

PAPER

THE ROLE OF VERBAL ASSOCIATIONS IN THE FORMATION OF PARADIGMS

Muslimjon Nasirov¹, *

¹Teacher at Kokand SU

* nasirov@gmail.com

Abstract

This article analyzes the issue of linguistic paradigms, which is considered an important phenomenon in linguistics. The issue of the role of associative thinking in the formation of different paradigms has been studied.

Key words: paradigm, associative thinking, association, stimulus, linguistic relations, antonymy, homonymy, paronymy.

Introduction

One of the independent branches of anthropocentric linguistics that studies language in relation to the factor of the person using it is associative linguistics. In associative linguistics, language is conceived not only as a system consisting of a set of interacting units, but also as a verbal network that is associatively connected with each other. The word association comes from the Latin word *associatio* – to connect, to unite. The German scientist W. Humboldt was the first to comment on associations in language. W. Humboldt, analyzing the dialectics of objectivity and subjectivity, noted that mutual understanding occurs due to the fact that people touch exactly one button of their soul, and as a result, thoughts that are consistent with each other, but not exactly, arise in the minds of each person. The fact that when one lexical unit is heard or read, another one is recalled in our memory indicates that lexemes do not live alone in our linguistic consciousness. These units that live together in linguistic consciousness are considered the basic units that form speech structures. It follows from the above that the associative connection of language units can form certain linguistic paradigms. This article focuses on this feature of verbal associations. First, let us briefly describe the paradigm.

As noted above, one of the characteristics of verbal associations is that they pave the way for the creation of various speech structures. In other words, for any speech structure, associatively connected language units (lexical, syntactic units) act as basic units. Any lexical unit, regardless of its grammatical form or meaning, depending on various factors, in human memory recalls certain lexical units or other level units, with which it is associatively connected.

According to A. Nurmonov, as soon as a word enters into a syntagmatic relationship, it is associated with other words outside the speech process in the memory of the speaker of the language according to the sign of commonality, and these associated units form certain groups in the memory. This indicates that associations are directly related to a number of other paradigms in the language. In addition to the fact that the relationship of associations with other paradigms gives rise to the classification of verbal associations, any paradigms are formed on the basis of verbal associations.

Lexical units in a language are imprinted in human memory not only with their formal expression – material shell, grammatical form, semantic, stylistic-functional, pragmatic, acoustic, along with all the signs perceived by the speaker of the language. When the semantic essence is predominant, associative units are formed from these signs, which are related to each other according to the proximity, connection, contrast, etc. in meaning. D. Khudoyberganova connects the formation of associations with the meaning of the word and the specific properties of the word. In her opinion, a person stores in his memory, along with the meanings of words, information about their properties perceived in the objective world through his sense organs. Therefore, a certain word causes certain associations in the memory of the person who hears it.

Let us consider the relationship of verbal associations with other paradigms in more detail through the following examples. The relationship of lexemes in a language according to their semantic sign leads to the formation of diverse associations. In particular, the antonymic relationship of lexical units in an

antonymic relationship causes them to recall each other and form associative connections in human memory. For example, when we hear the lexeme good, the lexeme bad is also recalled in our minds. This is a verbal association. The associative pairs bitter - sweet, high - low, far - near are formed on the basis of antonymic relationships. From this it can be seen that the associative relationship of language units forms the paradigm of antonymic words.

The essence of antonyms was studied by the linguist J. Dees on the basis of associative experiments. According to him, the members in the opposition are so strongly connected to each other that if a person is told one member of an antonymic pair and asked to say another word in response, he will answer with an antonym without hesitation. The associative connection of lexical units in an antonymic relationship is undoubtedly based on the semantic connection of lexemes. As is known, any contradiction requires opposing members that are opposed to each other. The mutual connection of opposing members in an antonymic relationship through opposition causes them to remember each other in the memory of the speaker of the language. This means that semantically contradictory lexemes also form lexical associations in the language. For example, the lexeme "ruin" is associatively connected with the lexeme "prosperous" and the lexeme "beautiful" is associated with the lexeme "ugly" on the basis of an antonymic relationship.

In addition, the semantic relationship between lexical units in a synonymous relationship causes them to remember each other and associate with each other in human memory, and leads to the formation of a paradigm of synonyms of the associative relationship between units. For example, the associative pairs "smart" "knowledgeable" "human" "human" are formed on the basis of a synonymous relationship. The associative relationship between language units also plays an important role in the formation of the paradigm of graduanimity. Graduanimity (semantic gradation) as a type of inter-word semantic relationship means that lexical units express their meaning in a gradual manner. For example, the lexeme "gapirmoq" and lexemes such as "whisper" "whisper" "shout" are in a graduanimity relationship, and they are associatively linked in memory. Such lexemes create a mechanism for remembering each other in the mind. It follows that the associative relationship of linguistic units also gives rise to the paradigm of graduanimity.

Another form of lexical associations based on semantic relevance in the Uzbek language is the formation of a paradigm of cognate lexemes. That is, the associative relationship between lexemes also forms a paradigm of cognate lexemes. Since cognate lexemes within the same topic represent semantically close concepts, they are associatively linked to each other in human memory. For example, lexemes such as book, notebook, pen, pencil, drawer, which are united under the unit school supplies, form a paradigm of cognate words by being associatively linked to each other.

Verbal associations are also directly related to paradigms such as hyponymy and paronymy. For example, associative pairs such as tree - cherry, animal - bear, person - woman arise on the basis of hyponymic relations between lexemes and form the paradigm of hyponymy, while paradigms such as house - door, window, roof; body - head, hand, foot, finger are formed on the basis of paronymic relations between lexemes. All of these relations are considered the result of associative connections and show that associative relations form the paradigms of hyponymy and paronymy.

Lexemes that are combined into a common paradigm based on a stylistic sign in the language also form verbal associations. For example, joining - disjunction, tangent - cotangent, morphology - syntax, dot - comma typical of the scientific style; beauty - beauty, shabboda - yel typical of the artistic style; beautification - greenery, contract - partnership associative pairs typical of the

journalistic style arise on the basis of a common stylistic sign. It is clear from this that the associative relationship between lexemes can also give rise to the paradigm of stylistically characterized words. The associative relationship between lexemes is also related to the paradigm of word formation. The relationship between a lexeme and the formations formed through it also creates associative connections in human thinking. For example, the lexeme gul is associatively connected with the constructions gulchi, gulli, gulsiz, guldon formed on its basis. The lexeme ish is also associatively connected with constructions such as ishla, ishchi, ishli, ishsiz and forms a paradigm of cognate words. In turn, constructions, along with cognate words, also recall the base part itself. For example, tuzla - tuz, aqli - aql. The relationship between the lexeme and the constructions formed on its basis creates paradigmatic associations.

An associative relationship is also observed in the relationship of paronymic pairs that have different meanings, but are consonant in pronunciation and are perceived by a person as semantically close units. In the Uzbek language, pairs such as surat - surat, shox - shoh, she'r - sher are associatively connected with each other, forming a paradigm of paronyms. The perception of paronyms by the speaker of the language as semantically close units causes their associative connection in human memory.

In conclusion, it can be said that verbal associations, along with ensuring the interconnection of language units, also form certain linguistic paradigms. This once again proves that language is a system of systems.

References

1. Iskandarova Sh. Leksikani mazmuniy maydon asosida o'rganish muammolari. –Toshkent: Fan, 1998.
2. Lutfullayeva D. Assotsiativ tilshunoslik nazariyasi. Monografiya. –T.: "Meriyus", 2017.
3. Nurmonov A. Struktur tilshunoslik: ildizlari va yo'nalishlari ("Lingvistika" yo'nalishidagi magistrilar uchun o'quv qo'llanma). Andijon, 2006.
4. Xudoyberganova D. O'zbek tilida badiiy matnlarning antroposentrik talqini: Doktorlik dissertatsiyasi avtoreferati. – Tashkent, 2015