

**FARG‘ONA DAVLAT UNIVERSITETI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI
DSc.03/30.12.2019.Fil.05.02 RAQAMLI ILMIY KENGASH**

SAMARQAND DAVLAT CHET TILLAR INSTITUTI

XASANOVA GULRUX XAYRULLAYEVNA

**DIALOGIK NUTQDA NOVERBAL VOSITALARNING O‘RNI VA
ULARNING PRAGMATIK XUSUSIYATLARI**

10.00.11 – Til nazariyasi. Amaliy va kompyuter lingvistikasi

**FILOLOGIYA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD) DISSERTATSIYASI
AVTOREFERATI**

Farg‘ona – 2023

**Filologiya fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati
mundarijasi**

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Philological Sciences**

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida globalizatsiya jarayonida asosiy e'tibor tilning funkcionallashuviga qaratilayotgani muloqot jarayonini ekstralingvistik hamda paralingvistik vositalar bilan uzviy bog'liqlikda tadqiq qilish zaruratini keltirib chiqarmoqda. Tilning bunday ijtimoiy ta'sirga berilishi, o'z navbatida, noverbal vositalarning dialogik nutqdagi ahamiyatini tadqiq etish muammolarini ham yuzaga chiqaradi va shu nuqtai nazardan noverbal vositalarning dialogik nutq jarayonidagi afzalliklari, nutq jarayonida noverbal vositalarning pragmatik xususiyatlari, madaniyatlararo noverbal muloqotda pragmatik ziddiyatlar kabi masalalarni zamonaviy lingvistik tahlil metodi asosida tadqiq qilish tilshunoslik uchun alohida amaliy ahamiyat kasb etadi.

Dunyo tilshunosligida muloqotning kommunikativ mazmuni, noverbal vositalar masalalari bo'yicha ilmiy tadqiqot ishlari ustuvor darajada amalga oshirilmoqda. Biroq, shuni ham aytish lozimki, mavjud ishlarda noverbal vositalarning dialogik nutq jarayonidagi afzalliklari, pragmatik xususiyatlari, madaniyatlararo muloqotda pragmatik ziddiyatlar kabi muammolarning kun tartibiga qo'yilmaganini ko'ramiz. Shu ma'noda, dunyo tilshunosligi fani oldiga noverbal vositalarning inson nutqi jarayonida qo'llanilishi, bunda inson omilining o'rni va bu bilan bog'liq bo'lgan kognitiv-pragmatik masalalarni hal etish bilangina muammoning nazariy jihatlarini to'liq asoslash mumkin.

Bugungi kunda o'zbek tilshunosligida ham noverbal vositalarning matnda ifodalanishi, noverbal birliklar bo'lgan deyktik imo-ishoralar nafaqat pragmalingvistikada, balki tilshunoslikning barcha yo'nalishlari bilan bir qatorda inson kishilik jamiyatini o'rganadigan boshqa fanlar uchun ham qiziqish kasb etib, bu masalalar bilan astoydil shug'ullana boshlandi. Zero, "...endigi vazifamiz – ilmiy tadqiqotlarning natijalarini amaliyotga tatbiq etishga qaratilgan samarali mexanizmlarni yaratish, ilm-fanni, ilmiy-innovatsion faoliyatni barqaror rivojlantirish"¹dir. O'zbekiston jahonga yuz tutar ekan, tilshunoslik sohasida nazariy jihatdan yetakchi yo'nalishlar bilan hamqadam bo'lgan umumnazariy tadqiqotlar olib borish, noverbal vositalarning inson nutqi jarayonida qo'llanilishi to'la asoslangan millatlararo qiyosiy lingvistik tavsifini yaratish muhim hisoblanadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 21-oktyabrdagi PF-5850-son "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida", 2020-yil 20-oktyabrdagi PF-6084-son "Mamlakatimizda o'zbek tilini yana-da rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida", 2020-yil 6-noyabrdagi PF-6108-son "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida", 2022-yil 28-yanvardagi PF-60-son "2022-2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi

¹ Мирзиёев Ш. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. I жилд. – Тошкент: Ўзбекистон, 2017. – Б. 168-174.

to‘g‘risida’gi Farmonlari; 2017-yil 17-fevraldagi PQ-2789-son “Fanlar akademiyasi faoliyati, ilmiy-tadqiqot ishlarini tashkil etish, boshqarish va moliyalashtirishni yana-da takomillashtirish chora-tadbirlari to‘g‘risida”, 2019-yil 4-oktyabrdagi PQ-4479-son “O‘zbekiston Respublikasining “Davlat tili haqida”gi Qonuni qabul qilinganining o‘ttiz yilligini keng nishonlash to‘g‘risida”, 2021-yil 19-maydagi PQ-5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi Qarorlari hamda mazkur faoliyatga tegishli boshqa me‘yoriy-huquqiy hujjatlarda belgilangan ustuvor vazifalarni amalga oshirishda ushbu tadqiqot muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalar rivojlanishining ustuvor yo‘nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalari rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma‘naviy-ma‘rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan. Muammoning o‘rganilganlik darajasi. Noverbal vositalar va ularning pragmatik xususiyatlari jahon tilshunosligida va o‘zbek tilshunosligida ma‘lum darajada o‘rganilgan. Jumladan, jahon tilshunosligida noverbal vositalar (A.Piz, D.Morris, M.Argeyl, M.Knapp, R.Rosenzal, A.Megrabian, R.Akstell, M.Hikson, I.Gorelov, V.Kolshanskiy, E.Krasilnikova, V.Labunskaya, X.Mikkin, T.Nikolayeva, A.Polivanov, N.Smirnova, V.Shaklein² va boshqalar), xususan, yuz ifodasi (P.Ekman, I.Eibl-Eibesfeld³), ko‘z qarashi (S.Kliyenke, B.Auyeng, T.Farroni⁴), imo-ishora (A.Kendon⁵), proksemika (E.Holl⁶), kinesika (R.Berdvistel⁷) kabilar o‘rganilgan.

² Pease Allan & Pease Barbara. The definitive book of body language. – Bantam, New York, 2006. – 404 p.; Desmond M. Body talk: A World Guide to Gestures. – London: Jonathan Cape Ltd, 1994. – 231 p.; Argyle M. Bodily communication. – 2nd ed, Madison, 1988. – 384 p.; 84. Knapp Mark L & Hall Judith A. Nonverbal Communication in human interaction. Seventh edn, Wadsworth, Florence, KY, 2010. – 496 p.; Rosenthal R. & Jacobson L. Pygmalion in the classroom, expanded edition. – New York, Irvington, 1992. – 240 p.; Mehrabian A. Silent messages. – Wadsworth, Belmont, CA, 1971. – 160 p.; Axtell, Roger. Gestures: the do’s and taboos of body language around the world. – rev. ed, John Wiley & Sons. – New York, 1998; Hickson Mark L, Stacks Don W & Moore Nina-Jo. Nonverbal communication: studies and applications. – 4th ed. – Roxbury, Los Angeles, 2004. – 503 p.; Горелов И. Н. Невербальные компоненты коммуникации. – М.: Наука, 1980. – 304 p.; Колшанский Г.В. Паралингвистика. – М.: Наука, 1974. – 93 с.; Красильникова Е.В. Жест и структура высказывания в разговорной речи // Русская разговорная речь. Фонетика, морфология, лексика, жест / Под ред. Е.А. Земской. М.: Наука, 1983. – 205 с.; Лабунская В.А. Невербальное поведение. Ростов на Дону, 1986. – С.84; 41. Миккин Х. Кинесика и язык. Труды по психологии. Вып. 395, №4, 1976. – 60 с.; Николаева Т.М., Успенский Б.А. Языкознание и паралингвистика // Лингвистические исследования по общей и славянской типологии. – М., 1966. – 124 с.; Поливанов А.С. Невербальные средства коммуникации у высших приматов // Библингвистика. Вып. 4. Спб. 2003, – С. 37-38; Смирнова Н.И. Невербальные аспекты коммуникации. М., 1973 – 21 с.; Шаклейн В.М. Лингвокультурная ситуация и исследование текста. – М., 1997. – 184 с.

³ Ekman Paul. Telling lies: clues to deceit in the marketplace, politics and marriage, 3rd ed, - WW Norton, New York, 2001. – 98 p.; Eibl-Eibesfeldt Irenaus. Human ethology. Aldine Transaction, Piscataway, NJ., 2007. – 848 p.

⁴ Kleinke C.L. Gaze and eye contact—A research review. Psychological Bulletin, 100(1), 1986. – Pp. 78–100; Auyeung B., Lombardo M. V., Heinrichs M., Chakrabarti B., Sule A., Deakin J. B., et al. Oxytocin increases eye contact during a real-time, naturalistic social interaction in males with and without autism//Translational Psychiatry. 2015; Farroni T., Csibra G., Simion F., & Johnson M.H. Eye contact detection in humans from birth. Proceedings of the National Academy of Sciences, 2002. 99 (14). – Pp.9602–9605.

⁵ Kendon Adam. Gesture: visible action as utterance. – Cambridge: Cambridge University Press, 2005. – 410 p.

⁶ Hall Edward T. Beyond culture, Doubleday. – New York, 1977. – 316 p.

⁷ Birdwhistell R.L. Kinesics and Context: Essays on Body Motion Communication. – Philadelphia: University of Pennsylvania Press, 1970. – 352 p.

O‘zbek tilshunosligida deysis, deyktik jestlar, nutqiy akt tushunchasi, pragmatika Sh.Safarov, G.Toirova, I.Xojialiyev, M.Hakimov, S.Rahimov, S.Mo‘minov, A.Abduezizov, Q.Rasulov, F.Karimova kabi tilshunoslar tomonidan o‘rganilgan⁸. Noverbal vositalar bo‘yicha A.Nurmonov, M.Saidxonov, Q.Yunusov, I.Aslov, B.Axmedov, M.Burxonova⁹ tomonidan amalga oshirilgan qator tadqiqotlar bu yo‘nalishga bo‘lgan qiziqishning tobora ortib borayotganligidan dalolat beradi.

Dissertatsiyani yozish jarayonida nomlari ko‘rsatilgan va boshqa bir qator o‘zbek hamda jahon olimlarining ilmiy izlanishlari e‘tiborga olindi. Tadqiqotimizda mazkur yo‘nalishda bajarilgan ishlardan farqli ravishda dialogik nutqda noverbal vositalarning pragmatik va lingvokulturologik aspektlari tahlil qilingan.

Tadqiqotning dissertatsiya bajarilgan oliy ta‘lim yoki ilmiy-tadqiqot muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya mavzusi Samarqand davlat chet tillar institutining “Til taraqqiyotining derivatsion qonuniyatlari” mavzusida olib borilgan istiqbolli ilmiy-tadqiqot ishlari rejasining tarkibiy qismi hisoblanadi.

Tadqiqot maqsadi nutqda qo‘llaniladigan noverbal vositalar materiali asosida ularning dialogik nutqdagi o‘rni, shuningdek, kognitiv-pragmatik hamda lingvomadaniy farqlari masalalarini yoritib berishdan iborat.

Tadqiqotning vazifalari:

nutqiy jarayonda noverbal vositalarning qo‘llanilishiga oid umumnazariy qarashlar sharhini berish;

dialogik nutqda qo‘llaniladigan noverbal vositalarni pragmatik tahlillar asosida aniqlash;

noverbal vositalarning madaniy farqlanishini tajribalar yordamida o‘rganish;

noverbal vositalarning yosh bolalar nutqidagi rolini kuzatish orqali o‘rganish va mavjud manbalar asosida tahlil etish;

madaniyatlararo noverbal muloqot jarayonida pragmatik to‘siqlarni o‘rganish va manbalar asosida ilmiy tavsifini asoslash.

Tadqiqot obyekti sifatida dialogik nutqda qo‘llaniladigan noverbal vositalar olingan.

⁸ Сафаров Ш. Прагмалингвистика. – Тошкент, 2008. – 318 б.; Тоирова Г. Ўзбек нутқий мулоқотида системавийлик ва информативлик: Фил.фан. бўй.фалс. д-ри (PhD). – Тошкент, 2017. – 157 б.; Хожиялиев И. Коммуникатив имконият структураси // Ўзбек тили ва адабиёти, 2001, 6-сон. – 38 б.; Рахимов С. Речевая коммуникация и проблема дейксиса в разносистемных языках. – Т: Фан, 1989. – 119 с.; Мўминов С., Расулов Қ. Коммуникантларнинг ижтимоий роли ва нутқий мулоқот ҳақида // Услубшунослик ва фразеологиянинг долзарб муаммолари. - Самарқанд: СамДУ, 2007. – 72 б.; Абдуазизов А.О составных частях когнитивных лингвистики // Хорижий филология, 2007, 3-сон. – Б.5-6; Ҳақимов М. Ўзбек прагмалингвистикаси асослари. – Тошкент, 2013. – 176 б.; Каримова Ф. Ўзбек тилидаги диалогик нутқнинг лингвопрагматик хусусиятлари: Филол.фан.бўй.фалс.д-ри (PhD)... дисс. – Тошкент, 2021.

⁹ Нурмонов А. Ўзбек тилининг паралингвистик воситалари ҳақида. – Андижон, 1980. – 42 б.; Саидхонов М. Нoverbal воситалар ва уларнинг ўзбек тилида ифодаланиши: Филол.фан.ном...дисс. автореферат. – Тошкент, 1993. – 24 б.; Саидхонов М. Алоқа аралашув ва имо-ишоралар. – Т: Фан, 2008; Юнусов Қ. Танамиз тилга кирганда. – Т.: Истиклол нури, 2016. 152 б.; Аслонов И.Н. Ижтимоий фаолият ва муомала психологияси. Методик қўлланма. – Тошкент, 2019. – 105 б.; Ахмедов Б. Паралингвистик воситаларнинг гендерологик ва прагматик тадқиқи: Филол.фан.бўй.фалс.д-ри (PhD)... дисс. – Андижон, 2021. – 145 б.; Бурханова М. Ольфактор лингвистика. Монография. – Фарғона, 2022. – 124 б.

Tadqiqot predmetini dialogik nutqda qo‘llanuvchi noverbal vositalarning pragmlingvistik va lingvokultrologik tomoni tashkil etadi.

Tadqiqotning usullari. Tadqiqot mavzusini yoritishda tavsifiy, diagnostik va empirik usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

maktabgacha ta‘lim yoshidagi bolalar nutqining rivojlanishida noverbal vositalarining o‘rni hamda yosh bolalar noverbal muloqotining tarkibiy qismlari bosqichlari aniqlangan;

imo-ishora, yuz ifodasi, harakat, nigoh – qisqasi, axborotni uzatish noverbal yo‘llarining butun diapazoni insonning axborotli hissiy xabarini tashqi dunyoga uzatuvchi vosita bo‘lib xizmat qilishi asoslangan;

noverbal vositalarning pragmatik xususiyatlari, noverbal vositalarning madaniyatlararo muloqotda qo‘llanganda pragmatik ziddiyatlar kelib chiqishi sabablari aniqlangan;

noverbal vositalarning o‘qituvchi va talaba muloqotidagi muhim ahamiyati va ularning pragmatik xususiyatlari ochib berilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

noverbal vositalarning dialogik nutqdagi afzalliklari va vazifalari amaliy jihatdan izohlab berilgan;

noverbal vositalarning madaniy farqlanishi yuzasidan ilmiy ma‘lumot va xulosalar dalillangan;

noverbal vositalarning bolalar nutqida shakllanish bosqichlari, yosh bolalar muloqotida noverbal vositalarning ahamiyati aniqlangan;

filologik yo‘nalishlarning bakalavriat va magistratura yo‘nalishlari uchun olib boriluvchi “Tilshunoslikka kirish”, “Til nazariyasi”, “Nutq madaniyati” kabi fanlarda keng qo‘llanuvchi noverbal vositalar, deyktik ishoralar, pragmatika kabi atamalar to‘liq tavsiflangan va ana shu fanlar uchun nazariy manba bo‘la oluvchi material yaratilgan.

Tadqiqot natijalarining ishonchliligi muammoning aniq qo‘yilishi, xulosalarning qat‘iyligi, shuningdek, tadqiqot yo‘nalishi va tadqiqot metodlari, nazariy fikr va xulosalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati noverbal vositalarning dialogik nutqda ifodalanishi borasidagi umumiy nazariyani boyitishi, kelajakda ushbu mavzu yuzasidan olib boriladigan tadqiqotlar uchun muhim manbalardan biri bo‘lib xizmat qilishi, noverbal va deyktik ishoralar hamda pragmlingvistika sohasining tadqiqot ko‘lamini boyitganligi bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati olingan ilmiy xulosalar va muhim nazariy umumlashmalardan oliy o‘quv yurtlarining filologiya fakultetlarida, filologik yo‘nalishdagi institutlarda nutq lingvistikasi, psixolingvistika, pragmlingvistikaning muayyan masalalari bo‘yicha ma‘ruzalar o‘qish, amaliy va seminar mashg‘ulotlar olib borish, maxsus kurslar o‘tish, darslik va o‘quv

qo'llanmalarni yaratish va turli tavsiyanomalar tuzishda foydalanish mumkinligi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Dialogik nutqda noverbal vositalarning o'rnini va ularning pragmatik xususiyatlarini tadqiq etish bo'yicha olingan natijalar asosida:

maktabgacha ta'lim yoshidagi bolalarning rivojlanishida noverbal aloqa vositalari, bolalarda to'g'ridan-to'g'ri aloqa nafaqat nutq yordamida, balki muloqotning og'zaki bo'lmagan vositalari yordamida ham amalga oshirilishi, noverbal muloqot tarkibiy qismlari bosqichlari bo'yicha tajriba tadqiqot ishlari Samarqand shahridagi 76-80-98-maktabgacha ta'lim tashkilotlarida ta'lim jarayonida amaliyotga tatbiq etilgan (2020-2021-y); (Samarqand shahar maktabgacha ta'lim bo'limining 2021-yil 5-maydagi 01-01-487-son ma'lumotnomasi). Natijada maktabgacha ta'lim tashkilotlari maktabga tayyorlov guruhlarida mashg'ulotlar hamda bolalarning o'zaro o'yin jarayonlarida noverbal vositalardan foydalanishini tashkil etish va noverbal, shuningdek, deyktik vositalardan foydalanish omillarini ishlab chiqishga muvaffaq bo'lingan;

noverbal vositalarning o'qituvchi-talaba muloqotidagi muhim ahamiyati va ularning pragmatik xususiyatlari haqidagi ilmiy xulosalardan Yevropa Ittifoqining 2014-2016-yillarga mo'ljallangan Tempus Project 544161-TEMPUS-1-2013-1-UK-TEMPUS-JPCR Aston University DeTEL "Developing the Teaching of European Languages: Modernizing Language Teaching through the development of blended Masters Programmes" nomli xalqaro loyihada foydalanilgan. (Oliy va o'rta maxsus ta'lim vazirligining 2021-yil 4-dekabrda 3299/30.02.01-son ma'lumotnomasi). Natijada o'qituvchi va talabalar muloqotida noverbal vositalarning to'g'ri qo'llanilishiga, talabalarning ruhiy-intellektual holatiga tez ta'sir etuvchi nolisoniy omillar orqali axborotni yetkazgan holda darsning samarali bo'lishiga erishilgan;

muloqot jarayonida noverbal vositalarning qo'llanilishida madaniy farqlar, deyktik vositalarning pragmatik axborotni yetkazishdagi roli xususidagi xulosalardan I-204-4-5 raqamli "Ingliz tili mutaxassislik predmetlaridan axborot-kommunikatsion texnologiyalari asosida virtual resurslar yaratish va o'quv jarayoniga joriy etish" nomli innovatsion tadqiqot loyihasida foydalanilgan (Oliy va o'rta maxsus ta'lim vazirligining 2021-yil 7-oktabrdagi 2461/30.02.01-son ma'lumotnomasi). Natijada talabalarning til o'rganish jarayonida noverbal vositalardan, deyktik imo-ishoralardan to'g'ri foydalanish imkoniyati yaratilgan;

dialogik nutqda noverbal vositalarning o'rnini va ularning pragmatik xususiyatlari tadqiqatiga oid ilmiy-nazariy xulosalardan O'zbekiston milliy teleradiokompaniyasi "Madaniyat va ma'rifat" telekanali tomonidan efirga uzatiladigan "Onlayn repetitor" va "Milliy ta'lim" ko'rsatuvlarining ssenariylarini tayyorlashda foydalanilgan (O'zbekiston milliy teleradiokompaniyasi "Madaniyat va ma'rifat" teleradiokanalining 2021-yil 30-noyabrdagi 01-16/250-son ma'lumotnomasi). Natijada teletomoshabinlarning noverbal vositalardan to'g'ri foydalanish bilim va ko'nikmasini yanada oshirishga erishilgan, shuningdek, ushbu eshittirishlar uchun tayyorlangan materiallar ilmiy dalillar bilan boyitilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 8 ta, jumladan, 4 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarda aprobatsiyadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 16 ta ilmiy ish, jumladan, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining dissertatsiyalar asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 8 ta ilmiy maqola, ulardan 3 tasi xorijiy ilmiy jurnallarda chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovadan iborat bo'lib, asosiy hajmi 149 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Tadqiqotning "Kirish" qismida tadqiqotning dolzarbligi va zarurati asoslangan, maqsadi va vazifalari, obyekt va predmeti tavsiflangan. Tadqiqotning O'zbekiston Respublikasi fan va texnologiyalar taraqqiyotining ustuvor yo'nalishlariga mosligi, uning ilmiy yangiligi va amaliy natijalari bayon etilgan. Olingan natijalarning ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarining amaliyotga joriy qilinishi, nashr etilgan ishlar va dissertatsiya tuzilishi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning "**Dialogik nutqda noverbal vositalarning qo'llanilishi**" deb nomlangan birinchi bobida noverbal vositalarning ahamiyati xususida olimlarning nazariy qarashlari, dialogik nutq tavsifi, noverbal vositalarning dialogik nutqda qo'llanilishi, noverbal vositalarning dialogik nutqdagi vazifalari kabi masalalar yoritilgan.

Amaldagi vositalarning tabiati bo'yicha ma'lumotni uzatishning turli usullarini ikki guruhga bo'lish mumkin: og'zaki (verbal) va og'zaki bo'lmagan (noverbal). Birinchi holda xabar til birliklari orqali eshitish yoki vizual kanallar orqali uzatiladi. Ikkinchi holda ma'lumot paralingvistik vositalar – "ovozli xabarga kiritilgan va semantik ma'lumotlarni uzatuvchi" tilga oid bo'lmagan birliklar yordamida uzatiladi. Kognitiv ma'lumotni uzatishda og'zaki vositalarning ahamiyati juda katta¹⁰. B.F.Porshnevaning "Bizning zamonaviy nutqimizdagi har bir so'z va har bir jumla uchun lingvistik ekvivalent – bu so'z, ibora, keng matn yoki paralingvistik belgi bo'lishi mumkin"¹¹ degan fikrlari verbal va noverbal vositalarning bir-birini taqozo etadigan tushunchalar ekanligidan dalolat beradi.

Noverbal muloqot so'zlovchi va tinglovchi o'rtasidagi so'zsiz muloqot turi bo'lib, verbal vositani to'ldirib kelish uchun qo'llaniladi. U ixtiyoriy va g'ayriixtiyor bo'lib, so'zdan tashqari barcha xabar birliklarini o'z ichiga oladi. Noverbal birlik verbal aloqani tasdiqlaydi, ifodalanayotgan fikrga so'zlovchi

¹⁰ Хлыстова, Вероника Геннадьевна. Функционально-структурная и семантическая характеристика кинематических речений, отражающих коммуникативный аспект кинесики: На материале английского языка: диссертация ... кандидата филологических наук: 10.02.04. – Нижний Новгород, 2005. – С. 151.

¹¹ Поршнева В. Ф. О начале человеческой истории (Проблем), на леопсихологии). – М., 1974. – С. 474.

subyektiv munosabatining ifodalanishini aks ettiradi. Shuningdek, nutq jarayonida adresat noverbal vositalar orqali adresantdan pragmatik axborotni qabul qiladi.

Tilshunoslikda insonning aloqaga kirishida soʻzlar ishtirokisiz, imo-ishora, qoʻl, koʻz, qosh, tana harakati ishtirokiga nisbatan “noverbal vositalar”, “ekstralingvistik vositalar”, “paralingvistik vositalar” kabi turli terminlar qoʻllaniladi. Tilshunoslikda **ekstralingvistika** deyilganda nutqqa pauzalar, shuningdek, insonning yigʻi, yoʻtal, kulgi, xoʻrsinish kabi turli xil ruhiy holatlarining qoʻshilishi tushuniladi¹². **Paralingvistik taʼsir** – bu nutqning atrofidagi uni bezovchi, uni kuchaytiruvchi yoki susaytiruvchi omillar. Bunga nutqning baland yoki past tovushda ifodalanayotganligi, artikulyatsiya, tovushlar, toʻxtashlar, duduqlanish, yoʻtal, til bilan amalga oshiriladigan harakatlar, nidolar kiradi¹³.

Shuni ham aytish joizki, aloqa jarayonida qoʻllanilgan har bir noverbal vosita meʼyoriylikni taʼminlash uchun pragmatik maqsadga boʻysundiriladi. “Imo-ishora fikrni ifoda etish yoki gapirish jarayonining bir qismi sifatida koʻriladigan har qanday aniq faoliyatdir. Bu faoliyat kommunikativ funksiyaga ega boʻlishi kerak”¹⁴. Har bir muloqotda soʻzlovchi nutq qaratilgan shaxsga taʼsir etishni maqsad qiladi. Noverbal vositalar bu taʼsirni yanada kuchaytiradi. Xususan, “Oʻtkan kunlar” romanida verbal va noverbal vositalar uygʻunligi yaqqol koʻzga tashlanadi. Asarda xalqimiz hayotida odat tusiga kirgan kelinlarning choy quyib uzatish xatti-harakati tasvirida personajlarning dunyoqarashini, milliy urf-odatlarini koʻrish mumkin. Romanda Zaynabning oʻrnidan turishi, qayin onasi va Otabekka taʼzimga egilishi, piyolaning uzatilishi kabi noverbal harakatlarni amalga oshirishida Otabek va onasining bu harakatlarga munosabati ikki xil ekanligi aks etgan. Bu munosabat noverbal harakatlar vositasida ifodalangan:

Sutchoydan soʻng qumgʻonda choy keldi. Zaynab birinchi piyolaga quyib oʻrnidan turdi va qayin onasigʻa ikki qoʻllab uzatdi, ikkinchi piyolani toʻldirib oʻrnidan turmoqchi boʻlgʻan edi, uni Otabek toʻxtatdi.

– Mundan keyin choy berishda oʻrningizdan turib oʻlturmang, – dedi.

– Oʻlturgan yeringizdan bersangiz ham boʻladir.

Lekin bu gap qayin onagʻa yoqmadi, eʼtiroz qildi:

– Nega undogʻdeysan, bola. Oʻrindan turib choy berish odamzodning **ziynatidir**, kelinlarning bor-yoʻgʻi kelinligi ham shunda-ku!

Sizning uchun ham oʻlturib choy bersin, demayman; ammo bu takallufning menga keragi yoʻq, dedi va qoʻlidagʻi choyni tez-tez ichib boʻshatdi. Fotiha oʻqub oʻrnidan turar ekan: Albatta, sizga oʻrnidan turib choy berishi lozim... – dedi va chiqdi (A. Qodiriy, “Oʻtkan kunlar”).

Noverbal vositalarni verbal vositalarga mos holda qoʻllashda kontekstual vaziyat muhim sanaladi. Jumla va u bilan birga qoʻllanilayotgan imo-ishoralar orqali ifodalangan propozitsiyaning toʻgʻri anglanishi uchun nutq

¹² <http://hozir.org/zbekiston-respublikasi-olij-va-rta-mahsus-talim-vazirligi-tosh-v142.html?page=7>. Murojaat sanasi: 05.08.2021.

¹³ <https://aim.uz/referaty/59-psikhologiya/19679-mulo-otning-verbal-noverbal-paralingvistik-ta-sir-vositalari.html>. Murojaat sanasi: 05.08.2021.

¹⁴ Kendon. A. Geography of Gesture, Semiotica, 37. – Cambridge, 1981. – P. 134.

ishtirokchilarining barchasi kontekstual vaziyatdan xabardor bo‘lishlari lozim. Shuni ta’kidlash mumkinki, noverbal vositalar xabarni verbal vositalarsiz lisoniy vositalarning bevosita vizual-ishoraviy ko‘rinishlari orqali yetkaza oladi, ammo yozma matnlarda noverbal harakatni bevosita ko‘rishning imkoni yo‘qligi uchun lisoniy birliklar yordamida noverballik haqida ma’lumotga ega bo‘lamiz:

– *Mirzakarimboy siz bo‘lasizmi?*

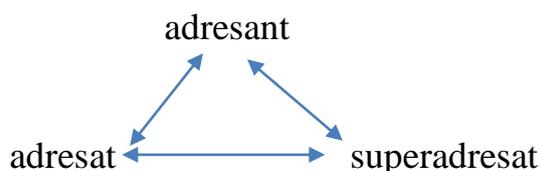
Chol boshi bilan tasdiqlagach, yigit davom etdi:

– *Men Xo‘jakent qishlog‘idan keldim, jiyaningizning o‘g‘li bo‘laman (Oybek, "Qutlug‘ qon").*

Ko‘rinib turibdiki, so‘zlovchi (chol) tinglovchi (yigit) ga “ha” so‘zining o‘rniga boshini qimirlatib tasdiqlagan. Shuningdek, noverbal vositalarni lisoniy birliklarni ishlatmagan holda ma’lum vaziyatlarda (shovqin kuchli bo‘lsa yoki tinglovchi uzoq masofada bo‘lib verbal vositalarni ishlatishning imkoni bo‘lmasa) nutqiy jarayon ishtirokchilari tomonidan qo‘llash qulaylik tug‘diradi.

Bobning ikkinchi fasli “**Dialogik nutq va noverbal vositalar tavsifi**” deb nomlangan. Dialog nutq shakllaridan biri bo‘lib, unda har bir fikr to‘g‘ridan-to‘g‘ri suhbatdoshga qaratiladi. Dialog fikrlarning qisqaligi bilan ajralib turadi. Unda suhbatni davom ettirish uchun eng zarur narsalargina ifodalanadi hamda voqealar keng izohlanmaydi, shuningdek, savol-javob, munozara, turli harakatlar va fikr almashishdan iborat bo‘ladi¹⁵. Dialog faqatgina ikki kishi o‘rtasida emas, balki xohlagan sondagi kishilar o‘rtasida bo‘lishi mumkin¹⁶. Dialog antik adabiyotda keng tarqalgan bo‘lib, Sitseron, Sineyka, Reutarch, Tasitus, Sokrat, Platon, Aristotel kabi yunon faylasuf va yozuvchilar ijodlarida qo‘llangan¹⁷. Shuningdek, jahon va o‘zbek tilshunosligida M.Buber, D.Bohm, M.Baxtin, D.Nikulin, O‘.Lafasov, D.Babayeva, F.Karimovalarning tadqiqotlarida¹⁸ kuzatiladi.

M.Baxtin dialogni tushunish, monologni tushuntirish deb ta’kidlaydi. Shuningdek, dialog tushungan ma’lumot asosida fikr almashish ekanligini va u adresant, adresat va uchinchi shaxs (superadresat) dan iborat bo‘lishi mumkinligini qayd etadi¹⁹.



Ma’lumki, dialog savol-javob, munozara, mulohaza va muhokamadan iborat bo‘lib, monologda bu holat kuzatilmaydi, ammo polilogda bular ishtirokchilar

¹⁵ <https://uz.denemetr.co>. “Ўқитувчи нутқи маданияти фанини ўрганишнинг мақсад ва вазифалари”. Murojaat sanasi: 08.09.2021.

¹⁶ <https://studfile.net/preview/4416136/>. Murojaat sanasi: 10.09.2021.

¹⁷ Westerink L.G. Ananyomous Prolegomeno to Platonic Philosophy, Introduction text, Translation and Indices. – Amsterdam, 1962. IV, 15. – P.12.

¹⁸ Buber M. Ich und Du. In M. Buber. Das dialogische Prinzip Gerlingen. 1930. – P.19; Bohm D. On Dialogue. – Routledge, 1996; Dmitri Nikulin. On Dialogue. – Oxford, 2006; Bakhtin M. Problem of the Text, T, 5. 1961. Лафасов Ў. Диалогик нутқда субъектив модалликнинг ифодаланиши: Филол.фанлари номзоди...дисс – Тошкент, 1996; Бабаева Д. Нутқ ўстириш назарияси ва методикаси. Дарслик. – Тошкент, 2018; Каримова Ф. Ўзбек тилидаги диалогик нутқнинг лингвопрагматик хусусиятлари: Филология фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. – Тошкент, 2021.

¹⁹ Bakhtin M. Problem of the Text. An Essay in Philosophical Analysis. T, 5. 1961. – P. 318.

tomonidan sodir bo'ladi. Shuningdek, agar ishtirokchilar sonini hisobga olsak, monologda ham adresant bir qancha ishtirokchilarga nutq so'zlashi mumkin, lekin monolog ifodalanayotgan nutqqa javob talab qilmasligi, so'zlovchining ichki hissiyotlarini namoyon etishi, ko'pincha, ritorik so'roq gaplardan tarkib topishi bilan xarakterlanadi. Qayd qilingan mulohazalardan shuni ta'kidlashimiz mumkinki, polilogik nutqning xususiyati dialogga o'xshaganligi sababli, uni dialog deb ham aytishimiz mumkin.

Dialog jarayonida odamlar bir-birlari bilan fikr almashishadi, turli ma'lumotlarga ega bo'lishadi. Shunga ko'ra, Buber dialog faqatgina so'zlardan emas, balki jimlikdan va turli harakatlar (imo-ishoralar) dan iborat bo'lishi mumkinligini ta'kidlagan²⁰.

Dialog jarayonida ma'lum bir axborotni yetkazishga xizmat qiluvchi noverbal vositalarni quyidagicha tasnif qilish mumkin:

1. **Vizual vositalar:** kinesika – qo'l, bosh, oyoq, tana harakatlari, qadam tashlash; yuz ifodasi, ko'z ifodasi; qomat, boshni tutish; qarash yo'nalishi, vizual aloqalar; teri reaksiyalari – qizarish, oqarish, terlash; proksemika (muomalani tashkil etish zamoni va makoni) – suhbatdosh bilan oraliq masofa, masofa oralig'i burchagi, shaxsiy kengliklar; qo'shimcha muloqot vositalari – qaddi-qomat xususiyatlarini bo'rttirish yoki yashirish (jinsni, yoshni, irqni); tabiiy tana tuzilishini o'zgartirish (kiyim, soch turmagi, kosmetika vositalari, ko'zoynak, taqinchoqlar, tatuировkalar, mo'ylov va soqol, qo'ldagi kichik ashyolar).

2. **Akustik vositalar:** paralingvistik – ovoz sifati, uning diapazoni, tonalligi, tembri, maromi; ekstralingvistik – nutq pauzalari, kulgu, yig'i, xo'rsinish, yo'talish, qarsak.

3. **Taktil vositalar:** takesika – teginish, qo'l siqish.

4. **Olfaktor vositalar:** yoqimli, yoqimsiz hidlar; insondan taraladigan tabiiy va sun'iy hidlar.

5. **Sukut.** Noverbal vositalar ichida tana harakatlaridan tashqari, sukut saqlash ham dialogik nutqda muhim rol o'ynaydi. Olimlarning fikricha, sukut turli xalqlarda o'ziga xos ma'no kasb etadi. Xususan, Satushi Ishii va Tom Brunuaye dunyoda sukutning har xil turlari mavjud ekanligini ta'kidlashgan²¹. Chunonchi, yapon va boshqa millatlar norozilik yoki oddiygina suhbatdoshga nisbatan hurmatni, shuningdek, sevimli insonning beg'ubor muhabbatiga javobni ifodalaganda sukut saqlashadi. Amerika va g'arb xalqlari bunday vaziyatlarda ko'proq so'zlashishni afzal ko'rishadi. O'zbeklarda esa sukut rozilikni, aybni tan olishni bildiradi. Albatta, ushbu noverbal vositaning konkret ma'nosi nutqiy vaziyat va konteks qurshovida namoyon bo'ladi.

Bobning uchinchi fasli "**Dialogik nutqda noverbal vositalarning vazifalari**" deb nomlangan. Noverbal vositalarning vazifalarini lingvistlar turlicha talqin qilishgan. Jumladan, V.P.Konetskayaning ta'kidlashicha, noverbal vositalar verbal vositalar singari, kommunikativ-informativ kabi asosiy hamda turli holatlarda

²⁰ Buber M, Ich und Du. In M. Buber. Das dialogische Prinzip Gerlingen, 1930. – P.20.

²¹ John R. Baldwin, Robin R. Means Coleman, Alberto Gonzalz, Suchitra Shenoy-Packer. Intercultural Communication for Everyday Life. – Uk, 2014. – P. 114.

faollashadigan pragmatik va ifoda kabi xususiy vazifalarni bajaradi²². Noverbal vositalarning informativ vazifasi biror narsa yoki shaxs, ularning xususiyati, faoliyati va joylashgan o'rnini haqida ma'lumot berishdir. Ular yo'nalishda quyidagi xususiy pragmatik vazifalarni bajaradi: aloqa o'rnatish va qaytarish, o'zini tanishtirish, ijtimoiy yo'naltirish, rag'batlantiruvchi va nazorat kabilardir. Ifoda vazifalariga ta'sirchanlik, hissiy va moslashuvchanlik kabi kabilar kiradi²³. Darhaqiqat, olim noverbal vositalarning muloqotdagi qo'llanish vazifalarni ta'kidlab o'tgan bo'lib, muloqot jarayonida ishlatilayotgan noverbal vositalarning semantik xususiyatlariga e'tibor qaratgan.

Shuni ham ta'kidlash lozimki, ba'zi lingvistlar noverbal vositalarning sintaktik vazifalarini ham qayd etishgan. Chunonchi, I.N.Gorelov va K.F.Sedovning ta'kidlashicha, muloqotning noverbal qismlari gap bo'laklari vazifalarini bajarishi mumkin: ega, hol, kesim, vositali va vositasiz to'ldiruvchi kabi vazifalar²⁴. Shuningdek, N.V.Nakashidzening qayd etishicha, muloqot jarayonida noverbal vositalar nutqiy jarayonda lisoniy vositalarga hamroh bo'luvchilar va nutqiy jarayonda alohida qo'llanuvchilar kabi kommunikativ vazifalarni bajaradi²⁵. Olim noverbal vositalarning vazifalarini umumiy holatda faoliyatiga ko'ra ajratib qayd etgan. Bu vazifalarni bayon etish oson bo'lsa-da, ammo bu noverbal vositalarning nutqdagi vazifalarini to'liq ochib berolmaydi.

Tadqiqotimizda noverbal vositalarning 9 ta vazifasi badiiy matnlardan olingan misollar orqali ochib berildi:

Shaxslar o'rtasidagi vazifasi: noverbal vositalar insonlararo munosabatlarda ichki his-tuyg'ularni ifodalash uchun xizmat qiladi.

Ramziy vazifasi: imo-ishoralardan asosan ma'lum bir xabar yetkazish uchun foydalaniladi. Dialogik nutqda adresant ifodalamoqchi bo'lgan maqsadini anglatadigan noverbal vositalarni qo'llaydi va adresat ushbu so'zsiz harakatlar orqali adresantning nima demoqchiligini tushunib olishi mumkin.

Tasviriy vazifasi: dialogik nutqda noverbal vositalar biror narsaning hajmi, shakli, masofa va boshqalarni ko'rsatish uchun ishlatiladi. Shuningdek, suhbatdoshning kimligi, uning temperamenti, ijtimoiy maqomi, uning ma'lum bir madaniyat yoki guruhga tegishli bo'lishi, uning shaxsiy fazilatlar va xususiyatlari, muayyan vaziyatdagi hissiy holati haqida ma'lumot beradi.

Moslashuvchi vazifasi: ishonch vositasi, o'z-o'ziga tasalli sifatida ishlatiladi, ko'pincha, o'ylamay qilingan faoliyatlar, chunonchi, soch bilan, qalam yoki sigaret bilan o'ynab, soqolni silab so'zlashish kabi holatlar.

Urg'u berish: noverbal vositalar verbal xabarning ba'zi qismlariga tez-tez urg'u beradi. Chunonchi, qoshni ko'tarish hayratlanishni; barmoqni siltash norozilikni; qoshni chimirish g'azab, yoqtirmaslik yoki hayratni ifodalaydi.

²² Конечкая В.П. Социальная коммуникация. – М.: Междунар. ун-т бизнеса и управления, 1997. – С. 124.

²³ O'sha asar, o'sha bet.

²⁴ Горелов И.Н., Седов К.Ф. Основы психолингвистики. – М: Лабиринт, 1998. – С. 56.

²⁵ Накашидзе Н.Б. Кинесика и ее вербальное отражение в характеристике персонажей художественного произведения: на материале англо-американской художественной прозы XX века. Автореферата по ВАК РФ 10.02.04, кандидат филологических наук. – М., 1981. – С. 133.

To'ldiruvchi: noverbal muloqot og'zaki muloqotning umumiy ohangini yoki munosabatini ham mustahkamlaydi. Chunonchi, boshni quyi solish yoki tushkunlik holati g'amginlikni ifodalovchi so'zlarga hamroh bo'lishi mumkin; tik turish, tabassum va jonlantirilgan harakat xursandchilikni ifodalovchi og'zaki nutqqa hamroh bo'ladi.

Qarama-qarshilik qilish: noverbal muloqot verbal xabarni ba'zan ixtiyoriy, ba'zan g'ayri ixtiyoriy tarzda inkor etadi, chunonchi, ko'zlarda yosh va ovozi qaltiragan bo'lsa-da, do'stlarga va oila a'zolarga ahvoli yaxshi ekanligini aytishi mumkin.

Takrorlash: noverbal vositalar verbal vositalar uzatayotgan axborotni qaytarishi mumkin. Bunday holatda noverbal vositalar xabarga qo'shimcha axborot bermaydi yoki yangi ma'no anglatmaydi.

Verbal vositalarning o'rnini bosuvchi: noverbal vositalar verbal vositalarning o'rnini bosishi mumkin, chunonchi, xabarni tasdiqlash uchun boshini qimirlatish yoki maqtash uchun bosh barmoqni yuqoriga ko'targan holda qolgan barmoqlarni kaft ichiga yig'ib ko'rsatish mumkin.

Dissertatsiyaning "**Lingvomadaniyatshunoslikda noverbal vositalarning o'rnini**" deb nomlangan ikkinchi bobida imo-ishoralarning madaniy farqlanishi, yosh bolalarning muloqotida noverbal vositalarning o'rnini hamda o'qituvchi-talaba muloqotida noverbal birliklarning roli kabi masalalar o'tkazilgan tajriba-sinovlar natijalari asosida atroflicha yoritilgan.

Ushbu bobning "**Muloqot jarayonida noverbal vositalarning qo'llanilishida madaniy farqlar**" nomli birinchi faslida noverbal vositalarning turli millatlarda farqlanishi, bu xususida olimlarning qarashlari yoritib berilgan. Noverbal vositalarning nutq jarayonida ishtirok etishi va so'zlovchi kommunikativ maqsadiga bog'liq holda turli ma'no nozikliklarini ifodalashi bir tomondan uning pragmatik vazifasi bilan, ikkinchi tomondan esa til sohibining madaniy xususiyatlari bilan bog'liq bo'ladi. Noverbal vositalarning qo'llanish sababi, vazifasi, nutq vaziyatiga munosabati, pragmatik samarani yuzaga keltirishdagi rolini aniqlash lingvomadaniyatshunoslik to'g'risida ham fikr yuritishni taqozo qiladi.

Noverbal vositalarning madaniy farqlanishi bo'yicha olimlarning qarashlari ikki xil bo'lib, birinchi qarash vakillari noverbal vositalarni barcha insonlar uchun "tushunarli til" deb ta'kidlagan bo'lishsa, boshqa olimlar bu fikrni inkor etishgan. Jumladan, Ch.Darvin imo-ishoralarni "tug'ma va universal" deb ta'riflagan, shuningdek, Kvantilion qo'l harakatlarini "barcha insonlarga umumiy til" deb ta'kidlagan, Eibl-Eibesfeldt va A.Kostis kabi olimlar ham noverbal vositalarni hamma uchun umumiy deb hisoblashgan²⁶. Ammo R.Berdvistel, M.Argeyl, P.Ekman, D.Morris kabi olimlar bu qarashga qo'shilishmagan²⁷. Professor

²⁶ Darwin Ch. The Expression of the Emotions in Man and Animals – London: John Murray. 1st edition, 1872; Eibl-Eibesfeldt. Ethology, the biology of behavior. Hold. – New York, 1970; Kostic A. Govor lica.Niš:Filozofski fakultet. 2006.

²⁷ Ekman P. Emotional and conversational nonverbal signals. – Netherland, 2004. – P. 40; Burrow J. Gestures. In Gestures and Looks in Medieval Narrative. – Cambridge: Cambridge University Press. (Cambridge Studies in Medieval Literature, pp. 12), 2002. – P. 12; Michael Argyle. Bodily communication. – Cambridge University Press. – P. 75.

R.Berdvistelning ta'kidlashicha, 250.000 ta yuz ifodasi mavjud bo'lib, ular ikki xil usulda namoyon bo'ladi: madaniyatlar uchun umumiy va madaniyatlarning o'ziga tegishlisi. Ammo turli madaniyat vakillarining tillari farqlanganligi sababli, lisoniy vositalar bilan hamohang holda noverbal vositalar ham madaniy farqlanib keladi²⁸.

Bizningcha, noverbal vositalar inson ichki hissiyotlarini aks ettirganda barcha uchun umumiy bo'lsa, aksincha, insonning tashqi muhitga munosabati, biror narsani ko'rsatishi, tushuntirishi, fikrini ifoda e'tishida madaniy farqlanadi. Shuningdek, inson ichki hissiyotini aks ettiruvchi noverbal vositalar tug'ma va universal hamda madaniy farqlangan imo-ishoralar inson xulqi va tarbiyasi bilan bog'liqdir, xususan, ularni shartli ravishda, tabiiy va ijtimoiy noverbal vositalar deb atasak, maqsadga muvofiq bo'lardi.

Mazkur bobning keyingi fasli **“Maktabgacha ta'lim yoshidagi bolalarning muloqotida noverbal vositalarning o'rni”** deb nomlanadi. Noverbal muloqot bolaning hissiy, ijtimoiy va aqliy rivojlanishi uchun juda muhim. Oddiy narsalar, xususan, quchoqlash, o'pish, jilmayish yoki qo'lini mahkam tutish bolaga ijobiy ta'sir etadi va o'ziga ishonchni shakllantiradi. Ijobiy noverbal harakatlar bilan birgalikda salbiy nolisoniy harakatlar ham mavjud bo'lib, bola ushbu harakatlarni ko'rib, salbiy xabarni qabul qiladi. Chunonchi, qoshni chimirish, qovoqni uyish va shu kabi salbiy ta'sir qiluvchi noverbal vositalar. Azaldan ijtimoiy aloqa vositasi sanalib kelgan imo-ishoralar asosan boshqaruv-kommunikativ (5-6 oydan) va affektiv-kommunikativ (8 oydan) kabi vazifalarni bajaradi. Imo-ishoralarning informativ-kommunikativ vazifasi esa 13-15 oydan keyin paydo bo'la boshlaydi²⁹.

Bir qator tadqiqotchilar (Stirn, Bibi, Jaffe, Bennet) ona va bola yuz ifodasi, ularning ovoz toni bilan bir-birining harakatiga javobini kuzatishgan³⁰. Tadqiqotlar shuni ko'rsatadiki, 9 oylikdan to 16 oylikkacha bo'lgan davrdagi bolalarda noverbal vositalarni ishlatish ko'nikmasi shakllanadi. Ikki yoshdan keyin erkin gapirish qobiliyati rivojlanadi. Shuni ta'kidlash lozimki, 16 oylikkacha bola kamida 16 jestni qo'llashi mumkin³¹. 16 oylikdan keyin boshqa ramziy imo-ishoralar rivojlanadi. Bu vaqtda imo-ishoralar og'zaki nutqni rivojlantirishni kuchaytiradi. 18 oylikdan keyin bolalar verbal va noverbal vositalarni hamkorlikda ishlata boshlashadi. Avvalo, jestlarni aytayotgan so'ziga moslashtirib ishlatishadi (chunonchi, mushukni ko'rsatib, “mushuk” deydi) so'ng boshqa sifatlovchi so'zlarni aytishadi (kuchukni ko'rsatib, “katta” deydi).

Ma'lumki, bog'chada bolalar yoshiga qarab guruhlarga ajratiladi. Ana shu guruhlarning har birida noverbal kommunikatsiyani shakllantirish uchun turli vositalar qo'llaniladi.

²⁸ Stella Ting-Toomy. *Communicating Across Cultures*, First Edition. – New York, 1999.

²⁹ Петрова, Е.А. Жесты в педагогическом процессе. Учеб, пособие для студентов педвузов // Е.А.Петрова. – М.: Моск. Городское педагогическое общество, 1998. – С. 222.

³⁰ Stern D. N., Beebe B., Jaffe J., & Bennett S. L. The infant's stimulus world during social interaction. In H. R. Schaffer (Ed.), *Studies in mother-infant interaction: Proceedings of the Loch Lomond Symposium* (pp. 177- 202). – London, UK: Academic Press, 1977. – Pp. 177-202.

³¹ <https://www.readingrockets.org/article/baby-and-toddler-milestones-16-gestures-16-months>. Murojaat sanasi: 08.09.2021.

Tadqiqotimiz jarayonida maktabgacha ta'lim tashkilotlarida olib borgan tajriba ishlarimizda biz ham katta guruh bolalarining muloqot jarayonini kuzatdik. Tajriba-sinov ishlari MTMlarini qamrab olgan holda o'tkazildi (2020-2021-y). Tajriba-sinov maydoni sifatida Samarqand shahridagi 76-80-98-maktabgacha ta'lim tashkilotlari belgilandi. Tajriba-sinov ishlari tashxis va bashorat qilish (prognostik), tashkiliy tayyorgarlik, amaliy va umumlashtiruvchi bosqichlardan iborat bo'ldi.

Samarqand viloyati MTM boshqarmasi Janubiy Koreya bilan hamkorligi sababli, bir guruh tarbiyachilar va xodimlar yangi ta'lim texnologiyalar va metodlarni o'rganish uchun Janubiy Koreyaga malaka oshirishga borib, malaka oshirish mobaynidagi jarayonlarni videoga olib kelishgan. Mana shu video lavhalar asosida biz aynan o'zbek va koreys bog'cha bolalari o'rtasidagi farqni aniqlashga muvaffaq bo'ldik. Aytish joizki, maktabgacha yoshdagi bolalar bog'chaga birinchi bor kelganlarida begona muhitga moslashish jarayoni bir oz qiyin kechadi. Bu vaziyatni tahlil qilganimizda o'zbek va koreys bog'chalarini solishtirib ko'rdik. Ushbu tajriba-sinovda o'zbek bog'cha bolalarining (17 ta bola) harakatini bevosita kuzatish orqali, koreys bolalari harakatini yuqorida qayd etilgan videolar orqali tahlil etdik.

Natijalarga ko'ra, o'zbek bog'chalarida bir guruhda oltita bola tarbiyachining savollariga kulib javob berdi. Bunda verbal vositalardan ko'ra noverbal vositalarning ishlatilishi ko'proq kuzatildi. Bola tarbiyachining savollariga bosh iring'ash, bosh silkitish kabi harakatlar bilan javob berdi. Bu esa uning uyalayotganidan, notanish muhitda o'zini erkin sezmayotganligidan dalolat beradi. Uchta bola tarbiyachining savollariga erkin javob berdi. Ammo qolgan sakkizta bola yig'lab, qo'rqib javob berishmadi.

Koreys bog'chalarida bu ko'rsatkichlar butunlay boshqacha bo'ldi. Koreyada bolalar bog'chada o'zbek bolalariga nisbatan birinchi kundanoq o'zini ancha erkin his qilishdi. Fikrimizcha, buning sababi bizning o'zbek oilalarida bolalarga odob-axloq qoidalarini o'rgatish jarayonida ayrim cheklovlar qo'yilganidandir.

Ushbu bobning uchinchi fasli **“O'qituvchi-talaba muloqotida noverbal birliklarning roli”** deb nomlanadi. Noverbal vositalar ta'lim sohasida muhim ahamiyat kasb etadi.

Tajriba-sinov ishlari Samarqand davlat chet tillar institutining Xorijiy til va adabiyoti fakultetining 2-3-kurs talabalari orasida o'qituvchi va talabalarning imo-ishoralarini o'rganish metodini aniqlashtirish, imo-ishoralarini qabul qilish darajasini o'rganish, olingan empirik ma'lumotlarni tahlil qilish maqsadida ayrim tajriba ishlari olib borildi. Ushbu tadqiqot 5 ta turli guruhlarda (10 ta turli o'qituvchilar ishtirokida) tashkil etildi. Bu bir necha dars soatlari davomida o'tkazildi. Kuzatish davomida o'qituvchi tomonidan dars davomida qaysi imo-ishoralardan qaysi chastota bilan foydalanilganligi aniqlandi. Kuzatishlar natijasida o'qituvchilar tomonidan eng ko'p qo'llaniladigan imo-ishoralar hamda ulardan dars davomida foydalanish chastotasi qayd etildi. Kuzatishlardan olingan natijalar darsdan so'ng o'qituvchilar bilan muhokama qilindi.

O'qituvchilar bilan o'tkazilgan so'rovnomalar va tahliliy natijalar quyidagi xulosalarni chiqarishga imkon beradi: 1. Oldindan aniq o'ylangan ma'lum imo-ishoralardan foydalanishni rejalashtirish, ko'pincha, tajribali o'qituvchilarda kuzatiladi. 2. Aksariyat o'qituvchilar o'zlarining imo-ishoralaridan umuman qoniqsalar-da, auditoriyadagi noverbal muloqotlarining o'ziga xos xususiyatlaridan yetarli darajada xabardor emaslar. Ularning imo-ishoralari darajasining namoyon bo'lish koeffitsiyenti o'rtacha. 3. Ayrim tajribasi kam yosh o'qituvchilar imo-ishoralardan beixtiyor foydalanadilar. Bular, ko'pincha, ishochsizlik, asabiylashish, ikkilanishni ifodalovchi imo-ishoralaridir.

Shuni ham aytish joizki, dars jarayonida noverbal vositalarni qo'llashda o'zbek xalqi bilan chet ellik pedagoglar o'rtasida birmuncha farqlar ko'zga tashlanadi. Bunda, albatta, milliy mentalitet katta rol o'ynaydi. AQSh va O'zbekiston xalqi bir-biri bilan muloqot qilganda, og'zaki nutqda pauzalar muhim sanaladi. O'z harakatlarini boshqara oladigan amerikalik o'z nutqida juda ko'p pauzalarga yo'l qo'yadi. Bunga AQShda erta yoshdan boshlab odamlarni o'rgatishadi. Amerika madaniyatining eng aniq xususiyatlaridan biri tabassumdir. Amerika tabassumi – ona suti bilan singib ketgan dunyoni idrok etish mevasidir. Aynan ana shu tabassum orqali o'qituvchi dars jarayonida talabalarni pozitiv munosabatda bo'lishga undaydi. Bunday o'qituvchining darsida talaba o'zini erkin his qiladi. Erkin o'tilgan dars esa o'z-o'zidan o'tilgan mavzuni talaba ongida tezroq va mustahkamroq singib qolishiga zamin yaratadi. Bunday tabassum muloqotdan olgan quvonchni, tanishuvni, suhbatni saqlab qolish istagini, xushmuomalalikni ifodalaydi. Boshqacha aytganda, dars jarayonida talaba va pedagog o'rtasidagi tarang vaziyat yo'qoladi. Shu bilan birga, talabada mustaqil fikrini aytishdan cho'chimaslik, o'z nuqtai nazarini (hatto u noto'g'ri bo'lsa ham) himoya qilish ko'nikmalari shakllanib boradi.

Tadqiqot davomida 2-3-kurs talabalari (SamDChTI) o'rtasida Amerika va o'zbek madaniyatlari noverbal muloqotning xususiyatlari va farqlarini bilish bo'yicha sotsiologik so'rov o'tkazildi. So'rov natijasida Amerika madaniyati noverbal aloqa vositalari o'zbek madaniyatiga faol kirib kelayotgani, ko'pgina yoshlar Amerika madaniyatidan o'zlashgan imo-ishoralardan foydalanishlariga qaramay, ularning aksariyati bu ishoralarning asl ma'nosini bilmay turib, noto'g'ri qo'llashi va bu, ko'pincha, suhbatdoshlar o'rtasidagi tushunmovchiliklarga olib kelishi, shu bilan birga, ayrim imo-ishoralar milliy mentalitetimizga to'g'ri kelmasligi kabi xulosalarga kelindi.

Dissertatsiyaning uchinchi bobi **“Nutq jarayonida noverbal vositalarning pragmatik xususiyatlari”** deb nomlangan.

Bobning **“Pragmatika va noverbal vositalar”** deb nomlangan birinchi faslida nutqiy muloqot jarayonida nolisoniy vositalarning so'zlovchi kommunikativ maqsadining amalga oshishida tutgan o'rni masalasi to'g'risida fikr yuritilgan.

Noverbal vositalarning pragmatik talqini bo'yicha ingliz tilshunosi Tim Varton **“Pragmatika va noverbal muloqot”** nomli kitobida batafsil ma'lumot berib,

noverbal vositalarning pragmatik tomondan noyob tekshiruvini olib borgan³². Vartoning ta'kidlashicha, tuyg'ularimiz va hissiyotlarimiz haqida axborot yetkazuvchi turli xil tabiiy ovoz, yuz ifodalari va tana harakatlari bilan nutqimizga rang berib, bezab boramiz.

Noverbal muloqotning eng muhim xususiyati shundan iboratki, u insonning barcha sezgi organlari yordamida amalga oshiriladi, ularning har biri aloqa kanalini tashkil etadi va har biri o'zicha pragmatik vaziyatni yuzaga keltiradi.

Suhbatdosh bilan bevosita muloqot vaziyatida shakllangan jarayon nutq aktlari bilan bog'liq bo'ladi. "Nutqiy akt – ma'lum bir gapning aniq muloqot muhitida talaffuz etilishidir"³³. "Nutqiy akt nazariyasiga xos har bir tadqiqiy talqinda nutq subyektining olamni bilish va his qilishdagi tasavvur ko'rsatkichlarining nutqdagi darajalari hisobga olinadi"³⁴. Nutq aktlari so'zlovchining psixologik holati uning vaziyatga munosabatini aks ettiradi. Ma'lumki, bir psixologik holatning ifodasi nutqiy aktlarning yanada yaqqol ko'zgusi sifatida xizmat qila oladi. Bu esa, o'z navbatida, turli illokutiv aktlarni o'zida qamrab oladi: ishontirish – dekloratsiya, tushuntirish, ta'kidni; maqsad – va'da, qasamyodni; po'pisa – buyruq, istak va h.k.larni ifodalashi mumkin.

Aynan deydik vositalar, imo-ishoralar xohish, ishontirish, afsuslanish kabi holatlarga qo'shimcha ta'sir kuchini yuklashi sir emas. Jumladan, so'zlovchi o'z nutqi jarayonida ishlatadigan imo-ishoralar nutqning yoki uzatilayotgan axborotning emotsionalligini oshirishga xizmat qiladi. Emotsiyalar esa adresatning ham, adresantning ham o'zaro pragmatik munosabatlariga ijobiy ta'sir etadi. Boshqacha aytganda, emotsiyalar so'zlovchining o'z nutqiga bo'lgan munosabatini aks ettirishga yordam beradi. Natijada muvaffaqiyatli illokutiv akt yuzaga chiqadi. Bizningcha, muvaffaqiyatli illokutiv akt yuzaga kelishi uchun og'zaki nutq bo'lishi shart ham emas. Zero, qo'l harakatlari, imo-ishoralar orqali ham illokutiv aktning muvaffaqiyatli chiqishiga erishish mumkin:

1. ...*Qushbegi javob berish o'rniga maktubni olib ko'rpacha ostig'a yashirdi va Kumushbibini tanbihladi: "Majlisda manim ruxsatimdan boshqa so'zlashingiz otangiz bilan eringizning o'limlarini tilashingizdir, tushundingizmi?" Kumush qabul ifodasini bergandan so'ng qushbegi dahlizda qarab turg'an qo'rboshig'a "Kirsinlar!" dedi(A. Qodiriy. O'tkan kunlar).*

2. ...*Otabek kulimsiradi:*

– *Eshitdim...*

– *O'sha bekning haqiga eshitgan kunimdan beri duo qilib kelaman...*

Zaynab so'radi:

– *Sizlarda qanday dushmanlig'i bor ekan?*

Otabek "endi nima deysan" degandek qilib Kumushka qaradi (A.Qodiriy, "O'tkan kunlar").

Keltirilgan misollarning birinchisida qushbегining verbal ifodali savoliga Kumushning noverbal (*qabul ifodasini bergandan so'ng*) javob qaytarishini, bu

³² Wharton T. Pragmatics and non-verbal communication. - New York: Cambridge University Press, 2009. – P. 229.

³³ Сафаров Ш. Прагмалингвистика. – Тошкент: ЎМЭ, 2008. – Б.78.

³⁴ Ҳақимов М. Ўзбек прагмалингвистикаси асослари. Монография. – Тошкент, 2013. – Б. 6.

esa, suhbatdoshga maqsadini yetkazib, kommunikativ niyatning yuzaga chiqishi bilan xarakterlanishini kuzatish mumkin.

Nutq soʻzlovchining nafaqat til vositalaridan, balki noverbal vositalardan foydalanish jarayoni va shunday jarayon natijasida yuzaga keladigan hodisa nutqning kommunikatsiya maqsadi va sharoitiga qarab deytik vositalardan muvofiqʻi saylab ishlatilishini talab qiladi. Buni biz yuqorida berilgan ikkinchi misolda koʻrishimiz mumkin. Birinchi misolda biz *qabul ifodasi* koʻrsak (bu *bosh irgʻash, koʻlini koʻksiga qoʻyib yengil taʼzim qilish* kabilar boʻlishi mumkin), ikkinchi misolda nigoh kontaktini kuzatishimiz mumkin. Boshqacha aytganda, ikkinchi misolda “*endi nima deysan*” kabi jumlaning biz Otabekning koʻz qarashlaridan uqib olishimiz mumkin.

Pragmatik muvaffaqiyatsizliklar konsepsiyasi ilk bor Buyuk Britaniyadagi mashhur pragmatist Jenni Tomas tomonidan taklif qilingan. U buni “aytilayotgan narsa nimani anglatishini tushuna olmaslik” deb taʼriflagan³⁵. Darhaqiqat, pragmatik muvaffaqiyatsizlik nutq jarayonida “kommunikant niyatining yuzaga chiqishi uchun toʻsiq”³⁶ boʻlib, nutq subyektining meʼyorsiz nutqiy xatti-harakatlari sababli tinglovchi asosiy illokutiv mazmuni toʻgʻri anglamasligidir. Shuningdek, madaniyatlararo noverbal muloqotda pragmatik muvaffaqiyatsizliklar soʻzlovchilar boshqa madaniyat vakillarining qadriyatlarini, urf-odatlarini va muloqot etikasi haqida tushunchaga ega boʻlmasligi sababli oʻzga madaniyat vakili bilan muloqotda shaxsiy munosabatlar meʼyorlarini, ijtimoiy konvensiyalarni ongsiz ravishda buzishi, maqsadni eʼtiborsiz qoldirishidir.

Aytish lozimki, deytik vositalar kommunikativ jarayonda uzatilayotgan axborotga maʼlum darajada ifoda taʼsirchanligini oshirish maqsadida ham qoʻllaniladi. Deytik imo-ishoralar qabul qiluvchining diqqatini proksimal yoki distal muhitda maʼlum bir referentga yoʻnaltirish uchun qoʻllaniladi.

Ayrim nutqiy vaziyatlarda aslida ifoda etilayotgan tushuncha oʻz nomi bilan aytilmay, oʻsha tushunchaga ishora qiluvchi soʻz qoʻllaniladi. Masalan:

Najmi Soniy shayboniyzodalarni bartaraf qilgandan keyin Boburni ham hokimiyatdan chetlatishi va Samarqand taxtiga boshqa ishonchli odamni oʻtqazib, Movarounnahrda qizilboshlar hokimiyatini uzil-kesil barqaror qilishi kerak edi (P.Qodirov, “Yulduzli tunlar”).

Koʻrinib turibdiki, bu yerda qizilboshlar oti orqali Shoh Ismoil harbiylari oʻn ikki qizil yoʻllik matodan oʻrab yuradigan sallaga ishora qilinyapti.

Aytish joizki, deyksis hodisasi faqatgina yuzma-yuz muloqot jarayonida shakllanadi. Bu esa uning kontekst qurshovida yaqqol namoyon boʻlishini yana bir bor isbotlaydi. Zero, kontekst har qanday ogʻzaki muloqotning muhim qismidir va u muvaffaqiyatli muloqot yuzaga kelishi uchun asosiy vazifani bajaradi. Bu esa, oʻz navbatida, pragmatik vaziyatni ham yuzaga keltiradi.

³⁵ Thomas, J. 1983. Cross-cultural pragmatic failure: Applied linguistics. – London: Oxford University Press, 1983. – P. 93.

³⁶ Ҳақимов М. Ўзбек прагмалингвистикаси асослари. Монография. – Тошкент, 2013. – Б. 125.

XULOSA

Dialogik nutqda noverbal vositalarning ahamiyati, ularning lingvomadaniyatshunoslikdagi o'рни hamda nutqiy vaziyatdagi pragmatik xususiyatlarini aniqlash bo'yicha quyidagi xulosalarga kelindi:

1. Shu paytgacha o'zbek tilshunosligida dialogik nutqda noverbal vositalarning pragmatik xususiyatlarini o'rganishga yetarli darajada e'tibor qaratilmagan. Mavjud izlanishlarda noverbal vositalarning turlari, turli vaziyatlarda qo'llanilishi tahlil qilingan. Shunga qaramay, bu masala lingvistik tizim sifatida azaldan tilshunoslarni qiziqtirgan muammo sifatida o'z dolzarbligini yo'qotmaydi.

2. Noverbal vositalar muhim pragmatik vazifa bajarib, insonning ichki his-tuyg'ularini ifodalaydi, gapirish noqulay bo'lgan yoki imkoni bo'lmagan vaziyatda verbal muloqotning o'rnini bosadi va nutqdagi g'alizliklarni to'g'rilab, suhbatni tartibga soladi. Ularning pragmatik vazifa bajarishi bir tomondan turli munosabatlarni ifodalashda ko'rinsa, ikkinchidan, tilning aloqa jarayonida qisqalikka intilishi bilan bog'liq.

3. Noverbal muloqot insonning irqiy va ijtimoiy xususiyatlari, ularning ruhiy, jismoniy va hissiy holati, muayyan vaziyat yoki muayyan shaxs yoki obyektga munosabati, shuningdek, jamoadagi psixologik iqlim haqida ma'lumot uzatish uchun ishlatiladi. Bu esa bevosita nutqiy aktlar bilan bog'liq. Nutqiy aktlar ichida muhim o'rin tutuvchi illokutiv akt nutq subyekting kommunikativ maqsadidir. So'zlovchi maqsadining eksplitsit yoki implitsit tarzda namoyon bo'lishi illokutiv akt hisoblanadi. Illokutiv tushunchasi nutq tembri, imo-ishoralar xususiyatlari, turli nutqiy ifodalarni qamrab oluvchi fe'llarni qo'llashga aloqador turli komponentlarni qamrab oladi.

4. Imo-ishoralarning bir nechta turlari bo'lib, ular ramziy, deyktik, aykonik, metaforik va ritmik kabilardir. Ushbu imo-ishoralar ichida deyktik imo-ishoralar alohida ahamiyatga ega. Deyksis hodisasi universal bo'lib, deyktik imo-ishoralar uning bir qirrasidir. Deyktik imo-ishoralar nutqda verbal vositalar bilan qo'llaniladigan, ma'lum narsa, shaxs, joyni ko'rsatib turuvchi harakatlardir. Ushbu imo-ishoralarni qo'llash uchun kontekst muhimdir, chunki so'zlovchining yetkazayotgan axboroti to'g'ri qabul qilinishi kontestual muhitga bog'liq.

5. Noverbal vositalar badiiy matnda muhim o'rin tutadi. Ularning bu vazifasi inson ichki hissiyotlarini, atrofdagilarga munosabatini ko'rsatishda namoyon bo'ladi. Ammo o'zaro muloqotda insonning tashqi muhitga munosabati, biror narsani ko'rsatishi, tushuntirishi, fikrini ifoda e'tishida madaniy farqlar namoyon bo'ladi. Shuningdek, inson ichki hissiyotini aks ettiruvchi noverbal vositalar tug'ma va universal bo'lib, madaniy farqlangan imo-ishoralar inson xulqi, tarbiyasi, yashash muhiti va madaniyati bilan bog'liq bo'ladi, zotan, bularni shartli ravishda, tabiiy va ijtimoiy noverbal vositalar deb atash mumkin.

6. Noverbal muloqot ta'lim va tarbiya bilan bog'liq. U bolaning hissiy, ijtimoiy va aqliy rivojlanishi uchun juda muhim. Noverbal vositalar yordamida bolada xarakter shakllanadi. Oddiy narsalar, xususan, quchoqlash, o'pish, jilmayish yoki qo'lini mahkam tutish bolaga ijobiy ta'sir etadi va o'ziga ishonchni shakllantiradi. Ijobiy noverbal harakatlar bilan birgalikda salbiy nolisoniy

harakatlar ham mavjud bo‘lib, bola ushbu harakatlarni ko‘rib, salbiy xabarni qabul qiladi. Bolaning ijtimoiy muloqot doirasida o‘shishi muhimdir, chunki bu uning dunyoqarashi, nutqini o‘stiradi, boshqalar bilan yaxshi munosabatda bo‘lishiga yordam beradi.

7. Maktabgacha yoshidagi bolalarning rivojlanishida noverbal aloqa vositalari katta o‘rin egallaydi. To‘g‘ridan-to‘g‘ri aloqa nafaqat nutq yordamida, balki yuz ifodalari, imo-ishoralar, pozitsiyalar, intonatsiya kabilar yordamida ham amalga oshiriladi. Noverbal muloqotning tarkibiy qismlari insonning kayfiyatini, ular istagan yoki kutgan narsalarini aniqlashga yordam beradi.

8. Ta‘lim jarayonida o‘qituvchilar ma‘lum imo-ishoralardan oldindan aniq o‘ylagan holda foydalanishni rejalashtirishi kuzatiladi. Ayrim tajribasi kam yosh o‘qituvchilar imo-ishoralardan beixtiyor foydalanadilar. Bular, ko‘pincha, ishochsizlik, asabiylashish, ikkilanishni ifodalovchi imo-ishoralaridir.

9. Amerika madaniyati noverbal aloqa vositalari o‘zbek madaniyatiga faol kirib kelmoqda. Ko‘pgina yoshlar Amerika madaniyatidan o‘zlashgan imo-ishoralardan foydalanishlariga qaramay, mazkur ishoralarning aniq ma‘nosini bilmaganligi sababli ularning aksariyati bunday noverbal vositalardan noto‘g‘ri foydalanishadi. Bu, ko‘pincha, suhbatdoshlar o‘rtasidagi tushunmovchiliklarga olib keladi. Shu bilan birga, ayrim imo-ishoralar milliy mentalitetimizga to‘g‘ri kelmaydi.

10. Pragmatik muvaffaqiyatsizlik nutq jarayonida kommunikant niyatining yuzaga chiqishi uchun to‘siq bo‘lib, nutq subyekting me‘yorsiz nutqiy xatti-harakatlari sababli tinglovchi asosiy illokutiv mazmuni to‘g‘ri anglamasligidir. Shuningdek, madaniyatlararo noverbal muloqotda pragmatik muvaffaqiyatsizliklar so‘zlovchilar boshqa madaniyat vakillarining qadriyatlarini, urf-odatlarini va muloqot etikasi haqida tushunchaga ega bo‘lmasligi sababli o‘zga madaniyat vakili bilan muloqotda shaxsiy munosabatlar me‘yorlarini, ijtimoiy konvensiyalarni ongsiz ravishda buzishi, maqsadni e‘tiborsiz qoldirishidir.

11. So‘zlovchi o‘z nutqi jarayonida ishlatadigan imo-ishoralar nutqning yoki uzatilayotgan axborotning emotsionalligini oshirishga xizmat qiladi. Emotsiyalar esa adresatning ham, adresantning ham o‘zaro pragmatik munosabatlariga ijobiy ta‘sir etadi va so‘zlovchining o‘z nutqiga bo‘lgan munosabatini aks ettirishga yordam beradi. Natijada muvaffaqiyatli illokutiv akt yuzaga chiqadi.

12. Kommunikativ faoliyat uchun makon va zamon muhim ahamiyatga ega. Har bir voqea tinglovchi tomonidan makon va zamonda anglashiladi. Tinglovchi muayyan voqea-hodisani qanday makonda va qay zamonda sodir bo‘lganligini bilishga harakat qiladi. Bu esa, bevosita pragmatik jarayon bilan bog‘liq bo‘ladi hamda makon va zamon deyxsisida o‘rganiladi.

**SCIENTIFIC COUNCIL AWARDING SCIENTIFIC DEGREES
DSc.03/30.12.2019.Fil.05.02 AT THE FERGANA STATE UNIVERSITY**

SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

KHASANOVA GULRUKH KHAYRULLAYEVNA

**THE ROLE OF NONVERBAL MEANS IN DIALOGIC SPEECH AND
THEIR PRAGMATIC FEATURES**

10.00.11 – Theory of language. Applied and computational linguistics

**DISSERTATION ABSTRACT
OF THE DOCTOR OF PHILOSOPHY (PHD) ON PHILOLOGICAL
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INTRODUCTION (doctor of philosophy (PhD) thesis annotation)

Topicality and necessity of the dissertation theme. In the process of globalization in world linguistics, the focus is on the functionality of language, which leads to an increase in the study of the process of communication in close connection with extra linguistic and paralinguistic means. Such social influence of language, in turn, raises the problem of studying the importance of nonverbal means in dialogic speech and in this context, it is important to study the advantages of nonverbal means in the process of dialogic speech, the pragmatic features of nonverbal means in the speech process, pragmatic contradictions in intercultural nonverbal communication on the basis of modern linguistic analysis.

In world linguistics, research on the communicative content of communication and nonverbal means is a priority. However, it should be noted that in the present work we can notice that in the process of dialogic speech the advantages of nonverbal means, pragmatic features of nonverbal means, pragmatic contradictions in intercultural communication are not on the agenda. In this sense, the application of nonverbal means in the process of human speech to the science of world linguistics, in which the role of the human factor and the solution of the cognitive-pragmatic problem associated with it can fully justify the theoretical aspects of the problem.

Today, in Uzbek linguistics, the expression of nonverbal means in the text, deictic gestures, which are nonverbal units, have become of interest not only in pragma linguistics, but also in all areas of linguistics, as well as other disciplines studying human society. After all, "...our task now is to create effective mechanisms for the implementation of the results of scientific research, the sustainable development of science, scientific and innovative activities"³⁷. As Uzbekistan faces the world, it is important to conduct general theoretical research in the field of linguistics, to create a comparative linguistic description of interethnic means based on the use of nonverbal means in human speech.

No. PF-5850 of the President of the Republic of Uzbekistan dated October 21, 2019 "On measures to fundamentally increase the prestige and status of the Uzbek language as a state language", No. PF-6084 dated October 20, 2020 "On measures to further develop the Uzbek language in our country and improve the language policy", No. PF-6108 of November 6, 2020 "Education, education and science in the period of new development of Uzbekistan" on development measures", Decree No. PF-60 of January 28, 2022 "On the development strategy of the new Uzbekistan for 2022-2026"; PQ-2789 of February 17, 2017 "On measures to further improve the activities of the Academy of Sciences, organization, management and financing of scientific and research activities", PQ-4479 of October 4, 2019 No. "On the wide celebration of the thirtieth anniversary of the adoption of the Law of the Republic of Uzbekistan "On the State Language", No. PQ-5117 of May 19, 2021 "Promoting the study of foreign languages in the

³⁷ Мирзиёев Ш. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. I жилд. – Тошкент: Ўзбекистон, 2017. – Б. 168 – 174.

Republic of Uzbekistan This research serves to a certain extent in the implementation of the priority tasks defined in the Resolutions "On measures to bring the activity to a new level in terms of quality" and other regulatory legal documents related to this activity. **Dependence of the research on the priorities of the development of science and technology in the country.** The research was carried out in the framework of the priority direction of the development of science and technology of the Republic I. "Social, legal, economic, cultural, spiritual and educational development of an informed society and a democratic state, the development of an innovative economy".

The degree to which the problem has been studied. Nonverbal means and their pragmatic features have been studied to some extent in world linguistics and Uzbek linguistics. In particular, nonverbal means in world linguistics (A.Piz, D.Morris, M.Argyl, M.Knapp, R.Rosenzal, A.Megrabian, R.Axtell, M.Hixon, I.Gorelov, V.Kolshanskiy, E.Krasilnikova, V.Labunskaya, X.Mikkin, T.Nikolaeva, A.Polivanov, N.Smirnova, V.Shaklein³⁸ and other scientists), in particular, facial expression (P.Ekman, I.Eibl-Eibesfeldt³⁹), vision (C.Klienke, B.Auyeng, T.Farroni⁴⁰), gesture (Kendon⁴¹), proximity (Hall⁴²), kinesis (Birdwhistell⁴³) were studied in detail.

In Uzbek linguistics deixis, deictic gestures, the concept of speech act, pragmatics are studied by such linguists as Sh.Safarov, G.Toirova, I.Khojialiev, M.Hakimov, S.Rakhimov, S.Muminov, A.Abduazizov, Q.Rasulov and F.Karimova⁴⁴. A number of studies on nonverbal means conducted by

³⁸ Pease Allan & Pease Barbara. The definitive book of body language. – Bantam, New York, 2006. – 404 p.; Desmond M. Body talk: A World Guide to Gestures. – London: Jonathan Cape Ltd, 1994. – 231 p.; Argyle M. Bodily communication. – 2nd ed, Madison, 1988. – 384 p.; 84. Knapp Mark L & Hall Judith A. Nonverbal Communication in human interaction. Seventh edn, Wadsworth, Florence, KY, 2010. – 496 p.; Rosenthal R. & Jacobson L. Pygmalion in the classroom, expanded edition. – New York, Irvington, 1992. – 240 p.; Mehrabian A. Silent messages. – Wadsworth, Belmont, CA, 1971. – 160 p.; Axtell, Roger. Gestures: the do's and taboos of body language around the world. – rev. ed, John Wiley & Sons. – New York, 1998; Hickson Mark L, Stacks Don W & Moore Nina-Jo. Nonverbal communication: studies and applications. – 4th ed. – Roxbury, Los Angeles, 2004. – 503 p.; Горелов И. Н. Невербальные компоненты коммуникации. – М.: Наука, 1980. – 304 p.; Колшанский Г.В. Паралингвистика. – М.: Наука, 1974. – 93 с.; Красильникова Е.В. Жест и структура высказывания в разговорной речи // Русская разговорная речь. Фонетика, морфология, лексика, жест / Под ред. Е.А. Земской. М.: Наука, 1983. – 205 с.; Лабунская В.А. Невербальное поведение. Ростов на Дону, 1986. – С.84; 41. Миккин Х. Кинесика и язык. Труды по психологии. Вып. 395, №4, 1976. – 60 с.; Николаева Т.М., Успенский Б.А. Языкознание и паралингвистика // Лингвистические исследования по общей и славянской типологии. – М., 1966. – 124 с.; Поливанов А.С. Невербальные средства коммуникации у высших приматов // Библингвистика. Вып. 4. Спб. 2003, – С. 37-38; Смирнова Н.И. Невербальные аспекты коммуникации. М., 1973 – 21 с.; Шаклеин В.М. Лингвокультурная ситуация и исследование текста. – М., 1997. – 184 с.

³⁹ Ekman Paul. Telling lies: clues to deceit in the marketplace, politics and marriage, 3rd ed, - WW Norton, New York, 2001. – 98 p.; Eibl-Eibesfeldt Irenaus. Human ethology. Aldine Transaction, Piscataway, NJ., 2007. – 848 p.

⁴⁰ Kleinke C.L. Gaze and eye contact—A research review. Psychological Bulletin, 100(1), 1986. – Pp. 78–100; Auyeung B., Lombardo M. V., Heinrichs M., Chakrabarti B., Sule A., Deakin J. B., et al. Oxytocin increases eye contact during a real-time, naturalistic social interaction in males with and without autism//Translational Psychiatry. 2015; Farroni T., Csibra G., Simion F., & Johnson M.H. Eye contact detection in humans from birth. Proceedings of the National Academy of Sciences, 2002. 99 (14). – Pp.9602–9605.

⁴¹ Kendon Adam. Gesture: visible action as utterance. – Cambridge: Cambridge University Press, 2005. – 410 p.

⁴² Hall Edward T. Beyond culture, Doubleday. – New York, 1977. – 316 p.

⁴³ Birdwhistell R.L. Kinesics and Context: Essays on Body Motion Communication. – Philadelphia: University of Pennsylvania Press, 1970. – 352 p.

⁴⁴ Сафаров Ш. Прагмалингвистика. – Тошкент, 2008. – 318 б.; Тоирова Г. Ўзбек нутқий мулоқотида системавийлик ва информативлик: Фил.фан. бўй.фалс. д-ри (PhD). – Тошкент, 2017. – 157 б.; Ҳожиалиев И.

A.Nurmonov, M.Saidkhanov, K.Yunusov, I.Aslonov, B.Akhmedov, M.Burkhonova⁴⁵ testify to the growing interest in this area.

In the process of writing the dissertation, the scientific investigations by the above-said and a number of other Uzbek and world scientists were taken into consideration. In contrast to the work done in this area, our study analyzes the pragma linguistic and linguaculturologic aspects of forensic linguistics in dialogic speech.

Relation of the topic of the dissertation to the research work of the higher education institution where the dissertation is written. The topic of the dissertation is an integral part of the plan of prospective research work of the Samarkand State Institute of Foreign Languages on «Derivative laws of language development».

The purpose of the research is to shed light on the issues of the role of nonverbal means in dialogic speech, as well as cognitive-pragmatic and linguistic-cultural differences based on the material of non-verbal means used in speech.

Research objectives:

to provide an overview of general theoretical views on the use of non-verbal means in the speech process;

identifying the non-verbal means in the dialogic speech on the basis of pragmalinguistic experiments;

studying the non-verbal means in dialogic speech with the help of experiments;

studying the role of non-verbal means in the speech of young children through observation and analysis on the basis of available sources;

studying of pragmatic barriers in the process of intercultural nonverbal communication and the scientific substantiation of the description based on sources.

The object of the research is the non-verbal means used in the dialogic speech.

The subject of the research is the pragmalinguistic and linguocultural side of non-verbal means in dialogic speech.

Research methods. Methods of descriptive, diagnostic, and empirical methods were used in the study.

Коммуникатив имконият структураси // Ўзбек тили ва адабиёти, 2001, 6-сон. – 38 б.; Рахимов С. Речевая коммуникация и проблема дейксиса в разносистемных языках. – Т: Фан, 1989. – 119 с.; Мўминов С., Расулов Қ. Коммуникантларнинг ижтимоий роли ва нуткий мулоқот ҳақида // Услубшунослик ва фразеологиянинг долзарб муаммолари. - Самарқанд: СамДУ, 2007. – 72 б.; Абдуазизов А.О составных частях когнитивных лингвистики // Хорижий филология, 2007, 3-сон. – Б.5-6; Ҳақимов М. Ўзбек прагматик лингвистикаси асослари. – Тошкент, 2013. – 176 б.; Каримова Ф. Ўзбек тилидаги диалогик нутқнинг лингвопрагматик хусусиятлари: Филол.фан.бўй.фалс.д-ри (PhD)... дисс. – Тошкент, 2021.

⁴⁵ Нурмонов А. Ўзбек тилининг паралингвистик воситалари ҳақида. – Андижон, 1980. – 42 б.; Саидхонов М. Новербал воситалар ва уларнинг ўзбек тилида ифодаланиши: Филол.фан.ном...дисс. автореферат. – Тошкент, 1993. – 24 б.; Саидхонов М. Алоқа аралашув ва имо-ишоралар. – Т: Фан, 2008; Юнусов Қ. Танамиз тилга кирганда. – Т.: Истиклол нури, 2016. – 152 б.; Аслонов И.Н. Ижтимоий фаолият ва муомала психологияси. Методик қўлланма. – Тошкент, 2019. – 105 б.; Ахмедов Б. Паралингвистик воситаларнинг гендерологик ва прагматик тадқиқи: Филол.фан.бўй.фалс.д-ри (PhD)... дисс. – Андижон, 2021. – 145 б.; Бурханова М. Ольфактор лингвистика. Монография. – Фарғона, 2022. – 124 б.

The scientific novelty of the research is as follows:

the role of non-verbal means in the development of preschool children's speech and the stages of the components of non-verbal communication of young children have been determined;

the gesture, facial expression, movement, gaze – in short, the whole range of non-verbal ways of information transmission that serves as a means of transmitting an informative emotional message of a person to the outside world has been proven;

the pragmatic features of non-verbal means, causes of pragmatic failures when non-verbal means are used in intercultural communication have been determined;

the importance of non-verbal means in teacher-student communication and their pragmatic features have been determined.

The practical results of the study are as follows:

the advantages and functions of nonverbal means in dialogic speech have been practically explained;

scientific information and conclusions regarding the cultural differentiation of non-verbal means have been proved;

the stages of formation of non-verbal means in children's speech, the importance of non-verbal means in young children's communication has been determined;

terms such as nonverbal means, deictic gestures, pragmatics, widely used in such disciplines as “Introduction to Linguistics”, “Language Theory”, “Speech Culture” for bachelor's and master's degrees in philology, are described in detail, and a theoretical source material for these disciplines has been created.

The reliability of the research results is explained by the clarity of the problem, the consistency of the conclusions, as well as the direction of research and research methods, the practical application of theoretical ideas and conclusions, the validation of the results by the competent authorities.

Scientific and practical significance of the research results. The scientific significance of the research results is determined by the fact that it enriches the general theory of nonverbal means in dialogic speech, serves as one of the important sources for future research on this topic, enriches the scope of research in the field of nonverbal and deictic cues and pragma linguistics.

The practical significance of the results of the research is based on the scientific conclusions and important theoretical generalizations can be used for conducting practical and seminar classes, taking special courses, creating textbooks and manuals, and compiling various recommendations on specific issues of speech linguistics, psycholinguistics, pragma linguistics in philological faculties of higher educational institutions, philological institutes.

Implementation of the research results. Based on the results of the study of the role of nonverbal means in dialogic speech and their pragmatic features:

nonverbal communication in the development of preschool children, direct communication in children using not only speech, but also non-verbal means of

communication, experimental research on the stages of nonverbal communication components have been implemented in the educational process in 76-80-98 preschool educational institutions in Samarkand (2020-2021); (Reference number 01-01-487 dated May 5, 2021 of the Samarkand city department of preschool education). As a result, she was able to interpret the use of nonverbal means in preschool education groups in preschool groups and children's interactive play processes, and to develop factors for the use of nonverbal as well as deictic means;

the scientific conclusions about the importance of nonverbal means in teacher-student communication and their pragmatic features were used in 2014-2016 EU Tempus Project 544161-TEMPUS-1-2013-1-UK-TEMPUS-JPCR Aston University DeTEL Languages: "Modernizing Language Teaching through the development of blended Masters Programs". (Reference number 3299 / 30.02.01 dated December 4, 2021 of the Ministry of Higher and Secondary Special Education). As a result, the correct use of nonverbal means in the communication between teachers and students, the effectiveness of the lesson by conveying information through non-verbal factors that quickly affect the mental and intellectual state of students;

the conclusions on cultural differences in the use of nonverbal means of communication, the role of deictic means are used in the innovative research project "Creation of virtual resources based on information and communication technologies from English specialties and their introduction into the educational process" (Reference number 2461 / 30.02.01 dated October 7, 2021 of the Ministry of Higher and Secondary Special Education). As a result, students have the opportunity to use nonverbal means, such as gestures, in the process of language learning;

scientific and theoretical conclusions on the role of nonverbal means in dialogic speech and their pragmatic features were used in the preparation of scripts for the programs "Online tutor" and "National education" broadcast by the National Television and Radio Company of Uzbekistan "Culture and Enlightenment" (Reference number 01-16 / 250 dated November 30, 2021 of the TV and Radio Channel "Madaniyat va ma'rifat" of the National Television and Radio Company of Uzbekistan). As a result, the knowledge and skills of viewers in the proper use of nonverbal means have been further enhanced, as well as the materials prepared for these broadcasts have been enriched with scientific evidence.

Approbation of the research results. The results of the study were tested at 8, including 4 international and 4 national scientific conferences.

Publication of the research results. 16 scientific works on the topic of the dissertation were published, 8 of which are the articles in scientific publications recommended by the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan for publication of the main scientific results of doctoral dissertations, including 5 of them in national and 3 in foreign journals.

The structure and the volume of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references. The total volume of the dissertation is 149 pages.

THE MAIN CONTENT OF THE DISSERTATION

In the introductory part, the topicality and necessity of the research is substantiated, the aims, tasks, object and the subject of the research are explained, its relevance to the priorities of science and technology development is demonstrated, the results of the scientific novelty and practical findings are stated, scientific and practical significance of the outcomes are proven, and information about its implementation and the list of published works and the structure of the dissertation is provided.

The first chapter of the dissertation is entitled “**The Use of Nonverbal Means in Dialogic Speech**”, analyzing the theoretical views of scholars on the importance of nonverbal means, the description of dialogic speech, the use of non-verbal means in dialogic speech, the functions of non-verbal means in dialogic speech.

According to the nature of the means in use, different ways of transmitting information can be divided into two groups: verbal (verbal) and nonverbal (nonverbal). In the first case, the message is transmitted through language units through auditory or visual channels. In the second case, the information is transmitted by means of paralinguistic means - non-linguistic units "included in the voice message and transmitting semantic information". The role of verbal means in the transmission of cognitive information is enormous. B.F.Porshneva's statement that "The linguistic equivalent for every word and every sentence in our modern speech can be a word, a phrase, a broad text, or a paralinguistic sign" suggests that verbal and nonverbal means are interdependent concepts⁴⁶.

Non-verbal communication is a type of non-verbal communication between the speaker and the listener, which is used to supplement the verbal means. It is optional and non-optional and includes all message units except words. The nonverbal means confirms verbal communication, reflects the expressive attitude of speaking to an opinion that is expressed. In addition, during speech, the addressee receives pragmatic information from the addresser through non-verbal means.

In linguistics, various terms such as "Nonverbal means", "Extra linguistic means", "Paralinguistic means" are used in relation to the participation in sign, hand, eye, eyebrow, body movement, without the participation of words in the entrance of a person to contact. The Extra linguistics is understood that speech is accompanied by pauses, as well as various mental states of a person, such as crying, coughing, laughter, snoring. The Paralinguistic effect is the factors that adorn, strengthen or weaken the speech. This includes whether the speech is

⁴⁶ Хлыстова, Вероника Геннадьевна. Функционально-структурная и семантическая характеристика кинематических речений, отражающих коммуникативный аспект кинесики: На материале английского языка: диссертация ... кандидата филологических наук: 10.02.04. – Нижний Новгород, 2005. – С. 151.

⁴⁶ Поршнева В. Ф. О начале человеческой истории (Проблемы, на неопсихологии). – М., 1974. – С. 474.

expressed in high or low volume, articulation, sounds, pauses, stuttering, coughing, tongue movements, and cries⁴⁷.

It should also be noted that every nonverbal means used in the communication process is subject to a pragmatic goal to ensure normality. "A gesture is any specific activity that is seen as part of the process of expressing or speaking an idea. This activity should have a communicative function"⁴⁸. In every communication, the speaker aims to influence the person to whom the speech is directed. Nonverbal means exacerbate this effect. In particular, in the novel "Bygone days" the combination of verbal and nonverbal means is obvious. In the play, Arabic words are also found in the plates depicting nonverbal actions. In the play, Arabic words reflect the worldview of the characters, national traditions in the description of the behavior of brides pouring tea, which has become a habit in the life of our people. In the novel, Otabek and his mother react to these actions in two different ways, such as getting up, bowing to her mother-in-law and Otabek, and handing over the bowl. This attitude is expressed through nonverbal actions:

"After milk tea, tea was brought in the kettle. Zaynab poured the first bowl, stood up, and handed it to her mother-in-law with both hands, filling the second bowl and trying to stand up, but Otabek stopped her.

"After that, don't stand up and just sit down to give tea," he said. "You can give it while sitting."

However, the mother-in-law did not like this, she protested:

"Why do you say that, boy?" Giving tea on the spot is the adornment of human beings, and brides are just brides, it is a bridal affair!

"I don't want her to sit down and give you tea for you," but I do not need this offer, 'he said, and emptied the tea in his hand frequently. After reciting the Fatiha, he stood up and said, "Of course, she should stand up and give you tea ..." and left... (A. Qodiriy, "Bygone days").

The contextual situation is important in the use of nonverbal means in accordance with verbal means. For the correct understanding of the proposition expressed through the sentence and accompanying gestures, all the participants of the speech should be aware of the contextual situation. It can be noted that non-verbal means can convey the message without verbal means through direct visual-signal representations of linguistic means, but since it is not possible to see non-verbal action in written texts directly, we get information about non-verbality with the help of linguistic units:

"Are you Mirzakarimboy"

After the old man nodded, the young man continued: "I have come from the village of Khojakent; I am your nephew's son..." (Oybek. "Great blood". P.3).

It can be seen that the speaker (old man) confirmed the listener (young man) by nodding his head instead of saying "yes". In addition, it is convenient to use non-verbal means without using linguistic units in certain situations (if the noise is

⁴⁷ <https://aim.uz/referaty/59-psikhologiya/19679-muloqotning-verbal-noverbal-paralingvistik-ta-sir-vositalari.html>.

Date of address: 05.08.2021.

⁴⁸ Kendon. A. Geography of Gesture, Semiotics, 37 . – Cambridge, 1981. – P. 134.

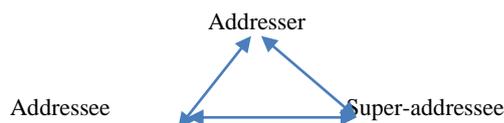
strong or the listener is far away and it is not possible to use verbal means) by the participants of the speech process.

The second part of the chapter is entitled **"Description of dialogical speech and non-verbal means"**.

Dialogue is one of the forms of speech in which every thought is directed directly to the interlocutor. Dialogue is distinguished by the brevity of thoughts. It contains only the essentials for the continuation of the conversation and does not elaborate on the events, but also consists of question-and-answer, discussion, various actions and exchange of ideas⁴⁹.

Dialogue can take place not only between two people, but also between any number of people⁵⁰. Dialogue is widespread in ancient literature and used in the works of Greek philosophers and writers such as Cicero, Sineica, Reutarchus, Tacitus, Socrates, Plato, Aristotle⁵¹. It can also be seen in the studies of M. Buber, D. Bohm, M. Bakhtin, D. Nikulin, U. Lafasov, D. Babaeva, F. Karimova in world and Uzbek linguistics⁵².

M. Bakhtin says that dialogue is understanding, monologue is explanation. He also notes that dialogue is an exchange of ideas based on understood information, and it can consist of an addresser, an addressee and a third person (super-addressee)⁵³.



It is known that the dialogue consists of question-answer, discussion, reflection and discussion, and this situation is not observed in the monologue, but in the polylogue these things happen by the participants. Also, if we take into account the number of participants, even in a monologue, the addressee can speak to several participants, but the monologue is characterized by the fact that it does not require a response to the speech being expressed, it shows the inner feelings of the speaker, and often consists of rhetorical interrogative sentences. From the mentioned considerations, we can note that since the feature of polylogical speech is similar to dialogue, it can also be called dialogue.

In the process of dialogue, people exchange ideas with each other, get various information. Accordingly, Buber emphasized that dialogue can consist not only of words, but also of silence and various actions (gestures)⁵⁴.

⁴⁹ <https://uz.denemetr.co>. “Ўқитувчи нутки маданияти фанини ўрганишнинг мақсад ва вазифалари”. Date of address: 08.09.2021.

⁵⁰ <https://studfile.net/preview/4416136/>. Date of address: 10.09.2021.

⁵¹ Westerink L.G. Anonymus Prolegomeno to Platonic Philosophy, Introduction text, Translation and Indices. Amsterdam, IV, 15. 1962. – P. 12.

⁵² Buber M. Ich und Du. in M. Buber. Das dialogische Prinzip Gerlingen. 1930. – P. 19; Bohm D. On Dialogue. – Routledge, 1996; Dmitri Nikulin. On Dialogue. – Oxford, 2006; Bakhtin M. Problem of the Text, T, 5. 1961. Лафасов Ў. Диалогик нутқда субъектив модалликнинг ифодаланиши: Филол.фанлари номзоди...дисс – Тошкент, 1996; Бабаева Д. Нутқ ўстириш назарияси ва методикаси. Дарслик – Тошкент, 2018; Каримова Ф. Ўзбек тилидаги диалогик нутқнинг лингвопрагматик хусусиятлари: Филология фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. – Тошкент, 2021.

⁵³ Bakhtin M. Problem of the Text. T, 5. 1961. – P. 318.

⁵⁴ Buber M. Ich und Du. In M. Buber. Das dialogische Prinzip Gerlingen, 1930. – P.20.

At this point, the non-verbal means that serve to convey certain information in the dialogue process can be classified as follows:

1. **Visual means:** kinesics - hand, head, foot, body movements, stepping; facial expression, eye expression; stature, posture; direction of gaze, visual communication; skin reactions - redness, paleness, sweating; proxemics (time and space of communication) - distance with the interlocutor, distance angle, personal latitudes; additional means of communication - exaggerating or hiding physical characteristics (gender, age, race); changing the natural body structure (clothing, hairstyle, cosmetics, glasses, jewelry, tattoos, mustache and beard, small items in the hand).

2. **Acoustic means:** paralinguistic - sound quality, its range, tonality, pitch, timbre; extralinguistic – speech pauses, laughter, crying, sighing, coughing, clapping.

3. **Tactile means:** takesics - touch, handshake.

4. **Olfactory means:** pleasant, unpleasant smells; natural and artificial odors emitted by humans.

5. **Silent.** In addition, among non-verbal means, silence also plays an important role in dialogic speech. According to scientists, silence has its own meaning in different peoples. In particular, Satoshi Ishii and Tom Bruneau have pointed out that there are different types of silence in the world⁵⁵. For example, Japanese and other nationalities remain silent when expressing displeasure or simply respect for the interlocutor, as well as in response to the unconditional love of a loved one. American and western people prefer to talk more in such situations. In Uzbeks, silence means consent and admission of guilt.

The third paragraph of the chapter is entitled “**The Functions of Nonverbal Means in Dialogic Speech**”. Linguists have interpreted the functions of nonverbal means differently. In particular, V.P.Konetskaya notes that nonverbal means, like verbal means, perform their main functions, such as communicative-informative, as well as special functions, such as pragmatic and expressive, which are activated in different situations⁵⁶. The informative function provides information about an object or person, their characteristics, activities, and location. The pragmatic function performs the following specific functions: communication and feedback, self-introduction, social orientation, incentive, and control functions. Expression functions include functions such as sensitivity, emotion, and flexibility.

It should also be noted that some linguists have also noted the syntactic functions of nonverbal means. For example, I.N.Gorelov and K.F.Sedov point out those nonverbal parts of communication can perform the functions of parts of speech: possessive, adverbial modified, predicate, direct and indirect complement⁵⁷. In addition, according to N.V.Nakashidze, in the process of communication, nonverbal means perform communicative functions, such as those that accompany linguistic means in the speech process and individual users in the

⁵⁵ John R. Baldwin, Robin R. 2014. Means Coleman, Alberto Gonzalaz, Suchitra Shenoy-Packer. Intercultural Communication for Everyday Life. – UK. 2014. – P. 114.

⁵⁶ Конечская В.П. Социальная коммуникация. - М.: Междунар. ун-т бизнеса и управления, 1997. – С. 124.

⁵⁷ Горелов И.Н., Седов К.Ф. Основы психолингвистики. М.,: Лабиринт, 1998. – С. 56.

speech process⁵⁸: The scientist distinguished the functions of nonverbal means in the general case according to their activity. Although these functions are easy to describe, they do not fully explain the functions of nonverbal means in speech.

In our study, nine functions of nonverbal means were revealed through examples taken from literary texts:

Function between individuals: nonverbal means serve to express inner feelings in interpersonal relationships.

Symbolic function: mainly gestures are used to convey a specific message. In dialogic speech, the addressee uses nonverbal means to convey the goal he or she is trying to convey to the addressee, and the addressee can understand what the addressee means through these nonverbal actions.

Visual function: In dialogic speech, nonverbal means are used to indicate the size, shape, distance, etc. of something. It also provides information about the identity of the interlocutor, his temperament, social status, his belonging to a particular culture or group, his personal qualities and characteristics, his emotional state in a particular situation.

Flexible function: Used as a means of confidence, self-comfort; often unintentional activities, such as playing with hair, stroking the beard, talking with a pen or cigarette.

Emphasis: Nonverbal tools often emphasize certain parts of a verbal message. For example, raising an eyebrow is a surprise; finger wagging protest; eyebrow twitching represents anger, dislike, or amazement.

Complementary: Nonverbal communication also reinforces the overall tone or attitude of verbal communication. For example, a state of lowering of the head or a state of depression may be accompanied by words expressing sadness; standing, smiling, and animated movement accompany the verbal expression of joy.

Contradiction: Nonverbal communication denies a verbal message, sometimes voluntarily, sometimes involuntarily, for example, can tell friends and family members that they are in good condition, even if they have tears in their eyes and a trembling voice.

Repetition: nonverbal means can return information transmitted by verbal means. In this case, the nonverbal means do not provide additional information to the message or convey new meaning.

Verbal means substitute: Nonverbal means can replace verbal means, for example, you can shake your head to confirm the message or show the rest of the fingers in the palm of your hand by raising your thumb up to praise

The second chapter of the dissertation, entitled "**The Role of Nonverbal Means in Linguocultural Studies**", deals with cultural differences in gestures, the role of nonverbal means in the communication of young children and the role of nonverbal units in teacher-student communication based on experimental results.

⁵⁸ Накашидзе Н.Б. Кинесика и ее вербальное отражение в характеристике персонажей художественного произведения: на материале англо-американской художественной прозы XX века. Автореферата по ВАК РФ 10.02.04, кандидат филологических наук. – М., 1981. – С. 133.

In the first paragraph of this chapter entitled "Cultural differences in the use of non-verbal means in the process of communication", the difference of non-verbal means in different nations and the views of scientists in this regard are highlighted. The participation of nonverbal means in the speech process and the expression of different semantic subtleties depending on the communicative purpose of the speaker are related on the one hand to its pragmatic function and on the other hand to the cultural characteristics of the speaker. This connection requires consideration of the reason for the use of nonverbal means, their function, and their attitude to the state of speech, their role in the formation of a pragmatic effect, as well as in linguocultural studies.

The views of scholars on the cultural differentiation of nonverbal means are twofold, with representatives of the first view emphasizing that nonverbal means "intelligible language" for all people, while other scholars have refuted this view. In particular, Darwin described gestures as "innate and universal," as well as Quintillion emphasized hand movements as "a common language for all people, and scholars such as Eibl-Eibesfeldt and A.Kostis also considered nonverbal means to be common to all. Nevertheless, scholars such as R.Birdwistell, M.Argyle, and P.Ekman have denied this⁵⁹. According to Professor R.Birdwistell, there are 250,000 facial expressions, which exist in two ways: common to cultures and specific to cultures. However, since the languages of different cultures are different, the non-verbal means are also culturally different in harmony with the linguistic means⁶⁰. In our view, while nonverbal means are common to all when reflecting a person's inner feelings, on the contrary, a person's attitude to the external environment, showing something, explaining, expressing an opinion, is culturally different. Also, nonverbal means of expressing one's inner feelings are innate and universal, and culturally differentiated gestures are related to human behavior and upbringing, in particular, it would be appropriate to call them conditionally, natural and social nonverbal means.

The next part of this chapter is entitled "**The Role of Non-Verbal Means in the Communication of Preschool Children**". Nonverbal communication is essential for a child's emotional, social, and intellectual development. Simple things such as a hug, a kiss, a smile or a firm handhold have a positive effect on the child and build self-confidence. Along with positive non-verbal actions, there are also negative non-verbal actions, and the child sees these actions and receives a negative message. For example, frowning and similar negative nonverbal means. Gestures, which have long been considered a means of social communication, mainly perform management-communicative (from 5-6 months) and affective-communicative (from 8 months) functions. The informative and communicative function of gestures begins to appear after 13-15 months .

⁵⁹ Darwin Ch. The Expression of the Emotions in Man and Animals Animals – London: John Murray. 1st edition, 1872; Eibl-Eibesfeldt. Ethology, the biology of behavior. Hold. – New York, 1970; Kostić A. Govor lica.Niš:Filozofski fakultet. 2006.

⁶⁰ Stella Ting-Toomy.1999 Communicating Across Cultures, First Edition. - New York, 1999.

A number of researchers (Stirne, Beebe, Jaffe, Bennett, 1977) observed the mother and child's response to each other's movements by facial expression and tone of voice⁶¹.

Research shows that children between the ages of 9 and 16 months develop non-verbal communication skills. After the age of two, the ability to speak freely develops. It should be noted that up to 16 months, a child can use at least 16 gestures⁶². After 16 months, other symbolic gestures develop. At this time, gestures enhance the development of oral speech. After 18 months, children begin to use verbal and non-verbal means cooperatively. First, they use gestures in accordance with the spoken word (for example, pointing to a cat and saying "cat"), then they say other adjectives (pointing to a puppy and saying "big").

It is known that in kindergarten, children are divided into groups according to their age. In each of these groups, different means are used to form non-verbal communication.

Experimental work was carried out covering preschool educational institutions (2020-2021). Preschool Educational Institutions 76, 80, 98 in Samarkand have been identified as pilot sites. The experimental work consisted of diagnostic and forecasting (prognostic), organizational preparation, practical and generalization stages. Due to the cooperation of the Pre-school Educational Institution of Samarkand region with South Korea, a group of educators and employees went to South Korea for training to learn new educational technologies and methods and brought video of the training process. Based on these videos, we found it necessary to find the difference between Uzbek and Korean pre-school children. It should be said that when preschool children first come to kindergarten, the process of adapting to a foreign environment is a little difficult. When we analyzed this situation, we compared Uzbek and Korean kindergartens. In this experiment, we analyzed the behavior of Korean children through the videos mentioned above and by directly observing the behavior of Uzbek kindergarten children (17 children).

According to the results, six children in one group in Uzbek kindergartens laughed and answered the questions of the teacher. In this case, the use of non-verbal means was observed more than verbal means. The child answered the teacher's questions by nodding and shaking his head. This indicates that he is shy and does not feel free in an unfamiliar environment. Three children answered the teacher's questions freely orally. However, the other eight children cried and did not answer.

In Korean kindergartens, these indicators were completely different. Children in Korea felt freer from the first day compared to Uzbek children in kindergarten. In our opinion, this is because certain restrictions have been imposed in the process of teaching etiquette to children in our Uzbek families.

⁶¹ Stern D.N., Beebe B., Jaffe J. & Bennett S. The infant's stimulus world during social interaction. In H. R. Schaffer (Ed.), *Studies in mother-infant interaction: Proceedings of the Loch Lomond Symposium* (pp. 177- 202). – London, UK: Academic Press, 1977. – Pp. 177-202.

⁶². <https://www.readingrockets.org/article/baby-and-toddler-milestones-16-gestures-16-months>. Date of address: 08.09.21.

The third part of this chapter is entitled "**The Role of Non-Verbal Units in Teacher-Student Communication**". Nonverbal means are important in the field of education.

The third chapter of the dissertation is entitled "**Pragmatic Features of Nonverbal Means in The Speech Process**". English linguist Tim Wharton on the pragmatic interpretation of non-verbal means gave detailed information in his book "Pragmatics and non-verbal communication" and conducted a unique investigation of non-verbal means from a pragmatic point of view⁶³.

The most important feature of non-verbal communication is that it is carried out with the help of all sensory organs of a person, each of them forms a communication channel and each creates a pragmatic situation in its own way. The process formed in the situation of direct communication with the interlocutor is related to speech acts. "A speech act is the utterance of a certain sentence in a specific communication environment"⁶⁴. "Each research interpretation typical of the speech act theory takes into account the levels of the speech subject's imagination in knowing and feeling the world"⁶⁵. In speech acts, the speaker's psychological state reflects his attitude to the situation. It is known that the expression of a psychological state can serve as a clearer reflection of speech acts. This, in turn, includes various illocutionary acts: persuasion - declaration, explanation, emphasis; purpose - promise, oath; order - can express command, desire, etc.

It is no secret that deictic means and gestures add to the power of desire, persuasion, and regret. In particular, the gestures used by the speaker in the course of his speech serve to increase the emotionality of the speech or the information being transmitted. Emotions, on the other hand, have a positive effect on the pragmatic relationship between both the addresser and the addressee. In other words, emotions help to reflect the speaker's attitude toward his or her speech. The result is a successful illocutive act. In our view, it is unnecessary to be even oral speech for a successful illocutive act to occur. Indeed, the success of the illocution act can also be achieved through hand gestures and gestures:

1. *Instead of answering, qushbegi took the letter and hid it under the blanket and rebuked the Kumushbibi:*

"Speaking at the meeting without my permission means, wishing your father and your husband to die, do you understand,?" he said . After getting Kumushbibi's acceptance statement, qushbegi said to the kurboshi (military), who was looking at him in the hallway, "Let them in!" (A.Qadiriyy. Bygone days.

2. *Otabek smiles: I heard ... "I've been praying for him since the day I heard about him ..."*

Zaynab asked: "What kind of hostility did he feel towards you?"

Otabek looked at Kumushbibi as if to say, What do you say now? (A.Qadiriyy. Bygone days).

⁶³ Wharton T. Pragmatics and non-verbal communication. – New York: Cambridge University Press, 2009. – Pp 229.

⁶⁴ Сафаров Ш. Прагмалингвистика. –Тошкент: ЎМЭ. 2008. – Б.78.

⁶⁵ Ҳақимов М. Ўзбек прагмалингвистикаси асослари. Монография. – Тошкент, 2013. – Б. 6.

In the first of the examples given, it can be observed that Kumushbibi responds to the verbal expressive question of the qushbegi with a nonverbal (after getting acceptance statement), which in turn is characterized by the emergence of communicative intention, conveying its purpose to the interlocutor.

The process by which a speaker uses not only linguistic means, but also nonverbal means, and the event that results from such a process, requires the selective use of deictic means according to the purpose and context of the speech's communication. We can see this in the second example given above. In the first example, we can see that the expression of acceptance is given (this could be a nod, a slight bow with the lake on the chest, etc.), and in the second example we can observe eye contact. In other words, in the second example, we can read the phrase "what do you say now" from Otabek's eyes.

The concept of pragmatic failures was first proposed by the famous pragmatist Jenny Thomas in the UK. He described it as "not being able to understand what is being said"⁶⁶. In fact, pragmatic failure is an "obstacle to the manifestation of the communicator's intention"⁶⁷ in the speech process, and it is the listener's inability to correctly understand the main illocative content due to the inappropriate speech behavior of the subject of speech. In our opinion, pragmatic failures in intercultural nonverbal communication are unconscious violations of the norms of personal relations, social conventions, neglect of purpose in communication with a representative of another culture, because the speakers do not have an understanding of the values, customs and ethics of communication of other cultures.

It should be noted that deictic means are also used to increase the effectiveness of expression to a certain extent in the information transmitted in the communicative process. Deictic gestures are produced to direct the receiver's attention to a specific referent in the proximal or distal environment.

In some verbal situations, a word is used to refer to a concept that is not actually expressed by its name. To prove our point, let's look at the following example:

After eliminating the Shaybanids, Najmi Soni had to remove Bobur from power as well and transfer another trusted person to the throne of Samarkand and permanently stabilize the power of the Red heads army in Movarounnahr (P.Kadirov. Starry Nights).

Apparently, here, on the word of the Red heads army, a reference is made to the turban that King Ismael's soldiers wrapped in twelve red-striped cloths.

It is worth noting that the phenomenon of deksis occurs only in the process of face-to-face communication. And this once again proves its obvious manifestation in the context of the blockade. After all, context is an important part of any verbal communication, and it performs the main task for the occurrence of successful communication. This, in turn, also provokes a pragmatic situation.

⁶⁶ Thomas J. Cross-cultural pragmatic failure: Applied linguistics. – London: Oxford University Press, 1983. – P. 93.

⁶⁷ Ҳақимов М. Ўзбек прагмалингвистикаси асослари. Монография. – Тошкент, 2013. – Б. 125.

CONCLUSION

The following conclusions related to the importance of non-verbal means in dialogic speech, their role in linguistics and the determination of their pragmatic features in the speech situation have been reached:

1. Until now, in Uzbek linguistics, sufficient attention has not been paid to the study of the pragmatic properties of nonverbal means in dialogic speech. In the current research, the types of nonverbal instruments, their application in different situations have been analyzed. Nevertheless, this issue does not lose its relevance as a problem that interested linguists from time immemorial as a linguistic system.

2. Noverbal means perform an important pragmatic function, expressing inner feelings, replacing verbal communication in situations where speech is uncomfortable or impossible, and correcting speech abnormalities and regulating conversation. Their pragmatic function is seen, on the one hand, in the expression of various relations, and, on the other, in the tendency of language to be concise in the process of communication.

3. Noverbal communication is used to convey information about a person's racial and social characteristics, their mental, physical and emotional state, attitude to a particular situation or a particular person or object, as well as the psychological climate in the community. This is directly related to speech acts. The illocutive act, which plays an important role in speech acts, is the communicative goal of the speech subject. An explicit or implicit increase in the speaker's goal is an illocutive act. The concept of illocution covers various components related to the timbre of speech, the characteristics of gestures, and the use of verbs that cover different speech expressions.

4. There are several types of gestures, such as symbolic, deictic, iconic, metaphorical, and rhythmic. Among these gestures, deictic gestures are of particular importance. The deixis phenomenon is universal, and deictic gestures are one aspect of it. Deictic gestures are actions that are used in speech by verbal means to indicate a particular thing, person, and place. The context in which these gestures are used is important because the correct perception of the information conveyed by the speaker depends on the contextual environment.

5. Nonverbal means play an important role in the literary text. Their function is manifested in the expression of human inner feelings, attitudes to others. But in communication, a person's attitude to the external environment, to show something, to explain, to express his opinion, is culturally different. Also, nonverbal means that reflect human inner feelings are innate and universal, and culturally differentiated gestures are related to human behavior, upbringing, living environment, and culture, since they can be conditionally called natural and social nonverbal means.

6. Noverbal communication is related to education and upbringing. In particular, it is very important for the emotional, social and mental development of the child. With the help of nonverbal means the character is formed in the child. Simple things, especially hugging, kissing, smiling, or holding hands, have a

positive effect on the child and build self-confidence. Along with positive nonverbal actions, there are also negative nonverbal actions, and the child sees these actions and receives a negative message. It is important for a child to grow up in a social setting because it helps him or her develop a worldview, speech, and good relationships with others.

7. Nonverbal communication plays an important role in the development of preschool children. Direct communication is carried out not only through speech, but also through non-verbal means of communication of facial expressions, gestures, positions, intonation, voice modulations of speech. The components of nonverbal communication help to determine a person's mood, what they want or expect.

8. In the learning process, it is observed that teachers plan to use certain gestures with clear forethought. Some inexperienced young teachers involuntarily use gestures. These are often signs of insecurity, nervousness, hesitation.

9. Nonverbal means of communication of American culture are actively entering Uzbek culture. Although many young people use gestures that have been assimilated from American culture, many of them misuse such nonverbal tools because they do not know the exact meaning of these gestures. This often leads to misunderstandings between the interlocutors. At the same time, some gestures do not fit our national mentality.

10. In fact, pragmatic failure is an obstacle to the manifestation of the communicator's intention in the speech process, and it is the listener's inability to correctly understand the main illocutive content due to the inappropriate speech behavior of the subject of speech. Pragmatic failures in intercultural nonverbal communication are unconscious violations of the norms of personal relations, social conventions, neglect of purpose in communication with a representative of another culture, because the speakers do not have an understanding of the values, customs and communication ethics of other cultures.

11 The gestures used by the speaker in the process of his speech serve to increase the emotionality of the speech or the information being conveyed. Emotions, on the other hand, have a positive effect on the pragmatic relationship between both the addressee and the addressee and help to reflect the speaker's attitude towards his or her speech. The result is a successful illocutive act.

12. The phenomena of space and time are important for communicative activity. The listener in space and time understands each event. The listener tries to find out in what space and at what time a particular event took place. This is directly related to the pragmatic process and is studied in the dexterity of space and time.

**НАУЧНЫЙ СОВЕТ № DSc.03/30.12.2019.Fil.05.02.
ПРЕДОСТАВЛЯЮЩИЙ УЧЕНЫЕ СТЕПЕНИ ПРИ
ФЕРГАНСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ**

**САМАРКАНДСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
ИНОСТРАННЫХ ЯЗЫКОВ**

ХАСАНОВА ГУЛРУХ ХАЙРУЛЛАЕВНА

**РОЛЬ НЕВЕРБАЛЬНЫХ СРЕДСТВ В ДИАЛОГИЧЕСКОЙ РЕЧИ
И ИХ ПРАГМАТИЧЕСКИЕ ОСОБЕННОСТИ**

10.00.11 – Теория языка. Прикладная и компьютерная лингвистика

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ
(PhD) ПО ФИЛОЛОГИЧЕСКИМ НАУКАМ**

Фергана – 2023

Тема диссертации доктора философии (PhD) по филологическим наукам зарегистрирована в Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан под номером В2020.2. PhD/Fil1248.

Диссертация выполнена в Самаркандском государственном институте иностранных языков.

Автореферат диссертации на трех (узбекский, английский и русский (резюме)) языках размещен на веб-странице Научного совета (www.fdu.uz) и на информационно-образовательном портале "Ziyonet" (www.ziyonet.uz).

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Защита диссертации состоится на заседании Научного совета DSc.03/30.12.2019.Fil.05.02 при Ферганском государственном университете "17" 01 2023 г. в 14:00 часов. (Адрес: 100100, 100151, г. Фергана, ул. Б.Маргиланий, 105. Тел.: (99873) 244-66-02; факс: (99873) 244-44-01; e-mail: info@fdu.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Ферганского государственного университета (зарегистрирован под номером 135) (Адрес: 100100, 100151, г. Фергана, ул. Мураббийлар, 19. Тел.: (99873) 244-71-28.

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(Реестр протокола рассылки № 5 от 2023 года "5" 01).



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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Целью исследования является изучение роли невербальных средств в диалогической речи, а также когнитивно-прагматических и лингвокультурных различий.

Предметом исследования являются прагмалингвистические и лингвокультурологические аспекты невербальных средств в диалогической речи.

Методы исследования. Для освещения темы исследования использовались описательные, диагностические и эмпирические методы.

Научная новизна исследования состоит из следующих:

определена роль невербальных средств в развитии речи дошкольников и этапы компонентов невербального общения детей раннего возраста;

жест, мимика, движение, взгляд - словом, весь комплекс невербальных способов передачи информации, служащих средством передачи содержательного эмоционального сообщения человека во внешний мир;

определены прагматические особенности невербальных средств, причины возникновения прагматических конфликтов при использовании невербальных средств в межкультурной коммуникации;

раскрыты значение невербальных средств в общении учителя и ученика и их прагматические особенности.

Внедрение результатов исследования. На основе полученных научных результатов по роли невербальных средств в диалогической речи и их прагматических особенностей:

заклучения исследования о невербальное общение в развитии дошкольников, прямое общение у детей с использованием не только речи, но и мимики, жестов, позиций, интонации, голосовая модуляция речи с помощью невербальных средств общения, экспериментальное исследование этапов компонентов вербального общения внедрена в учебный процесс в 76, 80, 98 дошкольных образовательных учреждениях Самарканда (2020-2021); (справка за № 01-01-487 от 5 мая 2021 года Самаркандского городского отдела дошкольного образования). В результате была достигнута интерпретировать использование невербальных средств в группах дошкольного образования в дошкольных группах и в процессах интерактивной игры детей, а также разработать факторы для использования невербальных, а также дейктических средств;

научных выводов о важности невербальных средств в общении учитель-ученик и их прагматических особенностях были использованы в программа 2014-2016 ЕС Tempus Project 544161-TEMPUS-1-2013-1-UK-TEMPUS-JPCR Aston University DeTEL “Developing the Teaching of European Languages: Modernizing Language Teaching through the development of blended Masters Programmes” (справка за № 3299 / 30.02.01 от 4 декабря 2021 года Министерства высшего и среднего специального образования Республики Узбекистан). В результате была достигнута правильное использование

невербальных средств в общении учителей и учеников, эффективность урока за счет передачи информации через невербальные факторы, быстро влияющие на психическое и интеллектуальное состояние учеников;

выводы о культурных различиях в использовании невербальных средств коммуникации, роли дейктических средств в передаче прагматической информации использован в инновационном исследовательском проекте № И-204-4-5 “Создание виртуальных ресурсов на основе информационно-коммуникационных технологий по английским специальностям и внедрение их в образовательный процесс” (справка за № 2461 / 30.02.01 от 7 октября 2021 года Министерства высшего и среднего специального образования Республики Узбекистан). В результате студенты имеют возможность использовать невербальные средства, такие как жесты, в процессе изучения языка;

научно-теоретические выводы о роли невербальных средств в диалогической речи и их прагматических особенностях были использованы при составлении сценариев программ “Онлайн-репетитор” и “Народное образование”, транслируемых Национальной телерадиокомпанией Узбекистана “Madaniyat va ma’rifat” (справка за № 01-16 / 250 от 30 ноября 2021 года телерадиоканала “Madaniyat va ma’rifat”). В результате знания и навыки зрителей по правильному использованию невербальных средств были дополнительно улучшены, а материалы, подготовленные для этих передач, были обогащены научными доказательствами.

Апробация результатов исследования. Результаты исследования апробированы на 8 международных конференциях, в том числе 4 международных и 4 национальных.

Публикация результатов исследования. По теме диссертационной работы было объявлено 16 научных работ, в том числе 8 научных статей в научных изданиях, рекомендованных к публикации основными научными результатами диссертаций Высшей аттестационной комиссии Республики Узбекистан, из них 3 опубликованы в зарубежных журналах.

Структура и объем диссертации. Содержание диссертации состоит из введения, трех глав, заключения, списка использованной литературы и приложений. Общий объем диссертации состоит из 149 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLICATION WORKS
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I bo'lim (I part; I часть)

1. Khasanova G.Kh. Nonverbal means and their advantages in dialogic speech// *Academicia. An International Multidisciplinary Research Journal*. Vol. 10, Issue 4, April 2020. – Pp.215-221. ISSN: 2249-7137. DOI. 10.5958/2249-7137.2020.00216.5. (№ 23; Impact Factor: SJIF 7.13.)

2. Xasanova G.X. Dialogik nutq shakllari hususida ayrim mulohazalar// *So'z San'ati. Xalqaro jurnali*. – Toshkent, 2020. – №6. – B.145-151. Doi Journal 10.26739/2181-9297. (10.00.00; №31).

3. Khasanova, G. Kh. Some comments about the communicative process of the text// *International Scientific Journal ISJ Theoretical & Applied Science*. – Philadelphia, USA. September 18, 2020. – Pp.313-315. Soi: <http://s-o-i.org/1.1/TAS-09-89-37> Doi: <https://dx.doi.org/10.15863/TAS>. (№ 14; Research Bible; Impact Factor RINS: 3,93).

4. Khasanova, G. Kh. The Functions of the Nonverbal Means in Dialogic speech// *Journal of Critical Review*. Vol 7, Issue 15, 2020. ISSN-2394-5125. – Pp.6174-6183. (№ 3; Scopus).

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6. Xasanova G.X. Dialogik nutqda noverbal vositalarning qo'llanilishida madaniy farqlar// *Jamiyat va innovatsiyalar*. №2 March 7, 2021. ISSN 2181-1415.– B. 354-359. <https://inscience.uz/index.php/socinov/index>.

7. Xasanova G.X. Nutq jarayonida noverbal vositalarning pragmatik xususiyatlari// *O'zbekiston . Til va madaniyat*. – Toshkent, 2021. Vol 1, ISSN 2181-922X. – B.21-40. www.navoiy-uni.uz. www.uzlc.uz

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9. Xasanova G.X. Noverbal vositalarning dialogik nutqdagi muhim ahamiyati // *Nutq madaniyati va o'zbek tilshunosligining dolzarb muammolari*. –Xalqaro onlayn ilmiy-amaliy konferensiya materiallari. –Andijon, 2020. – B. 252-255.

10. Xasanova G.X. Imo-ishoralar tiliga doir ayrim mulohazalar// *Современные научные решения актуальных проблем. Международная научно-практическая конференция*. – Россия, 2020. 12. 05. – B.87-89.

11. Xasanova G.X. Imo-ishoralarining zamonaviy talqini-yordam so'rovchi qo'l imo-ishoralari// *Ilm-fan taraqqiyotida zamonaviy metodlarning qo'llanilishi. Respublika ilmiy-amaliy onlayn konferensiya to'plami*. 2021.12.27. № 18(12). – B.224-229. www.Academics.uz.

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II bo‘lim (II part; II часть)

13. Khasanova G.Kh. The importance of deictic means in the transmission of pragmatic information// International Science Osaka 2021. International multidisciplinary scientific conference. - Osaka, Japan, May-June, 2021. – Pp.32-33.

14. Khasanova G.Kh. The effect of mimics and vision in teacher-student communication// Innovative development discourse modern science and education. International Scientific and Current Research Conferences – Utah. USA, 2021.05.30.–Pp.1-64. Doi - <https://doi.org/10.37547/iscrc-intconf08>

15. Xasanova G.X. Yosh bolalar nutqida noverbal vositalar// Chet tillarni o‘rgatishning turlicha yondashuvlari: muammo va yechimlari. Xalqaro ilmiy-amaliy konferensiya materiallari . – Jizzax, 2021. – B.92-94.

16. Khasanova G.Kh. Pragmatic failures in nonverbal communication of representatives of different ethnic groups// third International Conference on Science Technology and Educational Practices. – Portugal, May 30th 2021. – Pp.83-84.

Avtoreferat
“Lingvistik tahrir va tarjimashunoslik”
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