

IMPLEMENTATION OF THE CONCEPT OF “EDUCATION” THROUGH DIFFERENT DISCOURSES

Xilolaxon Maxmudjonova Avazbek qizi

ARTICLE INFO.

Keywords: discourse, metaphor, education, concept, pedagogical discourse.

Abstract

The pedagogical discourse is formed and functions within the educational environment of an educational institution. Consequently, the participants of the pedagogical discourse are those who provide educational services and those who receive them, i.e., all participants of the educational process are involved in this type of discourse. Among them, we observe various forms of interaction: psychological, interpersonal, social, upbringing, influence, conflict, manipulation, and so on.

<http://www.gospodarkainnowacje.pl/> © 2023 LWAB.

The strategies of pedagogical discourse have a certain direction, emanating from the immediate goal of the discourse under consideration, i.e., primarily oriented towards the socialization of the new member, instilling in them the values of a specific communicative community, rules of behavior inherent to its members, and corresponding knowledge and skills. Pedagogical communication has an institutional character. Socially significant goals are predetermined, the implementation of which depends on the management of the interaction between the teacher and the students. The primary responsibility for successful interaction lies with the teacher. This results in an unequal position of the participants (learners and educators). Their roles are strictly delineated and determined by their social status. The teacher selects the subject of speech communication (the topic of the lesson, as well as the topic in the sense of the specific topic of a speech situation, a specific dialogue). He allows the students to engage in the dialogue between learners and educators, interrupting the contact at his discretion.

Currently, discourse classifications proposed by scholars representing various fields of knowledge and their directions are quite diverse. Among the most frequently mentioned in contemporary special literature, the following types of discourse should be distinguished: pedagogical, business, advertising, legal, scientific, religious, political, legal, ethical, military, and medical. Many types of discourse interact with each other, giving rise to a complex dialogical process of interdiscursivity. In the context of the conceptosphere study "education," we are interested specifically in pedagogical discourse. By form, the discourse we are considering belongs to the institutional type, and by content - to the person-oriented. The analysis of scientific works by V.I. Karasik, A.P. Lipaev, O.V. Koroteeva, and others has allowed us to identify the essential characteristics of the concept of "pedagogical discourse" and its corresponding properties. The properties of pedagogical discourse are: dynamism (the change of discourse under the influence of factors affecting it), sociality (the actualization of discourse as a social phenomenon), integrativity (the synthesis, unification of all components of pedagogical discourse into a whole and their complex impact on the individual), personalization (the center of pedagogical discourse is the student (schoolchild, student) - their motives, goals, interests, value orientations, i.e., personality), dialogism (dialogical interaction with others, during which personal enrichment and development

occur), coherence (structural and substantive coherence between the components of the discourse), situational conditioning (consideration of socially, culturally, personally significant conditions and circumstances of a specific communicative situation). In attempting to provide a comprehensive picture of pedagogical discourse as a system, we must present its component, structural, functional, and integrative aspects, taking into account the following requirement: to fully understand the system, it is necessary, first of all, to study its internal structure, i.e., to establish from what components it is formed, what its structure and functions are, as well as the strengths, factors, and conditions that ensure its integrity and relative autonomy.

In characterizing a particular discourse, it is advisable to consider aspects such as the goal, participants, educational environment, substantive composition, communication circumstances, and stylistic specifics of pedagogical interaction.

The values of pedagogical discourse are explained by its systemic goal and can be expressed in axiological protocol sentences, i.e., statements containing operators of obligation (should, ought to, need) (in the English tradition, such obligations are more often represented by modal verbs such as should, ought to, need) and positive values. Such sentences are a research construct, but in some cases, they can be implemented in certain codes, can be encrypted in proverbs, can manifest in various modifications (up to parodying and direct negation) in precedent texts, and primarily find direct expression in situations of communicative failure when communication participants are forced to formulate what is usually implied and is a condition of normal communication. For example, "Elders ought to be respected" - in support of this, such sayings may be cited: "You can't teach an old dog new tricks," "Don't teach your grandmother to suck eggs," "There's many a good tune played on an old fiddle," "A cat may look at a king," etc.; or, for example, in English-speaking culture: The devil knows many things because he is old. That is, as we see, the values of pedagogical discourse find their expression in proverbs, sayings, as well as aphorisms. This issue constitutes an entire section of our research.

Analyzing the Anglo-American pedagogical discourse and relying on the research conducted by British scholars Johnson and Lakoff [Lakoff, Johnson, 1980], the highly metaphorical pedagogical slang of these two cultures can be classified as follows:

1) Metaphors related to food

What he said left a bad taste in my mouth. These are nothing but half-baked ideas, and warmed-over theories. I can't digest all of these new ideas. I just can't swallow that claim. That argument smells fishy. Now there's an idea you can really sink your teeth into. That's food for thought. We don't need to spoon-feed our students. He devoured the book. This is the meaty part of the paper.

2) Plant-related metaphors (fitometaphors):

His ideas have finally come to fruition. That idea died on the vine. That's a budding theory. It will take years for that idea to come to full flower. He views chemistry as an offshoot of physics. Mathematics has many branches. The seeds of his great ideas were planted in his youth. She has a fertile imagination. He has a barren mind.

3) Metaphors related to consumer products:

It's important how you package your ideas. He won't buy that. That idea just won't sell. There is always a market for good ideas. That's a worthless idea.

He's been a source of valuable ideas. I wouldn't give a plugged nickel for that idea. Good ideas are currency in the intellectual marketplace.

As we can observe, in the first highlighted group of metaphors, there is a transfer of taste sensations to mental impressions. Obviously, education offers us "food" in the form of new knowledge for reflection,

"digestion". Cognition is the filling with thoughts, ideas, which, based on the metaphors presented above, is compared to satiating oneself with food. The second group of fitometaphors reflects the idea of knowledge as fruit, seeds, associated with fertility. In the third case, knowledge is portrayed to us as constant categories of the economy - they are valuable, useful, and directly, education itself - it is a service, a product. Attempting to analyze why these widely used metaphors are based precisely on these categories: food, plants, and consumer products, we have come to the conclusion that their use is quite justified, as knowledge in the modern world is truly a commodity, which is conditionally sold and bought, i.e., acquired. Furthermore, education has a direct similarity to plants, as its goal is "cultivation," and knowledge itself, like plants, has the property to grow. The metaphorical representation of the concept demonstrates its evolution in national self-awareness, which can be represented as follows: we acquire knowledge (goods), we sow knowledge (knowledge is like plants), we reap the fruits of knowledge (knowledge is food) (all of this has, first of all, a biblical origin). Thus, we can conclude that the study of this layer of discourse, such as its metaphorical composition, can shed light on the perception by participants of a particular discourse of the studied category.

Let's consider the representation of the "education" frame in British, American, and Russian pedagogical discourse. This frame is actualized specifically in pedagogical discourse and is discursively significant for it. It is advisable to consider the realization of this frame from the perspective of institutional discourse and, accordingly, from the parameters of its description, proposed by V.I. Karasik, meaning it is necessary to highlight typical participants, chronotope, goals, strategies, genres, etc. [Karasik, 2002]. Thus, typical participants in American and British pedagogical discourse in the context of secondary school are teachers and students, in the context of a higher school - students and educators.

The teacher determines the duration in time and the appropriate moment for both implementing speech acts (personal and those of the students) and for the exchange of speech acts. Students are expected to actively participate in interaction and communication - engaging in speech acts that are appropriate for the specific situation (asking, explaining, requesting, evaluating); being responsible for the success of their own speech acts. Within the framework of pedagogical discourse, the teacher controls the course of the communicative event. He guards against deviations from the intended goal of communication in order to achieve the desired socially significant result. He also seeks functional speech strategies, should obstacles arise in communication and interaction, in order to eliminate or overcome them. Pedagogical interaction takes place in the form of verbal and non-verbal actions. The success of interaction, as well as learning, depends to a large extent on the optimal relationship between the two types of verbal actions.

Precedent texts of pedagogical discourse include, first of all, school textbooks and readers, rules of student behavior, as well as many famous texts of children's books, plots of popular artistic and animated films, song lyrics, proverbs, sayings, famous aphorisms on the topic of study, knowledge, relationships between teacher and student. The genres of pedagogical discourse can be enumerated either within the framework of a deductive model, built on the basis of certain features (for example, goals, types of participants, types of scenarios, the degree of ritualization, etc.), or based on actually existing naturally developed forms of communication, for which it is possible to identify prototypical (canonical) units: lesson, lecture, seminar, examination, parent-teacher meeting, dispute, conversation between parent and child, teacher and student, and others. The most important genres of discourse are divided into types (ordinary lesson, excursion lesson, test lesson, etc.). The genres of pedagogical discourse are closely related to its strategies [Milovanova, 1998].

In light of the above, the development of the theory of pedagogical discourse as a problem, a concept, and a strategy for its practical implementation provides a new level of revealing the regularities of the structural-content and functional-technological content of the conceptosphere "education".

Conclusion.

In conclusion, the concept of pedagogical discourse is a complex and multifaceted phenomenon that forms and operates within the educational environment of an educational institution. It involves all participants in the educational process, including those providing and receiving educational services, and encompasses various forms of interaction such as psychological, interpersonal, social, upbringing, influence, conflict, and manipulation.

The strategies of pedagogical discourse are primarily directed towards the socialization of new members, instilling in them the values, rules of behavior, and knowledge specific to a communicative community. It has an institutional character with socially significant goals, and the responsibility for successful interaction lies primarily with the teacher, resulting in an unequal position of the participants. Pedagogical discourse is just one of many types of discourse, with others including business, advertising, legal, scientific, religious, political, ethical, military, and medical discourse. These types of discourse interact with one another, leading to a complex process of interdiscursivity. When focusing on pedagogical discourse, it is important to understand its essential characteristics, which include dynamism, sociality, integrativity, personalization, dialogism, coherence, and situational conditioning. Each of these aspects plays a crucial role in shaping and defining the pedagogical discourse within the educational setting. In studying pedagogical discourse as a system, it is necessary to examine its internal structure, components, functions, and integrative aspects, as well as the factors and conditions that ensure its integrity and relative autonomy. This comprehensive understanding of pedagogical discourse sheds light on the intricate and vital role it plays in shaping the educational process, influencing the development and socialization of individuals within the educational community, and highlighting the significance of discourse in educational settings.

Reference

1. Карасик, В.И. Язык социального статуса / В.И. Карасик - М. - Волгоград: Перемена, 1992. - 330 с.
2. Lakoff, G. *Metaphors We Live By* IG. Lakoff, M. Johnson. - Chicago: University of Chicago Press, 1980. P. 306
3. Qodirova, Z. . . (2023). THE ROLE OF TECHNOLOGY IN LANGUAGE LEARNING. *International Bulletin of Applied Science and Technology*, 3(7), 64–67. Retrieved from <https://www.researchcitations.com/index.php/ibast/article/view/2259>
4. Yakubovna N., Khatamova Z., & Sirojiddin, S. (2022). General Methods of Word Acquisition. *Journal of Positive School Psychology* <http://journalppw.com>, 6(11), 1605-1609.
5. Xoshimova Dilso`z Rasuljon qizi. (2021). COMPARATIVE ANALYSIS OF ALLUSIONS IN TWO LANGUAGES (UZBEK AND ENGLISH). *Academicia Globe: Inderscience Research*, 2(6), 1–5. <https://doi.org/10.17605/OSF.IO/HEAYD>