

TEACHING MULTIPLE MEANING WORDS METHODOLOGY

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ANNOTATION

This article will discuss the methodology of teaching polysemous words in foreign languages in medical universities, their origin and formation, i.e. metonymy, synecdoche, metaphor, comparative analysis of polysemous words and teaching methodology, new teaching methods and exercise system are explained in detail.

Key words: Study of terms, foreign language, terminology, fields of lexicology, the most important task of linguistics, synthesis, artistic literature.

АННОТАЦИЯ

В данной статье речь пойдет о методике преподавания многозначных слов на иностранных языках в медицинских вузах, их происхождении и формировании, т.е. метонимии, синекдохе, метафоре, сравнительном анализе многозначных слов и методике преподавания, новых методах обучения и Система упражнений подробно объяснена.

Ключевые слова: Изучение терминов, иностранные языки, терминология, область лексикологии, важнейших задач языкознания, художественная литература.

ANNOTATSIYA

Ushbu maqolada tibbiyot oliy o'quv yurtlarida chet tillarida ko'p ma'noli so'zlarni o'rgatish metodikasi, ularning kelib chiqishi va shakllanishi, ya'ni metonimiya, sinekdoxa, metafora, ko'p ma'noli so'zlarning qiyosiy tahlili va o'qitish metodikasi, o'qitishning yangi usullari va mashqlar tizimi batafsil yoritilgan.

Tayanch so'zlar: Terminlarni o'rganish, chet tili, terminologiya, leksikologiya sohalari, tilshunoslikning eng muhim vazifasi, sintez, badiiy adabiyot.

Introduction:

It is impossible to imagine a word, a lexical unit, without lexical meanings. A word has a linguistic value because it has a lexical meaning. Without lexical meanings, there can be no talk of a word. As mentioned in the previous pages of your textbook, lexical meaning is a concept specific to the content aspect of a word. The things and phenomena named by means of words and their characteristics are understood thanks to the dictionary meaning. So, lexical meaning is what a word means. For example, the word "book" means "an object in which information about something is written

and serves to inform about this information by reading." This subject is the dictionary meaning of the word "book".

The semantic side of words, that is, lexical units, can consist of one or more lexical meanings. In the construction of word content, if the lexical meaning is one, it is called monosemantic or monosemantic, if it has more than one, it is called polysemantic or polysemantic lexical unit. Lexical meanings are interrelated. Based on the meanings of words, their relationship with other words and their meanings, various "devices" are created in the expression and content aspects of the lexicon. One of these

lexical-content devices is called semantic device.

The microstructure of lexical level units specific to the facet of expression and content is created through lexical ambiguity.

Lexical ambiguity occurs due to the dynamic nature of the life of words. The dynamic character of the life of the word means its use in different social conditions, for different purposes, and their non-linguistic possibilities. Such a linguistic situation is connected with the possibility that the primary and nominative meanings of the words acquire figurative meanings. In addition to their (nominative)

proximity and commonality according to a certain generalizing scheme. At the same time, each lexical variant of a polysemantic

meanings, the possibility of words to be used in figurative meanings opens the way to polysemy: figurative meanings on the ground of polysemy stands.

Due to polysemy, the paradigmatic aspect of disproportion of form and content specific to the lexical level is created. The paradigmatic of polysemy and its system consists of several independent meanings in the semantic scope of the word. Each of the meanings that make up the paradigmatic series acquires the character of nominative meanings of this word. These lexical-meaningful variants of the lexeme have mutual
 lexeme differs from another according to its own meaning.



So, in lexical ambiguity, there is more than one lexical-content option in the content construction of a polysemantic lexeme. The meaning of the word differs in terms of its relation to something and the meaning of something, but they do not differ in terms of form or pronunciation. Of course, this characteristic of lexical-content options does not prevent them from being distinguished from lexical homonymy. Because the lexical-content variants, regardless of their quantity, are one word and are a feature of this word related to the construction of content. In homonyms, the meaning and word are equal. Each lexical unit word, lexeme forming a nest of homonymy can be composed of a number of lexical-content options within its scope.

The number of lexical-meaningful options, more than one, is only in polysemantic lexemes with multiple meanings.

Unambiguous lexemes are equivalent to one lexical-content option - they have a balance of form and content. This feature is inherent in terms. In terms, usually and often, one lexeme equals one lexical-content option. For example, radio, television, airplane; phoneme, syllable; genre, ballad, film, phone, text, essay, syntax, etc.

Lexical-content variants are signs and symbols that have aspects of expression and content. It can be seen from this that in the case of lexical ambiguity, more than one sign and symbols with a generalizing integral, i.e. common meaning, are connected within one polysemantic lexeme. So, a polysemantic lexeme is

a group of semantically related lexical-content options. This very feature is the main factor determining that lexical polysemy - polysemantic lexemes - is a specific microdevice of the lexical system of the language¹.

Lexical ambiguity is similar to lexical polyfunctionality. However, they are two different concepts, two different phenomena.

human dignity, etc. This, of course, is related to the sentence it contains. This word is chosen for different sentences according to its possibilities and it comes into contact with different words.

The multitasking of a word, a lexical unit, is a completely different thing. In this case, the lexical unit is specific to a certain category, and in its use it fulfills the function of another category without any external changes. This phenomenon is common in Romance languages. In the case of the Uzbek language, which belongs to the Turkic language family, let's mention the following: lilufar, silver, yav, sin, clay, iron, stone, brick, board, wood, house, son, belonging to the family of nouns, girl, wife, old woman, governor, etc., come in the function of adjectives and have multitasking properties.

So, from the nature of the examples, it is clear that the multitasking of lexical units differs from their polysemy: polysemy is connected with the semantics of words and their different occurrences in the syntagmatic environment. , multitasking is related to their task schemas and their occurrence in the syntagmatic environment.

Multitasking of lexical units is not limited only to lexical units belonging to the noun family. This feature is also present in the lexical units belonging to the categories of adjective, number, and pronoun. For example, in the sentence "Only five of the students came", the word "five" is used as an adverb. In the sentence "Five sacks were added to the car", the word "sack" belonging to the noun group performed the function of adverb.

Lexical polysemy is the smallest system of the lexical level, a system within sys-

Polysemy is the richness and possibility of a word to mean various things in the objective world. For example, the word "face" means a person's face, a page of paper, a street edge, a surface of running water,

tems - a subsystem. It is the starting microsystem at the lowest level of the lexical content hierarchy.

Based on the main goal of teaching foreign languages, teachers of foreign languages today pay special attention to the issue of improving the quality of oral and written speech. On this basis, foreign language teachers today organize their lessons using a number of modern interactive methods to improve students' speech culture, create creative thinking, and increase the effectiveness and attractiveness of speech.

It is better to develop the oral and written speech of students as part of the development of speech culture. This work is organized in order to encourage them to be creative, to teach them the aspects of words and word forms in creating artistic value. Even when studying the topic of ambiguity, the teacher should consider these tools as a means of increasing the student's speech culture and effectiveness. A student who clearly perceives the role and effect of these tools in oral and written speech understands the role and importance of the means of transfer of meaning in artistic texts and acquires the skills to use them in his speech. Below, we would like to recommend several methods to achieve this goal.

Usually, in exercises aimed at increasing vocabulary and developing speech, the main focus is on enriching students' vocabulary with new words and developing their ability to use these words appropriately in their speech. But in teaching a foreign language, while enriching the vocabulary of students with new words, how to use these words, and the formation of the ability to use figurative words that increase the effectiveness of speech, a special approach is required.

Even when discussing the types of meaning transfer, the teacher should focus students' attention mainly on the role of these tools in increasing the effectiveness of speech. Because it is very important to learn the ways of conveying meaning in words and to develop the skill of being able to use it in one's own speech in order for the student's speech to be attractive and impressive. In addition, the expressiveness of the speech has an impact on the communicativeness of the speech, and it is also important in the formation and development of all basic competencies.

It is desirable that these methods be given in order of increasing difficulty.

Method:

Semantic word formation involves the process of understanding and expressing concepts related to words and their meaning. What is the concept of "semantics" itself? Semantics is the description of word formation, meaning-giving, and intelligible properties of words. Semantics can help us understand the way language works between people, learning about dictionaries and translations. The semantics of Latin terms explains the meaning of words or phrases written in the Latin alphabet. These terms may refer to anatomy, medicine, biology, and other fields. The semantics of Latin terms depends on the fact that the meaning of the words and combinations written in their language is understood. Each term expresses a meaning specific to its field and is used for concepts in related fields or fields. Anatomical and medical terms are related to the meanings of words and phrases written in Latin, used in anatomical and medical fields. These terms are intensively used in medical sciences, medicine, anatomical sciences, medicine, medicine and other fields.

Medical terms are special terms expressed in common language in the medical field. They are widely taught and used in medical education, research and practice. The semantics and essence of medical terms, their meanings and their characteristics related to medical topics. Semantics serves as a complete

1: In this method, incomplete sentences are given for students. Students are asked to fill in the blanks in these sentences with phrases and explain which type of meaning transfer phenomenon is involved in these phrases.

1. Speak more slowly, go around... (in the sense that no one should hear) J: the wall has ears too.
2. Sometimes you will not be able to survive... (you don't believe it, you get scared) J: you can't see, your heart pulls you back.
3. In yesterday's football match, Uzbekistan ... (won) J: got the upper hand.
4. To deliver the good news to Salijan's mother... (ran quickly). J: I ran on my feet.

description of the meanings of medical terms and their use.

RESULT:

It provides information about the medical meaning of each term, its average usage rate, as well as other features of the expression in the field of medicine. shows. This determines how the term will be used in practice, research, and teaching. The essence reflects the position of the term in practice, how the topic is explained, as well as its medical meaning and methodological features of its use. These are indicators that are important for better understanding, learning and teaching of medical terms. The semantics and meaning of terms are important for the information, study and use of medical students, doctors, researchers and other professionals.

Semantic word formation is the description of the meaning-giving, meaning-giving, and intelligible properties of a word. Semantics deals with the system of words based on the concepts of a language and seeks to study the meaning of a language, how a particular word is related to other words, its tariff and what kind of meaning it conveys.

DISCUSSION:

Linguistic studies serve to explain and analyze languages, cultures and their interactions. The study of these areas serves to find answers to important questions about human

languages and cultures and to explain global changes.

Medical terminology is a set of words representing the structure of words, word units and their joint biographical structure related to medical terms and their meanings. Creating the future in modern medical terminology includes the development of new countries and technologies in medical parlance, including areas such as genetics, nanotechnology, telemedicine, and others.

CONCLUSION: This article is devoted to the methods of teaching polysemous words in foreign languages, first of all we will present the theoretical analysis of polysemous words in foreign languages, polysemous so to the analysis of programs and textbooks regarding the theoretical information about words and their creation, the types of transfer of

meaning and the coverage of its teaching methods in scientific and methodical literature, as well as the possibilities of developing students' speech culture through the types of transfer of meaning we paid attention. It became clear from the data that the creation of polysemous words, mainly the ways of meaning transfer, have been sufficiently studied scientifically by world and Uzbek linguists. Based on the studied theoretical information, based on the main goal of teaching foreign languages, to explain to students the importance of polysemous words in speech, to activate the use of polysemous words in students' speech. I came to the conclusion that the development of several innovative methods and their implementation is one of the important tasks of teaching foreign languages in medical universities.

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