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STRUCTURE AND COMPONENTS  
OF THE CONCEPT OF 'EDUCATION'

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**Abstract.** Concept is a cognitive phenomenon, manifested through its representatives. In order to reveal the structure of the concept, it is necessary to fully consider its representatives in various discourses and define the hierarchy of its components. The following structure of the concept is proposed: concept-subconcept-aspect-segment-feature. The comparative analysis of such a structure is conducted in the article on the example of the concept of 'Education'. The results of the comparative analysis give a ground to state that the same or similar concepts are not identical in different languages. And the concepts and their components of different levels have their specific features in every linguoculturological space.

**Keywords:** concept; concept sphere; education; aspect; sector; teaching; school.

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As a concept is a cognitive phenomenon, we see only its representatives, which is possible mainly through a language. Therefore 'a language is an integral part of the person's cognitive activity. Along with being a specific achievement of a human mind, it (the language) embraces the system of mental knowledge connected with the entire cognitive system.' [1, p. 27]. The concept enters an object into the listeners' mind as an instrument of a complete superpersonal perception [3]. In understanding the concept, the researchers rely on general features

that differ the realis of any class from all others.

In order to understand the structure of the concept, let's hold a comparative analysis of the concept of 'Education' and its components – subconcepts, aspects, sectors and elements, consider and learn the semantic structure of their representatives and terms.

"Concepts are usually not the same in different languages and cultures, because in different languages they reflect the reality in different ways, with respect to different sides of the forming notion" [5, p. 46]. These are the peculiarities of various national

concept spheres. The same can refer to the concept of 'education', as a subject of our study.

The notion of 'education' embraces the notions of 'learning', 'training', 'education', 'enlightenment', 'literacy', 'knowledge', and 'science'. Though these notions are not synonyms in the truly grammatical sense, they are almost the same-level components of one concept. That is, though these components are not the same for their complexity and volume, they can be taken as equal and considered as single-level for their places within the main concept.

The concept of 'education' comprises such hyponyms as 'teaching', 'training', 'nurturing' and others, which we call subconcepts. Being relatively inferior to the concept, the units representing hyponyms of the

subconcept are called aspects. For example, the subconcept of 'teaching' includes such aspects as 'school', 'teacher', 'pupil', 'lesson', 'curriculum' and other units. The aspect of the 'school' shown first in this row includes such segments as 'primary school', 'secondary general school', 'high school', 'military school' and etc, which are the hyponyms in relation to 'school'. Let's, for example, take the 'high school' among these segments and try to find its hyponyms. These would be 'a student', 'a university', 'an academy' (denoting an educational establishment, for example, the aviation academy), an institute, a professor, an associate professor, a lecture hall (meaning the place of holding the lesson), a lesson, and etc. We call them elements, which can be distributed as shown in the table below:

Concept	Education
Subconcept	Teaching, training, upbringing
Aspect	School, teacher, schoolchild, lesson, textbook, curriculum...
Segment	High school, secondary school, vocational school, military school...
Feature	Professor, rector, associate professor, group, class monitor, lecture hall, lesson (means a time section), recess, last bell...

Certainly, it is impossible to embrace all elements of such a complex concept as 'education' in one table. All the same, this table allows to move in the right direction and to share one's thoughts.

As we see, the attempt to list the components of the concept of 'education' only in one line has led to appearance of a number of elements and the attempts for the complete definition and consideration of these ele-

ments (on all levels) will hardly be successful. This is related to the fact that all of the associations born by a definite concept within a single language or lingual culture are impossible to define in a complete and single-time mode, because culture develops and this development finds reflection in the language, as its carrier. As we can see from the definite example of the concept of 'education', serious changes have taken place in the concept sphere

of this concept in the Azerbaijani linguistic culture over the past years and these changes are directly tied to the reforms in educational system.

As for the components of the concept of 'education', they (subconcepts on the initial stage) represent the education concept more in definite meanings and less in some other cases, but all the same, though not clearly, they still remain connected to the main concept. This can be seen from the presence of mainly the same words in the definition of the concept and its components, and explanation of one component by means of others. In order to make our opinion clear, let's divide the lexical units related to education in the English-speaking cultures into the following thematic and cognitive blocks with respect to the conceptual logic and thematic belonging and view them as the aspects of the concept of 'education'.

**1. Authorities regulating education** (for example, board of trustees, Appointment committee (at a university or a college, University Grants Committee). Some of the notions indicated in this group have analogues in the Azerbaijan educational system (in most cases, partially). For example, the British Department of Education and Science manages education in schools and state libraries and coordinates the activity of local education authorities. We, in our country, have the analogue. In our educational system, there are notions corresponding to British: the Department of Education and Science functions in Azerbaijan under the name of the Azerbaijan Ministry of Education;

the Secretary of State for Education and Science, National Union of Teachers (is the largest union of teachers, mainly of primary schools and secondary modern schools).

**2. Types of educational institutions and extra-training divisions** (alternative school; aided schools – schools working on donations (refer to schools called 'voluntary'; half of their spendings are paid by local national education authorities) College of the air (arranges extramural lectures with radio and television; unlike the Open University does not issue diplomas). In analyzing this group of realia it is possible to single out the following nominations (sectors in our hierarchic division) with respect to the main feature:

- External appearance: redbrick universities, whitetile universities, plate-glass universities, school without walls;

- Primary audience: Career Center, technical training institution, training school, Research University. Agricultural college;

- Functional orientation: Career Center, technical training institution, training school, Research University. Agricultural college;

- Fiscal organization sponsoring or financing the educational facility: Catholic School, Charitable School, church school, Direct-grant schools.

It has to be noted that, for example, the name 'red-brick universities' is given due to its initial name. Being civic, they admit only the children from the city. There were a total of 12 universities of the kind. The color in the name was given to differentiate

them from the grey bricks of the Oxford, Cambridge and London universities. Carrying some depreciating connotation, this name expresses the superiority of Oxford and Cambridge. In addition, after those universities moved to new buildings of concrete and glass, their name lost its original meaning.

**3. Diplomas and certificates:** Certificate of Pre-Vocational Education – a certificate of passing the initial exams on vocational education. It has to be noted that unlike the British educational system, Azerbaijan has no such concrete division in its educational system. (Diploma in Education – teacher's diploma is issued after graduation from the pedagogical training department; Diploma in Technology – diploma of an engineer is issued to the graduates of 4 or 5-year higher technical college; Diploma of Higher Education is issued since 1976 after graduating from the pedagogical colleges, as well as other educational institutions, and further education colleges where education lasts for two years, enabling to specialize further in the selected area;

Teacher's Certificate – issued to the graduates of special pedagogical training courses within a university.

There is the analogue of the British 'further education', however, in our country, schoolchildren get two certificates – one about the general secondary education (after the 9<sup>th</sup> form) and the other about complete secondary education (after the 11<sup>th</sup> form).

The English term of 'certificate' is wider than the Azeri-language 'attestat' for its meaning, because the first is not about a definite secondary educa-

tion, but is a document that is issued upon obtaining any kind of education and can be used in the meaning of a diploma. For example, 'Teacher's certificate' – teacher's diploma.

**4. Scientific degree: 'All But Degree' (A.B.D.)** – A doctoral candidate, who complied with all requirements except for the defence of a doctoral thesis; a bachelor without a 'gulf' (at the Oxford and Cambridge universities the last names of such graduates in general lists are separated from the graduates who obtained the BA degree with excellence with a line). The realisation of the 'Student category' group also have the analogues in the Azerbaijani language; however, there are no special terms for them, since our educational system has no such detalization. For example, the British educational system has honors degree, that is the BA degree with excellence, general degree, that is the Bachelor's degree without excellence in two or three subjects, double first – a degree with excellence in two subjects, or pass degree – BA degree with no excellence.

In our language there are also no full analogues for the English 'external degree' (offered to external bachelors) or 'internal degree' (Bachelor's degree for an honors bachelor).

In a number of cases there is a sufficient number of omonymic and multivocal acronyms in this group. For example, VAE: abbreviated form of the Bachelor of Arts in Education; 2. Bachelor of Art Education; 3. Aeronautical Engineering; 4. Bachelor of Agricultural Engineering. For this reason, there are dual abbreviations, that is it is possible to see a number of variants. For example, there is one

more abbreviated form of the Bachelor in Arts (in pedagogics) – BAEC; Bachelor's degree in aviation engineering – VaeE. The same problem could be observed in Azerbaijan's educational system before recently. For example, 'f.e.n' meant the philosophy doctor, as well as the philology doctor. For this reason, the additional abbreviation 'filol.e.' came into use.

**5. Types of exams, methods of students' admission:** true-false tests – testing the students by the true-false scheme, this is the most widespread type of exam, where students have to tick the true or false answer in each question; open-book exam: students are allowed to use the literature in preparing for the answer, tripos is an open bachelor exam with excellence. In this category it is possible to single out a number of terms of Latin origin. They were first borrowed by the French language and from there assimilated by the English language with altered pronunciation. For example, *responions* – fr. *Responsion*, lat. *Responsio*; *moderation* – fr. *Moderation*, lat. *Moderatio*, *tripos*-lat. *Tripas*. But there are also the realias with the same Latin writing and pronunciation, for example 'viva voce'.

In Azerbaijan, schoolchildren usually take exams twice – when finishing the 9<sup>th</sup> and 11<sup>th</sup> forms. However, today there is no single approach to this issue due to the appearance of a number of different schools. The only thing that went unchanged is the graduation exams at the end of the 9<sup>th</sup> and 11<sup>th</sup> forms. It is impossible to list all the test exams and

intermediary tests. Today some schools hold test exams at the end of the quarter, while in graduation classes this tradition continues for already a few years. However, there are no special terms for each of these exams.

**6. Student (school) life realis:** 'college widow': a woman close to several generations of students at a university campus; commencement speech – a speech delivered at the diploma presentation ceremony – the educational institution traditionally invites a well-known political figure, actor, businessman to this end; College port – (old; kept in the basements of the Oxford and Cambridge universities only for the teaching staff); sottom qoot – a rest room or a hall (at the educational institution; sometimes for teachers); *grâce* – an official permission for taking an exam; high table (at the canteen; for professors and council members; usually on an elevation).

The analysis of this group of realis shows their diversity in Great Britain and the United States.

The analysis of this group of realis shows that most of them are used in the metaphoric meaning. For example: 'blackboardjungle', 'drop or add', 'blood', 'blue', 'town and gown', etc.

It would be interesting to analyze the etymology of some of the words. For example, 'Gaudi' – a ceremonial dinner, hosted every year in honor of former graduates – the word of Latin origin 'gaudium joy'. Or a 'rag' – a street rally in the student's campus – formed from one of the meanings of the word 'rag' (a small pompom traditionally carried by a student on his/her headwear).

In this group it is possible to single out a number of words borrowed from other languages: for example, Latin 'campus' – 'Campus-level field': 'place for games or military exercises; dormitory, prospectus.' There are also borrowings from the French language. For example, 'commencement'.

Teaching staff; 'visiting teacher' – a social worker at school; 'registrar' – an official employee, registering new college (university) students and dealing with other formalities related to admission; 'chancellor' – nominal head of the university; appointed for life; attends ceremonial events at the university 1–2 times a year).

The teaching staff in our country is also diverse: at schools there is a number of deputy directors like in Great Britain, form master (mistress). English 'supply teacher' and 'substitute teacher' (casual substitute of a teacher) have no analogues in our country.

Types of terms: Easter term – the spring term; Lent term – wonderful term, the spring term; summer session (in Scottish educational institutions).

In the British educational system, the academic year is divided into terms in both schools and universities. The school term lasts for three months, while the university term is two-month long; in most schools the name of the term corresponds to the season; in some private schools and universities the terms are given religious names.

In Azerbaijani schools the academic year consists of four terms, while the university year is composed of two terms.

Unions and associations: free university – a discussion club, a constantly functioning seminar, created in the

students' knowledge assessment system (credit) to avoid 'teachers' dictate'; 'Parents' National Educational Union – there is no such analogue in our country. The parents' council at schools is a different term. British schools have a school council. They discuss different organizational and educational issues with the school administration. There are also such organizations (Students' union) in some colleges and universities and they deal with the issues of education and students' life.

The parents' council in Azerbaijani schools corresponds to British Parent-teacher association (helps the school administration to deal with the general organizational issues). The local national educational authorities in Great Britain have special inspectors who check the attendance of schoolchildren below 16.

Azerbaijan also has compulsory education, which, however, refers only to general secondary school, that is below 15 years old, while attendance is checked by teachers and school administration.

Unfortunately, the British National Union of Students mainly unites the students' union on the level of college and university federations; they deal with educational issues, as well as the economic, social and other student matters. Some schools in our country also have similar student organizations. There are youth organizations at places, which also deal with the students' problems.

Curricula (agreed syllabus - coordinated programs on religious education (at public schools; set by the local national education authorities jointly

with religious leaders); orep curriculum – free program; unlike the compulsory program, this program gives an opportunity to students to choose most of the subjects; scared straight; being a special school syllabus, it envisages the students' visit to prisons and their meeting with prisoners, helping students to understand that the crime is a negative social phenomenon and it will not stay unpunished).

It has to be noted that for its lexical and semantic meaning, the concept sphere of the English-Saxon education is more diverse than that of Azerbaijani. The analysis of realis and similar semes show that the concept sphere of the English-language education is quite broad for its lexical content. Despite the introduction of a number of lexical units of the European educational system in the Azerbaijani language as a result of the reforms carried in the Azerbaijani educational system recently, most of the realis formed in the British educational concept sphere were still unable to find their place in the concept sphere of the Azerbaijani education and being closely connected to stable traditions, it is probably impossible to form their full analogues.

The analysis of the sequence of main words verbifying the concept of education shows that some information can be verbified when referred to the concept of British education. Some of them are often verbalized equally in both linguocultures, while others are more relevant to one linguoculture and less relevant to another.

Thus, we can see that the Azerbaijani linguoculture has many notions corresponding to the concepts of Eng-

lish linguoculture; however, they have no lexical analogues in our language. That is a phenomenon has no specific name and exists with notions that are close to it. It means that it is possible to speak about close meanings in the concept of Azerbaijani education, at some stages they are not worked in detail like in the English concept.

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