



SECONDARY NOMINATION AS A RESULT OF CULTURAL THINKING

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Annotation

The system of nominative means of the language is characterized by a two-level organization, i.e. includes primary and secondary names. The primary nomination is the level of direct verbal designations of objects and phenomena of objective reality. This is the main function of linguistic signs. The secondary nomination is a level of figurative designations that arise as a result of human interpretive activity, which underlies linguo -creative thinking. The essence of this type of nomination is the use of "nominative means already available in the language in a new function of naming for them".

Keywords: linguistic, primary, derivational relationship, auxiliary, primary nomination.

Introduction

Both levels of nomination, as noted by M.V. Nikitin, "constitute different meanings of one linguistic unit, even if they are in a derivational relationship, when a derived secondary meaning is produced from a generating primary according to certain models". Derivation based on associative links explains the fact that secondary names, as a rule, are always motivated, i.e. have an internal form perceived by native speakers. The secondary nomination performs not so much an auxiliary, secondary, as a special and necessary role in the process of linguistic conceptualization and categorization of reality. This level significantly expands the possibilities of the nomination, because, without increasing the volume of vocabulary units of the language allows expressing various shades of a person's attitude to reality. It helps to express concepts (or their sides) that are difficult to understand and perceive using simple language means. Unlike units of primary nomination, figurative meanings are not terminological in nature, they are more free, because depend and are realized in the context of the coexistence of the direct meanings of the words available in the language and logical conclusions from knowledge about the world. Thus, "the word in its direct meaning is comprehended from memory. A word in a figurative sense is comprehended according





to the rules of variation of the direct meaning. In order to know what a word means in its direct meaning, one must remember its meaning. In order to know what a word means in a figurative sense, one must know its original direct meaning, and in addition to know something about the world, its essences, their connections, about the patterns of association of concepts.

The main extra-linguistic factor contributing to the conceptualization and categorization of objects of reality by means of secondary nomination is the emotional-expressive factor. This is explained by the fact that in the process of rethinking, an additional emotional perception of some feature, distinguished by these units of the language, arises in addition to the rational assessment.

The main function of the secondary nomination can be considered "renaming the subject of speech, carried out with the aim of figuratively naming the denotation according to its characteristic features". In the light of cognitive research, the secondary nomination of an object or phenomenon seems legitimate to be understood as a secondary nomination of a concept or category, due to the fact that behind each language unit there is a representation of individual categories or concepts. The figurative nature of the second nominated concept is manifested in the creation of specific figurative examples for the verbalization of concepts of varying degrees of abstraction. Imagery, therefore, is a real property of units of secondary nomination, helping to connect different entities. It provides a visual comparison of heterogeneous concepts, which, in turn, makes it possible to more clearly present the content of the second nominated concept. Linguistically, imagery is created due to "the semantic duality of the component that occurs during its semiotic reorientation, while simultaneously combining its old and new epistemological connections in one linguistic sign".

In the mind, both images of a single and images of a whole class are stored. A distinctive feature of the images of the individual is concreteness. This type of image is a set of specific features of a really observable entity. It can also be created in the human mind as a result of the inclusion of conjectural signs. This technique is the basis of the process of creating literary and artistic images. The image of a single individual is variable in the minds of different people, but it is always single and specific in the minds of one person in a certain time period. Class images differ in both concreteness and generalization. The specificity is due to the fact that this type of images arises from images of a single one or is created in the mind at the level of an entire class. The generalization is that the class image has a more flexible range of class distinguishing features to include. Generalization as a characteristic of the image of classes allows for the variability of features, just as the variability of specific members of a particular





class is allowed. "As an ideal entity, the image of a class occupies an intermediate position between the concrete concepts of the individual and the abstract concepts of the general. Arising at the transition of reflection from the individual to the general, from the concrete to the abstract, from the finite to the variable, the class image connects the concept with reality and operationally provides two functions of the concept - to conceptualize things and outline the identity of the class.

The figurative rethinking of linguistic units from a cognitive point of view is a specific area of secondary conceptualization - the second picture of the world that exists in the linguistic consciousness of a particular society along with the first picture of the world in the form of certain associations inherent only in this society regarding various phenomena and objects of reality. Figurative representations play a leading role in this conceptual rethinking. They are determined by the originality of extralinguistic and linguistic factors that influence the representatives of the people, and, accordingly, are characterized by national coloring. The image that arises in the process of the secondary naming of the concept and is fixed in the national consciousness of representatives of a particular people leads to the standardization of this concept, which consists in the acquisition of a nationwide character by this concept.

Secondary nomination at the lexical level affects the change in the meaning of the word. Interest in semantic changes in the meaning of a word was shown by the ancient Greek philosophers, who singled out such types of semantic rethinking as metaphor, metonymy, synecdoche, litotes, hyperbole, catachresis (only within the framework of rhetoric). Linguists have been dealing with the problem of changing the meaning of a word since the 19th century. Within the framework of this study, the approach to semantic rethinking of meanings proposed by M.N. Lapshina. Based on the differences in the cognitive mechanisms involved in the rethinking, two main groups of semantic rethinking are distinguished - shift and transfer. Semantic shift includes changes in meaning within one conceptual sphere, semantic transfer covers semantic innovations based on the interaction of different conceptual spheres.

The semantic shift is a model of new inferential knowledge: as a result of cognitive processing of the existing knowledge (initial value), new knowledge is conceptualized (the meaning of the semantic derivative). This type of semantic rethinking is subdivided into narrowing or specialization (reducing the volume of the word's significate), expansion or generalization (increasing the volume of the word's significat) and displacement (combining the logical and associative mechanisms).

From a cognitive point of view, the development of lexical semantics in the form of shifts in meaning is due to apperception, which involves rethinking the view of one or another object of reality, taking into account past experience, already accumulated





knowledge and the level of spiritual and cultural development of society. Apperception determines the national features of the perception of the world, which is then accurately fixed by linguistic semantics in the process of human cognitive activity. Apperception has various degrees. The first degree is manifested in the designation by the word of a phenomenon, the main features of which coincide with the features of other phenomena, united by this word in a certain concept. The second degree of apperception is analogy, the result of which is usually called figurative use. And, finally, the third degree of apperception is the figurative use of the word. Thus, as a result of past experience, apperception has the character of a generalization. Perceptions obtained as a result of apperception are stored and fixed in the cognitive system.

As the main varieties of semantic transfer, it seems legitimate to single out metaphor and metonymy and consider them in more detail in a separate paragraph (see Chapter I, paragraph 3.2), due to the importance of their role in the process of conceptualization of reality.

The analysis of secondary nomination units at the level of syntax assumes that these units represent an utterance or several utterances. In this case, they reveal the presence of two pictures of the world that are peculiarly superimposed on each other. The first picture of the world, realized by these units, explicates a specific prototypical scene and, therefore, is a literally perceived segment of reality. It can thus only be related to the given situation, since does not involve elements of rethinking.

Rethinking (metaphorical, metonymic, hyperbolic, etc.) of what is already known is a natural desire of a person to respond to the world in various ways. It affects the emotionally sensual interaction of a person with the environment and therefore carries a figurative potential. This emotional rethinking of a neutral language unit leads to the emergence of a second picture of the world, which is a qualitatively new view of reality. The second picture of the world is characterized by a wider scope of reality, since is used as a figurative generalization to various situations similar in conceptual meaning to the situation correlated with the first picture of the world. The units of the secondary nomination in the form of an utterance, therefore, can be legitimately considered as the coexistence of two pictures of the world. The second picture of the world serves to reveal a new conceptual meaning of the described segment of reality, having as a support the first picture of the world, the essence of which lies in the initial display of a certain situation of the real world.

The secondary nomination of the concept as a result of its rethinking suggests a certain degree of implicitness . Within the framework of the study, it seems appropriate to highlight this problem on the basis of the one proposed by M.V. Nikitin of the concept of a linguistic sign, which is one of the modern concepts of Russian linguistics.





A linguistic unit used in the context of a speech situation carries two kinds of information - codified explicit sign information as the direct meaning of this unit and additional implication information that is not an attribute of signs and is acquired from the knowledge of the world. The peculiarity of the implication meaning, as a hidden part of semantics, lies in the fact that it implies a natural interdependence (spatial, temporal, causal, etc.) of various facts of reality, due to the totality of human knowledge about the world. The implication meaning is actualized within the framework of consciousness in relation to a specific sign situation, allowing one to navigate in all the variety of connections between objects and phenomena of objective reality. An indispensable condition for the emergence of an implication meaning, therefore, is the presence of an explicit (i.e., semantically expressed) meaning in the context of a speech situation.

Language activity implies not only the explication of symbolic information, but also the presence of non-explicated additional information about knowledge of the world. This explains the fact that linguistic activity serves as the basis for one of the varieties of implication meaning - semio-implicative meaning. Accordingly, a linguistic sign in the process of communication simultaneously performs two functions - sign (explicative) and supra-sign (implicative), taking into account all the connections of the object verbalized by the sign in the real world. In the process of secondary nomination, semio-implicative meanings often play no less a role than sign meanings, and even come into conflict if the secondary nomination pursues the goal of allegory, irony, exaggeration or understatement. In cases with linguistic units of secondary nomination, a complex analysis and synthesis of the process of interaction between the two sides of the meaning of a linguistic sign - sign and implication - takes place. It is the interaction of the two sides of meaning in speech that leads to a change in the meanings of verbal signs.

M.V. Nikitin identifies several sources of implicit meanings. We list the main ones that are relevant for this study:

- 1) The lexical meanings of words included in the syntactic structure of statements, due to the presence of two types of information in them - intension and implication ;
 - 2) Phenomena of compression of linguistic structures, leading to speech economy (ellipsis, contractions, contamination, abbreviations, substitutions with missing elements, occasional substantiations, convolutions, summaries, abstracts);
- a group of semantic gaps restored as a result of a series of inferences;
intentional ambiguity of statements and texts, which consists in the simultaneous realization of several meanings (usually two), and, as a result, in the understanding of these statements in several senses.





The general meaning of an utterance, therefore, is made up of the total sum of explicit and implied meanings. Identification of implication meanings is a rather complex thought process, including inferences “from the explicit meaning of names, statements and texts”, complicated “due to the parallel simulated meaning” and replenished “due to the restoration of the meaning of compressed structures, the implication reconstruction of semantic omissions and the hyponymization of names and phrases». The generalization of the above allows us to conclude that the secondary nomination is a special and specific way of verbalizing reality. Being closely related to the peculiarities of linguo -creative thinking, this type of nomination is a figurative rethinking of concepts that already have a linguistic expression through the primary nomination. This method of nomination is often defined as the second picture of the world.

Secondary nomination units are implicit. Implicit meanings exist alongside explicit meanings and are updated by them. They are a mandatory and important information-rich component of the secondary nomination due to their direct connection with the entire set of elements of the surrounding reality.

Features of concepts verbalization by means of secondary nomination can be traced both at the lexical and syntactic levels. At the lexical level, secondary nomination affects the change in the meaning of words as a result of such rethinking mechanisms as semantic shift and semantic transfer. At the level of syntax, the analysis of secondary nomination units involves considering the sentence as the minimum unit of the utterance, which reveals the coexistence of two pictures of the world as a result of their superposition.

The values of secondary nomination units are subjective. They are based on the human ability to compare and associate different categories in accordance with all thesaurus knowledge and ideas, which makes it legitimate to conclude that they are nationally colored. Thus, verbally represented concepts through secondary nomination serve as a valuable source of information about the reflection in the language of cognitive structures that categorize the national-cultural knowledge of representatives of a separate linguo- cultural community, which allows us to consider this way of conceptualizing knowledge not only as a linguistic, but also as a cognitive phenomenon.





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