

TEACH STUDENTS DIFFERENT FEATURES OF SYNONYMOUS RANGE

Muxayyo Vafoyeva

Associate Professor of Samarkand State University. Uzbekistan.

ANNOTATION:

In this article, students are introduced to the emotional-expressive color of lexemes in the synonymous series, speech patterns and semantic aspects.

Keywords: *synonym, synonym series, emotional-expressive color, speech styles, quality, adjectives, noun.*

Two or more words that have the same general meaning are called synonyms (2.177). The presence of several words to express a common meaning in a language indicates that the synonyms do not correspond to each other in all respects, and that each has its own characteristics (5.115). In a synonymous line, each word differs in some way. The main goal of the teacher should be to teach students these different features of synonyms throughout the lesson. Words in a synonymous series differ in a number of ways:

1. Emotionally expressive. This, in turn, is divided into two: a) without emotionally-expressive dye (beautiful - neutral) and emotionally-expressive dye (beauty).

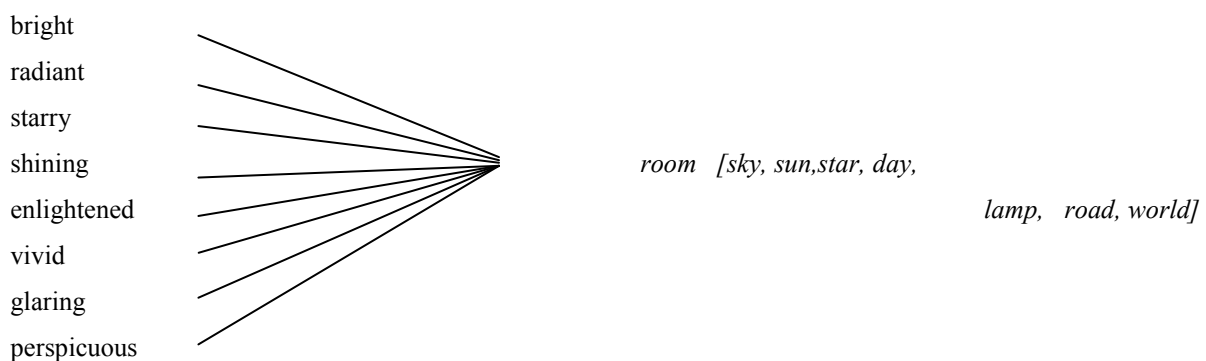
2. In terms of speech: *rhetor- rhetorician - orator*; rhetor lexeme in synonymous series- in collocation speech; rhetorician - in general speech; the orator is accustomed to literary speech.

3. In terms of meaning: *fleet-footed - wing-footed - runner- fleet*; in the synonymous series the word *fleet-footed* is more strongly expressed in the word *wing-footed*, the word runner than *fleet*.

Among the given synonyms, the distinctive features inherent in the composition of each lexeme must be added in terms of quality or in addition to time, which indicates qualitative features.

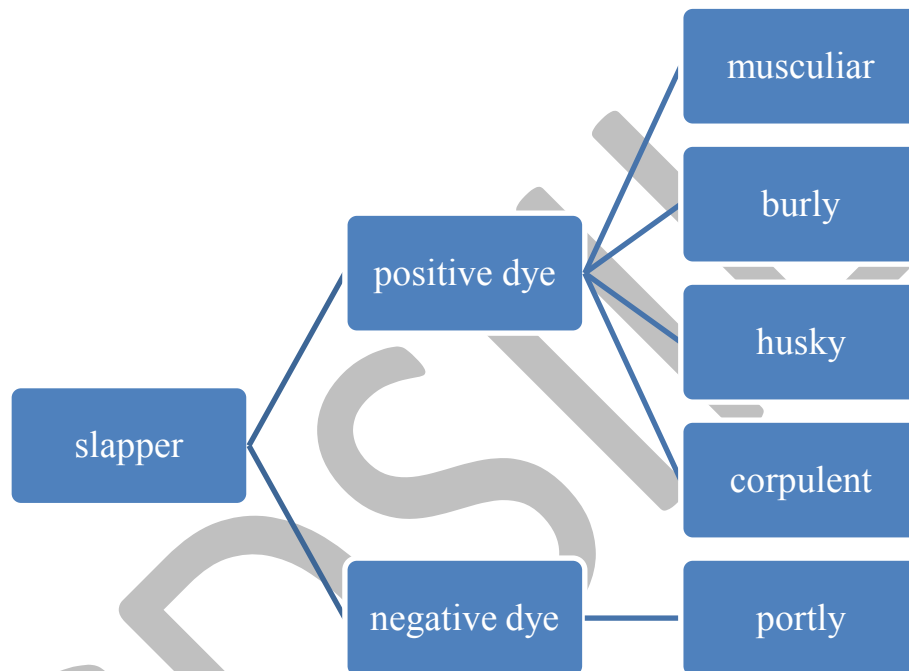
Attributes that express different properties of objects are called property attributes (3.154). The following adjectives can be used to explain this rule. For example: happy - lucky - blissful - blessed - joyful (1.50). They develop the ability to relate them to nouns by asking the initially given semantic qualities: what kind of childhood ? , what kind of life ? , what kind of days ? , what kind of child ? , what kind of moments? and etc. Then, based on the assignment, the teacher explains that feature adjectives can answer to How?, What kind of? questions, and connects to nouns by sound timbre: happy childhood, happy life, happy days, happy child, happy moments.

The next question is to justify with examples whether each of the adjectives in the synonymous series *bright - radiant - starry - shining - enlightened - vivid - glaring - perspicuous* (1.95) can be associated with exactly one noun.



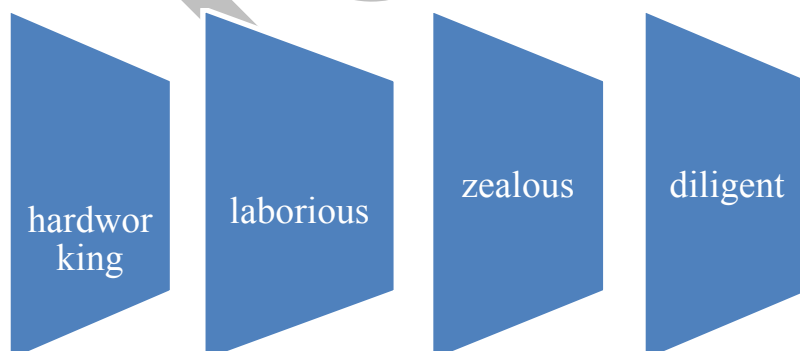
Of course, each of the synonymous adjectives cannot be associated with exactly one noun, because the synonymous lexemes in the line are three or two, or even one aspect (emotional-expressive

dye, speech adaptation, meaning edge). For example, the word *gavdali*, which means "big-bodied," is slapper-muscular-burly-husky-corpulent-portly (1.79) the words with similar meaning in the series of synonyms belong to ordinary colloquial speech, and the rest to artistic speech. Also, the *husky* lexeme can be applied mainly to young people, and the rest to people of all ages. At the same time, the lexemes *slapper-muscular-burly-husky-corpulent* is positive distinguished by the fact that the lexeme *portly* has a negative color. This example can also be illustrated as follows, which makes it easier for students to understand:



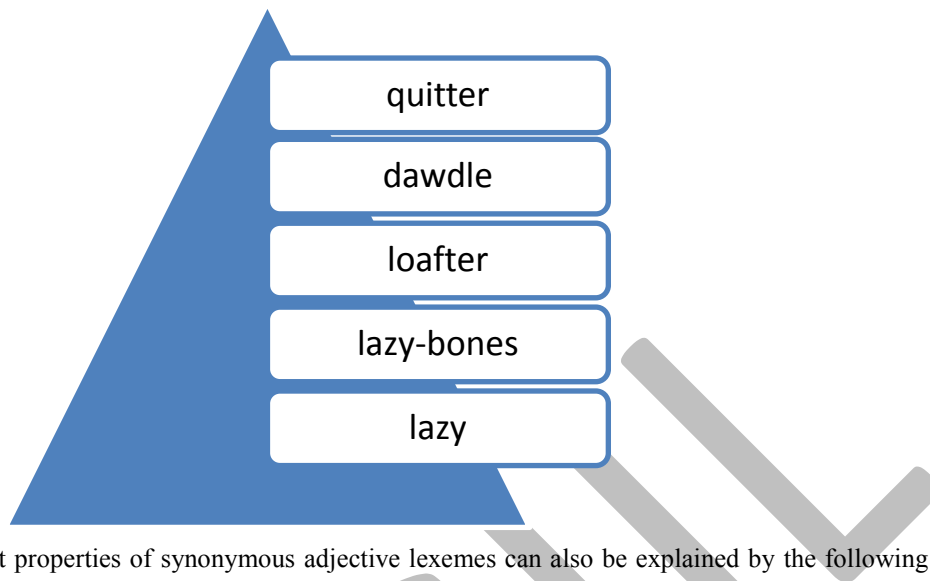
Or beautiful – well-favoured – comely – good-looking – chic – elegant – exquisite – nobby – slap-up – swiss – sightly – belle means “beauty which is more than usual, the opposite of ugliness” (1.223) means common name, if you pay attention to the words in their connotative senses, from left to right, “we can observe that the level of beauty increases in a positive direction.

The strong expression and growth of the same character is reflected in the diagram in the word *worker* (1.112):



Big – great – gigantic – excellent – large – hefty – walloping – colossal – huge – mountainous – giant common for all lexemes in the series of adjectives "volume larger than usual" (1.119) although the noun has a meaning, but we can see that in the semantics of the expression it differs as the size increases. *Brave – courageous – valiant – hardy – fearless – doughty – audacious – savage* (1.65) in the synonymous adjective

lexemes "heart-stirring, heart-moving" (1.65) means a positive attitude according to the sign of emotionality; lazy – lazy-bones, loafer- dawdle – quitter (1.83) along with synonymous lexemes (in the diagram) we can observe the growth of negative meaning.

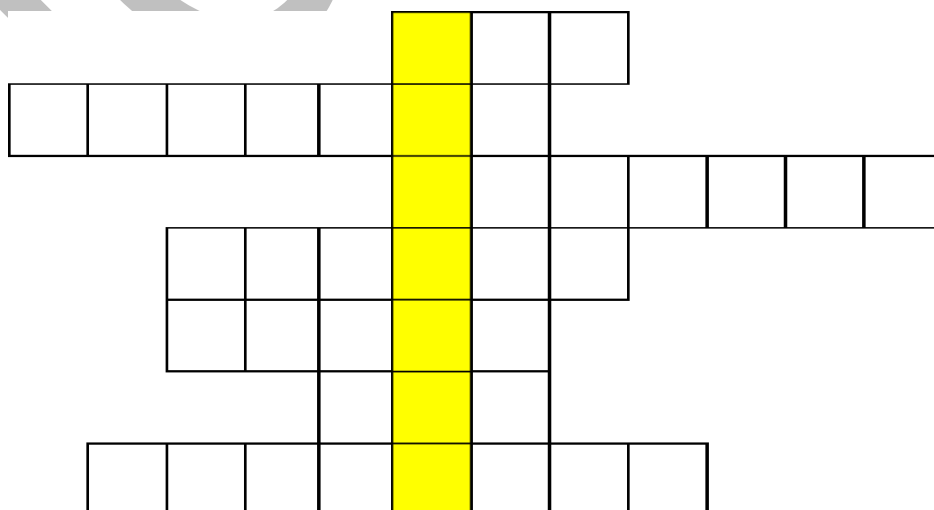


These different properties of synonymous adjective lexemes can also be explained by the following examples. (Match the synonyms, copy the sentences, and tell the difference in meaning).

1. When I was young, I had one (beautiful, handsome, cheerful), handsome grain (T. Tola). 2. Nasim was (handsome, beautiful, and handsome). Only the snubness of Momoqiz's nose gives a look (T.Murod). 3. The nature, who gave Koplombek infinite strength, courage and bravery, Oymomoga behad (khushroi, barno, suluv), unfortunately, deprived them of the blessings of children (T. Murad). 4. He got married that summer, and his wife was like him (cheerful, beautiful, beautiful), cheerful, cheerful (O. Yakubov). 5. The thought in your heart (beautiful, beautiful, and beautiful) becomes dim when it comes out of your mouth (Abay).

Theoretical knowledge of the different features of a series of synonyms is substantiated and reinforced in practice by means of similar exercises.

The puzzles used during the lesson help to develop students' attention. For example, in the following puzzle, the meaning of the word pure is hidden. If you find them correctly, you will get the name of a vegetable that everyone loves and eats.



If the teacher teaches the emotional-expressive color of the words in the series of synonyms, speech adaptation, different features of the semantic edge through various exercises, assignments, didactic games,

puzzles in the course of the lesson, the students will be more logical. thinking, the development of oral and written speech, the ability to express themselves freely and fluently, the ability to use words correctly and appropriately, lay the foundation for the development of skills and abilities.

REFERENCES:

1. Hodjiev A. Annotated dictionary of synonyms of the Uzbek language. –T .: Teacher, 1974.
2. Mahmudov N. and others. Mother tongue. For 5th grade of general secondary schools. –T .: “Tasvir”, 2015.
3. Mahmudov N. and others. Mother tongue. For 6th grade of general secondary schools. –T .: “Tasvir”, 2017.
4. Tursunov U. and others. Modern Uzbek literary language. –T .: O’zbekiston, 1992.
5. Shoabdurahmonov Sh and others. Modern Uzbek literary language. Part I. –T .: Teacher, 1980.