

THE PARADIGM OF LEXICAL UNITS IN THE UZBEK LANGUAGE WITH THE THEME OF "SCIENCE-ENLIGHTENMENT"

D. Rahmatullayeva

PhD, associate professor of the Kokand State Pedagogical Institute

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Abstract

This article discusses the issues of researching lexical units in the Uzbek language and the internal classification of lexical units of the "science-enlightenment" type.

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As we know, in structural linguistics, the problem of paradigmatic, syntagmatic, hierarchical, hypo-hyperonymic, graduonymic, hierarchonymic relations between linguistic tools, which are at the center of lexical-semantic paradigms, plays an important role. Until the end of the 20th century, the language was considered as a whole system consisting of the interaction of regularly related elements, and the thorough research of the linguistic signs of the lexeme in various aspects was one of the special directions of Uzbek linguistics. Although a number of studies have been carried out in this regard, there is still a great need to study the lexicon of the Uzbek language as a whole system based on certain meaningful generalizations, and to consistently study the functional and national-cultural characteristics of each meaningful group.

During the years of independence, a number of lexical units representing many new concepts in the field of science, spirituality, and enlightenment were formed. Various lexemes and syntactical devices related to knowledge used in artistic, scientific and journalistic sources show the charm of our language and a number of aspects of Uzbek words. The lexemes belonging to this group are the names of general concepts related to science; personal names; place names; object names; symbolic names; can be divided into several internal divisions as words expressing action. These lexemes are distinguished by the fact that they enter into a syntagmatic relationship with other microfield units in the course of speech and show certain themes in their content.

Professor Sh.Shakhbitdinova, speaking about the dialectic of generality-particularity and its reflection in language, distinguishes three important signs of it. As a result of the realization of linguistic units in the speech process, as each linguistic unit appears, the form of its manifestation in direct observation is inextricably linked with a specific functional style. In other words, in the process of speech, linguistic units are created based on the specific requirements and standards of each text. The "science-enlightenment"-like units in the Uzbek language dictionary also appear in different functional styles, based on the needs of different texts. As noted, the analysis of lexemes belonging to this group based on current requirements serves to improve research in this direction [5:6].

According to I. Madrahimov, who conducted scientific research on the diversity of words in the Uzbek language and the basis of its classification, "the word, as the main unit of vocabulary and grammar,

presents its nature to every linguist as completely and without contradictions as possible." sets the task of interpretation. And this can be done only by identifying the exactness, similarities and differences inherent in words, classifying and grouping them" [3:3]. In the lexical system of the Uzbek language, there are a number of linguistic units of different levels representing the concepts related to knowledge and education, and the semantic-structural analysis of the units representing these concepts gives a unique effect. Because these linguistic units are with us in all aspects of our life in terms of consumption level and application. The main terms that distinguish the lexemes of science and enlightenment are "reading-learning", "knowledge", "skill", "information", "science", "qualification" (science); Although there are "activity", "religious status" (enlightenment), their original meaning, that is, the Arabic dictionary meaning, is combined with the concepts of knowledge and science. Accordingly, it is appropriate to analyze these lexemes and related concepts as units of "science-enlightenment" concept.

Nowadays, a number of new concepts and new terms representing these concepts have appeared in the field of education, science, and spirituality, and these terms have taken a worthy place in the system of vocabulary units similar to "science-enlightenment".

In the Uzbek language, there are a number of lexemes related to science, education, and enlightenment, and they differ in that they have different meanings. There are many lexemes and syntactic devices related to science and enlightenment in various artistic, scientific and journalistic sources. In particular, lexemes belonging to such a group can be divided into several internal divisions: 1) names of general concepts related to science; 2) personal names; 3) place names; 4) item names; 5) names representing characters; 6) words expressing action, etc.

Lexemes included in the list of personal names related to science have a number of internal divisions, for example, general personal names related to science: alloma, jadid, izili, intelligent, Creator, craftsman, employee, expert, teacher, enlightener, educator, secretary, innovator, trainer, orator, thinker, and critic can be included. For example, names related to education: applicant, practitioner, graduate, teacher, director, dean, leader, student, teacher, listener (circle, advanced training course), student, fellow student, etc. ; names of persons related to science: academician, scholar, scientist, person, graduate student, doctoral student, dissertation student, genius, sage, wise, doctoral student, doctor(DSc), degree, co-author, reviewer, opponent, professor, researcher, candidate etc. Among the given lexemes, the word doctor means, on the one hand, a doctor, and on the other hand, a holder of a higher academic degree, that is, a doctor of science. Here it is included in the group with the second meaning.

Place names related to knowledge in our work; names of objects or concepts; process names; symbolic names; nouns representing action are analyzed in detail. Lexical units with the theme of "science-enlightenment", which form an active layer in the vocabulary of the Uzbek language, are divided into a number of internal groups based on certain differentiating themes such as "person", "sign", "process", "movement". is separated.

In the semantic-structural analysis of the lexical units of the Uzbek language "science-enlightenment", valence relations are of great importance. It is known that its specific syntactic and semantic structure is filled through the valence of any linguistic unit. This is especially widely observed in the context of verbs. In Uzbek linguistics, there are a number of monographic studies on valency, its specific characteristics, types [1, 2, 4].

As we know, the active valence is observed in most cases in units of action and state of the verb group. At the same time, it is sometimes found in nouns, pronouns instead of nouns. Lexemes of the "science-enlightenment" type can appear proportionally in the functions of a verb or a noun predicate, and on this basis, their active and inactive, obligatory and facultative valences can be filled. For example, the subject, object, sign, time, quantity valences of verbs using lexical units like "ilm-marifat" in the Uzbek

language; it is observed that the sign, quantity, and place valences of nouns are filled. For example, the following valences of the predicate of the verb to realize are filled in the sentence "At that time, the student understood the truth to the core":

Subject valence: the student had realized

Object valence: he understood the truth

The valence of the sign: he understood it to the core

Moment tense: he realized at that moment

The lexeme bor in the combination of truth, which fills the valence of the object in this sentence, also refers to the sign and quantity (all) valences of the word truth in the sentence. Also, the sign valences of lexemes with the word "person" in the combinations of great scholar, famous poet, famous writer, talented student; sign valences of lexemes with the abstract "subject" symbol in combinations of scientific degree, academic degree, higher education, secondary education; In the combinations of primary school, secondary school, and higher education, the sign valences of lexemes with "education" and "place" are very noticeable.

Not only that, the writer deeply understood the essence of the work of these writers, expressed deep opinions about some of their works (the history of Uzbek literature of the 20th century, Abdulla Qadiri). In this sentence, the word "person" is a writer, a writer; creation, work, essence, thought, reflection, similar to "thing"; to realize, express as "movement"; A number of lexical units such as "deep" with the central term "sign" and "knowledge-enlightenment" as the boundary term were involved.

It seems that the linguistic units belonging to the semantic group that we are analyzing are predicates (to understand, express) and its arguments (writer, writer; creation, work, essence, thought, reflection; deep, profound). In this sentence, the subject valence of the predicate to understand is through the word writer in the possessive function; through the word essence in the function of object valence complement; the valence of the sign is filled by the deep lexeme in the case function. At the same time, the subject valence of the predicate to express is through the word writer; the object valence is filled by means of a combination of feedback. On the other hand, the sign valence of the combination of opinions is filled by teran lexeme. So, we can easily think about the noun valency of lexical units like "science-enlightenment".

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