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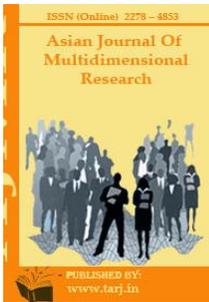
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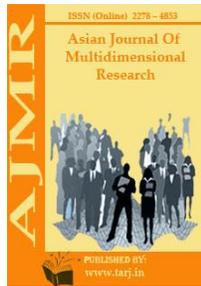
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THE OCCURRENCE OF METAPHORICAL NOMINATION IN THE SPEECH OF UZBEK CHILDREN

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ABSTRACT

The article is devoted to the nominative features of speech in preschool children, in which the metaphorical nouns arising on the basis of similarity of character, form, task and action-situation are analyzed. The study identified the types of metaphorical units of Uzbek children's speech according to their structure and functional-semantic features, and studied the linguistic and extra-linguistic factors that give rise to them.

KEYWORDS: *Ontogenesis, Onto-Linguistics, Children's Speech, Metaphorical Naming, Linguistic Metaphor, Communication, Psycholinguistics, Speech Activity, Lexicon, Deictic Noun.*

INTRODUCTION

Human development is inextricably linked with the development of society. As a society develops along a gradation, a person's worldview, thinking, perception, and speech also gradually change. The study of children's communication plays a special role in the observation of people's cognitive abilities and nominative features.

The child's imagination is rich; his worldview corresponds to the level of development of consciousness and thinking. Therefore, in the process of formation of the child's thinking, the concepts that represent existence and events in it are reflected in his speech in a unique way. K.I. Chukovsky wrote about it: "I could hear the sounds of children playing around me", he said. I used to just enjoy such sweet words from the kids. And then I was convinced that along with its sweetness, it also had great scientific significance. Because I have come to the conclusion that if we do research on children's speech, we can also discover their wonderful laws of thinking" [1, 4]

In general, one of the main tasks of modern linguistics is the study of the elements-concepts of the people's consciousness, which embody the socio-political experience of the people. According to L.V.Balashova, man sometimes thinks using concepts such as "the structure of global units of knowledge. At the same time, the linguistic and conceptual landscape of the world is shaped by a variety of methods and tools. In accordance with the basic rules of cognitive linguistics, language categories are based on concepts that reflect this or that extra-linguistic, real reality in the linguistic consciousness of man [2]. In this regard, through the analysis of the functional-semantic features of lexical units used in children's speech, specific naming methods are observed. In research, nominative units are recognized as a specific type of deictic naming according to the functions they perform in the process of verbal communication. The difference between a deictic unit and a nominative unit is that the meaning it implies is relatively vague and only takes place in a particular text [3, 72]. In the study of children's speech in the nominative aspect of Ukrainian linguistics, this issue is approached from two perspectives:

1. Onomasiological approach. This position is perceived by children as an activity of naming an entity.
2. Semasiological approach. This position is recognized as a direction aimed at studying the results of children's nominative activities [4, 6-8].

Accordingly, in the study of O.O. Rulyova on the interpretation of this problem, the term nomination (nominee) reflects the attitude of the nominator (nominating subject) to the nominee (nominal object) and the projection of the signs (external form) of the nominee. The above terms describe the main components of the nominative act. In his research, the author identifies the following types of nominative units of speech of preschool children of English, French, Greek and Ukrainian nationalities in terms of formal-functional and semantic features:

1. Metonymic nomination is a nomenclature based on the choice and understanding of the form of speech.
2. Metaphorical nomenclature is a nomenclature that arises as a result of the separation of similar features inherent in the object being mastered and the re-understood signifier.
3. Extensive nomination is a nomenclature that occurs as a result of using the word in a broad sense.
4. Restrictive nomenclature is a nomenclature that arises as a result of naming a particular object, not a group of objects.
5. Associative nomination is a nomenclature based not only on the main character of the object, but also on the general notions and perceptions about it.
6. Elemental nomination is a nomenclature that arises in connection with the ability to distinguish meanings of natural or social significance.
7. Situational (situational) nomination - a nomenclature based on a micro-situation consisting of a set of different elements.
8. Qualifying nomination - a nomination that occurs on the basis of external features of the object.
9. Relative nomination is a nomenclature based on a specific type of object-specific character.
10. Substitutive nomination is a nomenclature that is informed at different levels [4, 8-12].

By observing the communicative activity of Uzbek children, one can come across many new types of nominative units in their speech, in addition to the above-mentioned naming devices. Because the issue of nomination of children's speech is a comprehensive topic that is relevant to study in terms of a number of social sciences and humanities, such as sociolinguistics, psycholinguistics, ethnography, semiotics, pragmatics. Therefore, in this study, we focus on the typical cases encountered in the nominative activity of Uzbek children.

THE MAIN FINDINGS AND RESULTS

In many cases, verbal expressions that appear as a result of a child's nominative activity occur on the basis of a metaphorical phenomenon. Although the linguistic metaphor [5, 296] has been studied since ancient times, it is still recognized as a topical problem by sociolinguists and psycholinguists dealing with speech activity. In modern linguistics, this phenomenon is interpreted differently. For example, if the semantic direction is based on the concept of meaning, then the process of metaphor is studied in this aspect [6].

The interest in the use of nominative tools in a figurative sense helps to analyze the nominative activity of an individual in relation to the process of direct cognition. The emergence of metaphor in human speech stems from the peculiarities of his mental activity and the specificity of integrating knowledge about the environment into a particular system. The "confusion" of emotions and cognitive processes can also lead to the representation of reality through metaphors. Therefore, in the study of metaphor, it is advisable to rely on the achievements of the cognitive approach, data on psychology and psycholinguistics.

Of course, it is necessary to take into account the functional aspect. Because the semantics of a speech unit depends not only on the meaning of the word in the standardized language, but also on extra-linguistic factors;

Recently, researchers have been emphasizing the need for a comprehensive approach to the study of the phenomenon of metaphor.

It is expedient to study the metaphorical units observed in Uzbek children's speech by classifying them into the following groups according to their functional-semantic features:

1. Reality, thing or event is named according to its appearance, signs: In the speech of HadjimuradErkinov (1 year and 7 months) the word "eggplant" is expressed in the form of *bodiin*. Elsewhere he (1 year 9 months) also calls radish *bodiin*. SarvarbekUmarov (4 years and 10 months old) sees a pea and says it is a *kichkinabodrok- small cucumber*. In this case, the naming occurs through the metaphorical method of lexical meaning development. Such naming is not a direct naming, but an instrumental naming.

In the above examples, the shape of the eggplant and the color of the radish served as the basis for the simulation. Eggplant is called "**cucumber**" because of its shape, and radish is named after its color. According to the size of the pea, it is called a "*kichkina (ochilmagan) bodrok* - small (unopened) cucumber". In the speech of HojimurodErkinov (1 year and 11 months), such as the "*shokolattipuchoki - chocolate shell (chocolate paper)*", and in the speech of HilolahonErkinova (6 years), *bodringnikopkogi* - the lid of the cucumber (two ends of the cucumber) is a characteristic feature of functional migration appears; that is, the child likens an object to something he knows, understands its name, and calls it by that name.

The following examples illustrate this point: SalohiddinAskarov (3 years and 11 months) compared round chewing gum to the letter “o” and called a ***gum with “o”*** a ball-shaped dish called “koptooqat”;HadjimuradErkinov (2 years old) called the bullet “***cane***” because of its wooden length and length, and the dough of the elongated noodle as “***choch - hair***”, resembling a hair fiber. This method of naming is often observed in children's speech: SanjarSerkabaev (4 years old) describes a trolleybus as a “***shokhliavtobus - horned bus***” that runs on two electric wires. In doing so, the child is likened to two conductive horns. Since the child does not know the name of this vehicle, he names it so by analogy.

The child learns the names of pets on a regular basis, mainly in the family and kindergarten environment. He is also given information about other species of animals and their names by adults through visual aids. But the child chooses the way that is most convenient for him in naming these animals. This is evidenced by the following examples from the speech of SanjarSerkaboev (5 years old): ***long-necked horse*** (giraffe), ***way horse*** (zebra), ***soft goat*** (llama).

The above examples show that most of these words are Russian and international nominative units, which are assimilated into Uzbek through this language. In naming things, events, and situations through such lexical units, the child uses words that are vividly preserved in his memory as a result of hearing a lot.

2. Reality is named according to the internal nature of the event: in the speech of HilolahonErkinova (5 years and 8 months) ***the friend of the pepper***“grinder”, in the speech of SalohiddinAskarov (4 years and 8 months) in the speech “sour-tasting juice” ***salty compote***, SarvarbekUmarov (4 years and 7 months) In his speech, “salty cucumber” is expressed as a ***sourcucumber***. SanjarSerkaboev (4 years old) calls “lemon” a ***bitter orange***; in such cases, a metaphorical shift in taste occurs in the child’s speech.

Observations show that a child is often based on naming objects according to their color, shape, size, taste, and other characteristics, just like an adult. This suggests that there are commonalities between adults and children in naming objects according to their similarity. However, the distinctive feature associated with the issue of nomenclature specific to the speech of adults and preschool children is that in adult speech the adjective unit, which is often the name of an object, is methodically colored; passes the nominative function a second time in order to ensure speech sensitivity, i.e., a renaming event occurs. The fact that in children's speech the name of a certain object is expressed in a peculiar way by the name of another object on the basis of similarity can be explained by the following example: BurhoniddinAskarov (3 years and 5 months) points to the horse sausage and says ***black sausage***. In this speech situation, the word “sausage” was transferred to the product as a name based on the metaphor, because the lexical unit, which is the name of a meat product similar in shape but different in color, does not exist in the child's lexicon.

According to the structure of the metaphorical units that perform the specific naming function in the vocabulary of children of Uzbek descent, it is expedient to divide them into the following types:

- 1) Nominative units in the form of words: HadjimuradErkinov (1 year and 8 months) calls the lexeme “pear” an ***apple***;
- 2) Nominative units in the form of a compound: SanjarSerkaboev (4 years old) names a “shark” as a ***fish with teeth***.

Speech units, which consist of a combination of two or more words, serve to express a particular object in a descriptive way on the basis of the characteristics characteristic of that object. Such periphrastic expressions, which are the product of naming specific to children's speech, can provide rich evidence material for the study of lexical-semantic development methods of language.

CONCLUSION

It would be wrong to view nominative features, which are expressed in a non-normative form, in young children's communication as a speech defect. In the process of linguistic socialization, the child's speech improves qualitatively and adapts to traditional language norms. The metaphorical method of naming is one of the psycholinguistic factors that give rise to speech nomination. One of the urgent tasks of onto-linguistics is to identify extra-linguistic factors influencing the speech nomenclature of Uzbek children, and thus to improve their active vocabulary in accordance with the lexical criteria, using experimental methods aimed at developing the ability to master the vocabulary of the native language.

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