Lexical and Phraseological Means of Expressing Ethical Evaluation of a Person in Russian and Uzbek Languages

Kh. G. Ochildieva

Teacher of Russian language and literature of Kokand State Pedagogical Institute

ABSTRACT

The purpose of this paper is to investigate the lexical- phraseological mechanisms of expressing ethical evaluation of people in Russian and Uzbek languages.

KEYWORDS: *Vocabulary, monosemantics, polysemantics, phrases, semantic structure of PUs, morality, ethics, stable word combinations.*

Phrase logical units fill in the gaps in language's lexical system, which cannot fully offer the naming of new aspects of reality, and are often the only designations of things, qualities, processes, states, circumstances, and so on. The creation of idioms alleviates the tension between the demands of thinking and the language's limited lexical resources. When a phrase logical phrase has a lexical synonym, however, the two are usually stylistically distinct. Phraseology, like language in general, is always changing, and its dynamism can be sensed in both diachronic and synchronicity. Phrase logical units, like other language units, have distinct developmental patterns, allowing us to speak of phrase logical events as being systemic. This quality can be seen in the relationships between phrase logical units' parts as well as between distinct phrase logical units. As a result, the phrase logical system of a language, which comprises the totality of its phrase logical units as well as its underlying patterns of development, is the topic of phrase logical study in a larger sense. Phraseology is a linguistic gold mine. The history of the people, the distinctiveness of their culture, and everyday life are reflected in phrase logical terms. Many phrase logical terms have a specific national flavor to them. Aside from national characteristics, phrase logical expressions in different languages may share universal characteristics. The Russian phrase logical fund consists of a complicated mix of native and foreign terms. Phraseology is a very complicated phenomenon that necessitates its own research methodology as well as the integration of data from other disciplines such as lexicology, grammar, stylistics, phonetics, language history, history, philosophy, logic, and country studies. Linguists' perspectives on a variety of phrase logical issues differ, which is to be expected. Nonetheless, linguists working in the subject of phraseology must band together and identify common ground in order to solve theoretical challenges in phraseology and language teaching practice. The semantics of a phrase logical unit or a stable word combination is defined by the structure of the formation as a whole, the kind of its grammatical meaning, its monosemantic or polysemantic character, and systemic speech or linguistic relations, not just its denotative and connotative elements. In any language, the semantic structure of phrase logical units is extremely complex. This is because phrase logical meaning is reinterpreted, multiple components of it are intertwined, phrase logical expressions are formed separately, and their structure is complex. It's impossible not to agree that, like terms with a variety of lexical meanings, phrase logical meanings are distinguished from phrase logical meanings, allowing the primary types to be identified. Idiomatic meaning, idiomatic meaning, and phrase logical meaning are some of them (according to the three classes of phraseology - idiomatic, idiophrasematics, and phraseomatics). Any change in

phrase logical meaning is referred to as transformation, and one of the sorts of transformation is reinterpretation. Rethinking is one of the phrase-forming techniques that produces both phrase logical units and phrase-semantic variants, hence expanding the language's phrase logical resources. The significative, denotative, and connotative components of phrase logical meaning are all important. Some linguists feel that separating these characteristics is only theoretically conceivable, as they are all blended together in real speech action. The content of the notion realized in this meaning is the cognitive side of phrase logical meaning. The denotative aspect refers to the concept's scope, which is determined by identifying a minimum of denotative generalizing indicators, such as a full class of homogenous things (general), unique objects (singular), or abstract meanings. In contrast to the denotative element of meaning, the denote is an extra linguistic category, the object of people's cognitive effort. The properties of the dentate, which are identified as a result of thinking and fixed in linguistic units, are represented in dictionary definitions and are adequate for object identification. Many academics have noticed that the connotative element has a high particular weight in the meaning of PU. The connotative aspect communicates the subject of speech's evaluative stance toward reality. Emotional, expressive, and evaluative components are common in connotation. Emotionality is emotionality in linguistic refraction, i.e. sensuous judgment of an item, expression of feelings, moods, and experiences of a person through linguistic or linguistic methods. Because all emotions are split into two categories, positive and negative, their names can be shortened to positive-emotional and negative-emotional in language. Because of its imagery, intensity, or emotionality, expressiveness is the expressive and figurative nature of a word or phrase logical phrase. Expressiveness isn't always linked to a positive rating. The results of human cognitive activity are reflected in a linguistic unit, which is founded on the sum of the language community's social experience and the norm acknowledged in it. At the same time, the evaluation is subjective in nature because it is dependent on the subject of evaluation.

References:

1. Alimsaidova S.A. The place of pedagogical technologies in teaching at the university. International scientific journal "Young scientist". - Kazan, 2017 - No.1, part V, p. 430

2. Alimsaidova S.A. Development of creative thinking and personal qualities of students of academic lyceums at the lessons of the Russian language and literature. International scientific journal "Young scientist". - Kazan, 2017 - No.1, part V. p. 432

3. Yuldoshev B., Bozorboev K. Phraseological Dictionary of the Uzbek Language-Tashkent, 1998.

4. Short Phraseological Dictionary of the Russian Language // Compiled by: E.A. Bystrova, A.P. Okuneva, N.M. Shansky. - SPB., 1994.

5. Melerovich A.M., Mokienko V.M. Phraseological expressions in Russian speech: Dictionary: 1000 units. -2nd ed, Stern. - M.: Russian Dictionaries:Astril, 2005