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COMPARATIVE STUDY OF “ASSESSMENT SYSTEM” IN THE SEMANTIC FIELD OF “EDUCATION “

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ABSTRACT

The article is focused on the problem of discrepancies LSG “assessment system” in the Uzbek and English languages. It is dedicated to the lexical-semantic field of “education” and expressed with verbalizers that realize the field of “conceptual semantics of “assessment system” compared in both languages. The distinctive features of constituents of analyzed LSG are illustrated with examples, supported with the opinions of scholars’ research work. The novelty of the article is the first comparative analysis of micro field “education” in the Uzbek and English languages.

KEYWORDS: *Assessment System, Academic Grades, Usual Seme, Counterparts, Test And Exams.*

INTRODUCTION

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. Our research studies show that 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.

MAIN BODY

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 gradeand o’tish bahosi (transferable evaluation) that is unparalleled in English and needs to create translated counterpart pass gradeor 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: Bali! 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 seme “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 seme “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, “Sinfdan 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 same 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 sertifikat)/ 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 or N (fail grade - not counted); International Baccalaureate (IB) examinations - Xalqaro bakalavriat imtihoni (chet elda o'qiyotgan 16 yoshdagi talabalarning Buyuk Britaniya Oliy O'quv yurtiga kirish 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 some 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 and have already strated to use this in our language as mock imtihon.

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 aniqlah 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 and 11); “kollej bitiruv imtihoni “- final assessment of complete secondary school (pupils take these exams at the end of college year, course 3).

CONCLUSION

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

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