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PRESERVATION OF WORDS IN THE MENTAL LEXICON

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ABSTRACT

This article is about the preservation of words in the mental lexicon, which is one of the current topics of psycholinguistics. The article analyzes the results of the associative experiment and draws conclusions.

KEYWORDS: ***mental lexicon, associative experiment, recipient, stimulus word, reaction, paradigmatic relation, syntagmatic relation, coordination relation, subordination relation, superordination relation, lemma.***

INTRODUCTION

The evidence obtained as a result of a detailed study of the peculiarities of human speech activity and the subsequent development of scientific ideas in this regard testifies to the fact that the lexicon in man is one of the foundations of speech activity and an attribute of language. A lexicon is considered to be a lexical component that triggers human speech activity. It is not an inactive source of information about language, but a dynamic functional system that moves spontaneously as a result of constant communication in the process of processing and regulating speech experience and its products. Because in speech practice, innovation that does not fit into the framework of the system leads to its reconstruction, each changed state of the system serves as a basis for comparison in the next processing.

Experimental analysis to determine the retention of words in the mental lexicon. Lexicon research should also be conducted within different languages. It is impossible to determine the boundaries of the general and specific aspects of the existence of the human lexicon without comparing the results of research conducted on the basis of a typologically different language source. Therefore, a small associative experiment was conducted to study the preservation of words in the mental lexicon in practice. 2nd year masters of Uzbek philology of the National University of Uzbekistan were involved in the experiment. Ten people took part in the experiment. 6 of them are girls and 4 are boys. Each of the recipients was individually given the following stimulus words and asked to write down the first reaction that came to mind. Stimulus words were selected in equal numbers, ie from 2, five word groups (noun, adjective, number, form, verb).

As a result of the experiment, 100 responses were collected and shown in the table as follows:

Stimulus words	Repeated reaction	Unrepeatable reaction
little	*few (6)*	*many (1), lack (1), time (1), everything in life is lacking (1)*
early	*anteriorly (4), overmorrow (2)*	*four o'clock awakening (1), first (1), today (1), unknown (1)*
lazy	*sluggard (4), student (2)*	*myself (1), sleeper (1), unstable (1), neglectful(1)*
sharp	*knife (2)*	*good cutter (1), good working (1), pointed (1), sharp (1), word (1), severe (1), excellent (1), bad (1)*

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million	*money(4), "Cheerful And Clever" (QVZ in Uzbek) (2)*	*most (1), favorite number (1), dollars (1), sum (1)*
eight	*number (6)*	*nine (1), living floor (1), S. Gerard (1), Sergeli 7- Bus at Chilanzar 25 (1)*
eagle	*bird (4), sharp eye (2)*	*height (1), proud (1), deft (1), king of birds (1)*
love	*amour (4), kindness(2),*	*marriage (1), kindness (1), suffering, torture (1), the current problem is (1)*
lightning	*thunder (2), lightning (2), fire (2)*	*light (1), unexpected (1), spring (1), a moment (1)*
blush	*be ashamed (8)*	*ripe (1), shame (1)*

Scholars have made various assumptions about the preservation of polysemantic words in the lexicon and came to this conclusion. Different lexical-semantic variants of a polysemous word are stored separately in the individual lexicon, just like words. They can enter into semantic relationships with their lemmas at any time. Polysemantic in order to confirm this idea in practice and homonymous words were also included in the list of stimuli.

The words ***sharp, million, love, blush*** stimulus are ambiguous, and the words ***early, lightning*** stimulus are homonymous.

In the course of the experiment, *sharp*, *million*, *blush* stimuli were observed, both relevant and mobile. But the word *love* is accepted only in its meaning (*love, affection, marriage, goodness, suffering, torture, this is the current problem*). No recipient perceived him as a famous noun. This may be due to:

- The stimulus may be taken as a cognate noun because it is written in lower case;
- The youth and emotionality of the experiment participants prevented the emergence of a figurative meaning;
- The activity of the reaction formed as a result of extralinguistic factors has led to the blurring of the figurative meaning. For example: A.S. The change in her life led to the marriage stimulus. The current problem is that K.Sh. gave this stimulus because he was afraid to make a firm decision or make a mistake in life.

Reactions were obtained to explain both meanings of the word **early** homonym. But the **lightning** stimulus was accepted by all recipients as a noun and reactions are also aimed at interpreting noun semen (*thunder, lightning, fire, light, unexpected, spring, a moment*). There were no reactions to the stimulus. This can be caused by:

- The sequence of the words *lightning* and *eagle* among the stimulus words caused the reactions in the recipients of the noun family;
- caused by the fact that the verb is not used in the infinitive form in speech; Because in the Uzbek language, verbs enter the speech mainly in the form of tense, person-number. Indefinite verbs are rarely used in the speech process;
- The verb lexeme form of the word stimulus is rarely used in everyday life; In an urban setting, no action is taken on the meaning of the same verb. As a result, this lemma may have fallen into an inactive layer in the lexicon;
-recipients' emotionality activated lemmas associated with the noun phrase. *Fire, light, unexpected*, *momentary* reactions are examples of this.

This means that the word "**lightning**" is more actively preserved in the lexicon as a noun. However, depending on the speech situation, the verb lemma of the same form can be chosen.

While studying the results of the experiment, we saw that in the mental lexicon, the meaning of a polysemous word is more active than its figurative meaning. Although the word "**sharp**" has many meanings, 8 recipients accepted it in their own sense, only two participants focused on its figurative meaning (*word , heavy*). The ***million*** stimulus was perceived as a number in 8 of the given reactions, with only 2 recipients recording its nominal value (Cheerful And Clever (QVZ in Uzbek)). This is due to the active use of the semantic in speech.

However, in the lexicon, the derivative meaning of some polysemous words may be more active than their own meaning. This situation can be explained as follows. If the product is actively used in speech in relation to the meaning that creates the meaning, this is reflected in the experimental process.

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Because each speech pattern leaves its mark in the lexicon, and the stimulus reacts to this "trace". The verb to **blush** has many meanings. However, 9 recipients took the word as a verbal emotional state verb (*shame, embarrassment*), only one participant noted its meaning (*matured*). This indicates that the figurative meaning of the stimulus is more active than its meaning.

In conclusion, in the experiment, when examining 4 polysemous and 2 homonymous words in the series of stimulus words, the nominal meaning of 1 polysemous word, 1 homonymous word. the second meaning of z was not revealed. Polysemy did not affect this process because it was observed within a single word group. However, the process was affected by the fact that the homonymy in the lightning stimulus was in different word groups and there was no reaction associating the meaning of the seme we were referring to. In our following analyzes, we classify reactions to lightning stimuli as noun lexemes.

There are two different relationships between the reactions and stimuli received during the experiment:

- ✓ Associations representing paradigmatic attitudes;
- ✓ Associations representing a syntagmatic relationship.

The results were grouped as follows:

Stimulus words	Reactions representing a paradigmatic relationship	%	Reactions representing a syntagmatic relationship	%
little	*few(6), much (1), lack (1)*	80	*time(1), verything in life is lacking (1)*	20
early	*anteriorly (4), overmorrow (2), first(1), today(1), unknown(1)*	90	*four o'clock awakening (1),*	10
lazy	*sluggard (4), , sleeper (1), unstable (1), neglectful(1)*	70	*myself (1), student (2)*	30
sharp	*pointed (1), sharp (1), heavy (1), bad (1), excellent (1), good cutter (1), working well (1))*	70	*word (1), knife (2)*	30
million	-	0%	*money(4),"Cheerful And Clever"(QVZ in Uzbek) (2), most (1), favorite number (1), dollars (1), sum (1)*	100
eight	*number (6), nine(1)*	70	*living floor (1), S. Gerard (1), Sergeli 7- Bus at Chilanzar 25 (1))*	30
eagle	*bird(4), height(1 ta)*	50	*proud (1), deft (1), king of birds (1), sharp eye (2)*	50
love	*amour(4), kindness(2), marriage (1), kindness (1), suffering, torture (1),*	90	*the current problem is (1)*	10
lightning	*thunder (2), lightning (2), light (1), spring (1), a moment (1)*	70	*unexpected (1), fire (2)*	30
blush	*be ashamed (8), shame (1), ripe (1)*	100		-

In the obtained reactions it became clear that the paradigmatic association is much higher than the syntagmatic association:

- paradigmatic associations - 69 (69%);
- syntagnetic association - 31 (31%).

It can be concluded that in the mental lexicon words are grouped in a paradigmatic relationship and are stored in this state.

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This indicator is different in each word group:

Word series	Number of reactions	Paradigmatic association	%	Syntagmatic association	%
Noun	30	21	70	9	30
Adjective	20	14	70	6	30
Adverb	20	17	85	3	15
Number	20	7	35	13	65
Verb	10	10	100	-	-

 In reactions to form, adjective, noun, and verb phrases, paradigmatic responses appear to be far superior to syntagmatic responses. The opposite can be seen in the response to a number of words, that is, syntagmatic reactions are more than paradigmatic reactions.

Among the paradigmatic reactions (68) there is the following relationship:

1. **Coordination approach.** Two events were observed in coordination:

- Synonym: **low**-*lack-6*, **early**-a*nteriorly-4*, *first-1*, **lazy**-*reluctant-4*, *sleeper-1, unstable-1, neglectful-1*, **sharp**-*pointed-1, cutting-1, grasper-1*; **love** - *amour - 4*, *kindness - 2, goodness - 1*, **lightning** - *thunder - 2*, *light - 1*; **blush** - *be ashamed-8, ripe - 1*
- Antonym: **little**-*much-1*, **tomorrow**-*overmorrow-2, today-1, unknown-1,* eight-*nine-1*

2. **Subordination approach: love**-*marriage-1, suffering, torture-1;*
lightning -*a moment-1;*

3. **Superordination approach: little**-*lack-1*; **sharp**-*excellent -1, good cutter-1, working well-1, bad-1;* **eight**-*number-6,* **eagle**-*bird-4;* **lightning**-*thunder-2, spring-1;* **blush**-*shame-1;* **eagle**-*height-1;*

46 of the paradigmatic reactions represented a coordination relationship. There are 3 reactions that represent a subordination relationship and 20 reactions that represent a superordination relationship. 59% (40) of the given paradigmatic answers are synonymous words. Form, quality, abstract Synonyms are more common in reactions to the verb at (love). Opposition is 4% (little/much, tomorrow/overmorrow, early/late, early/unknown) and only applies to the word group. To our surprise, although there are antonyms of both qualities, there are no antonyms in the reactions. The same situation was observed in the study of the results of E.Khannazarov's experimental study on "Experimental study of words and word groups." However, in G.Iskandarova's experiment on children aged 2-4, we saw that the opposition was 45%. From this we can conclude that in the early stages of human life, he perceives the world through the contradiction of being. and learns, but the acquired knowledge is included in the lexicon, combined into semantic cells. Stimuli evoke synonyms around or next to each other.

Two main relationships were observed between the given syntagmatic reactions (31):

Stimulus words	Reactions expressing the exponent-explained relationship	Reactions expressing the subject-predicate relationship
little	*less time (1)*	*everything in life is lacking (1)*
early	-	*early-four o'clock awakening (1)*
lazy	*lazy student (2)*	*lazy- myself (1)*
sharp	*sharp knife (2),* *shrewd word (1)*	-
million	million *money(4),* million *dollar (1),* million *sum (1)*	million- *Cheerful And Clever"(QVZ in Uzbek)(2),* million *- most (1),* million - *favorite number (1)*
eight	-	*eight- living floor,* *eight- S. Jerard,* *eight- Sergeli 7- Bus at Chilanzar 25*
eagle	*sharp-eyed eagle (2),* *proud eagle (1),* *deft eagle(1)*	*eagle- king of birds (1)*
love		*the current problem is (1)*
lightning	*unexpected lightning (1),* *lightning like fire (2)*	-
blush	-	-

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Of the syntagmatic reactions, 19 represented the "exponent-explained" relationship and 12 represented the "subject-predicate" relationship. The "exponent-explained" relationship is formed only by conjugation and is formed in the form of **[sign word + noun]**. Adjective, number, form, adjective phrases are used as adjectives.

We have seen that extralinguistic factors play an important role in the emergence of syntagmatic reactions. ***lazy*** *student*, ***lazy*** - *myself* reactions were the result of students who were tortured during the exam to admit their guilt. *four o'clock awakening* - A.S., ***eight*** - *living floor (*A.Sh.), ***eight*** - *Sergeli 7- Bus at Chilanzar 25 (*H.E) reflects information about their life. Q.Sh.'s interest in football caused ***eight*** reactions - *S. Gerard.*

To the "**million**" stimulus, recipients responded with a 100% syntagmatic response. This can be explained as follows:

- The number "million" is a large number and is not used as a number;

- the use of this amount in relation to money in everyday life;

- The desire of the recipients for a full life, the efforts to meet the material needs led to the formation of reactions to *millions of dollars, millions of dollars, millions of sum;*

-personal interests of participants;

-Some of the recipients were fans of the "million", ie the former "Cheerful And Clever"(QVZ in Uzbek). This can be attributed to the age of the participants, their interest and quick response to news.

55% of the answers given by the guys are paradigmatic and 45% are syntagmatic. 72% of the girls 'answers were paradigmatic and 28% were syntagmatic. In both cases, paradigmatic reactions seem to prevail over syntagmatic reactions. However, in girls, paradigmatic responses are far superior to syntagmatic responses.

Reactions to stimulus words make up a different set of words.

This is reflected in the table below:

Stimulus words	Same phrase	Noun	Adjective	Number	Verb	
little	*7 (little/much)*	*1 (time)*			*1(lack)*	
early	*3(today,overmorrow)*	-	*5(anteriorly ,unknown)*	*1(first)*	*1(four o'clock awakening)*	
lazy	*7 (sluggard , sleeper, unstable , neglectful)*	*2 (student)*		-	-	*1(myself) pronoun*
sharp	*5(pointed,cutting, grasper, excellent, bad)*	*3(knife,word)*	-	-	*2(goodcutter,working well)*	
million	-	*10 (dollar,sum,money, QVZ, most)*	-	-	-	-
eight	*1 (nine)*	*9 (number S.Jerard, Sergeli 7- Bus at Chilanzar 25,living floor)*		-	-	-
eagle	*8(bird, sharp eye, height,king of birds)*		*2 (proud, deft)*	-	-	-
love	*9 (marriage, love, kindness, goodness, suffering, torture)*		-	-	-	-
lightning	*8(thunder,lightning, spring, fire, light)*		-	-	*1(unexpected)*	*1(a moment) adverb*
blush	*9 (be ashamed,ripe)*	*1 (shame)*	-	-	-	-

Of the reactions, 57 (57%) belonged to the same category as the stimulus, and 43 (43%) to another word group. Similar reactions have been reported in different cases. For example, the adverb stimulus is explained by adjective (early-anteriorly), or the adjective stimulus is explained by participle (sharp-good cutter).

Of the reactions to adverb phrase, 10 are expressed as adverbs and 5 as adjectives. Because

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adverb is a signifier, a signifying reaction is formed in the minds of the recipients.

There are 12 adjectives given to adjective stimuli, 2 paradigmatic relations in adjective reactions, 5 nouns referring to nouns, and 1 syntagmatic relation in adjectives referring to 1 person.

In noun and verb stimuli, most reactions are in the same word group. In different cases, there is a paradigmatic relationship between stimulus and reaction.

Of the reactions to numerical stimuli, 1 is in the form of a number, 19 in the form of noun, and 2 in the form of a noun. This can be explained as follows:

- In the lexicon, each lemma lives with the linguistic features of the language. In our speech, the fact that a number of words is mainly connected to a noun, used in relation to an object or a person, and is not able to express its meaning alone, activates the noun's reactions;

- The phenomenon of synonymy is widely used in associations with other word groups. There is no synonymy in the number group. Recipients therefore sought to fill the gap through syntagmatic reactions based on extralinguistic factors.

CONCLUSION

A lexicon is a whole system that reflects the linguistic possibilities of a word, and its equivalent units are complex functions related to the word, as well as to the representative structures of the encyclopedic knowledge behind it. The lexicon is not a stable source of words, but a dynamic system that is constantly moving, rearranged after each innovation.

In the lexicon, words live together in common frames. Frames are divided into groups. The lemmas that make up semantic groups retain both paradigmatic and syntagmatic features. Based on experience, it can be said that the closest relationship among group members is a paradigmatic relationship. Because it is a one-step process, the stimulus activates the lemma in the same cell as a reaction. The syntagmatic relationship is a multi-stage process, resulting from the activation of common frames. First the general frames are connected, then the appropriate words are selected from the frames, the pattern is selected according to the words and a syntagmatic relationship is formed on the basis of the grammatical knowledge of the speaker. Because of this complex process, recipients turn to syntagmatic reactions only when needed.

Stimulus and reaction are mainly within a group of words. Because the paradigmatic relationship is also observed within a group of words.

Polysemous words and homonymous words are stored in the lexicon as separate lemmas and can be active or inactive lemmas.

Reactions can also be influenced by extralinguistic factors. The association also provides information about the recipient's age, gender, interests, emotional state, or vice versa.

RECOMMENDATIONS

Increasing this type of research will bring the Uzbek language to a new level.

Polysemous words and homonymous words should be studied separately and analyzed according to word groups.

Conducting the experiment at different ages is the basis for summarizing the results of the study.

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