

The interpretive potential of the lexical category “insects” in English and Uzbek languages

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Abstract: The interpretive potential of the lexical category “insect” in English and Uzbek languages includes signs of perceptual formats, observation, experimental effects, as well as associative and operative rational formats. Signs that form the conceptual keeping this category and serving as the basis for interpretation corresponding areas are distinguished by linguistic consciousness as landmarks reflecting the specificity of the experience of interaction human connection with these representatives of the animal world. Signs of the given interpretative formats of knowledge are projected onto the areas “Man” and “artifacts”, which provide the identifying and characterizing the types of interpretation. Conceptual processes derivation is provided by the mechanisms of conceptual and synesthetic metaphor, comparison, defocusing.

Keywords: conceptual and synesthetic metaphor, lexical units, interpretation, conceptualization of the object, interpretative formats.

So, identification is manifested in the nomination of artifacts (technical devices, technical means of transportation) and conceptualization of the area of man (human activity, movement (sports terminology)) based on the metaphorical mechanism for interpretation of the features of the perceptual format and formats for observation and experimental effects. Signs such as size, the structure of the insect's body, which, as a rule, are laid in the primary values of units, serve to comprehend objects of another conceptual subject area:

bug - an insect or similar small creature

bug - a tiny hidden microphone which transmits what people are saying bug [CCED 1997: 210];

fly - is a small insect with two wings¹;

fly - a fishhook dressed (as with feathers or tinsel) to suggest an insect².

Identification is possible due to the interpretation of the sign of experimental a potential format, for example: *bug* - an error in a computer game.

Conceptualization of the nature of the experimental effect is reflected in the in the usual meaning of the word:

¹ Collins Cobuild English Dictionary. London: Harper Collins Publishers, 1997. – p. 651.

² Merriam-Webster's Collegiate Dictionary. Springfield, Massachusetts, USA: Merriam-Webster Inc., 2000. – p. 449.

bug - a small insect, esp. one that people think is unpleasant³.

The feature of the observation format "the nature of the movement of the insect go" serves as a basis for understanding sports movements:

butterfly - a swimming stroke which you do lying on your front, kicking your legs and bringing your arms over your head together⁴.

The feature "Collective actions of insects" forms the concept of "joint work", which is verbalized by the corresponding unit:

bee -an occasion when people, usually women, meet in order to do a particular type of work⁵.

bee - is an insect with a yellow-and-black striped body that makes a buzzing noise as it flies. Bees make honey and live in large groups⁶.

The characterizing interpretation of units of this category is when subjectively understood, the speaker of the object is interpreted and extends to areas such as "man" and "artifact you". This type of interpretation is realized through cognitive mechanisms of metaphor, comparison, defocusing when activating the first chain, operational, associative formats, as well as form- observation mats and experimental effects.

Perceptual format features serve as an interpretation of external type of artifacts and person (domain "physical characteristics") or the sounds they make. For example, color shade and body shape or parts of the insect's body can be used to characterize artifacts:

1. *They ignored him, and he saw that another ship had beaten them to it. It resembled a black wasp⁷.*

2. *The tank looks empty, except for a piece of plastic shaped like an insect wing, ...⁸.*

3. *Janie had crimped hair streaked with peroxide strands, and wore a butterfly collar disco print shirt opened much too low ...⁹.*

Lexical units, like *wasp*, *insect*, *butterfly* in these examples denote the rational mode of interpretation, which determines the color and shapes of artifacts.

Interpretation of a person's appearance through the use of insects implies the establishment of inter-conceptual connections by the following lines: body parts, body shape, color shade, for example:

4. *She wore huge rock-star sunglasses, the ones that made her head look like a bug's¹⁰.*

³ Longman Dictionary of Contemporary English. L: Longman, 1992. – p. 164.

⁴ Collins Cobuild English Dictionary. London: Harper Collins Publishers, 1997. – p. 222.

⁵ Longman Dictionary of Contemporary English. L: Longman, 1992. – p.101.

⁶ Collins Cobuild English Dictionary. London: Harper Collins Publishers, 1997. – p.137.

⁷ <http://corpus.buy.edu/coca>

⁸ <http://corpus.buy.edu/coca>

⁹ <http://corpus.buy.edu/coca>

5. *Mexicans people wearing sunglasses that make them look like insects.*

6. ... *their cars and tanks covered with freshly cut branches, the soldiers like ants in their steel helmets.*

8. *My shape was an exercise in aesthetics, not practicality. My waistline was a wasp's.*

9. - *Maybe that's respectable hair?*

- *No! It's the color of a cockroach, that's what it is!*

10. *It was low-cut, and it had a band of accordion pleats stitched close together at the cleavage and giving way to big chiffon wings over the shoulders. She was so skinny that she looked like a dragonfly in the thing.*

11. - *But you know, I've got huge, long legs and a very short torso.*

- *Yes. Yes, you look like a grasshopper. It's amazing, people find you attractive at all.*

In the above examples, the lexical units *insect*, *bug*, *ant*, *wasp*, *cockroach*, *dragonfly*, *grasshopper* update their interpretative potential, namely signs associated with the structural features of the body, for assessing a person's appearance. So, *insect*, *bug*, *ant* units detect a similar function of interpreting parts of the human body: head (4, 6), eyes (5).

Differentiation of the interpretative capabilities of units is associated with differential features of objects of this group. So, unit *wasp* characterizes the heroine's waist (8), *cockroach* is used to evaluate hair color characteristics (9), *dragonfly* units, *grasshopper* interphysique of a person pretends (10, 11).

Let's analyse the use of the lexical units: *insect*, *ant*, *wasp*, *butterfly*, *cockroach*, *dragonfly*, *grasshopper* in Uzbek discourse.

1. *Yomon arida bol bulmas, suvsiz yerda tol bulmas.* (Maqol)

2. *Chigirtkalarning chirillashi, kecha hasharotlarining na'masi kuchli shamol tovushi bilan kesildi.* (A.Qodiriy, Mexrobdan chayon.)

3. *"Bolaligim go'yo oppoq kapalak edi. Tabiatdagi har qanday hodisa meni ohanrabodek o'ziga tortardi"* (J.Matyoqubov)

4. *Ertasiga ot og'rib qolsa bo'ladimi! Kapalagim uchib ketdi.* (Oybek) (to be very frightened)

5. *Erkaligi ham mayliga-ya, buyruqni yomon ko'rishadi, sal gapga kapalaklari uchadi.* (Oydin) (to get angry)

6. *Qayerlarda yurar beparvo eri?*

Tonggacha mijja qoqmaydi siren

Tungi kapalaklar dastidan. (Yo.Ahmadjonov)

7. *Shu zamon ko'zingiz oldida birdan*

Kichik chumolicha qolgusi Farxod. (A.Oripov) (as small as ant)

¹⁰ <http://corpus.buy.edu/coca>

8. *chumoli bel - slender waist*

9. *Bunaqa kimsalar pana-pastkam yerlarda ko'zga tashlanmay, ivirsib yurishaveradi-da, bir payt qarabsizki, suvarakdek lop etib yorug'likka chiqib olishadi.* (N. Aminov)

10. *O't-o'lanlar ustida oq, sariq kapalaklar, qizil, binafsharang ninachilar uchib yuribdi.* (M. Maxmudov)

Often interpretive signs are given in the definition of the first the primary meaning of the lexeme, compare:

cockroach - a large brown insect that is sometimes found in warm places where food is kept¹¹;

dragonfly - a brightly-colored insect with long, thin bodies and two sets of wings¹²;

grasshopper - an insect with long back legs that jumps high into the air and makes a high vibrating sound¹³.

The revealed signs in the considered examples implement the rational mode of interpretation, which is associated with conceptualization their qualitative or quantitative manifestation. In some of the examples given, the semantic structure is completed is expressed in axiological and emotive modes. Emotive modus assumes a positive or negative aesthetic assessment of the object of interpretation and is updated due to the semantics of the corresponding lexical elements, compare: *aesthetics* (8) - the study of beauty¹⁴, *so skinny* (10) - very thin, especially in a way that is unattractive¹⁵ or organization of context based on respects ... *respectable hair?* - *No! It's the color of a cockroach* (9), *It's amazing, people find you attractive at all* (11). Emotive modus set by the emotional background set by the exclamation *No!* (9), or the semantics of the unit *amazing* (11) - *so surprising that it is hard to believe*¹⁶.

Insect sounds are used to characterize sounds produced by artifacts or humans:

12. *The HUM of the LOCOMOTIVE is like insects in a jar*¹⁷.

13. *Selonnah's cell phone buzzed her side like a wasp in her waistband*¹⁸.

14. *The machine coughed, buzzing to life like a hornet on the prowl.*

16. *Then I saw a child, not more than 3 years old, lying on the pillows, making a thin noise, like the buzzing of a fly*

Interpreting conceptualization in these examples is implemented is a rational mode of interpretation that can be achieved by differentiating the characteristics of

¹¹ Collins Cobuild English Dictionary. London: Harper Collins Publishers, 1997. – p. 302.

¹² Collins Cobuild English Dictionary. London: Harper Collins Publishers, 1997. – p. 501.

¹³ Collins Cobuild English Dictionary. London: Harper Collins Publishers, 1997. – 735.

¹⁴ Longman Dictionary of Contemporary English. L: Longman, 1992. – p. 21.

¹⁵ Longman Dictionary of Contemporary English. L: Longman, 1992. – p. 1347.

¹⁶ Longman Dictionary of Contemporary English. L: Longman, 1992. - p. 39.

¹⁷ <http://corpus.buy.edu/coca>

¹⁸ <http://corpus.buy.edu/coca>

sound by comparing with sound a lump of an insect published in a certain situation, compare: *like insects in a jar (12), like a hornet on the prowl (14)*. When a sign of sound perception is projected onto the "person" there is also an interpretation of the segment "mental state of a man" (domain "psyche"):

15. *En: He was starting to become distracted; his thoughts buzzed like insects in the hot summer sun¹⁹.*

Uz: U chalg'ita boshladi; uning xayollari yozning jazirama quyoshida hasharotlardek guvillardi.

Observation format cues are used to interpret domains "physical characteristics" (segment "kinematics"), "socialization" (segment interpersonal relations, "human actions in relation to other people"), "human psyche" (segment traits") for the area "person" and "physical characteristics" (the part "kinematics") for the area "artifacts". So, the integral feature "kinetic characteristics", including included in the conceptual content of the category, is used to assessing the movement of artifacts and humans. Differentiation of kinetic characteristics is associated with bringing into the focus of interpretation such parameters of movement as "the nature of the movement", "speed", "trajectory" The lexical unit "insect", characterized by an invariant categorical status, reveals a high frequency of use in the interpreting function, and freer than with variant units; compatibility with verbs of movement. Lexemes are hyponyms, which are fixed in the linguistic consciousness of differentiation social characteristics of insect representatives, combined with the corresponding verbs.

The interpretation of the movement of artifacts is related to the characteristic movement of vehicles, military equipment, for example:

16. *Today, smaller and lighter models are being introduced, new "bugs, "as they are known, that can fly into village compounds and look around at human eye level. "There are unmanned aerial vehicles in development that fly like insects, "says Colbow²⁰.*

17. *English:... earthmovers and bulldozers crawling like insects on the coal²¹.*

Uzbek: ...ko'mir ustidagi hasharotlardek sudralib yurgan yer ishlovchilar, buldozerlar.

Experimental format features reflect conceptualization the influence of insects experienced by a person. Experienced knowledge schemas underlie the interpretation of such domains areas "person" as: "physical characteristics" (segment "object, causing an unpleasant physical sensation"), "human psyche" (segments "an object that causes a certain emotional and psychological geological state "and" emotional

¹⁹ <http://corpus.buy.edu/coca>

²⁰ <http://corpus.buy.edu/coca>

²¹ <http://corpus.buy.edu/coca>

and psychological state"), co-socialization (segment "interpersonal relations"). The experience of interacting with insects can shape emotional a natural "trace" in a person's memory or unpleasant physical sensations. Thus, an integral feature of the experimental format "unfavorable pleasant impact" serves as the basis for the characteristics of objects, behavior of people causing a certain emotional and psychological a person's physical condition or unpleasant physical sensations, and also characterizes the degree of manifestation of a psychological state human:

37. *But in thinking about phobias it's worth taking seriously the difference between a phobic situation and a phobic object like an insect. A phobic situation, broadly speaking, one can choose to avoid, but a phobic object can turn up unexpectedly.*

38. *She moved her arm. The dart felt like a wasp had stung her.*

39. *Penelope felt her lips tightening. Her mother's "compliments" had a habit of landing rather like wasps. "Do not think I mean to criticize," Portia said, suddenly all concern.*

40. *She felt frustration whirring inside her like insects beneath her skin.*

Thus, in example (37), the rational mode of interpretation conveys conceptualization of the object, causing the state of phobia, due to comparison with an insect, to which the corresponding negative a real experience. In example (39), the rational mode of interpretation of the presented by the characterizing conceptualization of the communication situation, which paradise causes a feeling of resentment in the heroine - an effect that is comprehended by comparing "compliments" with stinging wasps. Ironic use in the context of the unit "compliments" contributes to the transmission of emotions mode of interpretation, which is also supported by the indicated comparison. In example (40), a rational mode is formed by conceptualization the degree of manifestation of the emotional and psychological state heroine (frustration) through comparison with the physical experience of interacting with insects. In example (38), such an experience serves to comprehend the character of the physical impact of an object on a person.

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