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## **The role of modern semantic theories in the teaching and learning process (based on German materials)**

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### **ABSTRACT**

Philosophical analysis of socio-economic, socio-political, cultural processes of the modern era includes their historical roots, including philosophical research. It is necessary to clarify the meaning of rational bases on which it is possible to develop effective educational strategies, taking into account the situation that creates non-standard difficulties for society in a constantly changing world. Currently, there are real opportunities for the development and implementation of new educational strategies that will meet the needs of the modern development of society on the one hand, and take into account the spiritual dimension of human existence on the other hand.

These processes affect many problems related to both the analysis of existing educational systems and doctrines, and the search for new ways that take into account existing experience. Modeling is a method of studying social phenomena and processes based on replacing conventional images of real objects with their analogues. In my modeling process, the characteristics, relationships and directions of the studied systems and processes are reflected, which allows us to assess their state, make predictions and make informed decisions.

The article talks about the role of semantic theories in the teaching process based on the German language materials, the ways that allow to determine the importance of the justification of the methodological level for the implementation of the pedagogical paradigm.

**Keywords:** Educational process, semantic theories, German language, methodological level, pedagogical paradigm.

### **INTRODUCTION**

In linguistics, semantics is a subfield devoted to the study of meaning at the levels of words, phrases, sentences, and more pronounced combinations (texts or narratives). From a basic point of view, how much importance is attached to larger parts of the text is probably because the composition consists of small combinations of meaning. Traditionally, semantic sources of meaning and expression, truth conditions, argument structure, thematic roles, discourse analysis, and their relation to syntax have been included in the study.

The transformation processes taking place in many societies reveal that social development and education are interdependent, and this especially ensures the achievements and challenges of the later period. The dominant value of the educational system in connection with the redefining of all goals and values of humanity increases in the post-industrial era with the development of information culture.

Education itself is influenced by political, socio-economic and other factors. The problems of higher education faced by universities of this process in Europe: globalization of the economy, struggle in the market of educational services, ensuring the mobility of specialists, development of quality assurance systems in higher education, etc. as characteristic.

In general, the ideological adjustment, the transition to a pluralistic vision in the world, and the rapid development of capitalist relations have led to innovations in the content of education in the world. This has adapted it to the changed socio-economic practice in the context of, on the one hand, preserving what has been achieved and, on the other hand, announcing the priorities of market relations and transferring the new generation to Western cultural behavioral models. It is specifically aimed at preparing specialists from socio-cultural education for the nature and content of work and meeting the needs of the cultural industry. Today, the main goal of socio-cultural transformation is to realize the historical mission of an active personality as the highest value of society.

At the current stage of the development of science, there is a need to direct education to the requirements of the changing labor market through the implementation of a pedagogical paradigm. In order to function effectively, the application of new educational and pedagogical programs and technologies as the basis for the development of education in higher pedagogical education and the principle of the subject of education, as the subject of education, is required for the adult student to be focused on professional and personal development and to be able to expand the scope of his competences.

The above allows us to determine the importance of substantiating the theoretical and methodological foundations of the pedagogical approach in the teaching process as a methodological framework for the implementation of the pedagogical paradigm.

### **Method selection**

In the teaching process, especially during the teaching of semantic theories, the choice of which method plays a significant role in the teacher's effective organization of that lesson. Let's pay attention to the factors influencing the choice of method in teaching semantic theories and paradigm concepts:

### **Semantic theories and paradigm concept**

Semantics - a branch of semiotics and logic that studies linguistic expressions to designated objects and expressed content. Semantic issues were discussed in antiquity, but only at the end of the 19th and 20th centuries. It began to form as an independent science in the works of J. Pierce, F. de Saussure, J. Morris, S. The most consistent and accurate development was adopted by S. logical, oriented ch.arr. in formalized languages. G. Frege, B. Russell, A. Tarski, R. Karnap and others had great services in its creation. The results of logical seismic in relation to formalized languages are also used in the study of semantic features.

Paradigm - entered the world of science in the 70s of the 20th century and quickly gained success in the field of social practice. Paradigm (Greek: paradeigma- example, model) means the main scientific view, current, accepted in the scientific world during a certain historical period, the model of setting, solving and studying the problem, the method of understanding the most general principles of certain research and the object of interpretation. In other words, a paradigm is a set of theoretical and methodological prerequisites that define specific scientific research and are embodied in scientific practice at a certain stage.

Paradigma is the basis of choosing problems, and at the same time, it is a model and an example of solving research tasks. The concept of "paradigm" was brought to the science of pedagogy by the American historian T. Kun. He distinguished 3 stages: pre-paradigm, dominance of the paradigm, paradigm during the scientific revolution (Kun, 1975). According to T.Kun, the paradigm helps to solve the difficulties in research work, allows to identify the changes in the structure of knowledge as a result of the scientific revolution and related to the assimilation of new empirical data.

Paradigm is a system of theoretical-methodological principles that guides research in a certain field of science for a long time. The main characteristics of teachers' ideas about a child, about all the ideas, goals and tasks of his personality, the educational opportunities specific to his time and the general picture of the world directly reflect the complex educational paradigm. Covers. In modern pedagogy, the theory of education is characterized by the formation processes of a new paradigm. They are diverse and interdependent, resulting in complex and conflicting foundations. However, their unity is related to the determination to implement ideas and concepts in educational practice; this is one of the distinguishing features of the last century.

In terms of a systematic approach to teaching, the field of education includes more or less developed complex, extensive infrastructures and open-organizational systems of society and culture. The main goal of the activity is to serve cultural assimilation to the actual educational activity, different levels and relationships of the hierarchy (Nazarova, 2019).

Therefore, when talking about the content and application of the concept of "paradigm" in the field of education, a socially organized system of activity, relations within general relations, differentiation of types of professional activity, diversity, cooperation system should be taken into account.

At the same time, each of these activities should have its own, relatively independent experiences, cultural normative components and pedagogical paradigms. Thus, we can compare and analyze the similarities and differences of existing and proposed innovation paradigms, for example, in the organization and management of educational systems, in the construction and management of these systems. In addition, it is appropriate to discuss the paradigms of the implementation of a series of educational activities of the same level or the pedagogical paradigms for the implementation of the project methodology in the field of education.

During the research, clear differentiation of these processes leads to confusion of different layers of content, which leads to a reality with a logical content, which implies a forced replacement of the subjects of thought and discussion, directly connecting them. Such confusion was the implementation of activities related to the actual implementation of the educational process, typical examples of educational processes and the overall consideration of management activities in the organization of various educational systems in society (Nazarova, 2019).

Such examples are not applied to the use of a special paradigmatic approach in education, but primarily to the field of education as a complex system, the philosophical and pedagogical foundations of its structure, the formation of national-cultural values. In this regard, the characteristic attitude to the paradigmatic approach can be a critical, philosophical and pedagogical analysis indicator for distinguishing existing and emerging pedagogical paradigms, which are often demonstrated by representatives of pedagogical science. We can see this in many educational models.

As a whole, the problems and discussions related to defining the characteristics of the subject, object of science, its various divisions and directions, imply a paradigmatic approach to education, the essence, importance, role of paradigms in the organization of educational activities, and the application of its theories in this process. On the one hand, it deals with the paradigmatic characteristic mixture based on conducting research in the pedagogical field, regulating its activity, especially in the field of general didactics, the paradigms used in the organization and implementation of practical education, and their pedagogical and educational activities (Khalil, 1997).

On the other hand, the lack of understanding and insufficient consideration of the main differences in practical and theoretical work in pedagogical and educational activities, in turn, leads to the application of paradigms that determine the specificity of categorical approaches and models in the educational activities of teachers and students in the field of research. As a result, publications devoted to educational paradigms are cited. In fact, the absence of these fundamental differences, the various content of conceptual, theoretical, experimental work in the field of pedagogy, including research and development of its activities, methodological, technological activities, operations become more complicated and complex.

### **The main directions of paradigm activity in teaching**

It allows to compare and analyze the available paradigms as a special direction of scientific activity. In many cases, authors writing about educational paradigms do not distinguish between these types of activities, so some conceptual "chimeras" are created. For example, the characteristics, principles, methods, and models of research carried out within the framework of the natural-scientific approach are directly related to the process of organizing and implementing practical educational activities, where it is important for the teacher and student to act as objects of transformation during pedagogical research and practice. At this time, a teacher working typologically within the framework of the "paradigm of natural sciences" becomes a kind of scientific researcher and researcher conducting experimental experiments with students. Of course, every person performing the functions of a teacher can simultaneously study scientific practice within the framework of a certain paradigmatic approach along with his main work. However, in this case, the practical transformation activity will continue with completely different methods and methods from the actual educational activity, which will separate the research works of scientists in the field of pedagogy (Richard, 1998).

As for the establishment of scientific activity, this situation is not so simple from a natural-scientific approach. Applied science, which deals with the construction of the concept of pedagogical educational practice, does not take into account the humanitarian object of pedagogy, the socially and culturally conditioned activity of research subjects. This approach makes the process even more difficult, and the methods and techniques used in natural sciences cannot be used here.

This is not surprising for O. G. Prorikot (Prorikot, 1979), who proposed to distinguish the "paradigm of natural sciences" from the "scientific pedagogical paradigm", he did not show the real structure based on the concept of the educational process and the example of its application in practice. At the same time, the paradigm of natural sciences is distinguished by researchers and characterized as follows:

- 1) Subject-object relations between the researcher and the subject;
- 2) Verification of mandatory existence of hypothetical constructions;
- 3) Description of special mandatory conditions for experimental work and experimental verification of hypothetical constructions;
- 4) Generalization of experimental data and structure on the basis of theoretical premises: "Note that this can be really tested in the scientific pedagogical paradigm" (Nazarova, 2019).

The above-mentioned features confirm our hypothesis that in fact this is not one of the specific paradigms for pedagogical science, but on the contrary, it was not one of the general principles inherent in scientific activity in general, the structure that will become an understanding with the characteristics of natural sciences, a classical term called rational at a certain stage of development. associated with the use of the model.

Pedagogical paradigms have the following characteristics:

- Subject-object, as a rule, relations between the researcher and the researched;
- Analysis, construction of the forecast model of the object (construction of the necessary parameters and features of the object);
- Classification of the modeled object, the study of its reality, that is, the main parameter among the existing objects, the search for similar characteristics;
- The current state of development of given values, parameters and characteristics of the object.

Such an approach is considered appropriate. Here the question arises: what does this approach have to do with actual scientific pedagogical research, even with predetermined objects (even if the objects are students), the construction of the technology of production objects, their practical development process? The main thing is, as before, it is not only about the patterns, models and disciplinary matrices of the organization of the methodological basis of scientific and pedagogical activity, but also general principles for the organization and implementation of various types of this activity. It establishes a connection between technological and creative activity and educational activity as a special representative, it acts as the first bridge connecting actual research and production experience (Nazarova, 2019).

As for educational paradigms, it is generally not a rare phenomenon, and it has specific roots. This is generally due to the lack of a third industry, which creates different types, essence, composition of human activity, especially different types of research, general system, activity differences, and practically changes it. The emergence of this confusion in pedagogical research, its widespread distribution acts as a practically oriented search for teaching methods in the organization of educational activities. Such innovative technological and methodological activity is included in the principles of organization and implementation of the theoretical foundations that belong to the paradigms, and at the same time it also refers to the paradigmatic justification of the actual pedagogical level (Lyons, 1995).

Therefore, to talk about a certain "technocratic paradigm" is the most scientific activity in the field of pedagogy, the creation of educational theory and concept, the organization and implementation of a completely different activity, the development and teaching of new technologies, the development of students' skills, etc. is necessary for

It is possible to build a pedagogical concept or theory that will direct education to the interpretation of a new experience as an activity directed to an exceptional technological experience in terms of content and content. Here, technologists study the process of formation of a person and his nature, knowledge and skills, as well as their assimilation process, mechanisms, etc., socialization and upbringing, etc. they study the pedagogical implications. Recently, psychological and pedagogical concepts are often used to justify and explain the practical educational activities of pedagogical, psychological, sociological, logical, synergetic, cultural concepts and theories (Nazarova, 2019).

In fact, for the development of the scientific-theoretical or applied status in the field of general pedagogy, psychology, logic, epistemology, sociology, cybernetics, researchers need to build a special methodology and system of concepts. But it is to succeed in finding a pedagogical concept to speak in a clear form, building a "technically paradigm" based on what has been shown, building a new model.

### **Basic concepts of paradigm in teaching**

The proposed examples, in this case, also confirm the reasons given for the classification of the "technocratic scientific pedagogical paradigm", as well as the existence of a corresponding pedagogical concept and a corresponding educational practice. In fact, the so-called developed sociological or socio-technical theory of activity is to create a special scientific pedagogical concept based on a general system-oriented methodology that develops a new version.

This pedagogical concept solves the following problems:

- It is to apply "general methodology" to the explanation of the processes of formation and development of pedagogical and educational activity, the processes operating and changing in the system and fields of educational activity as a whole.
- At the same time, in order to help practical teachers, the creation of new service processes such as methodical "technology" method and methodology of pedagogical works, management of new goals of education, forms of its organization, as well as scientific conceptual justification of new approaches to educational experience, explanation of systemogenesis of activity and construction of general universal schemes of understanding apply.
- The mentioned concepts appear mainly as a result of the need to overcome the difficulties in the education and upbringing process related to new service relations in the field of educational activity, and on the one hand, they adopt the activity of new factors in society, and on the other hand, they repeat it.
- The subject (or subjects) of pedagogy should be directed to the practice of the discipline applied in the training process, having the characteristic of dependence on other scientific knowledge.

Sometimes, in order to confirm the existence of a "technocratic paradigm" and to represent it at the level of a special pedagogical concept, some authors refer to a misunderstood trend in the technology of educational work and innovative work based on certain educational methodological approaches (Searle, 1995).

However, the processes of technological development of pedagogical and methodical practice, in turn, use psychological-pedagogical or sociological-pedagogical concepts, etc., to explain the objective processes of acquiring knowledge, skills and abilities. based on certain scientific-theoretical constructions. In other words, it is a misconception that the construction of the conditions for the technological development of the educational process and the project of methodological activity serving them, as a manifestation of the "technocratic

paradigm", can take into account many concepts of education. V. M. Rozin (Rozin, 2004) analyzed the relationship between science on the one hand and technology on the other in the development of such areas of human activity, and studied the emergence of a science called "natural" as an independent field that allows the practical application of discoveries made during scientific research. .

In the history of human culture, the first direction is correctly associated with the name of Galileo, and the second direction with the name of Huygens. In fact, it formed a new pattern of activity, on the one hand, based on specially developed scientific knowledge, and on the other hand, based on relationships with the parameters of a real object calculated with the help of this information. Although Galileo made the ideal object an "experimental model", Huygens showed how to technically demonstrate the relations between ideal and real objects obtained in theory and experiment. All this is accompanied by the development of the humanitarian field, its transformation into a science, characteristics subject to a certain general law, or rather, the formation of technological activities that serve human experience (Hajiyeva, 2021).

This practice undoubtedly consists of a variety of scientific interpretation and technologically supported practical pedagogical activities. Therefore, the technological development of practice based on certain general theoretical and conceptual bases does not depend on the characteristics of scientific activity of a general humanitarian nature in the field of education. On the contrary, the technological development, scientific and pedagogical development of pedagogical and methodical activity serving at this time is directly translated into the language of experienced educators. brings them to the level of professional development, accompanied by serious changes in their thinking, activity and culture (Nazarova, 2019).

In this regard, in our opinion, it is appropriate to describe the following features of the paradigm in the field of education:

1. Subject-subject; mutual relations of student and teacher;
2. Dialogue-as the main basic form and the main research method;
3. The research process consists of searching for unique truths and meanings that do not conform to experimental verification or classification procedures;
4. The role of the researcher, teacher and student in the presence of constant change in practical research work.

Thus, the pedagogical paradigm shows that the value is the basis for determining the destiny of any subject.

This aspect of the pedagogical paradigm raises a number of questions. If we are talking about scientific and pedagogical activity, does the special object of research repeated in it completely disappear when we talk about the "subjective attitude of the student and pupil"? The real possibility of such a relationship varies not only with the research of the researcher and the researched object, their application to scientific research, but also with the establishment of communication between the subjects in educational practice, being equal participants in the dialogue and only studying each other. Here there is obvious confusion and "confusion of relations" (Hajiyeva, 2021).

In the process of practical education, a dialogue between teachers and students who determine their own self-determination about these values, who study a certain field, assimilate it, discuss issues related to its valuable attitude, is not possible in principle, and therefore scientific research cannot be carried out in pedagogical work, the experience, the object of education and the subject is the concept of practice (Demirel, 2002).

Humanist pedagogy assumes the existence of subjective relations between adults and children in the pedagogical process, that it is necessary to look for rare features in the development of all areas of dialogue and the pedagogical process as the basis of pedagogical communication, and that the child needs subjective respect in the pedagogical research process.

In this pedagogy, we see again direct acquaintance and pedagogical activity in research. However, in the field of education, this methodology is not the work of a technologist, but the research activity of a teacher-practitioner, or rather, a pedagogical scientist operating on the basis of ideal principles, which should be established together with students. In other words, this is not a paradigmatic research work in the field of pedagogy, but a practical pedagogical activity.

All pedagogical and cultural results indicated in this regard are:

First of all, it is assumptions about the necessity of more careful consideration of differences in the process of teachers' interaction with students and pupils, the construction of pedagogical activity technologies, the implementation of educational experience organization and implementation processes, the construction of pedagogical concepts and their application in the teaching process, their special and are completely different, general, cultural, purposeful functions, means and methods.

The second is the conclusion about the search and determination of specific paradigmatic bases for each of these different types of activities, pedagogical, technological and methodological work, research activities in the field of practical pedagogical work, the bases for their organization and general approaches to their different implementation.

Thirdly, the inadmissibility of confusion, the examples, models of the practical production of research, the direct identification of the paradigmatic bases that determine the disciplinary characteristics, especially the transformation of pedagogical activity.

As an example of such foundations, it is possible to think about the principles of pedagogical work of scientific or theoretical, especially mythological and religious conceptual constructions in advance, which consists of the relevant philosophical and methodological content of the abstract-categorical level (Richard, 1998).

The characteristic confusion of different types of human activities and concepts represented in the field of education is manifested in the different interpretations of the phrase "educational paradigm". Here, we give several typical examples of the definition and application of the concept of "paradigm" to the science of educational activity and pedagogy, so that the absence of necessary differences is often characteristic of research activities in the field of pedagogy and the models inherent in the practical educational activity of teachers themselves, as well as "discipline characteristics" are not groundless (Nazarov, 2017).

Thus, certain fixed, repeated semantic relations of mutual main features of theoretical and practical teaching activities should be implemented as a certain pedagogical formation, paradigm. At the same time, their explanation and special conditions of scientific knowledge, explanation of pedagogical concepts as a model of the pedagogical process, conceptual analysis of pedagogical paradigms can be considered as understanding of some basic models. These concepts are not represented as paradigms or models in practical pedagogical activity, but in pedagogical concepts corresponding to those models.

But in this case, if we take into account that there is no pedagogical theory yet, if we interpret pedagogical practicality, the question still arises: what can it be compared to? Are there different paradigms for formulating and solving theoretical problems and tasks in pedagogical science, explaining and interpreting educational experience with pedagogical theory, applying educational practice, and models? Yes, we are talking about models of educational practice, accepting and considering their grounded concepts, theories, appropriate methods and technologies that compose their descriptions.

The main models of education built on different bases allow the typology of pedagogical systems, micro-concepts, theories, technologies, past and present techniques, which reveal fundamental similarities and differences "hidden" due to the diversity of external individual characteristics. In addition, at the same time, education studies the interaction of different pedagogical theories and processes that form a set of practices. For this, it is necessary to present the philosophical and cultural analysis as a special pedagogical event viewed from the standpoint of general pedagogical, comparative systematic activity concept (Nazarova, 2019).

The absence of a general pedagogical methodology makes it ineffective to compare different educational theories and practices within the framework of pedagogical science. Thus, theories to understand the foundations, means and ways of pedagogical realities in question, as well as the correctness of these pedagogical realities, can be drawn into endless debates.

Therefore, the object of the paradigm, its essence, the goals, means, and methods of the conceptual, practical educational activity, its methodological analysis, have a significant impact on the creation of two-way education and pedagogical concepts, scientific-educational products, and technological equipment.

At the same time, it is necessary to take into account that educational practice and their various models, the underlying theories are quite ineffective outside the context of pedagogical concepts. These theories, as well as the theoretical categories based on them, determine the general level of practitioners in the pedagogical society, the phenomenon of education, its structure, and the selection of well-defined and professional values. Therefore, they should be included in the practical activity paradigms of education, except for the status given to the educational standard.

As a specially applied science in the field of pedagogy, it is one of the main components of pedagogical practical activity, a special concept, theory, new education or pedagogical paradigm, which is the final product of research and experimental activity. Then all the necessary, relevant rules, methods, with an abstract ideal, the empirical-methodological bases of education, relevant practical teaching activities are theoretically, technologically and methodologically analyzed, special rules for the creation of general modeling examples, the implementation of standards should be determined directly and immediately (Nazarova, 2019).

Pedagogical paradigm in its advanced form assumes that any experience of educational activity is different from another, the organization of systematic activity, that is, the existence of important elements that make up the main components of general education of this activity:

- The place and role of education in the reflexive placement accompanying the service types of pedagogical and methodological works related to a special ontological structure to understand the relations between man, nature, society;
- Axiological unity of the leading professional and universal values inherent in the educational system;
- Theoretical basis of concept development;
- On the basis of concrete technological support, that is, the organization of the educational process with the methodology and technology necessary for practical pedagogical work;
- Determination of special educational goals and tasks of teachers and practitioners, including teaching texts, learning scenarios, diagnostic and control tasks, provision of special tools and methods for their implementation, development of didactic and methodical materials, including assignments for students, teaching methods.

To realize these specific goals of education, it is important to understand the whole detailed system of activities, as well as the content of education, in order to bridge the gap between man and society. In other words, all the necessary and sufficient relations represented when educational paradigms change occur in a relatively complete volume and composition.

In the operational mode, the products of all previous methodological, conceptual works, which represent the main elements of the cultural equipment of the sub-system and the subjects of the main process, are released only for the use of practitioners. It can be used to confirm the existing education and training rules at any time (Nazarova, 2019).

Thus, the combined organizational and service practice of education is a special type of activity that provides both general instructions and applicable specific norms, tools and methods. Therefore, the content, purpose, methodologies, theories, technologies, and methods used for conducting scientific research and experimental development, which ensure the emergence and development of pedagogical concepts, special technology, methodology and method are completely different, separate, and in turn form a special culture of the activities of practitioners.

In general, the process of applied science, experimental service and practical teaching is more developed, it is related to the concepts of training and education of pedagogy, and it has the possibilities of systematic activity such as the establishment of actual cooperative relations and scientific program activities. Of course, paradigms in pedagogical research constitute qualitatively different normative rules and disciplinary matrix. They have different functions, goals, composition of elements, their diversity, nature, structural relations in the process of implementation of types of activities. The product of this type of activity can be a means to be directed to another type of activity. In turn, the second type of concepts, such as the mass, experiential changing educational process, confirm or refute specific or leading claims in advance, and as a leading guide among others, they justify and guide educational practice in general.

It is possible to directly connect the educational paradigm with scientific-practical work and apply it to educational practice. It involves some degree of coverage of the relationship between activity, education and the development of practical theories, and the term "paradigm" can be applied to any human activity as a general type of activity. The field of educational activity as an open, relatively independent and complex system includes content, goals, means and methods, separate educational practices that are divided or compete with each other, as well as different methodological, conceptual and technological bases.

## **A paradigmatic and syntagmatic description of lexemes in German**

### **a) Paradigmatic relations**

The systematic study of the lexicon is not only the determination of semantic fields, but also the determination of relationships between words. We have already discussed the division of the lexicon into lexical-semantic fields in Turkology for the first time based on Ibn Muhenna (Muhenna, 2008). In traditional linguistics, when there was no systematic approach, the connections between lexemes were carried out outside the field. At that time, they took the idea that not all parts of the lexicon are systematic in the same way. It is not easy to find lexemes that correspond to every concept in terminology (Esperson, 1958).

As in all other semiotic systems, one can talk about paradigmatic and syntagmatic relations in language. Below we will talk about the paradigmatic relations of signs, that is, lexemes. When we say a paradigm, M. A. Krongaus writes: "we will understand a group of elements that have certain common features (in semantics we naturally talk about linguistic signs), but differ in some way" (Krongaus, 2001).

It is known that semantic comparison, like all comparisons, requires a basis for comparison. It is advantageous to conduct paradigmatic relations within a paradigm. From the semantic point of view, the most important paradigmatic relations are synonyms, antonyms, hyponyms, paronyms, etc. manifests itself between groups of words.

Polysemy should be specially mentioned among them, because the name is preserved, and the expressed objects are different. The passing of the name plays an important role here. When the Germans say /Die Nase des Flugzeugs/ (the nose of the plane), they don't know why they call it that. But in fact, it is called so because it resembles a human nose. Ambiguity is usually given in a dictionary, but a trope (figurative expression) is not.

Now let's talk about synonyms. Synonym is generally used to refer to words that have a similar meaning between different language units. In other words, the main source of synonyms is the expression of the same subject in different ways. In itself, this can be observed between individual words and syntactic structures. Russian linguist A. A. Reformatzky cites the example of Jose Raul Capablanca, who was the world champion in 1921-27, as an example of different names for the same person. He writes: 1) his name - Capablanca; 2) state the origin - nickname Kana; 3) to indicate his position - Cuban champion; 4) to state the position - the winner of Lasker; 5) world champion - winner; 6) Chess player who lost to Alyokhin (Reformatzkiy, 2001).

The following examples of synonymy of lexemes can be shown:

Brötchen-Semmel (fat carrot)

Samstag- Sonnabend (Saturday)



Vater und Mutter- Eltern (parents)

However, if one word is a dialect word and the other is a literary language word, they are usually called heteronyms. For example /Schornsteinfeger-Essenkehrer/ (steam cleaner). As an example of synonymy at the syntactic level, we can show the following examples:

/ Er fordert mich auf zu gehen // (He makes me go).

/ Er fordert mich zum Gehen auf // (He forces me to go).

Synonymy can usually be shown by inspection. To check whether the words /exakt, genau and precise/ are synonymous in a text in German, let's turn to the following sentences:

/Er führt die Arbeit exakt aus// (He does the task perfectly).

/Er hat die Aufgabe genau geprüft// (He checked the task carefully).

/Der Text wurde präzise verrecht// (The text has been precisely checked).

Antonyms play an important role in revealing paradigmatic relations. Antonyms are words with opposite meanings. Here usually spatial, temporal, evaluative, ethical, aesthetic and pragmatic qualities mean movement from zero to right and left.

When we talk about paradigmatic relations, we should also mention taboos and euphemisms. Taboos are words that are not accepted in society. Euphemisms are words that can be used. An example of the former is /Sie lügen/ (You lie) in German instead of /Sie irren sich// or /Sie haben nicht Recht// etc. can be brought.

Incomplete sound similarity occurs in all related grammatical forms. From this point of view, one can distinguish between complete paronyms and partial paronyms. Paronym-nouns refer to full paronyms. The degree of sound similarity can vary slightly, depending on whether the paronyms belong to different types of case and plural form.

Paronym-adjectives are also called full paronyms. In the sentence, the adjective appears in one of two forms - either inflected or uninflected. The form of choice depends on the function of the adjective in the sentence, that is, the adjective acts in the sentence in the determining, predicative and adverbial (adverbial) function. The degree of sound similarity varies slightly in the shortened form compared to the shortened form. Most of the verb paronyms are partial, incomplete paronyms. Imperfect sound similarity is often observed in indefinite forms, and it is precisely in the present tense of such verbs. If the verbs belong to different types of personification and different ablaut, the imperfect sound similarity in the preterite and participle II decreases or disappears completely. E.g.: "reisen" (to travel) - "reißen" (to tear) etc.

Complete formation is divided into paronyms, and incomplete formation is divided into word combinations according to the signs of individual formation. Paronyms have different morphological lexical structures. These monomorpheme (root and derivative) and polymorpheme are derived, compound and compound-derivative words. Paronymic pairs form a morpheme of one type such as a word, and a word-forming component also forms a component of a different type. Foreign suffixes play an active role in the group of homonymous nouns: /-and, -ant, -ent -at - (t) eur-(t) or/. But here from the real German suffixes /-heit, -igkeit, -keit, -ig; -keit; -ung; -er/ suffixes are more frequent. Suffixes /-ig -lich -isch-al-ell/ are more actively involved in the formation of paronyms with the same root - adjectives. Derivative verbs with multiple morphemes are formed with the help of prepositions. The suffixes /-el, -er, -ig, -ier, -isier, ifizier/ change the semantics of the verb. Establishing regularity, associating the character of semantic separation with certain suffixes, rarely ends in success.

Paronyms with different roots have similar and completely compatible, sometimes homophonically correcting morphemes or homophonically sounding correcting morphemes. The suffixes /-ion, -or, -at, -ens, -e, -er, -ung/ are encountered more than others in the group of paronyms with various roots. Suffixes /-ig, -isch, -lich/ are actively involved in forming paronymous adjectives with different roots.

Paronymous words, when used in a sentence or text, often create misunderstandings and make language learning difficult. Which words act as paronyms depends a lot on the speaker's level of education, social and regional affiliation, and language environment.

The problem of formally similar, similar-looking or close-sounding words being often mistakenly confused with each other in specific sentences remains controversial to this day. This debate is clearly visible in the literature and terminology dedicated to that issue. Despite the fact that many linguistic works on homonyms and antonyms, large vocabularies in many languages have been dedicated, in most scientific-linguistic sources and specialized books, the problem of processing terms that are similar to each other and words that are confused in the language remains untouched. In the relevant German literature, we often come across terms such as paronymy, paronymic, and sometimes paronomasic or even paronomasia. For this lexical image, terms like "Doublette", "Doppelformen" or "Doppelbildung" (doublet words) are often used.

## b) Syntagmatic relations

If paradigmatic relations show the systematicity of the lexicon, syntagmatic relations show the functionality of that system. In other words, syntagmatic relations indicate the combination of small lexical units into larger units. Syntagmatic relations are manifested as a result of the combination of words and phrases. Here we must touch on the concept of syntagm. Most linguists, after I.A. Beaudoin de Courtenay, understand the combination

of any two language units when they say syntagm. For example, the word /Lehrer/ forms a syntagm by combining the root morpheme /Lehr/ with the suffix /-er/. L.V. Sherba (Sherba, 1974), disagreeing with his teacher, interprets the concept of syntagm in a broader sense and takes it as a phonetic whole, which has a specific meaning and is formed in the act of speaking, based on the grammatical rules of the language (Seyidov, 1992).

Thus, syntagmatic relations between lexemes are semantically and formally numbered and participate in the creation of larger sentences and texts. Semantically, the great linguist E. Coseriu calls numbness the principle of lexical solidarity (Coseriu, 1964). Formally, the great urkologist M. Kashgarli called it phonetic solidarity (synharmony). It is at the syntagmatic level that homonymy often occurs in sentences and combinations. For example, when we say /J.W. The phrase von Goethes Übersetzungen/ can be understood in two ways: /Goethe's own translations/ and /translations from Goethe/. Another example: the phrase /Tusi's portrait/ can be understood in three ways: /Tusi's picture/, /Tusi's reflection/, and /Tusi's picture/ etc.

In traditional linguistics, syntagmatic relations were divided into 3 parts. Approach, reconciliation and management skills were attributed to this. The approach of connecting two lexemes along a straight line is considered a very common connection. Although it is a rare occurrence in German, the approach can be found. For example, /auf gut Glück/ (luckily) or /Auf Wiedersehen/ (good luck). However, in this language, the relation of agreement and control is widespread. In the phrase /Der fleißige Schüler/- /des fleißigen Schülers/, the adjective takes the appropriate case suffix along with the noun. In the sentence /Ich warte auf dich//, Akk. is processed. In German, the subject of the sentence must agree with its subject in terms of quantity. For example, in the sentence /Die Schüler singen ein schönes Lied//, news is also used in the plural because the subject is in the plural. If the messenger is alone, the message will be alone. For example /Der Schüler singt ein schönes Gedicht//. In linguistics, it is called redundancy. That is, the same sentence is repeated twice: /der Schüler+singular processing of news/. This means that the singular and plural semi are repeated twice. This is called absolute iteration (Kobozeva, 2016). This is sometimes called a pleonasm. It should be noted that after O. Yespersen, they distinguish nexus, junction and adnexus among syntagmatic relations. For example, in the sentence /Der Hund bellt//, /bellt/ is an adnex. In the sentence /Der Hund bellt böse// there is a nexus and in the combination /Der böse bellende Hund// there is a junction. So, in O. Yespersen's theory, the verb is always adjunct. In addition, two types of adjuncts are distinguished in O. Yespersen: restrictive and non-restrictive. For example, in the utterance /die rote Rose/, the adjunct /rot/ is restrictive because it denotes a specific color to the exclusion of other colors. In contrast, in the combination /Liebe Anne/, /liebe/ does not limit the word it belongs to, but is a bump.

## CONCLUSION

The solution to the problem of the implementation of the pedagogical paradigm is provided by taking into account the philosophical-pedagogical and sociological preconditions that ensure the basis of educational progress and the safety of society; anthropological development of nature, society and thought; ideas about man in ontogeny and phylogeny; mediation of social experience in the conditions of modernity; socialization, modern student; dynamics of educational needs in individual national and world culture. Studying the current state of the higher pedagogical education system, its contradictions and needs, justifying the socio-historical feature of the dynamics of the paradigm from the point of view of modernity,

By testing the feasibility of the structure-based pedagogical approach as a methodical regulation, this approach revealed the integrative processes leading to qualitative changes in the four-level pedagogic methodology of higher education: at the philosophical (higher) level, the idea of the social, actual and creative nature of students was confirmed; at the general scientific level - the combination of social and pedagogical knowledge reflected in theoretical concepts such as adult education and the sphere of community life is ensured; provided for the implementation of pedagogical activity based on the student's experience on a special scientific basis; the methods of pedagogical interaction between a teacher and a student that determine the social orientation of education, the characteristics and results of arming a student with methods and methods related to the practice of education were of particular importance.

The process of implementing the pedagogical paradigm in higher pedagogical education, as values and educational goals, humanitarian, presentation of the person as a scientifically based and leading strategy of educational quality change under the influence of social consciousness, is the basis of the sustainable development of the society (Askerova, 2014).

Paradigm, as a basic category of science, is characterized in the complex of theoretical standards, methods, norms and value criteria accepted in the scientific and pedagogical society in terms of pedagogy and normative methodology of education. Reflecting a number of well-known scientific achievements, opinions, theories, ideals, concepts and ideas about the essence of education at the current historical stage, it acts as a tool for research, interpretation, systematization, classification and evaluation of the level of development of the state and pedagogical reality. .

Pedagogical paradigm turns philosophical and methodological ideas - on the basis of general and scientific and pedagogical proposals of material and semantic components, on the basis of ideas and concepts of angels - into the strategic goal of changing the concept of higher pedagogical education.

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