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SOCIOLINGUISTIC STUDIES IN SYNCHRONOUS AND DIACHRONIC BASES

Abstract: To date, the study of sociolinguistic situations is methodologically important with the specificity of observation objects, the ability to make observations, investigations, clarifications and the possibility of various experiments. Synchronous study of modern linguistic materials can identify objects and units of sociolinguistic analysis, pre-define the research process, develop models of their descriptions, determine the level of clarity of the advanced concepts and theories, and create a clear terminological basis for them.

Key words: synchronous, patterns of language, sociolinguistics, bilingualism, analysis and synthesis, the grammatical connections, metaphysics, society.

Language: English

Introduction

Sociolinguistics is studied in synchronous and diachronic bases. In discussing this French linguist Ferdinand de Saussure argues that all that is involved in the present state of the language is synchronous, its movement, its dynamic evolution, and the whole process of development, all of which is a diachronic phenomenon. From this point of view, the connection between language construction and its means of expression can facilitate the interplay of synchronous and diachronic processes. As changes in the language system continue to exist, their historical language layers and their evolutionary development are preserved and effectively influenced by the internal development of the language. According to Ferdinand de Saussure, social language factors, such as synchronic and diachronic, are studied in such aspects as agronomy, nachronia. Thus, when sociolinguistics is studied in synchronous, diachronic form, it is called the present and historical social linguistics, which is the basis for the study of social language issues. The phenomenon of these two languages evolves in different ways and can be used as a basis for the study of the construction of a language, including two stages of Uzbek language development

Literature review:

All the problems of sociolinguistics cannot be solved unless the laws of language development and its internal language system are studied in a holistic manner. Whereas, modern social linguistics, along with synchronous phenomena, implements diachronic principles that can serve as a basis for studying the functional patterns of language based on historical developments. Synchronous sociolinguistics is the emergence of a functional principle of a language form based on a particular principle. Many current scholarly works on social linguistics have been extensively explaining the way in which language is lived, and in some cases, the emergence of language in countries. He acknowledges that such issues should not be considered separately when studying synchronicity and diachronic problems. Above F. de Saussure makes a mistake by separating synchrony and diachrony. This is because they have a diachronic in synchrony and a synchrony within a diachronic. The aim is to study the synchronous (modern)

relations and relationships of the entire system of the language and its components, while the whole historical development of the language and its components, as well as the complexity of the joint evolution of movement. Synchronous sociolinguistics studies the language system and its components at different times.

To date, the study of sociolinguistic situations is methodologically important with the specificity of observation objects, the ability to make observations, investigations, clarifications and the possibility of various experiments. Synchronous study of modern linguistic materials can identify objects and units of sociolinguistic analysis, pre-define the research process, develop models of their descriptions, determine the level of clarity of the advanced concepts and theories, and create a clear terminological basis for them. It is through these that it is possible to study other chronological images of language development from a very distant epoch, and to use them for diachronic studies. Another important problem of sociolinguistics is the social aspects of bilingualism. The bilingualism of the two languages is conventionally linked. The more people who speak different languages in society, the more the worldview is different. Direct intercultural relations are also diverse and similar. Social thought is always developed by the majority. Therefore, it is the right approach to a particular situation. Sociological analysis analyzes these situations based on various data collected. As is the case in all disciplines and fields, social analysis has a process of analysis and synthesis. What is Analysis and Synthesis? What does it serve? What is this process? Analysis and Synthesis are translated from Greek as analysis - separation, division and synthesis - addition, integration. Analysis and synthesis are interconnected methods used by people in the process of knowing the world, the environment. Analysis is the division of something and event into ideas or actions; synthesis is the idea of integrating these parts into an idea or practice, to examine the whole thing. Analysis and synthesis are objective in that they examine all phenomena, processes and objects. The objective existence surrounding the human environment is complex and at the same time, specific things and events. All available objects have different characteristics and qualities. It is necessary to analyze and analyze these things and events in order to understand and understand these complex, different things and events, and to deepen our understanding of them. It is not possible to know the whole thing by this method alone; it must also be filled with synthesis. Synthesis relies on the results of the analysis and organizes the whole thing or event. In short, analysis and synthesis are a dialectical entity. It is worth noting that deep synthesis performed without analysis does not yield the expected results. At the same time, the analysis, which is not yet completed by synthesis, is not

enough. Metaphysics, however, divides analysis and synthesis, treating them as mutually exclusive. Some European scholars have criticized this, saying that "the idea is that the elements are so intertwined with one another, that the mind is so fragmented into its elements. From the foregoing, no synthesis can be achieved without analysis. It is also possible to say that analysis and synthesis do not deny the general dialectic method of knowledge, but only when applied, knowledge becomes meaningful and leads to wrong conclusions. Materialist dialectics interprets analysis and synthesis as a private method of scientific knowledge such as deduction and induction. Analysis and synthesis are also studied as two of the most important ways of knowing in formal logic. In turn, linguistic learning is also based on analysis and synthesis. When studying a particular language, we first divide it up based on language norms, for example: the language is subdivided into lexicology, morphology, syntax, and semantics. It is now being analyzed and synthesized by a new cross-language, comparative typology. Cross-cultural studies analyze intercultural relationships. According to him, samples of national culture with a specific language are studied by comparing them with the second sister language or the culture of non-native speakers. In Europe, if a young man or woman collects a certain amount from their parents for a life of their own, and is charged through a court, they are considered to be ineligible children in Uzbek society. This situation causes societal differentiation. People communicate in society about a variety of purposes, coincidences, and business. Differentiation is the separation of the whole into qualitatively different, meaningful parts, and it explores social diversity by dividing differences into points. Sociology linguistics is one of the youngest disciplines that has completely completed the study of vocabulary, morpheme, lexeme, and noted that there are also larger units in the sentence. They were referred to in this subject as syntactic integrity, paragraphs, discursions and terms. Currently, the largest language unit is recognized as text. The study of the text as a whole was initiated by Russian linguists in the 1930s. Russian scholars A.V. Peshkovsky`s "Russian syntax in scientific coverage" (M. 1934), V. V. Vinogradov`s "On artistic prose" (M., L., 1930) and others have put forth much effort to prove that the text has its own peculiarities, its inherent characteristics, its own meaning, its interrelationship with the identity of the author and the personality of the author. These works are important not only in Russian linguistics, but also in the history of general linguistics and contribute to the development of modern linguistics.

Discussion:

One of the problems with sociolinguistics is the fact that the distribution of functional languages or language subsystems of existing languages is

replacing the existing language norms with the new ones. Accordingly, the linguistic and sociolinguistic procedure of sociolinguistics methods induces synthesis. They are subdivided into a more natural method and sociolinguistic analysis. Natural methods are considered as traditional methods, which are based on questionnaires, interviews, and observations. Methods of observation. In psychology, there are both objective (external) and subjective (self) observations of this method. To monitor changes in the human psyche, the following will be done: 1) the purpose and objectives of observation are established; 2) the monitored object is selected; 3) the age, sex and occupation of the examiner are determined; 4) study time is planned; 5) how long the observation will be tightened; 6) it is recommended in which activity (observation, study, work, and sport) that the observation should be carried out; 7) form of observation (individual, group, collective) is assigned. Method of conversation. This method defines the purpose and objectives of the interview in the study of human psychology, selects its object and subject, determines its subject, time, plans for individual, group and team discussions, and develops a question-and-answer procedure. The main purpose of the interview is to explore the changes in the human psyche in the process of solving a particular situation or problem. Through interviews we get information about people's thinking, intelligence, behavior, curiosity, intelligence, knowledge, beliefs, worldview, and will. Method of testing. Testing is an English word, which means to try, to test. Short task, task, example, puzzle, plot image or form used to test the mental development, mentality, ability, willpower, and other psychic characteristics of a person are called tests. The test is especially used in selecting people to determine what kind of career, career or disability they have, talented, talented and mentally retarded. The value of the test method depends on the scientific level of the experiment, the skill and interest of the examiner, the objectivity of the psychological data collected and their ability to analyze. These techniques have been widely used for research in many fields. In particular, the use of testing has become the most common method of evaluating education. In a word, sociology is shaped by sociology as a branch of linguistics, which is inextricably linked to sociology. There is still a lot of research to be done in this regard and further improvement is needed. Therefore, sociolinguistics methods based on other social science methods have been developed and new ones are being developed. When sociolinguistics began to influence the language, the idea of analogue synchronous and diachronic directions began to appear. If we look at the history of the language, we can say that linguistics began with the study of linguistic synchronous facts. The general philosophical principles of language were first studied in aspects of sociolinguistics. Different aspects of the languages began to be examined, depending on the different language norms. Diachronic linguistics is the youngest branch of linguistics of the past 100 years. In the late 19th and early 20th centuries, diachronic linguistics was studied as part of comparative linguistics. It is believed that language in these times has historically been the basis for the formation of the people. At this time, the language was studied in connection with the history of society and was directly linked to the secular and religious culture. In the 19th century, scientific ideas emerged and social linguistics began to be studied as part of linguistics. In the 60s of the 19th century I.A. Boduen de Curtene has done research on the history of the 14th-century language spoken by humans and has shown a great interest in the field of language and culture at that time. In his view, the language has two features, namely the inner and outer nature of the language. The materiality of the history of the church and the literature on the external existence of language is inextricably linked. In other words, the outer nature of the language is rooted in its geographical and ethnological features. The external language of the language is understood as the etymology of the customs of certain linguists based on the way of life that has been learned and drawn. Grammatical properties of the language are studied as the inner side of the language. In other words, words, phrases, sentences, and other language elements form the inner characteristics of the language. Directly sociolinguistics relies on the intrinsic nature of language. For example, grammar and its rules play a primary role in language learning. Only if the structure and standards of the language are appropriately designed will it be possible to master the language quickly and perfectly. The years, as in all areas, have their impact on the language industry. Humboldt also gives valuable insights on the relation between language and thought and describes language as a necessary body for the realization of thought. In his view, the mental activity of a person is purely spiritual and, from the point of view of the material, is transmitted by sounds. Therefore, thought activity is inextricably linked to language. When the scientist explains the connection of sound with the concept, they are different in their nature and emphasize the need for human participation in their vocabulary. From linguistic scholars to various fields of language I. Sreznevsky, F F Fortunatov, A.I. Sobolevsky, I. A. Boduen de Courtenay, A. A. Bakhmatov, B. M. Lyapunov, M. M. Pokrovsky have learned from a social and diachronic approach. The method of distributive analysis is introduced by American linguists who aim at the structural analysis of language elements. This method was originally founded by L. Blumfield. However, its basic principles are perfectly covered in Z. Harris' work entitled "Methods of Structural Linguistics". This work is published twice in 1951 and 1961. In the 40-60s of the last century, linguistics in America has been

strongly influenced by the descriptive direction, and Harris's work has been republished. However, this does not indicate that this century was the only source of analysis on the distribution method. There are, of course, other works devoted to distributive analysis. However, this work by Z. Harris is valuable because it highlights the basic principles of distributive analysis. The word distribution means "encirclement" in English. Therefore, the main tool of distributive analysis is the study of the surroundings of the actual use of language units, in particular phonemes, morphemes. For example, the phonological enclosure provides an explanation of how phonemes can be united in a horizontal line. There are three main types of distribution: 1. Additional distribution. 2. Contrast distribution. 3. Free Exchange Distribution.

Excessive workload on a textbook can put stress on students who are tasked with taking home too much. This reduces students' interest in science. Therefore, working with textbooks and introducing other textbooks should be used to develop students' independent work skills and abilities at all stages of teaching: explaining new topics, enhancing their knowledge, and checking homework. Undergraduate teachers in the field of vocational education must have the following skills of independent study: to distinguish them from texts, pictures and visual aids, tables and maps; identification of logical connections and dependencies in data acquisition; be able to compare the events studied, to summarize and draw conclusions on one or more parts of the textbook. Foreign language, in particular, refers to phonetic, lexical, grammatical, and semantic perception of the sound that is learned by listening and understanding in the process of learning English.

Conclusion:

Therefore, students need to have phonetic, lexical, and grammatical skills to properly understand the content of the speech. Learning to understand and comprehend speech is a process that improves the learner's ability to hear, develops memory and attention, and helps to differentiate sound tones, the meaning of lexical units, and the grammatical connections between words. The learner receives the speech hears by listening, seeing, sensing, and using speech analyzers and dressing them with stereotypes (templates) stored in his memory. They have similar phonetic, lexical, grammatical symbols and acquire relevant concepts. In this process, the reader's brain begins to analyze and logically understand the signals transmitted by the analyzers. As a result, the learner's listening and comprehension activities begin to develop, and the ability to listen to and understand ideas on specific topics begins to develop. These skills will be transformed into skills through specialized exercises.

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