



THE ESSENCE OF THE ASSOCIATIVE APPROACH TO

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ABSTRACT

The article highlights the need to deeply study issues such as the associative connection of language units, their associative meaning, their combination into associative groups, and the organization of the associative field in the analysis of the problem of human perception of the world and its reflection in language.

KEYWORDS

Linguistics, text, personality, associative connection, associative meaning, personality factor, linguistic consciousness, individuality.

INTRODUCTION

In the analysis of the problem of human perception of the world and its reflection in language, an important place is occupied by the examination of the linguistic consciousness, thinking, memory capabilities of language speakers, the reserve of lexical units accumulated in the linguistic consciousness, the relationship between units in the lexical reserve, etc. In the study of these issues, naturally, problems such as the associative connection of language units, associative meaning, their combination into associative groups, and the organization of an associative field are encountered. These issues are currently the actual problems of anthropocentric linguistics, which studies language in relation to the factor of the person using it, and its specific direction, associative linguistics.

As is known, to date, linguistics has deeply studied language and speech units, linguistic phenomena underlying speech activity in comparative-historical, traditional-formal, system-structural directions, and great achievements have been made in these areas. Based on the essence, purpose, and task of these directions, the common and distinctive features of language and speech units, their mutual relationships, have been revealed.

By the end of the 20th and beginning of the 21st centuries, as was observed in the development of various sciences, approaches to the study of linguistic phenomena in linguistics have changed. In linguistics, the movement to study the properties of language that are not directly observed in a perceptual way has taken its object of study beyond the framework of a systematic linguistic structure. As a result, the objects of study of this science have expanded further.

At the current stage of development of world linguistics, the study of language in relation to external factors such as the individual characteristics of the person using it, the situation in which speech activity is carried out, space, time, sociolinguistic environment, etc. has become one of the central issues. Research conducted in this direction has fundamentally changed some conclusions formed in traditional linguistic approaches. In particular, theoretical views have been formed that the reflection

of reality in the mind and its transfer to language are not simply a direct activity, but that the analytical operations performed in the mind in this process are multi-stage and complex, and that only at the very last stage of this activity does reality find verbal expression - wears a linguistic "dress" [1, 23].

In recent years, a number of linguistics have paid serious attention to studying language units in relation to external factors such as the linguistic consciousness and thinking, mentality, gender, age characteristics, national and cultural views, and profession of the language users. By the 21st century, as A. Nurmonov noted, the introduction of the category of "language person" into the scientific paradigm of linguistics led to the assimilation of concepts such as person, consciousness, thinking, activity, behavior, and situation, which were previously excluded from linguistics but were widely used in disciplines close to linguistics. Today, the concept of "speaker person" has become a unifying concept that connects linguistic directions such as psycholinguistics, ethnolinguistics, sociolinguistics, cognitive linguistics, pragmalinguistics, and ontolinguistics [2, 93]. This approach to language study paved the way for the development of associative linguistics, along with the aforementioned areas of anthropocentric linguistics.

In the analysis of the linguistic picture of the world, it is important to study the issue of a person's psychological perception of the external world and its reflection in language. The solution of this problem will inevitably enrich theoretical views on the role of associative thinking in the verbal expression of the external world with new knowledge.

The analysis of issues such as the reflection of the external world in language, the role of associative thinking in this, the associative connection of language units, their combination into groups based on associative connection, and their role in the formation of large texts, from the smallest sentence, requires an associative approach to language.

In linguistics, it can be said that the interest in studying the image of the external world in a person's psychological perception and its reflection in language has created the need to study language in an associative direction. Studying language in an associative direction undoubtedly provides interesting knowledge about the invisible activity of human thinking in the process of using language.

The associative approach to language learning, associative analysis methods do not allow studying language materials separately from their owner. On the basis of associative analysis, the perception of reality, cognitive knowledge, linguistic abilities, linguistic memory capabilities, and the reserve of lexical units of a particular language owner are studied.

Associative linguistics differs from traditional linguistics, which determines the grammatical rules of the language on the basis of text materials. In associative linguistics, the language and its units are studied in their pure form, in other words, in this direction the natural state of the language up to its speech use is analyzed. Associative linguistics mainly works on the basis of associative experimental materials.

One of the central concepts of associative linguistics is the issue of associative relations. Associative relations are the relations of language units based on the psychological imagination of a person, reflecting the mechanism of "remembering each other". The concept of association is based on this relation. Before covering the associative relationship of language units and the formation of verbal associations, we will consider issues such as the meaning and essence of the term association, its introduction into scientific circulation in science, the formation of an associative approach to language, and the concept and study of verbal associations.

According to sources, the term association (Latin associatio - addition, connection) was introduced into scientific circulation in 1690 by the English philosopher, educator, representative of empiricism and liberalism J. Locke [3]. He propagated the views on the association of ideas put forward by the great thinkers of the ancient world, Plato and Aristotle. Aristotle and Plato understood the process of memorization as a mechanism of association. Aristotle spoke about the associative connection of ideas based on similarity, temporal sequence and contrast (opposition), while Plato spoke about the connections in memory based on similarity and proximity.

J. Locke, developing these views of the great scholars, used the term association in his works to refer to the connection connecting psychic elements. He used the term association to shed light on the issue of the emergence of superstitions and "false ideas". J. Locke believed that in the process of the formation of an idea in a person, a random, free connection of other ideas occurs on the basis of association [4, 450-459]. J. Locke's term association became an important basic concept of philosophical and psychological associationism (the general name of schools and movements that consider association to be the main mechanism in the functioning of consciousness and psyche) in the 18th-19th centuries.

It is known that the period from the 4th century BC to the beginning of the 18th century is recognized as the first stage of the formation and development of associationism in science. It was during this period that J. Locke introduced the term association into science. During this period, the principles of association were also used in "understanding the control of passions" (R. Descartes), in the formation of experience (T. Hobbes), in the study of certain aspects of the "movement of thought" (B. Spinoza), and in understanding the perception of the world (J. Berkeley). D. Hume viewed association as a principle that explains all aspects of the knowledge of the human psyche [5].

The mid-18th century and the beginning of the 19th century are recognized as the period of the formation of classical associationism. Although the period of emergence of classical associationism began with J. Locke's views on association, some sources associate the emergence of this movement with the 18th-century English physician and philosopher D. Hartley and his book "The Control of Man" (1749).

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