

**ЎЗБЕКИСТОН RESPUBLIKASI OLIY
VA ЎRTA MAHSUS TAʼLIM VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI
INGLIZ TILSHUNOSLIGI KAFEDRASI**

ТИЛ ВА ТИЛ ЎҚИТИШНИНГ ЗАМОНАВИЙ МУАММОЛАРИ

**(Инглиз тилшунослиги кафедраси олимаси
М.Қ.Абдуллаева таваллудининг 80 йиллигига
бағишланади)**

**мавзусидаги Университет миқёсидаги ОНЛАЙН
илмий-амалий анжумани материаллари
ТЎПЛАМИ**

**30-oktabr
2020-yil**

**SOAT
10:00**

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INGLIZ TILSHUNOSLIGI KAFEDRASI
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**UNIVERSITET ILMIY-AMALIY ONLAYN ANJUMANI
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Buxoro shahar M.Iqbol
ko'chasi 11-uy.**

БУХОРО – 2020

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ
ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛШУНОСЛИГИ КАФЕДРАСИ**

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ТЎПЛАМИ**

БУХОРО – 2020

Тил ва тил ўқитишнинг замонавий муаммолари (Инглиз тилшунослиги кафедраси олимаси М.Қ.Абдуллаева таваллудининг 80 йиллигига бағишланади): мақола ва тезислар тўплами, тўпловчи ва нашрга тайёрловчи: М.А.Шукурова, О.И.Жумаева, И.И.Акрамов; Бухоро; “Дурдона” нашриёти, 2020 йил, 273 бет.

Тўпланда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилни эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилини ўргатишнинг психологик аспекти, чет тилини ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илғор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпланда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

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Тўпланим БухДУ Хорижий тиллар факультети кенгашида муҳокама қилинган ва нашрга тавсия қилинган (2020 йил 29 октябрдаги 3-сонли баённома)

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In conclusion, Phraseological units which are also called idioms are a word group with a fixed lexical composition and grammatical structure; its meaning, which is familiar to native speakers of the given language, is generally figurative and cannot be derived from the meanings of the phraseological unit's component parts.

The List of used literature:

1. "English idioms in use" by Felocity O'dell and Paul McCartney. Unit 8 p.35.
2. "English idioms and their origins" by Linda and Roger Flavell p. 14, 33,42.
3. Reader's Digest online journal <https://www.rd.com/list/idiom-origins/>

LEXICAL MEANING VERSUS GRAMMATICAL MEANING

*Kobilova A.B., a teacher of the department of English Linguistics
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The subject concerning the study of meaning is called Semantics. The word semantic (from French *sémantique*) was invented by Michel Bréal during the 19th century. Some people would like semantics to pursue study of meaning in a wider sense of 'all that is communicated by language'; others (among them most modern writers within the framework of general linguistics) limit it in practice to the study of logical or conceptual meaning. It needs no great insight to see that semantics in the former, wider sense can lead us once again into the void from which Bloomfield retreated with understandable misgivings- the description of all that may be the object of human knowledge or belief. On the other hand, we can, by carefully distinguishing types of meaning, show how they all fit into the total composite effect of a linguistic communication, and show how method of study appropriate to one type may not be appropriate to another.

It has been observed that there is tremendous renewal of interest in semantic theory among linguists in the last few years. The main reason is the development of generative grammar with its emphasis on the distinction between 'deep structure' and 'surface structure'. On the one hand semantics deals with the way words are and sentences are related to objects and processes in the world. On the other hand, it deals with the way in which they are related to one another in terms of such notions as 'synonymy', entailment', and 'contradiction'. According to John I Saeed, Semantics is the study of meaning communicated through language. He further says that a speaker's semantic knowledge is an exciting and challenging task.

Semantic analysis, generally, must explain how the sentences of a particular language are understood, interpreted, and related to states, processes and objects in the world.

More specifically, semantics is the study of the meaning of linguistic units, words and sentences in particular.

Meaning has always been a central topic in human scholarship, though the term "semantics" has only a history of a little over a hundred years. There were discussions of meaning in the works of the Greek philosopher Plato as early as in the fifth century before Christ. In China, Lao Zi had discussed similar questions even earlier. The fact that over the years numerous dictionaries have been produced with a view to explaining the meaning of words also bears witness to its long tradition. Nevertheless, semantics remains the least known area in linguistics, compared with phonetics, phonology, morphology and syntax. Here, the writer focuses on the specific of class of word in semantics that is lexical meaning and grammatical meaning.

Based on the Oxford Advance Learner's Dictionary, lexical meaning is "the meaning of a word considered in isolation from the sentence containing it, and regardless of its grammatical context, e.g. of love in or as represented by loves, loved, loving, etc".

Lexical words, also known as content words, have concrete meaning that goes beyond their function in a sentence. These words refer to things, people, actions, descriptions, or other ideas that have more than just a grammatical usage. Their meaning is easily identified by a clear concept or item.

According to Lyons (1995: 52) a lexeme may have different word-forms and these word-forms will generally differ in meaning: their grammatical meaning – the meaning in terms of grammar. For example, the forms of student and students differ in respect of their grammatical meaning, in that one is the singular form (of a noun of a particular class) and the other is plural form (of a noun of a particular class); and the difference between singular forms and plural forms is semantically relevant: it affects sentence-meaning. The meaning of a sentence is determined partly by the meaning of the words (i.e. lexemes) of which it consists and partly by its grammatical meaning.

Lyons introduces the term "categorial meaning" which is part of grammatical meaning: it is that part of the meaning of lexemes which derives from their being members of one category of major parts of speech rather than another (nouns rather than verbs, verbs rather than adjectives, and so on). Thus, all lexemes with full word-forms have a grammatical, more particularly, a categorial, meaning.

For example, the lexemes 'easy' and 'difficult' have the same categorial meaning: they are both adjectives. Each lexeme, however, has certain semantically relevant grammatical properties. The two word-forms easy and easier of the lexeme 'easy', though sharing some part of their categorial meaning, differ grammatically in that: one is the absolute form and the other the comparative form. This difference does not occur to the lexeme 'difficult' for this lexeme has only one form difficult, which does not accept any inflection.

Though 'easy' and 'difficult' belong to the same category of adjectives, having the same categorial meaning, they do not share all the grammatical features each has in terms of morphology and syntax. Likewise, all the lexemes sharing categorial meaning do not have all the grammatical meanings in common.

Grammatical words, also known as function words, have little definite meaning on their own and are ambiguous without context. Some also function to impart the speaker's attitude or perspective onto other words. These kinds of words define the structure of a sentence and relate lexical words to each other.

Grammatical words include prepositions, modals and auxiliary verbs, pronouns, articles, conjunctions, and some adverbs. Prepositions are used in a variety of ways, and often have ambiguous meanings dependent on the context.

Lexical words supply meaning to a sentence, whereas grammatical words relate the lexical words to one another. Look at the following sentence that only shows the lexical words: " _ cat jumped _ _ tree _ _ dog ran _." This looks like nonsense. All you know is that it is about jumping cats, running dogs, and trees. It may be possible to guess the complete meaning of the sentence, but you can't know for certain because cats, dogs, and trees can be related in different ways. Now look at the sentence with the grammatical words re-inserted: "The cat jumped into the tree as the dog ran forward." The sentence makes sense. Notice, however, that if you put a different set of grammatical words in, you get a completely different meaning: "The cat jumped from the tree after the dog ran away." You can see that the grammatical words clarify the logical relations between the lexical words and define their function in the sentence.

Although it's technical, the difference between lexical words and grammatical words is straightforward. It is an important concept for linguists because the distinction seems to exist in all languages, not just English. Understanding these differences helps scholars figure out the relationship between the different languages, as well as the history of the English language. It may even give some insight into how human minds work. Understanding these types of words will help increase your comprehension of English.

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The list of used literature:

1. Апресян Ю.Д. Лексическая семантика. - М., 1974.
2. Арнольд И.В. Стилистика современного английского языка. - М., 1973.
3. Звегинцев В.А. Семасиология. - М., 1957
4. Кубрякова Е.С. Что такое словообразование? - М., 1975