



**THE COMBINATION OF DENOTATIVE AND CONNOTATIVE  
ELEMENTS OF THE MEANING OF THE WORD OF THE COMPARED  
LANGUAGE UNITS**

*Ruziev Khusniddin Bakhritdinovich*

*Termiz State University*

*Teacher of the department of English language and literature*

**Abstract:** *This article deal with the combination of denotative and connotative elements of the meaning of the word of the compared language units*

**Key words:** *complications, translation, connotative meaning, denotative meaning, semantics.*

The translation process is also influenced by the factor of combination of denotative and connotative elements in the meanings of compared language units. The words of two languages, with a common subject-logical (denotative) meaning, may reveal a discrepancy in emotional and evaluative characteristics.

The sphere of connotations is imprinted by the peculiarities of culture, historical development, politics and religion, as well as other factors that influence the formation of the emotional coloring of the language picture of the world.

Thus, the neutral word used in Russian "negr" has a pronounced negative connotation in English. The translator is obliged to make the necessary transformations in order to comply with political correctness:

Standing on the verge of poverty, hungry and ragged, he (a Russian person) can talk for hours about the plight of black people in America - Finding themselves on the



brink of destitution, hungry and in tattered clothes, Russians may spend hours pontificating on the plight of black people in the United States<sup>1</sup>.

The discrepancy between the emotional and evaluative potential of words that coincide in subject-logical meaning can bring serious complications in translation. For example, the adjective aggressive, depending on the context, can have both negative and positive connotations.

The difference between discrete and non-discrete representation of content can be manifested both in the form of an expression (in one word or phrase), and in the amount of meaning contained in the word.

Often a concept expressed in one language by one capacious word is presented in the compared language in the form of several separate names that complement each other. As an example, we can refer to the semantic fields of color terms, the structure of which in Russian and English is far from identical. So, for example, the section of the color spectrum covered by the term purple in English is a continuum extending from red to blue. In Russian, this segment of the spectrum is represented as a set of discrete color designations: violet, lilac, magenta, crimson. A similar example is the English blue, corresponding to the two Russian colors blue and light blue. English cherry is semantically undifferentiated compared to Russian cherry and sweet cherry, etc. Similar examples are often found in other languages

These examples testify to the unevenness of the volumes of reality allocated by languages for naming.

In other cases, languages may simply not contain a one-word equivalent for a concept. Thus, it is rather difficult for a Russian translator to find a one-word equivalent for the second term in the pair of English antonyms superiority - inferiority. The translation each time will depend on the context in which the word is

---



used. So, the expression "the inferiority of the enemy" can be contextually translated as the superiority of our troops.

The ratio of explicit and implicit content elements of compared units.

Initially, the terms "denotation" and "connotation" were introduced in logic and were deciphered as follows: "Every existent the noun denoting certain objects and connoting qualities, relating to these subjects"<sup>2</sup>; thus the word "fish" is denotates the entire class of aquatic vertebrates and separately each of the representatives drivers (the scope of the concept) and connotates the most characteristic qualities for a given species (the content of the concept). From this point of view, connotationion contains information about the world and its perception by society.

With the formation and development of the theory of intertextuality, it became there is no doubt that connotation is an important component of linguistic howling system. Roland Barthes redefined the notion of connotation in relation to the text and introduced it into text analysis: "connotation is a connection, correlation, anaphora, label, the ability to refer to others - premarching, following or completely outside it - contexts, to other places in the same (or different) text.

The linguistic memory of mankind is presented as an extensive qitat fund. This setting is the theoretical basis of the theory intertextuality. In linguistics, the secondary use of lexical units, despite their transformation or transformation, should be considered connotative in relation to primary, already stable communicative fragments in the language memory.

Primary units act as a kind of internal form for further formations that become the shell of the initial internal form, layering on each other.

Connotation is a linguistic universal, since it an integral device of the language system and its functioning in society. Denotation and connotation are rightly



considered in pairs, most often as members of an antonymic pair, but depending on the interpretation.

In terms of the term “connotation”, the second term also changes its meaning.

The lexical meaning of each individual lexico-semantic variant of a word is a complex unity. It is convenient to consider the composition of its components using the above principle of dividing speech information into information that is the subject of the message, but not related to the act of communication, and information related to the conditions and participants in communication. Then the first part of the information corresponds to the denotative meaning of the word that names the concept. Through the concept, which, as is known from the theory of reflection, reflects reality, the denotative meaning is correlated with extralinguistic reality. The second part of the message, related to the conditions and participants in the communication, corresponds to the connotation, which includes the emotional, evaluative, expressive and stylistic components of the meaning. The first part is obligatory, the second - the connotation - is optional. All four components of the connotation can appear together or sb in different combinations or absent altogether.

The subject-logical part of the lexical meaning turns out to be, in turn, complex, reflecting the complexity of the expressed-Other in the word of the concept. Thus, in the basic meaning of the word woman, we distinguish at least three components: a human being, a female person, an adult. Since component analysis is of considerable importance for applied linguistics, there is a lot of work on it, and there is quite a lot of literature on this topic.

The connotation of the lexico-semantic variant and its subject-logical meaning are interconnected, but the nature of this connection is different for different components of the connotation. Below, the specifics of this connection can be traced in the process of considering each of the components separately.



The emotional component of meaning can be ordinary or occasional. A word or its variant has an emotional component of meaning if it expresses some kind of emotion or feeling. An emotion is a relatively short-term experience: joy, grief, pleasure, anxiety, anger, surprise, and a feeling is a more stable attitude: love, hate, respect, etc. The emotional component arises on the basis of the subject-logical one, but, once it has arisen, it is characterized by a tendency to displace the subject-logical meaning or significantly modify it. There is little in common between honey and duck poultry, but figuratively, these pet words honey and duck are very close synonyms.

Pure signs of emotions are interjections. These words make up a very special layer of vocabulary, since they do not have a subject-logical meaning. All the typical features that distinguish emotional vocabulary are concentrated in interjections: syntactic optionality, i.e. the possibility of omission without violating the markedness of the phrase; lack of syntactic links with other parts of the sentence; semantic irradiation, which consists in the fact that the presence of at least one emotional word gives emotionality to the entire statement.

Many emotional words, and interjections in particular, express emotion in the most general form, without even indicating its positive or negative character. "Oh", for example, can express both joy and sadness, and many other emotions. "Oh, I am so glad", "Oh, I am so sorry", "Oh, how unexpected!" Similar examples can be given for other interjections, both simple and derived (secondary). Words that name emotions or feelings should not be mixed with emotional vocabulary: fear, delight, gloom, cheerful-ness, annoy, and words whose emotionality depends on associations and reactions associated with the denotation: death, tears, honor, rain.

From a linguistic point of view, these are different groups. The relations between the components within the lexical meaning, the relations between the variants within the semantic structure of the word and the syntactic links here are different than in the



emotional vocabulary, there is no transfer here, emotionality completely depends on the denotative meaning, which is not erased, syntactic links are obligatory.

For stylistics, the selection of this group is, however, very important, because the accumulation of similar words in the text or their repetition creates a certain mood. In many literary works, for example, the abundance of words associated with rain and bad weather conveys a feeling of loneliness, longing, homelessness. A master of subtext, E. Hemingway begins the story "Cat in the Rain" with a description of rain in an Italian city, where there are only two Americans in a hotel and a young American woman feels lonely and yearns.

The expression of an emotion or feeling is usually associated not only and not so much with the desire to communicate about them, but with the desire to convey them to others, and in this sense, such an accumulation of rainy words is very effective and is necessarily noted in stylistic analysis.

A word has an evaluative component of meaning if it expresses a positive or negative judgment about what it names, i.e. approval or disapproval. Compare: time-tested method (approval) and out-of-date method (disapproval). The evaluative component is inextricably linked with the subject-logical component, clarifies and supplements it, and therefore can be included in the dictionary definition. So, for example, the verb sneak in Hornby's dictionary is defined as: "move silently and secretly, usu. for a bad purpose." Unlike the emotional component, the evaluative component does not contribute to optionality or weakening of syntactic links. The evaluative component of meaning has been mentioned by many authors; words with such components have even been given the special name bias-words in the literature, but this group has not yet been studied enough, and the authors who paid attention to these words do not distinguish between connotation components, considering them as emotional.



The Russian word "smysl", which here very accurately translates the word meaning, also unquestionably contains a positive assessment of the ideological order. It should be noted that meaning, truth and enjoyment are homogeneous members connected by the conjunction and, and in such contextual conditions, words must have common meaning components. The positive evaluation in the words truth and enjoyment is an indispensable component of the denotative meaning.

### REFERENCES

1. Aitchison, J. (1987) *Words in the mind: an introduction to the mental lexicon*. [Place of publication not identified]: Blackwell.
2. Baugh, Albert C. and Cable, Thomas (no date) *A history of the English language*. 5th ed. London: Routledge.
3. Carter, Ronald (1987) *Vocabulary: applied linguistic perspectives*. London: Allen & Unwin.
4. Cruse, D A. (1986) *Lexical semantics*. [Place of publication not identified]: C.U.P.
5. Gouws and R. (1996) 's:34:"', in *Solving language problems: from general to applied linguistics*. Exeter, Devon, UK: University of Exeter Press.
6. Фарманов Г. Х. Ритмико-интонационное оформление английской речи // Актуальные проблемы гуманитарных и естественных наук. – 2020, С. 93-95  
GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL  
(GIIRJ)ISSN (E): 2347-6915 Vol. 11, Issue 12, December (2023) 519
7. Фарманов Г. Х. Активизация мыслительной деятельности учащихся при проверке домашнего задания // Вопросы педагогики. – 2018, С. 96-98.



8. . Фарманов Г. Х. Основные тенденции развития систем образования в мировой педагогической практике // Вопросы педагогики. – 2017, С. 69-71.
9. Farmanov, G. X. (2020). The importance of using games in teaching English to young children. Актуальные научные исследования в современном мире, (11-12), 11-13.
10. . FARMANOV, G. X., & XURRAMOVA, D. X. (2019). The main techniques of teaching different types of pronunciation in efl classes. Наука среди нас, (5), 16-23
11. . Farmanov, G., & Shukhrat, T. (2021). THE FACTORS THAT ARE IMPORTANT FOR EFFECTIVE PRONUNCIATION LEARNING. InterConf.
12. .Farmanov Gayrat Khujakulovich. Practical ways and examples of Pragmatics. American Journal of Pedagogical and Educational Research  
ISSN (E): 2832-9791 | Volume 19, | December, 2023 page 106  
[www.americanjournal.org](http://www.americanjournal.org)
13. Рузиев Х. Б. Возможности уроков английского языка в формировании коммуникативных навыков у младших школьников // Актуальные проблемы гуманитарных и естественных наук. – 2020, С. 125-128.
14. . Рузиев Х. Б. Основное значение билингвализма при изучении языка // Развитие и актуальные вопросы современной науки. – 2018, С. 101-104.
15. Рузиев Х. Б. Употребление вопросного и вопросительного предложения в устной речи в английском языке // Развитие и актуальные вопросы современной науки. – 2018, С. 69-73.
16. Рузиев Х. Б. Сравнение естественных и учебных настроек для изучения языка // Наука среди нас. – 2018, С. 314-318.





17. Рузиев Х. Б. Некоторые советы по использованию диалогов в устной речи // Наука среди нас. – 2018, С. 275-278.
18. Ruziev K. B Semantic analysis of the words of value and respect in English and Uzbek // In Человекознание. – 2018, pp. 40-41.