

that strategies of note-taking should be start to teach from schools (Bakunas & Holley, 2001; Ornstein, 1994; Spires & Stone, 1989). One of the notable academics, Ornstein (1994) states that school curriculum should include a subject that focuses on note-taking techniques. It is crucial to study the suggested subject not only for school or further education but also for work and life. In language learning process several methods revealed to implement note-taking effectively:

- Mind Mapping Method;
- Formal Outline Procedure;
- Clustering;
- Cornell Method developed by Pauk (1974).

These methods are mainly for recording and reviewing notes. Learners listen to lectures, discussions, tutorials on exact time by different speakers and some people take recordings of these events. However, they usually will not be available to listen to these recordings again, that's why taking notes is suggested as a great tool that help to remember the information.

Overall, second language acquisition is carried out improving our different language skills. One of them is listening possesses that are of particular importance as it is related to language input. When listening integrates with some strategies such as note-taking, it facilitates the process of understanding the language. As Zhang (2012) mentions, note-taking while listening is an essential strategy of language learning process that is related to writing down main points of the presented information and implementing it for future needs. Moreover, idea of "teaching note-taking strategies at school and universities" by Ornstein (1994) is a decent step to implement and improve students' comprehension in language development. From my point of view, the success of language acquisition occurs when learning process is consistent and organized in a smart way, thus, one aspect of language learning, listening also requires effort to achieve excellent comprehension with the aid of technique named note-taking.

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Nasiba JUMAEVA,

*Chirchik State Pedagogical
University, a master's student*

HYPONYMIC RELATIONSHIP IN WORDS IN SEMANTICS

Taxonomy (classification) is a specific method of semantic analysis, a set of principles and rules for the classification of linguistic objects [1: 98]. Using many methods, the concept of taxonomy, which is expressed as a function of the taxonomic relations of objects and their attributes, was introduced into the linguistic system [2: 44–51]. Taxonomy simultaneously includes three types of relationships, namely hypernymy (genus-species), hyponymy (species-genus) and cohypnymy (species-species). In the study of lexical-semantic groups and functional-semantic fields of natural language word groups, it shows the lack of strict consistency and systematicity in the manifestation of hy-

per-hyponymic relations. In the scientific typologies of various fields, hyper-hyponymy is a common phenomenon that expands and systematizes the concepts of profession. Also, the lexical and hyponymic taxonomy in semantics in linguistics is given in Uzbek Associate Professor N.K.Sabirova and N.K.Jumaevas' articles [3; 4].

When we come to study and research the hyponymic relations in word, we come across several categories in researching the hyponymy subtype in this paper. They are the following categories which are considered important in analyzing the hyponyms: the first one is ID number of the hypernym; hypernym; general semantic

category of the hypernym; hyponym; semantic category of the hyponym; hyponymy subtype derived from the hypernym-hyponym pair. For example, to analyze the word according to these categories, let's consider the word "soil". In this taxonomic features, we can see the *hyponyms* of the "soil", the word "soil" is *hypernym*, "acid soil, clay, sand, humus, Indian red, laterite, surface soil, desert soil" are considered *co-hyponyms* and the third layer of the words: "top soil, sub soil, under-soil, sedimentary clay, boulder clay and clunch" are considered *hyponyms* of "soil". According to categories, it is considered the natural entity in terms of general semantic category and it is substance according to specific semantic categories, lastly, according to hyponymy subtype this is composition-based hyponymy. Moreover, the troponomic features of hyponyms can be observed in verbs in the Uzbek and English languages. For example: in the English language such verbs as "to speak – to call, to talk, to cheer, to yell, to shout, to murmur, to chatter, to whisper, to babble, to blurt or to chant" and in the Uzbek language "gapirmoq – suhbatlashmoq, baqirmoq, pichirlamoq, ming'illamoq, valdiramoq, g'uldiramoq, o'ylamasdan aytmq" are used to express the degrees of verb conditions. Let's consider some examples according to hyponymic categories. Type of hyponymy (transport):

a) The *ship* Titanic was due to leave at half past eleven.

b) When they got out of *the cart*.

A "ship" is defined as a small vessel for travel on water. Vessel is here synonymous to transport, while "cart" is a synonymous open wheeled transport, which is without a doubt a kind of a transportation. Hence, these two words are classified as transportation hyponymy.

We can provide below the taxonomic analysis of the occupation-based hyponym of the word "profession" in the English language. In this place, the word "profession" describes a category, but such words as "teacher", "fly attendant", "cleaner", "sailor", "driver", "builder" express some subsets of the category of occupation. Additionally, the word "profession" is a larger term which is called *hypernym* with respect to the smaller ones: "teacher", "fly attendant", "cleaner", "sailor", "driver", "builder", and the smaller ones are named a *hyponym* with respect to the larger. Such a hyponym, in turn, may have further subcategories like "air hostess", "stewardess", "shipman", "seamen", "mariner" for which it is a hypernym.

The hyponym and hypernym relationship are very important in giving a logical connection in speech, expressing the meaning of words. There is no clear basis for the fact that a hyper-hyponymic relationship is a linguistic-lexical relationship rather than a cognitive-semantic relationship. The taxonomies of hyponymy do not cover all types of relationships that fall into the general term. The fact that functional hyponyms do not have to be part of hypernyms, the range of what is considered a hyponym in these taxonomies suggests that hyponymy is a broad concept. English linguist A. Wierzbicka distinguishes hyponymic relations based on the morpho-semantic properties of hypernyms. These ideas raise the question of the relationship between hyponymy and words or concepts or meanings [5]. Easy and quick teaching of various terms to young people in teaching English can increase the level of communication in a foreign language and allow them to freely express their opinions in a foreign language.

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OLIIY TA'LIM MUASSASALARIDA BO'LAJAK TARJIMONNING KASBIY MULOQOTI MALAKALARINI SHAKLLANTIRISH MASALASI

Bugungi kunda oliy ta'lim muassasalari tomonidan mutaxassislarni mehnat bozori talablariga mos ravishda tayyorlash dolzarb masala bo'lib, professional tarjimonlarni o'qitish turli universitetlarning til kafedralari oldida turgan eng muhim vazifalardan biridir. Biroq, tar-

jima qilishni qanday o'rgatish masalasi tarjimoni o'qitish metodikasida bahsli masalalardan biri bo'lib qolmoqda, desak mubolag'a bo'lmaydi.

Talabalarga ta'lim muassasalari tomonidan taklif etilayotgan turli tarjima kurslari nafaqat talabalarga