Linguomethodical Nature of Polysemy

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Abstract:

The article discusses the peculiarities of polysemantic words and the factors of their formation. Opinions on the teaching of polysemantic words are analyzed.

Keywords: word content, polysemy and metaphor, metonymy, synecdoche, trope

One of the basic units of language is the word, essentiala sign of which is considered to be the presence of a lexical meaning in it. The lexical meaning of the word is "the content of the word, reflecting in the mind, and fixing in it the idea of an object, property, process, phenomenon, etc. d.; the lexical meaning of the word is a product of mentalhuman activity."

Like any other language, the Uzbek language as a means of communicationis the language of words. Of words acting alone or ascomponents of phraseological units are formed with the help ofgrammatical rules and sentence laws. Words in languagespecific objects and concepts are indicated, humanemotions and will are called "general, abstract categories of existentialrelations, etc. _ d." Thus, the word acts as the basic unitlanguage.

The problem of the word in linguistics cannot yet be considered comprehensively. There is no doubt that the understanding of the category of words andthe content of the word category has changed historically. word structureheterogeneous in languages of different systems and at different stages of language development. Buteven if we ignore the complex issues of the history of the word as a linguisticcategory, correlative with the category of the proposal, in the description itselfthe semantic structure of the word will still remain much unclear."So far inareas of language have always been content with operations on units, asfollows indefinite," said Ferdinand de. Saussure, talking aboutword problems.

Despite the undoubted reality of the word as a separate linguisticphenomena, despite the vivid signs inherent in it, it is difficult todefinition. This is primarily due to the variety of wordsdifferent in structure and semantics. Linguists avoid givinga definition of a word or an exhaustive description of its structure, willinglylimiting its task to pointing out only some external (predominantly phonetic) or internal (grammatical orlexical - semantic)features of the word. Give the correct definition words are possible only if allits main differential features, sufficient to distinguishwords from other linguistic units. Therefore, in linguistics until nowhere is no single, comprehensive definition of the word, although there are manyprivate definitions relating to its various aspects.

As pointed out by V. B. Vinogradov, with a one-sided approach to the wordimmediately stands out the contradictory complexity of its structure, and the generalthe concept of a word is divided into many empirical varieties of words. Are "words phonetic", "words grammatical", "wordslexical".

Since our speech consists of words, the word is perceived by us externally, first of all as a sound or an aggregate, a group of sounds. But you can'tdefine a word as a sound or a complex of sounds. Such a definition would beinsufficient. Not every sound or complex of sounds can be calledword. It is impossible to consider such combinations of sounds as words, such as *shar, skoum, krych,* because they have no meaning, meaning.

What has been said above about the word as a linguistic unit allows us to givea working definition of a word in the following formulation:a word is phonetically andthe grammatical basic meaningful unit of a language thathas impenetrability and lexical and grammatical relatedness andwhich is freely reproduced in speech to build statements.

Thus, the word, both from a grammatical and from a semantic pointvision reveals a variety of types, and therefore difficulties arise indefinition and study of this basic unit of vocabulary. The word develops reflects the ongoing changes. e. is part of the historicalculture.

The volume of the dictionary of any language is limited, so the development of vocabularyoccurs not only through the creation of new words, but also as a result ofincreasing the number of values for previously known. This leads to qualitychanges in vocabulary due to the ability of a word to have not one, but severalvalues. This process is called polysemy, or polysemy (gr. polýsē mos - polysemantic), and the word itself is called polysemantic. At the time of occurrence, the word is always unambiguous. It canacquire ambiguity in the process of the historical development of the language, reflecting changes in society and nature, their knowledge by man. ATAs a result, our thinking is enriched with new concepts. At the same time it wasit would be wrong to assume that the development of the meanings of words is caused only extralinguistic (extralinguistic) factors. Polysemyconditioned and purely linguistic:words can be used inportable values. A prerequisite for using the word in a figurativemeaning is the similarity of phenomena or their adjacency, as a result of which allthe meanings of a polysemantic word are interconnected. Indeed, in the lexicalthe meaning of words reflects not all the differential features of the calledsubject, but only those that drew attention to themselves at the momentnominations. Thus, many objects have common connections thatcan serve as the basis for the associative convergence of these objectsand transferring the name from one of them to another. So, the word *walrus* along withmeaning "largepinniped marine mammal "acquiredmeaning "a person who swims in open water in winter "(Fomina, 2009, 364). The names are often used figuratively. animals:for example, a coward is called a hare, and a bold and bold lion is called a lion a brave person. Appropriate use of the word in a figurative sensemakes speech bright, figurative.

The study of polysemy allows you to highlight in polysemantic wordsbasic, or primary, values, which are characterized by the greatestfrequency, and secondary values, less frequent and alwayscontext conditioned. The principal value is always listed first inexplanatory dictionaries, and behind it, under numbers, derivatives are listedvalues. It should be borne in mind that the ambiguity of a word is usuallyrealized in speech: the context clarifies one of the specific meaningspolysemantic word. Usually even the narrowest context isenough to clarify the meanings of polysemantic words.

There can be quite a few derived values. base forthe formation of new meanings of the word can be the main, direct meaningwords, then a number of new meanings are formed from it. The new value maybe formed from the figurative meaning of the word (as a result of the secondary, sequential transfer), for example: *needle, nature, describe,* etc.

All the richness of the meanings of this word is revealed only in the process of itsuse in speech.

Let us consider in more detail the types of figurative meaning of the word, noting thatin the educational literature, a different number of traditional types are calledfigurative meanings of words. In some cases, only a metaphor is distinguished andmetonymy, in other metaphor, metonymy, synecdoche and functionalvalue transfer. Differences in the number of figurative meanings are explained by the fact thatthat synecdoche (extension and contraction of meaning)is considered a kind ofmetonymy, and functional transfer as a kind of metaphor.

"The basis of metaphorical transfer is the similarity of objects, phenomena in the broadest sense of the word", hence metaphorical transfer is associated with juxtaposition andcomparison of phenomena, and the new meaning of the word is the resultassociative links. According to A. B. Kalinina, "metaphorthe most common means of generating new meanings; bigsome of our everyday notions are inherently metaphorical."As noted by D. N. Shmelev, "metaphorical transfersnames most intensively affect those vocabulary groups thatassociated with the most pressing in a given period of societyphenomena."

E. I. Dibrova claims that "inthe construction of a metaphor, four components two subjects, main and auxiliary, correlated with each other, and the properties of each of them. As the author writestextbook on the modern Russian language, meaning, for example, metaphors*the field of activity* arose on the basis of the concept of the field as a vastspace (suitable or prepared for sowing) and ideas aboutactivities as work (in a certain area suitable for "seeding").

At the heart of metaphorical transfer lies the similarity of objects, phenomena in the broadest sense of the word; hence metaphorical _the transfer is associated with the comparison and comparison of phenomena, and the new meaning of ywords is the result of associative links. Such a transfer canbe carried out on the basis of the similarity of external features:in form, the location of objects, color, taste, as well as the similarity of functionsitems and others. For example: *paw* - 1) leg, foot; 2) a branch of a coniferous tree, and*needle* (needle) - 1) a pointed metal rod with an eye forthreading, used for sewing; 2) a leaf of coniferous trees; 3)hard, prickly formations on the body of some animals (in hedgehogs, ruffs).

Metaphors differ in the degree of imagery contained in them, whichformed the basis of their subdivision into linguistic and individual - author 's. Language metaphors that served as the source of the emergence of the wordnew meaning, mostly ugly, that's why they are called" dry", "dead ". General language metaphors should be distinguished fromindividually - copyright, the meaning of which is born in the artisticcontext and does not become the property of the language. As noted by V. K. _ Kharchenko, "metaphorsthat expand the polysemanticism of words are fundamentally differentfrom poetic, individual - author's metaphors ".

If linguistic metaphors "reflect social experience, are frequent, reproducible, anonymous", then "figurative metaphors arise asassociation of human senses (sight, hearing, smell, etc.) withobjects of the real world and human understanding of the world around.

Linguistic and individual author's metaphors differ in terms ofarea of use. Dry metaphors, generating new meanings of words, used in any style of speech (scientific:*eyeball, word root;*official business:*outlet, alarm signal);* linguisticfigurative metaphors tend to expressive speech, their use inofficial - business style is excluded;individually - author's metaphorsthe property of artistic speech, they are created by masters of the word. Thus, artistic metaphor is individual, non- reproducible in language, hasauthorship and performs figurative aesthetic functions.

Along with the metaphorical transfer of meaning from one object tothe other is widespread metonymy. Metonymy -it is "the transfer of the naming of one object, attribute, process, etc. d. on thethe other according to their adjacency (adjacency). The basis of metonymy iscausal, investigative, spatial, temporal and othersrelations that arise as a result of the contiguity of phenomena. reflectingconstant interactions of objects of reality, metonymy formsregular semantic interactions between lexico- semanticvariants of a polysemous word.

D. N. Shmelev notes various types of metonymic transfers, for example:

1. Action goal of action:*burn* - prepare by burning andglow, damage with heat;

2. Action scene:*wintering* - living somewhere in winter andplace, room for wintering;

3. Material product made of material: *gold* is a precious metal andcoins from this material.

Among the types of metonymic transfer can also be called:

➢ contiguity in time, e. g. the verb to *hibernate* has the followingmeanings: 1. Spend the winter somewhere, stay somewhere for the winter(*winter in the forest).* 2. Withstand, endure winter cold (*birdshard to winter)*;

➢ adjacency in space:*Window.* 1. Hole in the wall of the building forlight and air (*wash the window).* 2. Clearance in the clouds (*the plane rushed intowindow between storm clouds).* 3. The interval between classes (*duringwindow time students run to the buffet)*;

➢ sign thing:*Whiteness.* 1. Bright, clean, white color (*white andsterility of the surgeon's gown).* 2. Naming the washing powder(*to wash things in "Whiteness*");

➢ cause- effect:*Press.* 1. Pressing, squeeze, press (*click on the fence).* 3. Squeeze out in some quantity (*press a* little*juice)*, etc.

Another type of transfer of meaning is called synecdoche. synecdochecalled "transfer of the meaning of a word by means of which the whole (somethingmore)is revealed through its part (something less).

There are two types of synecdoche: expansion of meaning and itsnarrowing. Often such a transfer of meaning is observed in words, denoting parts of the human body (head, hand, etc.):*head -*" smart person", *hand -* "one who provides support ". To phenomenasynecdoches also include the use of the word *head* in the meaning of "unitlivestock accounts.

So, the development of the polysemy of the word is a long historicalprocess. As a result of the transfer of meaning, words form a new meaning, which is fixed by speech practice. The word is figurativelyand in direct, continues to perform a nominative function. This kindtransfer is called common language. From common language metaphors, metonymy, synecdoches should be distinguished as individual, or individually - author's.

They arise in a certain context in order to give speech imagery andexpressiveness. Individually - author's metaphors, metonymy, synecdochesare paths, i. e. _ e. expressive means of language. It is necessarytake into account when organizing work with polysemantic words in the initialschool.

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