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**Ключевые слова и фразы:** *словарь, туркменский, исследование, научный труд.*

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## ABOUT LINGUISTIC RECONSTRUCTION

After the undivided domination of linguistics in the first half of the 20th century, the problems of synchronous linguistics, the second half was marked by an increase in interest in diachronic linguistics, the problems of linguistic changes and transformations in time. This was a return, already on a new methodological level, to the development of problems that arose in the classical, comparative-historical linguistics of the last century.

Such interest in the problems of linguistic changes and diachronic linguistics is due to the general development of the linguistic thought of the last decades: overcoming the Saussurean antinomy between synchronous and diachronic linguistics, it seeks to construct a linguistic theory that would have a greater explanatory power compared to purely synchronous theories of descriptive, taxonomic grammar which is built strictly on the basis of empirical linguistic data.

In this respect, linguistic science did not stand alone. The return to a certain historicism, previously characteristic of the science of the late nineteenth century, is, as is well known, one of the general tendencies in the development of scientific thought in the second half of this century, which was replaced by strictly synchronous structuralism and antihistorism in the science of the first decades of the 20th century.

However, linguistic science returned to the development of old, traditional problems enriched with new methods of linguistic analysis developed in the depths of systemic, synchronous linguistics.

The novelty of these methods when applied to traditional ideas is not only the use of precise operational methods of linguistic analysis developed in synchronous linguistics, but also in the global approach to the phenomenon of developing, constantly changing in time language as a phenomenon that is purely systemic, amenable to systematic system analysis.

One of the main conditions of the prarily-language reconstruction and of all comparative-historical linguistics in general is the provision on linguistic development, understood not as a movement of language from simple to complex or more perfect, but as diachronic variability, language variability, its ability to transform at all levels of language structure.

At the sound level, such diachronic transformations of the language are expressed in the changes of certain phonemes into other phonemes, which are

essentially "splitting" or "merging the two phonemes", characteristic of the earlier state of the language.

Such phonemic transformations are carried out in conditions of redundancy of the language system, which determines the possibility of sound changes in the language. The redundancy of the language as an "incomplete system" is the structural factor that makes the sonic variability of the language possible. As a result, the linguistic system is not a frozen structure with respect to sound changes and diachronic "movement" of phonemes. However, the nature of such transformations of the system no longer depends on the degree of redundancy of the system, which varies from language to language, but from the more profound characteristics of the language structure. One of such characteristics of the language system is the hierarchical relation of "marking" or "domination" between linguistic, in particular phonological, units.

There are universal models of compatibility, compatibility of phonetic differential features in a simultaneous ("vertical") sequence - in single beams representing certain phonemes.

Some signs are combined with each other on the axis of one time plane, which is manifested in the high systemic and textual frequency of the phoneme, which includes these features; other signs are combined in a single bundle more limited, which is manifested in a lower frequency of the phoneme, which includes these differential signs. To this second case are also empty cells - gaps in the paradigmatic system, which can be considered as cases of "difficult" compatibility of features.

In this sense, we can talk about the two main types of compatibility of features: about "labeled", or "recessive", and "unmarked", or "dominant". "Recessive" is a combination of features characterized by unusual, rare, which is manifested in the lower frequency of the phoneme, which includes this combination of characteristics, and its distributional limitations. Such a combination of features, explained by their difficult compatibility in a simultaneous sequence, may be completely absent in certain language systems, which is expressed in the presence of empty cell-spaces in the paradigmatic system. "Dominant" is the compatibility of features, characterized by commonness, naturalness, which manifests itself in a higher frequency and in a greater distributive freedom of phonemic units, which include such combined with each other characteristics. Such a "natural" compatibility of features is explained by their free articulatory and acoustic compatibility in a simultaneous sequence, resulting in a more powerful phoneme in the functional sense.

"Functionally strong", stable bundles of differential signs (resp. Phonemes), usually defined as "unmarked" as opposed to "marked", "functionally weak" and unstable attribute bundles (resp. Phonemes), are renamed here as "dominant" beams as a counterbalance "Recessive." Such a reformulation of the hierarchical relation of "marking" to the relation of paradigmatic "domination" with the corresponding "dominant" and "recessive" members of the opposition seems appropriate in view of

the multivalence of the traditional "marked / unmarked" terms still used in their original sense to refer to the "indicative" Merkmalhaltig) / unmarked (merkmallos) "members of the relationship.

The terms "dominant / recessive" are borrowed from modern molecular biology, which is characterized, as is well known, by the widespread use of linguistic terms in the definition of the concepts of the genetic code.

The presence of hierarchical dependencies in the system between individual phonological units - beams of differential signs, which affects the relations of "domination", indicates the existence in the language system of a strict stratification of phonological values.

In accordance with such universally significant relations, diachronic phonemes of transformation occur in the language. A whole series of diachronic phonemic changes in the system that seem at first sight to be disjointed and not related to each other can be interpreted as interdependent, interdependent transformations regulated by a similar hierarchy of phonological significance.

In particular, the revealed dominance of the anterior row of voiced occlusive and fricative in comparison with the posterior series and, conversely, the dominance of the posterior series of non-vertex disconnected and fricative in comparison with the anterior one, the general dominance of the stop consonants with respect to the corresponding fricatives, etc. Allow to determine the sequence of phonemic changes in specific language systems and to establish universally significant models of diachronic phonemic transformations.

Universally significant hierarchy of phonological units assumes, as noted above, the presence of phonemes and with a low frequency, reaching zero (empty cells in the system). These paradigmatic regularities of the system must be constantly taken into account both in the synchronous description of the language and in language diachronic, in particular when language systems are re-structured. The presence of an empty cell in terms of the theory of domination is not an anomaly, and therefore, in the absence of external comparison data, it does not predetermine the need for its filling in the internal reconstruction of the ancient state of the language, as is often practiced in diachronic linguistics.

Another basic premise of comparative-genetic linguistics is the thesis of the "arbitrariness" of the linguistic sign. Although the "arbitrariness" of the linguistic sign should be interpreted somewhat differently than that presented by Saussure, and one can assert in the light of the "complementarily principle" about the motivation of the connection between the signified and the signifier at the level of "horizontal relations", but the "vertical" relations between the signified and the signifier can be Consider "arbitrary" in the sense of Saussure, and on this principle essentially the entire system of comparative-historical linguistics is constructed.

When there is a formal-semantic similarity between two or more languages, i.e. Similarities in the two plans at the same time, both signifying and signified signs of

these languages, naturally raises the question of the reasons for the emergence of such similarity in the signs of different languages. Proceeding from the thesis of the limitedness (in the sense indicated above) of the arbitrariness of the sign, such a formal and semantic coincidence of the signs of different languages (i.e. phonetic similarity of two or more signs with their sense affinity or identity) could be interpreted as the fact of coincidence of two or more signs of different languages.

It is quite possible to assume that, for absolutely random factors, combinatorics coincided in two or even more languages with several words similar in phonetic sound and in meaning.

You can even calculate, with some approximation, the probability of random coincidence in two or more languages of two or more matching or similar words of a certain length. The probability of a coincidence hypothesis for explaining such similarity will decrease in accordance with the increase in the number of languages in which such similar signs are found, and to an even greater extent with the increase in the number of characters in these languages that show such similarities or coincidences.

But not all forms of formal semantic similarity of the signs of two or more languages can be interpreted as a result of borrowing. There is a type of similarity between the signs of different languages, which is expressed in the presence of regular phonetic relations between similar signs; This type of similarity is not explained in the general case by borrowing the words of some languages in others.

All these problems, connected with the general progress of typological and comparative historical studies, and, accordingly, with the methodological rethinking of the procedure of the prarily-language reconstruction, makes it necessary to revise the traditional schemes of classical Indo-European comparative studies and propose new comparative historical constructions, in essence a new system of comparative-historical grammar of the Indo-European Languages.

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### Abstract

The author's understanding of the study of language under a cognitive perspective is suggested. Although the cognitive structure is not given to us in direct observation, the language, being directly related to thinking, provides many objective indirect evidence of the organization of the cognitive structure. The possibility of linguistic reconstruction of the cognitive structure based on the hypothesis of cognitive motivation of the linguistic form is considered.

**Key words:** *linguistic, general, science, combination, complementarily principle*

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## УПОТРЕБЛЕНИЕ МЕСТОИМЕНИЙ АНГЛИЙСКОГО ЯЗЫКА В ПИСЬМЕННОЙ РЕЧИ

( на примере деятельности учеников общеобразовательных школ)

На сегодняшний день, при обучении иностранным языкам в общеобразовательных средних школах, согласно новому Государственному образовательному стандарту, преобладает коммуникативный подход [1]. Основными преимуществами данного подхода являются использование аутентичных материалов и акцентирование внимания на коммуникативных актах.

Виллиам Литвуд отмечает, что при коммуникативным подходе основное ударение должно ставиться на смысл, нежели на форму. Он придерживается мнения, что коммуникативный подход должен основываться на парных и групповых работах учащихся.[2]

Анализ уровня обучения местоимениям английского языка в общеобразовательных средних школах города Ташкента на данное время показал, что ученики все ещё выступают как пассивные потребители знаний;

Их роль в коммуникативном акте сводится к запоминанию правил и выполнению упражнений. На современном этапе предпочтение отдается коммуникативным формам обучения, но в общеобразовательных средних школах все ещё преобладают традиционные методы обучения. т.е. трехступенчатное обучение: презентация-практика-воспроизведение и зазубривание готового материала. В результате, ученики общеобразовательных