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ANALYSIS OF WORD STRESS AND ITS PHONETIC AND PHONOLOGICAL ASPECTS

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Annotation: This study analyzes the importance of word stress in linguistics and its phonetic and phonological aspects. Word stress plays an important role in the formation of meaning in a language and ensuring the correct use of words in context. This study determines how stress affects the phonetic and phonological structure of a language, as well as its role in the correct expression of meanings. At the same time, the article analyzes the practical use of word stress using examples from Uzbek and other languages.

Keywords: stress in a word, syllable in a word, linguistics, analysis, phonetic structure, phonological structure, written speech, supersegment, segment, speech process, sound, speech tone, empirical, comb, interrogative, command, emotional.

Introduction. Word stress is one of the important issues in linguistics and is of great importance in analyzing its phonetic and phonological aspects, determining the structure of the language, the formation of meaning, and the effectiveness of communicative relations in the language. In each language, word stress plays an important role in defining and performing a certain meaning, and at the same time can affect the phonetic and phonological structures of the language.

The correct understanding and study of meaning requires the identification and correct use of word stress. Analyzing its phonetic and phonological aspects helps to ensure the breath and tone of the language, as well as a clear and precise understanding of the meanings in the language. Elements such as stress, accent, and intonation change the meaning in the language, and their study helps to create new concepts and practical innovations in the fields of combinatorics and pragmatics.

The relevance of this research is to understand the fundamental points of linguistics and determine the pragmatic and phonetic characteristics of word stress in Uzbek and other languages, and to establish the basis for further analytical and scientific research in the field of linguistics.

The goals and objectives of the research on the topic "Analysis of word stress and its phonetic and phonological aspects" are as follows.

The main objective of this study is: The purpose of the study is to determine the role and significance of word stress in linguistics, to analyze its phonetic and phonological aspects. The study examines the role of word stress in the formation of the semantic structure of the language, its influence on sound structure, accent and intonation. It also identifies the use of word stress in context and its role in linguistics and pragmatics.

Based on the main objective of this study, the following tasks were set.

1. Define word stress: Understand the general definition of word stress in linguistics and how it operates in terms of its phonetic and phonological aspects.
2. Analyze phonetic aspects: Analyze the phonetic aspects of word stress, namely the formation of stressed sounds, their effect on sound structure, intonation, and the functions of accents in

language.

3. Study the semantic and pragmatic significance of word stress: Analyze the impact of stress on the meaning structure, semantic content, and the correct use of words and phrases in a pragmatic context.

4. Study the practical application of word stress: Consider the practical application of word stress in language, including its impact through examples in Uzbek and other languages.

This study can serve as a basis for new research in the fields of linguistics, pragmatics, and lexicology by identifying the role and significance of self-stress in linguistics.

Level of understanding of the research topic A number of theoretical and empirical scientific research works have been carried out by scientists in English, Russian and Uzbek phonolinguistics on the specific features of stress and its practical classification, mainly since the 1960s. In them, scientists gave different definitions of word stress or accentema. According to B. A. Bogoroditsky, stress is characterized by an increase or decrease in articulatory and respiratory energy. According to D. Jovnes, stress is defined as the level of impact associated with the pitch of the sound produced when breathing out with a strong impact. H. Sweet also agrees with the view that stress is directly related to the force of the exhaled breath. Another English linguist, A. Gimson, claims that the stressed syllable is explained by the higher respiratory effort and muscular energy expenditure than other unstressed syllables in the same word.

D. Crystal's phonetic description of stress is that stress represents the degree of stress in forming a syllable. According to Poultauf, word stress is the opposition of a stress peak or peaks in a word (lexical unit, lexeme) to another stress peak or peaks in the word, taking into account the existing syllables.

Research methodology: This study uses several theoretical and practical methods to analyze the phonetic and phonological aspects of word stress. The main methodological approaches in the study consist of the following elements:

1. Descriptive-analytical method: The descriptive-analytical method is used to examine the phonetic and phonological aspects of word stress.

2. Comparative method: This method studies the differences and similarities between the stress and accent structure of different languages that express the same meaning and their phonetic structure.

3. Practical research methods: The study also includes empirical studies on the practical stress of the language and its phonetic and phonological aspects.

4. Mathematical-statistical method (computer analysis): Modern computer analysis tools can also be used to analyze the phonetic and phonological aspects of word stress.

Research analysis and results: Syllables and stress together constitute a structural system that forms words. Stress is the center that holds the phonetic shell of a word together (in a complex state), and a means that helps to distinguish one word from another in the flow of speech.

Unlike written speech, the flow of oral speech consists of a sequence of sounds that have a specific divisibility property, and the series of sounds that have such a divisibility property is called a series of segment units. However, our oral speech does not consist only of segment units. In addition, it also has supersegment units superimposed on the series of sounds that are located in a row and have a divisibility property, and these units provide the expressiveness of our speech. Supersegment units include stress, pauses, and other emotional coloring of speech (sign, question, command, emotion, etc.). All of the above units together form the tone of speech.

Oral speech is expressed through the interaction of segmental and supersegmental units. Among them, stress is the most important supersegmental unit. In the process of speech, stressed and unstressed syllables alternate, creating the rhythm of speech.

Correctly formed sentences in the process of speech usually require the correct use of supersegmental units in several places. Placing word stress on the syllable that corresponds to the existing norms of a multi-syllable word and using word stress without errors determines the fluency of speech in the language.

Words can be understood even when some vowels and consonants are pronounced incorrectly through stress and the main tone of the sound. However, if all vowels and consonants in a spoken word are pronounced correctly, and a mistake is made in applying stress, speech will be seriously impaired.

Many researchers believe that stress is a phenomenon related to the vowel in the syllable, and lexical stress falls on the vowel in the syllable. The vowel has a dominant character in distinguishing stressed and unstressed syllables. However, not all scientists fully agree with this idea. Some literature shows that stress helps to distinguish not the vowel in the syllable, but the entire syllable from the rest. That is why the stress segment is distinguished from the phoneme perceived as a unit.

K. Kreidler notes that vowels are sounds that have their own significance in the language. One of the distinctive features of a vowel is that it carries with it the main tone of the stress and sound, of course, in the composition of the word, in the syllable. Another English linguist, Peter Rovch, proposed a two-pronged approach to identifying the characteristics of a stressed syllable, rather than directly defining it:

- 1) consider what the speaker did to produce the stressed syllable;
- 2) consider what properties of the sound make the syllable appear stressed to the listener. In other words, we can study stress from the perspective of production and reception; although both are interconnected, they are not exactly the same thing. The production of stress depends mainly on the speaker's ability to pronounce the stressed syllable with greater muscular effort than the unstressed syllable. Usually, when we produce a stressed syllable, we expel the air from the lungs with high pressure. Such activity is observed in almost all speech organs.

A series of experiments conducted to determine how lexical stress is formed have shown that for the perception of a stressed syllable, various properties of sound, mainly vowels, are important. The reason is that the formation of syllables is closely related to vowel sounds. Word stress is the lengthening and emphasising of a certain vowel (or syllable) in a word. From the point of view of perception, the common feature of all stressed syllables is their clear distinction from the rest of the unstressed syllables. At least four factors are important for this clarity [2].

- 1) Most people perceive stress on a syllable that is pronounced higher than the rest. However, just pronouncing a syllable higher does not necessarily determine its prominence.

- 2) The length of the syllables is also important for differentiation. For example, if 1 syllable in a nonsense word is stressed, it is longer than the rest / **ta:ta:ta:ta:**/ talaffuz qilinadi.

- 3) Each syllable has a low or high pitch; in speech, the pitch of a sound is related to the vibration of the vocal cords, which in musical terms means high and low notes. Therefore, syllables with a high pitch are considered stressed, while syllables with a low pitch are considered unstressed.

- 4) The next factor that affects the stress of a syllable is whether it has a vowel that is different from the vowels in the neighboring syllables. If we change one vowel in that meaningless word /**ta:ti:ta:ta:**/ It sounds like that syllable is stressed. While this effect is not as strong or significant as the above, it is useful in clarifying whether vowels are strong or weak.

Clarity, then, arises within the framework of four important factors: pitch, length, pitch, and characteristics (typical tone).

Generally, all four factors are present at the same time, but sometimes only one or two of them may be active.

Professor Abduazizov classifies the phonetic components of accent as follows:

- a) According to the movement of the speech organs. That is, stress is characterized by a significant increase in the activity of the larynx and breathing and the duration of high-frequency articulation of the vocal cords.

- b) From the point of view of acoustics, a stressed syllable has a higher intensity and a higher tone of sound, duration than other unstressed syllables.

- c) In terms of perception, a stressed syllable is characterized by a higher pitch, duration, and higher tone of sound than unstressed syllables.

Using word stress means not only dividing a sound into syllables through the duration of the sound and the high or low level of the tone, but also, from the point of view of phonetics, forming a word based on prosodic relationships in the structure of the language.

As noted, stress is one of the formative properties of a word. Regardless of whether a word is monosyllabic, disyllabic or polysyllabic, it necessarily has its own stress. The formative function of stress forms words phonetically, that is, it combines stressed and unstressed syllables in a sound sequence using articulatory means using volume, stress and the main tone of the sound. The accentual-rhythmic structure of a word is a structural element of the phonemic structure of a word, which is formed on the basis of the syllable structure, the connection of phonemes and the phonetic structure. These three components of the phonetic structure of a word are combined within the framework of the accentual-rhythmic structure, as a result of which a word is formed that can be used as a semantic and linguistic unit.

D.B. Frye argues that accent differences are perceived by the listener in terms of four complex interrelated physiological dimensions: length, pitch, thinness-thickness, and high pitch. Physical and mental factors are interrelated: duration, pitch, fundamental frequency, and the structural structure of the speech sound waves. If we consider the perception of an English accent, several factors influence it: [3]

- 1) the length of the syllable,
- 2) the height of the syllables
- 3) the stress present in the vowels in the syllables
- 4) the presence of the main tone of the syllables
- 5) kinesthetic memories are related to the perception of the syllable they are creating.

Studies conducted using various instruments have shown that the vowel in a stressed syllable has a higher frequency, impact, thickness, and longer duration than the vowel in unstressed words.

Three features are important in distinguishing stressed and unstressed syllables in the Uzbek language. First, the stressed syllable is pronounced longer than the rest of the syllables, second, the stressed syllable is pronounced more clearly than the unstressed syllable, and third, the stressed syllable is pronounced louder than another unstressed syllable. For example, the last second syllable of the words *dala*, *paxta*, *ona* is pronounced longer, clearer, and louder than the first syllable.

According to its phonetic and phonological nature, English stress is a more complex process than Uzbek word stress, and its importance in the language is also higher. D. Crystal and Gimson also agree with this opinion and define English word stress as a difficult process to implement. The reason is that although there are similarities between definitions and approaches to stress in existing scientific studies, we sometimes encounter contradictory opinions. For example, according to Vrabel, only meaningful (independent) words can receive word stress in English, and articles, on the contrary, do not receive stress.

Some literature suggests that both articles and prepositions have potential (probable) stress in some sense. Therefore, in all sources about English stress, several exceptions are noted. Uzbek word stress, unlike English word stress, is characterized by general norms. Perhaps that is why in sources about Uzbek phonology and phonetics, authors give very brief information about word stress and its specific features.

Word stress and sentence stress are interconnected. Because, within the framework of the function of word stress and sentence stress, both are important from a theoretical and practical point of view. Sentence stress usually falls on the most necessary syllable in a word, on the syllable designated by the word stress. Therefore, the accentual structure of nouns and determiners is the order of stress in a word combination. At the same time, the stress pattern of a word combination is formed by semantic and syntactic factors. Words that are always stressed in a word combination are words that have a nominal meaning. They express the main concept in the word combination, so any word with a certain semantic significance in a sentence can receive sentence stress.

It should be noted that word stress and sentence stress cannot be described as exactly the same process. While word stress distinguishes one or more syllables in a word, sentence stress emphasizes one or more words or phrases in a sentence.

Therefore, sentence stress is an important component of intonation. These two types of stress are sometimes used interchangeably in research at different levels, since their factors, functions, and components are different. For example: *can* The word is often unstressed, but in some cases like this one, it can be stressed; *Now you can see it. Can you see it? I can.* English word stress sometimes retains its own characteristics within a sentence or clause, affecting the tone of a sentence to a higher or lower level. Perhaps for this reason, some linguists study word stress and sentence stress without separating them. [7].

In phonological terms, lexical stress (also called accent-differentiating stress) has the property of distinguishing meaning. This is the case in many languages, in particular in English and Uzbek. [10]:

1) *There has been a significant **increase** in the number young people who smoke.*

2) *The population may **increase** by 15 percent.* In the quoted sentences *increase* The word is originally a noun ['ɪnkri:s], and in the next sentence, the verb [ɪn'kri:s] is performing its function. In Uzbek, apple (fruit), apple (infinitive form of the verb).

We use lexical stress to distinguish words and phrases that have the same sound sequence: 'black 'bird (black bird, any black bird (phrase)), 'black-bird (a type of bird found mainly in Europe and North America (compound)). Out of context, we can only distinguish such words by stress.

In short, word stress falls on one of the syllables of a word and determines its meaning and pronunciation. Word stress is also called lexical stress or lexical stress.

Based on the issues considered in the study, we can draw the following conclusions and make suggestions.

Conclusion:

The analysis of word stress and its phonetic and phonological aspects is an important area of linguistics. Stress, the force of pronunciation given to words and word parts or syllables, is important for distinguishing meaning in language, conveying context, and influencing meaning. On the phonological side, it is important to understand how stress distinguishes a specific sound or even a level in a language and how it affects the word and the question. Analyzing the phonetic aspects of word stress helps to show the specific sounds of a language and their interaction with each other. The phonological aspects are also necessary for understanding the levels, tones, and interactions in a language.

Offers:

1. Expanding stress and phonological analysis methods: Introducing more practices and experimental analysis methods to determine word stress. This will help to provide significant results depending on the habitat and context of the language.

2. Using linguistic techniques: Introducing new methods in linguistics, such as the use of computer models or other auxiliary techniques, can be effective in determining word stress and its phonological effects.

3. Conducting phonological investigations: For a detailed analysis of stress and phonological elements, it is necessary to study the effects of different phonetic elements on tone and proximity. This will help to understand the logical concept and meaning of the language more deeply.

4. Analyzing differences in many languages: In the field of phonetics and phonology, comparing stress and connection in different languages can help to identify differences between languages.

5. Taking into account the social and cultural context: Accent and phonological features affect the social and cultural context of the language, so it is necessary to analyze these factors.

These suggestions help to better understand and analyze the phonetic and phonological aspects of word stress.

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