THE EXPRESSION OF COLLECTIVE ASSOCIATION IN THE SPEECH OF CHILDREN UP TO SCHOOL AGE (ON THE EXAMPLE OF LEXICAL ASSOCIATIONS IN ANTI-SEMITIC AND ENANTIOSEMIC CONTEXTS)

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Abstract
The article provides an analysis of collective associations of antisemitic and enantiosemic attitudes observed in the speech of preschool children, which uses such types of linguistic research methods as description, classification, and component analysis.

Keywords: association, individual lexical association, collective lexical association, antisemy, antonymy, enantiosemy, stimulus, response reaction.

Introduction

Associations in the English language are primarily formed based on the commonality of ideas among the majority of individuals. Such associations often express important concepts related to human life. Through these associative connections, people's worldviews and their understanding of words tend to converge.[1] In the analysis of lexical associations unique to children's speech, it has been emphasized that their age, gender, and other factors play a significant role in the formation of associative connections. The same idea can be applied to collective lexical associations as well. During experiments conducted with 200 students of schools No. 288, 235, 220, and 532 in Tashkent city, it was observed that children of the same age exhibited similar response reactions to specific stimulus words in their speech, often accompanied by individual associations. Moreover, the research revealed a wide range of collective lexical associations from a lexical-semantic perspective, including both antisemantic and enantiosemantic relationships, within children's speech.

It is known that a specific event, object, or situation in a certain context becomes even more pronounced when its opposite is used in speech. The meanings of words are stored in a person's memory alongside their opposites. Among lexical phenomena in linguistics, two states are distinguished based on opposition: a) antonymy; b) antisemia. From a structural point of view, these two terms perform a similar function, but they refer to different phenomena.[2] Antisemia is a broad linguistic category that expresses opposition, while antonymy is the highest stage of antisemia. When antonymy emerges among lexical units within a semantic field, it is not limited by a specific group, unlike antisemia. The primary focus in antonymy is on the semantics of lexemes. In children's speech, the concept of antonymy is observed more often than antisemia because when a child contrasts one word with another, they choose it based on meaning rather

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[1] Lutfullaeva D.E. Theory of associative linguistics. Tashkent, MERIYUS publ., 2017. - P.63.
[2] Abdullaeva D. *Uzbektilidaantisemiya.* PhD. Diss. [Antisemy in Uzbek language PhD. Diss.]. Tashkent, 2011. P.48.

than opposition. In this case, units denoting objects and signs, action and objects, action and signs are associated with antisemia. For example, when presented with a stimulus, 5-year-olds gave an intelligent response compared to a foolish one by the wider community. The use of the word "foolish" with its wide-ranging, negative lexical units in the wider community is the main reason for its association with the opposite when this lexeme is recalled. Similarly, pairs of words in the associative series in the category of collective associations, such as "ignorant - smart" (2 pairs), "policeman - thief" (4 pairs), "kind - cruel" (2 pairs), "cold - hot" (2 pairs), also entered the domain of antisemic attitudes between words. Associations based on antonymic relationships also occur in group associations formed by children in some places. In the speech of a school-age child, lexical associations based on antonymic relationships, primarily, between words that indicate objects or signs, emerge. Reactions like Jannat (Paradise) – do'zax (Hell) (4 times), kichkina (small) – katta (big) (20 times), semiz (plump) – ozg'in (thin) (13 times), yorug' (sparrow) – qorong'u (crow) (12 times), yaxshi niyat (good intention) – yomon niyat (bad intention) (Islom Karim, 6 years old. From the child's language) can serve as examples of this. Sometimes, if the child feels the need to present the opposite of a stimulus word as a reaction, but finds it difficult to find the opposite of that word, the reaction form of not relating to the stimulus word or adding "-siz" (without) may be used as a response. During the experiments, 4 subjects responded with "aqlsiz" (without intelligence) to their intelligent word, and 2 children responded with "odobmas" (without manners) to their polite word. The expression of these associative units by children can be evaluated as one of the peculiarities related to antonymic relationships.

Enantiosemia is a lexical phenomenon characterized by the distinctiveness of certain meanings within the same word. It is based on the presence of two opposite meanings in a single word. In linguistics, enantiosemia is evaluated as a complex phenomenon. Within it, homonymy, antonymy, and polysemy can all be represented in various aspects. There are several types of lexical enantiosemia, including:

Phonemic and Semantic Enantiosemia

Nominative and Subjective Evaluative Enantiosemia

Symmetric and Asymmetric Enantiosemia

Lexical and Grammatical Enantiosemia

Synchronic and Diachronic Enantiosemia[3]

Phonemic enantiosemia exists in the phonetic memory of language speakers. In contemporary Uzbek language, phonemic enantiosemia can be observed in oppositions related to individuals, objects, signs, time, place, quantity, and the concept of movement. This phenomenon has been observed in certain associative reactions in the speech of primary school children. It can be demonstrated in response to the stimulus word "amaki" (he/she cries). Respondents provided different answers, including 7 cases where "amaki" was interpreted as "elder brother" and 1 case where it was interpreted as "person." According to "The Explanatory Dictionary of the Uzbek Language," the word "amaki" is classified as a phonemic enantiosemic word. In this context, it is actively used both for the older brother and for the younger brother, indicating the

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[3] Odilov E. *Uzbektilidaenantiosemiya.* Dok. Diss. [Enantiosemy in Uzbek language DsC. Diss.]. Tashkent, 2016. P. 98.

manifestation of enantiosemia in terms of age. Children also used the stimulus "amaki" to understand both meanings and provided responses in both contexts. "In research, there is information about the acquisition of enantiomeric meanings of the word 'saroy.' According to it, the word 'saroy' in enantiomeric context can have meanings such as a majestic grand palace, a humble small house, a warehouse, and a children's playhouse.[4] However, in children's speech, semantic responses are expressed with the first meaning of the word 'saroy,' stimulating reactions. Six of the respondents associated this word with a palace, five with the dwellings of kings, three with the homes of nobles, two with the homes of kings, and two with noble reactions.[5] It can be seen that words with some enantiomeric meanings on the linguistic right of a child in primary school age are preserved by everyone. Meanings that are not actively used in daily life may not be retained."

Speech enantiosemia is a type of enantiosemia that occurs between usual and occasional meanings. This type of enantiosemia arises from the lexical-syntactic context of the word in conjunction with other words, the communicative-situational intention of the speaker, and subjective interpretation, resulting in linguistic enantiosemia, and simultaneously distinguishing it from lexical enantiosemia. An example of speech enantiosemia observed in children's speech during associative experiments can be the use of the word "dahshat" (fear). While the word "dahshat" in "The Explanatory Dictionary of the Uzbek Language" is defined as "extreme fear, horror, danger," in children's speech, it can also be used to mean "extremely beautiful, excellent, the best," giving rise to the scope of speech enantiosemia. When respondents were presented with the word "dahshat" as a stimulus, 28 of them provided negative responses, while 15 responded positively. Below are examples of associative associations that have been formed through these two meanings:

1-Table

It's bad	Tester number	Excellent	Tester number
Scary	10	Good	4
Terrible	4	Excellent	2
It is afraid	2	Beautiful	2
Scary	2	Cool Stuff	2

When observed, the word "fear" in the speech of a school-age child is used in an acceptable manner with the explanation from the dictionary, but in certain speech situations, it is also used in order to express their thoughts and increase the speech's persuasive power.[6] In general, lexical-semantic relationships reveal themselves in the speech of school-age children, both in the antisemantic and antonymic relations on the linguistic level. During this process, the expression of associative connections is associated with the use of associative units in children's speech, which is related to the way they express themselves.

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[4]Odilov E. Source above. - P. 99.
[5]Odilov E. Source above. - P. 109.
[6]*Uzbektiliningizohlilugati.* [Explanatory dictionary of the Uzbek language, 5 volumes, volume 2]. Tashkent, O'zbekiston Milliy ensiklopediyasi publ., 2006. – P. 105.

In summary, lexical-semantic relationships manifest themselves in the speech of school-age children, associating both with the antisemantic and antonymic relationships on the linguistic level. During this process, the expression of associative connections is related to the use of associative units in children's speech, which is linked to their unique characteristics.

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