

LINGUISTIC BASIS OF LEARNING POLYSEMANTIC WORDS AT SCHOOL

Ibragimova Saodat Mukhsinovna

Academic Lyceum, Samarkand State Institute of Foreign Languages, senior teacher

saodat19111980@gmail.com

Abstract: In this article, the Russian language program focuses on vocabulary enrichment, particularly in the area of polysemy of words. Traditionally, this has been achieved through the quantitative accumulation of new words. However, due to increased demands on students' speech culture, it is now necessary to focus on qualitative enrichment, focusing on revealing and mastering the polysemy of already known words.

Keywords: phonemes, process of communication, unit of language, grammatical design, schoolchildren's vocabulary.

Introduction

The Russian language, like other languages in the world, is a language of words from which phrases and sentences are built. Words represent minimal independent units that are used separately and have, unlike phonemes, their own meaning (objectivity, attribute, action, etc.).

Words are the most important, central category of language. They are constantly used in the process of communication by all people, regardless of profession, social origin, education and beliefs. "The word," writes the famous Soviet writer M. N. Alekseev, "can contain two polar opposite charges: it can be a destroyer and a creator. It can cripple a person's soul and elevate him."¹ The totality of all words in a language constitutes its vocabulary or vocabulary. The branch of the science of language that studies vocabulary is called lexicology.

Lexicology is divided into historical and modern. Historical lexicology studies the history of words, the formation and development of vocabulary at different stages of the development of the Russian language. Modern, or synchronic lexicology examines the vocabulary of the modern Russian language in various aspects. The word is the central structural unit of language, performing various linguistic functions, among which the main one is the nominative function, or the naming function.

An important feature of a word is its phonetic and grammatical design, while each word is characterized by an arbitrary connection of its sound complex with a certain lexical and grammatical meaning. Based on this, we can give the following working definition of a word:

¹ Арбатский Д. И. Ошибки в толковании значений слов и пути их устранения Д. И.Арбатский// РЯШ- 1996- № 4- С. 32—37



a word is the smallest semantic unit of language, characterized by phonetic and grammatical design and free reproducibility in the process of people communicating with each other.

Words in the Russian language are divided into significant and auxiliary. The main feature of significant words is that they always have a real meaning and name certain objects, phenomena, signs, actions, states observed in objective reality. The most important feature of significant words is their generalizing nature. Performing a nominative function, a word names not only a specific object, feature, specific phenomenon, etc., but also a whole class of homogeneous objects, phenomena, features. So, for example, the word house means not only a specific house, but also any other residential building, regardless of its characteristics (height, quality of the material from which it is built, living space, etc.).

Significant words always name one or another phenomenon of objective reality: objects, signs, actions, states, etc. They have a lexical meaning - a reflection in a word of one or another phenomenon of reality².

Methods

The Russian language program pays great attention to the development of students' speech. One of the areas of speech development is vocabulary enrichment. In this regard, work on the polysemy of words is of great interest. Usually in the methodological literature in the practical work of teachers, the enrichment of students' vocabulary was carried out through the quantitative accumulation of new words, the meanings of which the students had to learn. Currently, due to the increased demands on students' speech culture, it is necessary to work not only on quantitative, but also on qualitative enrichment of schoolchildren's vocabulary. This work should not go along the path of accumulating new lexical units, but in the direction of revealing and mastering the polysemy of already known words.

The problem of studying the polysemy of a word is considered in the methodological literature in several aspects: 1) materials are developed for classroom lessons on the topic "Single-valued and polysemantic words", specific recommendations and exercises for these lessons are given 2) attempts are made to classify students' errors and connections using in the speech of polysemantic words. Numerous mistakes by students associated with the use of polysemantic words in speech indicate the need for serious and systematic work on polysemy and, more broadly, on the meaning of words in general.

Schoolchildren do not know, and often do not know how to use, the various meanings of polysemantic words; errors associated with the use of words with a figurative meaning in speech are also very common. Their types are very diverse and cannot be reduced only to the use of a word in a meaning that is unusual for it. Common elements of students' semantic errors are highlighted in the article by D. I. Arbatsky. "Errors in the interpretation of the meanings of

² Арбатский Д. И. Ошибки в толковании значений слов и пути их устранения Д. И. Арбатский// РЯШ- 1996- № 4- С. 32—37



words and ways to eliminate them”³ It also contains, in our opinion, a very significant idea that must be taken into account when working on the polysemy of a word: in order to differentiate the meanings of a word, context and specific word usage play a decisive role .

Results

Reflecting the general and essential characteristics of objects and phenomena of reality, significant words are correlated with concepts. However, it is impossible to identify the lexical meaning of a word and a concept. The meaning of a word is a linguistic category, and the concept is a logical one. Concepts have a universal character, but are realized in words that have a national character. The relationship between the meaning of a word and a concept turns out to be complex. On the one hand, the lexical meaning includes only part of the content of the concept, i.e., the totality of certain knowledge about a particular phenomenon of objective reality. On the other hand, the meaning of a word is richer than a concept, since it includes additional shades that are absent in the concept, for example, emotional and stylistic coloring. For example: город и городок; голос и голосочек; старик, старичок и старикан; молодой и молоденький.

The same concept can be expressed in different words. For example, the concept of “science of language” is expressed by the words linguistics, linguistics, linguistics; the concept of “little child” - in the words child and child; Wed also eyes and eyes, polysemy and polysemy, alphabet and alphabet, anemia and anemia, etc. Often a word can be associated with several concepts. Thus, the word table expresses the concepts of “определенный предмет мебели” and «питание, пища», заяц - “wild animal” and “безбилетный пассажир”, satellite - “a person who is on the road with someone” and “bodies moving around planets and stars”⁴.

In the process of historical development of the Russian language, words acquired new lexical meanings or lost some of them. For example, the word scorer has a new meaning - “an athlete who often scores goals” (in football, hockey, etc.); the word automaton, which meant “a device that performs certain work independently, by the action of an internal mechanism,” developed the meaning of “pay telephone”; The words gold, silver, bronze mean “medals received by athletes during sports competitions.” The word art at the beginning of the 18th century. meant “experience”, then it began to express the concepts of “skill”, “artistic skill”, “a certain area of human creative artistic activity”.

³ Баранов М. Т. О работе с толковым словарем на уроках русского языка Т.М. Баранов//Русский язык в школе -, 2001 № 6- С.45

⁴ Баранов М. Т. О работе с толковым словарем на уроках русского языка Т.М. Баранов//Русский язык в школе -, 2001 № 6- С.45



In some cases, the content of the concept may change, but the word remains unchanged. Thus, the word atom in the past meant “the smallest, further indivisible particle of matter.” Thanks to scientific progress, it has been established that an atom is a divisible particle of matter, but it is still called an atom. So, the lexical meaning is determined primarily by the correlation of the word with the corresponding objects and concepts. The lexical meaning of a word is individual, although common semantic elements may be found in the meanings of individual words. Thus, for the adjectives magical, witchcraft, enchanting, the common semantic element is “possessing extraordinary charm”

At the same time, the lexical meaning of a word is determined not only by its connection with the subject and concept, but also by its relationship with other words, its place in the vocabulary system of the Russian language. For example, the word muffle has the following meaning: “to make less audible” - The orchestra drowned out the singer’s voice; “suppress with its growth, crowd out other plants” - Weeds drowned out the flowers; “make it go out” - Turn off the samovar. For the concept of “muffle,” i.e., restrain, it is not essential what is muffled, restrained: a voice, flowers, a samovar. This does not change the qualitative certainty. For lexical meaning, the functioning of this word in interaction with other linguistic elements turns out to be very significant.

Significant words in the Russian language may differ from each other in the type of lexical meaning. According to the method of reflecting objects or phenomena of objective reality, direct and figurative lexical meanings are distinguished. Direct, or nominative, meaning is the lexical meaning of a word that is directly related to the reflection of phenomena that take place in life. It is the main type of lexical meaning. As a rule, unambiguous words have only direct meanings: cooper, widow, rifle, wax, garnish, poet, dew, verse, etc. A word used in its direct meaning performs a purely nominative function, that is, it serves purposes of naming certain phenomena. Nouns, adjectives, numerals, verbs, and adverbs have nominative meanings. The nature of the lexical meaning of pronouns is peculiar, which do not name objects, signs, phenomena, but only indicate them⁵.

Discussion

Figurative meanings are secondary meanings; arising on the basis of primary values. For words with figurative meanings, the connection with the objects, features, etc. they denote is not direct, but indirect (through direct meaning). So, for example, the word chest has a direct meaning of “the upper part of the front side of the body, below the neck, to the stomach,” and the figurative meaning is “the surface, the outer layers of the earth”: And an iron shovel will cut into a stone chest, extracting copper and gold terrible path (Lermontov).

⁵ Баранов М. Т. О работе с толковым словарем на уроках русского языка Т.М. Баранов//Русский язык в школе -, 2001 № 6- С.45

According to the nature of the compatibility of some words with others, lexical meanings are free and non-free. Free is a lexical meaning in which a word has wide and varied connections with other words. These connections are determined by the relationships that exist between concepts. The words coat, scarf, oak, blue, steel, hundred, yours, draw, sing, purely, little and others have a free meaning. Thus, the word coat enters into the following logical connections with other words: coat from drape (the material from which it is made), thin coat (coat with defects), coat in the closet (location), brother's coat (accessory), coat is sewn (makes –sya), coat for work (purpose), etc. If there are no logical connections between concepts, then there are no linguistic connections. Therefore, the word coat does not combine with the words sick, stupid, alive, knocks, rude, etc.

Words with a free lexical meaning can be characterized by both direct and indirect connections with the denoted. In other words, words with a free lexical meaning have both direct and figurative meanings. Words with non-free, or bound, lexical meanings are combined with a narrow range of other words. The following types of such meanings are distinguished: 1) phraseologically related; 2) syntactically conditioned 3) constructively conditioned [P,9,89].⁶ Lexical meanings of words in the Russian language, realized only in a certain phraseological combination of words, are phraseologically related. Here, the connections between words are determined by the laws of the lexical system of the modern Russian literary language, and not by logical relationships reflecting real connections between objects and phenomena.

Polysemantic or polysemic words are also widely represented in the Russian language. The development of polysemy of words is one of the active processes through which the vocabulary of the Russian literary language is replenished. In polysemantic words, one of the meanings is basic, primary, initial, the other (or others) is secondary, derivative, while all meanings are united by a certain connection. Thus, the word bronze in Russian is used in three meanings: 1) “an alloy of copper with tin, sometimes with an admixture of other metals”; 2) “artwork made of bronze”; 3) “bronze medal for third place in a sports competition.” Of these meanings, the first is the main one, the second and third are secondary, associated with the main meaning.

Conclusion

In conclusion, the connections between primary and secondary meanings may not be clearly recognized. Thus, for the adjective light, the authors of the Explanatory Dictionary of the Russian Language, edited by D. N. Ushakov, note the following meanings: “insignificant in weight” {light burden}; “easy to learn, easy to solve” {easy lesson, easy task}; “small, insignificant” {light frost, breeze, bow}; “superficial, not-serious” {easy morals, easy flirting};

⁶ Бобровская Г.В.Активизация словаря младших школьников/ Г.В.Бобровская // Начальная школа – 2003- № 4- С.47- 52.



“soft, accommodating” {easy character, person}; “casual, graceful” {light style, light, wit}; “smooth, smooth, sliding” {light tread, gait, easy turn}; “without heavy weapons, mobile” {light artillery, aviation, cavalry). The first meaning - “insignificant in weight” - is historically original, all the rest are secondary. But in modern Russian the second meaning is already the main, direct one. For the adjective red, the primary meaning was “beautiful, good”, the secondary meaning was the designation of color. In modern language, the meaning of color is primary, and the meaning of “beautiful, good” has become secondary, traceable in a few contexts (red corner; the hut is not red with corners, but red with pies). The polysemy of a word in the Russian language is characterized by the presence of direct and figurative meanings. The direct meaning is usually the primary meaning. In its literal meaning, the word appears out of context. So, in the polysemantic word go the meaning of “to move, taking steps” is direct: The grain growers are walking, they hardly know where the gloomy huts are. lived out their life (Pinch.). The meaning of “continues” in this verb can only be revealed in context: It’s already past midnight, and far away, but the rally is still going on. Here the meaning is not direct, but figurative. In some cases, both metaphorical and functional transfer take place: a bird's wing and an airplane's wing, animal legs and table legs, an excavator bucket and a drinking bucket.

References

1. Арбатский Д. И. Ошибки в толковании значений слов и пути их устранения Д. И.Арбатский// РЯШ- 1996- № 4- С. 32—37
2. Баранов М. Т. О работе с толковым словарем на уроках русского языка Т.М. Баранов//Русский язык в школе -, 2001 № 6- С.45
3. Бобровская Г.В. Обогащение словаря младших школьников / Г.В. Бобровская// Начальная школа – 2002-№:6.- С.76- 80
4. Бобровская Г.В.Активизация словаря младших школьников/ Г.В.Бобровская // Начальная школа – 2003- № 4- С.47- 52.
5. Absalamova, G. (2021). FRANSUZ MUTAFAKKIRI MICHEL DE MONTEN FARZAND TARBIYASI XUSUSIDA: FRANSUZ MUTAFAKKIRI MICHEL DE MONTEN FARZAND TARBIYASI XUSUSIDA. *Журнал иностранных языков и лингвистики*, 4(9).
6. Absalamova, G. S. (2022). TA“ LIM TIZIMINING JORIY HOLATI VA MAVJUD MUAMMOLAR (M. MONTEN “TAJRIBALAR” ASARI MISOLIDA). *Academic research in educational sciences*, (Conference), 796-801.
7. Pirnazarovna, D. F. (2022). WAYS OF FORMING DIGITAL LITERACY IN THE CONTEXT OF TEACHING ENGLISH. *EPRA International Journal of Research and Development (IJRD)*, 7(3), 55-57.