

DICTIONARY FORMS OF ABSTRACT NOUNS IN ENGLISH AND UZBEKI

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ABSTRACT

Abstract nouns form an important layer of the vocabulary of any language. The article is devoted to describing the features of the lexical forms of abstract nouns in English and Uzbek languages. The contribution of this class of words to the formation of synonymous resources of the language is considered and their role in communication is shown.

Keywords: abstract nouns, synonymy, English language, concept, pragmatics.

INTRODUCTION

The concept of abstraction is one of the most vague and difficult to understand. The problem of defining abstract nouns begins with the question of whether there is a clear idea of where the boundary between abstract and concrete lies. In order to fully consider this problem, it is necessary to refer to the information of other disciplines, such as philosophy, logic, and psychology. Abstraction is considered by logic in connection with various concepts. The "concrete/abstract" antinomy is one of the main ones in philosophy. Psychology studies this phenomenon in the context of the development of cognitive processes. The aggregation of knowledge arising from different representational modules in the conceptual system indicates the need to take into account information from the psychology of perception. Its ambiguity in linguistics comes from different interpretations of the concept of abstraction in the field of these sciences. Not every linguistic theory can offer the detailed, logical, and objective conception of abstract nouns that it provides for proper nouns.

At the same time, it is justified to refer to ontology, which reflects official models of the world, and to psychology, psycholinguistics, which is engaged in the construction of experimental models of the world, because these types of models have the main common feature: both are an experience of human interaction with the same world. abstraction of different aspects. L. O. Chernayko stated: "the emphasis of a word on some part of reality and the understanding of the meaning of the word are different mental actions: in one case, attention (and consciousness) is focused on an external object (if it is a certain name if), in the other, attention is focused on consciousness. L. Wittgenstein even distinguished the views that accompany these actions: in the perception of the external object, "attention" and in the perception of the mind "apparently, the lost vision indicates that the inner eye is in focus". It seems that it is very difficult to clearly connect the content of abstract names with the fragments of reality that they highlight. The spectrum of parts they specify is very wide. But to determine the latter, it is necessary to take into account deixis, anaphoric, cataphoric connections. Abstract nouns are considered to be insufficient in terms of information, their semantic incompleteness and vagueness are compensated for in the text. This shows the instability of their semantic volume.

Logically, abstraction offers poor content. An elementary logical ratio of size and content is that more meaningful features have less volume, and conversely, smaller size features are more meaningful. This is the reverse of classical logic, according to which abstract words are

considered less explanatory than concrete words. Cognitive analysis, in contrast to logic, involves going beyond linguistic meaning and considering the relation of linguistic meaning to conceptual content. The second is the cognitive context, which determines the understanding of the language unit in speech in many forms of its meaning.

In connection with the latter, it is necessary to emphasize the difference between the context within the language understood in terms of the conceptual field and the lexical-semantic field, which reflects the relations within the paradigmatic system between language units. The lexical-semantic field refers to the relationship of a word to others in a certain semantic field. Therefore, to determine the meaning of one word, it is necessary to understand its position in this field. Emphasizing a conceptual field does not require such a correlation of words expressing it, and according to H. Fillmore makes it possible to know a word even if nothing is known about other words in the lexical area. E. S. Kubryakova pointed out the difference between semantic and conceptual analysis and emphasized the incompatibility of their goals. The first is aimed at explaining the semantic structure of the word, the second goes to knowledge about the world.

Analysis of the conceptual content of abstract nouns is possible through its expression in dictionary definitions. As a result of such an analysis, the conceptual areas verbalized by nouns are identified. It is possible to distinguish conceptual areas, determine how much of their content is determined by the meanings of nouns, as well as how nouns actualize the relevant conceptual areas, acquire different meanings in the process of activity, and describe a certain part of them will give. Reference to dictionary meaning is based on the fact that lexicographic descriptions are traditional, generally accepted ways of understanding a word common to the community that speaks this language. Therefore, the analysis of dictionary definitions reveals the conceptual content of collective knowledge. Following other researchers, we understand by the definition of a name the structure of knowledge associated with the object designated by this name. In the definition, the word identifier is emphasized, which allows to identify the conceptual field updated by the given noun [10].

The study shows that abstract words are defined linguistically in dictionaries: through each other or through concretization. It follows that named nouns are linguistic correlates of units of different categories, as well as approximately the same methods of semantic understanding in the meaning of these linguistic units, that is, conceptualization of aspects of reality.

Analysis of the conceptual areas verbally given by abstract nouns shows that the picture of the world is human-oriented. Some definitions of abstract nouns have two parts. One of them reflects knowledge about the ideal object of the world designated by a certain name, its properties, distinguishing features, components, the second reflects knowledge that this object is involved in a certain type of activity, i.e. this is the propositional part of the definition, which encourages the performance of one or another semantic role by the noun in the propositional structure of the statement.

It is known that the object defined by the noun is actually understood as intended for him, by nature, involved in the activity, which is reflected in the human psyche. "Representation," writes E. Bates, "is defined as calling various action procedures to work with the object in the absence of perceptual reinforcement by the object. Thus, the development of the representation depends on the memory of the missing objects and their spatial location depends". At the level

of representation, such a natural participation of the object is actually reflected in the harmony of the nominal and verb components of the proposition, their semantic agreement. This means that if the object denoted by a noun belongs to different classes, then its natural use is different, and the activity structures in which it participates are also different. This position is not always true for abstract words. They can designate different objects of thought in the same context, see: occupying a place (work), occupying a place (space). Based on this, we can assume that the knowledge of the meaning of these names is less concentrated around the objective element of this meaning, that is, the knowledge about the objects of the real world designated by the noun is suppressed by other knowledge - their functionality, the event knowledge about addition. The semantic representation of these names must have a core component, which pulls the threads to different conceptual areas and puts them under the "body of one sign".

Explaining such features of the "behavior" of the lexical unit within the framework of studies of some de-semanticized abstract words expressing basic concepts creates great difficulties. The basic concepts in this concept are self-evident, self-sufficient and indefinable primitive concepts.

Perhaps one explanation for the lack of a single criterion for determining synonymy is that different types of concepts, in accordance with the above-mentioned characteristics that describe them, give different opportunities to the names that represent them to enter the synonymous line. It is unlikely that the representative name of the concept of natural objects has wide synonymous relations. The same statement applies to artifact names. In these types of concepts, "internal" characters dominate. For artifact concepts, situational cues that reflect the object's function also play an important role. Thus, most of the synonyms that represent the concepts named in the Oxford Learner's Thesaurus. Synonyms show dictionary hypo- and hyperonymic relations. Here are some examples of synonyms from this dictionary:

rain, shower, rainfall, drizzle, monsoon, downpour;

stone, rock, boulder, pebble;

car, bus, vehicle, truck, van, lorry, coach, automobile;

chair, seat, couch, sofa, bench, stool, armchair, pew, throne;

envelope, file, folder, binder, clipboard, portfolio.

Symbols that reflect function may be more emphasized in natural species concepts. For example, in the thesaurus *roja*, the noun can be found in the following sections: Class II Space, IV Motion, 1° Motion in General, 271 Carriers. This reversal of categorization is explained by the historical and cultural context: in *Rojae's* time, horses provided the main means of transportation.

Synonymy of artifact names, in contrast to hypo- and hyperonymic relations, is possible provided that "internal" signs and information about the main functions of the object are preserved. An example of this is the synonyms *film* and *movie*, which are interchangeable in almost all contexts, if they express knowledge of additional functions: *film* - aesthetic, *film* - entertainment. Compare: an art film, a film festival, but not an art * movie, a * movie festival. Psycholinguistic research shows that proper nouns, which denote things that a person encounters (uses) in everyday life, have a high image coefficient. There is a very close connection between the word that names an object and the image of this object. As can be seen

from the above examples, the change in the components of the image destroys it and creates another image in the mind. The phenomenon of synonymy is based on the change of components of conceptual entities. As mentioned above, behind the abstract name in the conceptual system there is a whole set of ideas united by a very generalized scheme of relations. Changing the components of this complex of ideas is possible without breaking this scheme, which gives rise to synonymous relations of language units. In addition, it is possible to emphasize a certain legitimacy of the variability of the components of the conceptual content. For example, a number of synonyms reflect the variation of the "level of exposure" component, which in turn includes information about intensity, emotional perception, duration.

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