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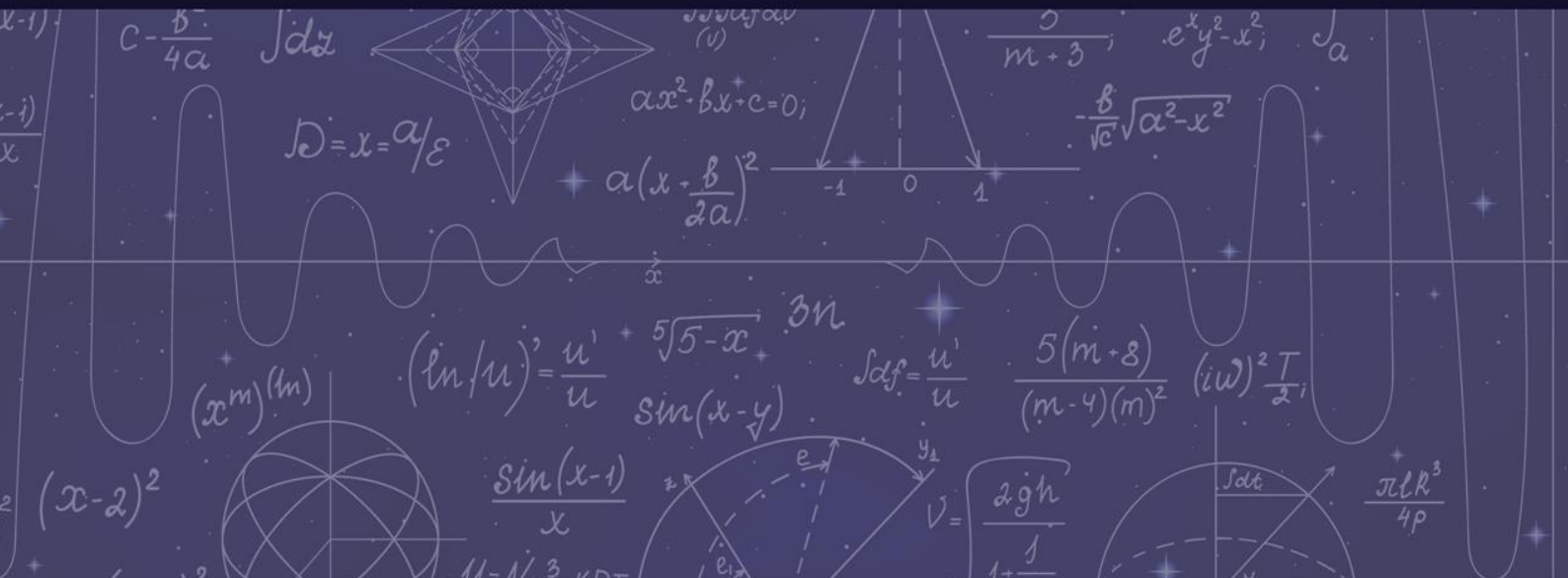
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HISTORY  
JURIDICAL  
PHILOLOGY  
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Jurnal rivojiga munosib hissa qo‘shgan eng faol targ‘ibotchilar, rasmiy vakillar, hamkorlar, tahrir hay‘ati a‘zolari va mualliflar uchun umumiy jamg‘armasi **130 mln so‘m** bo‘lgan pul mukofotlari yil yakunida topshiriladi. Pul mukofotlari quyidagi 2 xil nominatsiya ko‘rinishida taqsimlanadi:

**“Yilning eng yaxshi ilmiy tadqiqotchisi” nominatsiyasi** - ilmiy tadqiqot ishlari olib borib, ularning natijalarini maqola tarzida chop etishda eng faol bo‘lgan 10 nafar mualliflarga yil yakunida statuetka va pul mukofoti tantanali ravishda topshiriladi.

- 1-o‘rin 15 mln so‘m
- 2-o‘rin 10 mln so‘m
- 3-o‘rin 7 mln so‘m
- 4-o‘rin 5 mln so‘m
- 5-o‘rin 3 mln so‘m
- 6-10-o‘rinlar 2 mln so‘m

Jami 50 mln so‘m.

**“Yilning eng yaxshi ilm-fan targ‘ibotchisi” nominatsiyasi** - jurnal faoliyatini rivojlantirishda, uni targ‘ib qilishda va olimlarimizning ilmiy maqolalarini chop etishda yordam berib kelayotgan eng faol bo‘lgan tashabbuskor insonlarga yil yakunida statuetka va pul mukofoti tantanali ravishda topshiriladi.

- 1-o‘rin - 30 000 000 so‘m.
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- 3-o‘rin - 10 000 000 so‘m.
- 4-o‘rin - 7 000 000 so‘m.
- 5-o‘rin - 3 000 000 so‘m.
- 6-10-o‘rinlar - 2 000 000 so‘m.

Jami: 80 mln so‘m.

# THE VALUE OF WATERCOLOR AND GOUACHE MATERIAL IN THE TECHNIQUE OF WATER-BASED PAINT

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**Abstract.** *Observing the process of students performing practical classes and independent study tasks in watercolor, reacting to the technological mistakes they made, I inform you that most students are watercolorists due to the fact that they did not feel a subtle difference in the technological aspects of the properties of gouache, the transparency property of watercolor in their work was disrupted. Colors are washed out, causing much of the work to be washed out. It turned out that they do not have full practical experience and knowledge about the types of watercolors and their characteristics. It is clear that they do not have enough experience and skills in this matter. With this in mind, below, a number of actions that students must strictly follow during practical training, as well as some theoretical aspects of the characteristics of watercolor and gouache paints in watercolor related to this topic, as well as some theoretical aspects of their working techniques, were given to students. To overcome the above problem, it is very important to constantly create alternating sketches in watercolor and gouache, in which watercolor is applied in a thin layer, and gouache. To work with a thick layer, the student is required to set a certain time. Only then will students gain some experience and be free from the above errors and shortcomings. As a result, they will gain practical knowledge and skills on this topic. This article presents an analysis of options for solving a problem situation regarding the differences between watercolors and gouache and the features of the technique of working with them.*

**Keywords:** *Watercolor, gouache, watercolor, torchon, technology, durable, technical method, painting, study, graphics, transparent, lessing, layered method, specific order, standard, feature, knowledge, experience, skill, methodology, analysis, type, easel painting, repair, exhibition, exposition, blur, color, creativity.*

## INTRODUCTION.

It is appropriate to recall the opinion of Abu Nasr al-Farabi in the chapter on acquiring a profession:

"... Whoever has the virtue of discovering the most beautiful and useful thing, if what he discovers really corresponds to his desire and the desire of another person, or if there is a suspicion that it corresponds to the desire of others, then the discovered or created thing is really good and useful ". This idea is in the heart of every master.

Watercolor is a water-based paint, a type of painting done with water. Watercolor has been known since ancient times. Watercolor was also used in Egyptian papyri, Movaraunakhr mojaz (miniature) artwork, and Byzantine miniatures. Durer's watercolors have been known since the Middle Ages. During the Renaissance, watercolor was often used to sketch frescoes and easel paintings.

## LITERATURE ANALYSIS AND METHODS.

Watercolor paintings by Bekhzod, Raphael, Rubens and other artists have survived to this day. Sadykbek Afshari, an Azerbaijani miniaturist and master who worked in the 12th century, writes about water-based paints in the history of his experiments: "If you make water-based paints with less glue, then when the paint dries, this color will turn out to pour out if you add too much glue , the paint will dry and the glue will come to the surface. So you need to find the norm."



In the book "Decoration of Manuscript Books" (XIII-XVIII centuries), Sadikbek further states: "If someone touches your work with an oily hand, you should gradually wash it off with bone glue, and when it dries, paint it again with the same paint. Smooth it out after dry.

Mir Imad Kazvin, master of the manuscript of the XVI-XVII centuries, writes in his book *Etiquette-Mashk* that there are other ways to remove grease stains:

"Take a little quicklime and sprinkle it on the surface of the soiled paper, put clean white paper on top of it and press it with a flat stone, and you will see that after a while the soiled place will return to its original state."

From them we know that the peoples of Central Asia have been dealing with water-based paints since ancient times, but due to a misinterpretation of religious beliefs, the number of followers of painting has decreased.

Watercolor first became an independent type of painting in England in the 17th century, and then in other European countries from the beginning of the 19th century.

Watercolor painting has very rich traditions in Russia. It was formed in Russia in the 18th century. At the beginning of the 19th century, it received great development in the work of A. A. Ivanov, K. I. Brubel and Fedotov.

In 1880, the first "Society of Watercolor Artists" was founded in Russia. This society annually holds exhibitions of watercolor artists. The great masters of Russian painting, such as I. E. Repin, I. Surikov, A. Serov, M. A. Vrubel, I. Levitan, created masterpieces of watercolor painting in various genres of art.

In the late 19th and early 20th centuries, there were many creative movements in watercolor painting, each of which had a positive impact on the development of the Russian watercolor school. In our time, watercolor is an independent well-developed raw material. Today, most Uzbek artists create works of art in watercolor.

"Watercolor should teach the eye to see colors correctly, the hand to draw correctly and boldly with a brush, and the mind to calculate and deeply understand the laws of color," said P. P. Chistyakov.

### **RESULTS.**

In the first year, the study of painting begins with watercolors. To work with watercolors, Torchon paper or waterproof and durable clean white paper is used, which is tightly applied to the tablet.

Practice sessions are usually 60x80 cm paper size. The paper should be stiff, as mentioned above, and should be able to withstand multiple coats of water-based paint, as well as not swell when washed. Thin paper that absorbs water is not suitable for long-term watercolor painting. Currently, this is "Torshon", which is produced specifically for watercolor painting.

Watercolor brushes should be soft and have sharp tips when immersed in water. Such brushes are made from the wool of the column. Watercolor paints dissolve well in water. This state gives it a special clarity and transparency when treated with a thin layer of water. If the surface of the paper is given a thick and dark color, the watercolor will lose its character.

Another problem with watercolor is the application of several layers of watercolor paint and subsequent correction. Therefore, it must be carried out strictly in a certain order. First, a few light colors are given and they remain open. Then gradually darker colors begin to appear. In order not to make corrections, the image must be clearly drawn and the work done carefully. It is necessary to try very accurately to apply paint to light areas. To determine the main colors of the work, it is advisable to first sketch it in a smaller size. Such a sketch helps in long-term work to find shades of color and decide on the paints used (**Figure-1**).

For the methodical implementation of long work processes in watercolor, the glazing (glazing) method is used. That is, at a certain stage of the work, when it has dried, in order to summarize the colors of some parts of the image, to give a thin layer of paint of a diluted pale color. Several precise color tones can be achieved by varnishing, in which several layers of dry paint are applied on top of each other, then skillfully applied in a thin layer in a general manner. Then unique color nuances appear in some parts of the image, which creates spatiality of the image, as a result, it becomes easier to control colors. And in this way you can find unique colors. Do not mix more than three types of paint to avoid paint contamination.



***Figure-1***

In this case, the Lesserovka method helps. But there are special rules for using glazing. The Lesserovka method is based on the transparency of paints, due to this transparency they are visible to the bottom. This feeling enhances the colors. Lesserovka is a generalizing method of color combination, full of bright reflections, it is especially widely used when depicting soft space, a plan in outdoor nature scenes.

### **DISCUSSION.**

In the course of working on an etude, sometimes you have to erase some details or soften the color. Then most artists use a soft sponge. In such cases, it is best to use a soft brush, large in size, intended for watercolor (from squirrel wool), if possible. However, corrections should be treated very carefully, because, while maintaining the freshness and accuracy of the watercolor work, it is necessary not to damage the clarity and transparency of the paint layer. Watercolor works are so beautiful that they require the utmost precision and care even in details.

The image of the shape of large objects requires the utmost accuracy of artistic imagination and the utmost accuracy of color. Details should be light, they should come out clearly and reliably (**Figure-1**). Only then will it correspond to the artistic effect of the image. It is necessary to work with watercolor once and try to do the work without errors, then corrections are impossible. Otherwise, the corrected areas will spoil the quality of the work.

The technical method of segmentation is brush painting. In addition to the color of the brush, you should pay attention to its direction. A thin line is used to more clearly emphasize the shape. It is applied to the sharp end of the brush, with which small details of the image are drawn. For short-term sketches in watercolor, it is better to use the “wet work” method. The work done in this way is very interesting, and the painting effect is high. This method is based on the rule of



connecting one layer of paint to another layer of paint and embodies the brilliance of subtle colors of paints. The "wet work" method in watercolor is a rule of thumb combined with fast work and a good sense of color.

A good knowledge of the methods and rules of watercolor work is the key to success. It is a pleasure to work with watercolor, and its flicker is a sign that the artist's face is open. In the watercolor method, it is not easy to work out the details of the image. It requires the accuracy of artistic imagination, thoroughness of color, excellent understanding of the shape of three-dimensional objects.

An ancient painting method known as gouache, one of the types of watercolor, was first developed by the artist Paolo Pano, who created in the middle of the 16th century. In our time, it has become more popular, spreading as watercolor painting, where special gouache paints are used or gouache marks are added.



*Figure-2*

Gouache is a water-soluble paint, similar to watercolor, but it is a type of paint that is not transparent but covered in thick layers. Almost like oil paint. Unsuccessful areas can be repainted. But due to the chalk added to the gouache composition as a filler, when dried, the gouache changes its color and becomes pale. This feature of gouache creates great difficulties in the process of work. Therefore, it is necessary to find out exactly how pale it is. This task can be accomplished as a result of acquiring skills in the process of working with gouache. Gouache paint can be applied in liquid form, just like watercolor, but the gouache paste state requires special care, as a thick layer of paint tends to crack.

In addition, it is possible that the top layer in a pasty state is washed off and mixed with the lower layers. Gouache is easily washed off with water. Due to this property of gouache, it is absolutely impossible to apply thin paint to dry areas. In the process of working with gouache, you can use a wide range of color combinations to create impressive scenes. The properties of gouache can be fully demonstrated in decorative still lifes illuminated by light. It is effective to apply permanent paint to a form that does not take up much space and use it when things are not buried in this space. In such still lifes, the possibilities of gouache correspond to the landscape expressiveness of the work and the clear and precise fulfillment of the tasks of proportion. Also, gouache can be very productively used in theatrical painting, posters and graphics, folk art (**Figure 2**).

## CONCLUSION.

Gouache can be usefully used mainly for sketching designs, and as a temporary decorative tool for decorative panels, as well as book graphics and folk art. In the process of training, we were once again convinced that reflection on the development and artistic level of teaching methods, along with practical exercises, is a requirement of our time. Of course, the colors and lines we create are not always decorative, only some of them can meet this requirement. Design students create various interior design sketches in course projects. If we teach them a wide range of artistic requests, they will surely try to discover new sides of the creative process. Based on this goal, students should learn when, how, and how to apply the color balance of watercolors and gouache paints when working in water-based paint. Otherwise, it is impossible to succeed in painting with

water-based paint. Accordingly, the student must always remember that the result of the work will be known during the demonstration.

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# FACTORS OF CENTRAL ASIAN PEOPLES CONTRIBUTING TO THE DEVELOPMENT OF WORLD CULTURE. MOVAROUNNAHR ART OF LITERATURE IN THE XV TH CENTURY

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**Abstract.** *In the article the factors of the peoples of Central Asia, contributing to the development of world culture. In the Movarounnahr art of literature and miniatures of the xv th century, we are talking about the ways of using various techniques to depict certain literary characters. From the works of art that have come down to us, we can see that the pages of colorfully designed manuscripts were delicately miniaturized, decorated, and embroidered with patterns. From the IX th to the XX th centuries, the great heritage of the peoples of Central Asia in the field of science and spiritual culture, created over a history of about 1000 years, has come down to our time mainly in the form of handwritten books. The thousand-year cultural heritage, written in Arabic script, was passed down from generation to generation in the form of manuscripts. The peoples of Central Asia used the cultural heritage created by their ancestors only thanks to these handwritten books. Thanks to these manuscripts, it is clear that each people who lived in Central Asia had its own history, and that the peoples of Central Asia were able to contribute to the development of world cultural history.*

**Keywords:** *madrassah, secretariat, emir, archeology, Afrosyab, calligraphy, papermaking, murakka, label, khusnihat, "hatti baburii", "literate education", encyclopedic, "calomi tariff", dynasty, nastalik, shikasta.*

## INTRODUCTION

Amir Temur, the founder of the new dynasty, always kept divan, bitikchi, munshi and navisandas in his palace and always took them with him during military campaigns. Although there is a lot of information about the writing of many letters, badges, edicts, and conquests by the Sahibqiran dynasty of historians, the state documents of Amir Temur have not reached us in their full and perfect state, and we can learn about them from historical works, namely "Roznomai futukhoti Hind" by Ghiyaziddin Ali Yazdi, "Zafarnoma" by Nizamiddin Shami, "Diaries" by Rui Ganzalez de Clavijo. We can learn and have information from the collection of Ibn Arabshahni's "History of Amir Timur" and "Zafarnama" of Sharafuddin Ali Yazdi.

As we all know, the structure of a huge centralized state at the end of the 14th century created a socio-economic and political basis for the cultural development of Movarounnahr and Khorasan in the following centuries. In addition, efforts were made to preserve and further develop the glory, culture, and development traditions of the huge centralized state. In this field, the attention of political leader Shahrukh Mirza and his children Mirza Ulugbek in Samarkand, Movarounnahr, Mirza Boysunkur in Herat, Ibrahim Mirza in Shiraz, and the science, enlightenment, and the art of literature, led to the development of these areas to an incomparable level.

It shows that as a result of Mirzo Ulugbek's work in Samarkand, the construction of science centers, madrasas, observatories, along with beautiful buildings, parks, served as a leading idea for all intellectuals of that time.

For the development and prosperity of the country, those in charge of the country and representatives of the intelligentsia were personally engaged in the tasks of calligraphy and book decoration. The fact that the cultural history of the peoples of Central Asia is the most ancient and has reached the stage of high development in many fields is recognized by the world scientists today.

The arrival of Arabs in these regions had a great impact on political and cultural development. In Central Asia, especially in Khorezm, cultural and scientific thinking flourished. The whole world enjoyed the knowledge and creativity of great thinkers such as al-Farabi, Ibn Sina, al-Biruni, known to the world.

The centuries-old rich culture of Khorezms and Sugdians in Central Asia consisted of legal development. The cultural monuments created by the peoples of Central Asia, including the Turkic peoples (especially the Uyghurs) before the Arab conquest, are proof of our opinion.[1]

### **LITERATURE REVIEW AND METHODOLOGY**

Cultural monuments are destroyed, and thousands of manuscript books, which are the treasures of science, are burned in bonfires. No matter how much the Mongolian invaders destroy, the creative nation honors its cultural heritage, cultural life strives forward even in the most difficult and difficult situations. In the XIV-XV centuries, during the Timurid era, a centralized state was introduced in Central Asia, albeit for a short time, and economic, political and cultural growth took place in the life of the country. Especially in the XV th century, the culture of the peoples of Central Asia experienced its brightest period in Herat and Samarkand.

Mirza Ulugbek, Alisher Navoi, Abdurrahman Jami, Khondamir, Behzod, Sultan Ali and Mirza Babur were among the great intellectuals of this period. The rule of the Safavids and the Shaibanis caused a certain crisis in the cultural life.

By the IX th century, especially as the economic and political relations of Central Asia with Russia became stronger, further changes began to take place in the cultural life. Thus, from the 9th century to the 20th century, the great heritage of the peoples of Central Asia in the field of science and spiritual culture, which was created in the history of about 1000 years, reached our time mainly in the form of handwritten books. [2]

A thousand-year-old cultural heritage written in Arabic script has been passed down from generation to generation in the form of manuscripts. The people of Central Asia enjoyed the cultural heritage created by their ancestors only thanks to these handwritten books. Thanks to these manuscripts, it can be seen that every nation that lived in Central Asia had its own history, and that the peoples of Central Asia were able to contribute to the development of world cultural history. [3]

### **RESULTS AND DISCUSSION**

After the above-mentioned manuscripts were written by the author on pieces of paper, he was a person-secretary who performed the extremely complicated, laborious, and at the same time honorable task of copying it and turning it into a book. was A scribe seems to be a person who copies the author's work verbatim, but in fact it is not. In the history of the Middle Ages and in the cultural life of that time, the secretarial profession was considered the most honorable and sacred



task. First of all, the fact that the secretary is literate will bring him (the secretary) to a high position in the state system, when governors and emirs are often illiterate.

As a scribe learns the content of every book he copies, as a result, a true scribe takes a place among the educated and enlightened people of his time. Therefore, we do not consider the calligraphers who were involved in copying books in the Middle Eastern countries as simple copyists, but each calligrapher as an educated, enlightened, advanced intellectual and great scholar of his time. we should understand him as a cultural figure. [4]

Arabic writing entered Central Asia with Islam, so a group of calligraphers who came to Central Asia from Arab countries were engaged in copying the Qur'an and religious books. Not everyone could handle the task of copying books about religion and Sharia, which were considered extremely sacred in their time. The ruling class entrusted such a responsible task in the field of enlightenment to the most virtuous and capable people of their time - intellectual calligraphers.

It clearly shows how important a person the secretary was in the medieval society. In addition to these, it is known from history that a number of scholars, poets and virtuous people who lived in the Middle Ages mastered the art of calligraphy from a young age and later made a name for themselves in secretarial work. Such great people not only read their own works, but also copied the works of other authors. For example, Hafiz Shirozi copied Khusrav Dehlavi's "Khamasa". Several of Timurid's children (Boysunqor Mirzo, Gharib Mirzo, Badiuzzamon) were engaged in reading. It is known from historical sources that Alisher Navoi is a skilled calligrapher. Mirza Babur created the script "baburi" which was adapted to the Turkic peoples by adapting Arabic graphics. [5]

Munis Khorezmi wrote a treatise on the art of calligraphy called "Savodi Talim" and copied Alisher Navoi's "Khamasa" with extremely beautiful calligraphy. Muqimi copied it in the letter of Shikasta with a very small nastali. Finally, one of the last representatives of the Bukhara school of calligraphy, the great scientist of the 19th century, the owner of an encyclopedic mind, Ahmed Donish, copied more than ten beautiful manuscripts. All this shows that the demand for secretaries was extremely high in Central Asia at a time when book printing was not invented. In turn, the secretariat was considered one of the factors determining the level of development of cultural life. If we look at the educational work carried out in thousands of madrasas and schools in the middle ages, if we think that thousands and thousands of books that were taught as textbooks were copied by hand and met the needs of schools and madrasas. , one can imagine the hard work of the calligrapher who creates these books, his role in cultural life, his position in society, how responsible and honorable he is.

In the ethics of the Middle Ages, in addition to the ability and virtue of the calligrapher, in order to serve the people properly, it was required to be a person with a noble nature, kind to people, able to overcome the evil of the ego, and a pure heart. Sultan Ali Mashhadi, the qiblah of calligraphers of Navoi's time, said in his treatise "Husnikhat": The process and methods of book preparation had a special place in the division of labor in the medieval society, and calligraphy remained a special profession. [6]

With the growth of cultural life, the demand for books increased. This led to the establishment of book production enterprises. Special book-making enterprises were established in ancient cultural centers such as Herat, Bukhara, Khiva, Samarkand, and Kokand, where book sales were ramped up in order to meet the needs of the people. In this case, not only valuable

artistic manuscripts, but also ordinary books, these tasks were performed based on the desire of several professionals.

### **CONCLUSION**

From the works of art that have survived to us, we can see that the pages of the manuscript, which were carefully copied by calligraphers and decorated with colors, were sprinkled with gold or delicately decorated patterns were embroidered. At the beginning of the text is placed a skillfully decorated flower. The pattern of chapters is separated by titles. To prevent the manuscript from being torn and scattered, it was covered with a pattern or a leather cover. But the main decoration of the book was its pictures and miniatures. First of all, the miniaturist artist had to pay attention to every gesture in order to match the images in the decoration to the content of the book. [7]

The miniature was created as a means of interpreting the content of the artistic text and had to express the idea of the work in bright colors. At the same time, the miniature also has an independent aesthetic value, which is expressed in pictorial means, lines and colors. The art of miniature goes back to the deep roots of the ancient art of the Arab East, Iran and Central Asia, such as wall paintings, sculpting, and applied art of the VII-VIII centuries before Islam. It has traveled a long path of development and reaches the peak of its development in the Middle Ages, that is, in the period of a mature state system.

Despite the richness and variety of Middle Eastern literature, not all works are decorated with motifs and pictures, but are selectively decorated. The works of Rudaki and Khayyom are rarely decorated. Some historical chronicles, for example, the works of Baikhaqi or Wasifi, are not decorated at all. But a number of works of classical literature have constantly attracted the attention of artists. [8]

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## LANGUAGE AND STYLE OF ZAVQI'S WORKS

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**Abstract.** *This article talks about the characteristics of the work of one of the great representatives of Uzbek literature, Zavqi, the language and style of the poet's work. Zavqi's ability to use elements of the folk language in his work is revealed.*

**Keywords:** *kokan literary environment, Zavqi's artistic heritage, language and style, folk poet, elements of folk language, simplicity and fluency, Russian-international words.*

Zavqi, the son of Ubaydulla Salih, is one of the great artists who lived in the second half of the 19th century and the first quarter of the 20th century. Uzbek democratic books has its place as a worthy representative of Kokand book-related.

Madrassa education and constant private reading were a solid foundation for the development of the poet's talent, learning of Persian and Arabic languages, and deep study of the (showing the ability to create interesting new things) history of the great representatives of Eastern books. Zavqi, who wrote his first poetic exercises while studying at the madrasa, soon joined the circle of advanced poets of the Kokand book-related, such as Muqimi, Muhyi, and Furqat, and established strong (showing the ability to create interesting new things) cooperation with them. In the 70s and 80s of the 19th century, Zavqi became a popular poet, took an important place in the book-related life of the time, and gained fame among fans of poetry. Zavqi, who started writing ghazals and epics about his work, soon turned his attention to social issues and the current problems of the time, began to artistically correct scenes from the life of the working people, the life of the badly mistreated class of the city and the countryside.

It can be said that a critical approach to the colonial reality and negative events in social life, a comic attitude to the signs of mischief, lowliness, impurity, fraud in the activities and nature of individuals has risen to the level of the leading ideological content of the poet's works. The merits of Zavqi, who wrote many comic works, were very great in the wide development of the comic direction, of which Muqimi was the head, in our national literature of the time.

In a number of works of the poet on social topics and in a humorous spirit, the most urgent problems of the life of the country that was turned into a tsar's colony, including the existence of sharp stratification in terms of human rights and ownership of material wealth in the existing society, as well as its immediate consequences, express serious opinions and firm conclusions. there was news.

Zavqi's works are remarkable for their language and style. The poet effectively used folklore in order to achieve simplicity and fluency in his style. In particular, he was able to incorporate the expressions and proverbs typical of the folk art into poetic verses:

Фарқ айламай яхши-ёмон,  
Ким арпа-буғдой, ким самон.  
Тухмат ҳақоратлар ҳамон,  
Не муддаосиз афандилар.  
Good or bad,  
Who is barley-wheat, who is chaff.



The slander and insults are still

What are you guys?

The simplicity of Zavqi's style is appreciated by the fact that his poems are written in the style of folk songs. For example,

Кулфат тушиб бошиға,

Оғу тушиб ошиға.

Келмай киши қошиға,

Ақрону меҳрибонлар.

Falling down to the head,

Ogu fell and fell.

Come to the man's spoon,

Kind and kind.

Due to the use of such a style, many elements of the lively folk language are clearly visible in Zavqi's works.

In his works, Zavqi not only used words specific to the vernacular, but also effectively used phrases specific to it:

Бу падар лаънат ҳаром ўлгур отим,

Ҳар қачонким, мен минар бўлсам касал.

This father is a damn bastard, kill me

Whenever I ride, I'm sick.

The combinations padar lan'at, harom o'lgur in the given examples are characteristic of the colloquial language.

The commonality of the language of Zavqi with the language of Muqimi and Furqat is that the vernacularism of the language is properly manifested, and the elements of the lively vernacular are used relatively often. That's why most of the romantic ghazals and epics created by Zavqi were very famous among the folk songs performed by hafiz even at that time. In particular, his works beginning with the verses "Showing your face, you first made yourself slaves", "There is no time for a husband to come, if he does not come, why?" glorifies devotion, clearly expresses human feelings, delicate experiences in an incredibly impressive way.

Zavqi's mukhammas beginning with the rhyme "Muncha kop" and the verse "Ajab zamonadur, ahbab, bosh qotib qoldi" are among the sharpest social works of our poetry of the beginning of the 19th century. The injustice, lawlessness, and hard life of his time shakes the heart of the nationalistic poet, in particular, his strong protest against the condemnation of the working people to endless suffering and humiliation moves to the mind of the reader from the sharp verses, and he also has feelings of hatred for that system, pity and benevolence for the helpless masses.

It should be noted that "Too much!" In the case of radif, the tone of exclamation is stronger than the tone of a question:

*Золим фалак бисотида озор мунча кўп!*

*Инсон шарафли номида хор мунча кўп!*

*Ҳар кўчаларда қашиқоқ ила зор мунча кўп!*

*Тархи жаҳон биносида бадкор мунча кўп!*

*Хўқанд аро балога гирифтормунча кўп!*

There is so much pain in the cruel sky!

There are so many choruses in the honorable name of man!  
There are too many poor people on every street!  
There is a lot of history in the world building!  
Hogand aro is too much trouble!

The poet uses the possibilities of language and linguistic means effectively to express his artistic goal.

In addition, as in the works of Muqimi and Furqat, we also find Russian-international words in the works of Zavqi.

The works of Zavqi mention Russian and Russian words such as veksel, poyezd, vagon, kalyaska, jurnal, tilgrom, banka, bo'lis, siyezd, prisput, bolshevik.

Zavqi used not only nouns, but also adjectives and phrases based on stylistic requirements, as above, from the Russian language:

Кўр бўлмаса пул оқиб келурму,  
Бу бадшакл, слепой дуракка,  
Урусча мақтаса Завқий, хорошо  
Жувон, пир, марду зон монанди шидур  
If you are not blind, will the money flow?  
This ugly, blind man,  
Russian praise is delightful, horosho  
The young, the old, and the old are alike.

It is known that its social function - practical features play an important role in the development of a particular language. Language styles reflect its tasks to a certain extent and create clearly edges and forms in it. The formal style, the scientific style, uses language symbols at a very low level, slightly. But in the artistic style, all the possibilities of the language are fully showed about. Especially in poetry, the language shows its most (without limits or an end) dimensions. From this point of view, Zavqi's work attracts attention with its (like nothing else in the world) style and language-based possibilities. The above examples and analysis are proof of this.

In summary, Zavqi's work has a special value as it brought the Uzbek literary language closer to the national language and increased the nationalism of the artistic language.

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## LEXICO-SEMANTIC AND THEMATIC CHARACTERISTICS OF ADVERTISING IN UZBEKISTAN

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***Abstract.** This article analyzes the research of advertising texts, their lexical-semantic and thematic features. As a result of the study of the language features of advertising texts, we found that advertising is a kind of complex and multifaceted phenomenon. In the process of development, he developed his own creative methods, which are individual and do not even obey certain patterns and stereotypes, but rely only on certain laws.*

***Keywords:** advertising, speech units, stylistic figures and tropes, lexico-semantic and thematic classification.*

### INTRODUCTION

Advertising text as a unit of advertising speech is the object of research by specialists in various scientific fields. In their constant social activities, people choose and use all language means - phonetic, grammatical, lexical, phraseological units based on their needs, depending on the topic of speech and the situation. This is due to the fact that tools in our language have different forms and are synonyms. The choice of language units also requires their specific stylistic limitation in the speech process. The need to use language units in accordance with the social environment and be able to use them in advertising texts is also important for every creator of advertising texts.

Since the main purpose of advertising is to sell a product, the word "sotish" (sell) in advertising means " sotib olishga ko'ndirish"(persuade) addressee to buy. In advertising, every word serves to sell the product, so it is necessary to work on them based on high artistic and economic requirements. This responsible task is entrusted to the creator of the advertising text.

The history of advertising shows that the creator of an advertising text - a "kopireyter" (copywriter) (ingl. copy writer - copy nusxa, qo'lyozma; writer – muallif) must have the ability to put his thoughts on paper, but this skill can solve the client's problems is behind the ability to say that it can be solved .

### RESEARCH METHODS

The article uses the methods of studying and analyzing documents, observation, comparison, classification and description in order to fully explain the language features of advertising texts in the Uzbek language. During the analysis, the scientific literature on advertising research conducted in the world and Uzbek linguistics was also analyzed

### RESULTS AND DISCUSSION

According to the form of presentation, advertising texts are of three types: oral, written and mixed (oral-written). Advertising is a tool that provides buyers and consumers with useful information about the quality of goods and their social and psychological aspects for people. In fact, influence plays a big role in advertising. In our opinion, expressiveness is important in advertising, but it is somewhat silly to say that "reklamada mahsulotning ijtimoiy-psixologik jihatlari haqida axborot yetkazib beriladi"(advertising conveys information about the socio-psychological aspects of the product,) as the research scientist pointed out. The reason is not in the

product, but in its advertising, which serves to convey a message with a socio-psychological aspect to buyers.

Advertising uses a wide range of soothing elements such as colors, words, and even music. The study of the language features of advertising texts for the first time in world linguistics was carried out by A.Repev, N.Bardishev, V.Shyonert, K.Xopkins, D.Rozental, N.Koxtev, R.Rivz, Y.Farbi, F.Nasterenko, G.Babadjanova, Y.Zaxarova substantiated research. Later, the linguist of Uzbek linguistics N. Chinikulov in his monograph entitled «Peshlavlarning lisoniy xususiyatlari» (Linguistic Features of advertising ) showed that the linguistic features of mass communication texts were not fully disclosed, only in the studies of faqat A.Aminov, A.Madvaliev, N.Mahkamov, N.Mahmudov, about that some opinions were expressed, as well as the presence of notes in some works of Q.Sodiqov, A.Babaxanova O.Jumaev and that some characteristic features of street texts were highlighted in these works. N. Ya. Chinikulov showed by examples that although advertising is similar to advertising, there is a certain difference between them, that periodic changes depend on a certain time of the year, holidays, a certain type of product.

The advertising text is focused on certain groups with individual needs in obtaining this or that information about the product, it affects the language. In our opinion, advertising has an impact on the language, as the scientist notes. However, it is necessary to clarify how this effect occurs. That is, this influence on the internal spiritual volume of the language or on its grammatical nature? Naturally, the lexico-semantic update occurs at the language level, depending on the language in which the advertising texts are presented and how they change the language of its receipt. As a result of the introduction into another language of a concept characteristic of another reality, certain changes occur at the grammatical level of the language. For example, the famous “Snikerslan”, “Xrustimlashaylik” are both barbaric, forming occasional verbs in the Uzbek language and through it a predicate atypical for the Uzbek language. The analysis of advertising texts into linguistically different groups is important for identifying its linguistic features. The Russian linguist E.N.Serdobintsev in his book “Reklamaning tuzilishi va tili” (The Structure and Language of Advertising) divides cosmetics advertising for women into eight lexical-thematic groups as follows:

1. Expression of feelings: “*silliq teri*” (smooth skin) , “*mayin va itoatkor sochlar*” (soft and manageable hair) “*nafis parvarish*” (elegant care, weightless volume of eyelashes), “*ipakdek silliq teri*” (silky smooth skin), “*nafis mevali hid*” (elegant fruity fragrance), etc.

2. The idea of beauty (attractiveness): *jilvakor yog’du* (sparkling shine), “*sening qiyofang – sening quroling*” (your face is your weapon), “*botindagi go’zallik*” (inner beauty), “*to’yingan rang*” (rich color), beautiful face, shiny hair, etc.

3. Expression of miracles: “*xayoliy (fantastik) hidlar*” (imaginary (fantastic) smells), “*mo’jizaviy o’zgarish*” (miraculous transformation), “*orzuni taqdim etadi*” (presents a dream) etc.

4. Expression of selectivity: “*benuqson uyg’unlik*” (perfect harmony), “*noyob to’plam*” (unique collection), “*hayratlanarli chidamlilik*” (amazing durability), “*inqilobiy texnologiya*” (revolutionary technology), “*mukammal makiyaj*” (perfect makeup), “*ekskluziv formula*” (exclusive formula), “*betakror rang*” (unique color) etc.

5. Mystery, the expression of a mystery: “*yulduzlar sirlari*” (the secrets of the stars), “*Amazonka siri*” (the mystery of the Amazon) etc.



6. Representation of value: “*ko‘zni qamashtiruvchi olmos*” (dazzling diamond), “*javohir yorqinligi*” (gemstone brilliance), “*mukammal ohangning hashamati*” (the perfect tone luxury), “*qimmatbaho moylar*” (precious oils) etc.

7. Expression of appearance characteristics: “*ajinlarni kamaytirish*” (wrinkle reduction), “*hujayra yoshligi*” (cellular youth), “*yog‘li porlash*” (oily sheen) etc.

8. The expression of the true characteristics of the brand: “*o‘zgarmas lab bo‘yog‘i*” (long-lasting lipstick), “*porlash effekti*” (gloss effect).

V. Konkov, like other linguists, says: «Reklama matni an’anaviy matndan farq qiladi va u noan’anaviydir. Matn, ya’ni an’anaviy matndan farqli o‘laroq, ma’lum bir to‘plam bilan tavsiflanadigan, sifat jihatidan turlicha bo‘lgan matn belgilarini o‘z ichiga oladi» (The advertising text differs from the traditional text and is non-traditional. The text, that is, unlike the traditional text, contains text features that are characterized by a certain set and differ in quality).

The linguist D. Mamirova, in her doctoral dissertation in philological sciences “O‘zbek tilida reklama matnlarining sotsiolingvistik xususiyatlari” (Sociolinguistic features of advertising texts in the Uzbek language), characterized advertising texts, unlike traditional texts, as follows:

- the text consists of one or more sentences;
- written in either capital or lowercase letters;
- one sentence is written in one font;
- all lines are completely filled (except the first and last lines).

In addition, advertising texts differ in their forms: sound (audial), visual (visual), visual-auditory (visual-auditory) advertising.

Since the above classification is applicable only to certain types of advertising texts, in our opinion, it could not fully reflect the unique lexical-semantic and thematic features of advertising texts. We believe that if we analyze the linguistic features of advertising texts separately, then first of all they should be classified into groups according to text structure and expressive content as follows:

1) Advertising texts are classified by text structure as follows:

a) advertising equivalent to words - examples of this type of advertising are such units as words and phrases: “*Barakali texnika*” (Blessed technique) (Artel), “*Ichki ishonch*” (Inner confidence (Linex forte)), “*Orzular ro‘yobi*” (Dreams come true (“Aziza Ziy” Training Center));

b) ads equivalent to a proposal - this type of advertising can be a proposal in terms of structure, syntactic structure, content, expression of opinion: “*Otalik baxtini his et*” (Feel the happiness of fatherhood (Androgard)), “*Muza bilan siz betakror pazandasiz*” (With the Muza you are a unique cook (Muza)), “*Hatto eng o‘jar dog‘larni ham olib tashlaydi*” (Removes even the most stubborn stains (New Losk));

c) microtext advertising - this type of advertising combines the reception of several sentence structures: “*Musaffo hayot davri keldi. Shaffof. Birinchi buloq suvi*” (The era of pure life has come. Transparent. The first spring water) (“Nestlé” water), “*Yorqin hissiyotlar, yorqin ta‘m, yorqin ichimliklar. Fanta bilan yorqinroq bo‘l*” (Bright feelings, bright taste, bright drinks. Be brighter with Fanta) (Fanta), “*Ta‘m ta‘mliroq, dizayn zamonaviyroq, taassurotlar yorqinroq*” (The taste is tastier, the design is more modern, the impressions are brighter) (Ays tea)

d) advertising equivalent to macrotext (used mainly for texts of publicist-popular style).

2) Advertising texts can be divided into 2 types according to the nature of expressiveness:

a) Verbal - this type of advertising describes the product as much as possible: “*Musaffo tog‘ suvi*” (pure mountain water) (Hydrolife), “*Sizning oilangiz suvi*” (Water for your family)(Family), “*Musaffo hayot davri keldi. Shaffof. Birinchi buloq suvi*” (The era of clean life has come. Transparent. First spring water) (Nestlé);

b) Non-verbal - in this type of advertising, the product is represented by facial expressions, articulatory gestures or hand gestures instead of the words: “*Barmoq qirsillatish*” (Finger snap) (“atsefenak” drug),

3) According to the content of the expression, the advertising text is divided into the following lexico-semantic groups:

a) Advertising of perfume products:

- Shampoo: “*Uzunlik va kuch faol meva konsentrati bilan*” (length and strength with active fruit concentrate) (New Garnier fructis), “*Pantene bilan boshlangan kunim eng yaxshi kunim*” (my best day starts with Pantene) (Pantene), “*Hech narsani yashirma*” (do not hide anything) (Clear), “*Sochning tuzilishini jonlantiradi*” (revitalizes hair structure) (Elseve), “*Sochlarni qayta tiklash uchun*” (restores hair) (Syoss), “*Qayta tiklovchi lipidlar sochlarning uchlarida harakat qiladi, ularning hayotiyiligini tiklaydi*” (restoring lipids act on the ends of the hair, restoring their vitality) (L'oreal), “*Soch va terining holatini yaxshilaydi, ularni energiya va salomatlik bilan to‘ldiradi*” (improves the condition of hair and skin, filling them with energy and health) (Wella).

- Lipstick: “*Labingizda yulduz nuri*” (starlight on your lips) (Avon), “*Mening lablarim ajoyib san‘at asari*” (my lips are a beautiful work of art) (Burjua)

- Perfumes: “*Yangi gipnoz xushbo‘y hid*” (new hypnotic fragrance) (Hypnose Lancome), “*O‘ziga rom qiluvchi ifor*” (self-igniting smell) (Today . Tomorrow), “*Yangi to‘yingan xushbo‘y hid*” (fresh rich fragrance) (Giorgio Armani)

- eyelash fiber: “*Cheksiz uzun kipriklar*” (Infinitely long eyelashes) (Oriflame)

- Perfume soap: “*Go‘zallik sirini oching*” (discover the secret of beauty) (Olivia)

B) advertising of gastronomic goods:

- Drinks: “*Mo‘jizakor damlar, Hayot uchquni, O‘z ritmingni yoq*” (wonderful moments, spark of life, inclusion of your own rhythm) (Coca-Cola), “*Yorqin hissiyotlar, yorqin ta‘m, yorqin ichimliklar. Fanta bilan yorqinroq bo‘l, Apelsin zaryadi*” (bright emotions, bright taste, bright drinks. Be brighter with Fanta, orange charge) (Fanta), “*Ta‘m ta‘mliroq, dizayn zamonaviyroq, taassurotlar yorqinroq*” (more delicious taste, more modern design, more exciting impression) (Ays tea) “*Hayot uchun yangilik*” (News for life) (“Nevskoy Ice” beer), “*Har tomchida quyosh*” (Sun in every drop) (Lipton), “*Noyob yumshoq ta‘m*” (Unique soft taste) (“Nevskoy” beer), “*Musaffo tog‘ suvi*” (Pure mountain water) (Hydrolife), “*Sizning oilangiz suvi*” (Water of your family) (Family), “*Musaffo hayot davri keldi. Shaffof. Birinchi buloq suvi*” (A period of pure life has come. Transparent. The first spring water) (Nestle)

- Sweets: “*Meva ta‘mining kamalagi*” (A rainbow of fruit flavor) (Skittless), “*Yaxshi kayfiyat ulash*” (Share good mood) (Banoffy), “*Qo‘lingizda emas, og‘zingizda eriydi*” (Melts in the mouth, not in the hand) (“M&M” chocolate)

- Semi-finished products: “*Futbol Lay’s bilan mazali*” (football is better with Lay's) (“Lay's” chips), “*Mutlaqo sof va tabiiy*” (Absolutely pure and natural) (“Nestle” milk), “*Muza bilan siz betakror pazandasiz*” (With Muza you are unique cook) (Muza), “*Hammasi yaxshilikka*” (all for the goodness) (Nescafe), “*O‘z qadriyatiga ega kolbasa*” (sausage with its own value) (Andalus)

c) pharmaceutical advertising: “*Og‘riqsiz hayot*” (A painless life) (Bolnol), “*Jig‘ildon qaynashi bilan uchrashuv*” (meeting with heartburn) (Omez), “*Otalik baxtini his et*” (feel happiness of being father) (Androgard), “*Oshqozonga ko‘mak*” (Support to stomach) (Alyumag), “*Tinch bola, hotirjam ona*” (Calm child, calm mother) (Espumizan), “*Sog‘lom ichaklar, go‘zal teri*” (Healthy intestines, beautiful skin) (Laktofiltrum), “*Sog‘lom milklar, sog‘lom tishlar*” (Healthy gums, healthy teeth) (Anasep gel), “*Sizning yuragingiz nafaqat siz uchun uradi*” (Your heart beats not only for you) (Trombopol), “*Farzandingiz muvaffaqiyati uchun vitamin va minerallar*” (Vitamins and minerals for the success of your child) (Pikovit), “*Ichki ishonch*” (inner confidence) (Linex Forte), “*Sizning hazm muammoyingiz yechimi*” (Solving your digestive problems) (Kreon), “*Jig‘ildon qaynashini unut*” (forget about heartburn) (Renni)

d) Advertising of agricultural products: “*Arzon narxdagi Yevropa sifati*” (Affordable European quality) (“Suzane” wallpaper), “*Hatto eng o‘jar dog‘larni ham olib tashlaydi*” (Removes even the most persistent stains) (New Losk), “*Brilliant porlash*” (diamond glitter) (Ariel), “*Yumshoq oqartirish, oq porlaydi*” (soft bleach, white glitter) (Asiya);

e) advertising of household appliances: “*Iliq qalblar uchun sovutuvchi texnika*” (Refrigeration equipment for warm hearts) (Ishonch), “*Biznesingiz poydevori*” (The basis of your business) (“Zoje” sewing machine), “*Diqqatli va sezgir konditsioner*” (Attentive and responsive air conditioner) (Maestro LG), “*Yengil, qulay va ko‘p funksiyali*” (Lightweight, convenient and multifunctional) (“LG” phones), “*Nemis sifati, benuqson uslub*” (German quality, impeccable style) (“Bork” technique), “*Boshqarish osonroq-natija yaxshiroq*” (Easier to manage-the result is better) (“Samsung” washing machine), “*Barakali texnika*” (Blessing appliance) (Artel);

f) Clothing ads: “*O‘z buyukligingni top, chiroyli o‘ynang, shunchaki bajar*” (Find Your Greatness, Play Nice, Just Do It) (Nike), “*Orzu qilishni to‘xtat, yashashni boshla*” (Stop Dreaming, Start Living) (“Meltin Pot” Jeans);

g) Advertising related to the service sector: “*Hayotning yorqin tarafida bo‘l*” (Be on the bright side of life) (Beeline), “*Orzular ro‘yobi*” (Dreams come true) (Educational center “Aziza Ziyos”), “*Yagona tibbiy ma‘lumotlar xizmati*” (Unified medical information service) (Infomed), “*Bir lahzani to‘xtatish juda oson*” (Easy to stop a moment) (advertising company “KODAK”), “*Quyoshli sayohatlar to‘plami*” (Sunny tour package) (travel agency “Inna tour”), “*Orzuingizdagi uylar*” (Houses of your dreams) (Nest ONE), “*Butun sayyora sizning ixtiyoringizda*” (The whole planet at your disposal) (travel agency “Planet Earth”), “*Yulduzlar yoningizda*” (Near the stars) (“Xonsaroy” houses), “*Tez, sifati va mazali KFC va pitsalar*” (Fast, high-quality and tasty KFC and pizzas) (Yummy burger), “*Yozgi qaynoq chegirmalar*” (Hot summer discounts) (Artel).

The media is a force that has a strong influence on human consciousness, a means of prompt delivery of information. The linguistic devices used in the media are quite diverse, ranging from semantic tropes and stylistic figures to graphic landmarks based on words, phrases, sentences or whole texts and precedent events. Such a linguistic situation testifies to the diversity of linguistic devices. The combination of various language techniques for the implementation of information in the advertising text has become a common practice. To increase the expressiveness of the text, you can use not one, but several language techniques at the same time. At the phonetic level, sounds are repeated in the lexeme in various ways: alliteration, anaphora, playing homophones with homographs, playing with homophones. Among graphic styles, one can single out font selection, numeric selection, paragraph and overgraphic elements. The phenomenon of changing the meaning of words is a very common phenomenon in texts accompanied by language

manipulation techniques. Linguistic devices at the morphological level are very rare and are one of the most complex and subtle types in the language of media texts.

We can classify the advertising texts classified above depending on the type of language units for which they are used:

1) Advertising using metaphors: “*Labingizda yulduz nuri*” (Starlight on the lips) (Avon), “*Quyoshli sayohatlar to‘plami*” (Sunny tour package) (travel agency "Inna tour");

2) Advertising using epithets: “*Yumshoq teri va yorqin hislar*” (Gentle skin and radiant feelings) (“Timoti” shower gel), “*Mo‘jizakor damlar*” (Wonderful moments) (Coca-Cola), “*Og‘riqsiz hayot*” (Painless life) (Bolnol);

3) Advertising using buzzwords: “*Yengil, qulay va ko‘p funksiyali*” (Lightweight, convenient and multifunctional) (“LG” phones), “*Yetakchi, ishonchli, innovatsion*” (Advanced, reliable, innovative) (Beeline);

4) Advertisements with comparing: “*Boshqarish osonroq-natija yaxshiroq*” (Easier to manage - better result) (“Samsung” washing machine), “*Minimal o‘lchamlar – maksimal imkoniyatlar*” (Minimum dimensions - maximum possibilities) (“Samsung” phones);

5) Advertising through anthroponyms: “*Coco Chanel. Mademoiselle. Chanel*” (Coco Chanel, Mademoiselle. Perfume advertisement), “*Julyettada to‘pponcha bor*” (Juliet has a gun) perfume advertisement, “*Uolt Disney galstuklari*” (*The Walt Disney Ties*), “*Germesning sayohatlari*”, (*Voyage d’Hermes*) Perfume . “*McDonald’s - bu menga yoqadigan narsa*” (*MacDonald’s. I’m loving*).

#### Conclusion

In conclusion, as a result of the study of the linguistic features of advertising texts, we found that advertising is a kind of complex and multifaceted phenomenon. In the process of development, he developed his own creative methods, which are individual and do not even obey certain patterns and stereotypes, but rely only on certain laws. The purpose of advertising is to create a recognizable image for the consumer that distinguishes the product from other analogues. In most cases, it seems that it exists only in words. That is why the language of advertising is rich in means of artistic expression and other creative solutions.

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## ANALYSIS OF TRANSPOSITION OF WORD GROUPS

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**Abstract.** *This article discusses the issues of transposition of word groups in linguistics, including English. The article is analyzed with the help of a number of scientists' opinions and examples.*

**Keywords:** *Transposition, vocabulary, linguistics, English language, grammar.*

### INTRODUCTION

The transfer of a word group - transposition means that a word belonging to a certain group weakens its specific meaning and function, and acquires a semantic and grammatical sign specific to another word group. In Turkic languages, word groups are not strictly separated from each other, they are connected and form a whole system. The parts of this system are connected with words that are evaluated as hybrid words based on the law of "intermediate third" in dialectical logic, retain the semantic-grammatical characteristics of both types, and are in the stage of transition from one category to another category.

### LITERATURE REVIEW

The English linguist G. Leach puts forward the idea of looking at indirect speech acts as a special speech strategy called the strategy of bites. [1] This strategy consists in the fact that the expressed illocutionary act acts as an assistant in the realization of another illocutionary act. The effectiveness of such indirect speech acts is based on the influence of the principle of relevance. In this case, the listener perceives the existing speech act as a primary illocutionary act that "lays the ground" for the next speech illocutionary act. In order to further develop the division of indirect speech acts into conventional and non-conventional groups, Pospelova proposed a detailed classification and divided these two groups of speech acts into mono-intentional (one-purpose) patterns and two types of poly-intentional (multi-purpose) indirect speech structures: modeled, structural and implicative. [2]

### RESEARCH METHODOLOGY AND DISCUSSION

Scientific research on the issue of transposition of word groups and word formation in English is very important. The reason is that the transition of a word from one category to another leads to the emergence of a new word belonging to a different lexical-grammatical category, and this process, in turn, is closely related to word formation.

Conjugation of verb forms is a special model of transposition, according to which the present and past tense bases and adjective forms of simple, prefixed and compound verbs are separated from the verb and adjective system (paradigm) into the noun system. passes. [3]

At the level of speech, this appearance of verb forms has a new position.

The concept of transposition was first introduced into scientific circulation in the 30s of the last century by the French linguist S.Bally to express the mechanism of the transition of a word (or base) from one word group to another: we are talking about the transposition of a linguistic symbol, which plays the role of a symbol belonging to another category while preserving the numbers". [4]

He distinguishes between two types of transposition:



1) change of the initial syntactic function without changing the lexical meaning of the symbol - functional

2) acquiring a new lexical meaning in parallel with the syntactic function of the word - semantic transposition.

These two types were then compared as lexical and syntactic derivations. [5] The issue of conversion was covered for the first time in the works of A.I. Smirnitsky. According to him, the word-making tool in conversion consists only of the word paradigm. [6]

This interpretation is reflected in the comment "conversion" in the dictionary of O.S. Akhmanova. [7] Under the term "hypostasis", transposition is interpreted as the transfer of one word group to another word group in a broad sense (including substantivation and adjectivization) by means of conversion. [8]

So, in linguistics, the concept of transposition means a broader concept than conversion. That is, in conversion, the main word-forming tool is word paradigms, and in transposition, it is understood that the word moves from one category to another category. This is a linguistic phenomenon that changes not only the lexical, but also the syntactic function of words.

### **RESULTS**

The stylistic effect is based on the formation of a synonymous line consisting of several syntactic constructions with emotional, expressive coloring and one neutral syntactic construction made using traditional syntactic relations. In their work, M.D. Kuznets and Y.M. Skrebneva grouped together syntactic devices that increase the effectiveness of speech, together with their appearance in cases that are not according to the rule. Based on the principles of these authors, we consider syntactic units in the following sequence:

Inversion (change of the usual sentence order);

Transposition (changing the position of syntactic devices);

Repetition (introduction of elements that do not bring new information: polysyndeton, chiasm, anadiplosis);

Omission of necessary elements (asyndeton, ellipsis);

Input structures.

In English, each part of a sentence has its usual place according to the type of sentence and syntactic expression. Let's take a look at the example of a sentence.

In some cases, this strict order in the sentence can be changed.

1. If the sentence "there is" is used, the reverse word order is used:

*There is table in that room.*

2. If the author's sentence comes after the quoted sentence:

*"I'm glad to see you", said the old man kindly. (VSO)*

3. In sentences with the possessive noun associated with the adverbs "Here, there":

*Here is the book you are looking for. (OSV)*

But: in the above two cases, if the subject of the sentence is given by personal pronouns, the correct word order is used:

*"I don't smoke", he said.*

*Here he comes.*

4. In participle sentences that begin with a case and are expressed by a noun with possessive intransitive verbs:

*From the window came the sounds of music.*

Inversion (lat. "overturning, replacing") is a syntactic method, a stylistic figure, based on changing the usual order of the parts of a sentence. Inversion is used for purposes such as emphatic or logical separation of any word or phrase in a sentence, rhythmic intonation organization of poetic speech.

### **CONCLUSION**

Each of the above sentence types has its own form and intonation. At the same time, any one of the above sentence types can express the meaning of the others. Such words reflect a special modality, a certain stylistic color and impressiveness. For example, a sentence that is a prepositional phrase can be interrogative. Such statements show that the questioner guesses what the answer will be and that he is not indifferent to the answer.

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## ANALYSIS OF NOUNS IN THE ARABIC LANGUAGE REGARDING THE COLOR FIELD, THEIR STEMS AND THE MEANINGS OF SYNONYMS (“الوسيط المعجم” BASED ON THE WORK OF” (“PERFECT EXPLANATORY DICTIONARY” )

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**Abstract.** *The article is devoted to the analysis of scientific opinions on the substantiations of the color field in the Arabic language on the basis of comments made in the work “المعجم الوسيط” (“Perfect explanatory dictionary”). The author tried to scientifically analyze the views expressed by scientists in the article on what is substantivity, the nature of the phenomenon of substantivity in general linguistics. Consequently, the words related to the color field also refer to the qualities of their roots and their analogues, their variety of meanings, as a scientific source, use “المعجم الوسيط” (“Perfect explanatory dictionary”). The volume of the examples given and the literature used suggest that the phenomenon of substantiation in Arabic, described in the article, is an important contribution to the disclosure of the morphological and syntactic essence of words, especially those that relate to the color field.*

**Keywords:** *arabic; color field; substantiates; phenomenon of substantiation; morphology; lexicon.*

Substantivity or substantivization is Latin *Substantivum* - gives the meaning of a group of words and usually indicates the conjugation of other groups of words - adjective, number, pronoun, adverb, adjective, as a result of which they denote a direct object. and "who?" or "what?" answers their questions. The case of substantivization occurs in transposition in some situations . In this case, it deviates from its original morphological-syntactic relationship in terms of meaning through the way of word formation in non-morphological style.

At the level of synchronic morphology and syntactic justification of the problems of word formation, the partial belonging of a word to a word group means that its grammatical meaning depends on the syntactic nature. It is from this point of view that A.A. Shakhmatov explains the phenomena of substantiveness in language, including their justification [1]. A.M. Peshkovsky's views have a tendency towards a diachronic approach to the study of the phenomena of word formation, to the statement of the facts of the history of language. From this point of view, A.M. Peshkovsky considered in detail [2] the phenomenon of substantivity - the manifestation of "replacement of word groups" - the issue of substantivization of adjectives and identified the main methods of this process . N.N. Durnovo draws attention to the generality of the paradigms of adjectives and nouns, and the scientist's conclusions break the traditional views on the complete differentiation of these grammatical categories [4].

V.V. Vinogradov explains the phenomenon of substantivity in detail from the morphological, syntactic and lexical point of view and confirms its importance in the grammatical structure of the language [5]. Thus, the scientist talks about the close relationship between nouns and adjectives: "the category of nouns in its system includes the former forms of adjectives (tailor, messenger, horseman, private, kitchen, deaf-mute, servant, guard, toilet, fried, mammal,

invertebrate, etc.) V.V. Vinogradov said, thereby explaining the syntactic use of adjectives in the role of nouns on the basis of substantive substantive . The considered works also describe the idea of activating the formation of new bases and their stylistic change in the practice of 20th century word groups. We can say that this rule serves as a starting point for us to identify modern neologisms and study the issue of stylistic labeling of studied lexemes.

In the 60s and 80s of the 20th century, the attention of researchers of various fields and scientific schools was focused on the problem of substantiveness, and the grammatical essence of the phenomenon was mainly studied. It is during this period that the main works devoted to this topic are: the problem of word formation methods on synchronic and diachronic bases, and in particular, the morphological and syntactic method of word formation; the issue of word formation motivation, the generality of linguistic and extralinguistic factors affecting word and semantics, grammatical features of lexemes; issues such as the intraverbal form of the word and the possibility of the text formation of the unit were investigated.

In recent years, the phenomenon of substantivity and its justification has become the research topic of many dissertations. They mainly discussed issues of comparative linguistics. However, against the background of almost three hundred years of research on the justification of substantivity in science, many problems have not yet been fully resolved, and a number of issues remain controversial. Thus, there are different views on the phenomenon of substantivity as a way of forming words. There is no single point of view on the nature of words, no general point of view has been reached on their classification according to the level of "substantiation". It is still relevant to study the semantic side of the justification of the phenomenon of substantivity, the essence of which is to ensure the need of a person to express his thoughts with existing linguistic means without creating units with a new morphemic content. It is also very important to determine the functional and stylistic label of the phenomenon of substantivity as full-fledged units of expression and expression of the native speaker's thoughts and feelings . All this indicates the relevance of studying the phenomenon of substantivity in modern linguistics.

In general, the following can be stated about the event of substantiveness [6]:

1. Substantivity - it is an effective lexical and grammatical event resulting from a complex of morphological, semantic, and syntactic factors.
2. Substantivity as a grammatical fact has an ancient history and mainly determines the development of modern grammatical categories of adjective and noun .
3. There are various substantivity that occurs through many mechanisms, often due to extralinguistic factors (communicative situation, speech task of oral and written dialogue participants, specific features of individual thinking, socio-political situation, etc.).
4. Substantiveness in modern speech practice has a great functional and methodological potential : they participate in the creation of an imaginary system of artistic works; implements informational and emotional functions of language ; they are thematically specialized elements in the language of working documents.
5. Substantives work as structural units of various terminological systems of scientific speech; reflects the attitude to the worldview and socio-cultural requirements of the society, is often considered a " sign " of the times.
6. Currently, the semantic classification of substantive is expanding due to the emergence of new lexical-semantic groups (means of communication) or their filling with new units.

Another aspect is noticeable in the study of the phenomenon of substantivity in direct Arabic . The distribution of word groups in Arabic is not the same as in Uzbek, Russian or European languages. It is known that word groups in Arabic are divided into three types.

وهو ما دل على اسم (انسان - حيوان - نبات - جماد - صفة - بلد ..... او غير : الاسم تنقسم الكلمة الى ثلاثة أنواع هي : مثال/ (حسن - ابراهيم - سعاد - اسد - جمل - زهرة - فول - مدرسة - طائرة - جميل - طويل - مصر - السودان ذلك من الاسماء (ملحوظة) من الاسماء أيضا : (اسم الاشارة - الضمائر - الاسماء من علامات الاسم : ( ال ) - ( ة ) - ( التنوين ) ..... الخ ) الفعل الماضى : مثل :- ( شرب - قرأ - فتح - قالت : وهو كل كلمة تدل على عمل معين فى زمن ومن الافعال : الفعل الموصولة - كتبت - سمعت) - الفعل المضارع ( المستمر) : مثل :- ( أسمع - أفهم - نشرب - نقرأ - يفتح - يلعب - تكتب - تذاكر ) وهو كل لفظ لا يظهر معناه الا مع غيره ومن حروف الجر (من : الحرف فعل الامر : مثل :- ( اكتب - اسمع - قل - صلى ) ، الى ، عن ، على ، فى ، ل ، ب ، ك ) [7]

Translation: Word groups are divided into three types, they are: Nouns: (human, animal, plant, objects, qualities, cities, etc.) are nouns that denote things. Example: Hasan, Ibrahim, Suad, lion, camel, flower, word, school, airplanes, long, Egypt, Sudan and so on. The signs (categories) of the noun: definite article, "ta marbuta", tanwin (taking), as well as demonstrative pronouns and mawsula nouns belong to the noun word group. Verbs: are words that express an action at a specific time. Mozy verb (past tense) for example: drank, read, opened, said, heard. Muzori' verb (present-future tense) for example: I hear, I understand, we drink, we read, we open, we play, you write, you remember. Command verb: example: write, hear, say, pray. Letter (word group): words that have meaning only when they occur with other word groups (prefixes, conjunctions, prepositions and modal words) for example: from, to, about, on, in, for, with, like.

Paying attention to this morphological feature, according to the morphology of the Uzbek language, word groups such as distributed nouns, adjectives, numbers, pronouns, adverbs, and adjectives are part of the noun group. Accordingly, as soon as we say that the naming of an adjective in a syntactic connection creates the phenomenon of substantivity, the noun and the adjective belong to the same "name" group of words. As an example, the possessor of the simple verb phrase "جاء الأحمر" ("Red came") (is morphologically a word belonging to the "red" adjective group. But this word is used in the sentence. "Who came?" "Red has arrived" is the answer. Or: "يا أحمد أنظر إلى الجميل" ("Hey Ahmed, look at the beautiful") "beautiful" is morphologically an adjective, but in the sentence it takes the status of an instrumental complement. Here is an example of the transposition of the transposed words: "يا ابن الواقف تعلى هنا" ("O son of the standing (man), come this way"). "واقف" ("standing", "standing") is a definite adjective, forming an addition compound with the word In this case, the "ابن" adjective is used and participates in the sentence as "muzof ilayh" - "subordinate word" in relation to the word "ابن", which has fulfilled the function of possessor .

Above, we observed that the quality الأحمر ("red") appears in the possessive function of the sentence. The root of this word is "حمر". In dictionaries, chapter II of the verb "حَمَرَ" [hammara] – "to paint red"; It is given in such meanings as "to fry", "to fry". Also, chapter V "تَحَمَّرَ" [tahammara] form - "to turn red"; "paint" for example lips; It means "to fry", "to fry". Also, Chapter IX means "إِحْمَرَّ" [ihmarra] "to be red", "to blush" [8].

It is worth noting that the forms of words denoting colors in different patterns are interesting because they indicate different meanings, including the meanings of the following words from this root:

|            |                      |                  |
|------------|----------------------|------------------|
| حَمَار     | hamma:r(un)          | feed the donkey  |
| جمار، حمير | hima:r(un), [hami:r] | donkey           |
| حَمَارَة   | hammarat(un)         | heat             |
| حَمْر      | hamr(un)             | red clay         |
| حُمْر      | humr(un)             | bitumen, asphalt |
| حُمَيْرَاء | humayra:u            | measles          |
| يحمور      | yahmu:r(un)          | hemoglobin       |

As can be seen from the examples, the semantic categories of nouns formed from the root meaning "red" in Arabic are significantly wider.

It is natural that this diversity creates some difficulties when learning a language, especially the problem of keeping words in memory in terms of their meaning and pronunciation. However, it should be noted that the root meaning of the word depends largely on the acquisition of commonalities. Also, in order to memorize the meaning of the words made from the root, it is necessary to quote sentences with them, especially proverbs, short texts consisting of interesting questions and answers. As an example, [9] "أنا أمير وأنت أمير من يسوق الحمير" ("I am amir and you are amir, who feeds the herd").

It is also important to pay attention to the fact that the meaning of the stem is compatible with the meaning of the words that are formed from it. Let's pay attention to the comments made in the work "المعجم الوسيط" ("The perfect dictionary") in the following places :

(حَمْر) الشَّيْءُ حُمْرًا: قَشْرُهُ. فَهُوَ مَحْمُورٌ، وَحَمِيرٌ. وَيُقَالُ: حَمَرَ الْأَرْضَ، وَحَمَرَ السَّيْرَ مِنَ الْجُلْدِ. وَ - الرَّأْسَ وَالشَّعْرَ وَالصُّوفَ وَالْوَبْرَ: حَلَقَهُ. وَ - الشَّاةَ وَنَحْوَهَا: سَلَخَهَا. [10]

Translation: A clear red thing: to peel, peel something and it is mahmur (red) and hamir (red). It is said that the man used to redden, he skinned and shaved his hair, he shaved the wool or hairs, he took the wool from the goat and the things that grew on it, and skinned it.

( حَمَرَ ) الْفَرَسُ وَنَحْوُهُ - حَمْرًا : اَنْحَمَ مِنْ اَكْلِ الشَّعِيرِ . وَ - تَغَيَّرَتْ رَائِحَةُ فَمِهِ مِنْهُ الدَّابَّةُ : صَارَتْ مِنَ السَّيْمَنِ كَالْحَمَارِ ثَلَاثَةً . وَ [10]. - فَلَانٌ : تَحْرَقَ غَضَبًا وَغَيْظًا . وَيُقَالُ : حَمَرَ عَلَيْهِ . فَهُوَ حَمِيرٌ

Translation: Red (horse and the like - red herbivores). And the smell of the creeper's mouth changed: he grew fat like an ass giving birth. So-and-so: burns with anger and rage - means: he blushed and he blushed.

( الْمَحْمَرُ ) : مَا يَقْشَرُ أَوْ يُسَلَخُ أَوْ يُحَلَقُ : بِهِ مِنْ حَدِيدَةٍ وَنَحْوِهَا . وَ - مِنَ الرِّجَالِ : اللَّئِيمُ - وَ - مِنَ الْخَيْلِ : الَّذِي يَشْبَهُ الْحَمَارَ فِي جَرِيهِ - وَ - الْفَرَسَ الْهَجِينِ . ( ج ) مَحَامِيرٌ ، وَمَحَامِيرٌ. [10]

Translation: Refined with iron and the like, skin or beard (muzakkar), an average horse, a donkey-like horse - a hybrid mare (mule).

Paying attention to the comments, it can be felt that the creators of the dictionary have approached based on the principle of shortness and clarity. They also mentioned the use of words according to gender and number categories. The dictionary approaches every word from this point of view.

Let's take a look at another color definition:

(عَاجٌ) - عَوْجًا: رَجَعٌ . وَ - عَنِ الْأَمْرِ: انصرفت . وَيُقَالُ : مَا عَاجَ بِكَلَامِ فُلَانٍ: مَا التَفَتَ إِلَيْهِ وَلَا اكْتَرِثَ لَهُ. وَفُلَانٌ مَا يَبْعُجُ عَنِ الشَّيْءِ: مَا يَرْجِعُ عَنْهُ . وَ بِالْمَكَانِ وَفِيهِ: أَقَامَ . وَ عَلَى الْمَكَانِ: عَطَفٌ . وَ - الشَّيْءُ عَوْجًا ، وَعِجَاجًا : ثَنَاهُ وَأَمَالَهُ. يُقَالُ: عَاجَ رَأْسَ الْبَعِيرِ بِالزَّمَامِ.



(عوج) العود ونحوه - عَوْجًا: مال و - انحنى و - الأرض: لم تَسْتَو. و - الطريق: التوى و -الإنسانُ عَوْجًا: ساءَ خُلُقُه. و - انحرف دينه . ويقال: قول به عَوْج: منحرف عن القصد ، وقولٌ غيرُ ذى عَوْج: مستقيم سليم. وفي التنزيل العزيز: ( قُرْآنًا عربيًّا غيرُ ذى عَوْج) فهو أعوج وهي عوجاء. (ج) عوج.[10]

Translation: to pass, to cross, to return. About this: So-and-so's words are meaningless. It doesn't matter what he says. Inaccuracy in something. Something is crooked and not straight. Return, crooked return, twisted, crooked man: his creation is evil. His apostasy. They also say: not crooked - that is, straight and healthy.

As it is said in the Qur'anic verse: "The Arabic Qur'an is free of crookedness." " " عوج in plural , " عوجاء " in muannas, " عوج " in plural.

This word, which means Tusni, also indicates a number of meanings when it is put into patterns. In general, the comments given in "Komus" are considered as an important source for Arabic language scholars to understand modern and historical words, as well as words used in Arabic dialects . It can be said that the use of color and color words in particular serves to have a clear idea of the field.

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## GLOBAL PROBLEMS AND THEIR THEORETICAL ANALYSIS, ENVIRONMENTAL PROBLEMS

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**Abstract.** *In this article, the global environmental problems that have arisen before people in the world and their causes, as well as the solutions to the problems of analysis of global problems, the causes of their occurrence, the situations arising from their occurrence, and the issues of their elimination or prevention is spoken.*

**Keywords:** *ozone layer, skylob, greenhouse effect, hydrosphere, ozonosphere, ocean, freon gas, aluminum oxide, "skylob" station, atmosphere.*

### INTRODUCTION

Nowadays, the socio-economic development of humanity has changed radically during the industrial and scientific-technical revolution in the world. As a result of these rapid changes, a number of environmental problems have arisen in the world, that is, in front of humanity. These environmental problems are the reason why such environmental problems are called global it affects all the processes taking place on our planet and living conditions of living organisms. Global problems are problems that have arisen with the development of society, pose a threat to humanity, and require the joint action of the world community to solve them.

The main types of global problems:

The problem of breaking the peace

Environmental problem

Demographic problem

The problem of energy supply

The problem of raw materials

Food problem

The problem of using the world's oceans

The problem of using space for peaceful purposes

The problem of eliminating the backlog, etc.

#### **Peace and disarmament.**

About 14,500 times, 3.5 billion people died in the war. In 1980, the countries of the world spent 1 trillion US dollars on armaments.

#### **Environmental problem.**

Ecological "garbage to space" carbon monoxide sulfate gas (fluorine gas, mole tooth, pomegranate flower in Tursunzoda) increasing SO<sub>2</sub> in the atmosphere increases the air temperature by 3-4 degrees. An increase in temperature by +2°C will cause the ice to melt more rapidly and the ocean level to rise by half a meter, as well as cause climate change.

Countries whose atmosphere is most polluted with carbon monoxide: Japan (2.9 thousand tons per 1 km<sup>2</sup> area), Germany (2.5), Great Britain (2.4), France (0.7), AKD1 (0, 5), Russia (0.1), China (0.3).

#### **Demographic problem.**

Online planning by UN. The growth of the world population will be 2% in 1960, 1.6% in 1980, 1.5% by the end of the century, 1.2% in 2100.

**Problems of energy and raw materials.**

The 1st reason for this problem is that the "appetite" of the world economy for energy and raw materials is increasing.

For example: 40% of all copper, 55% of iron, oil and natural gas, and 80% of bauxite mined in the 20th century are 20 years old.

- the reason is the limited number of checked reserves.
- the reason is that some regions and countries in the world are not provided with the same natural resources. For example: the Persian Gulf countries have 2/3 of the world's proven oil reserves. For example: 95% of GDP in Saudi Arabia comes from oil.

**Food problem.**

According to medical staff, the caloric medical norm of food consumed by a person should not be less than 2300-2600 kcal and 70-700g of oxygen per day. But according to the UN, only 1/100 of the world's population (developed countries) is provided with such food.

Italy ranks first in terms of food security per capita. And in Africa, Libya.

The food problem in developing countries is very complicated. 1/2 of the world's grain crops, 15-20% of meat, milk, and eggs are produced in these countries. For example: In Indonesia, Pakistan, meat consumption per capita is 4 kg (per year).

**The problem of using the world's oceans**

The comprehensive research and settlement of the world ocean caused the "World Ocean Problem".

Use of ocean biological resources to overcome the energy and raw materials problem. So far, the world's oceans provide 2% of human needs for food, and 12-15% of animal oxygen is taken from the ocean.

Rapid growth of international trade due to HGMT The volume of cargo transportation in the world's oceans is increasing.

Exclusion of developing countries is the biggest global problem. Currently, 40% of the population lives in poverty in the countries of Asia, Africa and Latin America. More than 70 countries import food products. Various diseases and child mortality are high due to poverty and hunger. "20th century plague" (SPID) is widespread in poor countries of tropical Africa.

One of the global environmental problems is the depletion of the ozone layer. The ozone layer is the shield of the earth's surface that traps ultraviolet rays from the sun. It is known that ultraviolet rays have a negative effect on living organisms on the surface of the earth. Like radiation burns and skin cancer in humans causes diseases. It seriously damages the productivity of grain crops.

**LITERATURE ANALYSIS AND METHODOLOGY**

Since the 50s of the 20th century, an increase in the amount of Freon gases (chlorine, fluorine, carbon) has been observed in the air. This began to destroy the ozone layer (ozonosphere) 25 km away. As a result, "Ozone hole" was formed. Ozone layer in the presence of oxygen, nitrogen oxides and other gases under the influence of sunlight, i.e. lightning formed and accumulated as a result of thunder and lightning.

Currently, a large amount of harmful substances and smoke are released into the atmosphere as a result of the widespread use of Freon gases, aviation gases and detonation of atomic bombs. This does not allow the ozone layer to accumulate.

A large amount of aluminum oxide is released into the atmosphere as a result of aviation and rocket launches. The released aluminum oxide is in the form of a white powder and prevents the sun's rays from reaching the earth's surface, and as a result, the sun's rays are reflected back. Rockets consume a lot of oxygen without polluting the atmosphere and affect the ozone layer.

The Saturn-5 rocket, launched by the US Skylab space station, created a 1800 km wide "hole" in the ionosphere, which filled up after 1.5 hours.

According to scientists' calculations, if 125 rockets similar to Saturn-5 are launched at the same time, they can destroy the ozone layer surrounding the earth's surface, and all living organisms on the earth's surface can die. Today, an ozone hole is formed in the atmosphere in the lower regions of Antarctica and Australia is expanding. A number of actions are being taken to prevent this situation. In 1981, the "Helsinki Declaration on the Protection of the Ozone Layer" was adopted by scientists, experts and statesmen of 81 countries, and measures to reduce the production of freon gases by the year 2000 were determined. As a result, the area of the ozone hole has been shrinking in recent years.

### **DISCUSSION**

"Greenhouse Effect". In the following years, as a result of the increase of carbon dioxide in the atmosphere, the greenhouse effect was created. The reason for this is the widespread use of fuel products, especially coal, the use of fuels in vehicles, deforestation, and forest fires. These led to an acceleration of the greenhouse effect. If the situation continues like this, the temperature of the earth's surface may increase by 1.5-4.5 degrees by the 21st century. As a result, climate change, especially desertification, will increase.

Natural zones are shifting, ocean and sea levels are rising. Melting and shrinking glaciers such events occur. The problem of lack of fresh water. The role of water in the biosphere is huge. She is source of vitality and life. Although there is more than 1.5 billion cubic km of water in the hydrosphere, only 3% of it is fresh water. The main part of fresh water reserves is collected in polar ice caps. As society develops, the demand for fresh water is increasing. Fresh water makes up 3% of the total volume of the hydrosphere population, industry, and agriculture play a primary role in consumption. Fresh water is unevenly distributed over the surface of the earth. For example, 10% of the population of Africa is provided with regular fresh water, while in Europe this indicator is 95%. Especially in tropical African countries, the problem of clean drinking water is a serious problem is happening.

### **THE RESULT**

Nowadays, the problem of fresh water shortage has become more acute under the influence of anthropogenic factors. Water used in some industries, household utilities and agriculture is discharged into rivers without treatment. As a result of this, along with river water pollution, various infectious diseases occur is coming The Rhine, Danube, Seine, Tiber, Mississippi, Volga, Dnieper, Don, Dniester, Nile, Ganga and other rivers are very polluted rivers. The world's oceans are also becoming more polluted. Ocean waters are especially polluted by oil products. More than 1/3 of the world's oceans are covered with an oil film. The oil film reduces evaporation, limits the development of plankton, ocean-atmosphere interactions. The Atlantic Ocean is the most polluted with oil.

## **CONCLUSION**

All of the environmental problems mentioned above are related to anthropogenic, i.e., human factor. So what should we do? What measures should we take? Of course, humans are not limited to polluting nature. He is also taking measures to eliminate it. Environmental policy in many countries is being conducted. In our country, a solid legal framework has been created that regulates relations in the field of environmental protection and rational use of natural resources. In particular, the Republic of Uzbekistan article 50 of the Constitution states that "Citizens are obliged to take care of the natural environment".

Article 55 states that "Land, underground resources, water, flora and fauna and other natural resources are national resources, they must be used wisely, they are under state protection." In fact, nature has given us a gift by protecting the mother earth where we live it is the duty of each of us to use the blessings wisely, to keep the air we breathe clean.

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## USE OF LEXICAL UNITS IN THE TRANSLATION PROCESS

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**Abstract.** *When doing the exercise in this article, you will improve your ability to overcome difficulties in translation based on the development of skills in accurately printing and using the most frequent translation correspondences for introductory phrases. Fast translation of sentences from the text is done before the exercise and develops the ability to correctly and adequately choose the beginning of the sentence, as well as the ability to synthesize predictions. Students must memorize the equivalents of the selected word and phrases. After the plan is created, keywords are selected and the plan is filled with them. The teacher corrects the translation, gives a more suitable option, the translation of the text or phrase is necessarily suggested. Let's see how the issues of teaching translation are implemented in educational programs, as well as in teaching-methodical literature on translation and from the point of view of the studied problem, priority areas requiring further improvement can be distinguished. Training of translators is one of the main problems of translation science. Although the "educational paradigm" of consecutive translation, as mentioned above, emerged at the end of the 20th century, the growing diversity of professional fields challenged the idea of a standard training and pedagogical approach.*

**Keywords:** *translation, word, simultaneous translation, consecutive translation, translator, difference, question.*

The integration of Uzbekistan into the world community, the establishment of international relations of our republic with foreign countries in all spheres of economy and culture is increasing the demand for translation. The most important condition for the successful training of future translators is the improvement of the educational process, the development of the methodology, as well as the creative approach to the teaching of translation by activating the individual abilities of students. A curriculum is "a contract between instructors and their students, designed to answer students' questions about the course, as well as inform them of what will happen if the course does not meet their expectations". [ 1.] It is also "a means of expressing responsibility and obligation"[2]. Over time, the concept of the curriculum as a document has gained meaning, but, in fact, it is not mandatory.[3.]

Let's see how the issues of teaching translation are implemented in educational programs, as well as in teaching and methodological literature on translation. and highlight priority areas that require further improvement in terms of the problem being studied.

Undoubtedly, special attention should be paid to mastering a foreign language in the teaching of the KKT. The unified state educational standard for foreign languages of the continuing education system was approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan in 2013. The main regulatory legal documents on the preparation of the state educational standard for foreign languages are: the Constitution of the Republic of Uzbekistan, the UN Convention on the Rights of the Child, laws of the Republic of Uzbekistan "On Education", "On the National Program of Personnel Training"; Decision PQ-1875 of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further



improve the system of learning foreign languages". The state educational standard is based on a communicative-active, student-oriented, integrative and competence-based approach to teaching foreign languages.[4] According to TestDAF (Test deutsch als Fremdsprache - Try German as a foreign language), for the first time in the Republic of Uzbekistan, the levels of knowledge of foreign languages were adopted according to the following table. The effectiveness of TestDAF was evaluated by F.M. Rashidova in her dissertation research "Improving the conceptual-methodological foundations of the introduction of TestDAF to the continuous education system of Uzbekistan (on the example of the German language)": "Improving the language knowledge system, consistent implementation of TestDAF implies dialectical development. on the quality and efficiency of education". [5] 5120200 – State Educational Standard (DTS) (qualification requirements for the field of study) in the field of translation theory and practice (Romance-Germanic languages) for obtaining a bachelor's degree in education contains information on general requirements. They consist of general requirements for a bachelor's degree, current qualification requirements for a bachelor of education in the field of translation, requirements in the field of translation and personnel training, professional skills and organizational-management activities, as well as requirements in the field of scientific research. the work. It is worth noting that the requirements are not divided into types of translation - written and oral, but represent the set of skills necessary for graduates of the 5120200 - Theory and practice of translation (Romanian-German languages). The sub-section of requirements in the special field of ST talks about the implementation of simultaneous, visual, consecutive interpretation at international conferences.

We believe that RAP skills in senior (3-4) year students should include:

- to have systematic knowledge, to develop a worldview, to know the basics of humanitarian and socio-economic sciences, current issues of current directions and trends of state policy, to be able to independently analyze social problems and processes;
- to have a comprehensive understanding of the processes and events occurring in society and nature, to acquire knowledge about nature and society and to use them in modern life and professional activity;
- able to independently acquire new knowledge, work on it and organize scientific activity on a scientific basis;
- to know the theoretical foundations of translation, grammatical, lexical, phraseological, stylistic and pragmatic problems of translation, types of translation, to acquire lexical competence, to master the main methods of translation.

5120200 – The training plan for KKT on the specialty of translation theory and practice focuses on acquiring theoretical knowledge and practical skills in the field of consecutive translation; also plans to develop a rich vocabulary and basic knowledge, which are mandatory competencies of a serial translator.

Training of translators is one of the main problems of translation science. Although the "educational paradigm" of consecutive translation, as mentioned above, emerged at the end of the 20th century, the growing diversity of professional fields challenged the idea of a standard training and pedagogical approach. questioned.[6]

The goals of the program on the subject "Consecutive translation in German" are to form linguistic, communicative, discursive, technical and informational skills, knowledge of translation changes and skills of writing translation cursive, as well as acquiring the so-called knowledge. The main theoretical part of the program for upper-class students is designed in accordance with the

requirements for each level of ST education. In the sections of the program, "Introduction to consecutive translation from German", "Translation into another language and its importance", "Subsequent translation and its features", "Useful tips for improving translation skills", "Consequential translation from German" basic principles" are included. Uzbek (from German to Russian and vice versa)", "Methods of translating phraseological units in the implementation of oral translation" and others.

But it should be noted that, firstly, KKT is an activity that develops through practice and, therefore, practical training. Based on this, the curriculum for TS (educational standard) in the upper years (3-4) includes information and practice-oriented exercises, as they cover the basics of translation theory in the junior years of study. However, it should be noted that it is impossible to become a competent serial translator without a certain theoretical foundation. We believe that it is necessary to complete the theoretical part of the program.

Second, we noted that some universities (SamGIIA) have sections on ST in their TS curriculum, which may affect the training of consecutive interpreters. Obviously, these 2 translators are very close, and often translators work in both modes, but it is important to remember that each type of translation has its own necessary skills and rules. Based on this, we believe that ST-related topics should not be included in the PC curriculum.

As mentioned above, KKT focuses on the development of practical skills, and as a result, the practical part of the program is the most extensive. It contains exercises to develop speech, build vocabulary (stable phrases), improve translation skills and develop basic knowledge. There are also exercises for teaching memory and cursive writing, but they do not fully meet the requirements for developing memory and cursive writing skills in a serial translator. Therefore, it is necessary to develop this field of practice, because it is the basis of the work of a consecutive interpreter. Also, in the practical part, there are no exercises for the development of other psychophysiological data of a consecutive interpreter - breathing, volume and voice adjustment, clarity of speech, diction. These skills are essential for working in the ST field, as the interpreter often speaks directly to the audience, which requires him to speak loudly and clearly. It follows from this work situation of the consecutive interpreter that in practice, the interpreter must be in stressful situations, therefore, during the educational process, it is necessary to create conditions close to real conditions for students as often as possible. Students need to develop sensitivity, confidence and resilience to stress. Finally, the program does not include visualization and mental imagery exercises. It should be noted here that visualization is any method of creating images, diagrams or animations to convey a message, i.e. it is a way of presenting the obtained data in the form of visual images. We hypothesize that these exercises contribute to the development of memory in interpreters, so that it is easier for the interpreter to remember the received information, because he will be able to (a) remember it not in the form it was received.

In higher courses, this subject is designed for 4 academic semesters for 152 hours for 5th and 6th semesters and 88 hours for 7th and 8th semesters (UzSUM), 214 hours for 7th and 8th semesters (SamDChTI), "Next stage" science. translation (Sequential translation)". Hours are also allocated for independent work: 150 hours for the 3rd year, 176 hours for the 4th year (UzDUVL), 164 hours for the 4th year (SamGIYA). Internationally, the training of both translators and interpreters has greatly improved over the last century.[7] One of the biggest changes is the rapid increase in the number of translation and interpretation training institutions, due to the growing demand for systematic training of professionals. According to D. Kelly and A. Martin, by 2006,

universities in 63 countries around the world offered 380 programs to train translators, while in 1960 there were only 49 programs.[8] To date, the teaching-methodical complex and training programs for teaching PT in Russian and Uzbek language classes of higher educational institutions of Uzbekistan have been created on the basis of O. Mominov's "Textbook on further translation"[9]. It consists of an introduction in 3 languages, a theoretical section on the history of KKT, its characteristics, the influence of culture on KKT, as well as a shorthand translation. After that, the practical part of the textbook includes exercises for oral ST on various topics: business negotiations, briefings, interpreting at conferences, interpreting official speeches, interpreting accompanied by delegations (escort interpreting), interpreting within the framework of traditions, customs and national characteristics, translation of presentations, translation in embassies, translation within the framework of United Nations activities, as well as translation of the most frequently used expressions.

The textbook contains exercises and audio recordings for listening. There are phrases translated into Russian and Uzbek, as well as texts of public speeches for translation into German and Russian and Uzbek.

In our opinion, although this textbook avoids the traditional mechanistic and uniform presentation of the material, it still has a number of shortcomings and needs to be improved. It does not contain exercises for training memory, creating mental images, as well as interactive exercises and video materials, i.e. the textbook contains traditional exercises and tasks, but it requires additions from the teacher. Also, the authors E. Muratova and N. Makhmudova "German language for masters. Interesting topics". This textbook contains authentic texts and materials and exercises for translation that can be used to teach ST.[10]

Basically, in addition to using the textbook, teachers independently select practical material on a specific topic.

The results of the analysis of the study programs and textbooks and practical materials of the course "Practical translation (German language)" of the course "Consistent translation" showed that:

- training programs and textbooks do not contain exercises for teaching psychophysiological information, visualization and creating mental images, as well as exercises for teaching KKT in real translation conditions.

- the textbooks do not fully meet the competencies required for a ST special translator, they require special additions by the teacher (for this, teachers need to have experience as a translator).

- exercises are not structured and are mainly aimed at developing vocabulary and technical skills.

Thus, our analysis shows that the programs and CES in the studied area have the necessary elements, but require some modifications and additions to improve the training of RAP and the training of ST-specialist interpreters. Foreign language certificates serve as the main tool for improving the quality and efficiency of education. It consists of general requirements for the bachelor's degree, basic requirements for a bachelor of education in the field of translation, requirements in the field of translation and personnel training, professional skills and organizational-management activities, as well as requirements in the field of scientific research. It should be noted that the requirements are not divided into types of translation - written and oral. The theory and practice of translation refers to the set of skills necessary for graduates. The sub-

section of requirements in the field of professionalism mentions the implementation of simultaneous, visual, consecutive interpretation at international conferences.

When introducing lexical units, the methods of explaining, specifying and showing them in a sentence are used. The exercise is carried out as follows:[11] the student reads the text, guesses about its meaning, translates it if possible. The teacher corrects the translation, gives a more suitable option, [12] if the translation is difficult, gives an example of a synonym for using this text or phrase in a sentence. In short, the translation of the text or phrase is necessarily offered, because students have to memorize the equivalents and phrases of the chosen word. The exercise develops the skills of probabilistic forecasting at the level of words and phrases based on the acquisition of theoretical and practical linguistic knowledge, as well as knowledge of the subject of the report, helps to overcome psychological difficulties. Before viewing the report, students read the questions, which gives them an opportunity to reframe the main idea of the content of the report. [13]They receive an installation to see, to find answers to questions about the content of the report, which develops the skills of semantic perception of the message and the invention of vaguely perceived semantic blocks based on existing knowledge about the topic of the report. Students watch the report. In front of them there are supports in the form of text lists, phrases, specific vocabulary (proper names, names of days of the week and months) and questions to the text. After viewing the report for the first time, students should outline the report in addition to answering the questions. The questions serve as a basis. The text goes through the list of words and phrases from the first exercise to reveal the points of the plan. The exercise develops the ability to extract syntactic-semantic blocks and understand their meaning, based on the skill of selecting the most important parts from the point of view of semantics, and the skill of basic segmentation. With the help of this exercise, the ability to logically structure the text is developed, which is based on the performance of the skill of grasping syntactic structures and keeping them in memory for the fulfillment of grammatical obligations. After the first viewing, there will be a joint discussion, students will answer questions. During the review process, each student works independently, then each element is discussed and a shared decision is made. After the plan is created, keywords are selected and the plan is filled with them, which will serve as an aid for restating the report. The exercise is aimed at improving the skill of selecting semantically important fragments of the translation. In addition, during this exercise, the ability to logically structure the text is updated with the participation of the ability to acquire syntactic structures and save them for the fulfillment of grammatical obligations, the ability to repeat the content received from memory in different versions. Presentation of a message in a foreign language in the presence of the ability to retell a story with the help of a text, as well as retain the equivalents of translated structures in short-term memory, as well as translation skills under speech compression conditions and intensive memory based on the performance of the lexical skill of narrowing or logically expanding the meaning work is considered.[14] The exercise develops the ability to logically structure the text and develop the idea in translating the content of the report, as well as the ability to present the message in the translation based on the ability to preserve the equivalents of the message. Interpreter teachers attach special importance to this. The exercise consists of filling in the gaps in the text or phrases offered from the text of the TV report, based on drawing on existing knowledge and memorizing the content of the translation. It is believed that this exercise shows the level of knowledge of a foreign language (lexical, semantic and syntactic aspects), especially one of the main indicators of the formation of speech skills - the ability to predict the elements that will appear in a sequence in

the text. Such an exercise is useful for the development of both discursive and reflective skills in getting rid of psychological difficulties. The development of probability skills of words, phrases and sentences in close training is carried out on the basis of theoretical and practical language knowledge, knowledge of the topic of speech, and the presence of the formed skills of mastering speech. Uses the exercise to help students read and translate introductory phrases found in the text. This exercise is effective because often the difficulty in creating text is finding the beginning of the sentence.

In terms of purpose, the exercises are similar to the previous ones, but will focus on a different group of difficulties - translating specific texts and phrases from the report. In addition to developing the skills of accurately recording and using the most frequent translation correspondences, the ability to use lexical changes (modulation, generalization, concretization) is being improved.[15]

The exercises used in this area are aimed at developing the ability to apply different types of translation changes. Students are offered groups of phrases and sentences from the report, the adequate translation of which involves using the changes noted in the setting. First, students will practice using grammatical changes, and then they will practice using lexical changes in translation. Then the students are offered a list of lexical items that should be used in the construction of sentences. In the last 10-15 years, the main indicators of scientific activity have doubled. Acceleration of the development of science and scientific and technical information leads to rapid growth and frequent updating. The development of science according to the exponential law means its exponential growth. Therefore, the growth of scientific and technical information is considered as an avalanche. Every year, thousands of books and journals are published and thousands of dissertations are defended in the world. Modern telecommunication information systems are being used in order to ensure the speed of the increasing avalanche flow of information. The development of science is the sphere of activity of highly educated specialists. Therefore, the system of training of highly educated specialists should give their talented people the opportunity to master the modern flow of information, to develop the skills of individual and independent work in scientific research, to work creatively with scientific and technical information and educational scientific literature. . The avalanche development of modern science is ensured by the connection of two, three and more disciplines, and the emergence of new types of sciences. A new science born from connections of known disciplines means new directions, problems, topics and scientific issues. These issues should be solved by the talented graduates of the higher school. Therefore, a modern system of personnel training should develop unique and non-standard thinking skills in them, develop the skills of working on oneself with endurance and perseverance. The avalanche development of science and the corresponding growth of scientific and technical information leads to an increase in the speed of information transmission and processing, which is based on computing technology. It is impossible to imagine the use of modern information systems without individualization of education. Therefore, the higher school has been assigned the task of "Individualization of study, independent learning, and development and mastering of distance education system technologies and tools." The feature of scientific and technical progress is a sharp increase in the type of engineering solutions, rapid exchange of materials, technological processes, machine construction, an increase in the level of automation of control systems, and a reduction in the period of application of the results of scientific achievements to production. In order to prepare specialists who fully meet the increasing



requirements of the accelerating scientific and technical development in higher education, it is necessary to accelerate teaching, to use all the capabilities of the human body and its mind in education. It is necessary to accelerate teaching with new symbols. This requires the use of educational television, structuring and systematization of educational material, and computerization of teaching when providing information during the educational process. Every person from birth is considered a separate individualism, that is, everyone has his own mind and ability to learn. Based on this, the task of the modern education system should be focused on the development of individual human abilities. As noted, it is necessary to "accelerate education of students using new pedagogical and information technologies, modular system of training". The term "module training" is an international concept related to the module, which means a node consisting of interrelated elements that can function as one. In this sense, it is understood as the main tool of modular teaching, as a complete block of information.

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# ACTIVITIES OF REPRESENTATIVES OF THE KOREAN PEOPLE FORCIBLY DISPLACED IN THE 1930S - 1940S IN THE AGRICULTURAL SECTOR OF THE TASHKENT REGION: PROBLEMS AND ACHIEVEMENTS

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***Abstract.** The Korean invasion of Uzbekistan on the eve of World War II in connection with the policy of forced resettlement - deportation of entire peoples, which began in the USSR. For peoples who were forced to be displaced, this policy was a real tragedy. Forced displacement policies resulted in a huge number of casualties, moral and political losses. Great damage was done to the culture and economy of the Peoples condemned to eviction. In this article, the representatives of the Korean people who worked in the agricultural sector of the Tashkent region were presented: information about the problem and achievements.*

***Keywords:** korean people, "evacuation", "Polyarnaya zvezda", Sovet of people's commissars of the SSSR, deportation, forced relocation.*

## INTRODUCTION

After the deportation of Koreans to Kazakhstan and Uzbekistan in 1937, a large proportion of Koreans in Kistan gathered in kolkhozes and sovkhozes and engaged in farming activities. One of the reasons for this was that the distribution of new labor resources was something evidence confirming that it was due to the forced nature of deportation and the corresponding nature of the settlement, many Koreans, working in fishing, mining in the Far East, intellectual-technological or other industries rah, could not find work in their specialty. Further early advances in the form of a significant cause were made in March 1938, when grain was given only to collective farmers.

The Korean invasion of Uzbekistan on the eve of World War II began in the USSR in connection with the policy of forced resettlement - deportation of entire peoples. For peoples who were forced to be displaced, this policy was a real tragedy. Forced displacement policies resulted in a huge number of casualties, moral and political losses. Great damage was done to the culture and economy of the Peoples condemned to eviction.

The "evacuation" of those sentenced to displacement became a real tragedy for these peoples.

## ANALYSIS AND RESULTS

On August 21, 1937, the Soviet of people's commissars of the SSSR and the Political Bureau of the Bolshevik KP MK issued a decree on the relocation of Koreans from the Far East to Uzbekistan and Kazakhstan, which provided for the relocation of all Koreans living in the border regions of the Far East to the regions of the South Kazakhstan region, Islet districts, Balkhash and the Uzbek SSR. The move was set to be completed at a speed of on January 1, 1938. Although the decree obliges the councils of the people's commissars of the Kazakh SSR and the Uzbek SSR to promptly mark resettlement areas and points, and to ensure the economic development of the displaced population to new places, to establish measures to provide them with

the necessary assistance, the adoption of this decision without agreement with the leaders of Uzbekistan and Kazakhstan caused great difficulties in the implementation of the decision.

In 1937, more than 170,000 Koreans were forcibly resettled in Central Asia and Kazakhstan. More than 74,000 of them were brought to Uzbekistan and the rest to Kazakhstan, while violating the constitutional rights of the Korean people to free development, an illegal act of terrible cruelty was carried out contrary to the national policy declared by the state.

The party-state directive of August 21, 1937, in an extremely short time, imposed the governments of Kazakhstan and Uzbekistan on the obligation to ensure the “economic development of the population displaced to new places” (Article 7).

The Central Asian Soviet republics, economically weakened by the collectivization policy, took on the heavy burden of accommodating many thousands of Korean families who arrived at their isolated settlements on the eve of the cold winter of 1937-1938.

This event, which is of a military-strategic nature, has dramatically changed the fate of entire peoples, is hurriedly carried out without any preparation for it. With plans to move 6,000 families (30,000 people) to Uzbekistan, the number was increased to another 5,000 families (22-25, 000 people) in October. Responsibility for the resettlement of displaced persons was assigned to the Soviets of people's commissars of Uzbekistan and Kazakhstan.

This decision created many complex tasks for Uzbekistan. Materially-technically, he was not ready to receive such a large number of transplants. In the mid-1930s, the Republic had one of the last places in the country in terms of its socio-economic development.

He could not provide normal socio-economic and living conditions not only for the displaced population, but also for his own. There was a lack of housing, food, because construction materials, bread, meat were brought to Uzbekistan from other republics, there was a lack of medical personnel, medicines. In those years, malaria was in full swing in the country. According to the number of doctors per 10 thousand inhabitants (4.7 doctors), Uzbekistan ranked tenth among other republics of the Republic.

Nevertheless, the Uzbek government and people put all their effort into accepting, accommodating, food and employment of all displaced persons under those harsh conditions.

In order to implement the decision of the Soviet of people's commissars of the USSR and the Political Bureau of the Bolshevik KP MK of August 21, 1937, the Council of people's commissars of the Uzbek SSR adopted the resolution “on the displacement of Korean households” on September 16, 1937. The Republican Emergency Commission for the reception and resettlement of emigrants was formed.

The decision set out vital measures for the placement of forcibly evicted Koreans, the timely implementation of which could have a positive effect on the life of the evicted. But it was very difficult to do this in the conditions of this period.

According to the decision of the Council of people's commissars of the Uzbek SSR “on the relocation of Korean households” on September 16, 1937, 6000 Korean farms were allocated to the districts of Upper, Middle, Gurlan district and Ikromov, specializing in rice, grain and vegetables.

On November 15, 1937, Koreans forcibly resettled in Uzbekistan were mostly middling (11,932 people), Quyichirchiq (8,669 people), Yuqorichirchiq (1,814 people), Mirzachel (6,975 people), Bekabad (4,438 people), Chinoz (2,746 people), Qungot (2,746 people), Gurlan (5,799)

districts: Samarkand (1,798 people), Bukhara (4,798 people 399 people), Fergana (1,104 people), Kokand (1,700 people), Namangan (1,269 people), Andijan (1,928 people).

From 1937 to 1945, these Koreans were not registered as special settlers, their passports included restrictions prohibiting them from going beyond Uzbekistan.

Koreans as special settlers on June 2, 1945, the people's commissar of internal affairs of the SSSR L. According to the order of Beria, registration is carried out, and all measures to strengthen the regime of residence are also applied to them.

The directive of the Ministry of internal affairs of the USSR of August 2, 1946 No. 196 defines issuing new passports without restrictions and formalizing them on a general basis on the place of residence to Koreans whose passports have restrictions for a period of 5 years and whose validity has already expired, including Koreans expelled from the Far East. However, the second directive of the Ministry of internal affairs of the SSSR No. 30 of March 3, 1947, in accordance with the procedure for applying Directive No. 196 of the Ministry of internal affairs of the USSR when issuing passports to Koreans, only Koreans residing in the republics of Central Asia were given passports, excluding Koreans living in border regions.

The same directive prohibited Koreans from living on the territory of the Far East (Buryat-Mongolian Autonomous Soviet Socialist Republic, Primorsk and Khabarovsk territories, Chita region). And only in the second half of the 50s will these restrictions be removed, and the displaced Koreans will have the opportunity to return to their homeland.

Today, the Korean diaspora is an integral part of the multi-ethnic people in Uzbekistan and actively participates in all social and cultural events held in the Republic.

Dozens of representatives of the diaspora who have been awarded the title of Hero of Labor, including Kim Pen Hwa, the chairman of the "Polyarnaya zvezda" household, have been honored with this award twice. Independence provided new opportunities for the preservation of folk traditions, traditions and language and for greater solidarity of the diaspora. Founded in 1991, the Association of Korean cultural centers in Uzbekistan has 23 units operating in Tashkent City and Tashkent region, Andijan, Bukhara, Jizzakh, Navoi, Namangan, Syrdarya, Fergana, Khorezm regions and the Republic of Karakalpakstan.

## **CONCLUSION**

Due to the repressive policy pursued by Soviet authorities, even a small number of nations living on the territory of the country were unjustified from the territories in which they lived. As a result of this policy, along with other republics of the former Union, it was moved to Uzbekistan. Mass forced resettlement of Koreans in Uzbekistan along with other few nations begins in 1937-1938.

One of the blackest pages of the past is the mass death of people as a result of political repression of the 30s and 50s. Millions of people died in peacetime, and the fate of millions was disrupted by unjust sentences, prisons, camps, evictions. A lot has already been written about this tragedy of the human personality, but, of course, the topic is not over.

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# LINGUOCULTURAL STUDY OF EXPRESSION OF ATTITUDE IN COMMUNICATION

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**Abstract.** *In this article, the linguoculturological study of the expression of attitudes in communication, the study of language and linguocultural studies, its place between language and people, the relationship and interaction of culture with the people, nationality are scientifically studied.*

**Keywords:** *verbal (linguistic), non-verbal (non-verbal), mixed (verbal-non-verbal), linguoculturology, language, culture, people, mentality, semantics, ottenka, integral sign, differential sign, opposition, transformation, component, method, form, attitude, lingvokulturema.*

## INTRODUCTION

### Communication as a mirror of relationships

In the 90s of the 20th century, a new field of science, linguoculturalism (linguistics-linguistics), appeared between linguistics and cultural studies. It was recognized as an independent branch of linguistics. Almost all researchers about the formation of linguoculturalology claim that the roots of this theory go back to V. von Humboldt. Serious in the field of linguistic culture created studies V.A. Maslova divides the development of this field into 3 stages:

1) the creation of preliminary researches that motivated the formation of the science (the works of linguists such as V. Von Humboldt, E. Benvnist, L. Weisgerber, A. A. Potebnya, E. Sepir);

2) separation of linguistic and cultural studies as a separate field;

3) the stage of development of linguistic and cultural studies;

By the beginning of the 21st century, linguo-cultural studies has become one of the leading directions in world linguistics. Linguistics is a science that studies language as a cultural phenomenon, and its subject is language and culture in mutual relationship. In particular, V.N. Telia writes about it: "Linguocultural science is a science that studies the human factor, or rather the cultural factor in a person. This means that the center of linguo-cultural studies is a complex of achievements typical of the anthropological paradigm of man as a cultural phenomenon.

Communicants, when communicating closely with each other, reveal their inner relations even in the expression of the smallest communicative unit (a word used as a sentence). For example, "Shame on you, Zainab! - Shame on you too! Two more days, they crowed at each other like roosters preparing to attack" (Abdullah Qadiri).

Astute readers will quickly notice that the word "Shame" hides a universal meaning. This one word causes the opening of delicate relations between the addresser and the addressee. The following can be reported about the verbal (linguistic), non-verbal (non-verbal) and mixed (verbal-non-verbal) means of expressing attitudes in the process of communication: if the addresser expresses his positive relationship with the addressee through verbal means such as "I have great respect for you", "You are close to my heart" , "Let the blackness go away", "I see badly" express



the negative attitude of the addressee. We came across an interesting fact in the course of research. It is known that in the novel "The Past" Otabek and Kumush tell each other the events of the past in a different way because Zaynab invaded them. "The fate of my little bear, who was separated from his ears by looking for a tail in the middle, is the fate of God!" after they come to the conclusion that. That is, here they express their relationship through a third person. We observed a similar situation in the works of the leading writers of modern Uzbek prose, the national writer of Uzbekistan Isajon Sultan. "Amon, are you different today? You won't look at me even if I tell you?" - says the lover in a loud voice towards his unstable teenage partner. Naturally, this is not being said to Amon, but to one of the girls walking in front of him.

"Zaro, what did you say yesterday?"

- What did I say?--Zarofat, unaware of anything, is surprised.

- Hey, won't you shut up?--the "target" girl pinches her chin.--I'm talking to Mirzaterak.

"Mirzaterak" is a talkative teenager.

"Oh, you don't even understand jokes?" continues "Mirzaterak".

The answer comes immediately:

- Do I understand if you joke like a man, Zara?

There are other types of such "talks". For example, "the speaker talks about himself:

- Am I different today? If I speak, I won't be silent? The answer is the same:

- I said something yesterday, but it's like an animal.

Everyone bursts into laughter.

- Yes, am I not even able to understand the joke?

"And I'm an idiot who can't joke like a person" (Isajon Sultan. "Genetic")

It seems that the addressee, reacting to the event, places a third person in the "target", in the middle, and we come across a hidden type of communication. Although it seems like this, the parties understand the bottom of such a delicate attitude towards their addressees. It is clear from this that it is possible to find out the attitude of the addressee to each other from the topic of the conversation (using someone as a tool in the process of communication).

According to the calculations of Japanese scientists, a 4-year-old child learns about 10,000 words and understands the meaning of 2,000 of them. It is interesting that 80% of those words are learned from the attitude of their parents to each other. Being careless with the thought that a child is still a child is equivalent to the wrong upbringing. We parents sometimes forget about standards. We get nervous and angry at our child's misbehavior and express our reaction using negative words. And with this wrong attitude, we will achieve nothing. A child who believes that his work is acceptable makes himself a weapon in order to take revenge. That is, if he harms himself, he knows very well that his parents will suffer. At this point, it is necessary to refer again to the great writer Abdulla Qadiri. Although Garshand can afford it, Adib does not want to give his son Habibullah a bicycle. Because the neighborhood's hands are short-handed, it worries the parents. This is the highest form of consideration and respect for others.

It would not be wrong to say that the poet developed a whole system of education in the epic "Hayrat-ul-Abror". The poet says that education should start with giving a good name to a child: "Give a child a good name so that when you call him by his name, he will not be ashamed. "One woman wrote a letter to the newspaper and said that she was ashamed of her name Sotkinoy. "The most necessary thing for a child is to educate him from a young age. Because of Sadaf's upbringing of Katra, he became famous and gained honor." The great thinker emphasized the need

to be careful when raising and treating a child and emphasizes that it is not kindness to caress him. If a person does not understand himself, or rather, does not find himself, he will not achieve any success in life. Because a person comes to the surface due to self-awareness, knowing who he is.

## **LITERATURE ANALYSIS AND METHODS**

It is related to the combination of linguistics and translation theory among the studies in world linguistics Karimova B.M. Sunnatova R.I. Tojiboyeva R.H. Independent, G.B. Palmer, G. Morain, B. Serdikhun, B. Sivasish, V. V. Vorobev, Ye. O. Oparina, I. G. Olshansky, A. Vejbitskaya, S. G. Vorkachev, V. I. Karasik, V. Krasnykh, K. E. Nagaeva, V. A. Maslova, O. E. Salnikova, O. I. Vasilenko, O. A. Podlesova, D. D. Lagaeva, N. N. Dzida, Ye. B. Eliseeva, T. I. Gustomyasova, F. Kh. Khasanova, F. G. Fatkullina, A. R. Gabbasova, and in Uzbek linguistics G. Boqieva, D. Ashurova, A.M. Bushuy, Sh. Safarov, G. Sh. Atakhanova, A. Mamatov, O'. Yusupov, J. Yakubov, A. Ziyaev, D. Khudoyberganova, D. Djumanova, N. Dzhusupov, S. Isamammedova, D. Tosheva, The scientific views of researchers like N.A. Tukhtakhodzhaeva, . Aasamaa in this regard attract special attention.[5]

## **DISCUSSION AND RESULTS**

Lingvokulturema include words, phraseological units, word combinations, sentences, paremies, complex syntactic units, texts, etc., which reflect a part of culture. Lingvokulturema has a content and expression plan, the expression plan is made up of the above-mentioned units, and the content plan is made up of the semantics of those units. So, lingvokulturema is from the concept it differs in having its own content and expression plan, the main task of linguo-cultural studies is to express the national culture in a linguistic form. According to him, the concept of "linguculture" is useful for comparative linguistics, "language is a cultural fact, a component of the culture we inherit, and at the same time a weapon. Folk culture is verbalized through language, it activates the basic concepts of language culture and expresses them in the form of symbols, that is, through words.

If cultural studies studies the self-awareness of a person in nature, society, art, history and other spheres of social and cultural existence, linguistics studies the worldview reflected in language as mental models of the linguistic landscape of the world. Lingvokulturology is the main research subject Both language and culture are in constant interaction. "Culture" is derived from the Latin word "Colere" which means "cultivation, upbringing, development, respect, worship". Since the 18th century, the term "culture" refers to all things that are the product of human activity began to be used. All these meanings are preserved in the use of the word "culture", but in fact this word means "the purposeful influence of man on nature, the transformation of nature for the benefit of man, that is, cultivation of the land" (agriculture Jalik culture) means. Later, the term "culture" began to be used to describe knowledgeable, enlightened, highly educated people. By now, it is known that the term "culture" is used in more than 500 variants in various fields of science and practice.

The more deeply and in detail culture is studied, the more clearly it is related to human thinking. Therefore, a person always tries to absorb the events reflected in his eyes through his culture. It is known that people live in a certain socio-economic system, speak one or another national language, and have a certain national spirituality and culture.

National spirituality, language culture, which plays an important role in its realization, and specific features of speech spirituality are reflected in the linguistic cognitive activity of people.

For example, an English woman expresses an emotional state when something on the table falls to the ground, a German woman says "Mein Got!", a Russian woman says "Boje moy!", and an Uzbek woman says "Oh, die". As can be seen from this example, which allows for a comparative analysis of the language culture and spirituality of women of different nationalities, in expressing a sudden feeling - excitement, which has no lexical meaning "Oops!" from the word of exclamation, "Mein Got", "Boje moi", which German and Russian women, following the language culture and spirituality of their ancestors, please God they use words. And the Uzbek woman, in this case, has a negative meaning: "Oh, die!" uses words.

It is also possible to think of the necessary objects and events that occur in a person's life as a means of culture. For example, it seems impossible to introduce the sun or the moon into culture. But it is known that these concepts exist in the culture of all nations. But some European peoples living in cool climates (Slavs and Germans) positively evaluate the sun as a sign of warmth, honor and favor. In the culture of Arab countries, the sun is negatively evaluated, equating it to the scorching temperature that puts them in a difficult situation during the summer. So, the sun can be understood not only as a natural phenomenon, but also as a product of culture in the culture of the peoples, the moon is mentioned with special recognition. In the minds of Russians, it is associated with darkness, the afterlife, and sometimes with life and death (jit "pod lunoy", "v podlunnom mire" - everyone's life is lived in the same conditions), while in other Slavs moonlight is pregnant and absent is compared to a dangerous, damaging event.

The Vietnamese have a completely different attitude to the moon, like other South Asian nations, that is, they live according to the lunar calendar, and the specially celebrated Moon Festival is a favorite of children is a holiday. Beautiful, delicate and innocent young girls are compared to the moon, lovers bask in the moonlight, weave poems and sing songs dedicated to her. That's why Vietnamese people imagine all the good things in life through the moon. It should be noted that this attitude towards the month belongs to the Uzbek people as well. Because in Uzbeks, the moon is not only a heavenly body that receives light from the sun and gives fat ("the moon cannot be covered with a skirt" - proverb), but also a "beautiful, beautiful face" (save the face of the moon from the oppression of black beauty. " very beautiful, very beautiful") ("The moon is like the moon, the day is like the day"), it is used in the meanings of wishing good to someone who is going on a trip ("Go to the moon and come back safely") [5, 205]. It is worth mentioning that the expression "litso kak luna" in the Russian people means recognition of beauty. Similar examples can be found in the culture of other nations. There are above in the culture of different peoples to study the language reflection of the listed specific features one of the main tasks of linguo-cultural studies.

Linguistics is one of the most developed directions in world, especially Russian, Uzbek linguistics. According to linguists, the most famous among them is V.A. It is a tutorial created by Maslova. In this study guide, the methods, object and subject of the field of linguo-cultural studies, directions are highlighted, examples of linguistic and cultural analysis of a specific language unit are shown.

## CONCLUSION

Scientific research shows that the structure of linguocultures is more complex than language units. Linguistic cultures embody linguistic, cultural, ethnopsychological and extralinguistic factors. The composition of linguocultures consists of signs-meanings-concepts-

subjects. They are representative of human culture and language, unlike their literal and figurative meaning.

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## CONCEPT, FUNCTIONS AND STRUCTURE OF BILINGUAL TERMINOLOGICAL DICTIONARY IN THE FIELD OF LAW

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**Abstract.** *Fostering high citizenship of the individual, respect for the laws, intransigence towards any violations of the law, readiness to actively participate in the protection of law and order - this is the task of legal education. Undoubtedly, popular legal literature occupies a special place in legal education and upbringing of the population.*

**Keywords:** *legal term, terminological dictionaries, dictionary of legal terms and expressions, legal linguistics.*

**Introduction:** Currently, the creation of terminological dictionaries in various fields of science that meets the requirements of today is an urgent task of our time. The modern stage of life of the world community is characterized by active intercultural interaction, exchange of professional information, in the process of which the use of terminology plays a significant role.

Terminological vocabulary is contrasted with commonly used vocabulary, firstly, “by its meaningful connection and objects of a certain special area, and secondly, by the fact that within the framework of special communication it has a very high frequency, from the point of view of the vocabulary as a whole, it is only to a very small extent included in the sphere of sufficiently frequent vocabulary” [1, pp. 171-172].

In the works of V.P.Danilenko terminology is qualified as “belonging to the language of science, as the main, most significant and informative part of the lexical system of the language of science” [2, p. 15].

G.O.Vinokur, exploring individual issues of word formation of scientific terms, made an interesting remark: “Terms are not special words, but only words in a special function. A special function in which a word acts as a term is the function of a name. A household term is the name of a thing. Meanwhile, a scientific-theoretical term is certainly the name of a concept” [38, pp. 3-55].

The definition of the concept of “legal term” is given in the “Big Legal Dictionary” from I. Sukhareva, D.V. Zorkina [3].

Law terms – an element of legal *technology*, verbal designations of state legal concepts, with the help of which the content of legal regulations of the state is expressed and consolidated. Legal terms can be classified into three types: a) generally significant terms (characterized by the fact that they are used in the usual sense and are understandable to everyone); b) special legal terms have special legal content, for example: *necessary party, limitation period*, etc.; c) special technical terms reflect the area of special knowledge - *technology, economics, medicine, etc.*, for example: *substandard products, safety regulations, etc.*

The use of legal terms must meet the following requirements: 1) the same term in a particular legal act must be used unambiguously; 2) terms must be generally recognized, i.e. used

in everyday life, and not invented by the developers of legal regulations; 3) terms cannot but have a stable character, i.e. must retain their special meaning in each new legal act [3, p.782].

The features of legal terminology were first considered by the professor of jurisprudence, first at Kharkov, and then Novorossiysk / Odessa / universities V.D. Katkov. So, based on the ideas of A.A. Potebni /his teaching on the immediate and further meaning of words/, V.D. Katkov wrote two large books in which this problem was considered: “Jurisprudentiae novum organon” (Logic and jurisprudence reformed by general linguistics) volume I Civilistics, Odessa, 1913 and “Towards the analysis of the basic concepts of jurisprudence”, Kharkov, 1903. However, it should be noted that in general these works of V.D.Katkov are not strictly linguistic studies [4, p.10].

Problems associated with the linguistic understanding of relevant concepts took an important place in linguistics only in the 20th century. [4, p.9].

Legal terminology has many similarities with any other terminology. Legal terms, like any terms, strive for unambiguity, for stylistic neutrality within their scope of application, and are included in certain terminological series.

At the same time, even in this area, specific features characteristic of legal terms should be noted.

In a protocol, an official letter, a report, a statement and in many other types of business texts, the following phrases are common: due to absence (and not “because there is not”), there is and is not available (instead of “is” and “no”), take measures in relation to the seizure of valuables; compensation for damage caused due to defects in goods or services; separation of a legal entity; legal capacity of a legal entity; life imprisonment; privacy. As we can see, a business document is full of verbal nouns. This is one of the main specific properties of the term.

The creation of bilingual terminological dictionaries will help to navigate a large volume of professional terminology.

Terminological dictionaries are dictionaries containing the terminology of one or more special fields of knowledge or activity [5].

Compiling a bilingual terminological dictionary requires solving such problems as the need to determine the criteria for including a term in a terminological dictionary, principles for designing a terminological dictionary, and organizing the presentation of terminological units in the dictionary. In the course of the historical development of the Russian and Uzbek languages, very significant differences have developed in them, in particular in their vocabulary, regarding both the level of expression and the level of content.

The commonality of thinking and the commonality of the world determine the possibility of a certain equivalence of texts in different languages. However, the equivalence of texts does not mean the equivalence of their constituent elements, in particular words [6, p.26].

National legal language and legal terms play an important role in ensuring the rule of law and further reform of the judicial system, high-quality development of draft resolutions, increasing legal education and culture of citizens.

Therefore, over the years of independence, lawyers and linguists have created many annotated and translated dictionaries in the field of law (1993, 1999, 2002, 2003, 2009, 2011, 2014, 2020), the Legal Encyclopedia of Uzbekistan was published, the Ministry of Justice launched the National Legal Internet Portal of the Republic of Uzbekistan ([huquqiportal.uz](http://huquqiportal.uz)).

However, in practice today problems arise in the field of regulation (unification and standardization) of our legal terms.



In particular, one legal concept is presented in different forms in regulatory and other legal documents. To support this, let us give several examples: the Russian terminological combination “executive power” in various sources in the Uzbek language is given as ijro hokimiyati, ijro etish hokimiyati, ijro etuvchi hokimiyat; показание - ko‘rsatuv, ko‘rsatma, ko‘rgazma, ko‘rgazuv, guvohlik, so‘roq berish; intentionally - bilib turib, bila turib, bilgan holda, qasddan; criminal case - jinoyat ishi, jinoiy ish; statement of claim - da'vo arizasi, da'vo ariza, da'vo-ariza; administrative coercion - fuqarolik majburlov, fuqarolik majburlash, fuqarolik majbur etish; Personal inspection - shaxsiy ko‘rikdan o‘tkazish, shaxsni ko‘rikdan o‘tkazish и др.

The use of legal terms in such a variety of forms leads to negative situations in legal practice, since such legal terms have semantically specific semantic subtleties, and when they are given in a legal text, these subtleties of the meaning of the word appear even more strongly, expressing different meanings. This leads to different understandings and interpretations by both specialists and non-specialists and in practice has a negative impact on the process of their implementation.

In legal terms this is absolutely unacceptable. Because legal documents must be clear and precise. The reader must understand one and only one meaning that the lawyer intends. If the law is not clear to everyone, then it will not ensure law and order in the country, but will create chaos. In addition, the distortion of some of our legal terms has a negative impact on the development of legal consciousness and legal culture of our citizens.

In this regard, one of the most important tasks facing our lawyers and linguists today is the regulation (unification and standardization) of the system of legal terms and, on this basis, the development of a unified electronic legal thesaurus platform for the entire judicial system of our country. The scientific regulation of terms in each field is a continuous process. Strict adherence to terminological principles and norms should be the main criterion.

Based on demand and needs, we (in collaboration with Sh.N.Kuchimov) created the “Russian-Uzbek Dictionary of Legal Terms and Expressions.” When creating the dictionary, the authors relied on deep scientific principles of jurisprudence and the Russian and Uzbek literary and legal languages, giving special alternatives to each legal term, with a special emphasis on the unification and standardization of legal terms.

The dictionary contains about nine thousand legal terms, covering almost all areas of law: the theory of state and law; constitutional law; criminal law; criminal proceedings; administrative law; civil law, family law, labor law, international law, etc.

In addition, when compiling this dictionary, the authors tried to create a dictionary based on the requirements and rules of the science “Legal Linguistics”, which is rapidly developing today in developed countries, that is, assessing the content and essence of each legal concept, they approached it from the point of view of both legal, and linguistic sciences, continuing the traditions of the history of Russian and Uzbek legal lexicography.

V.V.Dubchinsky includes the following criteria for including a term in the terminological dictionary: 1) frequency of use of this term in texts on the specialty; 2) its value for a given terminology system; 3) the relevance of the term in certain contexts of a given sublanguage [5].

When compiling the “Russian-Uzbek Dictionary of Legal Terms and Expressions.” we were guided by such principles as

- *the principle of consistency*. Systematicity presupposes the thematic coherence of all selected lexical units;

- *the principle of communicative value*, which plays an important role in the selection of vocabulary for the terminological dictionary. In the process of implementing this principle, when selecting lexical units for inclusion in the dictionary, priority is given to lexical units that have the widest combinatory capabilities;

- *the principle of complexity*, which is to consolidate in dictionary form the results of studying all levels of the language structure;

- *the principle of educational orientation*.

One of the main aspects of developing a bilingual terminological dictionary is solving the problem associated with the development of the structure of the dictionary (the structure of a dictionary entry, the type of dictionary definitions, the relationship between different types of information about a word, etc.

The leading terms in the dictionary we have developed are arranged in alphabetical order, and terms consisting of words that are written with a hyphen should be considered in the alphabet as words written together.

Each dictionary entry is provided with a translation into Uzbek, synonyms, and, if necessary, a definition.

The main and difficult stage of working on the dictionary was the process of selecting an equivalent, a definition in the Uzbek language, containing basic information about the lexical unit. The first element of the definition is the actual translation of the main word or combination. Since the dictionary reflects the actual state of two languages, we indicate the established equivalent as a translation. If there are two or more established translation options, they are listed in order of decreasing prevalence. For example, *liquidate* - tugatmoq, yo'qotmoq, barham bermoq, bitirmoq; *accusation, c.* - ayblash, qoralash, gunohkor qilish.

In some cases, to define a Russian term, a semantic characteristic is indicated in the form of a descriptive translation that accurately conveys the meaning of the unit being translated. For example, *codification.* - kodifikatsiya qilish, kodeks tuzish, qonunlar majmuini tuzish.

For compound terms, an alphabetical nested system has been adopted. According to this system, terms consisting of defined words and definitions should be searched for by defined (leading) words.

For example, the term civil law should be searched in the nest law.

If the leading word of a vocabulary nest is repeated in the phrases given in this article, then a tilde sign (~) is placed in its place.

The dictionary uses the following system of delimiters: similar values are separated by a comma; different values are separated by numbers.

The dictionary used only the most common abbreviations of words within articles, traditional for dictionaries and reference books. For example, m. is masculine, g. – feminine, p. – neuter, plural - plural.

In compiling this dictionary, almost all specialized legal dictionaries, encyclopedias, legal and linguistic scientific sources published in our country were used.

The functions of dictionaries are their tasks in general. The purpose of dictionaries is their focus on serving specific types of activities. According to the scientist V.V.Dubichinsky [5, P. 98], “a lexicographical complex description designed for everyone will not be needed by anyone.”

Today, the Republic of Uzbekistan has entered a new renaissance period of its development, Uzbek statehood is being rebuilt on the basis of its many years of experience, and extensive reforms are being carried out towards building a fair civil society in the socio-political, legal, economic and spiritual spheres. This has a positive effect on people's mood, increasing the spiritual and legal potential of every citizen.

In this regard, improving state and social construction, ensuring the rule of law and further reforming the judicial system, set out in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 and other regulatory documents, the national legal language and legal terms play an important role in the quality development projects, improving legal education and culture of citizens.

We really hope that the "Russian-Uzbek Dictionary of Legal Terms and Expressions" that we have developed will provide direct practical assistance to deputies of the Oliy Majlis and members of the Senate in the complex process of drafting bills; will contribute to the development of accurate, clear and high-quality documents for all law enforcement officials in the country (justice, law enforcement agencies, state security services, prosecutors, judiciary, etc.) in accordance with the requirements of legal technology; will play an important role in the scientific and educational activities of professors and students of law schools; will serve as an important source of high legal literacy and legal culture of all our citizens, their correct and appropriate use of legal terms.

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## **Mundarija**

|  |    |
|--|----|
| <b>Yunusaliev M.T.</b><br>THE VALUE OF WATERCOLOR AND GOUACHE MATERIAL IN THE TECHNIQUE OF WATER-BASED PAINT   | 5  |
| <b>I.Yuldashev</b><br>FACTORS OF CENTRAL ASIAN PEOPLES CONTRIBUTING TO THE DEVELOPMENT OF WORLD CULTURE. MOVAROUNNAHR ART OF LITERATURE IN THE XV TH CENTURY   | 11 |
| <b>Gulbahor Qushaqova</b><br>LANGUAGE AND STYLE OF ZAVQI'S WORKS   | 17 |
| <b>Botirova Makhliyo Bakhodir kizi</b><br>LEXICO-SEMANTIC AND THEMATIC CHARACTERISTICS OF ADVERTISING IN UZBEKISTAN  | 21 |
| <b>Shodieva Gulrukh Nazir kizi</b><br>ANALYSIS OF TRANSPOSITION OF WORD GROUPS   | 28 |
| <b>Azizjan Mukhammadjonov</b><br>ANALYSIS OF NOUNS IN THE ARABIC LANGUAGE REGARDING THE COLOR FIELD, THEIR STEMS AND THE MEANINGS OF SYNONYMS ("الوسيط المعجم" BASED ON THE WORK OF" ("PERFECT EXPLANATORY DICTIONARY" ) | 31 |
| <b>Boymurodova Khusniyabonu</b><br>GLOBAL PROBLEMS AND THEIR THEORETICAL ANALYSIS, ENVIRONMENTAL PROBLEMS  | 36 |
| <b>F.B.Mattieva</b><br>USE OF LEXICAL UNITS IN THE TRANSLATION PROCESS   | 40 |
| <b>Makhkamova Ra'no Aloviddin kizi</b><br>ACTIVITIES OF REPRESENTATIVES OF THE KOREAN PEOPLE FORCIBLY DISPLACED IN THE 1930S - 1940S IN THE AGRICULTURAL SECTOR OF THE TASHKENT REGION: PROBLEMS AND ACHIEVEMENTS        | 48 |
| <b>Nazokat Turkunboyevna Zaylobova</b><br>LINGUOCULTURAL STUDY OF EXPRESSION OF ATTITUDE IN COMMUNICATION  | 52 |
| <b>Sharipova Nargiza Erikovna</b><br>CONCEPT, FUNCTIONS AND STRUCTURE OF BILINGUAL TERMINOLOGICAL DICTIONARY IN THE FIELD OF LAW   | 57 |



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