

WORDS AND THEIR MEANING IN LINGUISTICS

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Annotation: The article examines the number of words in each language and the number of sounds or their grammatical rules. Also, the learned new language becomes part of the stylistic repertoire of the native speaker, as with dialects and styles, or a certain language is chosen in a certain situation, in a social environment, in relation to native speakers, their feelings of identity. A person who studies new words throughout his life, especially where new objects are discussed, new ideas with new terms appear, even new names are given to old subjects.

Keywords: accent, language, study, factor, immigrant, dialect, pronunciation, term, meaning, phenomenon, bilingual.

Introduction: Nowadays, when there are fundamental changes in learning, the learned new language becomes part of the stylistic repertoire of the native speaker. As with dialects and styles, either a certain language is chosen in a certain situation, in a social environment, in relation to native speakers, their feelings of identity.

Very often, the second language studied by adults is comprehended by them as if through a filter, the filter of the first language. Some native speakers retain a strong accent, have grammatical errors related to their first language, and incorrect word usage in accordance with the first language, even if they have been speaking a second language for several years. And the accent remains, even if they speak a second language more often than their native one. Others may learn a second language in such a way that there will be no trace of an accent. The result of the formal education received by the native speaker is not a decisive factor, regardless of whether the accent remains or not. For adults, there is not only the problem of obstacles arising from the first language, but also their time to learn is limited.

Many linguists believe that for some time after reaching puberty, the human ability to distinguish new sounds weakens. "New" is used here in the sense of "different" from those that have already been studied by the native speaker. Either this phenomenon is purely a developmental phenomenon, or a social phenomenon is not entirely clear. There are many wise folk sayings that there is no language without an accent. However, it may be that adults do not have the same motives for learning a second language without an accent as children, perhaps they want to keep the accent to signal that they still identify with their homeland.

2. Experimental methods

There is a variety in the degree to which a second language is perceived. The famous statesman of the 1970s, Henry Kissinger, could not cope with speaking English without an accent, although he arrived in America at the age of 15, and many immigrants who arrived in the country under the age of 20 speak English without an accent. So, this example shows that it's not just about age when learning a second language.

The second language is not an imitation, just like the first one. People who learned 2 languages in childhood can learn both 3 and 4 languages more easily than a person who speaks only 1 language. Most of these bilinguals still have an accent in the language they learned in adulthood.

Accents arise from the inability to distinguish sounds as they are pronounced in the language being studied. An adult learning a second language often finds himself in the same position as a child who does not understand the difference between [f] and [v]. When a student encounters a new language, he turns new, strange sounds into sounds of his language that are close to him. This is not done consciously. Many speakers with a foreign accent do not perceive their accent, even if they "hear" it from other people. Some children who grew up with parents who have an accent do not "hear" this accent, but they "hear" it from strangers. Other children easily notice the presence of a foreign accent in their parents.

No one knows all the factors that can help adults learning a second language avoid or overcome mistakes that lead to the appearance of an accent. Do not forget, however, that all foreign accents depend on who says: "the British are "foreigners" in Italian, Chinese, German, etc. What we do with other people's languages, they do with ours."

3. Development of oral speech skills

The process of converting foreign sounds into native ones was studied at one time by linguists who believed that if they found out what a person's first language was, they would be able to predict what mistakes he would make in the sound system of a new language. Recently, this proposal has been questioned. At the same time, however, people tend to make the same mistakes in the second language that they make in the first; thus, we can recognize German, French, and other accents in their English pronunciation. Many students are faced with the need to distinguish sounds that do not exist in their native language. At first, as for beginners in learning foreign languages, their hearing turns these sounds into their relatives. For example, x, the deaf fricative pronounced in the Scottish "ch" in the word "loch" (lake), sounds to them like the English "sh". Hence the panic and fear that they will never be able to learn a foreign language and be strong in phonetics. But, since the quality depends on the ability to distinguish between these new sounds, students can achieve this. Now many people take their first phonetic course after puberty, sometimes even in middle age. And yet, they learn to hear and distinguish new sounds.

Mature people can learn to distinguish new sounds, which refutes the fact in phonetics that people lose their ability to perceive a new linguistic (phonetic) system after reaching maturity. Although children can distinguish sounds better, age is not the only obstacle to learning a foreign language and the reason for the appearance of accents.

4. Activity monitoring

Grammatical collisions can also grow out of a misperception, or even a lack of perception. The types of grammatical errors that bilinguals make can usually be traces of grammatical errors in their native language. Weinreich talks about this in his work "Language Contacts": "For example, my grandmother always said: "washing her hair"; she always put her hand down "in the pocket", not "my pocket", and always complained: "I am waiting since four hours." All these mistakes come from her native language.

Perhaps people make certain grammatical mistakes because they do not know how and when to use all these grammatical rules. Even if they know this at the time when they translate thoughts into a new language, they may make mistakes in grammar. Apparently, both factors are inevitable in any kind of bilingual clash.

Another factor can be identified in such a collision. Speakers usually do not remember certain words and phrases used in conversation. They remember the semantic forms of words. A parallel to this phenomenon is that people do not always notice the syntax (word choice) that is used in a certain area. Many mistakes of bilinguals occur, perhaps for this reason. The speaker simply does not notice a certain syntactic form used by native speakers. This explains that people can live in a country that is not their native country for most of their lives and never use the grammatical rules of their new language. They can express their thoughts quite well, so they don't seem to notice them. Imagine if a person, before using an elementary grammatical rule, suddenly stopped in speech and began to analyze and recall it, trying to make sure that he was using form 1, not 2. Perhaps a bilingual clash is more the result of having to speak non-stop (without analyzing your speech) than the inability to learn new grammatical rules after a certain age, while children's speech grows out of the need for everyday conversations before the child learns grammatical rules.

5. Conclusion

In each language, the number of words far exceeds the number of sounds or grammatical rules. A person learns new words throughout his life, especially where new objects are discussed, new ideas with new terms appear, even new names are given to old subjects. For example, who now says "piazza" (English "square") instead of "porch" (English "square") or "deck" (English "square"). Or you drive a "car" instead of a "car". If you say that, you will be considered outdated. Your great-great-grandfathers may not have called parenting "behaviorism," but the next generations preferred to call it that, meaning by this term a system of good parenting.

Even if there is a word in two languages that means the same thing, the other meaning of this word will not necessarily be the same. There are no monosemic words in any language. It would also prevent the language from being flexible. Only if a word has several meanings can the language be plastic, since even old words can be used in a new way.

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