

A SYSTEMATIC STUDY OF THE VOCABULARY OF THE LANGUAGE

Ixtiyorbek Norov

Head of the Department of Uzbek Language Department of Nukus State Pedagogical Institute

In lexicology, the vocabulary of a language is studied as a system, because this wealth is not a simple, mechanical collection of words and phrases, but lexical units that are interconnected, the presence of one of which requires the presence of the other. and is a system of elements, words and elements in this system are related to the "tissues" and "cells" of a whole "organism": relations between the expression and content aspects of words, lexical meaning and its symbols This is evidenced by the relationship between whole and part, paradigmatic and syntagmatic features of word meanings. Given that the main unit of this system is the word, lexicology also deals with issues directly related to the word itself: the essence of the word as a linguistic unit, word structure (expression and content plans, semantic structure) , lexical meaning and stylistic symbols, lexical meaning and etymology, development of lexical meaning, dual and occasional meanings are among them.

The word is the most important nominative units of the language, because it names things in existence, abstract concepts imagined as objects, action-state, color-color, flavor-taste, volume-quantity, character-properties such as: tree (the name of an object), consciousness (the name of an abstract concept), work (the name of an action), white (the name of a color), sweet (the name of a taste), big (the name of a volume), five (the name of a quantity). Such words in the vocabulary of the language are considered lexical units.

In the language, there are words that do not have a naming feature, and therefore are not considered a lexical unit, they express only grammatical or modal meanings, accordingly they are grammatical words or morpheme-words: auxiliary words, modal words, imitative words, exclamations, pronouns are among them.

The sum of all the words in the language, the vocabulary is called vocabulary. The words that have a proper place in the vocabulary of each language are constantly in paradigmatic (similarity) and syntagmatic (adjacency) relations with each other. Accordingly, they can be divided into several groups.

A syntagmatic (contiguity, sequence) relationship is the sequential connection of language units of one level with certain information transfer.

Lexical meaning is the lexeme's naming, meaning and representation of something. It consists of the connection between the following three phenomena: a) phonetic word (phonetic shell, form of lexeme); b) an object, event, concept named by a phonetic word (denotation, referent); c) the meaning expressed by the phonetic word (meaning, it is the meaning formed in the human mind about the denotation). So, a phonetic word names an object, a denotation (denotative meaning), a phonetic word expresses a signifier in the human mind (significant meaning). The semantic unit resulting from the connection between these three units is considered a lexical meaning.

Another important feature of the lexical meaning is that it determines the possibility (valence) of the lexeme to be able to interact with other words in the language system at different levels. For example, the meanings of the lexemes bread and emok require that these two words be combined in speech (like "non emok"), but the lexemes of bread and drink cannot be combined, because the meanings of these two lexemes, the semantic structure, do not allow it. I does not put. The meaning of the lexeme is historically connected with the expression plan of the lexeme (phonetic word), but one should not suddenly conclude that there is a natural connection between the meaning and the sounds, because the sound is a meaningless unit, physical-acoustic event; and meaning is an abstract generalization. When there was a natural connection between the sounds and the meaning, one meaning was expressed by one word in the language, and in fact, there are cases of the same meaning being named by several words in the language: laughter and laughter. , the unity of synonyms such as liar and deceiver, bucket and bucket are proof of this. Therefore, the lexical meaning is attached to a phonetic word (or several phonetic words) consisting of phonetic units by the community that owns this language. It can be described as follows: things-events in existence affect our consciousness through our sense organs, as a result, the reflection (image) of these things-events remains in the human mind, and the form of the word attached to it in the form of a name is also reflected in our mind. . Thus, between these two phenomenon-object perception and the image of the word form, a permanent, strong connection is formed, and a whole unity is formed: every time we see or feel an object-phenomenon, with the perception of this thing in our mind. at the same time, the image of the word that is its name is embodied, or, on the contrary, when hearing the word, together with the image of the word, the reflection and image of the thing-phenomenon named by him is restored. The constant connection between these two phenomena is the lexical meaning.¹ The word and its meaning together form a concept in the human mind. So, a word can be

said to be a sign of a concept in the language (znak ponyatiya). 2 However, the meaning of the word and the concept are not the same thing. The meaning participates in the formation of the concept, serves as its foundation, but since it is a component of the word, it is considered a linguistic unit, and the concept, although there is a connection with the word and its meaning, is a human being. is a logical category as a product of thinking.

References:

1. Ziyaqulova, M. S. Q., & Xayitova, F. A. (2021). Savod o'rgatish darslarida o'quvchilarning kreativ qobiliyatini shakllantirishda rasmlarning o'rni. *Academic research in educational sciences*, 2(7), 7-12.
2. Хаитова, Ф. А. (2021). Maktabda o'quvchilarning o'qish madaniyatini shakllantirishning samarali usullari. *Инновации в педагогике и психологии*, 4(6).
3. Abdullaevna, H. F., & Doniyorovna, R. M. (2020). Requirements for the formation of reading culture. *Asian Journal of Multidimensional Research (AJMR)*, 9(5), 240-245.
4. Хайитова, Ф. А. (2018). Игра как практика развития на начальном этапе обучения. *Гуманитарный трактат*, (25), 114-116.
5. Khaitova, F. A. (2023). CREATIVE APPROACH TO FORMING A CULTURE OF LEARNING IN PRIMARY EDUCATION. *Theoretical aspects in the formation of pedagogical sciences*, 2(5), 123-127.
6. Хайитова, Ф. А. (2021). Технологии креативного подхода к развитию речи младших школьников. In *Инновации в науке, обществе, образовании* (pp. 130-149).
7. Hayitova, F. (2022). Kitobxonlik madaniyatini shakllantirishda sinfdan tashqari ishlarning o'rni. *Евразийский журнал академических исследований*, 2(8), 235-242.
8. Abdullaevna, H. F., & Menglimamat, P. J. (2019). The importance of forming a reading culture in the process of extracurricular activities. *European Journal of Research and Reflection in Educational Sciences*, 2019.
9. Abdullaevna, H. F., & Menglimamat, P. J. (2019). The importance of extracurricular work in the cultivation of creative abilities of students in primary schools. *European Journal of Research and Reflection in Educational Sciences*, 2019.

10. Хайитова, Ф. А., & Хуррамов, Х. М. У. (2019). Значение национальных ценностей в воспитании молодежи. Вопросы науки и образования, (1 (42)), 88-95.
11. Azatovna, N. F. (2023). THE QUALITY AND EFFECTIVENESS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TECHNOLOGY LESSONS. MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH, 3(27), 129-132.
12. Azatovna, N. F. (2023). Development of Technical Creativity In Robotics Classes. Journal of Creativity in Art and Design, 1(1), 11-13.
13. Azatovna, N. F. (2023). Robotics in Their Classes Technical Creativity in Development Used Methods Technology. Intersections of Faith and Culture: American Journal of Religious and Cultural Studies (2993-2599), 1(5), 81-84.

ACADEMIC BOOK