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Philology, traditionally, the study of the history of language, including the historical study of literary texts. It is also called comparative philology when the emphasis is on the comparison of the historical states of different languages. The philological tradition is one of painstaking textual analysis, often related to literary history and using a fairly traditional descriptive framework. It has been largely supplanted by modern linguistics, which studies historical data more selectively as part of the discussion of broader issues in linguistic theory, such as the nature of language change. However, some philologists continue to work outside a linguistics frame of reference, and their influence can be seen in the names of some university departments (e.g., Romance philology) and journals.

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Research Article

IMPLEMENTATION OF VISUAL-DIDACTIC GAMES IN ECOLOGICAL EDUCATION OF STUDENTS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This article describes the effectiveness of the use of visual-didactic games in environmental education of preschool children, as well as the requirements for it, and provides an example of a visual-didactic game.

KEYWORDS

Preschool education, environmental education, visual-didactic games, video exhibition, environmental traffic lights, educational process, visual aids.

INTRODUCTION

Environmental education is an important condition for the transition of modern society to sustainable development. Therefore, the development of new methods of increasing love is a priority to acquaint children with the laws of nature, their proper growth, scientific understanding of events in nature, the

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formation of the child, love for nature, the Motherland, the riches of nature.

It is known that in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2019 No 434 "On approval of the Concept of development of environmental education in the Republic of Uzbekistan" improvement of education, study of advanced national and foreign experience in the field of environmental education, based on which the development of specific parameters for the formation of environmental culture in students, overcoming today's global environmental problems, reducing the level of existing environmental risks, coordinating with the essence of common national measures aimed at restoring the natural environment.

THE MAIN RESULTS AND FINDINGS

The use of visual-didactic games in the implementation of the tasks set out in the concept, in the environmental education of children in preschool education is very effective.

Preschool is a classic age of play. The game rapidly develops all the mental qualities and personality traits of the child. In play, children focus and remember more than adults do. Ecological games in preschool education are very important for children to form ideas about animate and inanimate nature, the world. Preschool is an important stage in the development of environmental education of the young child. Ecological games not only contribute to the knowledge of objects and natural phenomena, but also develop the skills of caring for nature. Educators use a variety of games to shape children's emotional attitudes toward nature. One of these types of games is visual-didactic games.

The word "visual" is derived from Latin and means "visualis", which means visual.

Ecological visual-didactic games help to see the integrity of the individual organism and ecosystem, to understand the uniqueness of each object of nature, to understand that unreasonable human intervention can lead to irreversible processes in nature and their full development.

During visual-didactic games the child can get:

- ✓ knowledge about the world around is formed;
- ✓ Cognitive interests develop;
- ✓ Increases love for nature;
- ✓ Careful and caring attitude, ecological behaviour;
- ✓ Expands the worldview;
- ✓ Develops observation and curiosity;
- ✓ Arouses interest in natural things;
- ✓ Develops intellectual abilities.

The more interesting the visual-didactic games lead to the better result. (Here is an example from a visual-didactic game)

"Ecological traffic light"

Objective: To continue improving children's perceptions of environmentally friendly behaviour.

How to play: The educator gives each child a green and red circle made of paper.

Tutor: I'll show you some videos. If you think what you see in the video is right, you turn on the green light, and if it's wrong, you turn on the red light.

1 video. There are a lot of cars, factories in the big city. People are cutting down the surrounding trees to make the city bigger. As Alisher watched, he began to cut down trees in the garden near his house. A friend who saw it asked why. Alisher said that if the tree was

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big, it would be removed anyway. Did Alisher do the right thing? (children react through green and red traffic lights).

Bahodir and Zumrad walked in the garden. Suddenly, they saw the other children. The children began picking green fruit from a tree in the mountain. He broke a branch because the children were heavy. Bahodir and Zumrad, who were watching them, shouted to the children, "Get down and go!". The children fled. In the evening, Bahodir and Zumrad consulted with their father on how to help the broken branch. Do you think Bahodir and Zumrad did the right thing?

2 video. Bobur loved to play with insects. He took the net, caught some insects, put them in a jar and covered the jar with a lid. In the morning, he saw dead insects at the bottom of the jar. They were no longer as beautiful as they used to be. Bobur threw the insects in the trash.

How do you evaluate Bobur's actions? (via red or green traffic light)

3 video. Layla and her parents drove out of town. As they approached the forest, his father stopped the car and told them to enter the forest on foot. Layla told her father to go into the woods by car. Layla's mother said someone had already done it and the car tracks had been preserved for a long time. That's why he said there was almost no grass here. Layla's parents didn't agree. They left the car on the road and walked into the woods. Do you think Layla's parents did the right thing? (children react through a red or green traffic light).

In the process of using visual methods in environmental education of children, several conditions must be met:

- The content of visual aids should be appropriate to the age characteristics of the children.
- Training should not be based on visual methods alone. Excessive saturation of visual aids in one session can reduce cognitive effectiveness. However, the lack of clarity makes the lesson boring and uninteresting. Everything should be in order.
- The items shown (pictures, diagrams) should be visible to all children. It is advisable to use projections, optical magnification to display small objects. The use of any visual aids must have a specific purpose.

CONCLUSION

In conclusion, the main task of educators in preschool education is to teach the child to look at every living organism as a self-respecting, unique being with the right to life. It is also necessary to organize the process of ecological education of children on the basis of visual didactic games, in which the various forms, sizes, colors of nature and the environment, the interdependence of realities, the causes and consequences of the process to feel, to comprehend, to reason on the basis of facts, to draw conclusions, and on this basis to lay the groundwork for the acquisition of secular knowledge.

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Research Article

A IDENTITY UNDERSTOOD FROM HISTORY

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ABSTRACT

This article highlights the uniqueness of Omon Matjon's skill in creating a historical hero. The poet's poem "Al-Khwarizmi's journey to the Cave of Ephesus in Byzantium" dedicated to Al- Khwarizmi was analyzed.

KEYWORDS

History, hero, image, art, originality, skill, lyrics, guise, talent, period.

INTRODUCTION

Omon Matjon is one of the poets who left his mark on 20th century Uzbek poetry. His poems and epics have found a worthy place in the treasury of our literature. As a poet, from the very beginning of his poems he showed that he had the most important quality for poetry - originality. O. Matjon, like other poets, sang mainly about the Motherland, about historical figures, about man and his life. Writing a good poem requires

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talent, and reading it to the rhythm requires real artistry.

- Omon aka got both of them. This is especially true when reading the poem itself: the edges of the poem shine like crystal as you read the lines piece by piece, the delicate parts gently, and the delicate parts loudly. The charm is bulging and the buttons are shiny, says Safo Alloyar in one of his interviews [1; 29].

THE MAIN RESULTS AND FINDINGS

After all, writing a poem, reading a poem skillfully, and creating the image of a historical hero in a poem require a special talent from the poet. In particular, it is no exaggeration to say that the image of the poet Turabekkhanim, Najmiddin Kubro, Al-Khwarizmi, Hazrat Yassavi, Khoja Ahror Wali and historical figures in the collection "Scream of the Swan" is a hymn to human thought.

In the words of O. Sharafiddinov, the artist's historical legends written in the twentieth century and his skill in creating a lyrical hero, opened the eyes of the leaking source of creativity [2; 54]. After all, in the following poem of the poet...

Xorazmda tog'lar yo'q emas, bor! (There are no mountains in Khorezm!)

Xorazm tog'lari (Khorezm mountains)

vohani tongda quyoshdan to'sib qo'ymaslik uchun... (to keep the oasis from the sun in the morning...)

odamlar qiyofasida yashashadi! (live in the guise of people!)

Xorazmiy, (Khorezmi,)

Beruniy, (Beruniy,)

Shayx Najmiddin Kubro, (Sheikh Najmiddin Kubro,)

Zamaxshariy, (Zamakhshariy,)

Pahlavon Mahmud, (Pakhlavon Mahmud,)

Ogahiy, (Ogakhiy,)

Hojixon, (Hojikhon,)

Komiljon... [3;67] (Komiljon...)

The poet reflected the subtleties of the creation of artistic images of great historical figures in a unique way. Critic Ozod Sharafiddinov describes the historical images in Hakkush's proverbs as follows: Its legends, high spiritual qualities such as solidarity, friendship, justice, conscientiousness, devotion to the country, devotion to the Motherland; reveals vices such as selfishness, unscrupulousness, indifference, betrayal at a high artistic level.

From the above considerations, it is clear that Omon Matjon's books, imbued with a deep humanistic pathos, enrich our literature today, gives new souls to our psyche and takes readers to the world of eternal spiritual masterpieces.

O.Matjon's poem "Al-Khwarizmi's Journey to the Cave of Ephesus in Byzantium" dedicated to Al-Khwarizmi describes the period of the scientist's life and research in the world of science. Khorezm had heard a lot about the mystery of the cave of Ephesus, so he got out of the caravan passing through the Byzantine city and looked for the cave. But a sheikh resists without entering the cave and tries to gather the crowd and kill the scholar.

Shayx! Bu yerga meni tanim qayg'usi emas, (Sheikh! It's not a pain to recognize me here,)

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Mag'rur ruhim ,umid, imon yetaklab keldi! (My proud spirit, hope, and faith have led!)

To bilayin, "Quron"dagi ta'rif dalilin: (Let me give you an explanation of the definition in the Qur'an:)

Bunda rostdan, "Xudo- yolg'iz" deya ishongan (He really believed in God alone)

Norasida yigitchalar, necha zamonkim, (Homeless guys, how old are you,)

Xuddi Jannat uyqusida tinch yoturmilar?! (Are they sleeping peacefully in Paradise?)

Vujudlari tirik emish, yurak teparmish! (Their bodies are alive, their hearts are beating!)

Axir inson tanasining o'zi to'ymas g'or, (After all, the human body is an insatiable cave,)

Bular esa necha yillar g'orda nihondir! (And they've been in the cave for years!)

Yo'l ber menga![4;158] (Let me in!)

We have known for a long time that the supremacy of religious sciences over secular sciences was clearly shown in the sayings of Sheikh and Khorezmi. The scientist then skillfully enters the cave, where Baghdadi gives the gold to the people, and is amazed to see that some creatures fluttered their wings and flew, and many human bones. Suddenly, from behind, the allanima blossomed, and as it turned, people were closing the mouth of the cave:

Hoy, bu nima qilganlaring! Mana, chiqyapman! (Hey, that's what you did! Here I go!)

Keragi yo'q bu lahmning menga sirayam! (No sense in telling you now - I don't wanna ruin the suprise.)

O'zlaringa buyursin! Shayx, qo'ysinlar! Qaytdim... (Let them do it! Sheikh, let them go! I'm back...)

But ignorant people close the mouth of the cave and plunge it into eternal darkness. Khorezmi, sitting on a rock with a thousand regrets, says:

Endi bildim bunda ko'plar topgan qismatni! (Now I know the fate of many!)

Yurak yutib yo shahd etib kim kirar bo'lsa, (Whoever enters with a heartbeat or a sigh,)

Mana, shunday, orqasidan yo'lni ko'mishgan! (That's how they buried the road behind them!)

Many of our thinkers have perished in the path of science, and the ignorant have condemned them to the following fate:

Ammo juda xunuk ish bu: chiqa olmasam, (But the worst thing is this: if I can't get out,)

Men ham manovi fidoyi va jannati jonlar (I am also a selfless and heavenly soul)

Sirasiga qo'shilaman- o'lik jon! Lekin, (I agree - dead soul! However,)

Uyquda deb o'ylasalar meni ham -yomon! (Too bad they think I'm asleep!)

To us, the mysterious cave is the ocean of knowledge, and human bones are the devotees whose bodies die and whose souls live forever in the way of knowledge. Our ancestors were great people, because it is said that an unjust society nurtures strong people, strong people lay the foundation for building an independent state, and an independent state raises weak people. That is why living in an independent country and not being compatible with our ancestors is sometimes thought-provoking.

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When the poet was asked what he focused on in creating historical images, the author replied: I have always been attached to Navoi and Agahi's poems, but I have always been afraid to write about Mashrab. Because he is a saint. To write it, a person must be in a special situation. You can dare to write if you are not chased by a sledgehammer in the afternoon. You can't joke with saints.

CONCLUSION

There are great people like that. In order to write about them, you must either be seen in a dream or be spiritually prepared. When writing about them, one should go through certain religious mystical rules, purify oneself, and then clap one's hands. This is a great tradition. [5; 457]

In general, the magic of true art is that in it all the universal universal truths are different human characters in new life situations, it is revealed through human destinies, and as a result the old truths seem new to the reader every time, the soul is shaken anew, a new wave of excitement ensues.

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Research Article

EUPHEMISM IS A MENTAL FIND (ON THE EXAMPLE OF THE POETRY OF HALIMA KHUDOIBERDIYEVA)

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ABSTRACT

To achieve spiritual maturity, it is necessary to correctly, rationally and effectively use the language, which is a cultural heritage, to study it deeply and enjoy it. After all, the interaction of any person with people in the environment in which he lives, his beliefs, adherence to traditions, aspirations, national values ensure his formation as a person. Every aspect of this process is associated with language, or language acts as a vehicle in any situation.

It is not enough to define the various descriptions of linguistic systems only theoretically. Considering that the study of speech phenomena of linguistic units in the communication system increases attention to the human factor, below we will consider the features of the euphemisms of Uzbek speech. Because national, cultural identity is reflected in the behavior, culture and communication of these people.

KEYWORDS

Euphemistic meanings, general euphemisms, medical euphemisms, episodic and medical euphemisms in the poems of Halima Khudoiberdieva.

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INTRODUCTION

Both in world linguistics and in Uzbek linguistics, there is a great interest in the study of euphemisms. The study of euphemisms in world linguistics is mainly based on the works of V.Z. Sannikova, V.P. The researchers are associated with Moskvin, E.P. Senichkina, L.A. Bulaksovsky, B.A. Laryn, L.P. Krysin, Yu.S. Niemen, Y. Silver, A.V. Osipov, E.N. Malygina, S.A. Aghajanyan, A.N. Kudryashova, G.A. Abramova, E.V. Pikalov [2].

In Uzbek linguistics N. Ismatullaev studied 7 types of euphemisms. At the level of problem solving, in his dissertation A. Omonturdiev studied the methodological features of euphemistic expressions based on the speech of animals. E. Kilichev recognized the existence of euphemisms as a phenomenon opposite to dysphemism. Linguist M. Mirtozhiev pays attention to the ways of formation of euphemistic meaning as a derived meaning.

A.E. Mamatov also considers euphemisms as a way of forming expressions. H. Shamsiddinov assesses euphemism as a phenomenon that generates functional-semantic synonyms. Scientist Z. Kholmanova studies the euphemisms used in the work in 2 types: Kh. Kadyrova analyzes euphemisms on the basis of creative speech [5]. In these studies, euphemisms were studied as a unit belonging to a certain level of language.

The textbook "Stylistics of the Uzbek language" provides general information about euphemism and cocofemism (dysphemism) from a team of authors. This guide focuses on euphemisms and their stylistic role. In the manual, a “veiled” word or phrase used in place of a word or phrase that is inconvenient or inappropriate to pronounce is considered a euphemism. The use of euphemisms in fiction as the only stylistic means of getting rid of awkward and awkward situations, as well as euphemisms used in working with images and characters, have a specific stylistic purpose, such as expressing purpose, worldview, etc., the level of each image and the character is underlined [4].

In linguistic literature, dysphemism, cacothemism and strong words are considered the antonyms of euphemism [1]. The first and second terms have an offensive and less humorous connotation, they are used as a pre-planned insult when something is intentional. The latter is mainly used in debates.

In the monograph of the linguist M. Mirtozhiev "Semasiology of the Uzbek language", special attention is paid to euphemisms. In his monograph, the scientist pays special attention to the relationship between the phenomenon of taboo and euphemism, the history of research. The scientist emphasizes that the euphemistic meaning is a derived meaning, that the derived meaning is formed in a metaphorical, metonymic way, from which, in particular, the metaphor plays an important role in the formation of the euphemistic meaning. For example, the lexical meaning of the word scorpion is voiced by the word donkey. Because the tail of a scorpion is similar to that of a donkey. This similarity leads to the formation of a euphemistic metaphorical meaning of the word donkey. In his monograph, the scientist pays special attention to the relationship between the phenomenon of taboo and euphemism, the history of research. The scientist emphasizes that the euphemistic meaning is a derived meaning, that the derived meaning is formed in a metaphorical, metonymic way, from which, in particular, the metaphor plays an important role in the formation of the euphemistic meaning. For example, the lexical

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meaning of the word scorpion is voiced by the word donkey. Because the tail of a scorpion is similar to that of a donkey. This similarity leads to the formation of a euphemistic metaphorical meaning of the word donkey. This is due to the similarity between the metaphor-forming and the derived semantic referent. The scientist argues that the euphemistic meaning does not arise on the basis of synecdoche and function [1].

N. Gaibullaeva studied medical euphemisms on the basis of periodicals [5], Sh. Gulomova drew attention to the gender specificity of euphemisms [2]. It should be noted that in these studies, the euphemistic phenomenon is studied in relation to the human factor.

THE MAIN FINDINGS AND RESULTS

Euphemisms are manifested in the reflection of the national-mental interconnection of being, which shows the manifestation of cultural values in the language, in euphemism, along with clarity and expressiveness, there is also an attractiveness, abstractness of the worldview. It is important to note that verbal euphemisms arise depending on a person's involvement in the linguocultural environment, his way of thinking, his worldview, perception of the subtleties of speech and his ability to use language. Euphemistic expressions consist of the main information content and the connotative meaning and attitude superimposed on it. The information is complicated by the euphemistic connotative meaning, when one of the negative or positive attitudes underlying the metaphorical image is in the lead among the connotative meanings. “An increase in connotative meaning occurs with a weakening of denotative and functional meaning” [1; 3].

It can be said that the need to express concepts that are morally and culturally unacceptable or inconvenient, more gently, sometimes in words, with a lot of connections, creates euphemisms, and each social stratum can always be created as a new discovery in speech. The value of euphemisms in speech can be characterized by their uniqueness, relevance, the ability to metaphorically see the harmony between things and events that need to be expressed in human thought, sensitivity to language, the power of intuition. So, a euphemism is a cognitive find.

Euphemistic units corresponding to popular thinking are rapidly shrinking, gaining popularity, and gaining more and more distribution in public discourse. In fact, euphemism is also distinguished by its incompatibility with traditional semantic-syntactic patterns. Its use in speech is not directly related to an inconvenient reality (object, action, character, features, etc.), but occurs in circular paths. This "workaround" depends on the owner's perception of the euphemistic speech and on the extent to which he can perceive the corresponding quality of the euphemistic phenomenon. For example, the following euphemisms have already become common euphemisms in Uzbek speech:

inside a verb: haqiqatdan uzoqlashmoq (to lie; el on gapirmoq), olamdan o‘tmoq (to die; o‘lmoq), yengil bo‘lmoq (give birth; tug‘moq), begona bo‘lmoq (divorce; ajrashmoq), nomusiga tegmoq (rape; zo‘rlamoq), uyli bo‘lmoq, boshini ikkita qilmoq, turmush qurmoq (to marry; uylanmoқ), etc.;

in the category of the word noun noun: umr yuldoshi, jufti halol (husband or wife), oliy jazo (death), beldan past (sexual organ), qo‘sh kabutar (chest), etc.;

in the category of adjectives: yoshi ulug‘ (old), o‘ilamay gapiradigan (stupid), aқli noqis (insane), imkoniyati cheklangan (disabled), ko‘zi ojiz (blind), aybi bor (blue), suyuqoyoq(prostitute) etc.

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Verbal (dynamic) euphemism is not stable and socialized, it is associated with the process of its emergence, in which its formation and application are associated only with the individual, and its non-static character is its main defining feature. The most beautiful examples of such euphemisms can often be found in the speech of masters of words, masters of words, writers, poets, orators. For example,

Orginal:

Yel bo‘lib betoat qoqdim-u, lekin

Dil xonangni mudloq oholmadim men. (Khalima Khudoyberdieva)

Transfer:

I knocked restlessly like the wind, but

I couldn't open your heart room at all.

The euphemistic line of the poem “I could not open your heart room at all” was used instead of the unit “I was not loved”. Yes, love is really full of love. Lack of love always brings endless longing, tremendous pain, and sometimes endless hatred to the human heart. The euphemism “I could not open your heart room at all”, used by the Uzbek poetess Khalima Khudoyberdieva, is very beautiful. Used instead. However, this has not stabilized in the common Uzbek language. It is advisable to refer to eccentric euphemisms as euphemisms inherent in the author's poetic speech, unstable in general, not socialized.

Orginal:

Nomard g‘olib kelsa mard diltang-u zor

Bosh egib turganda qancha kuch sarflar.

... Ayting, yana necha asr solib iz,

Bu **do‘zaxiy so‘z**dan kuyar tilimiz ?!

Transfer:

If the enemy wins, the hero will be sad and hard

How much strength does a hero need to be silent ...

... Tell me how many more centuries do we need

Will our tongues burn again from this **hellish word**?!

The poetess uses the euphemism **"hellish word"** instead of the word "separation", which means the loss of our loved ones. This euphemism creates originality on the poem.

Or

Orginal:

Siz, hey, bu dunyoning hisobdonlari,

Taxminan bo‘lsa ham qilingiz hisob:

Qanchalik umri bor **sun’iy shonlarning**;

Sun’iy ko‘rk qanchada bo‘lg‘usi xarob;

Qancha davolangach past tushib har kas

O‘zin alloma-yi zamon sanamas…

Transfer:

You are the accountants of this world

Make an approximate calculation:

How long does **artificial glory** last;

How dirty the **artificial beauty** is;

Everyone needs to understand that a person needs treatment

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Everyone must understand that no one is the master of this world.

In his poems, artificial fame, artificial beauty means artificial pride, arrogance, and conceit inherent in some people. He uses euphemistic units to hide the names of human defects.

In the work of the poet, there are many examples in which the most common euphemisms are used. Particularly noteworthy are examples from medical euphemisms, sometimes used in the proper sense, sometimes in a figurative sense. (It should be noted that we have included all euphemistic units related to human health in the list of medical euphemisms):

Ming dard chekkan o‘zimiz silliq,

Ming tosh tekkan so‘zimiz silliq,

Qirq qirrali so‘zlarimizni

Shudgor qilib tekisladilar.

(**We are the ones who** suffer a thousand times, Our Word, struck by a thousand stones, but smoothly, Our forty-angled words Plowed and aligned.)

We are the ones who suffer a thousand times the medical euphemism is used instead of the word tortured.

Yo‘q, y o‘q, behudaga hech k o‘kraklarga tushmas dog‘,

Shig‘il mevasin axir k o‘tarolmay sinar shox.

Qator o‘g‘il-qizini o‘stirguncha tik qilib

Otaning tik qomati qolgay axir bukilib.

Or

Bizning yurak dog‘lidir, kim uchundir kuydik biz,

Kim uchundir **k o‘krakda og‘riq, dardni tuydik** biz.

Sog‘lom, b o‘m-b o‘sh qalb bilan yashamadik bekorga,

Yaralanib bo‘lsa ham **malham bo‘ldik** bemorga!

So‘nggi yo‘lga ketarmiz, shafqatni tishda tishlab,

Dog‘li, yarador, lekin toza yurakni ushlab ...

In the selected examples of euphemisms shig‘il mevasin axir ko‘tarolmay sinar shox (He cannot lift a fruit-bearing branch, therefore he breaks it), so‘nggi yo‘lga ketmoq (to go on the last journey) means the words of the last journey – “to die”, otaning tik qomati egilgay axir bukilib (father's upright body was bent) means the words "aging", dog‘li yurak, ko‘krakda og‘riq, ko‘krakda dardni tuymoq such medical euphemisms are called heart diseases (for example, heart attack, etc.).

In the poem "The Purest Fruit" Halima Khudoiberdieva calls the child the purest fruit, and in the commentary to this poem writes: The euphemism "sick baby" in the commentary was used instead of the word "disabled".

The following medical euphemisms are found in this poem:

Gunoh mahsulidir balki jahonda,

Dunyoga keltirmish balki xatolar ...

Ular ko‘kragiga bosar qattiqroq

Sovigan go‘daklar tanalarini!

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Gunoh mahsuli (abandoned child), sovigan go‘daklar (dead), dunyoga keltirmish (a woman who left her child) ...

World linguists have identified a number of factors in the emergence of euphemisms, such as politeness (G. Grace, J. Leach, G.A. Vildanova, S. Levinson, N.I. Formanovskaya, etc.), Politeness (Lakoff, P. Brown, etc.), whims (Y.V. Gorshunov), kindness (Y.V. Gorshunov, E.P. Senichkina and others), the rise of speech culture to a higher level (V.I. Krasik, E.A. Zemskaya, J. Coast and others). List the existence of pragmatic reasons.

Supporting the opinion of famous linguists, we must say that every self-conscious, self-serving person in society usually strives to speak culturally, trying to make a good impression on the interlocutors with his beautiful speech. Consequently, the euphemisms underlying soft, effective speech are also a linguistic tool that serves to enhance a person's status in society.

Since time immemorial, the Uzbek people have inherited the ability to politely express their views. From this point of view, euphemistic units are also widely used to maintain professional etiquette and attract attention in the speech of professionals who regularly communicate orally with most people. Especially in the communication of doctors dealing with the human body, soul, psyche, life, euphemisms are used more often than the speech of other professionals.

CONCLUSION

It can be said that euphemistic units such as medical euphemisms move from industry to general speech, or from general to industry speech. For example, gumona, qornida bori (homila), ikkiqat, og‘iroyoq, bo‘yida bor, yukli (bo‘g‘oz, homilador), go‘dak yig‘isiga mahtal, bo‘yida bo‘lmas, bola ko‘rmagan ayol, tirnoqqa zor (tug‘mas) speeches and others communication of medical personnel, dunyoga kelajak uchinchi odam (homila), bo‘lajak ona (homilador), bepusht, ona bo‘lishdan mahrum, homilador bo‘lish qobiliyati yo‘q (tug‘mas) and other medical euphemisms, which have already passed from the speech of doctors into the speech of folk communication.

Such examples are common in Uzbek dialogue.

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ABSTRACT

We all know that verbal communication differs from the simple implementation of linguistic possibilities in a certain material form. Verbal communication is situational, so its forms and expressiveness are multifaceted.

Nov, in Uzbek linguistics, cognitive linguistics is a new direction of research that determines the cognitive characteristics of linguistic units. In connection with the common language and national thinking, the main task of this direction is to study the cognitive, expressive, accumulative aspects of each linguistic phenomenon. Indeed, in the Uzbek environment, this period requires an analysis of the language with its owner in the presence of such factors as social environment, culture, nationality.

In this article, verbal (synonymy, gradonymy, antonymy, paraphrase, metaphor, metonymy, synecdoche, irony, phraseology, euphemism, etc.) and non-verbal (tone, silent unit) language serve to reveal medical euphemistic meanings as a means of realizing linguopragmatics.

KEYWORDS

Linguistics, verbal communication, medical euphemistic meaning, synonyms, gradonymy, antonyms, paraphrase, metaphor, euphemism, non-verbal means: silence, tone.

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INTRODUCTION

Language is linked to the nation. Our mothers are the creators of the nation. Therefore, it is natural to use the unit of the native language in relation to the language. Yes, giving a language the status of a native language is an example of high respect for it on the part of the people, on the part of its masters.

The richness of any language is measured by the degree of applicability of these linguistic units. Among the languages of the world, the Uzbek language has a wide range of possibilities to perform the basic functions of the language – communicative, expressive and accumulative, that is, to reveal colorful speech realities, to create the Uzbek linguistic landscape of the world. This can be clearly seen in the linguistic methods of informing and obtaining information (locutiva), emotional and expressive influence on the listener in a specific communicative speech (linguopragmatics), description or description (symbolic) of reality, object or action in written sources.

Here we pay attention to the linguo-pragmatic feature of the language. (In the examples given on the chosen topic, we try to take into account doctors who are the guardians of our health and the linguo-pragmatic aspects of their speech.)

Speech, which is language and its reality, is not just something to say or write. Language is a mirror of culture, spirituality of a person, as well as the entire nation, its educational level.

We use various linguistic or paralinguistic means in our daily life to express information about a specific reality, as well as about our relationship to this reality, about our emotional experiences. After all, there are several ways of expressing reality that serve the emergence of communicative intensity. Linguists are well aware of the existence of a number of phenomena in linguistics, such as synonymy, gradonymy, antonymy, periphrasis, metaphor, metonymy, synecdoche, allegory, phraseology, euphemism, epithet, which contribute to the emergence of communicative intention.

THE MAIN FINDINGS AND RESULTS

There are many specialties in the world. One of them is medicine. At a time when the entire population of the globe is experiencing a pandemic, the need for these specialists is greater than ever. The human factor has become a serious problem. After all, it's not a secret for anyone that the human factor is primarily associated with his physical and mental health. No wonder our elders say: "A healthy person is the most unique part of nature". Perhaps that is why medical metaphors, medical analogies, medical phraseologies or medical euphemisms related to the medical profession are more common in Uzbek speech than in other professions (for example, teaching, coaching, or engineering). After all, in life, “the experience of one qualified doctor is equal to the skill of most soldiers”. (Homer)

Metaphors move on the basis of mutual similarity, that is, the mechanism of speech is the use of a lexeme designation to express another meaning based on external, apparent similarity. Each industry has its own metaphors. Examples of medical metaphors include:

Hozirgi pandemiya sharoitida metiniroda shifokorlarimiz ko'rinmas yov oldiga birinchilardan bo'lib kurashga chiqdilar. Eng muhimi, azalqo'rg'on xalqimiz sog'-salomat bo'lib, bu hayotdan mamnun yashasinlar. Shu ezgu maqsad yo'lida yengilmas tog' shifokorlarimiz kunu tun el xizmatida.

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Phraseological units are lexically and semantically stable compounds in a language, and it is appropriate to give an example of medical phraseology:

Men sizdan davo topdim, jonga jon shifokorlar, Maqsadi salomatlik, mehribon shifokorlar. Insonning hayotiga chang solsa agar bir xavf, Ilmini qurol qilgan posbon shifokorlar. (P.Mumin)

In Uzbek speech, medical euphemisms are most often found. It is no exaggeration to say that such blocks can be adapted by the speakers themselves. Euphemisms are units that give sensitivity and pleasantness to speech and serve for a soft and polite expression of information (thoughts, comments). In euphemisms, rude, obscene, forbidden words or phrases are culturally veiled, which, on the one hand, is directly related to the culture of speech, and on the other, to the national identity of the Uzbek people.

Yes, the term euphemism, which means "speak well," "smooth speech," refers to keeping the speaker from using harsh, uncivilized words or using awkward words that might "offend" the listener, but these euphemisms are harsh, uncomfortable words .. doesn't mean , which does not give a pronounced logic. Indeed, the euphemism arises from the positive approach to the expression [1; 15].

Our observations show that euphemisms are more commonly used by some professionals, especially writers and poets. However, it should be noted that every professional working in our social life, as well as anyone who considers himself cultural, should try to use euphemisms correctly and appropriately. And again, the use of euphemisms in speech is also one of the norms that determine the level of a person's intelligence.

This means that a person enters into any circle, first of all, with his word. Therefore, not only in Uzbek linguistics, but also in world linguistics, works on the relationship between language and culture, nationally specific elements of the language system and the study of the speech of a native speaker do not lose their relevance. These include euphemisms and their professional characteristics.

One of the professionals who interacts the most with people of different categories, ages and points of view in everyday life are doctors. There is humanity, whose head rests on a pillow and looks into the doctor's mouth, seeking treatment. One word from the doctor either builds or destroys. This means that speech euphemisms are needed by doctors more than specialists in other professions.

Since time immemorial, doctors with their warm attitude and high knowledge have been an ointment for the ailments of patients, treating them. Ibn Sina, a medical scientist, wrote about this: "The doctor should be calm, meticulous and, of course, sweet. If he can convince his patient with his sweet words that he will cure him, the patient and the doctor will fight side by side, and the pain will surely be overcome. If the doctor cannot convince the patient, then the pain makes him a spiritual partner. Together they confront the doctor. Of course, it is very difficult to treat, and sometimes ineffective".

Medicine of the 21st century has fully substantiated the fact that relying solely on scientifically grounded medical knowledge is ineffective in treating a patient's illness, in this regard, first of all, verbal processing of the patient's psyche, that is, its linguistic influence, is important. After all, knowing the truth is not enough today. How to convey the truth to the listener is more important than the truth itself. We live in an era of nervousness. They say one is missing, two more. In

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such a situation, it is very important for a person, especially doctors, to be able to "find and talk". From every person with a higher medical education to a highly qualified good doctor, everyone is in constant contact with patients. Consequently, the need for a profession requires from them not only serious special training, but also the possession of high ideological and moral qualities. All over the world, medicine has been and remains a respected profession.

Kindness, warmth, humane attitude of healing people to the patient, first of all, balances the spiritual world of a person in need of healing, which forms the patient's correct attitude to his pain. According to Abu Ali ibn Sina, the doctor is a friend, mentor and assistant to the patient. To fulfill this responsible task, in addition to professional knowledge and experience, human qualities are needed – compassion, conscience, faith, in a word, a high level of culture and spirituality.

Often the appearance of defects, pain in the delicate organs of the patient makes it difficult to communicate between the patient and the doctor. It is at such moments that medical ephemerals come to the aid of this process. We see this in some examples.

Bo'qoq kasalligini vaqtida davolamasangiz, agar siz tug'ruq yoshida bo'lsangiz, homilador bo'lishingiz muammoga aylanadi, chunki yod tanqisligi ayolning nasl qoldiruvchi xususiyatiga ham ta'sir ko'rsatadi. ("Doktor press", 2016.№26. –B. 7.)

Sochiqlardan foydalanishda ham e'tiborli bo'lish foydadan xoli bo'lmaydi. Nozik sohalar uchun sochiqlar ham toza, yumshoq va, eng asosiysi, shaxsiy bo'lmog'i zarur. ("Shifo-info", 2016.№20. –B.34.)

Havo o'tkazmaydigan har qanday tagliklar esa yorg'oqning qizib ketishiga olib kelib, o'g'il bolalar jinsiy rivojiga salbiy ta'sir etishi bois xatarli hisoblanadi. ("Shifo-info", 2016. №13. –B.34.)

Bemorda peshob tutilishi kuzatilgani bois unga sistostoma o'rnatiladi. Shu usulda adenomaning peshob chiqarish kanalini bevosita ezib turuvchi qismi olib tashlanadi. ("Shifo-info", 2016. №20. –B. 47.)

Ro'y bergan avariya qizning ko'payish a'zosiga qattiq ta'sir ko'rsatgan. Biz uni zudlik bilan jarrohlik stoliga yotqizishimiz kerak.

The use of medical metaphorical euphemisms in the speech process, such as yorg`oq (flap), ko`payish a'zosi (reproductive organ), nozik sohalar (tender areas), peshob chiqarish kanali (urinary tract), nasl qoldiruvchi xususiyat (hereditary trait) speech process, does not cause discomfort to either the patient or him. doctor. Examples show that euphemisms play a leading role in migrations when the national worldview is consistent with the metaphorical foundations of the language, the secondary mechanism of nomenclature and the product.

Here we will dwell a little on metaphorical euphemisms.

Metaphorical euphemisms are manifested in the reflection of the national-mental interconnection of being, which shows the expression of cultural values in the language, in the metaphor, along with clarity and expressiveness, there is also attractiveness, abstract interconnection. It is important to note that metaphorical euphemisms arise depending on the linguocultural environment to which the speaker belongs, the way of thinking and language skills. Metaphorical euphemistic expressions consist of the main information content and the connotative meaning and attitude superimposed on it. The information is complicated by the euphemistic

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connotative meaning, when one of the negative or positive attitudes underlying the metaphorical image is in the lead among the connotative meanings. An increase in connotative meaning occurs with a weakening of denotative and functional meaning.

A doctor should really be a good speaker, psychologist, teacher. True, in fact, the doctor is also an ordinary person. He is also a father, mother, spouse or relative. He experiences the ups and downs of life, difficulties in performing official duties, complications associated with diagnosing a patient, physical exhaustion from work from morning to night, and sometimes a state of stress. So, in such situations, the doctor must first get himself out of a difficult psychological state. This is inextricably linked with the strong will of the doctor, the level of development of his spiritual culture.

Although medical discourse is also subject to the demands of other prescriptive and prescriptive discourses, not all of its manifestations are always followed. To prove that the criteria of discourse are not always absolute and rigid, the following arguments can be used: Bemorning orqa chiqaruv yorig'idan chiqqan gemrroidal tugunlar mustaqil o'z joyiga tushmaydi va uni faqat bosim ostida o'z joyiga tushirish mumkin. Gapiradigan kasallik (gemorroy) to'g'ri ichak pastki qismlari va orqa chiqaruv teshigi trofidagi vena qon tomirlarining kengayib, shishish kasalligi hisoblanadi.

Consequently, units of speech communicative culture in medical discourse are created by the doctor himself, depending on the condition, gender, psyche of the patient in certain conditions. Literally medical euphemisms are units that lead to embarrassment, rudeness or embarrassment (words, phrases, phrases, sentences, sometimes text) used in the dialogue between the doctor and the patient, as well as medical terms used to preserve the confidentiality of the disease. like trauma to the patient's psyche - speech products that are commonly used by doctors to prevent transmission. That is, the doctor creates a new image associated with his or her profession in metaphorical thinking. Metaphorical medical euphemisms are the art of speech, creativity, necessary search. In the end, the strength of the speaker's intuition, the depth of his perception are contained in the metaphor, and this level of strength and depth is manifested in their metaphorical findings. The value of a metaphor lies in the fact that it is unusual and constantly renewed. Medical metaphorical euphemisms mean the embodiment of the naked truth about the patient's condition in new – soft, flowing forms.

In general, medical metaphorical euphemisms are a way of thinking that requires a doctor to rise to a higher level of thinking in order to reconcile reality and unreality in expressing reality, or rather, to understand their correspondence.

The deeper you penetrate into the heart of a person, the more you open new facets. This means that, first of all, medical professionals must penetrate deep into the heart of a person and find a way to it. While doctors have a responsibility to care for the health and lives of the population, it is important that they approach their profession with an honest and high sense of responsibility and that they are committed to their spiritual responsibilities and deontological culture.

However, in the process of healing, this word means a powerful weapon, an incomparable ointment, a semi-medicine. It's no secret that words have a stronger effect on people than any ointment. The word heals the soul. As the judge of Bukhara said, “a coin cannot be cured without healing a human soul”.

But the use of medical euphemisms in discourse alone is not enough. The tone of the doctor's speech, even

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the silence he maintains, must correspond to the speech situation. If there is a sense of negligence, rudeness, indifference or insincerity in the tone of the doctor's speech, any euphemistic unit also loses its influence [13;14].

One of the main non-verbal components of speech is tone. In addition to verbal means, non-verbal means also play an important role in complex and at the same time extremely colorful, unique speech communication in terms of content, form and volume of the object. Sometimes the form of the speech process can also be simply non-verbal. Of course, this depends on a number of factors, such as speech conditions, social environment, language sensitivity of communicators.

For example,

Kechasi allamahalda Qodirali otaning umr yo'ldoshi Hafiza ayaning ahvoli og'irlashib qoldi. Chaqirilgan "tez yordam"chilar ancha kechikib kelishdi. Qodirali ota oq xalatli vrach bilan xamshiraga yo'l boshlar ekan, yo'l-yo'lakay xotinining holatini tushuntirishga urindi…

–Vahima qilmang, ota, qon bosimi keksalarning ko'pida bor, – dedi beparvo ohangda vrach.

It can be seen from the passage that the beparvo ohang (careless tone) of the speaker (doctor) in the tone of speech negatively affects the listener (close to the patient). The doctor's irresponsibility in his profession is evident in the tone of his words.

For example.

–Kecha nima ovqat yegandingiz?

Asablarim taranglashib ketdi. Yana shu savolmi? Ertalabdan buyon barcha ko'rgan shifokor shu savolni berdi. Ammo natija bo'lgani yo'q. Onamdan oldin javobga shoshdim.

-Ilgari kuni anorli salat bilan osh yeganlar. Kecha manti qilgandim.

–Tushunarli,–dedi shifokor mening jahlimga qarshi o'laroq samimiyat bilan. – Onaxonni qabziyat qiynayapti. Manavi doridan ikki dona olib chiqing. Tuzalib ketadilar.

… Ko'p o'tmay onajonimning ko'zlari porlab, oyoqqa turdilar.

Shifokor:

– Yaxshisi, – dedi shifokor menga iltimos ohangida xuddi o'z onasi haqida qayg'urayotgandek, – onaxonga tez-tez suyuq ovqatlar tayyorlab bering. Salomat bo'linglar!

It is easy to understand from the passage that the doctor's calmness, his knowledge of his profession, and most importantly, his attitude had a positive effect on both the patient and his relatives.

In discourse, the speaker uses a stimulating tone when the goal is to turn an idea expressed in speech into a basic verbal reality (to provoke, to attract attention, sometimes to get some information through it).

Another important non-verbal component of speech is silence. Any activity is significant in its practical value. Since speech is a communicative activity, its effectiveness is also determined by the effectiveness of speech, the achievement of a specific goal. The interaction of the speaker and the listener (communicant), the degree of realization of a particular goal is the practical result of the communicative process. Indeed, verbal communication is a situational pragmatic whole, which

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differs from ordinary speech (the realization of linguistic possibilities in a certain material form) in its complexity, verbal and non-verbal, as well as in the interconnection of national, ethical, aesthetic, ethnographic, psychological and others social components.

The unity of silence should be considered as one of the key components of verbal communication, which is a very complex, concrete instant situation, a pragmatic system that arises in a very short time, inextricably linked with specific communicators, time and space, conditions, purpose / cause and investigation.

By default, doctor-patient conversation is an important means of non-verbal communication. Hippocrates, the father of medicine, wrote: "... a doctor, taking into account the scale of diagnosis and treatment, must take into account not only the patient's current illness, but also his previous illnesses and the complications left by them. ... It should not be forgotten that the ruling patient is an ordinary person, like all other people, and in order to understand him, you need to understand others. For him, even the patient's silence should serve as a guide. "

Literal silence should also be seen as a non-verbal pragmalinguistic phenomenon that generates medical euphemistic meanings, increasing the power of medical euphemisms [5;6;7].

CONCLUSION

The conclusion is that, although the richness of any language is measured by the level of applicability of these linguistic units, we can confidently say that the scale of the socio-psychological influence of the Uzbek language is extremely wide and diverse. It is important that representatives of any field, including medical professionals who work in connection with the human body, soul, spirit, spirituality, enlightenment, are able to synthesize national linguistic images of the world in terms of their fields and bring them into conformity their activities.

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Research Article

A GYNOCRITICAL APPROACH IN FEMINIST RESEARCH

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ABSTRACT

While the study of the historical and philosophical foundations of the concept of feminism provides information about its essence, its linguistic study examines the features that are manifested in speech. From a linguistic point of view, all four views are interrelated and have their own impact on the pictorial aspects of the work of art. Since we have conducted our research on the basis of a gynocritical approach, in this chapter we will express our views only on the phenomenon of gynocritics.

KEYWORDS

Biological model, linguistic, psychonanalytic, cultural, Feminist criticism, Gynocritics.

INTRODUCTION

While the study of the historical and philosophical foundations of the concept of feminism provides information about its essence, its linguistic study examines the features that are manifested in speech. Feminine speech forms, pragmatic and cognitive features of words and sentences are studied in terms

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of the idea of feminism. The penetration of this idea into various branches of science has led to the formation of new terms in linguistics. One such concept is "gynecology," which involves the study of speech features in various literary sources written by women.

THE MAIN RESULTS AND FINDINGS

Elaine Shouolter used the term "gynocriticisme" in 1970 to refer to women's prose[1]. In 1985, the author's book "New Feminist Criticism" was published. The book covers the work of classic representatives of feminist prose, such as Annette Colodn, Sandra Gilbert, Susan Gubar, Bonnie Zimmerman, Rachel DuPlessy, Alicia Ostreiker, Nancy Miller, Rosalind Coward, and others.

Elaine Shouolter's "Problems of the Feminist Thing"[2] in his article, he outlines 4 models of gynocritics:

1) Biological model;

2) Linguistic;

3) Psychonanalytic;

4) Cultural.

From a linguistic point of view, all four views are interrelated and have their own impact on the pictorial aspects of the work of art. Appreciates the level of realism of women-specific speech. According to many gynecologists, the degree of genuine intimacy of women, especially works written in the feminist spirit, is higher than that of male writers, because by nature women have tried to write openly about what they feel, to express their pain. Different imaginary, imaginary scenes are relatively rare. This feature is due to the fact that female writers initially kept their own diaries, says Nicola Bualo[3]. According to her, the woman started writing by writing down stories about herself in a notebook. As a result, in addition to the autobiographical work, works of art in various genres began to take shape, that is, women's creativity began. It should be noted that most of the works of the great Uzbek women writers Nodirabegim, Uvaysiy, Aydin, Saida Zunnunova, Zulfiya and Zarifa Saidnosirova are dedicated to their families, lifestyles and life in general.

The main purpose of women's literature is the study of works written by writers, one of the new styles is the psychodynamic creativity of women, issues of women's language and style, the problems of women of the protagonists.

Elaine Shouolter also focuses on two main styles in the study of women's literature. These are:

1) Feminist criticism;

2) Gynocritics.

Since we have conducted our research on the basis of a gynocritical approach, in this chapter we will express our views only on the phenomenon of gynocritics.

The scientist makes the following point about gynocritics:

"Ginocriticism - when we free ourselves from the linear and absolute male literary history, we stop writing the woman into the gaps between the lines of male literature and at the same time we focus on the new visible world of female culture proper [4]".

Consequently, as Shouolter points out, only when women's literature is studied objectively from men's literature can there be a truly new view of the female world and a transparent view of the female world.

Women's literature is mainly understood as the work of writers, the image of the heroine, the types of

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women's writing, ie poetry, short stories, autobiographies, memoirs, notebooks. The basic concept is that women writers, writers understand each other, feel, emancipation of women in literature [5] covered ideas.

Women's creativity has been interpreted in various terms in the scientific literature. Sometimes women's literature, women's novels, feminist literature, and so on. As part of the study, we will first consider the fact that this type of work is presented in various dictionaries and encyclopedias.

One of the main features of women's literature is that women writers have created works based on their life experiences, and this view of literature has become a real prose, especially in the nineteenth century. Now one of the leading features of women's prose is that the author is a woman, the protagonist is a woman, the problems are in some ways related to the fate of women [6].

Historian Gerda Lerner points out that the buds of feminism are present in the works of Christina de Pizan, a French writer who created them during the Renaissance, and that theories of "querelle des femmes" emerged in the 15th century[7]. According to historian Karen Oferen, the term "feminism" was first used in 1882 in the French newspaper La citoyenne, when Gubertina Oakler, a member of the women's movement who fought for women's rights in elections, called herself a feminist and always introduced herself in her speeches. The use of the term "feminism" at the first feminist congress in Prij in 1892 led to the widespread popularity of the term. In 1894, the phenomenon of "feminism" gradually began to appear in the political publications of Britain, Spain, Italy, Germany and the United States[8].

It should be noted that early feminists and feminist writers avoided the notion of "feminism" and called themselves "women's advocates" and "women's rights defenders".

Historian Gerda Lerner points out that the buds of feminism are present in the works of Christina de Pizan, a French writer who created them during the Renaissance, and that theories of "querelle des femmes" emerged in the 15th century[9]. According to historian Karen Oferen, the term "feminism" was first used in 1882 in the French newspaper La citoyenne, that is, Gubertina Oakler, a member of the women's movement who fought for women's rights in the election process, calls herself a feminist woman and always describes herself as such in her speeches. The use of the term "feminism" at the first feminist congress in Prij in 1892 led to the widespread use of the term. In 1894, the phenomenon of "feminism" gradually began to appear in the political publications of Britain, Spain, Italy, Germany and the United States[10].

In general, it was Elaine Shoualter who introduced the concept of a "gynocritical approach" in literature, acknowledging that women have unique imagery and ways of imagining. Agneshka Khrinik is another scholar who studies women's literature[11] emphasizing that the origin of the term is associated with autobiographical works, it was Elaine Schoalter who referred to it as "auto-gino-graphic" works, that is, as a concept describing the characteristics and processes inherent in female genetics. A. Khrinik also considers that the trinity of concepts "women's literature - feminism - gynecology" is typical of one period. Their linguistic diagnoses serve to form general principles in science. A. Khrinik also mentions that during this period not only female writers, female literary critics,

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but also individual translators engaged in the translation of feminist works began to appear.

Nicola Bualo, a scholar of the history of French literature[12] both link the origins of gynocritical analysis to autobiographical works and reveal their general and specific aspects. Prior to the introduction of the gynocritical approach to science, works written by women were referred to in a variety of terms, including autogynography, autography, autoethnography, oughttobiography, and prison narratives. However, literary critics, especially feminists, have rejected all of these terms, arguing that gynecology is the only approach that can perfectly convey the style of the female writer, the female protagonist, the female critic, and the female translator.

Due to the introduction of the gynocritical approach in the study of women's literature, special sites for thesaurus, corpus and glossaries specific to women's speech have been created on modern Internet networks. In contrast to the hymns of strong hatred or, conversely, love in men's literature, gynocritics do not create the principles of analysis specific to women's literature and do not conform to men's style, shows that the female style has its own characteristics. Gynocritical analysis, apart from classical analysis, proves that the female writer has a specific direction and acquires new cultural perspectives by abandoning any critical, exaggerated images in men's literature[13].

E.Shoualter's next "Towards a Feminist Poetics Showalter" traces the history of women's literature, concludes that there are three phases in this direction, and they are explained as follows:

The Feminine: In the Feminine Period (1840 - 1880) "women wrote to align themselves with the intellectual male culture and internalized its claims of femininity" (New, 137).

The feminist phase (1880 - 1920) was characterized by women's writing that protested against men's standards and values and advocated for women's rights and values, including the demand for autonomy.

Female: Female Phase (1920); is one of the independent discoveries. Showalter says: "Women reject both imitation and protesting the two forms of addiction and instead look to the female experience as a source of autonomous art, extending feminist cultural analysis to literary forms and methods[14]".

Russian gynecologist, linguist and translator S.A. Bakaeva[15] also gynocritically analyzing J. de Stal's Dolphin, translated from French into Russian, with a special focus on a woman's state of mind and attitudes in different situations. Although the work was written before the formation of the feminist movement, it is one of the first examples of this trend. Commenting on the unique style of depiction in the work, SA Bakaeva commented: "The analysis is carried out on the basis of modern theories of ginocritics, in particular," double voice ", which allow interpreting the text of the selected novel from the point of view of feminist concepts. Having chosen the epistolary genre as a form of narration, which presupposes the presence of an `` omniscient reader " (lecteur omniscient), choosing a special theme, and also titling the novel with the name of the main character, de Stael approved a special form of literary embodiment of the gender theme, which later theorists of feminism will form the basis of the concept of "women writing"[16]".

Through the above sentence "double voice" S.A. Bakaeva simultaneously reflects the opinion of a woman as a writer and the opinion of a mother (woman, wife, sister, mistress) who performs her

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normal role in society. The fact that the play shows not only the system of events, but also the attitude of society towards women has caused a lot of discussion.

According to A. Stobierska, it is only through women's literature that we can understand the real differences in the behavior of members of both sexes. This Polish scholar, who has studied the history of the formation of special attention to the image of women, makes the following comments in the course of research on feminism in France: "To rediscover this story, which is the basis of the individual and collective identity of women, we must refer to the myths of the origin and reread them, and even redefine them from a female point of view. Indeed, my thesis aims to study the rewriting of myths proposed by women, myths that evoke our spiritual mothers and the relationships they formed with their daughters[17]". That is, the existence of an individual and collective character of a woman, the relationship between mother and daughter, the study of the spiritual and spiritual world of women in general requires the reference to long-standing legends.

CONCLUSION

Thus, the study of not only works on feminism, but also the sources specific to all women's creativity from different angles forms the basis of the gynocritical approach, which is mainly reflected in feminist sources. However, not all women's works can be feminist works either, yet some of their features can be analyzed on the basis of a gynocritical approach. We have taken a critical approach to the analysis of the works we have selected for research, namely George Sant's Indiana, Jermaine de Stalin's Delfina and Corina. The fact that the translators of the above-mentioned works are both female and male helps us to clarify issues such as the degree of conformity of the original, the quality of translation and the writer, the work and the translator's style, psyche when translating the works of female writers. This served to reveal more clearly the method and scientific significance of the research.

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Research Article

SEMANTIC FEATURES OF GENDER LEXICAL UNITS OF ENGLISH

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ABSTRACT

This article is about semantic features of gender lexical units in modern linguistics. In everyday speech, the word "gender" is associated with the biological and social differences between women and men. In addition, people might know that languages can have masculine and feminine words. It may seem that grammatical gender is a reflection of natural gender in grammar. We know that in everyday language, gender is not talked about, not even mentioned. In other words, it is not the type of information that is predicated of a referent. It is not often uttered such statements as: 'she's a woman' or 'my computer is a thing'. These sentences are perfectly grammatical of course, and they make sense, but they are not uttered. Or if they are gender nous such as 'woman' or 'man' are not used to convey information about gender but some implicature, often close to stereotype: 'She spends a fortune on perfume. – Well, what do you expect, she's a woman'. In texts we find such utterances as 'She was an extraordinary woman' (where the noun is preceded by an adjective) but not 'She was a woman'. In the first of these two clauses the noun 'woman' is only there to support the extra specification of the adjective ('extraordinary').

KEYWORDS

Gender, linguistics formation, gender equality, gender inequality, nature of sex, male and female speech, gender-marked lexical units.

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INTRODUCTION

In terms of information structure, this amounts to saying that natural gender is a denotatum that resists focalization. I assume, after Lambrecht (1994), that a canonical clause consists of a subject and a predicate, that the subject represents the topic, what is talked ABOUT, and that the predicate represents the focus. With the focus the speaker comments on the topic. (If I say: 'I am hungry', I am talking about myself, and about myself I add that I am hungry. 'Be hungry' is the denotatum that is focalized). It seems that natural gender is hardly ever focalized. It is not the kind of comment you make on a referent. If natural gender was ever mentioned, that would presumably be when a new character is introduced. Let us take a look at two extracts from the novel where a new character is introduced.

First, at the beginning of the novel, as is most commonly the case:

When the telephone rang, Gill was outside, raking the leaves into coppery piles, while her husband shoveled them on to a bonfire. It was a Sunday afternoon in late autumn. She ran into the kitchen when she heard its shrilling, and immediately felt the warmth of inside enfold her, not having realized, until then, how chilly the air had become.

A person, Gill, is mentioned straightaway. Her gender is not mentioned, at least not explicitly. However the information is unambiguously conveyed, through 1) the proper name 2) the personal pronouns 3) the word 'husband' (if she has a husband, she's a woman). Note in this respect that another character is introduced in these first lines of the novel, i.e. the husband. Again, it is not stated that he is a man, but the information is also unambiguously conveyed, this time through the lexical item 'husband', which includes the /+male/ semantic feature. In the following extract, another character is introduced, who is first called a 'stranger'. In the rare cases where natural gender is not obvious, we are confronted with embarrassing situations. We all know that it is not socially acceptable to ask someone: 'Are you a man or a woman?' and we do everything we can to avoid this situation. In his discussion of pragmatic presupposition, Robert Stalnaker (1973) quoted in Lambrecht (1994) mentions a well-known type of conversational exchange. The situation is the following. A asks of B's baby-girl: 'how old is he?' and B answers 'She is ten months old'. The first speaker thinks that the baby is a boy when in fact it is a girl. Lambrecht, who borrows this example to Stalnaker and analyses it along the same lines, argues that when B replies 'She's ten months old', she pretends that the fact that the baby is a girl is a shared presupposition, in order to re-establish a normal situation for a conversation. For Stalnaker this goes to confirm that a topic (normally expressed in subject position) is typically presupposed. I do not dispute that, but I would like to point out that this act of pretending would not take place in another situation. In this example, the speaker pretends that there is a common background because the sentence 'Oh it's a girl' feels awkward. Let's imagine a similar situation, where a wrong assumption is made about another type of referent (not a human being). If someone assumes that I recently moved in a house, when actually I moved in a flat, and if that person asks me 'How big is your new house?' I'm not likely to answer 'My flat is rather big'. I would probably start with explicitly correcting the wrong assumption, and then I would move on. So I would say something like: 'Oh it's a flat actually. And yes, it's quite big'. Robert Stalnaker's example reveals not only that a subject is typically presupposed, but also that natural gender is not easily predicated of a

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referent. Gender is a denotatum that is conceptualized as taken for granted.

Again, the notion of gender is conveyed, but indirectly, via 'her' and the proper name 'Imogen'. Note that this feels perfectly normal and cannot be ascribed to any stylistic effect, whereby something would be felt to be missing. The reader is not particularly surprised that natural gender is not predicated of the characters. In fact there is nothing typical of literature here, the same would hold for a real-life introduction: when we introduce someone, gender is not what we mention. We may say, for example: 'This is Catherine, she's my new neighbour', but not *'This is Catherine, she's a woman'. Natural gender is of course relevant but is treated as taken for granted.

The reason for the fact that natural gender resists focalization cannot be that gender is not relevant. It is of course extremely relevant in our daily lives, in terms of social interaction, reproduction, survival of the species... It is in fact so relevant that it is the first predication to be made about a person: when a baby is born one says: 'It's a boy' or 'It's a girl'. The next stage is that the baby is given a (first) name, which very often (although not always) includes the /+MALE/ or /+FEMALE/ semantic feature – Then natural gender is not supposed to be discussed, or even mentioned any more, at least, by adults. It is taken for granted.

It has to be noted, however, that one may find gender predicated of a person in children's conversations: 'I can't wear those clothes, I'm a boy / girl'; 'he used a pink pencil, he's a girl'. Adults, however, do not seem to have these conversations. And even when children do, this does not mean that children are not aware of their gender. With 'He's a girl' the child means that he knows perfectly well that his/her interlocutor is a boy, but that in his (stereotyped) opinion he behaves like a girl. Or when a girl says 'I'm a girl' she knows that her interlocutor knows that, she is only justifying a refusal to wear something. It is not a 'first' predication; in other words gender is not supposed to be new information.

The structure of the lexicon offers other indications that natural gender is conceptualized as 'taken for granted'.

The missing nouns

The English lexicon seems to be organized in such a way that there is no noun which means 'male human being' or 'female human being', that is that holds for a male or female human being throughout his or her life. The noun 'woman', for instance, denotes a female human animate, but further categorizes the person as an adult. Gender nouns such as 'man', 'woman', 'boy' or 'girl' all add to the gender specification an extra semantic feature. In other words, where human beings are concerned, there is no noun which expresses natural gender only. I can only conjecture that the reason for this is that gender is construed as such a basic specification that it is always back-grounded in order for the noun to convey another feature of the referent. This is another indication that gender is construed as 'taken for granted'.

Dictionary definitions of gender nouns make this phenomenon clear. In the Shorter Oxford English Dictionary the first definition of 'woman' is: 'An adult female person, as opposed to a man or girl or both'. The 'adult' feature is also present in the other senses of the word listed in the dictionary, e.g. 'servant' or 'lover', even if it remains implicit in the definition. The only meaning of that word that may seem to contradict our view is the third one, where the noun is used in its generic sense: The female human person, esp. viewed as a type; the female sex.' However I would argue that even there 'woman' does not denote all human

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feminine beings but only adults, as suggested by the two examples which illustrate that meaning: 'DRYDEN Woman's a various and changeful Thing! S. RICHARDSON Woman is the glory of all created existence: – but you, madam, are more than woman!' In both examples the noun 'woman' occurs in the context of (love) relationships between men and woman, i.e. adult human beings. Note in this respect the form of address 'Madam' in the second example, which includes the /+ADULT/ semantic feature and suggests that when the speaker uses the noun 'woman' he is thinking of adult female human beings, rather than of all female human beings.

The nouns 'male' and 'female' do not qualify to fill the gap in the lexicon, as 1) they are derived from adjectives; 2) they do not only denote human beings but also animals; 3) they are rarely used for humans anyway (we do not normally say: 'my neighbour is a female of extraordinary beauty' or 'a female came round to see you').

The missing pronouns

Yet another sign that gender is construed as always taken for granted is that there is no way to ask what something is if we do not even know whether we are talking of a thing or a human. To make things clearer, let us imagine the following situation. I stumble on something in the dark, which could either be a thing or a person, and I want to identify that something. If I ask a question, I have to choose between 'What is it?' and 'Who is it?' i.e. I have to pre-suppose a basic categorization of the referent, even though, paradoxically, I am in a context where I seek identification. There seems to be no way to phrase what I want to phrase in this situation. In the same way that there are missing nouns there is a missing interrogative pronoun.

Similarly, there is no pro-form that subsumes 'something' and 'somebody'. If I make out a shape in the distance and do not know whether it is a thing or a person, I have no way of saying 'I see something or somebody'. There is no pronoun that cumulates (or neutralizes) the /+HUMAN/ and /-HUMAN/ semantic features. The pronoun must select a feature, which is that of the category. The same applies to 'anyone' / 'anybody' and 'anything'. There is no term that can express the idea that I cannot see anyone or anything. The referent has to be previously categorized. This again shows that natural gender (here taken as the human vs. non-human distinction) has to be taken for granted. Gender is construed as being always already known, a referent is supposed to have been previously categorized.

After these incursions into the domains of pragmatics and lexical semantics, let us now sum up what makes the conceptualization of natural gender, i.e. what we see as inherently linked with natural gender. The following list is not necessarily exhaustive. Natural gender involves a two-term opposition (either masculine vs. feminine or human vs. not human); it is an objective piece of information; it is not supposed to be predicated of a referent; it is taken for granted (or, in other words: it is supposed to be always already known); it is stable (i.e. it does not change), this last characteristic being the reason why it is taken for granted. One may also add that natural gender is not gradable – I will come back to this characteristic. Note that what constitutes the concept may be a simplified version of what we experiment in our daily lives. Although in real life gender may, in some rare cases, change (some individuals may switch from male to female or vice-versa), the most usual and typical (i.e. entrenched) situation is that gender does not change (there is no switching between human and not human), and that is what is selected in the concept

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CONCLUSION

The gender of pronouns can of course be in keeping with the natural gender of the referent. In fact this is the most common situation in English. But when natural gender and grammatical gender differ, gender reflects stages of categorization.

It is perhaps not so surprising that gender should express categorization, particularly the kind of categories denoted by nouns. In our experience we make a difference between humans (ourselves) and non-humans, and between males and females. Moreover, gender is an all-or-nothing opposition, particularly apt to express in a metalinguistic way the type of categorization expressed by nouns.

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Research Article

THEORETICAL FUNDAMENTALS OF THE CONCEPT IN COGNITIVE LINGUISTICS

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ABSTRACT

Cognitive linguistics is the study of the essence of a particular concept in the linguistic description of the world and its relation to world realities. Concept is one of the main categories of cognitive linguistics and is an element that establishes the connection between culture and man. Cognitive linguistics is a cluster of closely related approaches to the study of language as a mental phenomenon. Cognitive linguistics emerged as a school of linguistics in the 1970s. Cognitive linguistics is the study of knowledge, the study of language, which represents the crucial role of secular information structures in our interactions with the world. This paper discusses the theoretical foundations of conceptualization in cognitive linguistics.

KEYWORDS

Cognitive linguistics, concept, theory, information, linguistic literature, conceptual structure.

INTRODUCTION

Cognitive linguistics is an interdisciplinary branch of linguistics that combines knowledge and research in cognitive science, cognitive psychology, neuropsychology, and linguistics. Models and theoretical calculations of cognitive linguistics are considered to be psychologically realistic, and research in cognitive linguistics is generally aimed at helping to understand cognition and is seen as a pathway to the

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human mind. The term "concept" has been used in linguistics since the 1990s. "A concept is a set of concepts, ideas, and knowledge that has its own expression in language and its own lingua cultural specificity," he said. It also means the verbalized idea of cultural understanding and imagination. The concept is an element of national language and national thinking. It is also a semantic formation of a concept. " [1] "A concept is a form of one of the elements of culture formed in the human mind, in the same way that culture enters a person's mental world." Comparing the scientific work of different linguists, many specific conclusions have been drawn. The adoption of the concept in linguistics served as a new stage in the identification of the basic features of the unity of culture, consciousness, thinking and language, as well as cultural, philosophical and cognitive aspects of linguistics.

Cognitive linguistics is a cluster of closely related approaches to the study of language as a mental phenomenon. Cognitive linguistics emerged as a school of linguistics in the 1970s. Cognitive linguistics is the study of knowledge, the study of language, which represents the crucial role of secular information structures in our interactions with the world. There are different approaches to the concept of "concept" in the linguistic literature, so there are many interpretations of this term, and as a result of different approaches, the classifications of the concept are also defined differently. Concept types: The concept has its own structure. [2] A simple particular idea, the whole conceptual structure, the concept that constitutes the stages of abstraction, can also perform a conceptual function.

The concept has a clear structure. The researchers focused on the complexity of the structure, the multi-layered nature of the concept, and found that they generally constitute a conscious construct. output remains a problem that still needs to be solved for linguists.

CONCEPT STUDY METHODS

To date, several methods for studying concepts have been developed. There are many methods and techniques for conducting conceptual analysis for today's research. The purpose of conceptual analysis is to "define the paradigm of concepts of cultural significance and describe their conceptual atmosphere.

1. Defining the semantic structure of a keyword;
2. Analysis of the lexical paradigm that verbalizes this or that concept of different size and type;
3. Analysis of the material of aphorisms;
4. Free associative experiment method;
5. Receptive experiment method.

Since the concept represents mental unity and objective reality, it often has a linguistic objectivity, which is related to the concept of linguistic consciousness. The term "linguistic consciousness" was first introduced by von Humboldt. In this way, the scientist meant, in the production of speech, the ability to reflect consciousness on the sufficiency of translating an idea into a word; the ability of the language community to reflect on ways of formalizing non-linguistic material. The question of the appropriateness and status of the use of the term "linguistic consciousness" in modern linguistic research is debatable and is resolved positively within the framework of the cognitive-semiological theory of the word. In cognitive linguistics, an integrated approach within which, according to the nature of consciousness, the term 'consciousness' can be associated with the synonymous concept of 'cognitive consciousness'.

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Hence, linguistic consciousness is the part of consciousness (cognitive consciousness) that provides the mechanisms of linguistic (speech) activity; is an integral part of cognitive consciousness, which is responsible for the mechanisms of human speech activity and ensures the functioning of speech. According to the scientist, the functional units that make up the image (model) of ethno-linguistic consciousness are three specially structured types of space: linguistic, cognitive and cultural. Accordingly, ethno-linguistic consciousness is ethnically linguistic consciousness; a model of the linguistic consciousness of certain ethnocultural carriers whose translator becomes a language. The result of the activation of the elements of cognitive consciousness in the process of linguistic assumptions is linguistic assumptions, which in the next stage of transformation become "cultural and pragmatic components of linguistic semantics through verbal and cognitive modal-evaluative components.

In the stage of categorizing the world, the linguistic consciousness separates the empirical knowledge of the surrounding reality at the analytical level, establishes certain relationships between them, and thereby complements the cognitive knowledge with the linguistic knowledge. At the synthetic level, linguistic consciousness, on the one hand, codifies the experience of cognitive activity in its units, on the other hand, classifies it through a typology of characters distributed according to the type of linguistic relationship: epigmatic, semantic, syntagmatic, and stylistic. This functional specificity of linguistic consciousness also confirms that linguistic sign and cognitive structures are not the same.

He distinguished three types of concepts: single-stage - includes only the base layer. It consists of several cognitive layers of different stages and consists of a segmented, basal layer, consisting of segments of the same size according to their level. In addition, this code encodes the concept, as well as some additional conceptual symbols for thought operations. The development of a concept complements its conceptual layer by reflecting on the cognitive layer that encompasses its relationship to other concepts. The compatibility of the base layer and additional cognitive cues determines the size of the concept and its structure. Thus, the cognitive layer in the base with the figurative nucleus is an integral part of any concept, and a large number of cognitive layers may not be present in the structure of the concept.

The conscious and structural multi-layered nature of a concept is reflected in the conceptual understanding procedure. In the first stage of this process the external factors of the concept are reflected, in the second stage the internal center of the concept, the concept-image is reflected. in the paradigm, symbolic features are animated. Here, the process of analyzing the semantics of the word goes much deeper. Cognitive linguistics states that thinking is largely automatic and unconscious. [3] As in neuro-linguistic programming, language is approached through perception.nCognitive linguists study the representation of knowledge by searching for phrases related to modal schemes. For example, in the phrase "Quarter together," the preposition represents a modal scheme that appears in language as a visual or sensorimotor "metaphor".

CONCLUSION

In the study of the linguistic concept sphere, users of methods study the reflection of the national-cultural specificity and content of relevant concepts. Thus, the existing classifications indicate the breadth and complexity of the structural and spiritual organization of the concepts. Such an analysis is usually based on

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the material of artistic, journalistic texts. The purpose of the experiment is to study the understanding of knowledge, language unity. There are many different methods that can be used. That is, the person is asked to define a conceptual word, or to say antonyms that contradict the conceptual word, to describe the visual image. Experimental methods for conceptual content are very effective.

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Research Article

DEVELOPMENT OF THE CATEGORY OF MODALITY IN PHILOLOGY AND THEIR COMPARATIVE ANALYSIS

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ABSTRACT

This article is devoted to the means of expressing modality in English, their origins, semantic categories, alternatives to the Uzbek language, and translation problems. We first meet this subject in the works of Aristotle and our great scholar Abu Nasr al-Farabi. This research topic has been studied as one of the most relevant issues today

KEYWORDS

Language and thinking, essence category, quantity category, state category, ownership category, communication syllogism, logical modality, modal operators.

INTRODUCTION

Modality (Latin-modalis) means "measure", "method". The category of modality is closely related to the logical structure of thought in relation to speech. In linguistics, the category of modality is the most important sign of speech, while in logic, the form of thinking is the most important sign of judgment. Therefore, these two directions meet in the same stream. This relationship is analyzed through the concepts of "language and thought". In the science of logic, the category of modality is one of the important components of judgment and defines any sign of the subject. Modal logic means true, error, affirmation, denial, condition, which are represented by special modal operators.

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LITERATURE REVIEW

Modality is very broad and is one of the main topics in both logic and linguistics. Initially, the category of modality and its semantic features were found in the works of Greek philosophers, one of the founders of the Renaissance. Aristotle (384-322 BC), one of the founders of philosophy in the East, known as Aristotle, paid special attention to his works. The encyclopedic scholar systematically studied the thoughts and ideas in speech and laid the foundations for the doctrine of logical modality. He brought this doctrine to the forefront of the debate and tried to create a syllogistic table that contradicted his own considerations. Aristotle "understood them in relation to modal concepts" in general and in particular, and as a result of his ideas, two major categories of logical-linguistic necessity and possibility modality emerged. Based on the meaning of the modality career, the scientist divides it into two aspects: whether the action of an objective being can take place or not. As a result of this grouping, it is possible to understand two situations: one is that the action is real, and the other is that the action cannot take place.

In Aristotle's Category, he tried to reveal many concepts, basic, general, scientific concepts and categories, many problems of linguistics. Before introducing the concept of language, that is, categories, he gave an idea of the word category itself. He said of the essence of category: "These are the highest logical concepts, and the basic, important properties of objective being are reflected in the categories, and on their basis other concepts are formed. and the essence of the sentence. " [1.112].

Aristotle considers individual objects (because they have predicates) as categories. Approaching these views identifies 10 main categories. They are: 1) essence, 2) quantity, 3) quality, 4) attitude, 5) place, 6) time, 7) state, 8) possession, 9) action, 10) ignorance.

Each of these categories is highlighted and illustrated. Includes all horses in the essence category and analyzes them into two groups. The first separates the famous horses separately, and the second includes all the horses in general. How much is the category of quantity?, What is the category of quality?, Relationship - relationship, Where is the category of place ?, Time - when?, Situation The infinitive is expressed, and in the latter case, the performer of the action is unknown.

He then made a scientific analysis of the scholar's views and reduced the number of categories to three in his Metaphysics:

1. Category "Essence" - in sentences with the same predicate. For example: a lion is a wild animal, a chicken is a bird
2. Case category - one-place predicate sentences. For example: Anwar is sleeping, tomorrow's wedding ....
3. "Relationship" category - two-digit predicate sentences. For example: Snow covered the earth.

RESEARCH AND METHODOLOGY

Thus, Aristotle considers these three groups to be the main ones, and the categories which he has previously analyzed separately, as their helpers. However, each category, which is semantically and logically separated, has an independent meaning and performs an independent function. Through these scientific researches, Aristotle created such categories as philosophical, logical, linguistic, semantic, modal. These concepts are represented in logic by semantic operators, and in linguistics by morphological and syntactic methods.

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Following Aristotle's innovations in science, members of the Stoic school sought to further develop logic, linguistics, and one of its branches, modality. The term "logic" has been interpreted as a science of word expression. Understood the rules of operations (disjunction and conjunction) in modern logic.

In addition to scientific research in the science of logic, linguistics has also classified grammatical categories. Through their research, they defined the concept of word groups in grammatical categories, interpreted the presence of expressive and expressive elements in language, and introduced the term middle or intermediate gender into the noun category.

The Stoics recommend four categories instead of Aristotle's 10. They differ from the categories grouped by Aristotle in their characteristics. They are: 1) substrate (possessing) 2) quality 3) condition 4) attitude. They are inextricably linked. Based on their ideas, categories are interconnected and mean that they form grammatical categories.

The logic of modality also developed during the Middle Ages. In the VIII-XVI centuries, science re-emerged in the East, especially in Central Asia. One of the most prominent figures of this period was the great sage Muhammad Abu Nasr al-Farabi, who was named the "Second Teacher", the teacher after Aristotle. He spread the innovations of ancient Greek scientists in the East and made comments and additions to their ideas. Encyclopedic philosophical scholar, conducted in-depth research in the sciences of logic and linguistics. He comprehensively developed important logical issues, such as the basic principles of correct thinking: accuracy, non-contradiction of sentences, consistency, sufficiency of any conclusion.

The thinker interprets all the sciences individually and divides them into groups, which are: 1) the science of language; 2) logic; 3) mathematics 4) science at-natural and al-divine-natural and divine sciences or metaphysics 5) political science (science al-culture-science about the city, science of urban management).

Al-Farabi's scientific research and writings have not lost their value. Today, his legacy serves as a foundation for young people's education.

Western logicians of the Middle Ages also brought great innovations to modal logic, including William Okkam, John Buridin, and Poewdo Scott. They focused on the integral semantic connection of modal sentences and the logical connection and non-connection of ideas in sentences. In the development of modal logic in the Middle Ages, de dicto and de re modal constructions were introduced into science.

In the Middle Ages, various problems related to determinism (the doctrine that defines the essential features of an object or the meaning of a concept - the boundaries of its content - the doctrine) began to be interpreted in the Aristotelian spirit. Based on these rules, modal sentences are grouped into either in sensu composito (content linking) or in sensu divisio (content division). The analysis of such statements was called de dicto (about content) and de re (relationship between subject) modal constructions (Knuttila 1984, 150). These constructions became the basis of modal logic in the Middle Ages. Modal construction has been considered by some logicians as a propositional device or proposition. According to J. Yakubov, proposition is an invariant part of a language unit aimed at a specific goal of the sentence, which serves to express different semantic concepts (desire, denial, truth, error, real, affirmation, etc.) in conjunction with predicates. This linguistic unit can be used interchangeably, moving freely in the sentence structure, always retaining the content of a part of speech [2.22].

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According to Vickers, any modality arises in two forms (de dicto, de re), while others depend on the scope of the modality, whether S (the subject) corresponds entirely to the modality, or the predicate of the sentence.

ANALYSIS AND RESULTS

Yan Svetlik, while studying the process of interaction, calls the modal construction the three modal components. Explains them as follows:

1) the speaker (dr - dictator) 2) the addressee - the listener (Peperseptor) and 3) the content of the sentence (d-dictum) [1.290]. These components are inextricably linked in a sentence, and their interactions form a general model of syntactic modality. The modality of a sentence depends on these components, and their semantic meanings can be expressed in four different types of sentences - a sentence, a command, a question, and a wish.

Yes. A. Slinin interprets modal devices as a modal operator. The above de dicto, de re calls the concepts modal operators, and de dicto explains that they belong entirely to the content of the sentence, and de re only to the predicate.

Linguists have also expressed their views on these modal operators, explaining them in linguistics with the words "modus-dictum."

Swiss scientist Sh. Bally made a number of important points about the modality category. "Any explicit speech consists of two parts. One of them is correlated (adapted) to the process of forming the imagination, we call it" dictum "; the other is correlated to the operations performed by the thinking subject, it is called" mode ". [5.90]. In the scholar's view, modus comes first, without which speech cannot exist. A modus consisting of a modal verb and a modal subject fills the dictum. Modality is the basis of speech, like thought also speaking occurs as a result of the active mental activity of the subject. Consequently, it cannot be called a speech unless there is some expression of modality in the thought being understood "[3.25].

V. G. Gak semantically analyzes the sentence and divides it into dictum and modus. According to him, dictum reflects reality, while modus represents the speaker's attitude to reality [4.23].

T. B. Alisova pays great attention to the relationship between mode and dictum. Understands modal meaning through dictation, and explains ways of conveying semantic meaning through modus. Taking mode and dictum as explicit modals, this modality exists in two modes: the mode of speech and the mode of assessment of subjectivity. These two conditions do not contradict each other, but they complement each other [1.23].

During the Western Renaissance, much research was done on the modal category. The most important of these is Antoine Arno and Claude Lanslow's "General and Logical Grammar." This work is also referred to as the grammar of Por Royal. In this play, grammar is based on scientific knowledge. For researchers, the basic unit of speech is speech, which contains a logical sentence and consists of three terms: possessive (terre), determiner (ronde), and conjunction (est). The verb is the core of the sentence.

The authors of Por Royal Grammar describe grammar as the "art of speech" and give a special definition to speech: "Speech is the expression of one's thoughts by means of signs in order to achieve human goals." These symbols were written and were first used by the Greeks. these characters were called grammars. That's where the word "grammar" comes from. [6.23].

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In the seventeenth century, an attempt was made to regulate language on the basis of two important theories of language description. G. V. Leibniz plays an important role in this.

In April 1679, Leibniz, in his General Elements of Classification, conducted research to test the properties of simple numbers (derived from the modal properties of sentences). proved the existence of the idea of probability in addition to explicit knowledge, and contributed to the development of the category of modality in the science of logic.

The category of logical modality has been interpreted differently over time:

1) The famous and related horse (Aristotle)

2) S-P, a R formulas

3) A B C Q R P MS with special characters

4) Logical connectors (conjunction, disjunction)

5) Intensive operators (necessity, possibility)

6) De dicto, de re modal device

7) Arithmetic natural numbers - numbers (Leibniz)

It is clear from the above-mentioned ideas that in the Early Renaissance and the Middle Ages, socio-philosophical thought and science began to re-emerge in the East, Central Asia, and the West. plays a major role in history under the name of the period of rebirth. On the basis of the science of logic, scientific research has been conducted, which is a great basis for the category of modality, and has created the basic rules for the development of the subject.

Conclusion

By the way of conclusion we can say that in a logical process, it is expressed quickly, clearly, and clearly, and means modal meanings such as true, real, affirmation, chance, error, negation, possible, necessary, perhaps possible, not necessary. These processes are explained by a number of symbolic symbols, letters, formulas, numbers, logical connectors, modal operators, and represent the above-mentioned relationships between objects. The mentioned language symbols form a system of modal logic. Modal logic is expressed in logic in 5 ways:

a) Symbolic letters

b) Modal operators

c) Logical connectors

g) Logical symbols

d) In lowercase and uppercase Latin letters.

In the expression of the category of modality, lowercase Latin letters are used instead of individual objects, and in the explanation of predicates, the following uppercase letters S, P, R, Q are used. TAhe category of modality first appeared in the science of logic and later became the focus of linguists. This topic is comprehensive and relevant in both areas. The main task of both thinking and language is to express the speaker's attitude to the whole being through various judgments.

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Research Article

FOREIGN EXPERIENCE IN THE TRANSITION TO A CREDIT-MODULE SYSTEM. PRINCIPLES OF DEVELOPMENT OF LINGUISTIC-SPEECH COMPETENCE OF STUDENTS IN INDEPENDENT EDUCATION

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ABSTRACT

In the article we analyze the current state and prospects of transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Academic mobility, accumulation of grades, interest of teachers and students in science, as well as the introduction of a well-defined assessment system are substantiated.

KEYWORDS

Educational programs, educational technologies, Course identifications, teaching methods, course plan, learning outcomes, description, course objectives.

INTRODUCTION

According to the law of the Republic of Uzbekistan "On Education" dated September 23. 2020, the implementation of educational plans and educational programs into the educational process is of great importance in the implementation of educational plans and educational programs in the educational process, educational organizations can use modern pedagogical technologies, innovative forms and methods of teaching, educational technologies based on the credit-module system. The place between the

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languages of the world, the status of the state language, the views that literature, built on the basis of language, is a source of raising spirituality, constitute information about language styles [18, p. 31]. Herewith teaching of of language in connection with the methodology, philological education – sustainable development, the role of philological education in the development of today's society, the need for methodical study, as well as the methodological characterization of the students' goals of working on texts, the further expansion and development of the knowledge and skills acquired in the lower stages of the native language, their ability to fully master the oral and written forms of, methods of achieving the achievement of being able to enter into communication are to be able to use the vocabulary of the native language with the correct use of speech styles. It is important to know the methods by which you can analyze the content of a word (text) on the basis of context, distinguish primary (Main) and secondary information in the text. In the methods of knowing the composition of questions on parts of the text, the methods of parsing the keywords of the text, the methods of methodical parsing of the necessary information from the text, the methods by which philologists correctly interpret the scientific terms related to the specialty, the knowledge of the syntactic correct formulation of words with their participation and the

Methods for performing independent assignments

1. Logical thinking, a quick question-and-answer method;
2. method of conversation, discussions;
3. interactive games method;
4. method of working in small groups;
5. method of presentation;
6. method of working with audio-visual materials;
7. method of individual projects;
8. project method for teamwork and protection.

THE MAIN FINDINGS AND RESULTS

The mechanism of performance of the independent learning (self-study), reading in an the classrom (IRC) methods of online learning from literature created for students in the native language methodology, independent work on projects. In order for the result to be effective, the main task of the loan today is considered to be passing the exam. Components of the Syllabus, identification (Course identifications), Teaching methods, course plan, as well as the results of studying the teacher's information (Learning outcomes) and literature (References), a complete description in the description of science (Course Description), course objectives.(Course objectives). Assessment. (Assessments), it should be noted that the rules of the ECTS system of Student Assessment in the credit module system are mainly formed in two stages.1) the rules of the evaluation system of the ECTS for the period from 2009 2) the current evaluation rules of the ECTS for the period after 2009 GPA assessment A-a high - correct result, B - A high result but there are some minor errors, C-a good result but there are some errors, D-a good result but there are FX-fail-a little reading is necessary for the loan to be provided, F-fail-much reading is necessary for the loan to be provided [7, p. 37]. On the basis of credit modules, the curriculum, as a rule, the schedule of the educational process, the beginning, duration and periodicity of training, the academic years, quarters, semesters, internship, holidays, attestation, the number of weeks allocated, the subjects (modules) to be studied and the hours allocated to them (credits) and other necessary parameters are reflected. The curriculum was determined to prevent the introduction of additional subjects on the basis of the

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assignments of Public Administration bodies. Decree of the president of the Republic of Uzbekistan "On approving the concept of the development of the higher education system of the Republic of Uzbekistan until 2030"dated October 10.2019 with this decree №-5847: submission of at least 10 higher educational institutions to the list of higher educational institutions of the first 1000 seats of internationally recognized organizations (Quacquarelli Symonds; based on international experience, the introduction of advanced standards of higher education, including the gradual transition from theoretical knowledge-oriented education to the educational system aimed at the formation of practical skills in educational programs; ensuring the academic independence of higher education institutions, etc., was determined. [7, p. 44] Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to improve the system related to the organization of the educational process in higher education institutions"dated December 31, 2020. With this decision: the order of gradual transfer of the educational process in the higher educational institutions of the Republic from the

1. 2020/2021 academic year to the credit-module system.

2. Approval of the dispute on the procedure for the introduction of the credit-module system into the educational process in higher educational institutions. 3.Together with ministries and departments of the Ministry of higher and secondary special education, which are institutions of higher education in the system of higher and secondary special education, to ensure improvement of qualification requirements, curriculum and science programs of Bachelor's and master's specialties, the credit-module system is introduced into the educational process within 1 month.

3. Together with the Council of higher education of the republic within 2 weeks the tasks of development and approval of samples of documents related to the organizational issues of the introduction of the credit-module system into the educational process in higher educational institutions were determined. Order of the Ministry of higher and secondary special education of the Republic №30 of 2021 "On approval of samples of documents related to organizational issues of introduction of credit-module system into the educational process in higher educational institutions". With this order, the following samples of documents were approved.

4. Information that should be reflected in the education program directory. 2. Catalog of Subjects. 3. Information that should be reflected in the agreement on education. 4.Information that should be reflected in the reference to education. 5. Information that should be reflected in the certificate of internship. 6.Personal training of the student. 7. Assesment convertation (from a 5-point system to a percentage). 8.Table of assesement of HEIs' evaluation system to other evaluation systems. 9. Information that is recommended to be reflected in the internship agreement. 10. Transkript. 11. Evaluation account. The president of the Republic of Uzbekistan has assigned the following 4 priority tasks in the field of Higher Education. Dramatically reduce bureaucracy and corruption by reducing paperwork for professors and students, digitizing the industry. To enhance the role of Management Councils of higher education institutions and to expand their competence. By adapting the learning process to market requirements, ensuring its consistency with production and creating an environment for the student self study. Order of the Ministry of Higher and secondary special education of the Republic of Uzbekistan №311 “On approval of State educational standards of Higher Education” dated July

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16, 2021 of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan State Educational Standard of Higher Education. "Basic Rules" is the state educational standard of Higher Education. "Clasifier of directions and specialties of higher education" base higher education institutions on the spheres of Higher Education State educational standard of Higher Education. Introduction in the "Basic Rules". 1. Field of Application 2. Regulatory links 3.Definitions. 4. Categories and types of normative documents on standardization of Higher Education 5. General requirements for the content of curricula and curricula of Higher Education directions and specialties. 6. General qualification requirements in relation to the preparation of graduates. 7. The volume of the training load. 8. Evaluation of the quality of Personnel Training and the activities of higher education institutions. Basic Rules of the state standard of Higher Education: general requirements for the content of directions and specialties of higher education, programs and curricula. The Basic Rules of qualification requirements for the preparation of graduates. Specify the amount of training load. Determines the quality of personnel training and the procedure for evaluating the activities of higher educational institutions, qualification requirements, development and implementation of educational plans and curricula. Types of regulations. Qualification requirements. Curricula. Training programs. General requirements for the block of educational sciences. The block of compulsory subjects requires deep mastering of disciplines and should provide the basis for enriching the educational attainment, formation of the necessary fundamental knowledge, professional skills, abilities and competences in the field of education, professional activity in the chosen direction and specialty of the graduate, as well as continuing further education in a certain magistracy specialty [7, p. 39.]. The block of competitive Sciences-Baccalaureate should ensure that the education recipients acquire additional in-depth theoretical and practical knowledge and skills, provide professional compensation taking into account innovative methods and regional factors of the sphere, and ensure the acquisition of professional knowledge and skills in accordance with educational trainings. General requirements for the qualification practices of The Bachelor's degree: in order for the students to perfectly master professional skills, educational plans and training and production qualification practices in the curricula of certain disciplines must be stipulated. Qualification practices are an obligatory part of the baccalaureate education process and are aimed at the formation of professional training, practical skills and competences of students. Control of the quality of Personnel Training. Internal control is carried out by a higher educational institution. Internal control is carried out in accordance with the established procedure established by the competent public administration authority for the management of higher education in accordance with the criteria of the rating(assessment) system and the credit-module system; The final control of graduates is carried out in accordance with the educational plans of the directions and specialties of Higher Education: the final state attestation on Educational Sciences in bachelor or the protection of graduation qualifications, as well as in the form of the defense of the master's thesis in the magistracy. State-public control - is carried out in accordance with the procedure established by the state governing body authorized to administer higher education, public organizations and personnel customers. External control-is carried out in accordance with the established procedure by the competent public administration body for the management of higher education, as well as the state administration for quality control of Education under the Cabinet of Ministers of the Republic of Uzbekistan.

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Classifier of directions and specialties of Higher Education. The main users of qualification requirements. Management staff and professors of the higher education organization [7, p. 54]. Requirements of the higher education organization. State attestation commission. Authorized government bodies for the management of Education. Bodies that provide financing of higher education institutions. Authorized state bodies that control the accreditation and quality of higher education system. Personnel customers and employer organizations and enterprises. Applicants, their parents and other interested persons. 60230100-requirements for professional competence of bachelors in the field of Education" philology and teaching languages (Uzbek)". General competencies. Professional competence. Curriculums. Sample training plan. Working training plan. Educational plan-a normative-methodical document, which determines the size of hours and credits in the course of the full normative period of the educational period, the content of educational sciences, courses, the consistency of their study, the type of educational activity in a particular direction or specialty of Higher Education. In the credit-Module System, 3 types of the curriculum are used. The base training plan is for the entire training process in accordance with SES. Employee training plan – to calculate the schedule of the training process for each academic year and the workload of the teachers. To provide information to prospective students and their relatives about the programs in HEI (Orientations) enrollment of students accepted for study (Enrollments). Registration in the curriculum for the academic year or semester subjects (Course registrations). Registration and transfer of grades and credits of students in the subjects (Grade registration). Providing students with references from the place of study (Confirmation letters). Providing students with graduation diploma and diploma applications (Transcripts and Diplomas). Providing scholarships and financial assistance to students (Processing financial aid applications). Students will receive tuition contract fees (Processing tuition fee payments). Coordination of the development of the academic calendar of the university (development of academic calendars). Coordinate the development process of university application directories (overseeing course catalog development). Maintaining and transparently publishing the statistical data on students and curricula.

The Registrar's office was established in developed countries mainly in almost all universities, colleges and in some cases even schools in the United States, Canada and Europe. In the American and English HEI, this department was opened initially for the purpose of maintaining and regulating student ratings in a single place, later its functions expanded. The Registrar's office is mainly in Uzbekistan 1.Productive use of Time 2.Avoid queue expectations. 3. Transparency and transparency. 1. Work related to the diploma (obtaining, restoring, etc.). 2. On career issues (consultation and information on vacancies). In the case of further clarification of the duties of the Registrar's office below, they are as follows, Student Enrollment is the acceptance of the documents of applicants recommended to the student according to the result of the entrance examinations, the issuance of a payment contract paper, the division of them into groups and the formation of a complete database about them.

Student registration-to enter newly accepted students on the university educational portal (moodle) and give them an ID number, ID card, student certificate. **Course registration**-formation of the interaction window of teachers and students on the university educational portal. Here, each student is informed about the name

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and teacher of the subjects chosen by him, and each science teacher himself will have information about the students who are enrolled in the subject in which the lesson will be conducted. The task of the Registrar's office is to update these data at the beginning of each academic year. **Transfer and restarting –** carry out work related to the transfer and restoration of reading. **Timetable**-to draw up a timetable for all students and deliver it to teachers and students through the educational portal. **Exam timetable**-draw up and announce exam schedule. **Exam registration** is the provision of pre-registration of students for examinations and the solution of problems associated with this. **Academic records registration** – formation of a general database of students ratings and ratings. **Timetable**-to draw up a timetable for all students and deliver it to teachers and students through the educational portal. **Reference letters**-to provide students with various references(in Uzbek, English, Russian). **Tuition fee**-the issuance of documents necessary for the implementation of payment contract money. Dormitory-issues related to placement in students dormitories. **Other issues**-helping students in other matters. **International affairs. Incoming students**-work with chel fifty students who come to study at the University (visa, registration, assistance in any matters related to participation in tutorials). **Outgoing students**-work with students who go to study at a foreign Ott. In summary, the establishment of the Registrar's office in the HEIs serves to make the administrative management system of the university education process more transparent, quick and qualitative consideration of students' appeals. The main purpose of the Toki student's entry into the HEI is to obtain this knowledge. Therefore, his time should not be spent on ovulation associated with administrative problems [7, p. 52]

The normative-methodological provision of the educational process in the credit-module system (based on foreign experience) ECTS - the concept of the European credit transfer system. Training load, training results, credit allocation to the audience and independent hours. Credit and module concepts. Application of ECTS to the national credit-module process. Changes in educational documents (SS, Curriculum, SP). Distribution of student workload, introduction of competitive subjects, evaluation in the new credit - module system. Questions and answers. Bologna Process. The situation is up to 1999 year. 1999 year, June, Bologna Process (28 country). EHEA (the European Higher Education Area) is a European Higher Education Area. March 2010-Budapest-Vienna - 49 country 1. first (undergraduate) cycle 180-240 ECTS - bachelorette 2. second (graduate) cycle 60-120 ECTS - Master's 3. third cycle (doctorate) Berlin - what is the doctorate ECTS system?

ECTS(European Credit Transfer System) is a system that focuses on education, based on transparency in teaching, teaching and evaluation of Education. Its object is to simplify the creation of educational programs, their delivery to students and their evaluation, and to easily understand (recognize) the knowledge learned during the student exchange program, a diploma or other type of document and the period of study. The concepts of credit and modules **academic credit** is a symbolic unit of measurement that is regularly collected by the student in order to achieve this level of education at a certain stage of Higher Education. This unit means that the student has completed a certain number of reading loads and has successfully mastered the results of a particular reading. **The Academic module** is a set of systematic, consistent reading and learning efforts aimed at achieving holistic specific learning outcomes, with its own assessment standards. It usually lasts one

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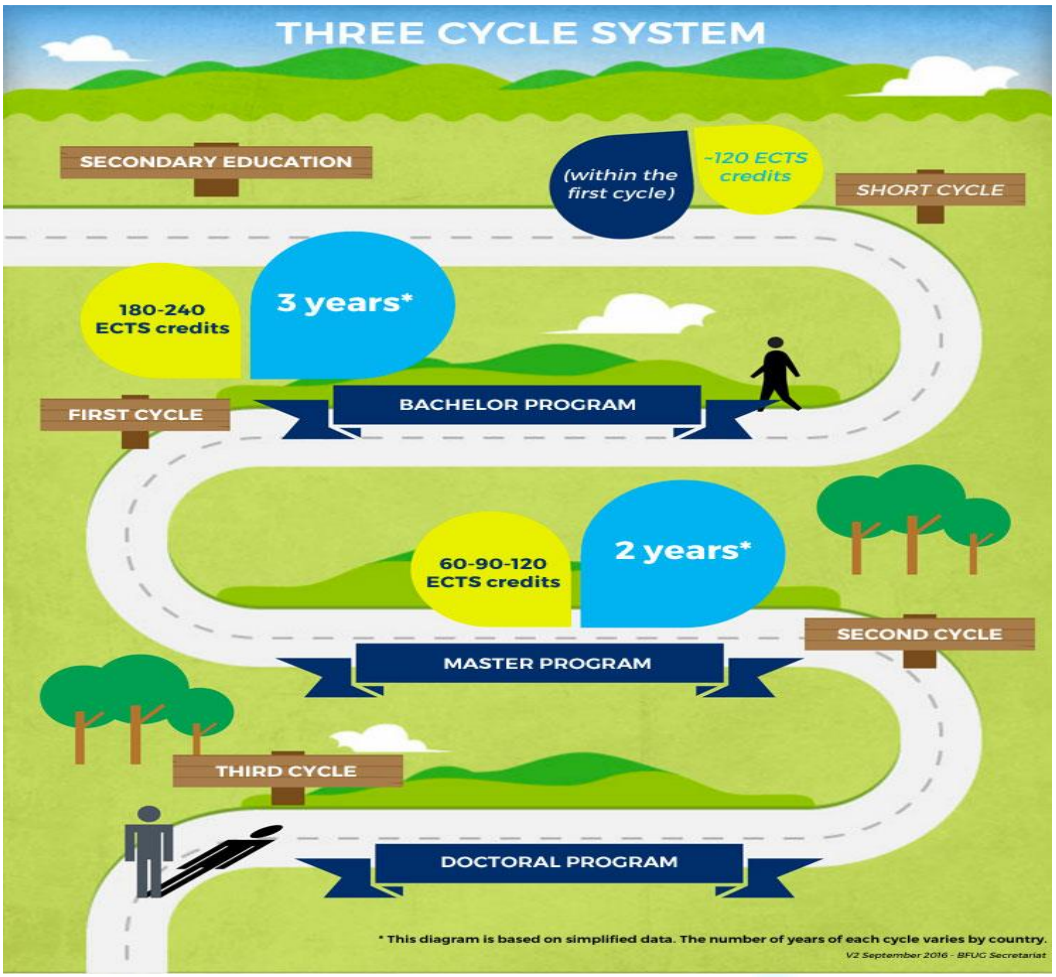
semester but in some cases it can take several to several hours. Tiradi reflect a certain amount of credits in each module in the ECTS system [7, p. 44].



Credit. ESS credit-the composition of the two necessary system, which consists of the module element. Educational work load). Education and training of students.Credit. (Learning workloads). **1 credit, 25-30 hours contact hours (10 -12 hours), 60% Independent Education, (15 -18 hours)** development

of a training plan in the credit module system.The context of the program. **Program profile.**

The programme learning outcomes – expected results at the end of education The programme structure and allocation of credits-the structure of the program and the distribution of credits are the components of the student learning burden. Separation of subjects into credits: modular **and non-modular.** Subjects equal to the same loan amount during the course. Subjects equal to different loan amount during the course. Components of the student learning load. Amount of

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credits. Bachelor-240 credits. Master's degree-120 credits. Subjects Are Basic. Choice. Optional. **Hour's division. Contact hours-**40% Independent Education – 60%. Student's learning load (modular) [7, p. 41]. The importance of scientific and methodological research on a number of methods of teaching the native language in our country in the following years is distinguished by its importance. Normative and methodological support of the educational process in the credit-module system, including Sh.Yusupova [1] and N.Yuldasheva et al [2] promoted the teaching of the native language on the basis of new pedagogical technologies in her studies. A.Gulomov [3], M.Saidov [4] and N.Alavuddinova [5] conducted research on the methods of independent work, formation of creative thinking skills by teaching the native language. A number of studies have also been carried out on the methodology of teaching language levels from the mother tongue in continuing education, including T.Yusupova conducted scientific research on the methodology of teaching the main sections of the sentence.[6]. The content of this article can be widely used in state language education today. It is worth noting that in different periods philologists also made their worthy contributions to the methodology of teaching the native language as the authors of the program, textbooks. H.Nematov, N.Mahmudov, A.Sabirov, I.K.Mirzaev and others studies this aspect as well. B.Mengliev is a professor who developed the purpose and content of native language education relying on the ideas of H.Nematov. The development of speech skills in a person, the integration of national spirituality into student thinking on the basis of dictionary and text, the preparation of students for different speech situations, the education of creative minds started with a new direction in the teaching of mother tongue [7, p. 32]

The Researcher A.Bobomuratov uses of game assignments in the education, methodist T.Ziyadova possibilities of increase the vocabulary of students in the process of native language education, M.Saidov said that in the process of his native language education on educational assignments and methods of their use develop thinking T.Ganiev studied the issues of increasing the cognitive activity of a person in the process of performing exercises from his native language. A.Hamroev studied the problem of designing the creative activity of the educator in the education of the native language. Methodist K. In this regardIt is worth noting the research work of mavlonova on the topic "Improving the methodology of integrated teaching of native language science with the science of literature through the artistic text" [7, p. 28].

The scientists developed the technology of developing the skills of working on the most complex text, reading it, understanding it and, most importantly, creating text in accordance with today's methodological approaches to the education of the native language, integrating it with the science of literature. Also on the topic of the study. A. Allayorov, O.R.Raziqov, R.Ibragimov, B.R.Adizov, M.H.Mahmudov I.E. studies problems of development of educational and cognitive activity of the educator, his activity and upbringing of independence were also studied by behaviours. [8.32] Russian educators A.N. Leontev, J. A. Ponomarev, S.L. Rubenshteyn conducted observations on the teaching assignments and their role in didactics, their functions. In particular, Leontiev characterizes the concept of "assignment" as follows: "assignment is a forward – looking goal based on certain conditions." [9.69] Australian scientist, professor Jacques Richards with methodical, psychological and pedagogical research of teaching assignments in World pedagogy was specially trained. [10.74] It is worth noting that Western

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pedagogy focuses the main attention on practice. The first pragmatic ideas were the American philosopher and pedagogue D. Developed by Dyui [11, p. 12]. Timely conclusion from foreign experiments H.Nematov introduced a cognitive-pragmatic approach to the education system of Uzbekistan in the first years of independence, although this approach is timely supported. Therefore, the educational tasks still in force in the native language education do not give the expected effect. Today's pedagogical, linguistic conditions require the improvement of teaching assignments in the credit-module system on the basis of a cognitive-pragmatic approach, it is also necessary to take into account the Blum taxonomy in the development of questions, exercises and assignments [14, p. 12]. In this sense, this article aims to develop independent teaching assignments in the subjects of linguistics for the module-credit system in higher philological education, to substantiate the pedagogical, psychological and linguistic requirements of improving teaching assignments in the module-credit system, to describe the concepts of questions, exercises and assignments on the basis of a pragmatic approach, and to classify them from a curriculum. To develop the scientific and theoretical basis for the formation of independent educational assignments in the subjects of linguistics for the module-credit system in higher philological education, to improve the linguistic foundations of existing teaching assignments, to study the current state of the use of independent educational assignments in the system of higher education and to determine the place of teaching assignments [7, p. 12] The module in higher philological education consists of the creation of independent educational assignments in linguistic disciplines for the credit system, a comparative study of its compliance with the requirements of the program, as well as identifying the causes of problems associated with their teaching and offering solutions. Development of methods for the development of listening, speaking, reading comprehension and writing (literate and meaningful spelling) skills in students by setting up independent teaching assignments in linguistics for the module-credit system in higher philological education. Improvement of the development of thinking skills based on the creation of independent educational assignments in linguistics for the module-credit system in higher philological education. Selection of methods, methods and technologies of convenient and practical importance for the module-credit system of higher philological education in the formation of independent educational assignments in linguistics and working with assignments [7, p. 13].

To summarize the proposals and recommendations developed for the creation of independent educational assignments in linguistics for the module-credit system in higher philological education through experience in the content of textbooks on the basis of the module-credit system, testing in native language lessons and Conclusions Drawn. The module-credit system in higher philological education is the study of Methods, systems and technology of improvement of pedagogical, psychological, linguistic foundations of the creation of independent educational assignments in linguistics. In the course of the study, a number of methods such as cognitive-pragmatic pedagogical observation, comparative analysis, variance, classification, interview, statistical analysis, interview, questionnaire, pedagogical experience-test were used. In higher philological education, speaking skills are developed when independent teaching assignments are used, which are structured into linguistic disciplines for the module-credit system, as a result of which it is determined that the literacy of students has increased to a certain extent. It is based on the fact that the module-credit system in higher philological education

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establishes independent educational assignments in linguistics – directs the future specialist to thinking, work with teaching assignments, and at the same time performs the task of testing the formed cognitive skills and qualifications. For module-credit system in higher philological education concepts related to independent education in the formation of independent educational assignments in linguistics subjects were described in a new way in terms of pedagogical, psychological and linguodidactics, the places of application are classified according to the tasks performed [7, p. 9]. When working with linguistic Sciences in philological education in the formation of independent educational assignments in linguistics for the module-credit system in higher philological education, the levels of asking questions to the text, the interlocutor from the situation were determined, it is recommended to approach the formulation of a question in a cognitive-pragmatic way. The creation of independent teaching assignments in linguistics for the module-credit system in higher philological education along with the ability to listen and understand the student, the methods and means of teaching the student to ask the right and logical questions are developed, referring to the need to apply according to the situation of communication, the qualification of speaking is also observed. For the module-credit system in higher philological education, it is determined that the creation of independent educational assignments in the subjects of linguistics will direct to the performance of an action, motivate thinking, and, most importantly, perform the task of testing, assessing the acquired knowledge, skills and qualifications. The system of special educational assignments for students of the Uzbek language and literature learning is introduced into practice in the context of linguistics, the creation of independent educational assignments in the subjects of linguistics for the module-credit system in higher philological education. Through the teaching of mother tongue in higher education, the technology of formation of speech skills Komplex has been developed and introduced into practice, such as the formation of literary language, skills of literary pronunciation, spelling literacy, increasing vocabulary and being able to work independently. For the module-credit system in higher philological education, the method of using teaching assignments based on a pragmatic approach to the teaching process has been introduced, the use of teaching assignments of teachers in the formation of independent teaching assignments in linguistics, the skills and qualifications for their development have been formed. The results of the study will be used to create new SES and curriculum, as well as textbooks based on the competency approach. The relevance of the Applied Research Methods and scientific-theoretical data to official sources, the effectiveness of the presented analysis and experimental-test work is explained by the fact that the mathematical statistics are based on methods, the conclusion, recommendations and recommendations are introduced into practice, the results obtained are confirmed by competent structures.

The scientific and practical significance of the research findings. The article within the scope of this study plays an important theoretical role in the study of pedagogy and the history of education, in improving the methodology of teaching mother tongue, in determining the position of phonetics in education. Also, the theoretical views reflected in this thesis may serve as a source for new research in this direction. The ideas, theoretical views and practical recommendations put forward in the article can serve as a source in the creation of "native language" textbooks, manuals, as well as in the preparation of lecture texts. The "present Uzbek literary language" in the philological faculties of higher educational

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institutions serves as a material in the formation of lecture texts in a number of linguistic disciplines, serves as an important guide in the deeper teaching of the native language to higher education students [18, p. 31]. It is important to carry out monitoring of the process of transition to the credit-module system in the study of the activities of the universities, which are in high places in the international rankings, to develop educational plans in accordance with modern and World requirements, to introduce modern information and communication technologies in the philological education system, to convey the essence of the

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Research Article

THE STUDIES OF RELIEF NOUNS BY UZBEK LINGUISTS

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ABSTRACT

This article provides detailed information about the derivatives of nouns from the word relief in the Uzbek language, about their study and classification in Uzbek linguistics. A classification of linguistic studies of relief nouns in the Uzbek language is proposed. Also, special attention is paid to the importance of studying the semantic structure, historical and etymological features, theoretical and practical issues related to the lexical interpretation of relief nouns in the Uzbek language.

KEYWORDS

Language, lexical layer, relief, mountain, general lexical unity, earth layer, upland, plain, lowland, philological dictionary, encyclopedic dictionary, translation dictionary.

INTRODUCTION

Language as a reflection of being is a complex social phenomenon that embodies all natural and social phenomena. The events of reality are different. Each of them has its own separate natural and social peculiarity, task and significance. For this purpose, each of the harmonic phenomena requires its own specific name, purpose. The lexical units of the language are also diverse and colorful, like all phenomena, forms and meanings characteristic of different traditions, values, culture, moods, things and

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phenomena, concepts related to science, technology, art, life, etc. One of such phenomena is the various forms and appearance of the earth's surface, and words in their qualitative expression in language have the same varied form and meaning as the very appearance of the earth's surface. In each language, the lexical units representing the terrain are formed in its own way. In particular, words and terms such as tog', adir, jar, o'r, tekislik, pastlik, qir, chuqur, dovon, yonbag'ir, cho'qqi associated with the concepts of the terrain, occupy a special place in the lexicon of the Uzbek language. Such lexical units as these are fixed at the expense of their own and other linguistic units as a group of words - relief nouns representing concepts related to the relief of the earth's surface, and also, along with the formation of a separate group of lexemes in the lexical system of the language, serve as an important resource in the formation and development systems of words - relief nouns. A number of scientific studies were carried out on similar lexical units of the Uzbek language and vocabulary-semantic groups, as a result of which theoretical and practical achievements in the lexicology of the Uzbek language were obtained. In the field of studying the vocabulary of the Uzbek language, the scientific research of the following linguists should be separately noted: A. Gulomov, S. Ibrokhimov, A. Rustamov, A. Khozhiev, Sh. Rakhmatullaev, U. Tursunov, X. Doniyorov, 3. Marupov, E. Begmatov, H. Nematov, I. Kuchkortoev, Olim Usmon, T. Aligulov, B. Urinboev, R. Kungirov, E. Umarov, B. Bafoev, H. Dadaboev, R. Rasulov, R. Doniyorov, N. Makhkamov, A. Madvaliev , A. Sobirov. And the systemic and structural interpretation of the vocabulary of the Uzbek language was carried out in the studies of a number of linguists, such as Sh. Rakhmatullaev, I. Kucheortoev, A. Nurmonov, Kh. Nematov, M. Mirtozhiev, N. Makhmudov, R. Rasulov, O. Bozorov, R. Safarova, Sh. Iskandarova, Z. Yunusova, M. Narzieva, Sh. Orifjonova, B. Kilichev, G. Nematova, Kh. Saidova, Nishonova.

The composition of the lexical levels of the Uzbek language as a result of lexicological studies carried out by consanguinity, names of plants, animals, quantity-size, wind-precipitation, clothing, relief names, units of names, etc., which are studied as microsystems, have received greater clarity of meaning and functions vocabulary units, role in the system of lexical units.

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The theoretical and practical significance of the conclusions and recommendations of such a study are also considered especially important, since they serve as models of modern dictionaries and an important

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source, material for translation dictionaries. And this determines the relevance of lexico-semasiological research on each lexical microsystem in the lexical system of vocabulary-semantic groups. The relief of the earth's surface in Uzbekistan is mainly represented by land, therefore, the nouns of the reliefs in the Uzbek language, respectively, serve to express the concepts of lowlands, hills, associated mainly with the level of the earth. Therefore, the system of units of the Uzbek language representing the relief of the earth's surface and its composition is formed in a special way. Therefore, the lexical units that represent various forms and types of the earth's surface, we consider it expedient to combine relief nouns under a common name. All relief nouns are based on the meaning of relief nouns. In this regard, we considered it necessary to pay attention to the lexicographic interpretation and interpretation of the linguistic unit of relief in order to create a more vivid picture of the relief nouns and their lexical essence. The lexical unit relief has its own word forms as a geographical term with its lexical interpretation and description in general philological and special terminological dictionaries. This unit, referring to the borrowed layer of the

vocabulary of the Uzbek language, is characterized in the "Explanatory Dictionary of the Uzbek Language" as a representative of a geographical concept: (“RELIEF I [French relief <lot. Relevo - rise] geogr. Contain lots of ups and downs, mountainous areas. Mountain relief. The structure of the relief of Uzbekistan is diverse. - The topography of the Tashkent land was formed at the same stage. “Science and life”) “RELIEF I [french. “relief” lot. “relevo” - (a little) rise] geog. All kinds of irregularities formed naturally or artificially irregularities on the surface of the earth - lowlands - hills, burn flat. Mountainous relief. The relief structure of Uzbekistan is diverse. - The appearance of the soil of Tashkent, that is, its relief, was formed at the same stage. "Science and life". The lexical unit of relief also has a terminological interpretation, as an expression of the concept in the sphere of geographical terminology: "Relief" - (from the French. Relief - I raise) - forms of the earth's surface: mountains, plains, lowlands, hilly terrain, plateaus, hills, hilly steppes, valleys, depressions, hollows, ravines and other aggregates. The relief is formed as a result of the simultaneous constant impact on the earth's surface of two forces -

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1999; Orifjonova Sh. Lexical graduonymy in Uzbek language: Philosophy. of doc. on philology. -Tashkent. 1996; Yunusova Z. The structure and development of the lexical microsystem in the Uzbek language: Phil. of doc. on philology – Tashkent, 2004;

Safarova R.G. Hyponymy in the Uzbek language (on the material of common consumer zoonymes): PhD. – Tashkent, 1990; Iskandarova Sh. Study of Uzbek lexicon as a semantic field (personal microfield): Phil. of doc. on philology. -Tashkent. 1999; Qilichev B. Partonymy in Uzbek language: Philosophy. of doc. on philology. -Tashkent, 1997; Nematova G. Lexemes of plant names in Uzbek language: system and artistic use: Philosophy. of doc. on philology. -Tashkent, 1998; Narzieva M. Component analysis of relationship names // Uzbek language and literature. - Tashkent,1986. – № 5. – pages. 15-17; Nishonova N. Semantic analysis of the field of archetypal lexemes "animal" in the Uzbek language: Philosophy. of doc. on philology. -Tashkent, 2000; Saidova X. Use of animal names in Uzbek as a personal description: Philosophy. of doc. on philology – Samarkand, 1995; Aliqulov A. weather names in Uzbek language; Islomov I. The system of nominal units representing the views of the earth's surface in the Uzbek language: Philosophy. of doc. on philology – Karshi, 2019.

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endogenous (internal) and exogenous (external) processes (Relief of two forces - the result of the joint and regular interaction of internal (endogenous) and external (exogenous) forces "). And in encyclopedic dictionaries this concept is also characterized, expressed through the following lexical unit: "Relief (lat. Relevo - I raise) in geography is the surface of the earth, a set of irregularities of the land surface, the bottom of the oceans and seas. There are the following types of relief:

- Mega-relief (continental ledges, ocean floor);
- Macrorelief (mountain ranges, hills, lowlands);
- Mesorelief (ravines, underwater canyons, hills);
- Microrelief (small ravines, sandy hills) ".

[1] Annotated dictionary of the Uzbek language. V volume. - Tashkent: National Encyclopedia of Uzbekistan, 2007. - Volume 3. – 688 page.

Based on the above lexical interpretations, which are expressions in the language, the concept of relief and its reflection in the names of reliefs becomes clearer. The various aspects reflected in the lexicographic interpretations and descriptions associated with the concept of relief are essentially related to the characterization of one phenomenon with a different aspect point of view. Basically, the lexical unit of relief is presented as a term expressing various types of the earth's surface. From this it becomes clear that for the Uzbek language the lexical unit relief occupies an important place as a term of sectoral meaning, which, denoting a set of different types and forms of the earth's surface, mainly land, performs a dominant function in relation to linguistic units that represent all forms and types. the earth's surface. And this indicates that the lexical unit relief is in the status of a hyperonym, uniting all the nouns of reliefs - relief nouns - into a single system. Among the presented lexicographic interpretations, the most important is the philological interpretation, because in the vocabulary of the language, a common feature is of decisive importance. On this basis, encyclopedic and sectoral interpretations are formed. As scientific research carried out on the study of relief nouns in the Uzbek language, one can mention the research works of K. Khurramov and I. Islomov. In the 80s of the last century, the linguist V. Khurramov studied the nouns of the terrain in terms of general geographic terms. This study is the first research work carried out on the names of reliefs in the Uzbek language. In it, as a source of research, national geographical terms of southern Uzbekistan and dialectal units representing land reliefs were selected, which were analyzed by dividing them into groups of types of land reliefs "geographical terms denoting hills" and "geographical terms denoting lowlands". V. Khurramov's monograph, devoted to the study of the terms of the relief of the earth, is of a dialectal nature, however, "... to some extent does not correspond to the requirements of lexicography."

[1]Gulomov P. An explanatory dictionary of geographical terms and concepts. - Tashkent: Teacher, 1994. – 144 page.

[1]National Encyclopedia of Uzbekistan. - Tashkent: National Encyclopedia of Uzbekistan. – 2006. – 656 page.

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However, the units collected and analyzed by him, pointing to the reliefs of the land, occupy a special place in the formation and development of the structure of specific terms of the lexical system of the Uzbek national language.

In this study, in aspect, the systemic structure of units of nouns, expressing ideas about the surface of the earth, the general meaning of the terrain in the Uzbek language, was studied. The system of lexemes belonging to the general literary vocabulary associated with the concept of relief is defined as a separate lexical-semantic group, differs in that it is analyzed and interpreted by the methods and techniques of systemic linguistics. The presence of the feature "outline of the ground level" in the semantic structure of relief names of the Uzbek language is stated as an integral seme, which performs the function of a connecting "ring" of relief nouns in the system of relief nouns, is classified on the basis of the semes "outlines above ground level", "outlines below ground level", " outlines equal to the ground level ", which represent the semantic structure of the relief lexemes:

1) A group of ETSIH, expressing elevation;

2) A group of ETSIH, expressing the plain;

3) A group of ETSIH, expressing lowland.

(EETVOZ - the unity of terms expressing the outlines of the earth's surface)

Also in this study, in order to clarify the linguistic nature of lexemes, determine the commonality and difference between units of other related areas, the issue of their relationship with geographical terms, dialectal units, and toponyms was analyzed. Also, the issues of lexical and semantic relationships of relief names, historical and etymological affiliation, lexical interpretation, composition and structure of the noun relief system were reflected. In particular, "the historical and etymological layer of the ETVOPZ system in the Uzbek language can be classified

as follows:

1) Uzbek words; 2) Persian words; 3) Arabic words; 4) Russian words and words of other languages. " In the above classification, words of the type "tog', qir, qoya, bet, do'ng, tepa, cho'qqi, chuqurlik, enba ĸabir" kabilar are noted as their own layer of words; as Persian words such as "dara, darband, domana, past, heat, biyobon, yovon, dasht, ko'h, kamar, tangi, maydon" borrowings from the Arabic language such words as "sahro, sohil, havza, voha, vodiy". Russian words and borrowed as lexemes through the Russian language "terrace, savannah, crater, plateau, delta". Based on the foregoing, it is necessary to divide the linguistic study of relief nouns in the Uzbek language into two stages:

1) The study of relief nouns in the dialectal aspect;

2) The study of relief nouns in the systemic and structural aspect.

As a result of the study carried out on relief names in the Uzbek language, their dialectal, terminological, common meanings were highlighted, their general and distinctive aspects were clarified. Also, the possibility of improving the lexicographic interpretation of relief

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[1]Khurramov K. Uzbek folk geographic terms denoting the relief of Southern Uzbekistan: Author's abstract. dis ... cand. philol. sciences. - Tashkent, 1984.

7 Ishaev A. Uzbek dialectal lexicography. -Tashkent: SCIENCE, 1990. -page. 56.

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nouns based on the analyzes and characteristics given in these studies is of particular importance.

CONCLUSION

In general, the issue of a comparative study of the dialects of the common Uzbek language with nouns in relief in other languages requires further scientific research.

And this contributes to the determination of the linguistic value of relief names, the identification of common and distinctive features characteristic of the semantic structure of relief nouns belonging to the vocabulary of different languages, serves to improve their lexical interpretations.

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[1] Islomov I. The system of nomenclature in the Uzbek language: doctor of phylosophy on phylology. - Karshi, 2019.

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Research Article

LINGUISTIC UNITS THAT FORM THE BASIS OF SOCIAL ADAPTATION IN JADID DRAMAS

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ABSTRACT

The article analyzes the linguistic means by which the Jadid dramas form social adaptations in the speech of the protagonists, and identifies the specific semantic aspects of the grammatical means. In particular, it was noted that synonyms of adverbs, adverbs, pronouns, and adverbs have a special place, including the specific functions of pronouns.

KEYWORDS

Linguistic units, social adaptation, speech forms, monologue, dialogue, phrases, auxiliary words, downloads, pragmatic approach.

INTRODUCTION

In recent years, research on text analysis in Uzbek linguistics has increased, and it was very necessary. In Uzbek linguistics, special attention is paid to linguopoetic, pragmatic, sociopragmatic analysis. In particular, Sh. Safarov "Pragmalinguistics", M. Hakimov pragmatic interpretation of the text in Uzbek, Sh. A.Shomaksudov The language of Muqimi's satires, I.Kuchkartoev's phraseological innovation of Abdulla Qahhor, B.Yuldashev "Language and Style of Said Ahmads writings", E.Abdiev "The language and style of drama by Kamil Yashin", T.Choriev Sadriddin Language and style of publicist works (vocabulary and

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phraseology), S.U.Boymirzaeva Linguistic-stylistic study of Oybek's prose; Lexical-spiritual and methodological features of letters in the novel "Last Days" by Chorieva Z.Abdulla Qodiri; Linguistic features of R.Normurodov Shukur Kholmirzaev's works, research such as M. Kochkarova "Thematic classification of Abdulla Qahhor's literary-critical journalism" is important in this regard.

LITERATURE REVIEW

In particular, I.Mirzaev's Problem lingvopoeticheskoy interperetatsii stixotvornogo text, N.Mahmudov on the linguopoetics of Abdulla Qahhor's stories, G.Muhammadjanova Linguopoetic study of Uzbek poetry in the late 80s and early 90s, Z.Khamidov M.Yuldashev Cholpon's artistic language skills, Sh.Tashkhodjaeva's "Linguopoetics of Erkin Azam's works", V.Kholmatova's "On the interpretation of the concept of pragmatics" the general knowledge of language owners about the object of speech is formed in relation to the language knowledge and skills of speech participants [1, p. 94]. M. Hakimov notes that in general, the following components are involved in the speech act: speaker, listener, object of speech - factual material and speech situation. M. Kurbanova emphasizes that the general language knowledge and language skills of the participants should be included in the list of components necessary for the implementation of the speech act [2, pp. 96-97].

But there is little research devoted to the analysis of dramatic works. In particular, there has been little scientific research on the sociopragmatic analysis of the linguistic means used in the text of dramas. The social characterization of linguistic means in the speech of drama protagonists needs to be systematically studied in monograph form. In this regard, Sh. Rahmatullaev has comments that complement the above: "Grammatical meaning is usually an abstract concept, expressed in addition to the lexical meaning of the word, along with other similar concepts, that define the function and place of the word in the sentence construction system. For example, the conjugation forms show the syntactic connection of the horse with other words, ensuring that it comes in the functions of possessive, complementary, determinative, case" [3, p. 399]. ZIYoLI (jiddiyat ila). Boy afandi! Men sizga dedimki, millatga keraklik ilmlar to'g'risida so'zlamoqchiman, ammo siz meni(ng) so'zimii eshitmoqg'a xohlamayturg'ong'a o'xshaysiz. Ikkinchi daf'a aytamanki, quloq bering va bu so'zlar sizni(ng) va millatni(ng) naf'idur. [4, p. 69] (Behbudi, Padarkush, act 1.)

ANALYSIS AND RESULTS

Indeed, the development of language is directly related to the thinking and creativity of a nation's poets or writers and scholars. When researchers work on the theoretical foundations of tin, creators are able to create new ways of expressing it, as well as some tools, while using it. Each artist uses language in his or her own way. In dramatic works, there are other aspects of language. Mahmudhoja Behbudi has his own approach. To find out the practical expression of this, it is necessary to analyze the text of the dramas "Padarkush", "Abulfayzkhan", "The Unhappy Groom". The drama "Padarkush" has the following locations:

ZIYOLI. Assalomu alaykum.

BOY (karaxtlik ila). Vaalaykum assalom, Xayrullo, kursi keltur. Bu kishi yerga o'lturolmaydur (kelturar, ziyoli o'lturub, papirus chekar).

ZIYOLI. Janob boy, sizni kayfsiz ko'raman, mumkinmi sababini bilsam?

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BOY. Bir mullo kelib edi, o‘g‘lingni o‘qutmaysan deb juda jonimni oldi, quvlagandek qilib zo‘rg‘a qutuldim, faqat mushtlashmadik.

ZIYOLI. Ah-ha, qiziq va interesniy hodisa emish (odamlarga qarab), bu shaharda boylarga amri ma’ruf qilaturg‘on mulla bor ekan, Xudoga shukur. Ul janobi haqqoniy domullani topib, ziyorat qilmoq kerak. Boy afandi, sizga malol kelmasun, ushbu to‘g‘ridan men ham sizga qachonlardir bir necha so‘z aytmoqchi edim. Va ammo soati ushbu daqiqaga mavquf ekan, endi sizdan iltimos qilamanki, bir necha daqiqa menga quloq bersangizki, ilm nafi to‘g‘risida so‘zlayin.

First of all, the most important feature of Behbudi's use of language is his ability to use simple forms of speech effectively. Some performers use complex long sentences with a few long follow-up sentences in a work of art, resulting in confusion. The use of complex conjunctions in drama reduces the impact of speech. In this sense, the author can use simple sentences in dialogues effectively and purposefully:

//Pivaxona manzarasi: boyvachcha ila uch nafar o‘lturarlar.

TANGRIQUL. Bu oqshom, bilmayman, nima uchun ichkilik meni tishlamaydur: Namozi digardan beri bir dyujina shishani bo‘shatdim. Dayusni pivosi qulog‘imni qizitmadi. To‘ldir, ichaylik (Nor qadahlarni to‘ldirar).

HAMMASI. Toshmurod boyvachchani salomatligiga ura! Ura! Ura! (icharlar).

DAVLAT. Jo‘ralar. Manuvni ichdim, endi yodimga Lizajon tushdi. O, Lizajon!

HAMMASI. Oh, Lizajon, voh, Lizajon, qaydasan?

NOR. Zolim falak firoqig‘a kuydirdi mani; billohki, kelmasa, bo‘miydi.

DAVLAT. Bu dodu bedod ila hech nima bo‘lmas. Xo‘jayinni chaqirarmiz, otam o‘ldi bazmi qilarmiz. (Behbudi, Padarkush, act 2.)

In the text, the work also retains some dialectal elements in the speech of the protagonists in order to show the original habitat:

// TANGRIQUL. Jo‘ralar. Sizlardan yashiraturg‘on so‘zimiz yo‘q. To‘g‘risini desam, manuni ichdim, qulog‘im qizig‘an, sen Liza deding, endi o‘zim shunda bo‘lsam-da, hushim Lizaga, to Lizani kelturmasang, mani gapirturolmaysan. Ammo gap kelturganingga, Davlat zo‘r!

DAVLAT. G‘am yema, muddaong Liza bo‘lsa, shul zamon yoningga ko‘rarsan, kelmasami? Boshini olarman.

NOR. Boyvachcha! Barishnaga tobingiz bormi?

TOShMUROD. Mayli, odam yuboringlar, bazm qilsun.

// (Behbudi, Padarkush, act 2.)

In literary language, there are places in fiction where the directional conjunction (ga) is used instead of the place conjunction (da), but this is a methodological error. The author deliberately uses the dialectal pronunciation of the agreements as required by the situation.

In the following text, the author shows the addressee the inner nature of the protagonist in this situation. Behbudi often uses simple sentences with one head. This is in line with the Uzbek language. In other inflected languages, the participle itself cannot form a sentence unless it is present. In Uzbek, the cut itself forms a sentence and can express an opinion according to the situation:

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// HAMMASI. Toshmurod boyvachchani salomatligiga ura! Ura! Ura! (icharlar).

DAVLAT. Jo‘ralar. Manuvni ichdim, endi yodimga Lizajon tushdi. O, Lizajon!

HAMMASI. Oh, Lizajon, voh, Lizajon, qaydasan?

NOR. Zolim falak firoqig‘a kuydirdi mani; billohki, kelmasa, bo‘miydi.

DAVLAT. Bu dodu bedod ila hech nima bo‘lmas. Xo‘jayinni chaqirarmiz, otam o‘ldi bazmi qilarmiz.

NOR. Qo‘lingni ber, ey, nomard, topding (qo‘lini siqar). Bo‘ldi.

// (Behbudi, Padarkush, act 2.)

The morphology of the text is directly related to the comprehensibility and impact of the text on the reader / viewer. It is observed that the author uses more pronouns in this situation in the text of the work:

// DOMULLA (odamlarga qarab). O‘qumoq va mulla bo‘lmoq uchun pul kerak, badavlatlarimizni holi bul, bas, bu ketish ila nauzambilloh, dunyo va oxiratga rasvo bo‘lurmiz, o‘qumoq barcha musulmonga, erkak va yo xotin bo‘lsun, farz edi. U qayda qoldi? Oh, voy bizni holimizga!

(Boyga qarab). Boy, man sizga amri ma’ruf etdim va menga shariat bo‘yicha lozim bo‘lgan ishni bo‘ynumdan soqit qildim. Inshoolloh, mo‘ylab chiqarib, alifni tayoq demayturgan o‘g‘lungiz holini ko‘rarmiz va o‘qutmaganingiz uchun gunohkor bo‘lursiz.//

The following example shows that the highlighted words are rhyming words. The frequency with which a phrase is used, in our opinion, depends on the context of the speech and the subject matter. It can be seen that rhymes are used more often in dramatic works than in famous horses. The historical forms of rhymes can be seen in modern dramas. For example, “O‘qumoq va mulla bo‘lmoq uchun pul kerak, badavlatlarimizni holi bul”. Mazkur shakl hozirda qipchoq lahjasida ayrim hududlarda qo‘llaniladi.

It is natural that auxiliary phrases are used more often in texts that reflect dialogic speech in forms and functions that are different from today's usage. Here is another text:

//– BOY. So‘zingizni jabr va zo‘r ila eshittirasizmi? Va yo meni azob bermakkami keldingiz?

ZIYoLI. Yo‘q, men asli boshqa ish uchun kelib edim va lekin ilm bahsining ustidan chiqib qoldim. Ushbu sababli muddaoni tabdil qilib, ilm to‘g‘risidan sizga bayon qilmoqni qasd etdim. Shoyadki, janobingizdek boylar millat bolalarini o‘qutmoqg‘a sa’y qilsalar.

BOY (xalqqa qarab). Koshki, domullo hikoyalari yetmasa edi. Xo‘b, modomiki qo‘ymaysiz, ertaroq so‘ylab tamom qiling, uyqum kelgan (homuza tortadi), odamlar bolasini o‘qut, deydur-a. // (Behbudi, Padarkush, act 1.)

In a dramatic text, the narrator expresses his thoughts and feelings in both monologue and dialogue, and the protagonist uses Arabic terms to increase the effectiveness of certain ideas as he sees new teachings after reading the old school. uses more. For example, the proverb "Seek knowledge from the cradle to the grave" describes the language and speech of its time:

//– ZIYoLI. Hozir yangi va boshqa bir zamondir. Bu zamonga ilm va hunarsiz xalqni boyligi, yeri va asbobi kundan-kun qo‘lidan ketgandek, axloq va obro‘yi ham qo‘ldan chiqar, hatto, dini ham zaif bo‘lur. Buning uchun biz musulmonlarni o‘qutmoqg‘a sa’y qilmog‘imiz lozimdur, vaholanki, dini sharifimiz har nav

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naflik ilm o‘qumoqni beshikdan mozorigacha bizlarga farz qilgandir. // (Behbudi, Padarkush, act 1.)

In works of the drama genre, especially in the text of Behbudi's play, prepositions and introductory words are skillfully used to express modal relations:

// Bu hukm — hukmi shariatdir. Biz musulmonlarga, alalxusus, bu zamonda ikki sinf ulamo kerakdur: biri olimi diniy; digari olimi zamoniy. Olimi diniy: imom, xatib, mudarris, muallim, qozi, mufti bo‘lub, xaloyiqni diniy va axloqiy va ruhoniy ishlarini boshqarar, bu sinfga kiraturg‘on talabalar, avvalo, Turkistonda va Buxoroda ilmiy, diniy va arabiy va bir oz ruscha o‘qub, so‘ngra Makka, Madina, Misr va Istanbulga borib, ulumi diniyani xatm qilsalar kerak, yoki komil mullo bo‘lsunlar (boy mudraydur). Angladingizmi boy?// (Behbudi, Padarkush, act 1.) made effective use of complex conjunctions, mainly because the intellectual spoke to himself and the audience.

From the language units highlighted, it is clear that downloads and entries were actively used in these speech situations.

Due to the lack of definition in the drama, it turned out that the descriptive texts used almost no words for adjectives.

// ZIYoLI. Olimi zamoniy bo‘lmoq uchun bolalarni, avvalo, musulmoniy xat va savodini chiqarub, zaruriyati diniya va o‘z millatimiz tilini bilaturg‘ondan so‘ngra hukumatimizni(ng) nizomli maktablariga bermoq kerakdur, ya’ni gimnaziya va shahar maktablarini o‘qub tamom qilg‘onlaridan so‘ng, Peterburg, Maskov dorilfununlariga yuborib, dokturlik, zakunchilik, injenerlik, sudyalik, ilmi san’at, ilmi iqtisod, ilmi hikmat, muallimlik va boshqa ilmlarni o‘qutmoq lozimdir.// (Behbudi, Padarkush, act 1.) As can be seen, in descriptive texts, the author provides information to the addressee through the text. That is why adjectives are less involved.

Let's look at the sociopragmatic features of the text of Behbudi's drama "Padarkush". Here, too, is a descriptive text, so that the reader can get acquainted with the situation as follows:

//... BOY. So‘zingizni jabr va zo‘r ila eshittirasizmi? Va yo meni azob bermakkami keldingiz?

ZIYoLI. Yo‘q, men asli boshqa ish uchun kelib edim va lekin ilm bahsining ustidan chiqib qoldim. Ushbu sababli muddaoni tabdil qilib, ilm to‘g‘risidan sizga bayon qilmoqni qasd etdim. Shoyadki, janobingizdek boylar millat bolalarini o‘qutmoqg‘a sa’y qilsalar.

BOY (xalqqa qarab). Koshki, domullo hikoyalari yetmasa edi. Xo‘b, modomiki qo‘ymaysiz, ertaroq so‘ylab tamom qiling, uyqum kelgan (homuza tortadi), odamlar bolasini o‘qut, deydur-a. // (Behbudi, Padarkush, act 1.) As this text is also descriptive in nature, as mentioned above, adjectives are not active.

The peculiarity of dramas is that they are characterized by non-descriptive words and dialogues. Whenever possible the author should use the right words in the relationship between the speaker and the listener. Just as the artist chooses the colors for the landscape he wants to draw, so the author of the artistic text selects the language units that are similar to this speech situation, this speech act, sorts them out in thought, guesses which word can mean which subtle meaning, and finally puts it in place. llaydi. As a result, if the work is successful, the student will be impressed by it, will be able to draw the necessary conclusions, will reflect. The student must be able to imagine in order to think. The dramas provide the same opportunity to the addressee / spectator, where the word reader must be understood in a broad sense, the text reader being a

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school student, the book reader in general, the director or the role play can be an acting actor, so it will not be easy for the speaker, the writer, for the work to be successful, it will be necessary to consider all of these addressees, to use language tools that can be understood by them, to create important speech acts.

We also note that words in texts are pragmatic in their use of categories:

//BOY (boshini ko‘tarib). Ha, ha, aytabering, qulog‘im sizga.

ZIYoLI Rusiya vatanina va davlatina bilfe’l sherik bo‘lmoq kerakdir va davlat mansablariga kirmoq lozim. Toki maishati ehtiyoji zamonamiz to‘g‘risida vatan va millati islomga xizmat qilinsa va ham davlati Rusiya podshohlik mansablariga kirib, musulmonlarga naf yetkurulsa va ham davlati Rusiyaga sherik bo‘lunsa, hattoki, shul tariqa o‘qugan musulmon bolalarini Farangiston, Amerika va Istanbul dorilfununlariga tarbiya uchun yubormoq kerakdur.// (Behbudi, Padarkush, act 1.) The highlighted words, as mentioned, belong to the noun category. Some of these famous horses are pronounced differently than they are today. From the three examples given, it was found that feature-denominated place names are more likely to be present in informational descriptive texts and to ensure that the information conveyed is valid.

As the author moves from one descriptive purpose to another, the frequency with which word groups participate in speech also changes, and most auxiliary word groups are presented in other morphological forms:

// Hazrat payg‘ambarimiz: ilm Xitoyga ham bo‘lsa, talab qilingiz, demadilarmi? (Boy uyquda). Bul ishlar bo‘lmas, magar pul ila, sizdek katta boylarni himmati ila, chunonchi, Qafkaz, Orenburg va Qozon musulmonlarini boy va ahli g‘ayrati ilm yo‘liga ko‘p pullar sarf etarlar va kambag‘al bolalarini o‘qutdirarlar (boyga qarab), albatta so‘zlarimga tushungansiz, janobi boy. Boy bova, hoy!.// (Behbudi, Padarkush, act 1.) In this text, the activity of the language units that represent the linking relationship is highlighted. The author gives precise information about place names in his language in order to shed more light on the modern worldview of the intelligentsia. It should be noted that the use of nouns in this context has increased the informative nature of the text.

In the drama, we consider the role of language units in the expression of semantic meaning in the process of communication between the speaker and the listener with the following examples:

// Pivaxona manzarasi: boyvachcha ila uch nafar o‘lturarlar.

TANGRIQUL. Bu oqshom, bilmayman, nima uchun ichkilik meni tishlamaydur: Namozi digardan beri bir dyujina shishani bo‘shatdim. Dayusni pivosi qulog‘imni qizitmadi. To‘ldir, ichaylik (Nor qadahlarni to‘ldirar).

DAVLAT. Ey, to‘taburut Tangriqul. Daming chiqmaydur. Shuncha odam so‘zini o‘g‘irlab o‘lturasan. Erga navbat, sherga navbat. Gap berib o‘ltur. Yo bu odamlarni pisand qilmaysanmi? Bizlarni ham yonimizga besh tangalik aqchamiz bor. Jo‘ra! Bu mastlik rostlikdir. Qovog‘ingni ochib o‘ltur.

//(Behbudi, Padarkush, act 2.)

In this text, the speech situation is a conversation between friends, or rather friends. Behbudi uses the language used in folklore. Sentences such as “Daming chiqmaydur - You can't breathe”, “Bu mastlik rostlikdir - It's drunken truth”, “Qovog‘ingni ochib o‘ltur - Open your eyelids and sit down” are, of course, taken from the vernacular. also in Tashmurad's speech, “Bu

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oqshom, bilmayman, nima uchun ichkilik meni tishlamaydur - Tonight, I don't know why alcohol doesn't bite m" meaning not to bite. This expression is no longer in use today. This expression is very figurative. Biting refers to venomous insects or reptiles, and when they bite, the human body does not feel anything. So in this situation, the person or personality is more important than the action.

Now the drama is changing. At the same time, the issue of social adaptation should not be overlooked in the text of the poems. After all, dialectal words lead to many stylistic and expressive changes. Morphological devices that provide specific information about the speaker indicate the region to which the protagonist belongs:

// TANGRIQUL. Jo‘ralar. Sizlardan yashiraturg‘on so‘zimiz yo‘q. To‘g‘risini desam, manuni ichdim, qulog‘im qizig‘an, sen Liza deding, endi o‘zim shunda bo‘lsam-da, hushim Lizaga, to Lizani kelturmasang, mani gapirturolmaysan. Ammo gap kelturganingga, Davlat zo‘r!

DAVLAT. G‘am yema, muddaong Liza bo‘lsa, shul zamon yoningga ko‘rarsan, kelmasami? Boshini olarman.

NOR. Boyvachcha! Barishnaga tobingiz bormi?

TOShMUROD. Mayli, odam yuboringlar, bazm qilsun.

TANGRIQUL. Gap, gap ila vaqtni o‘tkararsizlar, buyuraturg‘on bo‘lsanglar, buyuringlar, ertaroq kelsun, kayf qilayluk (Davlat qo‘ng‘iroq chalar. Artun armani mayxonachi kirar).// (Behbudi, Padarkush, act 2.) The specified language units do not comply with the rules of the Uzbek language. As the events take place in the outskirts of Samarkand, the influence of the Persian pronunciation is felt, as the people living in the city still use the Uzbek language by substituting similar adverbs.

In the text of the work, the people rely on Tashmurad as a sponsor because they know that he is the son of a rich man. In this sense, the text uses linguistic units to express the meaning of life. This is also an important approach for the author. It is also noted that Artun is of Armenian descent. During the conversation, he speaks his Armenian:

DAVLAT. Ha, munda kelturmasdan mozorgami keturarding?

ARTUN. Izvinit surushdim-da.

DAVLAT. Bo‘l. Bo‘l. Birovni yubor.

ARTUN. Bah, ne vor, bilursin, Liza banga demishki, o‘n besh manatsiz banga kishi ko‘ndarma. Ha, o‘n besh manat-da va faytun pulini-da ver, geyin Nikolayi ko‘ndarayum. Liza o‘lmasa, boshqasini getirsin, kayfing nechik?

DAVLAT. Avval kelturub, so‘ngra pulni olsang bo‘lmasmi?

ARTUN. Davlat zo‘r! Ban sana demishimki, Liza aqcha olmayincha gelmaz, bana ne? Sen o‘zing bilirsanki, u gavur qizi, banim degil.

TANGRIQUL. Artun. Bir oz to‘xta, pul beramiz.

ARTUN. Bosh ustina, hoziram (chiqar. Jo‘ralari kayflari uchub, sukut etarlar). // (Behbudi, Padarkush, act 2.)

In the drama, Arthur demonstrates the mentality of his people, and even his business acumen, while remaining true to his mother tongue. The author ui did not speak in this form in vain.

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Highlighted language units - entries provide the reader / viewer with reliable information about the nature of Tangrikul:

//DAVLAT. Yo‘q, ikkov bas. Ko‘rganlar badgumon bo‘lmasin. Bukunni ertasi bor.

TANGRIQUL. Albatta. Bormay nima bo‘lubdur (Davlat to‘pponchasini boyvachchaga berar. Nor etik sog‘idan pichoqni olib, Tangriqulga berar. Alar ehtiyot qilib turarlar).

DAVLAT. (ikkisiga qarab). Yo‘l bo‘lsin, botirlar?

TANGRIQUL. Olgani (Davlat Tangriqulni bir chetga olib, ishorat va xufiya ma’lumot va amr berar).

NOR. Omin, olloh… (Hammasi) Ollohu akbar. (Davlat fotiha berar). (Behbudi, Padarkush, act 2.)

CONCLUSION

Due to the dramatic text, more entries and exclamations are actively used along with the horses. In general, different morphological units are found to be active in different places in the drama, depending on the situation of the speech. In this way, to facilitate research on the frequency of use of phrases, it is necessary to know which phrases are more prevalent in which speech situation, as well as the linguistic features of dramatic speech, the grammatical meanings that underlie speech adaptation. conclusions can be drawn.

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Research Article

ACTIVE USE OF PURE UZBEK WORDS AND APPENDIXES IN THE COMIC WORKS OF ABDULLA QADIRI

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ABSTRACT

It is analyzed that Abdullah Qadiri used Uzbek words and suffixes that not available in Uzbek dictionary contents, but can be actively used today, especially, in his comic works Uzbek words are more than others and also some examples that in order to reveal the character of the roles he also used indirect speech when is necessary.

KEYWORDS

Metaphor, metonemia, linguistic portrait, humorous spirit, lexeme, sema, morpheme.

INTRODUCTION

Abdulla Qadiri is also a major contributor to the development of Uzbek journalism. The linguistic units used in the text of novels and comics are, of course, somewhat different. From the synonymous range of words, other words are chosen for the novel, other words for comics, and more negatively colored words are used. Phrases also have a sense of humor. This is the lexical feature of comic works, the morphological features of such texts have not been studied in depth, the morphemics, morphology of the Uzbek language, the specific meaning of auxiliary word groups in the comic text have not been studied as a separate object of study. Abdulla Qadiri is an artist who has made a significant contribution not only to the development of Uzbek literary style and journalism, but also to the development of Uzbek grammar. In this context, the

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lexical and morphological study of the language of his comics is a very important topic.

THE MAIN RESULTS AND FINDINGS

Qadiri's comic book, "Tinch ish", contains a number of emotionally charged linguistic devices. [Endi bu zot ham ulamodan biri edi. O'z ilmi tarafidan varasatul-anbiyo qatorig'a kiritilgan uchun mertuqsertuqlarning falon-tuganiga quloq soluvning ham luzumi yo'q edi. Yigirma besh-o'ttuz yilni madrasa tuprog'i yalab o'tkargan bir kishini, tabi'iy, bizda ulamo qatorig'a kirguzmay hol yo'q]. In this example, the phrase "madrasa tuprog'i yalab" is used by the author appropriately and purposefully. This phrase can be used differently depending on the context of the speech. It was used to draw a more accurate linguistic portrait of the teacher, and began to add humor to the story. The repetition of this phrase two or three times also served to increase its effectiveness: [Ham ana shu madrasa tuprog'ini o'ttuz yil yalab shul tuproq yalov ajrini ham olg'an edi].

In terms of the content of the lexemes, in addition to naming the reality, the attitude to the named reality is also expressed. The sign of reaction to reality is called the evaluation semaphore. For example, the lexemes qush– and qushcha– are the same in terms of lexical meaning and different in terms of value. Qush lexeme is neutral in terms of evaluation semantics: it does not express a positive or negative attitude to what is being expressed; qushcha - lexeme expresses such an attitude. Thus, the semantic content of the lexeme кушча is the main phenomenon in terms of the content of the lexeme - lexical meaning; assessment semaphore surrounds lexical meaning. The rating semaphore is basically represented in three ways:

1) using a morpheme,
2) with the lexeme itself,
3) using context.

Expressing the value semaphore using a morpheme is called morphological expression. In modern Uzbek, the morphemes -cha (like qushcha–), -gina (like qizginam), -jon (like otajonim), -chak, -chiq (like kelinchak–, qo'zichoq–) perform such a function. These morphemes are called lexical expressions if they are expressed by the lexeme itself. In this case, the semantics of evaluation is evident in the semantic relationship between the lexemes. For example, the lexemes yuz-, bet-, aft-, bashara - have the same lexical meaning, but differ in the expression of the value semantics. The most neutral lexeme in terms of rating semantics is face. In the second place is bet-lexeme, but in this lexeme the negative attitude to reality is clearly felt. For example, in the sentences Yuzingni yuv, Betingni yuv, the idea is the same, but the attitude is different: the second sentence is usually disregard for the big to the small. [Rahmatullayev Sh. Modern Uzbek literary language. –T .: University. 2006. p. 61]

In Qadiri's comedies, the author also uses the following images in the context of facial sema: [Avom o'rtasinda bo'lsun, ulamo orasinda bo'lsun ul «Domla Sharif Oxund» bo'lub tanilgan va bu ismni eshitkan, yetti yashardan yetmish yasharning ko'z oldig'a katta salla, uzun chopon, semiz tan, o'ng qo'lining yengidan to'rt ellik tasbih uchi ko'runub turg'an, qib-qizil barkash yuz, moshkichiri soqol bir zot kelib bosar edi]. There were adjectives used for definition and description like "semiz tan", "barkash yuz", "moshkichiri soqol" serves to arouse the mood.

It is in Qadiri's comic works that the names of places have been changed in order to arouse laughter and accurately depict the image of the character. [Bu zot diniy bir olim bo'luv ustig'a siyosatdan ham xabarsiz emas edi. Amrika, Girmoniya, Ongliya, Yapo'niya,

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Faransiya, Belgiya, shuning kabi har davlatlarni yodlab bilar edi. Bunlarning hunarlarigacha ayrim-ayrim ajratar edi]. He also gave a humorous account of how the linguistic landscape of the world was reflected in the imagination of the character. [Masalan, Amrika, o'zi faranglarning bir tabaqasi, ya'ni qabilasi. Hunari: amirkon teri ishlaydir. Amirkon paxtani ham shu chiqarg'an. Girmoniya to'b to'pxona, urush aslahalarini ishlaydir. Osmon popurini ham shu kofir chiqarg'an. Ongliya — bu juda hunarmand, lokin o'zining yer yuzinda joyi yo'q. Ammo dengizga shaharlar bino qilg'an. Shuning uchun dengizlar podshosi deb aytadirlar. Farantsiya yoki Farang — bu o'zi mayda-chuyda ishlarga juda ham usta bir kofir; farangi igna, moshina, farangi ibi, gramafon, nag'ma va shunga o'xshash allaqancha ajoyib, g'aroyib narsalarni chiqargan. Yapo'niya — o'rusdan Po'rtortirni olg'an... Ana bunlar endi chet qironlar to'g'risida bilgan siyosati. O'zimizning yaqin qironlardan, masalan, Xitoy, Turkiya, Buxorolar haqqinda yetti yoshliq vaqtindan beri ma'lumoti bor. Xitoy — hunari xitoy qog'oz, ipak jujum, jonon piyola... nufusi juda ham ko'b, na hisobda, na kitobda bor]. It is also clear from this description that Abdullah Qadiri uses special lexical riches of our language in his humorous works. It is obvious that the author uses more figurative expressions in his comic works: [Samarkentni olmoqg'a qo'shun tortg'anda yo'l ustida daryoyi Nilmi, Jayhunmi degan bir daryog'a to'g'ri kelar ekan. Daryoni ko'pruksiz ko'rganda ijrg'amig'a kelturmay cherigini suvg'a bosib odamdan ko'pruk qilib o'tub ketar ekan. Mana, ko'bligi shuncha ekan!! Turkiya — yer yuzining sultoni, ahli kuffordan boj xiroj oladir]. It is also clear from this passage that in addition to figurative expressions, Qadiri also used eloquence and rhetoric effectively. In particular, the reader knows that the phrase, "Daryoni ko'pruksiz ko'rganda ijrg'amig'a kelturmay cherigini suvg'a bosib odamdan ko'pruk qilib o'tub ketar ekan" is in any case far from the truth. In order to increase its effectiveness, the following phrase was used: [Qahru -g'azabidan zaminu-zamon, makinu makon titraydir]

Abdullah Qadiri has unique analogies that make the reader feel funny and powerful. ["Ovozi tojik"ning tilagicha adovatimiz manashu ikki yo'sin tabiiy ravishda ho'kizning shoxidek o'sib chiqqandir]. (P. 704)

The author's article "Past and Now" No. 24 of 1926 "Mushtum" also confirms that he was a master of comedy. The use of humorous lexemes from the first sentence of the text of the article indicates the author's intention. [Har bir zamonning o'z oldig'a och devonaлари, dambalsiz sharmadalari bo'lg'anidek, ikkinchi tomonda shahzoda va kiromandalari ham bo'ladir.] Bizning hozirgi kunimizda aksar misolni o'z kasbimizdan olsaq muxbirlar borki, bir-ikki so'm oladirg'an gonorari (qalam haqqisi) uchun ertadan kechkacha idoradan idoraga, chuqurdan chuqurga tushib, itdek horib, o'sha peshona terisi bo'lg'an uch yarim paqirni ham janjal va ovoragarchiliksiz ololmaydir. Yozg'uchilarimiz borki, ertayu kech matbaalarning taq-tuqi, qo'rg'oshinlarning zahri, baxtsizlikning qahri ostida ishlab, kezi kelganda non, deb kesak tishlaydirlar va idoralar marhamatidan har o'n besh kunda bellariga tugib berilgan besh-o'n tangani ham ko'pincha uyga yetkuncha yo'lda tushurib qo'yadirlar. Odamlar borki, mo'ylabini burab, qornini silab, huzur va halovat deganingni ikki yamlab bir yutqani holda yana oyig'a faloncha chervonni beliga tuflab tugadir.

"The lexical meaning of a given stage of language development is called modern lexical meaning. For example, the meanings of the eye-lexeme described above are modern lexical meanings in Uzbek.

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Modern lexical meanings are classified from a number of points of view: primary meaning and derivative meaning, literal and figurative meaning, nominative meaning, and figurative meaning. One of these classifications does not exclude the other, but reflects a different approach to the same event. The above types of lexical meaning are determined on the basis of polysemous lexemes." [Rahmatullayev Sh. Modern Uzbek literary language. –T .: University. 2006. p. 64]

The attitude of what we have written here depends on the fact that our friend from Namangan "Giq" sent to our office a piece of the whole poem written by the deceased Abdurazzoq crazy, one of the poets of the last century, said "I just copied it from real one" asking the prince of his century to click it on his journal. We read the whole thing and the tragedy of our grandfather's insane death came to mind.

[Mehnatkash yelkasida kun ko'rguchi "baxtlilar" shoirning muhtojligidan isti'foda qilib, uning talantini o'z kayflariga, ermakla-riga qurol qilg'anlar va o'zini "devona"lar qatorig'a kiritkanlar]. The lexemes highlighted create a satirical meaning in contrast to the content of the text, the speech situation.

It is worth noting that the following text is completely satirical, in which the use of prose rhyme, prostration, which is found in epics of folklore. [Ularning arzimag'an in'omlari va ehsonlari uchun ko'ringiz bechora bobo nimalarni yozadir: "Sayyidim, tojisarim, nuktarasim, axdi qadim bandaga bir salla karam qilg'an edilar, magaram xotiri ashraflaridan mahv o'lub ketkan uchun yodi muborakka solay, deb bahri tavil ayladim insho: Malikai dodi raso, muhtashamo, onglaki, kallamdagi sallam titilib qiymayu parcha qiyilib, ilma uloq, laxlaxu ravzan, ko'zaning teshigi, ugra yuvuq, burda chuviq, ko'hna kafandek chirigan, eski yamoq solg'ali bo'lmas, yaramas ham suzuk, afsurda tugun, zo'rg'a turgan, kuya urgan, chirigi xo'rda nadomat, ipi chandima chiltari gadodek o'ralib, balki yuzuboshimg'a tushib, sufra-sochug'dek osilib, bu erta-yu kech bodi sabo qiladir]. In this example, metaphor and metonemia are also actively used. In particular, several examples of metaphors are expressed through unique analogies.

The word Devona means mad, merchant, wanderer, lover, madman, depending on the context of the speech. In the following sentences, devona is expressed in both literal and figurative senses: [Shahzodaning eski sallasini so'rab bahri tavil insho qilgan Abdurazzoq devonaning holi bilan bu kungi "devonalarimiz" orasida bo'lsa ozg'ina farq bordir. Ul ham Sho'rolar hukumatining keyingi "devonalar" turmishini tuzatish niyatidaligi].

In comics, analogies are actively used, as well as metaphors and metonemes. Prose creates a humorous image from lexemes in the form of rhymes. This table can be expressed as follows:

Table 1.2.2

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	Analogies	Examples of saj based on humor in prose
	Sayyidim	ilma uloq
	Tojisarim	ugra yuvuq
	Nuktarasim	burda chuviq
	Malikaidodi raso	zo'rg'a turgan
	muhtashamo	kuya urgan
	ko'hna kafandek	mo'ylabini burab
	sufra-sochug'dek	qornini silab

At the same time, it is necessary to comment on A. Qadiri's thoughts on comedy. According to the author, there are two types of criticism in the world of literature; serious criticism and humorous criticism. Serious criticism, while making changes to its target, is often more ambiguous. It can be said that serious criticism is specific to the people in question, that is, to the upper class, the intelligentsia. After that, serious criticism cannot be reduced to going into every corner of life. Although viewed in this respect, it is far from a mass feature.

According to Qadiri, "... comedy, the second type of criticism (in the sense of satire), can be called popular. Because laughter is a critique of life and a flying eagle. Weakness, jealousy, hatred, greed, and so on, which are not suitable for living conditions, feed him. Humorous criticism is close to the soul of the common man and translates to the issues he feels but cannot express.

CONCLUSION

Although our comedy has a long history, our new comedy has not yet found its true foundation. After all, the impulse of the October Social Revolution put us to sleep on the streets of the Renaissance. From our mother we started working in various fields. Therefore, we do not see tension in today's comedy, and our comedy complexes such as "Mashrab" and "Mushtum" cannot go deeper in comedy. However, I must say that they are the pioneers of this principle and the instigators of future comedians." In general, the author's description of comedy and its types complements other similar descriptions.

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In his works, Abdullah Qadiri used Uzbek words and suffixes that not available in Uzbek dictionary contents, but can be actively used today. Especially in comics, Uzbek words are relatively common. Here, too, the writer uses idioms when necessary to describe the character of the character. There is also a need to study the idioms used in his comics.

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Research Article

THE USE OF IRONY IN THE ARTISTIC DISCOURSE

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ABSTRACT

This article describes the philosophical-logical, linguistic-pragmatic, semantic-stylistic, comparative-typological aspects of irony in discourse, and discusses many types of research in the linguistic literature and the means of their application in practice. It has been studied what groups they can be divided into in the field of science.

KEYWORDS

Lrony, comic irony, humorous irony, satirical irony, artistic discourse, ironic practice, realization of irony, dominance of artistic image, satire.

INTRODUCTION

The word irony comes from the Greek word eironea means to take oneself unknowingly, to pretend not to understand oneself, to deliberately show simplicity. The irony is used in the sense of deliberately supporting the judgment being criticized and secretly affirming the antithesis without explicitly stating it.

There are 3 types of irony, depending on the size of the critical potential expressed in the irony:

- comic irony;
- humorous irony;
- satirical irony.

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In comic irony, denial is more than the meaning of affirmation.

In humorous irony, there is more to a positive attitude towards the thesis.

In a satirical irony, the speaker strongly criticizes the thesis he supposedly supports, simply laughing at it.

In our opinion, the use of irony in scientific statements in the social sciences and humanities (philosophy, history, political science, logic, sociology, psychology, philology, pedagogy) and even in theoretical linguistics is growing significantly.

MATERIALS AND METHODS

Theoretical research created in the XX and XXI centuries is characterized by the fact that the total and percentage of comic, humorous and satirical irony is higher than in previous centuries.

Explaining the relative and comparative progress of the use of irony in the above disciplines in connection with the implementation of this article in the material of artistic discourse, we see that there is an unlimited opportunity and need for the use of irony in artistic discourse.

Interest in the conceptual apparatus and principles of irony is felt not only in philosophy, but also in the sciences that study the laws of human cognitive activity, including cognitivism, cognitive linguistics. As the focus of irony has recently shifted more to the results of critical thinking, it is becoming more and more relevant to identify and understand the role of irony in knowing the world.

At this point, the following issues seem to be very relevant in theory. These are:

1) What is the ontological status of irony in determining the state of consciousness, to what extent;
2) What role does irony play in the learning process;
3) What functions does the practice of irony, or the realization of irony, perform;
4) What are the features of philosophical irony;
5) Why in the development of modern theoretical, social sciences and humanities, irony is becoming a hallmark.

The study of irony in world science in the XX-XXI centuries is characterized by the exchange of methodologies and the study of cognitive mechanisms in the human mind, in the naming process, research on the strategies of the creation of irony and their general laws and differences in different languages is currently relevant. Finding a scientifically based solution to these problems is about creating a "linguistic image" of the world by humans, solving many problems and issues related to the definition of language and the role of human in knowing the world.

There is a lot of research in the linguistic literature on the types of irony and the means of applying them in practice. We can divide them into the following groups in this scientific direction:

1) Irony as an aesthetic category was studied in the dissertation of V.M. Pivoev [1].
2) Irony as a historical category is considered in the scientific researches of R.M.Gabitova, P.P.Gaydenko, T.T.Gaydukova, A.F.Losev, V.P.Shestakov [2].
3) The work on the view of cinema as the dominant feature of the artistic image was carried out in the research of N.Ya. Berkovsky, V.V. Vanslov, I.Slavbo, M.M. Bakhtin [3].

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4) Irony is characterized as a defining tool of modern thinking. (P.Sloterdays, I.V.Cherdentsev, D.K.Myukke, E.Knoss).
5) Characterization of irony as a philosophical category researched in the works of F.Shlegel, F.Novalis, K.V.F.Zolger, G.V.F.Gegel, L.Wittgenstein, J.Derrida, S.Kerkegor, F.Nietzsche, E.I. Kononenko.
6) The problem of perception of irony by social and personal consciousness studied by A. Mueller, K. V. Zoliger, A. Bergson, V.S. .Lakatos, J.Lipovetski, D.Lungina, H.M.Motroshipova, V.Podoroga, M.Polani, R.Rorti, A.E.Sopovev, I.Todorov, S.Tulmin, P.Feyerabend, F.Fritof , M. Foucault, Y. Heyzingas [4].
7) The role of irony in the theory of literature in the research of V.V. Bychkov, N.B. Mankovsky, A.V. Gulyga, L.S. Sysoeva, T.I. Susleva, M.S. Kharitonova, O.V. Solodovnikov is widely studied [5].
8) The study of irony from a cultural point of view is focused on the research of V.M. Pivoev, V.P. Tugarinov, A.Ya. Khapsirokov, A.A. Ivsen, V.A. Vasilenko, M.S. Kagan and others [6].
9) We follow the study of the role and importance of irony in satire and humor in the research of G.N. Pospelov, Yu. Borev and others [7].
10) We observe the problems of irony in connection with the literature of the period in the works of V.Vanslov, A.Losev, V.Shestakov, N.Ya.Berkovsky, A.Bosarov [7].
11) We see the study of cinema as a separate modular type in the works of N. Fray and V. Tyupa [8].

CONCLUSION

In Uzbek linguistics and literature, no special research has been conducted on irony. We can mention only the dissertation of M.I. Sheralieva, articles of H. Normatov and A. Otaboev and some other works on this issue.

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Research Article

NON-COMMUNICATION IN THE NAMING OF A WORK OF ART AND ITS FEATURES

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ABSTRACT

This article addresses the issue of non-communication in the naming of a work of art and its features in the interpretation of the process in modern linguistics. In addition, an attempt is made to analyze and study anthroponyms and phrases, analogies and metaphors in the Uzbek language as lingvocultures, which are the object of science. The interpretation of the nomination process in modern linguistics is mutually adequate (similar) in terms of semantic features, some of which are not only in terms of content, but also in terms of external structure and form.

KEYWORDS

Linguoculturology, paremiology, anthroponym, adequate.

INTRODUCTION

During the years of independence, the Republic of Uzbekistan has created a stable system of organization, organization, management and financing of research activities. The country has a multidisciplinary scientific and organizational infrastructure in the form of potential scientific schools, scientific laboratories and departments, higher education and research institutions, ministries and departments, as well as scientific, technical and expert councils throughout the country. The

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resolution of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On measures to further improve the activities of the Academy of Sciences, the organization, management and financing of research" is a logical continuation of work in this direction and marks an important stage in solving existing problems.

In fact, fundamental research plays an important role in the development of science, while imagining the development of the country without science. It is through them that new knowledge is acquired and markets are formed, creating a solid foundation for future applied research and innovation.

It is no coincidence that the development of scientific research and innovation is reflected in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021. After all, this area will be a priority in public policy for five years.

It should be noted that scientific research activities in the Republic The Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training", the Action Strategy of the President of the Republic of Uzbekistan for 2017-2021 on the priority areas of development of the Republic of Uzbekistan "Active Entrepreneurship. Decree No. PF-5 308 of January 22, 2018 "On the State Program for the implementation of the Year of Support of Innovative Ideas and Technologies", PQ-2789 of February 2, 2017 "On the activities of the Academy of Sciences, the organization and management of research Resolution of the President of the Republic of Uzbekistan dated May 11, 2016 "On measures to further improve funding"»

Along with the implementation of the Resolution No. PP-2527 "On measures to further improve the activities of the National University of Uzbekistan", PQ-2909 dated April 20, 2017 "On measures to further develop the system of higher education", the university has fundamental, practical and The development of innovative research, the organization of research in promising and advanced scientific areas, the support and coordination of work on the support and implementation of innovative ideas and developments of young scientists and talented students are topical issues of today.

Based on the above Presidential decisions, it should be noted that the period of development of modern linguistics is characterized by a growing interest in comparative-typological research. It is a law of nature, due to the nature of the use of languages, social life, the interdependent movement of languages, and their interaction with one another. Therefore, any research devoted to comparative analysis has scientific and practical significance.

MATERIALS AND METHODS

In the context of modern linguistics, the comparative study of languages is expanding and all languages are structural surfaces are covered. The study of word semantics, aimed at the analysis of the content scale of lexical units based on the teachings of F. de Saussure, is becoming the object of special and comparative-typological research. J.Buronov, M.Abdurazzakov, O.Yusupov, M.Umarkhojaev, A.Mamatov, D. Ashurova, Sh.Safarov, A.Sheremetova. M.Rasulova, G.Hoshimov, L.Tener, L.Elmslev, R.Meer, V.Porsig, L.Weisgerber, S.Ulman, ILrir and others who developed in different directions.

However, despite the significant shortcomings in the study of works of fiction, modern semantics, including comparative semantics, deals with systematic relationships, the semantic merging of classes within a name-subject, semantic groups, research,

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identification of semantic groups, internal and external to study their internal connections and relations in terms of interlinguistic relations, to reveal the hierarchical relations between the components of their semantic group, to clarify their systems, to identify the semantic components that make up a single semantic group and, of course, to identify similarities and differences giving is of great importance.

In our view, the attempts of some linguists to substantiate the national identity of knowing the world by the names of works of art further complicate the solution of this problem. Where there is no historical or factual material, some researchers have linguistically systematized the experience of man by observing, seeing, and defining it as the names of works of art try to cite it as evidence of exotic material observed in culture. The model of scientific perception, which is closely connected with intuition and mental cognition of an objective being, consists of a transitional stage, followed by the need to express the being in an artistic way, which indicates that language is fully formed. Referring to history should serve as one of the arguments used in these cases to confirm, reinforce the general idea. In this case, in the process of non-communication, language must manifest itself as the creator of the Facebook model, and as a result, it must become an independent force of "linguistic cognition." This does not correspond to the assertion that the original judgment, that is, the material form of consciousness. The subjective nature of language becomes the decisive force of knowledge, and its structure turns out to be immanent, essentially hereditary, innate. Creating knowledge, information, knowledge of objective existence. and is designed to perform the transmission function. The language system itself contains this linguistic commonality that emerges in the process of knowing existence. In language, the system of concepts expressed by words that are the names of works of art expresses such complex connections of concepts that their complex use allows to convey the content of human thought in different ways, that is, using simple and figurative definitions. This is the peculiarity of language, that is, language is a tool for the formation of thought, the type can be not only a means of storing knowledge, but also a way of expressing it with the dynamics of its development. From a semantic point of view, different national languages, from the point of view of naming works of art, turn out to be different variants of the nominal structure, the potentially unique whole. It had a self-regulating, two-sided character. The system of language, which manifests itself as a system of signs and serves to form and convey thought in its complex application, is created by knowing the image of the world created in works of art, not language, without looking at it as a "linguistic image of being" taking a more rigorous approach to this, the image presented by the author using the title of the work of art can only be created using the ideal full text, universal language. The accuracy of the results of knowledge of the conceptual systems of national languages is not comparable in quality or level of the names of works of art. These systems, on the other hand, are considered to be different variants of a single universal human language, and their content is historically flawed this activity stems from the lingvoculturological nature. In this regard, from the point of view of the theory of linguistic relativity, it is not methodologically correct to compare the events of a particular language separated from different languages to the information in the name of works of art in order to solve the problems of semantics of works of art. Here, basically, two serious mistakes are made, which are not difficult to perceive not only by

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an expert who has studied the problem in depth, but also by an ordinary reader.

These are:

a) The first mistake is to try to compare the linguistic facts in the names of the studied fiction directly with the existing things in the material being, rather than with the system of concepts.

b) the second error is the analysis outside the system of one or another form of language, in other words, the close interdependence and compensation of lexical, grammatical and other means prevailing here due to the lack of influence of the complex mechanism of language on the analysis is completely.

The first error leads the authors to the conclusion that the linguistic style of the world is reflected in the names of works of art. In fact, the linguist, capable of expressing any concept, had to show the peculiarities of concrete forms in the general language system, including the name of works of art.

The second error distorts the essence of language, denying the possibility of analyzing the language as a whole system in the analysis of the name of works of art, in which only this or that part of the language is analyzed in an unsystematic way and unreasonably compared to other languages.

In such cases, the above hypothesis is based on the difficulties encountered in the process of translating the names of works of art from one language to another, and on the loss of the psyche in translation, especially in translating its name, often in the translation of poetic works.

All of them are methodologically incorrect in the case of comparing the names of works of art, because the method of proof cannot be applied to language. For example, the fact that there is an article in German does not mean that Germans perceive objects according to some gender-related traits. It is incorrect to conclude that Abkhaz speakers with a similar ergative structure are incapable of distinguishing between subject and object actions in existence.

The Uzbek and Russian words for "q`ol" are pronounced with the English words "hand", "arm", and the Uzbek words "kaptar" and "musicha" are given with the same word "taube" in german cannot be distinguished from each other ored may not result. Because in practice, the Germans do the same thing as the Uzbeks do the difference between kaptar and musicha.

The fact that the word "know" in Uzbek is given in German with the verbs "wissen", "kennen" does not mean that the Germans know more about the Uzbeks in Karaganda, or understand different types of knowledge. The fact that the word "lunch" in English is translated into Uzbek by such figurative means as "just breakfast", "second breakfast", "eleven", "light lunch" does not mean that Uzbeks could not understand this concept.

When comparing the meanings of words in two or more languages from the following perspectives and observing inconsistencies in meanings, linguists come to the "universal" conclusion that "the conceptual apparatus of peoples speaking different languages is different."

The national identity of the conceptual semantic content of language units when they are the names of works of art does not rule out the possibility of complex semantic complexes in the sentence structure of the work of art, which may be similar in different languages depending on the meaning. Due to the objectivity of the conceptual form understood

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in the name of a work of art, the national specificity of the pragmatic and semantic side of the name of a work of art written in a language cannot be a source for the subjective element of the cognitive process.

However, there is another aspect of the national identity of the semantics of the name of a work of art, which is related to the specificity of motivation in choosing the form of sound in the process of language development. distinguishing characters characterize the meaning being motivated. The fact that the sound content remains the same in different languages is different from the differences and this external similarity is thought to indicate that an "additional national identity" is being formed. For example, the English "head" - the front of the ship - the nose; head - nail cap; head - the top of the milk, cream. The subjective property in linguistic meanings expressed by the title of this work of art does not apply to the denotation of the denotation itself. In all cases, the corresponding physical event is determined by the sign of one of its signs. The choice of this symbol depends on the specifics of the English or Uzbek language.

The national and subjective facts of language, which are closely related to etymology, cannot deny the main idea that "in all languages the relationship between the defining and defining elements is the same, and as a result the image of the object is given the correct name of the work of art in our case." Thus, just as there is no need to oppose the conceptual model of the world (DKM) expressed in the name of a work of art as an additional element of knowledge acquired through pure sensual and mental intuition, the information related to sensual and mental intuition in language adds to the rational elements of language and the fact that it does not agree with the idea that the names of works of art are reflected in it is of a unique epistemological essence.

"The basis of the DKM is the information given in the concepts that represent the names of works of art, and the basic information in the DLM is the knowledge available in words and phrases in specific spoken languages. According to Sepir-Whorf's theory of additional national subjective information brought in by TLM, it is incorrect to equate words and phrases expressing the name of works of art with specific information brought by language into the linguistic landscape of the world. Because TLM has been associated not only with the lexical but also with the grammatical aspect of this hypothesis. Therefore, grammatic the information expressed by cannot be excluded.

CONCLUSION

Many researchers have repeatedly referred to the theory of relativity and, in particular, the Sepir-Wharf hypothesis in the study of the semantics of the names of works of art. However, they were unable to find evidence, either theoretically or experimentally, to serve his defense. Well-known scholar E. Lenneberg, concluding his discussion of the experimental study of the Sepir-Wharf hypothesis, was compelled to conclude that the title of the work of art was "very little proof of the violent judgment of the word on knowledge." Concrete research in this area, that is, on the semantic and pragmatic aspects of the title of a work of art, also showed that the results of semantic experiments in this area do not correspond to reality in its classical form.al tools from the information entered by ÍTLM in the name of works of art.

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Research Article

SATIRE IN "BOBURNOMA" AND "TARIHI RASHIDIY"

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ABSTRACT

This article analyzes the attitude of Zahiriddin Muhammad Babur and Haydar Mirza to comedy, the humorous mood of the work. Bobur's artistic skills are studied in comparison with his literary views on comedy. The common and individual aspects of the literary style of Haydar Mirza and Babur are explored. The main sources for the analysis of the literary thinking of the writers are "Boburnoma" and "Tarihi Rashidi". These works are based on observations about the role of humor and satire in other fields. Bobur and Haydar's attitude to satire is comparable. This article uses biographical as well as comparative analysis of methods. Observations suggest that humor played an important role in determining Bobur's literary potential. In Haydar Mirzo's "Tarihi Rashidi" the attitude to humor and satire is limited. In the style of Haydar Mirzo, it was found that the author followed the principle of impartiality, which is characteristic of historians, and kept the tradition in the literary style.

KEYWORDS

Literary historical works, humor, satire, literary environment, artistic skills, literary style.

INTRODUCTION

In the views of our great scholar-thinkers Nizami Aruzi, A. Navoi, A. Tarazi and Babur, comments on literary types and genres are described. In particular, Navoi and Babur in their treatises focus on the genesis

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and characteristics of perfection of literary genres. Navoi's views on prose and poetry also expressed strong views on the reasons for the wider circulation of these literary genres. It should not be forgotten that in the contest of poetry and prose, Navoi wanted to give priority to poetry [1;47]. There were also views of literature as an art in the broadest sense and poetry in the narrowest sense, Abdurahman Sadiy defines the word art while categorizing fine arts into words: "Word art in narrow meaning is more general and popular than poetry or other modes of arts. It is easy to understand through the language which is common means of expression among people" [2;65]. This issue of literary criticism is also evident in the descriptions of literary works and literary commentaries on various pages of literary and historical works, such as "Baburnoma" and "Tarihi Rashidiy". Along with the genres and arts that have been mastered in these works, there are many places that reflect a number of principles of our national Turkic literature. In our observations, we have tried to connect these aspects with the relatively little-studied aspects of scientific research related to the works of Baburnoma and Tarihi Rashidiy. Zahiriddin Muhammad Babur in "Baburnoma" and Muhammad Haydar Mirzo in "Tarihi Rashidiy" were narrated in the style and in harmony with the features of the prose of their poetic verses, along with the fact that the bringing of artistic fragments ensures the readability of the work and serves to us to picture of the authors as literary critics. In this regard, every selected piece of poetry, or a particular literary-scientific idea, is a work of art that has been screened and selected through the prism of the creativity of these creative authors. In the composition of these authoritative sources we draw attention to the peculiarities of certain literary genres and literary forms, which embody many features of poetry and prose.

MATERIALS AND METHODS

Satire. The humorous elements that define the inner potential of the poet or storyteller have passed into the written literature from the folklore, in which case it is felt that various satirical phrases, proverbs and sayings are deeply ingrained into Turkic literature. Several comic genres have been formed from the roots of satire in folk oral art [3;10]. In particular, genres such as "askiya"(Dialogue-based humouristic narration), "latifa" (mini-story based joke), "lof" (humoristic exaggeration), "tegmachoq" (kidding) mean that the Turkic peoples have a delicate understanding of the word and use them effectively in their daily lives. Researchers have observed that satire is part of not only comic genres, but also the nature of folk proverbs. In particular, the linguist B.Juraeva emphasizes that the ability to create satire and humor as one of the occasional methodological tasks of proverbs [4;16-20]. This means that the elements of humor that are ingrained in the wisdom which also express the delicate taste of our people in words. The 15th-century historian and poet Zayniddin Wasifi admits in his work "Badoul-Vaqoyi" that there were such comedians as Mirsarbarahna, Burhani Gung, Hasan Voiz, Said Ghiyosiddin, Sharfi, Halil Sahhob, and Muhammad Badakhshi in Herat. In the pages of "Baburnoma" the author's ability to point is reflected in the interpretation of the essence of major events and the effective use of elements of humor and humor in conveying the spirit of a particular situation. Babur was able to incorporate mild laughter in the depiction of a certain reality, or he expressed his bitter critical views in his great work. In "Baburnoma" satire and humor are always complementary. But the poet never laughs at the physical defects of people, but exposes the traits and behaviors of those who are being ridiculed by the onslaught of bitter emotions [5;76]. In this regard, we will focus on some passages

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of the work. In the account of the events of 1501-1502, Babur was deeply depressed; the pain of a disbanded army, the oppression of treacherous princes, and his broken heart was very depressed. In those eager moments, when he was in Tashkent with his uncle Mahmudkhan for a while, but there was no hope for the khan's grandfather, his decision to leave the throne deepened: "bu nav'xorliq va zorliq bila el bilguncha, oyog'im etgancha ketsam yaxshi. Xitoyg'a bormoqni jazm qilib, bosh olib ketmakka azm qildim. Kichiklikdin beri Xitoy sarig'a havasim bor edi...kichik xon dodam ham yigirma to'rt-yigirma besh yildurkim, muloqot qilmaydurlar, men ham ularni ko'rgan emasman, men borsam, ham kichik xon dodamni ko'rsam, ham muloqot qilmoqqa vosita va soyi'bo'lsam. G'arazim bu erdikim, bu bahona bila bu oradin chiqsam, Mo'g'uluston va Turfong'a borg'onda xud hech monii va dag'dag'a qolmas, o'z jilovim o'z iligimda bo'lur. Bu xayolimdin hech kishi sohibi vuquf emas edi, kishini sohibi vuquf ham qilib bo'lmas edi» (Meaning: “It is better to go as far as I can, with this kind of humiliation and violence. I decided to leave for China. Ever since I was a child, I had great interests about Chinese peoples. My little khan grandfather had not contacted with me for twenty-four or twenty-five years. I had not seen him either. If I visited my little khan grandfather, I would communicate with him. My goal was to get out of this situation with this excuse, and when I went to Mongolia and Turfon, I would not be left without any threat or dependence and I would have my own authority. I guessed that nobody were aware of my further plans.) [5;90] Bobur's sad mood, the loss of the throne and the pain of defeat will be transmitted to the reader. However, on this page, Babur refreshes the reader's mood through his narration often refreshes the images and episodes: Babur's secret trip to China was canceled, Sultan Ahmad Khan visited Tashkent and Babur returned to Tashkent with the guests wearing the Mongol costume which was gifted him by his younger uncle. Babur did not hide his astonishment at the uniqueness of the Mongol costume: "maftunliq mo'g'uliy bo'rk va sonchma tikkan xitoyi atlas to'n va xitoyi qo'r, burung'i rasmliq toshi chintoiy bila chintoiyni so'l sari, yana uch to'rt nima xotun kishining yoqosig'a osar anbardon va xaritasidek nimalar osibturlar, so'ng sarida ham ushmundoq uch to'rt nima osubturlar..” (Meaning: They were wearing beautiful Mongol costumes, Chinese robe and gown knitted from Chinese silk which were embroided and decorated with old-fashioned stones, there were some kinds of ornaments and the necklaces like women’s on their collars”) [5;90]. When he returned to his elder uncle Mahmudkhan, even his relatives did not recognize him in this costume: “Хожа Абулмакорим улуғ хон додам била эди, мени тонимойдур, сўрубтурким, булар қайси султондур? Айтқондин сўнг тонибтур”. (Meaning: My great-grandfather was with Khoja Abulmakorim did not recognize me and asked which sultan I was. He remembered me after being told who I was.) Babur's satirical style was revealed in this extract. He first explains the cause of the situation to the reader with a secret smile, and at the end of the extract, he illuminates the soft effect of humor. While investigating the cultural environment, he had the ability to observe and evaluate the rules of etiquette, the sharp taste and subtle perception inherent in the circle of Herat artists when he visited according to the invitation of the sons of Husain Baykaro. According to Babur, his brother Jahangir Mirza ordered his singer to sing under the influence of the mood of “mushaira” (a poetic gathering where participants compete with their poetic talents) during a literary circle with the participation of guests in Herat. Babur describes this situation as follows: “Hiri eli past va nozik va hamvor o'qurlar. Jahongir Mirzoning bir xonandasi bor edi, Mirjon otliq, Samarqandiy edi. Baland va durusht va nohamvor o'qur edi. Jahongir

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Mirzo kayfiyat mahalda buyurdikim, o'qug'ay, g'arib, baland va durusht va bemaza o'qudi.Xuroson eli purzarofat tirilur el. Muning o'qushidin birisi qulog'in tutamudur, yana biri chiroyin tutamudur, Mirzo jihatidin hech kim man'qilaolmaydur." (Meaning: Jahangir Mirzo had a singer, named Mirjon from Samarkand. He used to recite well and loudly. When Jahangir Mirzo was in a good mood, he read aloud, strangely, loudly and steadily and without hesitation.) [5;145] In this scene, as we have seen above, Babur first prepares the reader by recalling the factor that causes laughter and shows successful use of the bold expression method in sharing a humorous mood through the situation of the sharp taste and high level of the people of Heart which caused the humorous gesture of the laughter regards the gentleness of the singer, who did not meet the requirements of the people of Heart. Through the observation of Babur, the weight of the two literary and creative environments is weighed at the same time on the scales of art, which is perceived through the state of the listening hosts. In many other interesting episodes of the work, Babur looks at the essence of reality from a higher angle, sincere humor and critical humor do not leave him in the description of his helpless situation and in the assessment of the triumph of victory. Through the appropriate humorous mood in assessing his past, the feature is also one of the literary characters characteristic of his narrative style. There were only seven soldiers of Bobur when he was forced to retreat during the suppression of the revolt of the rebels in Andijan. After a long time, knowing that the number of unknown pursuers, Babur regretted: "...qovg'inchi yigirma –yigirma besh kishi ekandur, biz sekkiz kishi eduk, nechukkim mazkur bo'ldi. Agar ul vahmda muncha kishi ekanini tahqiq bilsak edi,yaxshi urushur eduk.. qochg'on yog'iy ko'p bo'lsa ham oz qovg'unchi bila chehra bo'la olmas. Nechukkim, debturlar: "safi mag'lubro ho'e basandast". (Meaning: " They were twenty or twenty-five chasers and we were eight people. If we only we knew how many people they were in that panic, we would have fought well. As the proverb goes "Enough is enough for the defeated') [5;97] In the center of the story, the author draws on the situation of the defeated commander, as well as effectively uses folk tales as a writer who skillfully portrays it. Many humorous episodes of the work do not bore the reader for a moment, such as the defeat of Babur by the invincible Afghan warriors, the biting in his mouth, the humorous narration among the people and the fencing of his soldiers in the dark without recognizing each other. Babur's attitude to humor is expressed not only in the art, but also in the play through the direct expression of his literary and aesthetic views. And King Babur always enjoyed among the poets. Describing the mood of the conversation, Babur says that the following verse of Muhammad Salih was memorized by the people:

Joe ki tu boshi digarero chi kunad kas,

Mahbubii har ishvargarero chi kunad kas.

Meaning: Wherever you are, what else can you do?

The love of every lover is what one does

In accordance with the tradition of the literary circle, a direct answer to this verse will have to be given, and the ingenuity of the poets will have to be tested. Babur jokes with Mullo Abdullo who was an enthusiast of poetry, suddenly recited this verse:

Monandi tu madxushu karero chu kunad kas,

Har govkunu moda harero chi kunad kas

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Meaning: "Who needs an unconscious deaf like you, who needs a man who acts like a bull or a female donkey?" [5;185]

RESULTS AND DISCUSSIONS

In the "Baburnoma" against the background of many narratives, the image of a mature literary critic, a clever scientist and a sensitive poet, as well as his broken heart and vigilant point of view are combined. With the recitation of the above verses, Babur's spiritually acknowledged confession and decision about the decline and value of the word also urges the reader to be verbally intelligent and gentle in his treatment: "Bu fursattakim, "Mubayyin"ni nazm qiladur edim, xotiri fotirg'a xutur etti va hazin ko'ngulg'a mundoq ettikim, hayf bo'lg'ay ul tildinkim mundoq alfozni darj qilg'ay, yana fikrini qabih so'zlarg'a va darig'bo'lg'ay ul ko'nguldinkim, mundoq maoniy zuhur etgay...andin beri hajv va hazl she'r va nazmidin torik va toib erdim" (Meaning: I wish the world would be full of words, that I would be able to express my thoughts in obscene words, and that the world would be full of meaning. Babur's ability to self-analyze and self-reflect on the use of words in the presence of the reader is one of the rare cases not only among the rulers of the East, but also among the people of world literature. Babur, well aware of the benefits and harms of language, wishes that the language of the work of art would be free from any useless jokes and ridiculous expressions:

Ne qilayin sening bila, ey til,

Jihatingdin mening ichim qondur.

Necha yaxshi desang bu hazl ila she'r

Biri fahshu biri yolg'ondur.

Gar desang kuymayin bu jurm bila.

Jilavingni bu arsadin yondur

Meaning: O, tongue! I am a speechless and poor;

You are able to make me feel bloody inside.

How nice to say this poem with humor,

One word makes kill and the other is a lie

Don't let your full potential to open the door

Keep diet to say every word.

It is clear from the verse "Jilavingni bu arsadin yondur" means that the poet had decided on a so-called "diet", i.e., "he preferred to expend the power of talent in poetry on other serious genres" [6;47]. This situation is further supported by Babur with the following thought: "...bu nav'botil andeshadin, bu yo'sunluq noloyiq peshadin ko'ngulni tindurub, qalamni sindurdum". Meaning:... this kind of vanity, this mossy unworthy decision calmed my heart and broke the pen." However, Bobur decided to be torik va toyib did not mean that he completely give up but changed his attitude towards humor. With these conclusions, he seeks to convince us that the power of the word in art arises with great wisdom, and that the petty greed of the penman, which is missed as a result of any small negligence, undermines the phase of the people. His attitude to humor as a poet is also reflected in some of his rubai (a genre in classic Turkic poetry):

Har yerdaki, gul bo'lsa tikan bo'lsa ne tong,

Har qandaki, may durdidan bo'lsa ne tong.

She'rimda agar hazl, agar jid kechiring,

Yaxshi borida agar yomon bo'lsa ne tong.

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Meaning: Everywhere there is a flower; there is a thorn, what a wonder,

Anywhere, what a wonder,that there is a wine

If there is humor in my poem, forgive me,

where there is badness there exist goodness, what a wonder.

[Babur, Devon, 1994 p.80]

In Muhammad Haydar Mirza's book "Tarihi Rashidiy" there are almost no satirical features in the author's style. As Haydar Mirzo not only covered the history of the Mongol Khans, but also decided to dwell in detail on the way of life of Sufi sheikhs of his time, the work of the poets. There is a sense of politeness, caution, which is characteristic of the people of the poetry in the description of such figures in the author's style. Although the historian's lineage occupies a much higher position in the history of the Mongols, it is clear that in his authorial position he refrained from the use of any bitter criticism and satire, and didactic principles prevailed in the depiction of erroneous figures. However, in the creation of a certain character in the background of some realities of the work, there are places that are rarely used in some episodes in a certain sense of humor in defining the lyrical mood. For example, in creating a poetic portrait of Mawlana Binai, he gives vivid examples of the "mutayiba" (light humour) that permeated his character. The biography of Mawlana Bina is reflected not only in the interpretation of Haydar Mirza, but also in the book "Badoyi ul Vaqoyi", which is one of the important writings of that period. In the authors' assessment, Binoi's sharp-witted, witty, eloquent, and mature poetess is defined. In "Tarihi Rashidiy", Haydar Mirzo describes the satirical image of Binoi in accordance with his views on Navoi's work. We turn to the scenes of the heated literary debate between Binoi and Navoi. According to Haidar, Binoi left for Iraq after a dispute with Navoi over his stubbornness. Navoi, who later returned to Herat, was summoned by Navoi to talk to him, in order to quell the anger. During the conversation, Navoi asked Binai about the Iraqis. Binai replied, " ...iroqiylarning bir ishi manga xo'b ko'rindiki, ular also turkey she'r aytmas ekandurlar." (meaning: One of the things that I liked about the Iraqis was that they never recited poetry in Turkic. [9;287] Although Navoi was criticized and asked another question: "Tell me the truth, which pieces did you like among my devons?" Binoi recited two pieces turn by turn with having humor on. However, these materials did not belong to Navoi which Navoi had made a concession as the one belonged to Mevlana Lutfi and the other to Mevlana Sahib Doro. At the end of the conversation, Navoi again bids farewell to Binai. Haidar Mirza Binoi quoted exactly what he heard in his sketches. By quoting this bitter metaphor, Haydar Mirzo Binoi was able to accurately describe the qualities of curiosity and humility and the forgiveness of Navoi as well. The significance of this description is that any of the words games, hidden and open disputes between Navoi and Binai mentioned in "Baburnoma" and "Badoi ul vaqoe" are not repeated but rather complements them.

In the... chapter of "Tarihi Rashidiy" the author tells a humorous story a bit stating that he served his Mongol khans for a lifetime, but in the end did not find enlightenment. According to that story, Talhak told his servants before his death in Termez "mening qabrim yonidan o'tayotgan yo'lovchi, ruhimga duo o'qisa o'ziga la'nat bo'lsin, agar o'qimay o'tsa,otasiga

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la'nat bo'lsin,-deydi.Kishilar kulib, bu ikki la'natdan qanday ozod bo'lish mumkin deyishganda, hech kim Termizga bormasin va Talxakning qabriga yaqin yo'lamasin, deya javob bergan". (Meaning: "If the passer by my grave prays for my spirit, damn him! If they don't pray for me, damn his farther!". In this case, people laughed and thought how to get rid of these two curses and consequently, no one let go to Termez and go near the tomb of Talhak. [9;160] Through this story, Haydar Mirza also draws a bitter sarcastic conclusion that he was despised in front of the Mongol khans for so many services and was eventually persecuted at all.

CONCLUSION

The following conclusions were drawn from our observations on literary genres and forms, arts, which played an important role in the content of "Baburnoma" and "Tarihi Rashidiyy":

- In observing the satirical and humorous state of both major works, it is known that the two writers have different styles in their comedy;
- -In many episodes and films described by Babur, humor appears as a sign of his artistic style, and in many cases the humorous mood is associated with the prose writer's self-examination;
- The role of humor in the writings of Heydar Mirza is rarely shown in some places, in which case his style is associated with the predominance of other literary aspects;
- There are a lot of passages mixed with satire in the pages of "Baburnoma", in which, in the eyes of Babur, the person and the facts of satire are proved by reasonable considerations;
- It is also known that the literary norm of Babur's comedy is constantly monitored by him;
- Haydar Mirzo's comedy, as we have seen above, appeared indirectly only in connection with the creative portrait of Binoi, in which the author remained neutral in his position;
- In Babur Mirza's views, his literary potential is further clarified through his attitude to humor;
- Bobur's bold humor and ability to use appropriate jokes determine his literary position, not his quality of domination;
- In the second book of "Tarihi Rashidiyy", Heydar Mirza tried to express his depressive experiences through only one ancient comic story, and the predominance of narration in his style is connected with the purpose of historiography.

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Research Article

THE DENOTATIVE COMPONENT OF SPEECH AND SOUND HARMONY

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ABSTRACT

Phonological system helps to define the oppositions of phonemes, such as resonant-sound, lip-tongue-throat, and explosive sliding. Phonemes perform their social function in speech based on these distinguishing features. The method of formation of the speech sound represents a certain character in the speech process according to the presence of the sound, the vocal cords. This article discusses the denotative component of speech and sound harmony.

KEYWORDS

Phonemes, speech, sounds, function, formation of speech, denotative component of speech.

INTRODUCTION

Just as all things and events in existence are distinguished by their contrast, so are the sounds in language differentiated by oppositions. N.S. Trubetskoy says that the main foundation of the theory of phonology is based on the concept of "opposition" (or opposition). [1:36] As a result, we see the systematic arrangement of phonemes according to these characteristics.

The following phonological system helps to define the oppositions of phonemes, such as resonant-sound, lip-tongue-throat, and explosive sliding. Phonemes perform their social function in speech based on these

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distinguishing features. This is where the connection between phonetics and phonology comes into play. The place, method of formation of the speech sound represents a certain character in the speech process according to the presence of the sound, the vocal cords. In primitive words that are actively used in our speech, we see that phonemes are involved not only as a sign serving to differentiate meaning, but also as an independent sign with a certain semantics.

MATERIALS AND METHODS

The denotative component of the word and the presence of harmony on the sound side appear

For example: The phoneme "B" is a lip, explosive, resonant consonant sound. In the lexeme, the phoneme "B" represents the semantics "strong", "big", "first" according to the above signs. M: grandfather, giant, tall, one, brave, bek, bull, shout, head. In these places, the meaning of the phoneme "B" is based on the signs "explosive", "resonant". It is also located first, at the front as a member of the lab speech. It also makes sense in this case. For example: pervy, today, ben (me), spring, head, as a child.

The phoneme "P" is a lip-smacking, explosive, voiceless consonant sound, which expresses meaning in these respects. Depending on the state of the lab, the phoneme “P” produces the “closed” semaphore. For example: cover, bag, ball. In words such as cotton, popuk, pistachio, cocoon, supur, par, oppoq, picha, it means according to the state of “soundlessness”. The "T" phoneme is an explosive, voiceless consonant. It is formed when the tongue strikes the tooth straight, upright, hard. The phoneme "T" means in this case . For example: straight, hard, flat, poplar, iron, comb, tooth, tongue, bottom, top, round, stone. This phoneme is involved in the words stone, tooth, hard, according to the state in which the tongue is tightly attached to the tooth.

The "N" phoneme is a prepositional, nasal, sonorous, explosive, resonant consonant that expresses meaning according to these characteristics. As a result of the delicate touch of the tongue to the teeth, "elegant" and "delicate" semantics are formed. For example: elegant, flute, delicate, what, flirt.

The "S" phoneme is a sliding, slippery, voiceless consonant. It is one of the most used consonants in Uzbek language. This sound represents a sign according to the state of "sliding". For example: water, healthy, sluggish, milk, cold, oily, slow, hot, is, swim, slide, slide, hang, smooth, grow. In some words, it represents a character according to its linguistic nature. For example: you, you, ost, ust.

The "L" phoneme is a prepositional, sonorous, slippery, resonant side sound. The above symbols express meaning according to the sign of "side" sound, which is not found in other phonemes, that is, the movement of the tongue in a loop. For example: il, ilgak, kol, latif, lanj, lol, marrow, snake, root, ol, tol, mol, yol. These words mean "subtle", "elongated".

In general, each phoneme represents a specific character. In the lexeme "mountain" the phoneme "t" represents the semaphore "vertical", the phoneme "o" "wide", "greatness", "g '" "unevenness", "roughness" to form a whole lexeme. In the lexeme "board", the phoneme "t" represents the semantics "flat", "vertical", "x" "sliding". In the lexeme "il" the phoneme "i" has a narrow meaning, the phoneme "l" has a side sound. The lexeme "Bobo" contains the semantics "head", "big". In the lexeme "Momo", the phoneme "m" represents the semantics of gentleness in the sonorous, explosive, resonant state, and the phoneme "o" represents the semantics of "latitude".

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This means that speech sounds are not completely free in word structure. They verbally participate as the smallest unit of meaning, expressing the properties of the object. That is, "External world-objects, certain properties of events; The nerves in these organs affect the sensory organs, the nerves in the skin, the tongue with the taste, the nose with the smell, the color with the eyes, the ears with the vibration of the air, with their heat and cold. As a result, the brain acquires knowledge about the properties of objects, and their image is formed. "[2:12] So, the image of the properties of objects in the mind is a phoneme. For example, in the word "q" it means "deep" through the tongue, "o" means wide, "p" means silent, lab-lab, that is, according to the sign of closure.

It seems that the appearance of speech sounds is related to the process of perception, intuition. This idea is related to the original words used in the ancient Turkic languages. 'liq. Therefore, in primitive words, there seems to be a balance between the sound of speech and the meaning of the word . The root words are still actively used, the main meaning is assigned to the 1st, 2nd, 3rd phoneme in the lexeme. Because "The phonetic structure of single-syllable words in the All-Turkic and Old Turkic languages is mainly in the form V + C + V, V + C + C, C + V + C, C + V + C + C , in which the C + V + C structure is comprehensive. This situation is fully preserved in modern languages, including Uzbek. This indicates that the phonetic structures of the single-syllable words used in our modern language are almost the same as they were in the ancient Turkic language. "[3:12] Orhun - According to Z. Akilbekova, K. Ashuraliyev, B. Osmonaliyeva, S. Sidikov, who compiled glossaries of total words in the sources studied in Enasoy's writings, there are 1680 original words, 749 of which are single syllables. zlardir. 560 of these words are actively used in modern Uzbek literary language. "[3: 9]

In the history of Turkic languages, many words are based on single syllables, and then the connection between the stem and the affix is broken. " has been mentioned many times in historical and etymological research. [4:15]

Hence, the C + V + C structure is specific to Turkic languages, and the basic meaning of the lexeme is expressed in these 3 phonemes.

We can also see that in words that differ in a sound, the phoneme participates as a unit with a certain meaning. For example: lake-road, ol-il, tur-sur.

Another example: The alternation of "g" and "y" in the words "raisins" and "raisins" provided the formation of a new meaningful word. The reason for this exchange is also explained "[5: 9]

In this respect, the orange-phonemic deep back-sliding, according to the jaranglilik character. This is the sound of flour with the participation of the wire deep in the back part of the air caused by uneven sliding. These criteria phonemic "uneven" and "rough" In chart form. "Y" -fonemasi- language school, earrings, Sonora, resonating sound. Output from the spread between the ground and the middle of the palate, slid formed. According to the "softness", "yoyiluvchanlik" scheme. The shell of "hard" and "rough" budirlik scheme, mayiz- "soft" scheme. G and fonemalarining exchange, according to a new term motivations.

When we talk about the specific nature of language, we are also struck by the occurrence of the same, similar words in non-related languages, which in recent years have caused controversy in world linguistics. " It sounds harsh. It is as if the meaning is

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hidden in the melody. This hard-sounding word means to cut, to cut. A word that is strictly word-cut. Interestingly, in English, cutting is also called "kat". What is the reason for the harmony in these three languages, which have no kinship? ” or the Uzbek word "yemak" and the Russian word "yest" have the same root - ye. When we say "eat," the Russians say "eat ." [6:79] The phoneme “t” represented a sign according to the feature of the tongue hitting the tooth hard. In the words "ye", "yesh", too, the sound "y" has a meaning according to the sign of sliding.

Christian Vichmann, a linguist at the University of Leiden in the Netherlands, who has analyzed more than 6,000 languages and dialects, says he has also found signs of a connection between sound and meaning. and "m". This is somewhat similar to "um um." For example, in East Africa, the word "mumi" means chest. The results contradict the old philosophy of language. Until now, linguists believe that there is no connection between the sound and the meaning of a word. "[7]

Morten Kristiansen, a professor of children's language at Orchis University in Denmark, also points out that there is a connection between a word and its meaning. He says that the words "red" and "nose" are similar in several languages, and that the word "nose" has the sound "b" in all languages. [8]

Such similarities in non-related languages are very common. This is because the phoneme participates in the lexeme structure as a unit of meaning. According to the German linguist Wilhelm von Humboldt, "The diversity of languages is not only the result of the diversity of sounds, but also the difference in the way different nations look at the world."

CONCLUSION

In short, based on dialectical laws, the science of logic, theories of linguistics, we can say that speech sounds (phonemes) express a certain meaning in words in terms of acoustic-articulatory aspects. This harmony of sound and meaning can be seen in the analysis of single-syllable root words used in the ancient Turkic language, as well as those that are still actively used today. The occurrence of similar words between unrelated languages is also related to the physico-physiological aspect of speech sound. In general, the idea that linguistic unity is not completely free creates new perspectives in linguistics and opens the way to new research.

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Research Article

MODULAR TECHNOLOGY OF TEACHING ENGINEERING COMPUTER GRAPHICS TO FUTURE TEACHERS DRAWING

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ABSTRACT

This article discusses the modular technology of teaching engineering computer graphics to future teachers of drawing.

KEYWORDS

Engineering computer graphics, modular technology, flat drawing, three-dimensional virtual model.

INTRODUCTION

Computer graphics engineering is a new science, which is a promising part of the graphics preparation unit. Engineering computer graphics is an educational science that includes elements of geometry and drawing. It is in the formative stage. The purpose of science is to formulate the ability of future specialists to perform drawings on a computer and read. The acquisition of knowledge from computer graphics becomes an important element of an engineer's professional activity.

The study of applied graphics systems is carried out at the user level. That is, the student learns only to use these graphics programs, and not to create them. The amount of theoretical knowledge in this case is minimal [1].

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The study of computer graphics engineering begins at the third stage of the graphic educational course of pedagogical higher educational institutions. Having mastered the techniques of descriptive geometry and the rules of drawing with a pencil, future teachers will solve drawing problems based on modern graphic programs. Then future teachers will perform graphic tasks first manually, and then automatically (this will allow them to quickly understand the techniques of work and compare the quality of drawings) [2].

The use of computer-aided design (CAD) programs by students increases their interest in the information being studied, forms and deepens their theoretical knowledge, and also contributes to improving the efficiency and manufacturability of the learning process. The realization of knowledge (sequence, visualization, existence and differentiation) on the creation of three-dimensional models of complex shape when performing educational tasks is determined in further studies of the educational process and in subsequent creative activity [3].

Students perform drawings of various parts in an automated design system. The tasks are selected in such a way that they allow you to master both the computer graphics software product and the classical component of graphic activity. It is obvious that the performance of work using a personal computer contributes to the development of students' skills of independent learning activities.

We believe that at a time when the development of technologies and technologies is accelerating more and more, it is also worth developing a technology for the formation of knowledge and skills for its use. In our opinion, modular training in engineering computer graphics, due to the current demand, will give a positive result in the training of future drawing teachers.

The essence of modular training is that the student (student) works independently on the basis of the individual curriculum presented to him. It is the curriculum that should contain an action plan, a block of information, methodological recommendations for achieving learning outcomes. In these conditions, the educator performs the functions of control, counseling, coordination of actions for the assimilation of information [4].

In the modern theory and practice of modular training, two different approaches can be distinguished: the scientific-activity approach and the system-activity approach.

Within the framework of these approaches, a number of concepts for training specialists on a modular basis have been developed. All concepts are based on an activity-based approach, and from this point of view, the learning process becomes aimed at the consistent assimilation of the elements of professional activity by the student in accordance with the content of the modular educational program as a whole or within a specific subject.

Within the framework of different concepts, modular curricula will consist of different contents and structures, will be presented in documents of different forms, but they will all necessarily include the following three main components: a targeted content program; a bank of information presented from different angles; methodological recommendations for students.

Principles of modular training

1) modularity - selection of individual elements from the training content;
2) dynamism – achieving mobility (practicality) and efficiency of knowledge;

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3) flexibility - adaptation of the content of education and ways to achieve it in accordance with the individual needs of the student;
4) comprehensive methodological counseling-ensuring professionalism in the cognitive activity of the teacher and in pedagogical activity;
5) equality-ensuring business cooperation between the recipient of education and the teacher;
6) the principle of reliance on errors. This principle will be aimed at creating a situation of constant search for mistakes in the learning process, at developing didactic materials and tools aimed at forming the structure of premonition in the structure of the functional system of mental activity of students.
7) the principle of saving study time. This principle will be aimed at creating a reserve of study time for individual and independent work of students;
8) the principle of continuity. This principle implies a systematic approach to the development of curricula and programs to ensure that learning goals can be achieved. This ensures that the hours in the curriculum correspond to the objectives of the disciplines.
9) the principle of functionality: this principle means that modules are formed in accordance with the content of the specialist's activity;
10) the principle of system quantization. This principle is based on the requirements of the theory of information processing, the concept of pedagogical knowledge, the theory of the enlargement of didactic units.
11) the principle of motivation (arousing interest). The essence of this principle is to stimulate the educational and cognitive activity of the student. This is the basic rule.
12) the principle of modularity. This principle serves as the basis for individualization of learning-learning.
13) The principle of problemativeness. This principle makes it possible to increase the efficiency of mastering educational material due to problematic situations and the practical orientation of training.
14) the principle of cognitive visibility (observed with the naked eye). This principle follows from the psychological and pedagogical laws, according to which displays in training increase the productivity of assimilation only if they perform not only a pictorial task, but also a cognitive one.

Structure of the modular curriculum for engineering computer graphics

The modular training program should include:

1. Action Plan
2. Information block
3. Methodological recommendations for achieving learning outcomes
4. Control works

The following materials are prepared for each module:

1. Modular program with full coverage of the academic period;
2. Theoretical material for each module (lecture);
3. Educational and methodological handouts;
4. Individual tasks for each module;
5. List of educational and scientific literature;
6. Tasks for independent work on each module.

The development of a methodology for teaching engineering computer graphics should be carried out taking into account two main provisions underlying the design using computer technology. The first provision is based on a two-dimensional geometric model and the use of a computer as an electronic flagship, which significantly speeds up the design process and improves the quality of design

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documentation. The drawing, in this case, occupies a leading place and is a way of presenting a product containing information for solving geometric problems, as well as for manufacturing a product. The second provision provides for the construction of a spatial geometric model of the product, which is a more visual way of presenting the original and a more convenient tool for solving geometric problems of varying complexity. Knowledge of the technique of computer creation of a drawing and a geometric model of a design object is the most important link in the training of engineers of any specialty [5].

In the field of educational engineering and graphic activity, computer graphic images are usually obtained in two ways:

- in the first, the computer acts as a tool with which the future specialist creates the conceived object in various ways;
- in the second case, the student sets a certain algorithm to the machine, and he himself may not even assume what may result.

The first situation is possible if the student is prepared for professional engineering and graphic activity and is an experienced user of the CAD system used. However, its implementation requires serious theoretical and practical training of a future specialist. The second situation develops if the student is insufficiently prepared. Teachers in practice have to deal with both situations. Depending on the specific situation, there is a need to develop and use various information educational resources [6].

Considering the above, we consider it appropriate to teach the discipline of computer graphics engineering, dividing it into two main modules:

1. Making a flat drawing (2D);
2. Building a three-dimensional model (3D).

The basis of the design used at the Tashkent State Pedagogical University is the formation of a geometric model of the object - its drawing. There are two-dimensional (2D) and three-dimensional (3D) geometric modeling technologies. With 2D technology, the development of an object is carried out by constructing and analyzing its flat images - projections (Monge plots). 2D technologies are currently the main method of projection. The theoretical basis of 2D technology is descriptive geometry. Computer variants of 2D technology are common, in which a computer is used as an electronic flagship, allowing the designer to unload from routine graphic work. However, the essence of the projection method changes at the same time: the image is fixed through the medium of flat images - projections. According to 3D technology, geometric modeling is carried out on the basis of direct operation of spatial objects, and not their projections. This natural design option for humans has become really possible thanks to computer graphics, which makes it quite easy to control the creation of three-dimensional models and visually display them on the screen. Reproducing a spatial object, the computer performs many geometric modeling operations: builds intersection lines, sections and sections, any projections and much more. Thus, the intelligent unloading of the designer is carried out.

With the help of a computer, the student receives an image of a three-dimensional model on the screen. In real time, the simulated object can be rotated, moved and combined with other objects. Thanks to such powerful visualization, which transforms mathematical knowledge into computer pictures, students have the opportunity to observe, manipulate visual and geometric images, which contributes to the

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intensification of the learning process, the birth of new ideas, heuristic discoveries, and, as a result, the formation of creative thinking.

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Research Article

CURRENT STATE OF TRANSLATION

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ABSTRACT

This article talks about the modern state of translation, as well as the laws of translation. The relevance of this topic is that the translation in its development has passed several stages, but currently preference is given to informative translation, in which the features of the individual author style are not so significant.

KEYWORDS

Object difference, translation, translation in own development, development of information technologies, advertising texts.

INTRODUCTION

The current position of translation theory is characterized not only by an ongoing selection of the laws of translation of the work, but also by a constant refinement of both the subject and the object of this science.

The distinction between the object and the subject of science, or a certain scientific study, is not carried out constantly. In terms of the general theory of cognition, the opposition of the subject and the object relative.

The relevance of the topic is that the translation in its development has passed a couple of steps, but currently preference is given to informative translation, and the features of the individual author

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style are not so significant. Also, with the development of information technologies, computer programs have appeared, to facilitate translation, many applications and more, we should know the disadvantages and advantages of this type of translation. All these changes are related to marketing texts, which in their own importance go to the highest place. At first, translation made the most important social function, making inter-language communication of people likely. The dissemination of translations has allowed people wide access to the cultural achievements of other peoples, made cooperation and mutual enrichment of literature and cultures likely.

Whatever the case, when a text written in one language is re-expressed by means of another language, we call translation. With all this, the term "text" is understood as widely as possible: at least some oral expression and written work from annotation to refrigerator to novel. But there are also limitations: in our reasoning, we will be limited only to verbal texts in living human languages. If we assume that the language is a code of its own kind, that is, the random designation of objects and phenomena of reality using conditional symbols, then the translation can be called transcoding, since any of the conditional symbols is replaced when translated by a sign of another sign system. Translation is a complex multifaceted phenomenon, some aspects of which can be the subject of study of different sciences. Translation is a difficult multifaceted phenomenon, some of the nuances of which can be the subject of analysis of various sciences.

Within the framework of translation studies, mental, literary, ethnographic and other also the history of translation work in one country or another or in States. Currently, the main translation function is informative or communicative, so translation is a means of ensuring the possibility of communication (communication) between people who speak different languages. Therefore, for the theory of translation, data of communicative linguistics on the features of the process of speech communication, the specifics of direct and indirect speech acts, the ratio of expressed and implied meaning in the statement and text, the influence of the context and situation of communication on the understanding of the text, other factors determining the communicative behavior of a person are of particular importance.

The translation in its development has passed several stages. There was a translation and verbatim (mainly it affected the translation of bibles), there was a period when the authors received a new work when translating the original, at the same time the individual-author style is not so significant. It is known that a complete identity between the original and the translation is not possible. The linguistic originality of any text, the orientation of its content to a certain language team, which has only its inherent "background" knowledge and cultural and historical features, cannot be "recreated" with absolute completeness in another language. The lack of identity does not prevent translation from performing the same communicative functions for which the original text was created. Nowadays, when translating, authors often use realities ("everyday and specific words and turns are indicated that do not have an equivalent in everyday life, and, therefore, in the languages of other countries"), especially when translating from Brazilian, Spanish and other languages whose culture of peoples is not yet fully known to us. For example, when translating the book of the Portuguese writer Jorge Amado, the translator uses realities, but at the end of the work gives explanations: for example, "Craftsmen make ridges,

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rings, cups for kashas and much more from them." - Kashasa - sugar cane vodka; behind him came from afar to invite to christening, wedding or velorio: no one better than him could come up with a health resort in honor of the newlyweds or tell a story at a night vigil that would make even the dead cry or laugh. - Velorio is a night vigil at the coffin. " Speaking about the important role of translation, we immediately mentioned its "overcoming" function. After all, he helps people get closer, understand each other. It has long been clear that translation helps to overcome language and cultural barriers. Let's try to figure out where these barriers come from and what it is to overcome them.

Thus, language barriers exist because humanity is historically multilingual. According to modern researchers, the number of living languages in the world ranges from 2500 to 50003. There are more than a thousand Indian languages, about a thousand African languages; only in the islands of New Guinea there are more than 700 different languages. True, the main part of languages are languages with a very small number of speakers (some of them are spoken by only 100 to 1000 people; a characteristic example is the Mansi language in Russia: about 150 speakers). Languages spoken by 95% of the world's population are less than 100. Nevertheless, if we at least hypothetically imagine that every resident of the planet may have the need to communicate with representatives of each of the languages of the world, then the number of language barriers will be unusually high.

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Research Article

WAYS OF CREATIVE THINKING OF PRIMARY SCHOOL STUDENTS IN TEACHINGS FOREIGN LANGUAGES

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ABSTRACT

Creativity is considered as the most important and relatively independent factor of giftedness, whichrarely reflected in intelligence tests and academicachievements. On the contrary, creativity is not definedso much critical attitude to the new from the point of viewexperience, how much receptivity to new ideas.

KEYWORDS

Creativity, intelligence, primary school, student, language.

INTRODUCTION

An integrated approach to the education of a creative personality covers a wide range of issues related toto problems and moral education. Inseparablethe unity of the ideological and ideological, spiritual and artistic is an indispensable condition for the personalitya growing person, the versatility and harmony of its development.

Foreign language as a general education curriculumthe subject can and should contribute to the process of developing the creative abilities of students. With a huge upbringing, educational and developmental potential of students, a foreign language canto realize it only in the course of the implementation of the practical goal of training, that is, only ifthe student in the process of foreign

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language communicative and cognitive activity (listening, speaking, reading, using writing) will expand his horizons, develop his thinking, memory, feelings and emotions. BeforeFirst of all, a foreign language as a subject is an additional "window" to the world, it is a means to replenish knowledge in various areas of life, science, art,what is essential for general education, it is a tool that helps to carry out activities in differentareas of work and social life.In the classroomin a foreign language, students deepen and expand many of the knowledge and ideas they have receivedother academic subjects: social science, literature,music, history, geography, fine arts, etc. Determining the possible development of creativity(general creative abilities) in younger students,it is necessary to rely on the point of view formed in the scientific literature that its sensitive periodruns for 8-9 years. It is at this age that personality traits such asa sense of novelty, criticality, focus on creativity, the ability to transform. At this time, imitation of an adult (parents, teacher) as a modelis a determining factor in the formation of creativity.

THE MAIN FINDINGS AND RESULTS

A foreign language lesson has its own specifics, soas, unlike other subjects, as the mainlearning objectives put forward the formation of communicative competence of students.

At present, the global goal of mastering a foreign language is considered to be familiarization with a different cultureand participation in the dialogue of cultures. This goal is achieved throughformation of the ability to intercultural communication. It is teaching organized on the basis oftasks of a communicative nature, as well as trainingforeign language communication, using all the tasks and techniques necessary for this, is a distinctive feature of a foreign language lesson.

Foreign language communication is based on the theory of speech activity. Communicative teaching of a foreign language is active in nature, since verbal communication is carried out through"speech activity", which, in turn, servesto solve the problems of productive human activity in the conditions of "social interaction" of communicating people. Participants of communication try to solve real and imaginary tasks of joint activityusing a foreign language.

The activity essence of communicative-oriented teaching of a foreign language is realizedin a humanistic approach to learning. AtThis approach creates positive conditions for the active, free, creative development of the individual in activity. In general, these conditions are as follows:

- students get the opportunity to freely express their thoughts and feelings in the process of communication;
- each participant of communication remains in focus of attention of the others;
- participants in communication feel safefrom criticism, persecution for mistakes and punishment.

With a humanistic approach to learning disappearcognitive barriers characteristic of the educational process that reduce the motivation of students, encouragethem to irritability.

As mentioned earlier, a foreign languagehas great potential for developing the creative abilities of students. Influencing the personalitythe formation of creative abilities enriches emotional and practical experience, develops the psyche,

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forms intellectual potential, promoteseducation of aesthetic and mental abilities,leads to the accumulation of professional skills and abilities,development of the natural inclinations of children, their moral qualities. It sets up for further, active, creatively conscious amateur activity of schoolchildren, whichmeets their spiritual needs, satisfies themthe desire for self-realization, and the manifestation of personalqualities. All this is an effective tool for the integrated development of personality, identifying the formationher creative potential.

One of the means that promote creativityThe development of the student's personality is the use of non-traditional forms of a foreign language lesson.Non-traditional forms of an English lesson are implemented, as a rule, after studying anytopics or several topics, acting as a learningcontrol. Such lessons take place in an unusual, non-traditional setting. Such a change in the usual environment is advisable, since it creates an atmosphereholiday when summing up the results of the work done,removes the mental barrier that arises in traditional conditions due to the fear of making a mistake. Non-traditional forms of a foreign language lesson are carried out with the obligatory participation of all students in the groupor class, and are also implemented with the indispensable use of auditory and visual visual aids. On thesuch lessons manage to achieve a variety of goals of a methodological, pedagogical and psychological nature,which can be summarized as follows:

- control of knowledge, skills and abilities is carried outstudents on a particular topic;
- provides a businesslike, working atmosphere, a serious attitude of students to the lesson;
- there is a minimum participation in the lessonteachers.

In our time, when more and more are developingconnections between different countries and peoples, acquaintancewith Russian national culture becomes a necessary element of the process of learning a foreign language.The student should be able to conduct a city tour, tell foreign guests about the identity of the uzbekculture, etc. The principle of the dialogue of cultures presupposesthe use of cultural material about the nativecountry, which allows you to develop a culture of representing your native country, as well as to form ideas about the culture of the countries of the language being studied.

When planning lessons, the teacher should think not only aboutso that students memorize new words, one or anotherstructure, but also sought to create all the possibilities fordevelopment of the individuality of each child. Importancethe development of the creativity of a younger student, his abilities in solving any educational problem to show initiative, invention, independence for everyone isnow obvious. Correlating the process of creativity and learning, obviously, we need to talk about the creation of suchconditions conducive to the emergence andthe development of all trainees' qualities and inclinations, usually identified as characteristic features of a creative personality. School performance is determined byto what extent the educational process ensures the development of the creative abilities of students, prepares them for life in society.

CONCLUSION

Thus, we can conclude that every child has creative abilities. These are individual psychological characteristics that distinguish one person from another. How developed they aredepends on the creative potential of our society, asThe formation of a creative personality today acquires not only a

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theoretical meaning, but also a practical meaning.Knowledge of teachers, what is meant by creativeabilities of students, will expand the boundaries of their manifestation in children.

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Research Article

ON IMPROVING THE COMMUNICATIVE TRAINING OF STUDENTS OF PEDAGOGICAL EDUCATIONAL INSTITUTIONS BASED ON VIRTUAL TECHNOLOGIES

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ABSTRACT

Speaking skills are of great importance for both students and teachers. In the past few years, more and more attention has been paid to improving oral communication skills. This paper analyzes the educational and developmental potential of virtual excursions in the study of Russian as a foreign language. It examines issues such as the online tour program helped to develop the conversational skills of students in schools with Uzbek and other languages of instruction.

KEYWORDS

Innovative methods, Russian as a foreign language, virtual tour, oral speech development, communication skills in Russian and English, online trips.

INTRODUCTION

Modern education sets itself the task of actively using such forms of organization of educational activities of students that would meet their needs for using a large amount of information, on the one hand, and on the other hand, students had the opportunity to use those resources that have become more accessible in the modern world of information streams. As the head of our state noted in his congratulatory speech on the occasion of the day of teachers and mentors, the main sources of development and the power that

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makes the country strong and the nation great are science, education and enlightenment.The importance of introducing modern educational programs and teaching methods in secondary schools of our country was noted. At present, the country is modernizing the teaching of foreign languages in schools.

The development of international contacts causes the need for specialists of various profiles who are fluent in foreign languages, but their training does not always give the desired results. Practice has shown that the grammar-translation method used in recent years in teaching Russian as a foreign language to specialists of various profiles, in which the emphasis is on learning the rules and translating texts, and not on communication, has not fully justified itself.Having generally good knowledge of grammar, as well as skills in the field of written translation, university graduates experience great difficulties in communicating with Russian-speaking colleagues in the course of their professional activities, and when asked about the level of Russian language proficiency, modern specialists increasingly answer "I read and translate from dictionary", which actually means lack of knowledge and inability to carry out practical communication in Russian. In current school practice, less attention is paid to oral communication skills. Teachers pay more attention to reading and writing.

THE MAIN FINDINGS AND RESULTS

In universities, students do not have enough time to practice listening and speaking, as teachers miss speaking and listening classes, which leads to insufficient familiarity with the language.

The main reasons for this state of affairs are the excessive workload of training with theoretical issues, poor awareness of professional activities, insufficient focus on solving communication problems, and the use of outdated materials from the point of view of language development.

Currently, both in Uzbekistan and abroad, the possibilities of developing various competencies (including foreign language communicative competence) in the information and educational environment created in cyberspace are being widely studied. The process of informatization in educational institutions is due to the requirements of a modern developing society, where the teacher must keep up with the times, use innovative technologies in education. The issue of using new communication technologies is, today, one of the most demanded.The use of various innovative technologies that use Internet resources is of great interest to students. We, teachers, are faced with the task of finding various teaching methods that cause not only interest in education, but also motivate students to learn the language. Since the Internet and the computer have firmly entered our lives, innovative methods are gaining more importance.

In this paper, I will dwell in more detail in the discussion of one of the innovative methods, which is called the "virtual tour". What is a "virtual tour"? To answer this question, we first turn to the history of the excursion, as one of the ways to convey the necessary information to the trainees.

Excursions arose in the late 18th - early 19th centuries as a teaching method that promoted the development of observation skills and independent work skills among students. They were introduced into the educational process by progressive teachers of Western Europe and Russia, who opposed scholasticism in teaching. During the 19th century, excursions gradually become an organic part of the educational process at school. Many didactic

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scientists (such as P.I. Pidkasisty, I.P. Podlasy, E.Ya. Golant, V.V. Golubkov and many others) turned to excursions as one of the forms of educational work.In connection with the introduction of new information technologies in the educational process, the approach to excursions has changed significantly, new types of excursions have arisen - virtual, interactive excursions. The term "virtual" comes from the English word virtual - similar, indistinguishable.

The first virtual museums began to appear on the Internet in 1991. They were small sites with information about the museum itself, about its geographical location and working hours. In the future, virtual expositions began to appear on the pages of virtual museums. Many museums have created several virtual exhibitions and combined them into virtual tours. At present, the amount and depth of the presented material available via the Internet is constantly growing, and perhaps in a few years all museums in the world will have their own virtual tours.

A virtual tour is a 3-dimensional scene posted on the Internet, which allows a potential client to get an idea of a real object. The created model allows you to move around the virtual object, rotate the object, place interactive elements - in general, it offers complete freedom of movement. Thus, without leaving home and without making any effort, you can evaluate this product.This approach differs from other ways of presenting information. To solve the task (product evaluation), special software was created.

In a word, the "virtual tour" is a new effective presentation tool that can be used to demonstrate any real place in a visual and exciting way. Unlike the usual photo albums, pictures, videos and so on. However, the possibilities of virtual excursions to achieve the main goal - the development of the communicative competence of students, have not yet been fully studied.

Excursions are often perceived as the basis of education by both students and teachers (eg Meyer, 2006). The provision of educational resources in digital form is becoming more commonplace. Although many examples of digital versions of trips have been developed, empirical research on their effectiveness has so far been scarce (Brendel and Schruefer, 2013).Virtual reality has become a buzzword among teachers over the past few years due to its availability and low cost. He goes on to say that any teacher can take their students on online tours, guiding, supervising them and drawing their attention to specific attractions. In the literature on the introduction of new technologies in teaching the Russian language, much attention is paid to the use of virtual reality.

If audio books, videos, and presentations among other tools are considered among the common applications of technology in language learning environments, then the use of blogs, websites, social networks, simulations, video games, online platforms, and other similar media is associated with computer-assisted language learning. In 2020, the Covid-19 pandemic has exposed gaps in the digital infrastructure of many schools.It also highlighted areas where the knowledge of teachers in schools, lyceums and higher education was missing from alternative approaches to teaching and learning.

Therefore, it is now even more clear that future teachers need to be competent in the use of digitally supported teaching methods. In this regard, the question arose of how to help future teachers gain experience in the development of digital resources.

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Teachers these days want to continue to provide the same quality education during lockdown as they do in the classroom, but are wondering how. Luckily, as the rest of the world adapts, some new, innovative, and compelling options are emerging. There are learning platforms with learning games (like education.com) and interactive storytelling and virtual tours of museums. Similarly, teachers can apply different types of online tours; they can guide their students through various landscapes, wonders, landmarks, natural habitats, historical sites.

The availability of this treasure of online resources makes it so simple and easy for Russian teachers to use them. According to Yuskelir and Kumur (2017), the increase in communicative language theories, online video, and technology-based resources in recent decades has led to a significant trend towards the use of technology and its integration into curricula. They further note that the use of video as one of the most motivating tools in Russian language teaching and that the recent focus on communicative methods and the use of video in Russian language teaching groups (classes) has attracted the attention of researchers.Therefore, the goal is to explore how beneficial it is to use online virtual tours to improve the speaking skills of secondary school students.

Based on some of the existing challenges faced by learners in the area of conversational skills, as well as the lack of interesting and authentic listening and speaking materials and communicative activities that could help learners to communicate in Russian. As a result, an online tour program is offered based on the development of the conversational skills of high school students, where they can freely complete tasks. In addition, students can speak large chunks of speech without hesitation or pauses. They can communicate effectively with their peers and the teacher.The pace of speech becomes faster with fewer slowdowns. They show flexibility in their use of language. Students can accurately express their ideas. Their use of fillers and false starts is decreasing. Students will be motivated and enthusiastic to speak Russian and complete oral assignments. They will express their willingness to continue their learning through online travel and express their wish that their traditional classes include more communication tasks. During the program, you need to emphasize specific points of pronunciation, such as stress and intonation. So that students can understand how certain syllables are stressed in words and how words are stressed in sentences.

They could also understand the rising and falling intonation that is discussed during the program. This showed up later in their performance. Moreover, they could communicate effectively with each other without the need to use their native language. As the results showed, the proposed program of online tours proved to be effective in promoting oral speech skills among students. In addition to developing targeted skills, it helps them work with authentic materials to improve a positive classroom environment and broaden their general knowledge.

CONCLUSION

Thus, in conclusion of the consideration of this issue, it should be noted once again that a virtual tour, of course, does not replace personal presence, the use of new information technologies in teaching the Russian language helps to form sociocultural knowledge, improve the learning process, make the lesson more interesting, and also allows work with information, paying more attention to the development of intellectual, grammatical, linguistic, auditory, oral and speech skills and abilities of students. Such excursions, of course, are quite

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interesting and effective. But they can only be done if you have an Internet connection.

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Research Article

THE AMALGAMATION OF ENGLISH LANGUAGE FOR CE STUDENTS THROUGH NEEDS ANALYSIS

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ABSTRACT

With regard to the acceleration of English language learning in the world, every aspect of life is required to acquire basic knowledge of English irrespective of their scope. Subjects, courses at Higher Educational Institutes are willingly integrating language learning as part of their compulsory program. However, to amalgamate this process into action, some priorities should be taken into serious consideration such as needs analysis which reveals students basic wants of the language.

KEYWORDS

Needs analysis, questionnaire, academic writing, CLT, deductive approach, interview, IT.

INTRODUCTION

The needs analysis is the primary stage of designing the ESP course. According to Hyland (2006), needs analysis is an umbrella term which combines the techniques for collecting information and evaluating them for the establishment of effective methods for the course. Needs refers to what the learners "know, do not know and want to know". The process of the needs analysis can be conducted in different ways.

This paper is aimed to demonstrate the process and findings of needs analysis among 20 students at Kokand University who study at CE (Computer Engineering). In order to identify the learners'

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"needs"," wants" and "lacks" which were stated by Hutchinson & Waters (1987) as the key components of the assessment, I interviewed the participants online via the Zoom platform. Moreover, the participants completed the questionnaire which was sent to their emails. Based on their responses we could identify that the target students need to comprehend authentic IT texts and write a research project at the end of the term.

The data collection helped us to set realistic goals, to design the content of the course and to determine the types of assessments. Brindley (1989) argued that a great focus on needs analysis leads to design "negotiated" syllabus, which includes not only what should be learned but also drawing attention to the students' cognitive abilities and their preference. The initial plan of needs analysis is designed for an ESP course students specializing CE at Kokand University. The target learners are freshmen, Uzbek and Russian students aged 18-19. There are 18-20 students in each group and their proficiency level is between 5.0-5.5 IELTS band scores. The target learners' needs are in selecting technical vocabulary, topics related to IT and writing business letters and reports. At the end of the course the students will be able to:

- Communicate in the field of CE effectively;
- Use special vocabulary both in spoken and written forms;
- Comprehend technical texts;
- Improve the academic writing style;

It is essential to conduct a needs analysis, which will help to identify learners' needs and lacks in order to develop an ESP course for target learners. According to Long (2005), inductive and deductive ways of needs analysis can be used to find out the learners' needs. However, Lincoln and Guba (1985) suggest utilizing unstructured interviews as they help to find out what they are not aware of learners. Relying on these suggestions, we have decided to implement both deductive and inductive methods for gathering data and firstly, conduct unstructured interviews, secondly a questionnaire and finally a test that helps us to recognize the needs of the students. It is challenging to predict the similarity between the needs and wants of the students as sometimes the learners do not see the necessity to develop a particular skill. As Flowerdew (2010) mentioned about discrepancies between the learners' needs and wants that were identified after his needs analysis, it is evident that we may have a similar situation. We are expecting to identify which skills are very essential for them and need-to-have aspects such as expressions and terminology used in IT specialty, good comprehension of software descriptions and manuals which are all written in technical English for better understanding globally. In terms of good-to-have aspects, they are anticipated to develop presentation skills, understanding lectures and acquiring the competence of comprehensible discussions

METHODS

To investigate IT students' needs in learning the English language, a deductive method was applied which contained 3 stages (unstructured interviews, a questionnaire and a writing test). Snieder claims "the deductive approach follows the path of logic most closely. The reasoning starts with a theory and leads to a new hypothesis. This hypothesis is put to the test by confronting it with observations that either leads to a confirmation or a rejection of the hypothesis" (2009, p. 16). Moreover, quantitative and qualitative data were provided to demonstrate learners' preference in language learning. First, the learners were invited to the interview where they were given

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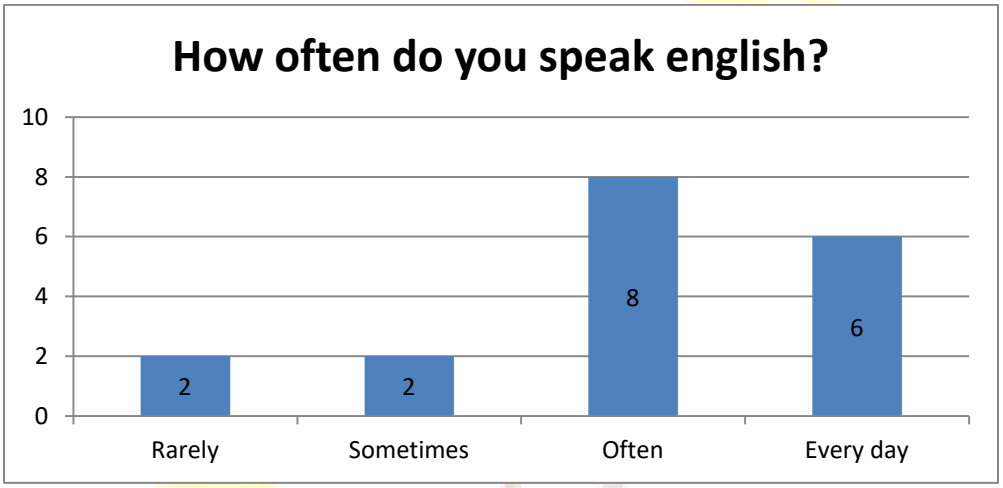
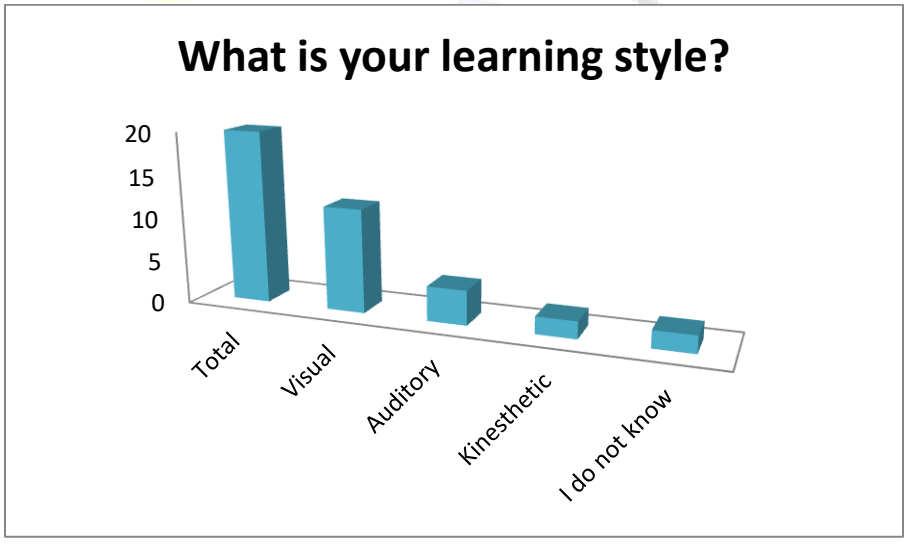
questions in sequence based on their answers in order to find out the purpose of taking an ESP course at University. The researchers used the Zoom platform to talk with 20 participants since they were unable to present in the interview. The next tool, a questionnaire survey was used to gather more detailed information. In the last stage, students were asked to write a report in order to check their knowledge on writing strategies and expressions in their specialty.

DATA COLLECTION

Needs analysis is conducted and the learner needs, lacks and wants are identified with the assistance of interview questions, questionnaire and a writing task (Appendix A), which are provided to the target learners. Firstly, the target learners asked to answer the interview questions to identify their needs. Secondly, the learners filled in the questionnaire which helped to identify their wants. The following charts demonstrate the wants of the learners:





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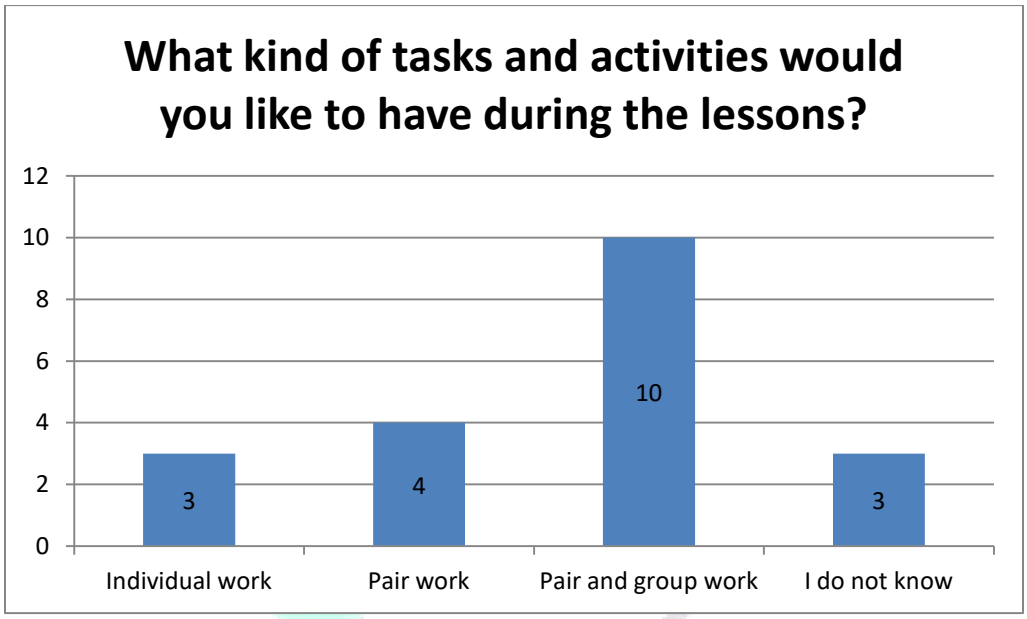
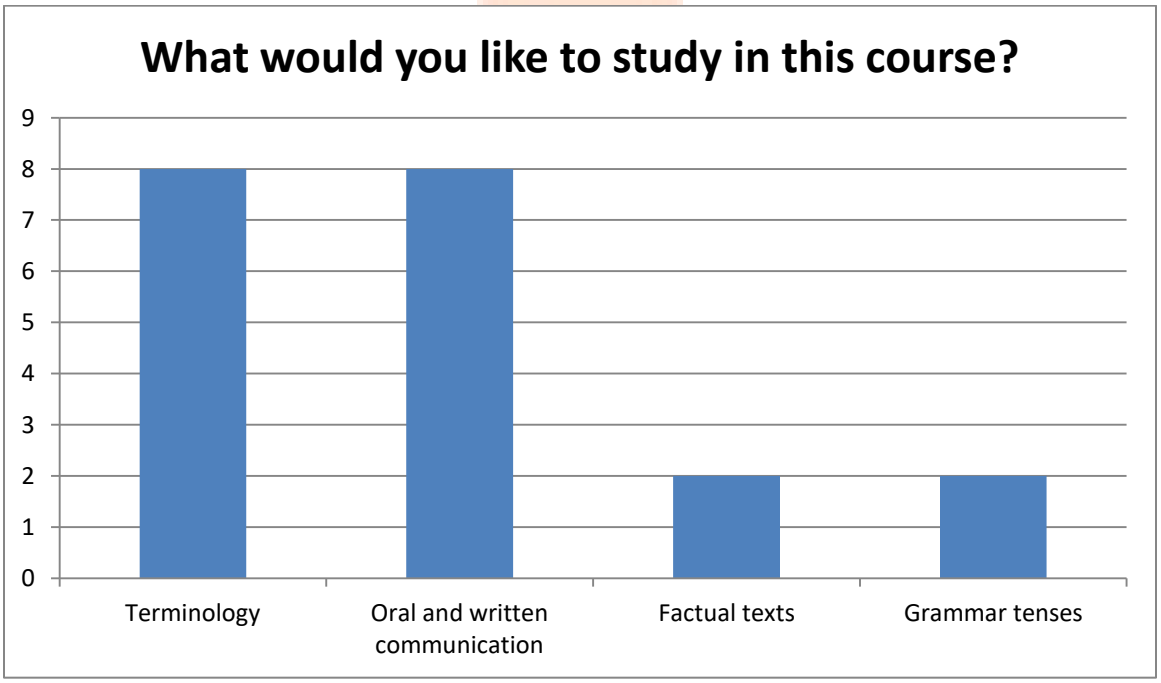


What would you like to study in this course?



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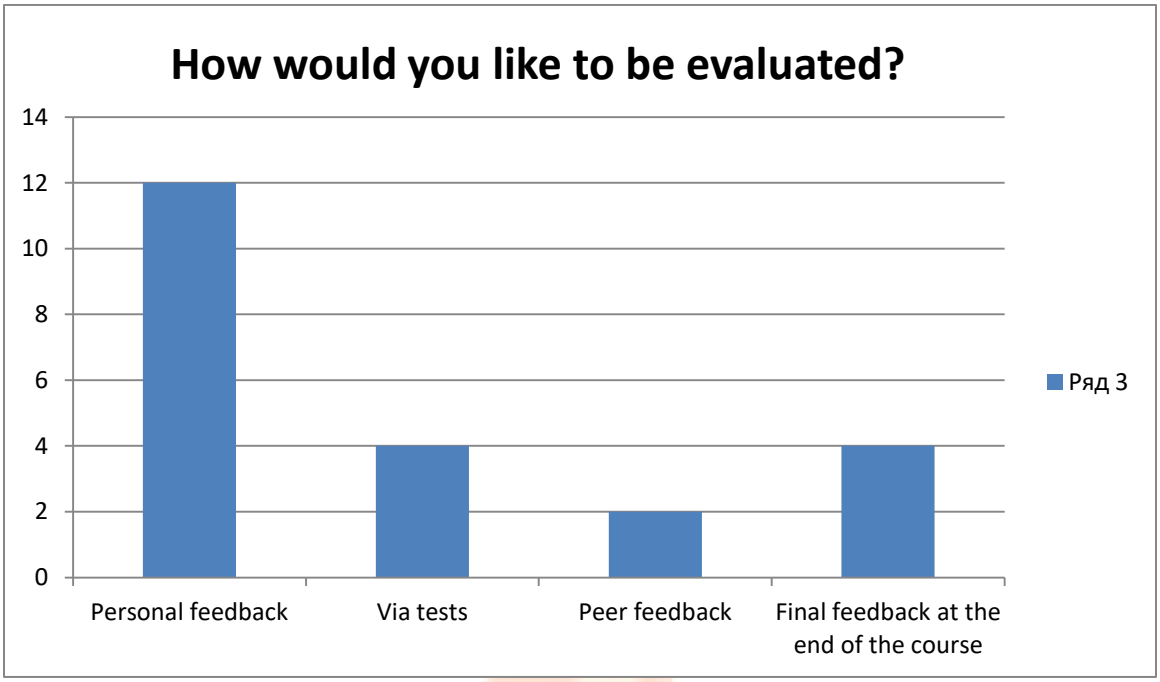

Finally, the target learners were asked to complete the writing task to find out about their lacks.

RESULTS

The methods of data collection have revealed needs, wants and lacks of target learners. To illustrate, conducted interviews through the Zoom platform helped to identify their language needs that participants made it clear that they did not have ESP classes before and looking forward to having one. The minority of students mentioned that they attended General English classes and their existing level is Pre-Intermediate while others learned English just for pleasure and dealt with speaking mostly. They have intrinsic motivation to learn English and stated that having ESP class two or three times a week is enough. As most of them agreed, learning the English language will help them to develop professionally bringing multiple opportunities in the job market in the upcoming years. Besides, they need both production and comprehension skills to be improved if possible. Accordingly, when they were asked about language difficulties, nearly all claimed that they find it difficult to produce topic-related vocabulary, sticking general words they know. The majority told that they have a strong desire to show their intentions in writing as well while the others find understanding others' speech quite challenging.

With respect to the questionnaire, it was clarified that most of them prefer speaking in English more often and utilize it in everyday life; this method was indicating their existing wants from the expected course. Visual learners account for most of the learners (12 students) which shows that presentations, various illustrations and handouts can be applied to teach these students. Importantly, the

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group works, pair works are found to be more appealing for ten of the participants and it can ease the work of teachers since these forms of activities enhance collaboration skills. Coming to language skills, they want to have oral and written communication to be improved together with some terminology. In terms of evaluation, the majority of learners (12 students) opted for individual feedback rather than having corrections during the lesson or final feedback at the end of the course.

The writing task helped to identify participants' lacks in language usage. It is visible that they have difficulty in utilizing specific, topic-related vocabulary and transitional devices in sentences. Regardless of some grammatical mistakes, other parts of the essays were quite acceptable. Relying on this survey, the ESP course can integrate some formal instructions which target to teach grammatical structures involving transitional devices, connectors. Also, vocabulary should be prioritized and drilled in every lesson in accordance with topics.

These findings can be a strong basis in the preparation of materials for the ESP course. Taking learners' needs, wants and lacks into account can benefit both teachers and students simultaneously providing mutual understanding between these two actors in education.

CONCLUSION

The current needs analysis was the small scale research to identify the main "needs, wants, and lacks" of the target learners for the planning effective ESP course for CE students. In conclusion, the results of the interview, questionnaire and writing task clearly illustrated the students' both professional needs and the needs of the language skills. Obtaining all necessary data about participants, we can determine the objectives of the course, choose appropriate materials, methods and design curriculum content that enhance the participants' motivation for achieving success in the ESP course. The intended course will last ten months and be organized twice a week, each lesson covering 80 minutes.

Sessions will focus on listening, speaking, reading and writing skills since learners should be able to understand articles related to their major and they are required to take notes during the lectures, write emails and reports. CLT (Communicative Language Teaching) approach will be implemented into teaching in order to organize interactive lessons with both peers and the instructor which is based on authentic materials; furthermore, through this method, students will be motivated to use the language inside and outside of the class. The university provides needed materials and coursebooks; moreover, students will have open access to online libraries.

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Research Article

DIFFICULTIES OF PHRASEOLOGY IN ENGLISH LINGUISTICS

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ABSTRACT

The phraseology is identified also by the collection of the firm combinations in the language as a whole, in the language of this or that writer, in the language of separate artistic work, etc. This article provides an overview of the problems of phraseology in English linguistics.

KEYWORDS

Phraseology, linguistics, phraseologisms, phraseological units, word groups, combinations in the language.

INTRODUCTION

Phraseology (Greek. phrasis – "expression", logos – "teaching") - a section of linguistics, deals with firm combinations in a language. The phraseology is identified also by the collection of the firm combinations in the language as a whole, in the language of this or that writer, in the language of separate artistic work, etc. As an independent linguistical discipline phraseology appeared relatively recently. Subject and tasks, volume and methods of its study are not enough clearly researched and have not investigated completely. The questions about the main particularity of phraseologisms in contrast with free word-combinations, about categorizations of the phraseological units and correlation them with parts of speech and others are not clearly worked out.

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MATERIALS AND METHODS

There is even no unique determination of phraseologisms. A group of researchers (L. P. Smith, V. P. Jukov, V. N. Teliya, N. M. Shanskiy and others) comprise in phraseological units' composition their firm combinations, while others (N. N. Amosova, A. M. Babkin, A. I. Smirnitskiy and others) include only certain groups. So, some linguists (including academician V.V. Vinogradov) do not include into the category of phraseologisms such things like proverbs, sayings and popular expressions, considering that they differ by their semantics and syntax structure from phraseological units. V.V. Vinogradov confirmed: "Proverbs and sayings have a structure of the sentence and are not a semantic equivalent of words". The task of phraseology as a linguistical discipline includes the all-round study of the phraseological fund of this or that language.

The important aspect of the study of this science is: stability of the phraseological units, systematicality of phraseology and semantic structure of phraseological units, their origin and main functions. Particularly complex branch to phraseology is a translation of phraseological units, requiring considerable experience in the sphere of study of this discipline [1].

Phraseological units, or idioms, as they are called by most western scholars, represent what can probably be described as the most picturesque, colourful and expressive part of the language's vocabulary.

If synonyms can be figuratively referred to as the tints and colours of the vocabulary, then phraseology is a kind of picture gallery in which are collected vivid and amusing sketches of the nation's customs, traditions and prejudices, recollections of its past history, scraps of folk songs and fairy-tales. Quotations from great poets are preserved here alongside the dubious pearls of philistine wisdom and crude slang witticisms, for phraseology is not only the most colourful but probably the most democratic area of vocabulary and draws its resources mostly from the very depths of popular speech.

The metaphor fancy-dress ball may seem far-fetched to skeptical minds, and yet it aptly reflects a very important feature of the linguistic phenomenon under discussion: most participants of the carnival, if we accept the metaphor, wear masks, are disguised as something or somebody else, or, dropping metaphors, word-groups known as phraseological units or idioms are characterised by a double sense: the current meanings of constituent words build up a certain picture, but the actual meaning of the whole unit has little or nothing to do with that picture, in itself creating an entirely new image.

So, a dark horse mentioned above is actually not a horse but a person about whom no one knows anything definite, and so one is not sure what can be expected from him. The imagery of a bull in a china shop lies very much on the surface: the idiom describes a clumsy person (cf. with the R. слон в посудной лавке). A white elephant, however, is not even a person but a valuable object which involves great expense or trouble for its owner, out of all proportion to its usefulness or value, and which is also difficult to dispose of. The green-eyed monster is jealousy, the image being drawn from Othello. To let the cat out of the bag has actually nothing to do with cats, but means simply "to let some secret become known". In to bark up the wrong tree (Amer.), the current meanings of the constituents create a vivid and amusing picture of a foolish dog sitting under a tree and barking at it while the cat or the squirrel has long since escaped. But the actual meaning of the idiom is "to follow a false scent; to look for somebody or something in a wrong place;

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to expect from somebody what he is unlikely to do". The idiom is not infrequently used in detective stories: The police are barking up the wrong tree as usual (i.e. they suspect somebody who has nothing to do with the crime) [2].

The ambiguousness of these interesting word groups may lead to an amusing misunderstanding, especially for children who are apt to accept words at their face value.

The phraseology develops the principles of the separation of phraseological units, methods of their study, categorizations and phraseography - descriptions in dictionary. The phraseology uses different methods of study, for instance componential analysis of meaning. On the basis of existing linguistic methods of study phraseological ways of analysis and descriptions":

1. Method of identifications - a determination of identical words and syntax structure, forming phraseologisms, with their free analogues;
2. Method of application, which is the variety of identification method, the method limited in choice of variables, establishing excellent structured-semantic organizations of phraseologisms from combinations formed in accordance with regular rules of the choice and combinations, etc. The phraseology offers different types of a classification of phraseological component of a language depending on characteristics of phraseologisms and methods of their study.

Unfortunately, in English and American linguistic literature there is little works, especially devoted to the theories of phraseology, but also in available significant works (A. Makkey, U. Veynreyh, L. P. Smith) are not put such fundamental questions as scientifically motivated criteria of the separation of phraseologisms, correlation of phraseological units with words, systematicity of phraseology, phraseological variantiveness, phrase formation, method of study of phraseology and others.

Functionally and semantically inseparable units are usual¬ly called phraseological units. Phraseological units cannot be freely made up in speech but are reproduced as ready made units. The lexical components in phraseological units are stab¬le and they are non-motivated i. e. its meaning cannot be deduced from the meaning of its components and they do not allow their lexical components to be changed or substituted.

In phraseological units the individual components do not seem to possess any lexical meaning outside the word group.

For example: red tape (bureaucratic methods), to get rid of; to take place; to lead the dance; to take care.

Prof. A. I. Smirnitsky states that a phraseological unit may be defined as specific word groups functioning as a word-equi¬valent. The phraseological units are single semantically inse¬parable units. They are used in one function in the sentence and belong to one part of speech [2].

Academician V. V. Vinogradov spoke of the semantic change in phraseological units as "a meaning resulting from a peculiar chemical combination of words". This seems a very apt comparison because in both cases between which the parallel is drawn an entirely new quality comes into existence.

The semantic shift affecting phraseological units does not consist in a mere change of meanings of each separate constituent part of the unit. The meanings of the constituents merge to produce an entirely new

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meaning: e. g. to have a bee in one's bonnet means "to have an obsession about something; to be eccentric or even a little mad". The humorous metaphoric comparison with a person who is distracted by a bee continually buzzing under his cap has become erased and half-forgotten, and the speakers using the expression hardly think of bees or bonnets but accept it in its transferred sense: "obsessed, eccentric". Phraseological units are characterised by semantic unity. In the traditional approach, phraseological units have been defined as word-groups conveying a single concept (whereas in free word-groups each meaningful component stands for a separate concept).

It is this feature that makes phraseological units similar to words: both words and phraseological units possess semantic unity (see Introduction). Yet, words are also characterised by structural unity which phraseological units very obviously lack being combinations of words.

Most Russian scholars today accept the semantic criterion of distinguishing phraseological units from free word-groups as the major one and base their research work in the field of phraseology on the definition of a phraseological unit offered by Professor A. V. Koonin, the leading authority on problems of English phraseology in our country:

"A phraseological unit is a stable word-group characterised by a completely or partially transferred meaning".

The second type is represented by phraseological units in which one of the components preserves its current meaning and the other is used in a transferred meaning: to lose (keep) one's temper, to fly into a temper, to fall ill, to fall in love (out of love), to stick to one's word (promise), to arrive at a conclusion, bosom friends, shop talk (also: to talk shop), small talk.

Here, though, we are on dangerous ground because the border-line dividing phraseological units with partially changed meanings from the so-called semi-fixed or non-phraseological word-groups (marginal cases) is uncertain and confusing.

The term "idiom", both in this country and abroad, is mostly applied to phraseological units with completely transferred meanings, that is, to the ones in which the meaning of the whole unit does not correspond to the current meanings of the components. There are many scholars who regard idioms as the essence of phraseology and the major focus of interest in phraseology research.

The structural criterion also brings forth pronounced distinctive features characterising phraseological units and contrasting them to free word-groups.

Structural invariability is an essential feature of phraseological units, though, as we shall see, some of them possess it to a lesser degree than others. Structural invariability of phraseological units finds expression in a number of restrictions.

First of all, restriction in substitution. As a rule, no word can be substituted for any meaningful component of a phraseological unit without destroying its sense. To carry coals to Manchester makes as little sense as в Харьков со своим самоваром.

The idiom to give somebody the cold shoulder means "to treat somebody coldly, to ignore or cut him", but a warm shoulder or a cold elbow make no sense at all. The meaning of a bee in smb's bonnet was explained above, but a bee in his hat or cap would sound a silly error in choice of words, one of those absurd slips that people are apt to make when speaking a foreign language.

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In the phraseological unit to carry coals to Newcastle no additional components can be introduced. Nor can one speak about the big white elephant (when using the white elephant in its phraseological sense) or about somebody having his heart in his brown boots.

The third type of structural restrictions in phraseological units is grammatical invariability. A typical mistake with students of English is to use the plural form of fault in the phraseological unit to find fault with somebody (e. g. The teacher always found faults with the boy). Though the plural form in this context is logically well-founded, it is a mistake in terms of the grammatical invariability of phraseological units. A similar typical mistake often occurs in the unit from head to foot (e. g. From head to foot he was immaculately dressed). Students are apt to use the plural form of foot in this phrase thus erring once more against the rigidity of structure which is so characteristic of phraseological units.

CONCLUSION

To summarize, phraseological units are characterized by semantic unity. In the traditional approach, phraseological units have been defined as word-groups conveying a single concept (whereas in free word-groups each meaningful component stands for a separate concept).

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