



SEMANTIC STRUCTURE OF THE WORD IN WORLD LINGUISTICS

<https://doi.org/10.5281/zenodo.10207677>

Djumaboyeva Mohira Anvarovna

Andijan state foreign languages institute, teacher

ANNOTATION

This article discusses the problems of Semasiology which is one of the branches of linguistics. It studies theory of meaning and semantic structure of the word.

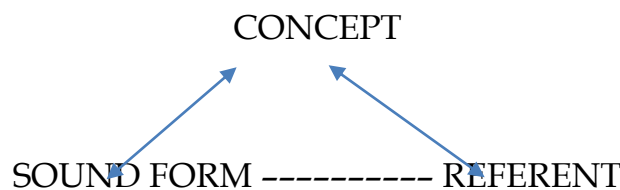
Key words

semantics, semasiology, theory, meaning, homonym, synonym, antonym.

As we know that Semasiology is one of the youngest branches of linguistics, although the objects of its study have attracted the attention of philosophers and grammarians since the times of antiquity. A thousand years before our era Chinese scholars were interested in semantic change. We find the problems of word and notion relationship discussed in the works of Plato and Aristotle and the famous grammarian Panini. For a very long period of time the study of meaning formed part of philosophy, logic, psychology, literary criticism and history of the language.

There are broadly speaking two schools of thought in present-day linguistics representing the main lines of contemporary thinking on the problem: the referential approach which seeks to formulate the essence of meaning by establishing the interdependence between words and things or concepts they denote, and the functional approach, which studies the functions of a word in speech and is less concerned with what meaning is than with how it works. All major works on semantic theory have so far been based on referential concepts of meaning. The essential feature of this approach is that it distinguishes between the three components closely connected with meaning: the sound form of the linguistic sign, the concept underlying this sound form and the referent, i.e. that part or that aspect of reality to which the linguistic sign refers.

The best known referential model of meaning is the so-called “basic triangle”.



As can be seen from the diagram the sound form of the linguistic sign, e.g. [teibl], is connected with our concept of the piece of furniture which it denotes and



through it with the referent, i.e. the actual table. The common feature of any referential approach is the implication that meaning is in some form or other connected with the referent. **Meaning and Sound Form** The sound form of the word is not identical with its meaning, e.g. [d v] is the sound form used to denote a pearl-grey bird. There are no inherent connections, however, between this particular sound cluster and the meaning of the word dove.

The connections are conventional and arbitrary. This can be easily proved by comparing the sound forms of different languages conveying the same meaning: стол- стол- table – tisch. It can also be proved by comparing almost identical sound forms that possess different meanings in different languages. E.g.: [ni:s] - a daughter of a brother or a sister (English); ніс - a part of a face (Ukrainian). For more convincing evidence of the conventional and arbitrary nature of the connection between sound form and meaning all we have to do is to point to homonyms. The word case means something that has happened and case also means a box, a container. Besides, if meaning were inherently connected with the sound form of a linguistic unit, it would follow that a change in the sound form of the word in the course of its historical development does not necessarily affect its meaning. **Meaning and Concept** When we examine a word, we see that its meaning though closely connected with the underlying concept or concepts is not identical with them. Concept is the category of human cognition [1].

Concept is the thought of the object that singles out its essential features. Our concepts reflect the most common and typical features of different objects. Being the result of abstraction and generalization, all concepts are thus almost the same for the whole of humanity in one and the same period of its historical development. The word body is known to have developed a number of secondary meanings and may denote: a number of persons and things, a collective whole (the body of electors) as distinguished from the limbs and the head; hence, the main part as of an army, a structure of a book (the body of a book). As it is known, such concepts are expressed in Ukrainian by other words [2].

The difference between meaning and concept can also be observed by comparing synonymous words and word-groups expressing the same concepts but possessing a linguistic meaning which is felt as different in each of the units under consideration. e.g.: - to fail the exam, to come down, to muff; - to be ploughed, plucked, pipped. **Meaning and Referent** Meaning is linguistic whereas the denoted object or the referent is beyond the scope of language. We can denote the same object by more than one word of a different meaning. e.g.: a table can be denoted by the words table, a piece of furniture, something, this as all these words may have the same referent. Meaning cannot be equated with the actual properties of the referent. The meaning of the word water cannot be regarded as identical with its



chemical formula H₂O as water means essentially the same to all English speakers including those who have no idea of its chemical composition. Among the adherents of the referential approach there are some who hold that the meaning of a linguistic sign is the concept underlying it, and consequently they substitute meaning for concept in the basic triangle. Others identify meaning with the referent [3].

Meaning is closely connected but not identical with the sound form, concept or referent. Yet, even those who accept this view disagree as to the nature of meaning. Some linguists regard meaning as the interrelation of the three points of the triangle within the framework of the given language, but not as an objectively existing part of the linguistic sign. Others proceed from the basic assumption of the objectivity of language and meaning and understand the linguistic sign as a two-facet unit. They view meaning as a certain reflection in our mind of objects, phenomena or relations that makes part of the linguistic sign - its so-called inner facet, whereas the sound form functions as its outer facet. Functional Approach to Meaning The functional approach maintains that a linguistic study of meaning is the investigation of the relation of sign to sign only. In other words, they hold the view that the meaning of a linguistic unit may be studied only through its relation to either concept or referent. e.g.: We know that the meaning of the two words a step and to step is different because they function in speech differently. To step may be followed by an adverb, a step cannot, but it may be preceded by an adjective. The same is true of the different meanings of the same word [4].

In conclusion, analyzing the function of a word in linguistic contexts and comparing these contexts, we conclude that meanings are different (or the same): to take a tram, taxi as opposed to take to somebody. Hence, meaning can be viewed as the function of distribution. When comparing the two approaches described above, we see that the functional approach should not be considered as alternative, but rather a valuable complement to the referential theory. There is absolutely no need to set the two approaches against each other; each handles its own side of the problem and neither is complete without the other.

REFERENCES:

1. Bierwisch, M., 1983b, "Major Aspects of the Psychology of Language", *Linguistische Studien*, 114: 1-38.
2. Bilgrami, A., 1992, *Meaning and Belief*, Oxford: Blackwell.
3. Binder, J.R., R.H. Desai, W.W. Graves, and L.L. Conant, 2009, "Where Is the Semantic System? A Critical Review and Meta-Analysis of 120 Functional Neuroimaging Studies", *Cerebral Cortex*, 19: 2767-2796.



4. Block, N., 1986, "An Advertisement for a Semantics for Psychology", *Midwest Studies in Philosophy*, 10: 615-678.
5. Sultonov, K., & Nomonova, Z. U. K. (2022). BENEFITS OF ALTERNATIVE ASSESSMENT IN TEACHING ENGLISH FOR SCHOOL LEARNERS. *Academic research in educational sciences*, 3(1), 991-997.
6. Sultonov, K., & Numonova, Z. (2021). The Analyses of Reference in Discourse and Its Main Types. *European Scholar Journal*, 2(4), 200-202.
7. Farberman, B. L., Musina, R. T., & Jumaboyeva, F. A. (2002). Modern methods of teaching in higher education.