LEXICAL-SEMANTIC AND STRUCTURAL ANALYSIS OF CONSTRUCTION TERMINOLOGY: ON THE MATERIAL OF THE UZBEK AND ENGLISH LANGUAGES

Raimov Lazizjon Alisherovich
Teacher of the department of foreign languages
Termez University of Economics and Service

Article history:		Abstract:
		Terminology is one of the specific layers of lectures, which, due to the special structural organization of components, the close internal interconnection of parts, the peculiarity of the formation and development of semantics, the relationship within the terminology and its relationship with other categories of lectures , functioning , and the relationship with the object of nomination , differs from commonly used words and themes . occupies a special place in the structure of the lexical system of the language.

INTRODUCTION. The main linguistic features of the terms and the system of terms are quite well covered in the special section of lecticology called terminology. The available studies on the problems of terminology are numerous and multifaceted. For the mudflows of this study, those studies are especially important that characterize questions about systemic relationships in terminology and in the lecture in the village[1].

At the same time, some issues related to the general linguistic features of the formation of terms remain insufficiently covered or find conflicting solutions in modern lecticology . This is, first of all, the question of the semantic features of the formation of terms, the ways of the semantic development of a word during terminology , achieving its correlation with the concept and becoming a term, the effect of lexico -semantic phenomena in terminology and the relationship to such semantic categories as synonymy, homonymy and the like, in coverage which are the most controversial in research[2].

ANALYSIS AND RESULTS. In terms of linguistic requirements for terms in different works, various grounds are given, although, despite their fragmentation, these requirements in the linguistic literature are also sufficiently defined. From the point of view of the current state of the development of terminology in the Uzbek scientific and technical language, the issue of terminology tint in terms of relation to the sources of its formation, primarily its nationalization , internationalization or regionalization , should be considered the most important[27]. It is closely related to the problem of intralingual and interlingual functioning of terminology and is determined by the social need for scientific production

both within the national state and on an international scale, which is also significant both from the point of view of interethnic and international cooperation in the development of science and technology.On the other hand, the issue of resisting excessive influence is undoubtedly also important. socially powerful languages[3].

Terminological lectures show signs of the most systematically organized layer of language lectures . Defining its consistency as a hierarchically strictly organized part based on the study of a certain branch of science (construction) is significant in terms of its relationship with other systemic semantic associations (groups, fields, etc.) in the lecture, identifying its place in the system of semantic groupings[4]. In this regard, it becomes necessary to study theoretical approaches to the definition of language as a system in modern linguistics, techniques and methods for establishing the systemic levels and unity of language, especially lectures . From this point of view, try to generalize the theoretical foundations of systematization and determine the main practical techniques and methods of systematization in the lexicon of the language[5]. This approach requires an appeal to the history of linguistics with the aim of reviewing the literature on this issue and identifying the main directions, principles and methods for studying the main properties of systematization in a lecture[28]. As the generalization of the available literature shows , one of the main tasks of lecticology at the present stage has become the establishment of various types of systemic groupings that exist within various groups of lectures , the definition of principles and features that unite lectures. units into semantic groups[6]. Although some typical semantic relations have been identified in

lecticology , which serve as the basis for the structural-semantic division of the lecture , typical semantic associations have been established, however, there is no clear distinction and fundamental characteristics of the distinguished components in the studies[7].

In modern linguistics, one of the defining conceptions of the essence of language is the understanding of the system and structure of the language. This postulate, which was finally established in modern linguistics in the first half of the 20th century, is associated with the name of the great Swiss linguist Ferdinand de Saussure, who drew attention to the need to study the language as a rural one , consisting of interrelated and interdependent elements[8]. F. de Saussure, in contrast to the atomistic approach to the analysis of the linguistic structure that dominated contemporary linguistics, put forward a position on the systemic nature of language, defining language as a system that obeys its own internal order, as a set of interdependent elements interconnected by certain relationships[9].

Following F. de Saussure, one of the main areas of research in linguistics was the identification of the main system-forming principles and features of language as a system. The language system in modern linguistics is defined as a celestial combination of a certain structure with a certain substance that performs a certain function[10]. A.S. Melnichuk, delimiting the system and structure, in the understanding of which a distinction is not always put in modern linguistics, notes: "A system is understood as a set of interrelated and interdependent elements that form a more complex unity, considered from the side of elements - its parts[11]. " The language system in the understanding of Saussure "is based on identity and differences", and the qualitative certainty of its elements is revealed not by " substantial ", but by relational characteristics, namely by its significance, i.e. a set of intralinguistic relations of a given element to others[29]. Relational properties are established by the associative and syntagmatic relations of signs as members of the system to other members and serve as the basis for identifying linguistic units . "Everything in which this state of the language is expressed must be able to be reduced to the theory of syntagmas and to the theory of associations ," emphasizes F. de Saussure[12].

Language as a system has a real division into elements that form it, at different levels. The largest components of the language, when considered as a system of interrelated components, are elements such as phonetics, lexicon , word formation, morphology and syntax, which are both levels of linguistic existence and description[30]. Each of these levels or components consists of various elements of the lower level, forming a celestial system of connections and relations[14]. At the same time, between each of the components and levels, the connections and relationships that make up the celestial language system as such are revealed. These relationships and connections within and between language levels, as an expression of linear and horizontal paradigmatic and syntagmatic relationships, become the subject of analysis in linguistics[13].

Comparison of the lexicon with other levels of the language in a systemic way shows a significant difference between the lexicon and the phonological and grammatical levels. N.I. Tolstoy, exploring the systemic relations in the lecture , points out the essential features of the word that complicate the systemic description of the lecture[31]. He notes that in the field of phonology and grammar, systemic description deals with "form" in Saussure's sense of the word. In lexicology , "substance" makes itself felt constantly[15]. The nature of the content of phonemes and words is different: for phonemes it is purely functional , for words it is denotative and significative , substantive dependence as the basis of the semantic independence of the word correlates it with extralinguistic reality[16].

The formation of directions for the study of consistency in the lecture is associated with the names of such linguists as G. Paul, M.M. Pokrovsky, A.A. Potebni ,
W. Wundt, A. Meie , E. Welander , G. Sperberg , G. Stern , R. Meyer, J. Trier, W. Porsig, L. Weisgerber , W. Wartburg , E. Benveniste , E. Kurilovich , E. Sapir, B. Whorf and many others.

In the 30s of the twentieth century, the nature of the systematic nature of lectures was studied on the basis of the allocation of various fields. The most famous in linguistics was the theory of "verbal field" or "conceptual field" by J. Trier . "Conceptual fields" according to Trier correspond to a certain sphere of concepts about objective reality, on which words are superimposed, covering these fields without a trace. Words are superimposed on the "conceptual fields", covering it with a selick . At the same time, the word itself does not mean anything, it receives meaning only as part of the corresponding field[17].

One of the main tasks that has been determined before lecciology is the establishment of various types of systemic relations that exist within various groups of lectures , the establishment of those indicators that combine words with each other as part of a lecture[32]. The idea of a systematic lecture was

primarily reflected in the further development of lecture fields built on paradigmatic and syntagmatic principles, the identification of the structural organization of the lecture in each of these principles, the concretization of hierarchical and subtype types. correlations in them, the establishment of semantic differences and similarities of various associations and groupings on the basis of semantic commonality[18].

The term "field" is used both in relation to small rows of words, combined on the basis of the ratio in the lexical meaning of words, and to fairly large groups of words. The term "semantic field" denotes a greater or lesser set of words, or rather their meanings, associated with the same fragment of reality.

As a review of the literature on this issue shows, the greatest objection in the criticism of existing concepts on the systemic description of the lecture system is caused by the practical and theoretical foundations for distinguishing various system-forming semantic groups, primarily based not on specific linguistic features, but on their correlation with objects and phenomena of objective reality, their connections in the material world[19]. The direct dependence on extralinguistic reality also determines the significant difficulties that arise when trying to discover systemic relationships between units in a lecture[33]. Proceeding from this, the most difficult issue of modern lecticology is the development of methods for identifying and establishing signs of systemic relations in a lecture, the principles based on which determine the systemic nature of a lecture[37]. In some studies, the task of studying systemicity is determined by identifying the actual linguistic features of the lexico-semantic structure of the language, "pure" language relations[20].

The theoretical basis for the systematic description of lectures in modern linguistics is the idea of syntagmatic and paradigmatic relations, covering the entire lecture system and being the basis of the structural organization of the lecture system[21]. Therefore, the lecture system in modern lecticology is characterized as a set of words connected by internal relations. The totality of relations between the elements of the lecture system is determined by the structure of the lecture system. The relations that arise between lexical elements and are the basis of their structural organization are called lectico-semantic relations[22].

Entering into systemic relations with others, the words in the lecture form different semantic groups. The gradation of semantic groups in a lexicon is associated in lecticology with the study of vocabulary in the onomasiological and semasiological aspects and is aimed at revealing the internal structural organization of the semantics of a word and its lexico-semantic relations and connections with others[34]. In the actual semantic aspect, the mechanism of generating homonymous, antonymic, paronymic, synonymous phenomena is revealed by establishing typical lectico-semantic relations within various semantic groups[24]. In the onomasiological aspect, the lecture is analyzed as a subject-logical community in the ratio from the signified to the signifier, revealing the logically understandable essence of the word. The analysis of the word at the intersection of the semasiological and onomasiological aspects reveals the unity and interconnectedness of such phenomena as polysemy, antonymy, synonymy, as well as conceptual groups of lectures[23].

Should. It should be noted that by now there is still no sufficiently consistent generally accepted classification of type-specific relationships between systemic semantic associations distinguished in lecticology. The principles of gradation and hierarchical organization and correlation of semantic groupings are the weakest side of modern research on the systemic nature of lectures[25]. The set of relations connecting lexemes with other lexemes in a lexical system is based on syntagmatic and paradigmatic principles[35]. Syntagmatic relations are characterized by a distributive relationship of lexemes within a lexicon, i.e. those relations that the units of a lecture enter into, connecting with each other in the process of speech or as part of a unit of a higher rank. Syntagmatic relations are semantic relations between lexical units that are jointly present in the flow of speech. Unlike paradigmatic relations, syntagmatic relations are based on the associative possibilities of lexemes[26].

CONCLUSION. In modern linguistics, much attention is paid to the understanding and study of language as a system. One of the main principles in linguistics is a systematic approach to the study of the language and its levels. At the same time, in modern linguistics there is still no unity in the description and study of the systemic relations of levels and the unity of language. The variety of approaches to the perception of the systematic nature of the language, first of all, testifies to the complexity, multidimensionality and multidimensionality, inconsistency and variability of the language system itself and its levels and unity[36]. Linguistic features of the lecture - its direct correlation with objective reality and dependence on it, openness, mobility characterize the lecture as the least organized

system. Therefore, the idea of a systematic lecture penetrated into linguistics much later.

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