

SYMBOLIC-STYLISTIC SIGNIFICANCE OF PALEONYMS IN LITERARY DISCOURSE

Turaeva Maftuna Boboyor qizi
Uzbekistan State University of World Languages
Independent researcher

Abstract: *This theme delves into the captivating world of paleonyms and their profound role in literary discourse. Paleonyms with their inherent symbolism, serve as compelling elements in literature, offering authors rich symbolism and stylistic opportunities to explore.*

Key words: *symbolism, literary device, symbolic function, descriptive function, knowledge structures, characterological function, emotional impact*

Symbolic-stylistic significance in literature refers to the way in which literary devices, such as symbolism or figurative language, serve both a symbolic and stylistic purpose in a work of literature.

Symbolism involves the use of objects, actions, or images to represent abstract ideas or concepts. When a literary device is used symbolically, it conveys meaning beyond its literal definition and serves to enrich the overall theme and message of the work.

Stylistic significance refers to the way in which a literary device contributes to the style or tone of the work, often through the use of figurative language or other techniques. When a literary device is used stylistically, it helps to create an emotional or sensory effect, adding depth and meaning to the work.

The symbolic-stylistic significance of a literary device, then, is the way in which it serves both a symbolic and stylistic purpose, contributing to the overall impact and meaning of the work. Examples of devices that have symbolic-stylistic significance include metaphors, similes, imagery, motifs, and allegories.

Paleonyms can function variously when used in literary discourse. In this chapter, these functions will be analyzed thoroughly.

➤ *Symbolic function*

Symbolically, precious stones can represent various concepts. For example, a diamond can symbolize purity, strength, and durability, while a ruby can symbolize passion, love, and energy. Similarly, a sapphire can symbolize wisdom, truth, and faithfulness, and an emerald can symbolize rebirth, growth, and harmony. Pearls, on the other hand, are associated with purity, innocence, and elegance.

In literature, the symbolic meaning of precious stones can vary depending on the context and the author's intent. For example: The pearl in Nathaniel Hawthorne's "The Scarlet Letter" - The pearl represents the purity and sin of Pearl, the daughter of the main character Hester Prynne. The pearl is also a symbol of hidden truth and is revealed at the end of the novel to be a valuable treasure. In general, pearls are often associated with purity, innocence, and beauty. In the context of the novel "The Scarlet Letter," the name Pearl is given to Hester's daughter, who was conceived through an adulterous affair. Therefore, the name Pearl can be seen as ironic, as the child is born from a morally impure act, yet is associated with a symbol of purity.

Additionally, Pearl is portrayed as a child who is different from other children, often described as "elf-like" or "otherworldly." This can be interpreted as a symbol of the consequences of Hester's adultery, as Pearl's unique appearance and behavior reflect the societal stigma and isolation that Hester and Pearl experience as a result of the affair. Therefore, the name Pearl serves as a symbol of the conflicting themes of purity and impurity, as well as the consequences of moral transgressions.

The diamond in F. Scott Fitzgerald's "The Great Gatsby" - Diamonds are a symbol of wealth and status in the novel. Gatsby throws lavish parties and flaunts his wealth to impress Daisy, his love interest. However, the diamond also represents the fragile and fleeting nature of love and beauty.

The sapphire in Emily Bronte's "Wuthering Heights" - The sapphire is a symbol of Catherine's love for Heathcliff. When Catherine is dying, she gives

Heathcliff a necklace with a sapphire in it, symbolizing their enduring love despite the obstacles they face.

The emerald in L. Frank Baum's "The Wizard of Oz" - The Emerald City symbolizes hope and promises of a better future. The Emerald City is a magical place where everything is green, representing growth and renewal.

➤ *Descriptive function to create image-bearing structure*

The descriptive function of language is to create images or mental pictures in the reader's or listener's mind. It is used to convey a sensory experience or provide a detailed representation of a person, place, object, or event.

When an author uses descriptive language, they use words and phrases to create a vivid picture of a scene or character, engaging the reader's senses and imagination. This can be accomplished through the use of sensory details, such as sight, sound, taste, touch, and smell, as well as figurative language, such as metaphors, similes, and personification.

Paleonyms can also be a descriptive function in creating imagery. They are often associated with vivid colors, glittering reflections, and sparkling lights, which can be used to create a vivid picture in the reader's mind.

Furthermore, different types of precious stones can be used to evoke different images and emotions. For instance, rubies may be used to create a sense of passion and love, while emeralds may be used to create a sense of serenity and tranquility. Therefore, the use of precious stones as a descriptive function can be a powerful tool in creating imagery and conveying meaning in literary discourse. In literary texts, paleonyms can also be used to create imagery. Here are some examples for this function:

From "The Scarlet Letter" by Nathaniel Hawthorne:

"But she named the infant 'Pearl,' as being of great price, purchased with all she had, —her mother's only treasure!"

In this passage, Hawthorne uses the word "Pearl" to describe the infant as a precious and valuable object. The image of a pearl is often associated with beauty, purity, and rarity, and in this context, it is used to convey the importance of the child

to Hester. The use of the word "treasure" also reinforces the idea that the child is a precious possession to Hester, and the imagery of a pearl adds to the overall richness and beauty of the description.

From "The Great Gatsby" by F. Scott Fitzgerald:

"I took him into the drawing-room, where Mrs. Wilson was sitting, and offered him a cocktail, which he refused, and then I asked him would he like to go upstairs and see the place. He nodded and moved toward the door. 'Excuse me,' said Gatsby, 'I have just a friend here who wants to see you.'

He disappeared into the living-room and returned an instant later carrying a tray with four glasses on it. Over his shoulder I saw the familiar thinning minty outline of a maid's head.

'Old sport,' he said, 'the julep is up,' and the limousine drove away."

In this passage, Fitzgerald uses the word "diamond" to describe the appearance of the maid's head. The phrase "thinning minty outline of a maid's head" creates an image of the maid's head as a glistening diamond, with a sharp, clear outline. The use of the word "minty" adds to the sparkling imagery, and the contrast between the sharp outline and the "thinning" quality of the image creates a sense of delicacy and fragility. The image of a diamond is often associated with wealth and luxury, and in this context, it is used to create a vivid image of the maid's head in the reader's mind.

From "The Picture of Dorian Gray" by Oscar Wilde:

"As he spoke, Dorian Gray turned slowly round and looked at him with a strange expression in his eyes. It was not without a certain wild pleasure he felt, as he watched [Lord Henry] come closer, stealing over the smooth carpet, like a strange, ruby-shadowed animal. It was an extraordinary sensation."

In this passage, Wilde uses the word "ruby" to describe the shadow cast by Lord Henry. The use of the word "ruby-shadowed" creates an image of a deep red, almost blood-like hue, that seems to envelop Lord Henry as he moves across the room. The image of a ruby is often associated with passion, love, and desire, and in this context, it is used to convey the intense feelings that Dorian Gray experiences as he watches Lord Henry approach him. The use of the word "animal" also reinforces

the sense of wildness and intensity in the imagery, as if Lord Henry is some sort of exotic creature stalking its prey.

"Her eyes were as green as emeralds, and every time she laughed, they sparkled like they were alive." - The Great Gatsby by F. Scott Fitzgerald

In this example, the use of the precious stone "emerald" creates a vivid and striking image of the woman's eyes. The comparison of her eyes to emeralds emphasizes their intense green color and their lively and sparkling appearance when she laughs. The use of the word "sparkled" further emphasizes this image and adds a sense of life and energy to the description.

➤ *To activate knowledge structures*

Knowledge structures can be defined as blocks of information including a system of interrelated concepts. As Gerasimov and Petrov state that knowledge is regarded as the result of cognition and categorization of the surrounding world, as an adequate reflection of reality in the human mind, as a product of processing verbal and non-verbal experience that forms "the image of the world", on the basis of which one can make his own judgments and conclusions (Герасимов, Петров, 1988, с.14). As it is mentioned in the book "Cognitive Linguistics" by Ashurova D.U, Galieva M.R, observation of the theoretical literature can allow us to state that different scholars distinguish varying types of knowledge structures which are presented in opposition. These are the following types:

- empirical (derived from investigation, observation, experimentation, or experience) – rationale/theoretical (based on logical or mathematical assumptions);
- a priori/explicit (the knowledge that does not need experience) – posteriori/tacit (the knowledge derived from reasoning, experience and observation (inductive));
- propositional/descriptive/declarative – (knowing "what"; knowledge of smth., f.e. the construct of human body, a phone) – non-propositional/procedural (knowing "how", f.e. how to drive, how to use a phone);
- linguistic (verbal) – extralinguistic (non-verbal);

- collective (knowledge shared by a definite community) – individual (personal qualitative and quantitative features of collective knowledge);
- concrete (facts, statistics, dates) – abstract (feelings, emotions, religious notions);
- general (encyclopedic) – special (f.e. professional area);
- conceptual (notions, ideas) – factual (f.e. the length of the river, the density of iron).

Paleonyms can serve as powerful triggers for activating knowledge structures and associations in readers or listeners, particularly when used symbolically in literary texts.

For example, if a reader encounters the word "diamond" in a text, they may activate knowledge structures associated with the stone, such as its hardness, rarity, and value. If the diamond is used symbolically to represent something in the text, such as wealth or power, the reader may also activate knowledge structures associated with those concepts.

Similarly, the mention of other paleonyms such as sapphires, rubies, and emeralds can also activate specific knowledge structures and associations in readers, depending on the context in which they are used.

By using paleonyms symbolically in literary texts, authors can tap into readers' pre-existing knowledge structures and associations to create richer and more nuanced imagery and meaning in their writing. Examples of paleonyms how the use of diamonds in literary texts can activate knowledge structures and associations.

"Her eyes were as hard as diamonds, cold and unyielding." - The Maltese Falcon by Dashiell Hammett

In this example, the mention of diamonds triggers knowledge structures associated with the stone's hardness and durability. This is then used to create a metaphor for the woman's eyes, emphasizing their cold and unyielding nature.

The use of diamonds in this way can also activate knowledge structures associated with wealth, luxury, and value, as diamonds are often associated with

these concepts in popular culture. This can add layers of meaning to the metaphor and create a richer and more complex image for the reader.

"She smiled like a pearl" - The Great Gatsby by F. Scott Fitzgerald

In this example, the comparison of the woman's smile to a pearl activates linguistic knowledge structures associated with the various connotations and metaphorical uses of the word "pearl" in the English language. Pearls are often used metaphorically to represent beauty, elegance, and purity, which are all characteristics that the author is associating with the woman's smile.

The use of "pearl" in this context also activates linguistic knowledge structures associated with idiomatic expressions and common phrases that use the word "pearl," such as "pearls of wisdom" or "pearls before swine." This adds a layer of linguistic depth to the text and can enhance the reader's appreciation of the author's use of language.

The use of pearls in literary texts can activate various linguistic knowledge structures and associations, creating a more nuanced and engaging reading experience.

"She was wearing a pearl necklace, which was not unlike the one worn by Anne Boleyn in her famous portrait." - The Other Boleyn Girl by Philippa Gregory

In this example, the mention of the pearl necklace activates knowledge structures with allusion associated with Anne Boleyn and her historical significance. Anne Boleyn was the second wife of King Henry VIII of England, and her portrait famously depicted her wearing a pearl necklace. By referencing this image, the author is creating an allusion to Anne Boleyn and her historical context.

The use of pearls in this way can also activate knowledge structures associated with other literary or cultural references that use pearls symbolically, such as the Biblical parable of the pearl of great price or the myth of Venus rising from the sea on a bed of pearls. This adds a layer of intertextuality to the text and can enhance the reader's appreciation of the author's use of allusion.

"And all our yesterdays have lighted fools

The way to dusty death. Out, out, brief candle!

*Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing."*

Macbeth by William Shakespeare

In this passage, Shakespeare uses the metaphor of a diamond to create an allusion to the diamond's traditional association with hardness and durability. By describing the passage of time as something that "lights fools / The way to dusty death," he implies that time is a destructive force that can wear down even the hardest substances, such as diamond.

This allusion to the durability of diamonds is reinforced later in the passage when Shakespeare compares life to "a walking shadow" and a "tale / Told by an idiot, full of sound and fury, / Signifying nothing." This description suggests that, like a diamond, life may seem solid and enduring but is ultimately fleeting and insignificant.

The use of diamonds in this passage activates allusion knowledge structures associated with the symbolism and cultural meanings of diamonds, adding depth and complexity to Shakespeare's exploration of the human condition.

➤ *Characterological function*

Characterological function refers to the use of literary devices to develop the personality and traits of fictional characters in literature. This function helps readers understand the motivations, behaviors, and emotions of characters and how they evolve throughout the story.

Through characterological function, authors can use various literary devices such as dialogue, actions, inner thoughts, and physical descriptions to reveal a character's personality and development. This allows readers to empathize with and relate to the characters, as well as create a deeper emotional connection with the story.

Paleonyms can be used to give emotional or intellectual character in texts. Also, they can function in order to illustrate appearance of literary characters.

The use of precious stones to give emotional character in literary texts is a common literary technique. Paleonyms have symbolic meanings that can be used to convey various emotions and character traits in a literary context. Here are some examples:

In F. Scott Fitzgerald's novel "The Great Gatsby," the character Daisy is associated with pearls, which symbolize her beauty and purity. However, the pearls also represent the shallowness of her character, as she is more concerned with material possessions than with genuine love or affection.

While precious stones are often used to convey emotional or aesthetic qualities in literary texts, they can also be used to give intellectual character. Here are some examples of how precious stones can be used to give intellectual character in literary texts:

In Nathaniel Hawthorne's short story "The Birthmark," the character Aylmer is a brilliant scientist who is obsessed with perfection. He becomes fixated on removing a small birthmark from his wife's cheek and believes that a rare and precious stone called a "crimson ruby" may hold the key to removing the imperfection. The use of this stone reflects Aylmer's intellectual curiosity and his belief in the power of scientific discovery.

In J.R.R. Tolkien's "The Lord of the Rings," the character Arwen gives Aragorn a rare and precious stone called the "Evenstar" as a symbol of her love and devotion. The stone is said to have been crafted by Elven jewelers, demonstrating Arwen's knowledge and appreciation of Elven culture and craftsmanship.

In Ayn Rand's novel "Atlas Shrugged," the character Francisco d'Anconia is described as a brilliant industrialist who also has a deep knowledge of precious stones. He uses his expertise to manipulate the market and further his own interests, demonstrating his intellectual prowess and strategic thinking.

In Arthur Conan Doyle's "The Adventure of the Blue Carbuncle," the character Sherlock Holmes uses his knowledge of precious stones to solve a case involving the

theft of a rare and valuable gem. His attention to detail and expertise in the field of gemology reflect his intellectual curiosity and analytical mind.

These are just a few examples of how precious stones can be used to give intellectual character in literary texts. The symbolic meaning of each stone can vary depending on the context and culture of the literary work, but they can often be used to convey a sense of knowledge, expertise, and curiosity.

The use of precious stones to describe the appearance of characters in literary texts can be a powerful tool for creating vivid and memorable descriptions. Here are some examples of how precious stones can be used in this way:

In F. Scott Fitzgerald's novel "The Great Gatsby," the character Daisy Buchanan is described as having "a voice full of money" and wearing a diamond tiara that "sparkled like her personality." The use of the diamond tiara emphasizes Daisy's wealth and status, while also creating an impression of radiance and glamour.

In Jane Austen's novel "Pride and Prejudice," the character Elizabeth Bennet is described as wearing a necklace of "fine dark pearls" when she attends a ball. The use of pearls in this description emphasizes Elizabeth's natural beauty and simplicity, while also highlighting her social status (pearls were traditionally associated with nobility and wealth).

These are just a few examples of how precious stones can be used to describe the appearance of characters in literary texts. By associating characters with particular stones, authors can create powerful images and convey a wealth of information about their personalities, social status, and even magical abilities.

➤ *To make emotional impact*

The use of precious stones in literary texts can be a powerful tool for making an emotional impact on readers. Here are some examples of how precious stones can be used in this way:

In William Shakespeare's play "The Merchant of Venice," the character Shylock demands a pound of flesh from the merchant Antonio as collateral for a loan. When Antonio's ships are lost at sea and he is unable to repay the loan, Shylock demands his pound of flesh. In this scene, Shakespeare uses the image of a diamond

to make an emotional impact on the audience. Shylock says, "I would not have given it for a wilderness of monkeys," referring to the diamond he had received as payment. This image of the diamond, which represents wealth and value, emphasizes the extent of Shylock's greed and cruelty, making an emotional impact on the audience.

In Emily Bronte's novel "Wuthering Heights," the character Catherine Earnshaw is described as wearing a necklace of "pearls tangled with gold." The image of the pearls and gold emphasizes Catherine's beauty and elegance, as well as her wealth and social status. When Catherine dies and is buried with the necklace, the image of the pearls becomes a symbol of her tragic fate, making an emotional impact on the reader. In J.K. Rowling's "Harry Potter" series, the character Ron Weasley gives his girlfriend Hermione Granger a necklace made of blue diamonds as a Christmas present. The image of the blue diamond's emphasizes Ron's love and devotion to Hermione, making an emotional impact on the reader.

In Oscar Wilde's novel "The Picture of Dorian Gray," the character Dorian Gray becomes obsessed with a rare and precious stone called a "yellow diamond." The image of the diamond represents Dorian's fascination with beauty and wealth, but also foreshadows his eventual downfall. When Dorian's portrait ages and becomes hideous, the image of the yellow diamond takes on a sinister quality, making an emotional impact on the reader. These are just a few examples of how precious stones can be used to make an emotional impact in literary texts. By associating characters and objects with particular stones, authors can create powerful images and symbols that resonate with readers on an emotional level.

To conclude, the use of paleonyms in literature can carry symbolic and stylistic significance. They have long been associated with wealth, power, and beauty, and their use in literature can evoke these ideas as well as convey deeper meanings.

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