commons (food) and other expenses and doesn't receive scholarship (at Oxford and some other British universities), Baker Day – library day for teachers and day off school at Gr.Br. , Ivy League – US. Oldest universities in England , USA, Eton suit- uniform of Eton college (white collar with the stiff and short jacket for junior and long jackets with tails for senior boys), yellow flue – US ,in 1950-60s boycott of classes by white students against mandatory bus transportation to other schools ,Bilimlar bellashuvi – Knowledge Contest (for pupils) Fan olimpiadasi – subject Olympiad (for college and university students), oliy toifali o'qituvchi – teacher of the highest category, kollega, jamoa- collegium, kasb-hunar kolleji – vocational college, etc ;*

- Close relationship with other terms or boundary terms:

1)Funding: in English: deferment- delayed payment loans per year,(for training) , expected family contribution – family contribution for studying (parents must pay part of the premium),financial aid officer – consultant for financial aid, (adviser in the Department of Education or the state higher education institution for applicants about financial helping), grant-in-aid program - system of federal aid to local authorities to promote school education, late registration fee- fee for delayed registration (for students), provide school – at the state school maintenance;

In Uzbek : kompensatsiya- compensation, stipendiya- stipend, scholarship, kontrakt – tuition fee;

2)Labor organization: in English: staff - the people who work at school, college or university, but who do not teach students, full – time instructional faculty – permanent professor- teachers faculty; salary – money that employees receive for doing their job, normal working week , part-time teacher ,educational leave – leaving for training;

In Uzbek: kafedra mudiri – head of department, director of department, dekan – head of faculty, dean; amaliyotchi – pupil-teacher, master-teacher;

¹ Shveytser A.D. Perevod I Lingvistike – M -1973-280p

3) *Psychology: in English: behaviour- the way behaving, heterogeneous grouping –group consisting of boy and girl students , homogeneous grouping – group consisting of one gender students boy or girl, multiple intelligence – versatile (plural) mental ability (theory of Howard Garner);*

In Uzbek: yosh psixologiyasi – psychology of age, hissiyot – sensation, feeling, intiluvchanlik, qiziquvchanlik – curiosity, searchingness, keenness, acuteness , motivatsiya – motivation etc;

4) *Jurisprudence, criminals, human rights: in English: juvenile delinquent – underage offender, jins – teenagers who need supervision, dependent student – financially dependent student (according to USA laws considered to be till 24 age) , fair use – allows teachers to make copies of training materials and use them for academic purposes under certain conditions, in loco parentis – instead of parents as parents (teacher or school administration are responsible for students during their school hours) , licensing body – licensed organ , F-1 visa – visa category F-1 , students visa , M-visa – visa category M , entering to USA for undergoing professional training, ;*

In Uzbek :bolalar huquqlari – children’s rights,

5) *Philosophy and knowledge :in English : cognition – the process by which knowledge and understanding developed in the mind, epistemology – the part of philosophy that deals with knowledge , metacognition – process of thinking to streamline their training,*

In Uzbek : falsafa – philosophy, in’ikos – cognition, gnoseologiya- gnoseology,

6) *Informational technologies:in English : Internet learning, computer, hardware, software, computer – assisted teaching programs;*

In Uzbek: axborotlashgan ta’lim –computerization of education, informatika – computer science , kompyuter xonasi - computer room;

7) *Librarianship : in English : travelling library - bookmobile, circulating library – lending libraries or rental libraries, reference desk – public service counter in a library, public library – that is accessible by the public, subscription library , also membership or independent library – library that require payment to become*

member and access ;

In Uzbek: *formulyar – card, universitet kutubxonasi - university library , maktab kutubxonasi – school library, kollej kutubxonasi – college library, kutubxonachi – librarian, o’quv zali – reading room ,*

8) Religion: in English :*choir school –school of church singing education (private fee-paying schools attached to churches, cathedral , especially at Oxford and Cambridge universities) , church school – public school that is subsidized to Anglican church, religious education, divinity –theology ;*

In Uzbek : *dinshunoslik – religious education , ma’naviyat – spirituality, madrasa – Islamic religious school, Toshkent Islom Universiteti (TIU) - Tashkent Islam University (students are required to master the basics of religion, research principles, the history and philosophy of Islam, and issues relating to its role in the life and development of society;*

9) Sport : in English : *half-blue – athletes award for second place (small part in sports at Oxford and Cambridge) , gender-wrestling - competition in high school with a mixed fight (which fight involving persons of different sex) , dry-bob – student engaged in non- aques sports, cup game between colleges , cheerleading(in the intervals show performances);*

In Uzbek :*Universiada- student games, varsity sport competition, “Umid nihollari” – school children games, school sport competition, fakultet terma jamoasi – combined faculty sport team;*

10) Military: in English: *dodo- student of aero-drome, midshipman – student of sea-military school, quirk – student of flight school, troop school – military school;*

In Uzbek: *harbiy kafedra – reserve training officers center, harbiy oliygoh – military academy, kursant –cadet, harbiy litsey – military lyceum;*

Taking into account above analysis of educational lexemes and considering the composition of educational vocabulary we can conclude that , the educational lexicon – not aggregate tokens, but it unites and provides communication at different levels of education system.

1.3. Lexical-semantic field “education” in the English and Uzbek languages and the problems of mutual understanding

Saussurean structuralism regards language as a unique system or a network of functionally-related elements within which each element derives its essence from its relations with the other elements in the system. With respect to the lexicon of natural language this means that the meaning of each lexeme depends on the existence of other lexemes related to it semantically in the language system. The theory of semantic fields assumes that the lexical items of language can be classified into sets, or fields, related semantically and divide up the semantic space in various ways. Semantic field theory is one of the most important achievements in modern semantic studies.

We can say that the semantic field theory is regarded as a useful approach to learn lexical items. Linguistically this approach offers a systematic way for the vocabulary description which is, at least, compatible with what we know about how the brain encodes words. An evidence from psycholinguistics shows that mind takes account of semantic similarity. From this point of view, componential analysis deals with describing similarities and differences between words in a systematic way. This way is performed by breaking down the meaning of a word or words into different species called semantic components. It should be noted that the component analysis valued the words usually use the term “Lexical-semantic variant’ (LSV) introduced by A.I. Smirnitkiy in 1954. The researcher wrote that lexical-semantic variants of words differ in their lexical meaning, the differences between these values are not reflected in the sound of their shells, they form the semantic structure of a word. Like word lexical-semantic variant is bilateral unity: the unity of sign material that typically represented by a number of grammatical forms and basic values.

The modern stage in society's development and its gradual transformation into "knowledge society" (society where the main value is knowledge) proves that a concept "education" that means social science that encompasses teaching and learning specific knowledge, beliefs, and skills. Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a curriculum, has become dominant.

Here we attempt to present some lexical-semantic groups (LSG) of this field in the English and Uzbek languages:

1) LSG of educational process participants

In English: professor, pedagogue, educator, teacher, tutor, trainer, instructor, coach, student, pupil, learner, educatee

In Uzbek: professor, pedagog, ustoz, o'qituvchi, murabbiy, tarbiyachi, talaba, o'quvchi, shogird, piru komil (literary), ilmi tolib (literary)

2) LSG of words expressing objects names:

In English: pen, book, pencil, notebook, textbook, blackboard, portfolio...

In Uzbek: ruchka, qalam, kitob, daftar, doska, ...

3) LSG of educational establishments:

In English: kindergarten, nursery school, primary school, secondary school, high school, college, lyceum, gymnasium, university, institute

In Uzbek: bog'cha, maktab, kollej, litsey, universitet, institut

4) LSG of words expressing type of lessons:

In English: lecture, seminar, practical, demo-lesson

In Uzbek: ma'ruza, amaliy dars, ochiq dars, mashg'ulot, seminar darsi

5) LSG of expressing degree:

In English: bachelor, master, Ph degree, academic degree

In Uzbek: bakalavr, magistr, fan nomzodi, fan doktori

6) LSG of scholarships and grants:

In English: Fulbright Scholarship, Chevening Scholarships, Pell Grants

In Uzbek: Navoiy Stipendiyasi, Mirzo Ulug'bek stipendiyasi, Prezident stipendiyasi

7) LSG of subjects, disciplines:

In English: social sciences, life sciences, natural sciences, physical sciences, engineering sciences, fundamental science etc;

In Uzbek: maxsus fanlar, mutaxassislik fanlar, ijtimoiy-gumanitar fanlar, aniq fanlar, tabiiy fanlar etc;

8) LSG of assessment:

In English: exam(ination), entrance examination, final examination, term examination, qualifying examination, double marking, double blind marking;

In Uzbek: imtihon, qoniqarli, qoniqarsiz, namunali, yaxshi, qayta baholash etc;

9) LSG of credentials, awards:

In English: pass degree, ordinary degree, first class degree, joint honours degree, Diploma of Higher Education, PhD;

In Uzbek: Oliy toifali o'qituvchi, 1-toifali o'qituvchi, katta o'qituvchi, dotsent;

The analysis of LSG proves that the English and Uzbek language have common lexical semantic groups in the field of "education".

The table below represents semic analysis of some of the educational participants in the LSG of "educational process participants" in both languages comparatively.

Lexemes/sememes	animate	job	mental activity	Creativity	instructing	fulfilling task	motivating	assessing
Professor/professor	+	0	+	+	+	-	+	+
Teacher/ O'qituvchi	+	+	+	+	+	-	+	+
Trainer/murabbiy	+	+	+	+	+	-	+	+
Student/talaba	+	-	+	+	-	+	-	-
Pupil/grader/ o'quvchi	+	-	+	+	-	+	-	-

(Here “+” means the presence of a certain seme, “-” means the absence of a seme and “0” means a lexeme’s neutrality to certain seme)

By examining the meaning of those words belong to participants of education process we can set up the following:

- All of these tokens are united under the sememe animate, mental activity, creativity and observing.
- The lexemes: professor, teacher, trainer have the meaning of monitoring ,instructing, motivating, but trainer doesn’t give the sememe of assessing.
- Although *student*, *pupil/grader* and *talaba*, *o'quvchi* are included in the LSG of educational process participants in the field of education, they have no job, instructing, motivating and assessing meanings.
- The sememe of *fulfilling a task* belongs to both student and pupil.

The componential analysis has many advantages and that’s why it becomes essential for the linguist to use such approach in dealing with different problems of semantics, lexicology and lexicography.

Comparing with the aim of detecting similarities then differences is one aspect to

solve the problems of mutual translatability relating to educational vocabulary of both languages. This comparison is for clarification of the common similarities and differences should briefly based on the factors that cause distinctive features. An important factor that determines the asymmetry of terminological different languages is national-state features of special area. Some features of education primarily due to the asymmetry of cultures. Differences are also can be due to different historical backgrounds, establishment of educational systems of these countries, their geographical remoteness, for example Uzbekistan had influence during his stay in the Soviet Union. Furthermore, various ethnic society, differences of administrative division can cause to differences of education system in languages.

Differences in the education of USA, Great Britain and Uzbekistan are observed at different levels.

1) Full secondary education: In Uzbekistan obtaining initial education begins at 7 years, in Great Britain it is from 5 years in public sector and 7 years in private sector. In the USA this age depends on state law – from 5 to 7 years. In Great Britain compulsory education continues up to 16 years, in the USA depending on state law this may continue till 16 or 17 years. The laws of Uzbekistan clearly stating only compulsory level of education (basic secondary education) are not talking about age. Complete secondary education in Uzbekistan takes 12 years and in the USA also the same, however in Great Britain it is 13 years.

In Uzbekistan 12 years complete secondary education structure is divided into following:

- 1) Boshlamg'ich ta'lim (Primary school) – the duration of training 4 years;
- 2) Umumiy o'rta ta'lim (general secondary school) grades 1-9.
- 3) Umumiy O'rta – maxsus ta'lim, kasb-hunar ta'lmi (general secondary special education and secondary vocational education) - full-time studying for 3 years at academic lyceums or professional colleges.

In Great Britain there are several schemes of division.

- 1) infant school (3 years) - junior school (4 years) – grammar

(comprehensive) school (5 years);

2) primary school (7 years) – secondary school (5years) ;

3) first school – (4 years) – middle school (4 years) – junior high school (4 years).

Other constituents of middle school are not allocated in the education system of Uzbekistan. In the UK high school separately allocated Sixth Class, which can exist as an autonomous Sixth form College. At Sixth form pupils continue studying who intend to enroll in higher education.

The students of Uzbekistan who study at colleges unlike lyceum students do not intend to pursue their study in higher education. It should be noted that that private sector of secondary education in the UK is different from the state, and this is another feature that distinguishes the system of secondary education in Uzbekistan in comparison with the UK. Therefore, the scheme of private sector in secondary education is as following: preparatory school (5 years) –public school (5 years).

In the USA secondary education scheme :

1) elementary school (6years) – middle school (2 years) – 4-year high school (4years);

2) elementary school (6 years) – junior high school (3years) – senior high school (3 years);

3) elementary school (8years) – combined junior and high school (4 years).

Theoretical number of years shows that acquiring complete secondary education in the USA and Uzbekistan is 12 years, while in Great Britain is 13 years.

2) Higher and vocational- technical education. In Uzbekistan and USA time obtaining bachelor's degree is 4 years, and in the UK is 3 years. Next link after the educational qualification of bachelor is Master in the USA, UK and Uzbekistan. Students can choose a Master's program immediately after receiving the bachelor level. In Uzbekistan after Master's degree, there are PhD- Doctor of Philosophy(Falsafa doktori) and Doctor of Science (fan doktori) for doctoral

studies (3years). Malaka oshrish Instituti - Personnel training and retraining of education institutions in the body. The continuous monitoring of the development and evaluation of the effectiveness of the education system is carried out and this training has its own National training model that is peculiar features of educational system of Uzbekistan. Education levels of UK and USA in the education system have similar name belonging to higher education. In the USA called graduate school and in the UK called post-graduate school. In America there is professional school in education system that is after bachelor level and awarded with a master's degree after dissertation or thesis is submitted . Different evaluation system

and ways to control knowledge is one of the areas of disagreement between Uzbekistan, UK and the USA. The existence of credit-modular system in English speaking countries for Uzbekistan is quite a new phenomenon. Mostly used as the main grading system in universities to measure and assess students' work and effort during their Bachelor, Master or PhD program. For each course students will be assessed by their professor in terms of the amount of knowledge and skills , and will earn a number of credits. Common forms of assessment are a combination of :

- actual attendance
- tests taken during the course
- projects/research work
- oral/ written examination

Furthermore, credit- modular system isa way to keep track of credit transfers for students. In education system of Uzbekistan “5” point grading is used for examination and assessment in high school as well as elementary and primary education. In higher education students get 100 points grading for every subject and according to the points they get their marks are differentiated, for instance, from 56 to 70 is “3”satisfactory, 71-85 –“4” good, 86-100 -“5”excellent and this is the specific feature of education system of Uzbekistan. Most of the tests in the American and British educational system consists of writing , while in Uzbekistan we can see oral and written form exams.

Conclusions to Chapter I

Different theories and approaches to the meaning of word prove that there is no exact and complete definition to the lexical meaning. These definitions still be filled with new point of views .Furthermore , new approaches to study meaning of words can stimulate the better and mutual understanding of languages . One of the effective new approach is studying lexemes with the analysis of semantic field.

Educational lexicon is defined as a set of word groups and words connected by means of associative and logical relationships in terms of the lexical-semantic field “education” which provides communication on different levels in the sphere of education. The seme “belonging to education” is an integral feature of this lexicon.

As regards the sub-language of education, the following constituent parts are distinguished:

- 1) Terms: a) educational terms proper;
b) marginal terms;
- 2) Nomenclature;
- 3) Colloquialisms: a) schoolboys’ slang
b) students’ slang
c) slang of university and school teachers

Educational lexemes are actively used for educational communication on the professional and everyday level.

Constituents surveyed in both languages are spoken terms and tokens that refer to the phenomena, concepts and objects that exist in the education system of country and not available, they are called terms realia or ethnospecific term.

Most of the terms that belong to education system of both languages have similar features in the analysis of lexical semantic field “education”. Close relationship with other terms or boundary terms: funding,military, Psychology, philosophy, sport, library , informational technologies and overlaps terminology borrowed from the field of law.

Semantic factors that unites lexical-semantic groups (LSG) are universal for both languages.: Educational establishments, educational process participants, disciplines , evaluation and assessment system, organization of the process of education, credentials, degrees and qualifications .

Differences in the education of USA, Great Britain and Uzbekistan are observed at different levels.

In Uzbekistan: boshlang'ich ta'lim, umumiy o'rta ta'lim, umumiy o'rta maxsus, kasb hunar ta'limi, oliy ta'lim; primary education, secondary education, further education, higher education for British educational system, elementary education, secondary education, post secondary education for American educational system.

II. Lexical-semantic groups related to the microfield “Education” in the English and Uzbek languages

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, Uzbekistan 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. As a result 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, analogs 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.

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.

Reciprocal equivalents are words in the source language and target language denoting phenomena, concepts or objects similar in both languages.

2.1. Lexical-semantic analysis of “educational establishments”

The organization of knowledge in schools refers to the various activities which encompass the entire varieties of learning experiences, (curricular and co-curricular). It covers the syllabi, 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 programmes, 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 establishments” includes following type of educational institutions:

- boshlang'ich maktab - primary school (4years: I-IV class)
- umumiy o'rta ta'lim maktabi - secondary school (9 years I-IX class)
- Ayrim fanlar chuqur o'rganiladigan ixtisoslashgan maktab - specialized school (some of the subjects studied in depth training , period of 9 years: I-IX class)
- Ayrim fanlar chuqur o'rganiladigan ixtisoslashgan maktab internati - specialized boarding school (for 5 years: V-IX 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 (9 years I-IX class), ayrim fanlar chuqur o'rganiladigan ixtisoslashgan maktab - specialized school (some of the subjects studied in depth training , period of 9 years: I-IX 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 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 5 to 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 per-school education that is generally characterized as nursery or kindergarten. The results of investigation lead to the conclusion that unlike analyzed LSG in the Uzbek language, the seme “belonging to private sector of education” in the LSG of British English affects nominational educational institutions. In the LSG of the Uzbek language, there is only seme “belonging to state sector of education” no any private educational institutions, not including pre-school education.

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* (oralik 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 seme 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 seme “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 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 seme *religious affiliation* (diniy mansublik): parochial school, religious school – diniy maktab, catholic school – katolik maktabi, nonsectarian school – mazhablararo bo’lmagan maktab (school that

accepts students regardless of religious affiliation). A similar LSG microfield “secondary education” in the Uzbek language do not have the seme 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 seme “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’qituvchilar 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 seme “ *specialization establishment with a certain profile*“, while the Uzbek language with this seme 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) sanatoriy 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.

2.2. LSG of “educational process participants” and its lexical-semantic analysis

The participants of educational process are investigated separately, dividing them into two subgroups: *o'quvchilar* – pupils, graders, talabalar – students and *o'qituvchilar* - teachers

As mentioned above, 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.

Analyzing the structure and semantic constituents in the 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 LSG 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 LSSG. 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)*.s\ 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 (brit)– junior high school student (amer)* has also distinctive features.

In the LSSG 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*).

In the LSSG 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 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 NVE, Uzbek constituent – American NVE) 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 NVE), *o'rta maxsus ta'lim o'quvchisi* (*yoki yuqori sinf o'quvchisi*) – junior high school student (American NVE). 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 LSSG “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’quvchisi* – *senior pupil (British)* – *(high school) senior student (American)*. The remaining terms are ethnospecific lexemes with ethnospecific character. For these tokens translated equivalents are with descriptive translation.

LSSG 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 LSSG of “pupils” in British has a such layer of tokens marked with the same *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* – qirollik 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* – Itonkollejining suv sporti bilan shug’ullanadigan o’quvchisi.

2.3. Lexical-semantic analysis of the LSG “Assessment system”

The evaluation system of knowledge and skills of students in Uzbekistan, Great Britain and the USA are significantly different that makes translation studies extremely difficult for a conceptual approach. As noted earlier, terminology of evaluation system in Uzbekistan developed and centralized, all the constituents of

the group marking seme is invariable. Similarly, the terminology of analogues in the group of British English is similar, but American English subgroup constituents include the seme variability because there is no developed terminology of evaluation system for the whole country.

LSG of “assessment system” in American English doesn’t have generalized terminology unlike Uzbek and British. Most of the terms are marked with usual seme, because evaluation standards often developed for one or more states. It is noted, in some states prohibited the traditional assessment of pupils (formal assessment), in the first grades of primary school (pre-grades K-3) and the performance of any test accustomed sample.

Invariable constituents of grading system only are: *grading system and (academic) grades*. In the LSG of British and American “assessment system” is used alphabetic marks, which may have additional plus or minus, such as : A+ , A, A-, B+ , B, B-, C+ , C, C-, D+ , D, D-, E+ , E, E-, F. Digital labels percent points between hundred percent within denoting scores who scored for writing test (test, quiz). Literal labels and interest set by each institutions separately (usually this correspondence, such : A= 93-100, B=85-92, C= 76-84, D=70-75, F = below 70).

Analogue – translated equivalent British *raw score* and American *mean score* are constituent LSG correlate to Uzbek *umumiy ball (total score)*.

Generic term grouping the Uzbek language assessment is the basis for the formation of other terms of differential features, such as *semester bahosi* that is equivalent in the subgroup of both languages to *final grade* and *o’tish bahosi* (transferable evaluation) that is unparalleled in English and needs to create translated counterpart *pass grade* or *transfer grade* . Uzbek *O’zlashtirish ko’rsatkichi* corresponds partially to *average grade*. British *baseline assessment* - preliminary assessment (est to determine students’ knowledge base has marked and featured seme “*performance for admission to primary and secondary schools*”

Most of the terms that belong to “assessment system” have the common seme “*grade for behavior*” – *conduct grade*. A’lo - excellent , yaxshi –good, qoniqarli – satisfactory, qoniqarsiz- unsatisfactory. Furthermore, mostly in

primary education system of Uzbekistan young learners get feedback with such positive words: *Balli!*, *Barakalla!*, *Ofarin!*, *Tasanno!*, *Qoyil!* Above noted terms in American English are used with marked-cuts: *E- excellent*, *S-satisfactory*, *N-needs improvement*, *U- unsatisfactory*.

The constituents of subgroup American English characterized with variety of tests and imagery names. These include proper names such as *Terra Nova—state standardized test to check students' skills*, *Woodcock – a test of student abilities at primary grades*, *Spelling Bee – competition with spelling(carried out in several stage: from the school to the national stage)*. Such imagery proper names are not observed in the Uzbek language.

British LSG “assessment” includes 5 lexemes that indicate general state tests. *National Tests and Tasks in English – state tests and control tasks in English*, *National Tests and Tasks in Maths – state tests and control tasks in Maths* having the same “*execution at the end of Year 2*”. *A National Tests in English – state test in English*, *National tests in Maths – state tests in mathematics and National Tests in Science – state tests in natural sciences*, having marked same “*execution at the end of year 6*”.

In Uzbekistan we see “Davlat imtihoni” – State Exam that is held at the end of every school year for every class. This exam called also, “Sinf dan sinfga ko'chirish imtihoni”. *Nazorat ishi* correlates to two terms *quiz* and *test* in English. We meet also following exam types in Uzbek: *nazorat ishi* (control work). Other differences of LSG “assessment” are observed in secondary education system also.

Diverse structure of American National Variant of English (NVE) represents a number of terms , that reflect conceptual approach to the ways of knowledge control which is different from that is used in Uzbekistan. Most of the terms in terminology don't have matches in Uzbek and terminology needs to create transferable matches: *portfolio – (assessment) – evaluation of different types of works (systematic evaluation of written student works for a year or course)*, *benchmark – criteria (detailed evaluation criteria of knowledge, usually accompanied by a sample answers; observations – this kind of terms are not*

observed in the Uzbek language; observations with scoring rubric – observation with the completion of evaluative tables; observations with checklist – observation with filling checklist; observations with informal notes – observation with free anecdotal notes; performance assessment – evaluation skills, students are asked to perform a complex task while doing it they should demonstrate acquired skills, a term that would meet this token in the Uzbek language is not allocated; graphic assessment – assessment of graphical representation skills, the ability to create and apply schemes, graphics, diagrams . such kind of terms may be considered lacunae , because obviously specifying the term conducted the evaluation in the Uzbek language is not appeared.

The term listed below have counterparts in the Uzbek language: discussions – bahs-munozara, written assessment – yozma nazorat, introductory assessment – boshlang'ich nazorat, final assessment or embedded assessment – yakuniy baho , evaluation of acquired knowledge or skills(egallangan bilim va ko'nikmalarni baholash) , interview – usually in this subgroup analogue is og'zaki imtihon, self-assessment – o'z-o'zini baholash, classroom assessment – sinfni baholash, dars jarayonida o'quvchilarning bilimini turli usullar bilan baholash (teacher assessment of students' knowledge during lessons on various criteria).

Usual seme use in England, Wales, Northern Ireland labeled the following exams: *(examinations, final tests) British National Variant of English (BNVE) : General Certificate of Secondary Education, (GCSE) examinations – exams obtaining a certificate of secondary education (fifth form or Year 11) at age 16 in English , mathematics, science : marked with alphabetical letters: A, B, C, D, E, F, G; General Certificate of Education (Shahodatnoma- umumta'lim sertifikati)/ Advanced Supplementary Advanced (Level Examinations – school exams for obtaining a certificate of secondary education increased level of complexity (taken in the last year of study in high school (Sixth form) at age 18 , who are going to university in the subjects of choice , marked with alphabetical letters : A, B,C,D,E orN (fail grade - not counted) ; International Baccalaureate (IB) examinations - Xalqaro bakalavriat imtihoni (chet elda o'qiyotgan 16 yoshdagi*

talabalarning Buyuk Britaniya Oliy O'quv yurtiga kirush imtihoni) - examination for international baccalaureate diploma(consists of students 16 years of age who are studying abroad have to access to higher education in the UK; General National Vocational Qualification (Umummilliy kasb-hunar malakasi UKHM) – (kasb-hunar malakasini tekshirish milliy imtihoni) (GNVQ) national exam for professional qualification, it has three levels: Foundation GNVQ – exam for national qualification baseline(kasb-hunar malakasining boshlang'ich darajasini tekshirish milliy imtihoni);Intermediate GNVQ – exam for a national middle level qualifications (kasb-hunar malakasining o'rta darajasini tekshirish milliy imtihoni); Advanced GNVQ- exam for a national qualifications elevated levels(kasb-hunar malakasini yuqori darajasini tekshirish milliy imtihoni); Translated equivalents of the above tokens represent the creation exams in the Uzbek language using calque, semi-calque, descriptive translation and commentary.

The following compound tokens of British (NVE) examinations determined usual seme use in Scotland: *Scottish Certificate of Education Examinations – Shotlandiya Shahodatnomasi - umumta'lim sertifikat*) - analogue *General Certificate of Secondary Education (GCSE)*; It has two levels: *Standard Grade – (without honors)*, and *Higher Grade –(with honors)* ; *Certificate of Sixth year Studies (CSYS)examinations (Olti yillik ta'lim sertifikat)*– examination for obtaining the certificate of completion of Sixth grade (in the last year of study students who are at age 18 , receive *Scottish Certificate of Education with honors*) ; *General Scottish Vocational Qualification (GSVQ) examinations – (Umumiy Shotlandiya kasb-hunar malakasi) imtihonlari* - national exam for professional qualification, it has three levels: *Level 1- 1-daraja, Level 2- 2-daraja, Level 3 – 3-daraja*).

In the Uzbek language LSG is observed lacunae in the British lexeme *mock exam(ination)- training exam (examination conducted by teacher one or two months before the exam to determine the level of assimilation of the material studied by students (imtihondan 1-2 oy oldin o'qituvchi tomonidan talabalarning*

o'quv materiallarini o'zlashtirish darajasini aniqlash uchun o'tkaziladigan imtihon). There is no analogue in Uzbek for this word and here we use descriptive commentary translation for mutual understanding of its semantic structure.

Constituents in American NVE subgroup, that are used for naming *exam consisting end of study in high school* are such complex of lexemes (they are all marked not mandatory semantic factor, that is depending on the needs of the student has the right to choose which exams draw) : General Development Educational Test (GED) – *Umumiy rivojlanish ta'lim testi (test for recognition of equivalence of secondary education)* ; College Level Advanced Placement – (CLAP) examinations - *Kollej ilg'or talabalarini joylashtirish imtihonlari – college exam training program (a program after the successful passage , or the program which is counted as the passage of a university course for the student who receives credit;* International Baccalaureate (IB) examinations – *for international undergraduate certificate (requires an additional semester students of high school to fulfill the necessary requirements of the program);* Scholastic Aptitude Test (*Ilmiy-amaliy ko'nikmalar sinovi*) – *qualifying test, test of academic ability (akademik qobiliyatni saralash sinovi) (standard test , that is conducted by council for examinations of applicants and students, that is designed to detect a certain abilities towards education and knowledge of English grammar and vocabulary); (kengash tomonidan abituriyent va talabalar uchun o'tkaziladigan standard sinov imtihoni; ingliz grammatikasi va lug'at tarkibi bo'yicha ma'lum qobiliyatlarni aniqlash uchun mo'ljallangan)* held instead of entrance examinations to higher educational institutions of the USA (*AQSH oliy o'quv yurtlariga kirish imtihonlari o'rniga o'tkaziladi*) ; American College Testing Examinations – *Amerika Kollej sinov imtihonlari - one of the tests consist of students who wish to enter higher education institutions (oliy ta'lim muassasasiga kirishni istagan talabalar uchun sinov imtihoni).*

The analysis shows that in the Uzbek language LSSG of “assessment system in secondary education” has no such a diverse structure that can correlate to the both English Variant. There are two tokens that call these exam “ *maktab bitiruv*

imtihoni “ - final assessment of secondary school (pupils take these exams at the end of grade 9) ; “ *kollej bitiruv imtihoni* “ - final assessment of complete secondary school (pupils take these exams at the end of college year, course 3) .

Conclusions to Chapter II

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. As a result of a contrastive-translatological 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 senses of these constituents are partially similar. The third type consists of lexemes without adequate equivalents in the receptor language. According to the above mentioned analysis the constituents of the LSF “education” in the English and Uzbek languages are classified into 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.

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.

Reciprocal equivalents are words in the source language and target language denoting phenomena, concepts or objects similar in both languages.

In the analyzed lexical semantic groups lacunas are observed in the Uzbek language, such as: mock examination, wet-bob, catholic school, nonsectorial school; Lacunas' proportion of the Uzbek language including all analyzed lexemes in this chapter is approximately 25% in the microfield "primary education" in comparison with the both English variants. Analogues are about 34.5% for British English and 26.6% for American English, that is nearly 50% of lexemes are two-sided constituents that can correlate to each other with commentary translation. In the microfield "secondary education" we can see following numbers approximately: lacunas in the Uzbek language are 39,32% for British NVE, and 34.4% for American NVE.

III Semantic–structural relations and neologisms in the microfield “Education” in the English and Uzbek languages and issues of linguadidactics

3.1. Syntagmatic – paradigmatic, hyperonymy-hyponymy relations of educational lexemes

As any lexical-semantic system is based on relation, their study is considered extremely important for regulating and systematizing terminology, constructing the hierarchy of concepts in some fields of knowledge. There is no doubt that investigations of semantic relations “allows to specify theoretical understanding of the terminology systemic nature on the semantic level and also identify patterns of systemic correlation of the expression plan and the content plan of the specific professional terminological system.”¹

We certainly agree with the opinion of linguists about the fact that at the heart of hierarchical organization of vocabulary and terminology particularly in the development of vocabulary, underlie paradigmatic relations, “because the term depends on subsystem concepts is developed in a particular paradigmatics, in the specific characteristics of compatibility with other terms within each terminological system”.²M.P.Kocherhan believes that the meaning of the word depends on its position in the lexical-semantic paradigm, that is form of paradigmatic relations “Words as well as phonemes, morphemes, constructions are positioned between each other in different oppositions and united into different paradigms. Paradigmatic relations in the lexical-semantic system are the relations between words and groups of words based on community or opposition of their meanings”.³

The other system of language that actively participates in producing meaning in language is syntagm. Jonathan Culler writes that in the works of

¹Kottsova E.E. Hyponymic system of the Russian language. A.-2010, p75

² Kozak L.V. Ukrainian electric terminology, Kiev -2002, p 63

³Kocherhan M.P. General Linguistics, Kiev -2006, p35

Ferdinand de Saussure “Paradigmatic relations are the opposition between elements that can replace one another. Syntagmatic relations define combinatory possibilities, the relations between elements that might combine in sequence”¹ . According to the Oxford Concise Dictionary of Literary Terms, a paradigm is: a set of linguistic or other units that can be substituted for each other in the same position within a sequence or structure. A paradigm in this sense may be constituted by all words sharing the same grammatical function, since the substitution of one for another doesn’t disturb the syntax of a sentence. Linguistics often refers to the paradigmatic dimension of language as the “vertical axis” of selection.²For example, in a sentence “The cat was sitting on the rug” *the* is chosen among a number of words such as “a”, “their”, “his”, and “my” that could have filled the same slot based on the paradigmatic system. Also, “cat” is chosen instead of “dog”, “boy” etc.

The following definition is given for syntagm: a linguistic term designating any combination of units...which are arranged in a significant sequence. A sentence is a syntagm of words. Language is said to have two distinct dimensions: the syntagmatic or horizontal axis of combination in which sequences of words are formed by combining them in a recognized order... the syntagmatic dimension is therefore the “linear” aspect of language.³

Originally, syntagm is derived from the Greek language, in which the theoretical interpretation of the syntagma refers to the rhetorical figure of the language. According to Greek rhetoric, syntagma as defined as a word, a group of words or a whole sentence. Russian linguist A.A.Reformatsky does not completely deny the sentence but he removes the sentence from the concept of the syntagma. He defines syntagm as the combination of two other members in the relationship of subordination.⁴

¹ Jonathan Culler (p60)

² Oxford Concise Dictionary of Literary Terms(182-183)

³ Oxford Concise Dictionary of Literary Terms(255)

⁴ Introduction to linguistics (1955)

Academician A.A.Akhundov considers syntagm as a unit of the syntactic level. On the other hand, A.Rajably considers this statement to be untrue, he shows two units of the level of syntax: “1) Word combinations as a syntactic model which consist the forms of words based on syntactic connection and syntactic meaning. 2) sentence is given as a syntactic model consists of the combination of sentence model of the forms of word and word combination(2003). A.A.Akhundov writes also: “Syntagma is regarded as a stylistic unit consisting of determined and being determined”. (1988). As a unit of syntax it is divided into two groups: 1) predicatives are the same in accordance with the sentence, and 2) non-predicatives.

Also, both sentences “I write what I know” and “I know what I write” consist of the same units, : I”, “write”, “what”, “know”. But the meaning of these two sentences is different because sentence composing units are arranged differently based on the syntagmatic system.

The following examples are given with some of educational lexemes for better understanding of syntagmatic and paradigmatic relations in both languages.

“ *I’ll say you are the greatest teacher alive, if you make that good.* (Bernand Shaw. Pygmalion)

In this example the word *teacher* is used instead of educator or instructor“, and in the syntagmatic relation it follows a superlative adjective “the greatest”

Shunaqa-ku, dedi ustoz kulimsirab,- adabiyotga eshik qolib tuynukdan tushadiganlarni jo’n mushukka o’xshatsak , mushukning haqi ketadi-da!”

(Abdulla Qahhor. O’tmishdan ertaklar,)

“ Oqko’lga o’xshagan uzoq qishloqlarga o’qituvchi yetishmas edi”
(Pirimqul Qodirov, Qora ko’zlar.)

“*Sinfga muallim bo’lib kiryapsizmi yo o’rta asrlar tarixi uchun ko’rgazmali qurol bo’libmi?* (S. Siyoyev. Yorug’lik,)“

The words *o'qituvchi*, *muallim*, *uztoz* in Uzbek are defined as fan, tarbiya asoslaridan birini o'qitadigan, dars beradigan kishi, muallim¹, and the above examples prove their paradigmatic and syntagmatic relations in various sentences.

"What if we get jumped out there?" one student asked. *(Stacy A. Opening the book on race)

"I have a word to address to the pupils, " said she. (Charlotte Bronte. Jane Eyre,)

" School was dismissed , and all were gone into the refectory to tea ". (Charlotte Bronte. Jane Eyre,)

Hikmattalab shogirdyana so'radi:

-Kimni sodiq va vafodor do'st deb bilmoq kerak? (Xurshid Davron. Ming bir rivoyat)

"Maktabning ochilganiga ikki hafta bo'lmay, o'quvchilarning soni o'ttizdan oshib ketdi " .(M. Ismoilov. Farg'ona tong otguncha.)

We can see from above examples On the syntagmatic axis words are linked or chained together according to grammatical rules, but we make choices about which words to link together on the paradigmatic axis, the axis of choice"²

In the system of paradigmatic relations hyper-hyponymy (from gr. Hyper- "*floor, above normal , over*" and hypo- "*below, under*")" is one of the most important categories that is forming terminological structure"³. Hyper-hyponymic relations are used to analyze different groups of lexic and vocabulary of the language in general. The researchers note the importance of hyper-hyponymy in solving problems of ordering vocabulary, describing its thematic connections and

¹ O'zbek tilining izohli lug'ati (191)

² The Linguistic Encyclopedia (437)

³ Klymenko N.F. Derivative structure and semantics of compound words in modern Ukrainian language. Lviv-2004

also for lexicographic works as “binding principle of organization of dictionary of any type is a definition of the word by genus and species difference”¹

Not all the lexemes in the vocabulary can have the semantic relations of partonymy, graduonymy, or synonymy, but all lexemes can have hyperonymic relation.²

Hyper-hyponymic relation has a great role in grouping lexemes, by the help of this semantic relation lexemes unite into larger groups and create lexical semantic field.

According to the results of investigation, we find out following hyper-hyponymic relations in both languages:

Hyperonymy of characteristics of educated people:

In English: responsibility, faithfulness, hard-working, intelligence, speech ethic, independence, friendship, generosity, tolerance, patience, equality, politeness, braveness,

In Uzbek: vatanparvarlik, insonparvarlik, vijdoni uygʻoqlik, daxldorlik, hissiga egalik, eʼtiqod, xushmuomalilik, sadoqat, chidamlilik, samimiylik, saxiylik, mardlik, ahillik, bagʻrikenglik, birdamlik, mehnatsevarlik, mustaqillik, javobgarlik, doʻstlik, hushyorlik.

Hyperonymy of goodness:

In English: morality, freedom, mentality, knowledge, fair, honor, proud, shyness, patience, duty, strength, creativity, compassionate

In Uzbek: burch, eʼtiqod, erkinlik, tarbiya, axloq, sadoqat, qadriyat, mehnat, bilim, muruvvat, hayo, shariat, saxovat, adolat, andisha, vijdon, oriyat, sabr, savob, iroda, insof, hadis, kitob.

Hyperonymy of activity:

¹ Klymenko N.F. Derivative structure and semantics of compound words in modern Ukrainian language. Lviv-2004

² Hakimova M. Semasiologiya. Toshkent. 2008-yil. 79-b.

In English: logical thinking, self-control, solidarity, unanimity, friendship, cooperation, innovation, creation, compassionate...

In Uzbek: ahillik, bag'rikenglik, birdamlik, mehnatsevarlik, do'stlik, insonparvarlik, dahldorlik hissi, mantiqiy fikrlash, aqliy mehnat, o'z o'zini boshqarish, o'z o'zini tarbiyalash, ma'naviyat qo'rg'oni, bunyodkor hayot, insoniy munosabatlar, ma'naviy o'zgarish

Hyperonymy "secondary education"

In English: primary school, elementary school, comprehensive school, finishing school, grammar school, public school etc;

In Uzbek: boshlang'ich maktab, umumta'lim maktabi, aniq fanlar maktabi, iqtidorli bolalar maktabi, maxsus maktab internati va h;

Hyperonymy of "educational process participants"

In English: teacher, pupil/grader, student, educatee;

In Uzbek: o'qituvchi, ustoz, o'quvchi, talaba, murabbiy va h;

Furthermore, we can see hyperonymy "credentials and awards", "academic ranks" educational establishments" and so on in both languages.. These examples show that like other lexemes educational tokens also have semantic relation of hyperonymy and hyponymy.

3.2. Neologisms and issues of linguadidactics

Developing and changing world due to the processes of economical, social, political, cultural, and scientific life highly effects changes in language in many different spheres; grammar, pronunciation and mainly in vocabulary as words represented as building blocks of the communication process. The words which have recently appeared in any language are called "neologisms". They mainly represent the evolving nature of the language. By the term "neologism" different scholars understand different notions like the process of creating completely new

words, giving new meanings for existing words or developing new senses in existing words.

The process of coining new words has been widely studied by both native and foreign linguists. The Ukrainian philologist professor M. Mostovy states that “there are no clear criteria for defining neologism as a linguistic phenomenon.”¹ However, the Dutch prominent linguist M. Janssen distinguishes five main criteria for defining the notion “neologism: “a) psychological – a neologism is a word that is perceived as new by the language community; b) lexicographic – any word that does not appear in the dictionary; c) exclusive definition – a word not appearing in a pre-determined exclusion lexicon; d) diachronic definition – any word-form that appears in a recent general language text, and was not previously a part of that language; e) reference corpora definition – any word that in a recent general language text and does not appear in an established reference corpus of that language.

The Russian linguist L.A. Haham classifies neologisms on their semantic and structural peculiarities. As a result his classification is named as the structural-semantic classification of neologisms:

1. A word in which both the form and meaning are new.
2. The form is new, but the meaning has already existed in some other words.
3. The meaning is new, but the form has existed before².

The appearance of neologisms is a constant and regular process in any language shows the language has specific, dynamic existence.

D.W. Maurer and E.C. High, the authors of the article “*New words – Where Do They Come from and Where do They Go?*” published in the journal “*American Speech*” differentiate two types of new words: 1) neologisms – words that are with

¹ Mostovy “The English language lexicology” _ Xarkiv, 1993, p174

² L.A. Haham “Classification of neologisms” p12

new semantics (neosemanticisms) and 2) true neologisms – neologisms with a pure form. According to the authors' opinion, neologisms in pure form are rare, mostly we are dealing with neosemanticism-words or group of words that already exist in the language, but in a different context, and acquired new meanings¹. This means these include words of foreign origin, the words that come from other subculture and archaisms, which came into use again by rethinking their values, and these words are not considered archaisms.

Peter Newmark speaks about “neologisms one of the biggest problems of translation for translators”².

Based on the principle that is the basis, innovation can be divided into several groups. Firstly, their qualifications to the spoken and terminological lexemes are considered. Of the total number of investigated tokens, 57 % of them in a conversational manner and 67% showed innovation rate. As it will be seen, we can talk about some patterns of their translation : for abbreviations, usually served in its equivalents variants and for telescopisms – calque, semi-calque, analog.

Here we deal with some abbreviated neologisms. This group includes such tokens: *janny*, *chiddler*, *tween* (*twee-ager*), *screenager*, *skippie*, *Edd*, *GERBIL* (*Gerbil*), *ISIC*. Considered that *chiddler* – (a young child) *yosh bola* ³ is the result of collocation *child* – *bola* and *toddler* – *yurishni boshlagan chaqaloq* . Therefore, *chiddler* is *bola*, *bolakay* . The newspaper “Daily Telegraph “ 30 Apr 1988 fixes word in the following sentence: *If you are going to grab these chiddlers before they switch on the television , you have to give them very strong medicine.* – *Agar siz bu bolakaylarni diqqatini jalb qilmoqchi bo'lsangiz, ular televizorni yoqishlaridan oldin ularga juda kuchli dori berishingiz kerak.* Another new lexeme is *janny* - *school caretaker* (*maktab qo'riqchisi*)⁴ is a spoken version

¹Maurer D.W., High E.C. New Words: Where do They come from and Where do They Go?//American Speech – Baltimore, 1980. – Vol.55, №3p 186-194

²Peter Newmark Approaches to Translation.- Cambridge: University Press,1988.-200p

³ Ayto John Dictionary of English new words - M. 1990-p69

⁴ Ayto John Dictionary of English new words - M. 1990- p 210

ofjanitor – maktab boshqaruvchisi, used mainly in Scotland¹. Then in translation, we provide equivalent full version word by the absence of reduction in the Uzbek language. *All you need is sack the janny! - Sizga eng kerakligi maktab qo'riqchisini ishdan bo'shatish...*²

Interesting from our point of view is a new word *skippie*, that is arising from the initial letters of words *school kids with income and purchasing powers* similar to *yuppies (young urban professionals)* ³. Our translation version is *badavlat oiladan bo'lgan o'quvchilar*.

Neologisms appeared with increasing importance of information technology methods and the increased need for specialists in this sphere. The magazine "Time" found an appropriate degree of *MBS/MBI (Master of Business Administration plus Informational Technology)- Biznes boshqaruvi va axborot texnologiyalari magistri*. Another new degree that was given is *EdD (Doctor of Education) – Ta'lim doktori (pedagog olim)*. *Andragogy – the methods or techniques used to teach adults; metagogy – it is a process of collaborative learning amongst adults that works on interdependence of learning for the advantage of the individual as well as the community; blended learning; edumacational; virtual education;*

Other innovations are not fixed in the lexicographical sources, such as *ISIC (International Student Identity Card) – Xalqaro talabaning tasdiqlovchi bileti*.

Rapid introduction and development of computer technologies have given impetus to the emergence of a number of new terms in the sphere that is connected with learning through computers (computer assisted learning) : *teleschooling – ekran orqali o'qish (kompyuter yordamida o'qitish teledasturi)* ; *cyberschool – virtual-maktab; cybercollege- virtual kollej; keyboard revolution – kompyuter revolyutsiyasi (o'qitishda kompyuter texnologiyalarining intensiv qo'llanilishi)*

¹ Ayto John Dictionary of English new words - M. 1990- p 210

² Ayto John Dictionary of English new words - M. 1990- p 210

³ Algeo J. Algeo A. Among the New Words// American Speech.-Baltimore 1990.- Vol.65, №4 – 367-377

Mostly such terms are used in this sphere: *CBT (computer based training)*- (computer based instruction) – kompyuterga asoslangan ta’lim; *broadcast education* - axborotlashgan ta’lim; *computerized education* – kompyuterlashgan ta’lim, *CALL*(Computer Assisted Language Learning)- kompyuter yordamida til o’rganish;

Becoming to frequent usage of above lexemes has given a chance to enriching these kind of components: *CC – computer conferencing, CC software programme, CC component, CC tasks, CC session, videoconferencing, satellite teleconferencing* .

In comparison with the English and Uzbek language education today is more stable which is associated with the difference in the time of formation of the social life.

We can see following coincidences that occur in relatively new areas of education in comparison with the Uzbek language:

-The use of new information technologies in teaching. Such neologisms are more developed in the English language, in the Uzbek language is usually borrowed or some part of the word is translated. *Virtual ta’lim tizimi – virtual educational system, interfaol o’qitish – interactive teaching, virtual sinf xonasi – virtual classroom, diskussiya – discussion and others;*

- the sphere of international recognition and scope of educational qualifications, documents (such terminology developed in English , because of the status of English as a language of international communication) : *certificate – sertifikat; credit transfer – transferring credit, access – entrance to a certain level of education, entrance requirements , mobility , qualification, placement recommendation etc;*

The analysis of the tokens that has been done in the sphere of “education” reveals issues of linguadidactics. Mutual understanding, acquiring a new language,

plurilingualism can be achieved when languages are taught and learned in relation to one another, and when the findings of language acquisition research are taken into account.

Language learning can be best achieved when the potential of early foreign language learning is exploited. Starting the teaching earlier means lengthening of the learning period. Furthermore, the objective of language acquisition makes it necessary for the language teaching and learning methods to be expanded and reassessed as regards didactic issues of it, and for materials and instruments to be developed and adapted correspondingly.

Teaching and learning materials play an important part in the foreign language teaching. They make possible the transfer of linguistic knowledge, language and learning experience, learning techniques and strategies, linguistic activity and language comparisons and reflections.

Another important factor is translation of a foreign language into mother tongue. The better translation, the better understanding. Language comprehension becomes easier when everything is clear and understandable to the learner. . According to Nada and Taber (1969) “a good translation focuses on the meaning or content as such and aims to preserve that intact”. Semantic approaches and methods are useful tool in narrowing the scope of teaching learning process. One of the modern semantic approach in linguistics today is a semantic field.

Teaching with the theory of lexical-semantic field, semantic-structural analysis creates more effective environment of language learning. Learning vocabulary of the English language in comparison with the Uzbek language contributes to the deepening of the submission of the systemic nature of the language, the organic connection of units of different levels in the course of their contribution.

Similarities and dissimilarities can be easily differentiated when lexemes are taught in comparison with learner’s mother tongue. Well-qualified and motivated

teachers are need for the implementation of this new concept of foreign language teaching. These teachers need to have both proven high-level language competence and solid-methodological –didactic competence.

In order to meet these raising demands, corresponding resources for teacher/training (basic training,further training and support/concelling training) must be made available.

As we know learners can't comprehend or speak at a high level without acquiring enough word stock in the target language. To achieve the best results in teaching vocabulary we may use such effective method and approaches: interactive method, communicative and content based approach. In interactive method teacher tries to incorporate interactivity into lesson using different learning styles.

When teaching Educational termswith field approach in auditorium teacher may apply these teaching strategy:

- 1) Brainstorm the related words to education by giving some examples, asking students to analyze them;
- 2) Students try to analyze and answer;
- 3) Teacher tries to get answers to his question: “What is concept and meaning of Education? What is the importance of educational terms today?”. Students should support their ideas with examples (situations)
- 4) Teacher elicits some answers and concludes theme.

Here we attempt to give lesson plan by applying these methods in teaching common education terms for Advanced level students.

Lesson5. Understanding Common Education Terms

Level: Advanced

Aim:

- 1) To introduce broad areas of education terms using field approach

- 2) To develop communicative ability and intercultural awareness in using broad areas of education terms.

Preliminaries of the lesson:

Preactivities (interactive patterns – whole class)

Lead – in (time - 5min)

Procedure:

- 1) teacher write the topic (broad areas of education) of the brainstorm on the board;
- 2) students try to give their own opinions.
- 3) Teacher summarizes their opinions

Activity 1: Brainstorming. (inductive patterns – whole class)

Time:15 min.

Object: to know their comprehension and opinion about educational terms

Procedure:

- 1) teacher distributes handout 1 which focuses to broad areas of education terms with some example of words and ask students to explain the importance of these lexemes. (Handout 1)
- 2) after explanation in general way teacher asks students to find more words for given broad areas of education terms

Activity 2. (interactive patterns – group work)

Time: 20 min

Object: to learn communicative features of tokens

Procedure: (Handout 2)

1. teacher asks students to answer to the following questions: “Would you say you are a good student? What qualities do you think a good teacher has?”

2. teacher divides class into to groups and asks them to find appropriate words into sentences

Activity 3 (inductive pattern – individual work)

Describing the time that they are really enjoyed during their education

Time: 10 min

Procedure: (Handout 3)

Teacher gives students exercises filling gaps using education terms

Activity 4. (interactive patterns – pair work)

Time: 10min

Procedure:

1. Teacher make students work with their pairs and give some cards with questions to ask from each other
2. Teacher and student assess the activity.

Homework:

1. To find education terms that are ethnospecific to the English and Uzbek language
2. Each learner is asked to write essay on topic “Some people think that this is better to educate boys and girls in separate schools. Others, however believe that boys and girls benefit from attending mixed schools” . Discuss both these viws and give your own opinion

Teacher’s evaluation: Teacher evaluates the learners’ academic performance according to the assessment criteria.

Handout 1

1.Explainsomebasic terms that help you succeed with your studies and add more words to given broad areas of education terms

1. Teaching and learning terms

When learning happens , everybody is happy

Bilingual education, data-driven instruction, block scheduling, community-based learning.....

2. Special education terms

It refers to the broad category of services provided to students with disabilities, disorders or medical condition that affect their ability to learn. This is a sensitive area and terminology should be handled with care

Individualized education program(IEP), learning disability, remediation, Individuals with Disabilities Education Act(IDEA).....

3. Curriculum-Related education terms

Advanced placement, alignment, benchmark, curriculum map.....

4. Assessment-Related education terms

Criterion –referenced standardized test, high-stakes testing, portfolio....

5. Accountability-Related education terms

Adequate yearly progress (AYP), free and reduced- priced lunch, No Child Left Behind Act (NCLB)....

6. Parent involvement terms

Booster club, parent organization, school improvement council.....

Handout 2

Describe a time during your education that you really enjoyed. You should say:

- when this period was
- where you were
- what you were studying at that time

and say why you were so happy¹

Handout 3

Gap-fill sentences – education words

1. The school is known for _____excellence.
2. There is accomadation for five hundred students on_____.
3. Maths is an important part of the school_____.
4. She has a _____in physics from the University of Edinburgh
5. I'm studying _____and I want to work in a bank
6. We went to _____ on Italian art
7. She is the _____of London school.
8. I talked a lot in every _____whan I was a student
9. I have to _____because I hav an exam tomorrow
10. My son is fifteen and he is at _____school now.
11. He is a _____of politics at UK university
12. My daughter had a _____to help her pass hr maths exams.
13. My daughter _____school close to our home.
14. Richard studied electrical_____ at Manchester University
15. She is studying _____and she wants to be a doctor.

Questions for pair work

1. What led you to choose your field of study?

¹IELTS Speaking Task2

2. Do you like your major/studies?
3. What subjects did you find most difficult to pass?
4. Would you like to continue your education abroad?
5. Do you still remember your school days?
6. Tell me about one of your teachers?
7. Where there any courses that you didn't like at all?
8. If you could start again what major would you choose?
9. What did you do the night before an exam?
10. If you have two exams on the same day, how do you usually prepare?
11. What do you remember about your first school?
12. How did you feel when you graduated from high school?

These methodological recommendations cover improving integrated skills of students , fluent speech and their communicability.

Conclusions to Chapter III

As any lexical-semantic system is based on relation, their study is considered extremely important for regulating and systematizing terminology, constructing the hierarchy of concepts in some fields of knowledge. There is no doubt that investigations of semantic relations “allows to specify theoretical understanding of the terminology systemic nature on the semantic level and also identify patterns of systemic correlation of the expression plan and the content plan of the specific professional terminological system.”¹

We certainly agree with the opinion of linguists about the fact that at the heart of hierarchical organization of vocabulary and terminology particularly in the development of vocabulary, underlie paradigmatic relations. In this chapter we attempted to present some features of paradigmatic and syntagmatic relations of microfield “Education in the English and Uzbek languages. Examples are given

¹Kottsova E.E. Hyponymic system of the Russian language. A.-2010, p75

form the famous writers' works for better provement of these structural relations of educational lexicon in both languages.

In the system of paradigmatic relations hyper-hyponymy (from gr. Hyper-“*floor, above normal , over*” and hypo-“*below, under*”)” is one of the most important categories that is forming terminological structure”¹. Hyper-hyponomic relations are used to analyze different groups of lexic and vocabulary of the language in general. The researchers note the importance of hyper-hyponymy in solving problems of ordering vocabulary, describing its thematic connections and also for lexicographic works as “binding principle of organization of dictionary of any type is a definition of the word by genus and species difference”²

In this chapter we can see some examples of hyperonymy and hyponymy relation in the English and Uzbek languages comparatively. Developing and changing world due to the processes of economical, social, political, cultural, and scientific life highly effects changes in language in many different spheres; grammar, pronunciation and mainly in vocabulary as words represented as building blocks of the communication process. The words which have recently appeared in any language are called “ neologisms” . they mainly represent the evolving nature of the language. By the term “neologism” different scholars understand different notions like the process of creating completely new words, giving new meanings for existing words or developing new semes in existing words.

We can see following coincidences that occur in relatively new areas of education in comparison with the Uzbek language:

-The use of new information technologies in teaching. Such neologisms are more developed in the English language, in the Uzbek language is usually borrowed or some part of the word is translated. *Virtual ta'lim tizimi – virtual*

¹ Klymenko N.F. Derivative structure and semantics of compound words in modern Ukrainian language. Lviv-2004

³ Klymenko N.F. Derivative structure and semantics of compound words in modern Ukrainian language. Lviv-2004

educational system, interfaol o'qitish – interactive teaching, virtual sinf xonasi – virtual classroom, diskussiya – discussion and others;

- the sphere of international recognition and scope of educational qualifications, documents (such terminology developed in English , because of the status of English as a language of international communication)

IV Conclusions

This dissertation paper highlights the semantic structure of lexemes related to education in the English and Uzbek languages and issues of linguadidactics. Following results are achieved after the investigation of educational lexicon in both languages:

- Different theories and approaches to the meaning of word prove that there is no exact and complete definition to the lexical meaning. These definitions still be filled with new point of views .Furthermore , new approaches to study meaning of words can stimulate the better and mutual understanding of languages . One of the effective new approach is studying lexemes with the analysis of semantic field.
- It has been identified that educational lexicon possesses quite a complex semantic structure that contains several lexico semantic variants under the archiseme “ Education” in both lanhuages
- Educational lexemes are a set of word groups and words connected by means of associative and logical relationships in terms of lexical-semantic field “education” which provide communication on different levels in the sphere of education.
- The seme “ belonging to education” is an integral feature of this lexicon;
- As regards the sub-language of education, the following constituent parts are distinguished: 1) terms: a) educational terms proper; b) marginal terms; 2) nomenclature; 3) colloquialisms: a) schoolboys’ slang; b) students’ slang; c) slang of university and school teachers;
- Educational terms are lexemes which belong to the terminological system of education, denominating concepts and phenomena of this sphere which are used for educational communication on the professional and everyday level;
- The structure of the field is similar in both English and Uzbek languages: it is three dimensional microfields are located on the axes x and z , lexical semantic groups are situated on the axis y .

- The semes incorporating lexemes into lexical semantic groups are universal for both languages; they are: educational establishments; pupils; students; teaching staff; disciplines and subjects; evaluation and assessment system; organization of the process of education; credentials; degrees and qualifications ;
- Differences in the education of USA, Great Britain and Uzbekistan are observed at different levels.

In Uzbekistan: boshlang'ich ta'lim, umumiy o'rta ta'lim, umumiy o'rta maxsus, kasb hunar ta'limi, oliy ta'lim; primary education, secondary education, further education, higher education for British educational system, elementary education, secondary education, post secondary education for American educational system.

- As a result 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.
- Analyzed constituents of both languages in the field of “education” has such colloquial terms that are specific only for this country and for their education system, “term realias” or “ethnospecific terms” .Ethnocpesific lexemes are active layer of educational lexicon in both languages.
- Most of the terms that are belong to education system of both languages have similar features in the analysis of lexical semantic field “education”.That are close relationship with other terms or boundary terms: funding ,military, Psychology, philosophy, sport, library , informational technologies ,overlaps

occur in terminology borrowed from the field of law. Bilateral correspondences are not observed between the English and Uzbek languages in the funding, religion, sports and military close relationship terms .

- Thus, all constituents actively participate in forming lexical semantic field “Education” that consists of core, dominant and periphery;
- Neologisms appear more in the English language as it is international language. In the Uzbek language neologisms are usually borrowed or some part of the word is translated. *Virtual ta’lim tizimi – virtual educational system, interfaol o’qitish – interactive teaching, virtual sinf xonasi – virtual classroom, diskussiya – discussion and others;*
- For correlating constituents are mostly used paraphrasing, equivalency, commentary translation.
- Lacunas’ proportion of the Uzbek language including all analyzed lexemes in the 2nd chapter is approximately 25% in the microfield “primary education” in comparison with the both English variants. Analogues are about 34.5% for British English and 26.6% for American English, that is nearly 50% of lexemes are two-sided constituents that can correlate to each other with commentary translation. In the microfield “secondary education” we can see following numbers approximately: lacunas in the Uzbek language are 39,32% for British NVE, and 34.4% for American NVE.
- Taken into account the importance of teaching vocabulary, comprehension of meaning in language acquisition we gave issues of linguadidactics and recommendations for effective teaching and learning in Uzbek classes using new pedagogical technologies and interactive methods.. Furthermore, as a useful tool we provided with sample of lesson plan, and activities that can be used during classes.

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