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Abstract: As we know, the great linguist F.Sosyur had been thinking about linguistic relations, commenting separately on the associative relations in the language system and the syntagmatic relations in the speech process. The scientist shows paradigmatic relations under the interpretation of associative attitudes. In subsequent scientific research, the paradigmatic and associative relationships differ among themselves¹.

In the second quarter of the last century, the issue of researching language in close connection with the individual imagination, perception was put on the agenda in linguistics. As a result of this, the attention of linguists was attracted by the relationship of the owner of language and language. This, in turn, led to an increase in interest in such problems as speech and its creation, perception. At the moment, new methods of analysis of the study of the relationship between the character and its users have come to the field².

Keywords: It is known that through the phenomenon of enantiosema, the logical contradiction of thought is realized, sometimes the colloquial expression of a particular word manifests the contradiction of this word in memory. Contradicts.

In particular, in Uzbek linguistics a. In some articles by Nurmonov, the inextricable connection between paradigmatic, syntagmatic relations and associative relations, d. Lutfullaeva's monograph on problems of associative relations and associative fields, N. Hoshimova's dissertation "art" archisemali to the interpretation of the associative field, he. Yigitaliev's research focuses on the issues of the manifestation of the concept of Man and gender in language.

It is known that paradigmatic and associative relations are also inextricably linked with syntagmatic attitudes. Professor A. Nurmonov noted that "F. the language-speech contradiction, which is the second contradiction in the concept of de Sossyur, is compared to the associative and syntagmatic contradiction. Syntagmatic attitude is associated with speech activity. But in the explanation of the associative attitude relies on the psychology of individ. It is emphasized that it exists in the consciousness of each individual, and therefore has an individual-psychological character. As a result, the sociality of the associative attitude is denied. At the same time, the syntagmatic attitude contradicts the associative attitude in the way of opportunity with the realized, materialized. And this evokes in the reader the illusion that an associative attitude is characteristic of the level of language, and a syntagmatic attitude is characteristic of the level of speech"³.

Thinking about this issue, Professor D. Lutfullaeva emphasizes: "the associative attitude reflects the associative connection of one or more level units in human thinking in connection with

¹ Солнцев В.М. Язык как системно-структурное образование. Москва: Наука, 1977; Новиков Л.А. Семантика русского языка. – Москва: Высшая школа, 1982 ва бошқалар.

² Сафаров Ш. Прагмалингвистика. Тошкент: Ўзбекистон миллий энциклопедияси, 2008; Ҳакимов М.Х. Ўзбек тилида матнинг прагматик талқини: Филол.фанл.д-ри... дисс.автореф. Тошкент, 2001; Худайберганова Д.С. Ўзбек тилида бадий матнларнинг антропоцентриқ талқини: : Филол.фанл.д-ри... дисс.автореф. Тошкент, 2015; Рустамов Д. Лексемалар миллий-маданий ҳосланган семемасининг лингвомаданий тадқиқи: Филол. фанл. бўй. фалс .докт. дисс. автореф. – Фарғона, 2018; Рустамова Д.А. Метафорик эвфемизациянинг лингвокультурологик ва социопрагматик аспекти: Филол. фанл. бўй. фалс .докт.дисс.автореф. – Фарғона, 2018; Насруллаева Г.С. Антропоцентриқ метафоранинг лисоний, когнитив ва лингвомаданий аспекти: Филол. фанл .бўй. фалс. доктори... дисс. автореф. Фарғона, 2019 ва бошқалар.

³ Нурмонов А. Танланган асарлар. 3 жилдлик. III жилд. Тошкент: Akademnashr, 2012. – Б.98.

various factors. The associationism formed in relation to the sign of a language in one language owner differs from the associationism that occurs in the owner of another language.

And the paradigmatic attitude reflects the Union of units of language belonging to one level into certain groups (semantic, grammatical types) on the basis of a common sign. Groups in paradigmatic attitudes that take place from human memory do not differ in each language owner. In this aspect, the application of the terms associative relation and paradigmatic relation as alternative terms does not justify itself” .

It seems that the scientist relies on further interpretations in World linguistics in determining the differences between the associative and paradigmatic relations. According to him: "since the external world is reflected in the human mind in the cooperation of various objects, events related to each other, they in an associative way bring one to mind the other. Not only objects in the outside world, but also various experiences that a person experiences together and at the same time remind each other on the principle of connection”⁴.

It is known that through the phenomenon of enantiosemia, the logical contradiction of thought is realized, sometimes the colloquial expression of a particular word manifests the contradiction of this word in memory. Professors N.Mahmudov or. In their books on enantiosemia, the odilovs cite a number of data on the fact that the phenomena of antonymia and enantiosemia do not clearly differ in some sources. In particular, this is how they argue about the forms of associative manifestation of these two phenomena in human memory:

"In antonymy, the reality of one of the opposing members manifests the latter in an associative way, that is, with the fact that it is said good, the concept of bad is reflected in our imagination, while in enantiosemia it is not. Although enantiosemic units exist ready-made in the memory of a person language, due to their connection with the context, one meaning does not bring to mind the second meaning in an associative way”⁵.

In the framework of the vocabulary units of the Uzbek language, the associative relations of the Semitic lexemes “science and enlightenment” are also of particular importance. Such relationships, along with a person's psychological imagination, memory, perception of the universe in what way, are also associated with certain life processes, experiences.

D.Lutfullaeva also speaks in detail about the issue of the associative field and its composition in the system of associative Relations, about the word stimulus and The Associated associations with it. "An important place in the analysis of the associative field is occupied by the issue of its composition. The main part of the associative field is formed by associates, which are semantically connected with the word stimulus. In some cases, the assignment of the word stimulus is also observed in the associative task. Associates with the word stimulus can come grammatically in one form, sometimes in different forms. In the composition of the field, associations of different levels are also observed. For example, in the conducted associative experiments, it was found that the word cognitive stimulus is given by the owners of the language by the following associations:

lexemes of the noun category such as lesson, science, book, qualification, school, college, university;

lexemes of the verb category, such as reading, research, aspiration, obtaining knowledge;

uneducated, educated, knowledgeable, excellent in qualities, knowledge, chalasavod man, House of knowledge, team of connoisseurs vocabulary,

"Book-source of knowledge”,

"Knowledge wins the perfect thousand, ankle-one”,

"Educated thousand-year-old, without knowledge-one” precedent sentences” .

⁴ Лутфуллаева Д. Ассоциатив тилшунослик назарияси. Тошкент: MERIYUS, 2017. – Б.21-22.

⁵ Махмудов Н., Одилов Ё. Сўз маъно тараққийида зиддият. Тошкент: Akademnashr, 2014. – Б.48.

In the process of conducting research, we conducted certain experiments on the basis of certain vocabulary units in the SEMA “science and enlightenment”. As a stimulus (Association), We received such words as institute, science, book, pen, student, teacher, scientist, exam.

In the process of experiments, in the most logical connection with the word institute, such units as the Higher School, student, lecture, teacher, Department, Faculty, Dean were encountered. Also, testing, testing, intermediate assessment, current, final assessment, lesson schedule, exam, record, rating were also manifested in some of them. In rare cases, arm (Information Resource Center), slide, projector, rector, rent, practical training, TTJ (student accommodation), hostel, meeting, article singaris were also prominent.

"It is known that the analysis of the verbal expression of the outside world and the attitude of the reality – consciousness – language triad should also focus on the following important aspect. Realities in the outside world are not reflected in the human mind, separated from such factors as space, time, cause, purpose, which are directly related to them. Such factors, walking side by side as a condition for the objective existence of a particular reality, are embodied in the human mind together as companions of the image of reality, forming an “chain” associated with it associatively”⁶.

When we also focused on the issue of the age, gender, position of the participants in the process of conducting experiments, in general, the position they held in society, colorful landscapes were manifested. In particular, in the answer of applicants who have not yet been admitted to the student on the example of the word Institute, units such as test, mandate, score, grant, contract(contract), academic building, modern rooms, students, teachers, classmates, whiteboard, computer, Call, break, classes have met a lot.

In the student answers, lesson schedule, task, abstract, independent work, test, teacher, Dean, coach, lecture, scholarship, break etc.were noticed.

When experimenting with professors and teachers through the word institute, there was an active use of such words as student, lesson, complex, lecture, Department, assignment, meeting, faculty, dean's office, attendance, article, dissertation, science.

Together with the units that are interconnected into the associative space, the units that are not semantically connected, restored in memory in connection with the psyche, worldview, interests, knowledge of the owners of the language about the universe, are also united.

Such units are ready – to-Speech Language units-lexical units, phrases, matals, Proverbs, sayings, certain vocabulary and sentences that are used in the speech of language owners as a stable unit, as well as speech syntactic units that form in the speech process.

Thinking about it, d.Lutfullaeva will dwell in detail on the associative field of the examination lexeme. According to the scientist, from this field, “basically, the following units take place: Test, assessment, assessment, score, rating, test, intermediate assessment, current assessment, Grade “2”, teacher, bribe, exciting moments, I fell from the exam, exam day, scholarship etc.

It seems that along with lexical units from the composition of the associative field, syntactic Units (“2” Grade, “5” grade, exciting moments, I fell from the exam, etc.) will take place. In this field, the stimulus is accompanied by units that are semantically linked to the word (Test, Test, intermediate assessment, current assessment, etc.), while units that are not semantically related to this lexeme (exciting moments, scholarship, form, bribes, etc.) are also found”⁷.

N.Hoshimova believes that " an individual associative field, according to researchers, is a structure with a dynamic movement that is constantly changing, characterized by a change in personal experience as it is accumulated. The word Reserve in the individual vocabulary of a person is associated with the past and present, while the next tense determines the change in the composition

⁶ Лутфуллаева Д. Ассоциатив тилшунослик назарияси. Тошкент: MERIYUS, 2017. – Б.21.

⁷ Лутфуллаева Д. Ассоциатив тилшунослик назарияси. Тошкент: MERIYUS, 2017. – Б.60.

of words in the vocabulary of a person and the addition of new words. Therefore, the associative field generates the synchronous movement of the three tenses to the surface⁸.

"When conducting an associative experiment, the consciousness of the individual is expressed, in the process of experimentation, the concepts accumulated through the life experience of the individual are expressed. Therefore, the associative field is always expressed in its variability, dynamic character, the change in word-reactions given to the word-stimulus as the person's life experience increases"⁹.

In order to clarify the above issue, in the process of experiments, we also paid special attention to aspects related to the age, gender, experience, position, type of professional activity of professors.

In particular, the main differences in such grouping were observed in the professional activities of professors, positions:

In the answers of teachers: student, lecture, practical training, department, faculty, dean's office, board, slide, educational and methodological complex, article, scientific work, meeting, commission etc;

in Group coaches: student, group, event, spirituality hour, attendance, uniform, bedroom, rent, minutes singaris;

in Deputy Deans: class schedule, assignment, Dean, Dean's office, rating notebook, study sheet, record book, audience, lecture, practical training, group Journal, scholarship, order, units such as debtors;

in the response of the heads of departments: Department, distribution, loading, meeting, assignment, personal work plan, science program, working Program, Dean, rector, vice-rector, documents, professors and teachers, response reactions were observed through specific expressions in the form of scientific potential.

In addition, when experiments were carried out on the example of the word science stimulus, sharp differences were observed in responses based on the status of respondents in relation to their position in society, such as profession, position, gender, age.

In particular, students observed such response reactions as reading, learning, hard work, book, Teacher, article, scientist, Professor, candidate of science, textbook, Institute, reputation;

response reactions such as science, knowledge, thinking, consciousness, understanding, discussion, discussion, opinion, scientific leader, scientist, experience, skills, qualifications, progress, research, analyze, happiness path, Know, Learn, acquire in young professionals, teachers;

in middle-aged teachers, digging a well with a needle, striving for maturity, response reactions such as thinking, imagination, imagination, perception, mind, article, monograph, guide, treatise, enlightenment, Zia, thinking;

experienced, age-old professors observed response reactions in the form of hard work, pleasure, joy, search, talent, dedication, work, philosophy, book, Teacher, decency, patience, humility, life, Life, Skills, Qualifications, reputation, status, career, humanity, rise, perfection, closeness to the creator.

It is important to note that linguistic units that are associatively connected with each other stimulate logically close to the second, or third, related concept in certain aspects of the word, in some cases complete interruptions arise between them as soon as the second associative link.

For example, with a pencil lexeme:

⁸ Хошимова Н.А. Ўзбек тилида ассоциатив муносабатлар : Филол. фанл. бўй. фалс .докт. дисс. автореф. – Фарғона, 2018. – Б.11.

⁹ Хошимова Н.А. Ўзбек тилида ассоциатив муносабатлар : Филол. фанл. бўй. фалс .докт. дисс. автореф. – Фарғона, 2018. – Б.11.

At the first link, draw, paint, painting, color, creativity, poetry, poet, pencil sharp, creator, writer, artist, pen etc.

When choosing the word creativity in this line in the next associative link, words and combinations such as pen, poet, writer, creator, hard work, novel, short story, pleasure, fantasy, sharp pen holder, choice, sculpture were observed.

In the next experiment, through associative links above the word sculpture, response reactions in the form of creativity, place, popularity, eternity, stone, clay, clay, sculptor, inanimate, flower, bronze, memory, dignity, forge came to the field.

As a result of such experiments, observations, the names of certain concepts, in which the stimulus in the initial line enters into an associative relationship with the word, are conspicuous to some extent by proximity, logical connection, associative attachment. For example:

pencil-creativity,
pen-sculpture,
pen-popularity,
pen-eternity,
in the style of pen – memory.

It is also possible that the concepts that have arisen through some response reactions turn into semantic, logical-completely different-other concepts, the loss of an associative relationship between them:

pencil-clay,
pencil-clay,
pencil-flower,
pencil-bronze,
pencil-vs lifeless.

As you know, in the coverage of specific aspects of associative relations, valence properties associated with the syntagmatic involvement of vocabulary units are also manifested.

It is seen from this that, although syntagmatic relations are materially realised, contrary to the associative attitude in the way of capacity belonging to the human imagination with speech materialization, they allow us to draw conclusions regarding the specific connections between syntagmatic and paradigmatic relations.

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