



WORD IN LANGUAGE AND SPEECH (ANALYSIS IN THE INTERPRETATION OF THE TEXT)

Nishonov Usmonkhon Ibragimovich

Head of the Department of Uzbek Language and Literature,
Fergana Polytechnic Institute, UZBEKISTAN
u.nishonov@ferpi.uz

Article history:	Abstract:
Received: 10 th November 2021 Accepted: 13 th December 2021 Published: 30 th January 2022	In this article, the types of work with texts, dictionaries for students of higher education and secondary special education are written, and it is clear and clear that students are linked in works and books.
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INTRODUCTION

In speech, the semantics of the word is usually carried out by comparing the lexical meaning with the linguistic (word-centric) and colloquial (text-centric) meanings, by establishing paradigmatic and syntagmatic connections. This method of lexical analysis is of particular importance in connection with the general trend towards the communicative aspect of the methodology of teaching and learning of the Russian language. The communicative direction of the educational process in the study of language means, naturally, leads to the fact that it is necessary to focus on the possibilities of lexical analysis (both in Russian language lessons and in Literature lessons) at the functional level, first of all, on the use on the basis of text.

Lexical analysis on the basis of texts of works of Art studied or previously studied in Literature lessons, it is possible to significantly increase reproductive activity students: this work is carried out using excerpts from well-known texts, materials from dictionaries, encyclopedias, historical reference books, etc. In the linguistic interpretation of literary texts, the semantics of the main concepts is carried out by comparing the linguistic (dictionary) and speech (text) meanings of the word. In higher education, in practice, when conducting lexical analysis, it is recommended to use such an approach based on the universal dependence of language and speech: it is important to distinguish between word – centered (linguistic, dictionary) and text-centered. Aspects of the word analysis (functional, conversational). Word-centered lexicographic includes the study of the word-lexeme as a structure that is separated from it semantically by separate meanings. The text-centric aspect consists in determining the colloquial meaning of the word; it is a lexical-semantic variant (LSV), carried out lexical analysis of seemed in speech.

Suppose we should explain to someone what is "summer". There are two ways to do it. For example, to say that summer is "the hottest time of the year after spring".

But you can do this in some literature in a different way like this: "Oh, summer is red! I would love you if it was not heat, and dust, and flies and flies". In the first case, we indicate the significant signs of the "summer"; in the second we do not explain, but show, we draw a picture of the summer (although in a tone of humor), we write image: heat, dust, mosquito, mosquito.

It is natural that words should be divided into figurative and non-figurative. In artistic speech, the means of national language are transformed into emotional and figurative, and assuming that the image is an image of an object perceived by external senses, then the main purpose of lexical analysis when reading an artistic work is the internal content of the word, its own form. Therefore, it is no accident that the lexical meaning of the word, proceeding from the context of the work, is more semantic zed by revealing the inner form of the word. In addition, it is not enough for us to reveal only the lexical meaning in the analysis of the text, since a complete and in-depth understanding of the main idea, which arises from the author's intention, is possible only by describing the image expressed in a particular word or expression. Often the contextual meaning can coincide with the linguistic one.

Students find in the Explanatory Dictionary the lexical meaning interpretation (linguistic semantics) of the polysemantic adjective "red". Thus, in the dictionaries, four meanings of the word "red" are noted:

1. Blood colors. Red banner. Red paint.
2. To revolutionary activity,
Soviet socialist system. Red troops. The Red Army.
3. It is used in folk speech and poetry to show beautiful, bright, bright, etc. Red day. Red girl.

4. Most often used for marking valuable varieties of something. (exp.). Red fish.

First, students independently write down all the meanings of this lexeme at home from the Explanatory Dictionary, and then, together with the teacher in the auditor, analyze the text, determine the lexical meaning of the sememe, the lexical-semantic variant of the word, in a certain fragment of the work under study. For example, an adjective in the phrase "Red Dawn and red sunrise red means "red", "fiery", "red", "bright"; red speech — "revolutionary", "fiery"; Red Square — "beautiful", "red"; red people are "revolutionary" people.

For a more complete description of the semantic structure of the lexeme "red" and its lexical and syntagmatic possibilities, students can be asked to give examples of lexical paradigms (synonyms, antonyms, genus-species concepts, etc.), make sentences or phrases using the words of this lexical-semantic group and even, perhaps, write a mini-essay. Moreover, the adjective red has a rather rich synonymic paradigm:

1. (About the color of the item): scarlet, crimson, cherry, speckled, purple, purple, crimson, ruddy, fiery, fiery, ruby, coral, cumach, carmine, carmine, crimson (high); scarlet (folk.-poet.).

2. (About an unpleasant color): bloody, blood-red.

3. (About a person, a person): Red as a cancer.

In artistic speech, it is the direct meaning that is the internal form of the word, i.e. the way that underlies the "subject-material content" of any lexical unit. The second figurative meaning is built over the direct meaning. This is the specificity of the language of artistic speech: the contextually conditioned lexical meaning of the word seems to be imbued with the ideological content of the work. Writers and poets often include interpretations of words and evaluative shades of various linguistic facts in the author's speech or the speech of characters.

CONCLUSION

By reading this article, one can come to such an idea that if we do not understand the semantics of the word, the paradigmatic and syntagmatic connections, then we understand the linguistic interpretations in the works and books, in the literature, in the leprosy of synonyms of dictionaries.

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