

# THE PHENOMENA OF COLLECTIVE LEXICAL ASSOCIATIONS IN A PARTONYMIC AND HYPONYMIC RELATIONSHIP IN CHILDREN'S SPEECH

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## Abstract:

The article talks about the expression of partonymic and hyponymic lexical associations in the speech of preschool children, the specific features of associative units in this context. Also, some factors that create partonymic and hyponymic lexical associations in the speech of preschool children are discussed.

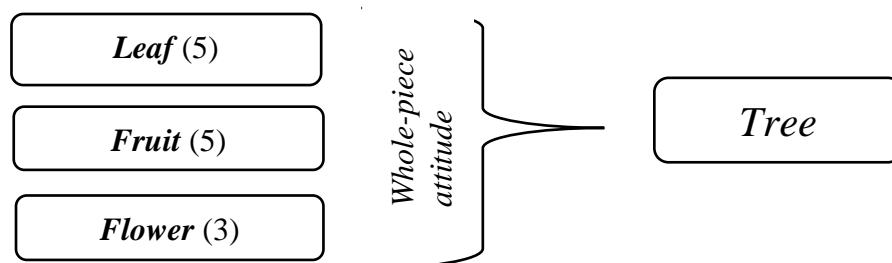
## Keywords

Association, lexical-semantic relationship, hyponymy, partonymy, hyperonym, stimulus, reaction.

## Introduction

Widely observed partonymy within lexical phenomena is a connection that refers to the expression of a type of inter – verbal content relation-the whole-piece relation. Between lexical units in a partonymic relationship, a whole-piece connection of content is manifested. In the order of words associated with a partonymic relationship, there is a relative openness of the lexical system, in which the characters, characteristic of lexical paradigms all stand in mutually paradigmatic relations, converge around one dominant [4;38]. Lexical associations expressed in preschool children's speech have been found to have a partonymic relationship between stimulus word and response response. When the testers were presented with a tree stimulus word, 5 of them gave a leaf response, 5 of them a fruit response, and 3 of them a flower response. This can be expressed according to the scheme as follows:

Scheme 6



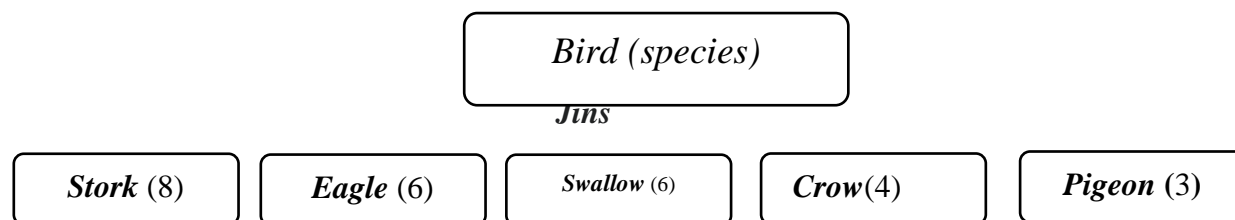
In the "Explanatory Dictionary of the Uzbek language", the word tree is interpreted as a perennial plant that grows by laying a body, pulling out branches and branches, throwing a vein [2;209]. The words leaf, fruit and flower, given by the testers, were the impetus for

the articulation in speech of the lexical Association in the whole-piece relationship in the child's linguistic consciousness as the part of the tree that grows out of the branches and branches. This condition is also observed in response reactions given by the testers to the facial stimulus. During the experiments, 7 of the testers reported an eye, 2 nose, 2 lip reaction with respect to this stimulus word. In the "Explanatory Dictionary of the Uzbek language", the word face is interpreted as the front of a person's head, the front view, bet [3;75]. The facial part of the human body is made up of cheeks, lips, nose, eyes, eyebrows and eyelashes. Therefore, in the memory of the testers during the associative experiment, the reactions of the nose, lips, eyes, which were in a whole-piece relationship with the word in question, were recreated when the word face was memorized. 3 test balloons, 2 Test reels, have reported a response reaction to a machine stimulus meaning a means of a ulov vehicle tasked with conveying humans from one location to another. The balloon and the steering wheel are considered one of the spare parts of the machine. When the word machine is remembered, parts of it were directly restored in the memory of the child, and a collective association in a partonimical relationship came to the field.

Hyponymy is understood as well as lexical paradigms, a series of words that serve to represent a gender-type relationship in an objective being in meaning under the terms of a series of hypo-hyperonomic attitudes of words. The synonymic series of words consists of: (a) hyperonymy, (B) hyponymy. The hyperonym is a lexical unit that manifests itself as the central word, dominant, of a microstyle that semantically generalizes most of the meanings that represent the name of the subject expressing the gender sign. A hyponym is a lexical Unit [1;12] rich semantically with respect to a hyperonym, which has attached a word in its semantic content that expresses gender meaning in an implicit way.

In an associative experiment aimed at studying semantic relations between associative units arising in children's speech, 43 pupils of preschool educational organization No. 221 in Tashkent took part. When the materials of this associative experiment were analyzed, it was observed that there are lexical associations in the hyponym-hyperonymic or hyperonym-hyponymic relationship between the stimulus word and the response reaction. In some of the examples studied, the stimulus word type and the part that comes to it as a reaction in the gender state or vice versa, the response reaction type, the stimulus word gender-shaped collective associations were identified. When preschool children were presented with a banana stimulus and asked to present the first concept that came to mind when they heard this word, 14 of the testers presented the word apple and 3 the word fruit as a reaction. In this place, the words banana and Apple represent gender, and the word fruit represents species. This was also observed in response reactions to the bird stimulus word. 8 of the testers presented the words Stork, 6 Eagles, 6 swallows, 4 Ravens, 3 pigeons as a reaction to the bird stimulus.

Scheme 7



The type-gender relationship between words forms the basis for their storage as a group in memory. The response reactions given by the testers indicate the differentiation of the concept of species and gender in the linguistic consciousness of a preschool child, and the formation of knowledge about which species or genus any word belongs to. In the course of direct observation, a space of collective associations in the relationship of species and sex associated with vegetable stimuli appeared in children's speech. According to him, when the word vegetable was memorized, 32 children gave a reaction of carrots, 4 potatoes, 3 tomatoes, 3 cabbage, 2 eggplants, 2 cucumbers.

In conclusion, associative units expressed in children's speech come to the field in a semantically related state. Collective associations in a hyponymic relationship indicate a differentiation of the relationship between the species and the gender category by the tester. The hypo-hyperonymic relationship between words is how they are stored as a group in the memory of a child and motivates the arrival of a lexical Association in the field in a particular speech situation.

### List of Literature Used

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