



Multisean as a Means of Expressing Lexical and Methodological Possibilities

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Abstract

In this article, the word and its main meanings - the original meaning and the derived meaning, the main differences of multi-meaning words in the speech process, as well as the growth of word meanings, meaning comments about mental processes in understanding the meaning of words, expansion of meaning, narrowing of meaning, migration of meaning.

Keywords: Polysemy, original meaning, original meaning, figurative meaning, artificial meaning, derivative meaning, denotative meaning, connotative meaning, expansion of meaning, narrowing of meaning, metaphor, metonymy, synecdoche, responsibility, word, competence, learning, knowledge, activity.

Introduction.

Educational-cognitive competence is a set of competences in the learner's independent learning and development, language learning, and includes logical, methodological and general educational tasks related to the use of modern educational technologies. In this case, the teaching of the mother tongue is carried out on the basis of the application of didactic, methodical, linguistic principles and modern educational technologies. In order to develop educational competences, the native language teacher must have professional competence.

The main part.

That is, every teacher should have knowledge of pedagogy and psychology in terms of professional competence, should be able to work on himself, plan the educational process, evaluate and establish feedback, form the motivation of students for educational activities, be familiar with information and communication technologies, introduce innovations into the educational environment; they are required to know perfectly. A.V. Khutorsky also describes the following competence of the pedagogue, which is important for the educational process:

1. Worldview, value and self-awareness - manifested in connection with the teacher's worldview, imagination and value. He is able to identify and understand the nature of events and phenomena in the environment, orient himself to them, has the ability to justify his opinion as a pedagogue and find a solution to a problem. This competence provides the mechanism of self-awareness of the teacher in educational and other activities.
2. Multicultural - having national and universal values, participation in the social life of the country, respect for family, traditions, and social skills.
3. Educational and cognitive process - teacher's independent cognitive activity, logical thinking, evaluation of educational activity, ability to analyze knowledge and skills. The effectiveness of the educational process largely depends on the professional skills and experience of the teacher, who is the subject of pedagogical activity.



In this article, we present our recommendations on the methodical methods and means by which educational competencies can be implemented in order to fulfill the requirements indicated in our article. For this purpose, the pedagogue should prepare a project for the use of pedagogical technologies for each lesson. When using innovative technologies in the educational process, it is necessary to look at it as a purposeful process and understand that its effectiveness consists of systems that provide vital innovation. The lack of personal preparation of the native language teacher, the narrowness of his imagination and personal capabilities, is manifested in his inability to understand educational and educational problems. It requires an understanding of the creation, mastery and implementation and management of innovative technologies in the organization of each lesson. The use of innovations in the educational process depends on pedagogical needs, on the other hand, the effectiveness of their use depends on the subjective qualities of teachers and their level of understanding.

H.F. According to Rashidov, the educational environment is formed as follows: "The environment becomes educational only when there is a person with motivation to learn. If one environment is educational for one person, it is neutral for another; each person has the opportunity to form his own educational environment within the limits of a certain educational space. Of course, in order to fully understand the word and its meaning, the teacher must have professional training. That is, he must have professional training that implements the process of forming a system of special knowledge, skills and abilities that implements unique methods in a specific field of activity. In particular, a native language teacher can use various lexical methods and tools to teach polysemous words. Didactic tools and educational methods are selected based on the content of teaching in the teaching of polysemous words. In teaching, it is important to correctly understand and understand the content of education, adapt it to the norms and requirements of the National Curriculum, to form knowledge, skills, qualifications and competence of students, to choose the right methods, methods and technologies that are appropriate to the content, to create the necessary educational environment for effective achievement of results. For quality implementation of these didactic requirements, didactic and pedagogical skills are required from the teacher. "The main goal of putting educational competence into practice is to form individuals who think independently, who can understand correctly in necessary situations, who are able to understand correctly and who are purposefully oriented to acquire specific knowledge."

It is known that mental processes are important in understanding a word and its meaning. If these psychological aspects of the student are not taken into account when organizing any educational process, it is impossible to achieve quality and efficiency in education. Therefore, it is appropriate to organize the teaching of the mother tongue based on the requirements of cognitive psychology. Because cognitive psychology encompasses all mental processes from emotion to cognition, neuroscience, attention, consciousness, learning, memory, concept formation, thinking, imagination, recall, language, emotions, and all possible domains of development and action. In order for us to understand the essence of the ability to think, it is appropriate to properly organize educational activities. Therefore, cognitive learning is important in learning words and their meanings.

It is known that the derivative meaning of the word is understood through the text. Therefore, the meaning of the word can be interpreted based on the textual use of the lexical units, whether it is the original or derived meaning. Common words also have different meanings. For example, the word *chang*, according to its original dictionary meaning, is the name of a musical instrument. As it expresses this meaning, this word has a denotative meaning. However, the word "dust" in the sentence "he cursed everyone" was not used in its original meaning. In this sentence, this word is used in a derivative sense in the sense of cursing. In this view, lexical tools perform a methodological task. At the same time, the derivative expresses the meaning and expresses the



attitude of the speaker. In addition, it is possible to observe the expressiveness of imagery. By comparing and comparing these concepts, the artistry of the concepts is expressed, denotative and connotative meanings are involved in the text. Of course, in the formation of speech competences, it is important to compare the use of the word in different meanings, to study its meaning aspects. This imagery in words is necessarily expressed through cognitive activity. Because the student's emotions, imagination, and perception should be integrated in order to acquire speech beliefs, just like the expression of derived meaning of a simple word. The use of lexical tools in literary texts with meanings other than their original meaning is evidence that words are a tool with wide possibilities, as well as the existence of various features of language units. The meaning of comparison and simile can also be the basis for the formation of derived meaning. In order to express the nuances of the meaning of such a word, the polysemy of the word is considered important. It is of particular importance to ensure diversity of speech, appropriate use of lexical and methodological opportunities in teaching the mother tongue. It is important to study the phenomenon of polysemy in language and language teaching, to analyze its different aspects from the expansion of meaning, as well as the methods of meaning transfer.

It is known that the process of understanding existence is carried out with the help of various methods and ways, through competent knowledge. This situation also shows the author's personalized point of view and specific level of knowledge. Ambiguity includes puns, interpretations, and expresses a state of mind. In transferring the meaning of the word, not only the positive, but also the means of negative meaning, such as piching, kesatiq, are used. To convey these aspects to the reader, to develop their competence, ambiguity, which reflects the magical brilliance of our language, can be used. Let's say:

The moon was shy - it was covered by a cloud,

The willows bowed their heads - there was a cold silence.

Baghdad, your face is now a mess

Rustam the wrestler fell.

These sentences are built on the basis of ambiguity, and sentences such as the moon, willows, hidden clouds and cold silence in the poem serve to prove the imagination and show the tragedy. In this case, the scene is enlivened, and the original meaning of the word is expressed in a metaphorical way. Through these four, students' attention is focused on finding words with figurative meaning. They say that the moon is shy, the clouds are covered, the willows are silent, and that a young man's aria is bent in a country called Baghdad, which is expressed through impressive words.

Summary.

Analyzing the phenomena that give rise to polysemous words shows that such words are mainly considered to be characteristic of this language. In linguistics, the only phenomenon that gives rise to polysemous words is the phenomenon of formation of figurative meaning. In fact, the formation of figurative meaning is one of the main events for the emergence of polysemy. In a polysemous word, one word has more than one lexical meaning, the meaning of the same concept expands, and a new meaning is added to it. As a result, the expressiveness of the word increases, the student's vocabulary develops, he can understand the difference between words. In short, lexical and stylistic opportunities are created through ambiguity, and the magical gloss of the word is revealed.



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