

**ANDIJON DAVLAT CHET TILLARI INSTITUTI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/29.12.2022.Fil.156.01 RAQAMLI ILMIY KENGASH**

ANDIJON DAVLAT CHET TILLARI INSTITUTI

ABDURAXMANOVA NARGIZA NUSRATULLAYEVNA

**INGLIZ VA O‘ZBEK OG‘ZAKI HAMDA YOZMA NUTQIDA
INSTRUKTIV DISKURS**

**10.00.06 – Qiyosiy adabiyotshunoslik, chog‘ishtirma tilshunoslik
va tarjimashunoslik**

**FILOLOGIYA FANLARI bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

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

**Contents of Dissertation Abstract of Doctor of Philosophy (Phd) on
Philological Sciences**

**Оглавление автореферата диссертации доктора философии (PhD) по
филологическим наукам**

Abduraxmanova Nargiza Nusratullayevna

Ingliz va o‘zbek og‘zaki hamda yozma nutqida instruktiv diskurs 3

Abdurakhmanova Nargiza Nusratullaevna

Instructive discourse in oral and written speech in English and Uzbek 25

Абдурахманова Наргиза Нусратуллаевна

Инструктивный дискурс в устной и письменной речи на английском и узбекском языках..... 47

E‘lon qilingan ishlar ro‘uxati

List of published works

Список опубликованных работ..... 52

**ANDIJON DAVLAT CHET TILLARI INSTITUTI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/29.12.2022.Fil.156.01 RAQAMLI ILMIY KENGASH**

ANDIJON DAVLAT CHET TILLARI INSTITUTI

ABDURAXMANOVA NARGIZA NUSRATULLAYEVNA

**INGLIZ VA O‘ZBEK OG‘ZAKI HAMDA YOZMA NUTQIDA
INSTRUKTIV DISKURS**

**10.00.06 – Qiyosiy adabiyotshunoslik, chog‘ishtirma tilshunoslik
va tarjimashunoslik**

**FILOLOGIYA FANLARI bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Falsafa doktori (PhD) dissertatsiyasi mavzusi O‘zbekiston Respublikasi Oliy attestatsiya komissiyasida B2021.4.PhD/Fil2092 raqam bilan ro‘yxatga olingan.

Dissertatsiya Andijon davlat chet tillari institutida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o‘zbek, rus, ingliz, (rezyume)) Ilmiy kengashning veb-sahifasining (www.adchti.uz) va “Ziyonet” Axborot ta’lim portalida (www.ziyonet.uz) joylashtirilgan..

Ilmiy rahbar:

Shaxabitdinova Shoxida Xoshimovna
filologiya fanlari doktori, professor

Rasmiy opponentlar:

Raupova Laylo Raximovna
filologiya fanlari doktori, professor

Najmiddinov Muhammadjon G‘ayratjon o‘g‘li
filologiya fanlari bo‘yicha falsafa doktori (PhD)

Yetakchi tashkilot:

Farg‘ona davlat universiteti

Dissertatsiya himoyasi Andijon davlat chet tillari instituti huzuridagi ilmiy daraja beruvchi PhD.03/29.12.2022.Fil.156.01 raqamli Ilmiy kengashning 2024-yil “_____” _____soat ____dagi majlisida bo‘lib o‘tadi. (Manzil: Andijon shahar, Bobur shohko‘chasi, 5-uy. Tel: 0(374)223-42-76; faks: 0(374)223-42-76; e-mail: asifl@edu.uz).

Dissertatsiya bilan Andijon davlat chet tillari instituti Axborot-resurs markazida tanishish mumkin (_____ raqam bilan ro‘yxatga olingan). (Manzil: 170100 Andijon shahar, Bobur shohko‘chasi, 5-uy. Tel: 0(374)223-42-76).

Dissertatsiya avtoreferati 2024-yil “_____” _____kuni tarqatildi.
(2024-yil “_____” _____dagi _____ raqamli reyestr bayonnomasi).

D.A.Rustamov

Ilmiy darajalar beruvchi ilmiy kengash
raisi, f.f.d., professor

A.Dj.Atboyev

Ilmiy darajalar beruvchi ilmiy kengash
ilmiy kotibi, f.f.d (PhD)

M.I.Umarxo‘jayev

Ilmiy darajalar beruvchi ilmiy kengash
qoshidagi Ilmiy seminar raisi,
f.f.d., professor

KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Hozirgi kunda jahon tilshunosligida bilimlarning diskursiv, kognitiv, tipologik, lingvokulturologik va pragmatik jihatlarini noyob sistema tarzida lingvistik namoyish etish muammolari til nazariyasi paradigmasida eng dolzarb va istiqbolli hisoblanadi. Shu jihatdan olib qaralsa, eng kam o'rganilgan kognitiv-semiotik hodisalardan biri – instruktiv diskurs madaniyatning diskursiv kompleks shakllanishi sifatida uning tarkibiy qismi bo'lib, insoniyat muloqotining turli jabhalarida namoyon bo'luvchi asosiy nutqlardan biri hamda jamiyat a'zolari uchun maksimal ahamiyatga ega bo'lgan, ularning hayotida muhim ko'rsatmalar sifatida gavdalanuvchi sohadir.

Instruksiyalar turli matnlarning formatiga bog'liq bo'lib, unda adresat va adresant o'rtasida kommunikativ aloqalar o'rnatilishi, shu asnoda ko'rsatma ma'lumotlarini uzatish va qabul qilish jarayoni dunyo tilshunosligida kuzatiladi. Instruktiv diskursning ahamiyati, asosan, uni turli maqsadlarda to'g'ri qabul qilish va anglab yetishdadir. Qabul qiluvchi instruktiv semantikani o'z ongida in'ikos etib, ushbu tushunchalarga rioya qilish jarayoni juda ahamiyatli hisoblanadi. Binobarin, instruktiv diskurs to'liq, mazmunli va realistik ko'rsatmalar orqali ifodalangan bo'lishi darkor. Instruktiv matnni diskurs orqali namoyon qilish matning har tomonlama tavsifi, uning xususiyatlarini aniqlashtirish hamda shakllantirish imkonini beradi. Instruktiv diskurs dori vositalarini farmatsevtika nutqi, maishiy xizmat jihozlarining qo'llash bo'yicha yo'riqnomasi, taom tayyorlash retsepti va yo'riqnomasi, manzilga yo'nalish berish ko'rsatmalari va media matnlarda ifodalangan ko'rsatmalar kabi ijtimoiy sohalar, shuningdek, ilmiy sohalarida ilmiy matn ko'rsatmalari qo'llanishi kuzatilgan katta hajmdagi muhim masalalardan biridir.

Instruktiv diskurs nafaqat xorijiy tillarni o'rganuvchilar, balki o'z ona tilida muloqot qiluvchilar uchun ham g'oyat keng ma'nolar spektrini hosil qiluvchi nutq sifatida juda qiziqarli, ammo o'ta murakkab va zarur o'rganish obyektidir. Chunki "...davlat tilidan xorijiy tillarga va xorijiy tillardan davlat tiliga professional tarjima qilish uslubiyotlarini yaratish hamda ushbu yo'nalishda mutaxassislarning malakasini oshirishda ko'maklashish"¹ bugungi kunda tilshunoslik oldida turgan ustuvor vazifadir. Hozirgi kunga qadar instruktiv diskurs bo'yicha o'zbek tilshunosligida muayyan ilmiy ishlar amalga oshirilgan bo'lsa-da, ushbu mavzu o'zbek va ingliz nutqi misolida yaxlit tizim shaklida qiyosiy aspektda o'rganilmaganligi ushbu muammoning bir-biriga qardosh bo'lmagan mazkur tillar doirasida chog'ishtirma tadqiq etilishi lozimligini ko'rsatadi.

O'zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrda «Chet tillarni o'rgatish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi PQ-1875-son qarori, 2015-yil 12-iyundagi «Oliy ta'lim muassasalarining rahbar va pedagog kadrlarini qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi PF-4732-son farmoni, 2016-yil

¹ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning 2021 yil 19 maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-son qarori // <https://lex.uz/docs/5426736>

13- maydagi PF-4794-son «Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida»gi farmoni, 2017-yil 7-fevraldagi PF-4947-son «O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha «Harakatlar strategiyasi to‘g‘risida»gi farmoni, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi «Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida»gi uzluksiz ta‘lim tizimining chet tillar bo‘yicha davlat ta‘lim standartini tasdiqlash to‘g‘risidagi 124-son qarori hamda mazkur faoliyatga tegishli boshqa me‘yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu ilmiy tadqiqotimiz ma‘lum darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalari taraqqiyotining 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. Tilshunoslikda diskurs va instruktiv diskurs bo‘yicha turli tillarda tadqiqot olib borilgan bo‘lib, ushbu sohaga salmoqli hissa qo‘shgan olimlarning ishlari diqqatga sazovordir. Biroq, eng samarali izlanishlar va yondashuvlar Yevropa tilshunosligining yirik vakillari G.Brown, G.Yule, A.Burns, H.Joyce, S.Gollin, G.Cook, M.Coulthard, N.Fairclough, J.Martin, M.Mc Carthy, J.Vehek, Yan Wu, Z.S.Harris²; rus tilshunosligida esa N.D.Arutyunova, V.S.Grigoryeva, T.A.Deyk, A.F.Zotov, V.I.Karasik, R.A.Karimova, A.Ye.Kibrik, V.V.Krasnix, Ye.S.Kubryakova, M.L.Makarov, O.L.Mixalyeva, L.Dj.Filips, M.V.Yorgensen, V.Ye.Chernyavskaya, R.Yakobson, Ye.Yu.Kondrashkina, G.P.Burova³ kabi olimlarning tadqiqotlarini ko‘rsatish mumkin.

²Brown G., G.Yule. *Discourse Analysis*. Cambridge: Cambridge University Press (Cambridge Textbooks in Linguistics), 1983; Burns, A., Joyce, H., & Gollin, S. *I see what you mean: Using spoken discourse in the classroom*. Sydney: National Center for English Language Teaching and Research, Macquarie University, 1996; Cook G. *Discourse*. Oxford: Oxford University Press, 1989; Coulthard, M. *Advances in Spoken Discourse Analysis*. London: Routledge, 1992. – 273 p.; Fairclough N. *Language and power*. London and New York: Longman, 1989. – 259 p.; Martin J. *Coherence in texture*. *The Handbook of Discourse Analysis*: Blackwell, 2001. 35-53 p.; Mc Carthy, M. *Discourse analysis for language teachers*. Cambridge: CUP, 1991; Vehek J. *On the problem of written language // Prague linguistic circle: collection of articles / comp., Ed. and foreword. N. A. Kondrashova*. –M.: Progress, 1967. 524-535 p.; Yan Wu. *Conversation Analysis – A Discourse Approach to Teaching Oral English Skills*. *International Education Studies*; Vol. 6, No. 5: Canadian Center of Science and Education, 2013. 87-91 p.; Harris Z. S. *Discourse Analysis // Language*. 1952. No. 8. 1-30 p.

³Арутюнова Н.Д. *Дискурс // Лингвистический энциклопедический словарь / гл. ред. В.Н.Ярцева*. – М., 1990. – С. 136-137; Белозерова Н.Н. *Парадоксы дискурса [Электронный ресурс]*. URL: <http://frgf.utmn.ru/last/No13/text04.htm>; Григорьева В.С. *Дискурс как элемент коммуникативного процесса: прагмалингвистический и когнитивные аспекты*. – Тамбов: Изд-во ТГТУ, 2007. – С. 288; Дейк Т. А. ван. *Язык. Познание. Коммуникация*. – М., 1989. – С. 308; Зотов А.Ф. *Современная западная философия*. Изд-е 2-е. – М.: Высшая школа, 2005. – С. 781; Карасик В.И. *О типах дискурса // Языковая личность: институциональный и персональный дискурс: сб. науч. тр.* – Волгоград, 2000. – С. 5-20; Каримова Р.А. *Семантико-структурная организация текста (на материале устных спонтанных и письменных текстов)*. – Уфа: Изд-во БашГУ, 1991. – С.156; Кибрик А.Е. *Моделирование языковой деятельности в интеллектуальных системах*. – М., 1987. – С.280; Красных В.В. *Основы психолингвистики и теории коммуникации: Курс лекций*. – М., 2001. – С. 270; Кубрякова Е.С. *О тексте и критериях его определения [Электронный ресурс]*. URL: <http://www.philology.ru/linguistics1/kubryakova-01.htm>; Макаров М.Л. *Основы теории дискурса*. – М.: ИТДГК «Гнозис», 2003. – С. 280; Михалева О.Л. *Дискурс как объект исследований [Электронный ресурс]*: курс

O'zbek tilshunosligida ham ayrim yutuqlar qo'lga kiritilgan. Xususan, J.Sh.Safarov, L.R.Raupova, V.K.Sobirova, G.K.Odilovalar tilshunoslikda diskursiv tahlil borasida ilmiy izlanishlar olib borganlar⁴.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim yoki ilmiy-tadqiqot muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Mazkur dissertatsiya Andijon davlat chet tillari institutining ilmiy-tadqiqot ishlari rejasiga muvofiq "Nazariy tilshunoslik natijalaridan amaliy tilshunoslikka" konsepsiyasi doirasidagi ilmiy tadqiqotlar doirasida bajarilgan.

Tadqiqotning maqsadi ingliz va o'zbek tillarida instruktiv diskursning turli diskurslarda shakllanishi, uni og'zaki va yozma nutqda namoyon bo'lish jihatlarini ochib berishdan iborat.

Tadqiqotning vazifalari:

ingliz va o'zbek tillarida instruktiv diskursning analitik sharhini taqdim etish, eng muhim jihatlarni realizatsiya qilish uchun diskurs orqali ko'rsatma beruvchi matnni tavsiflash imkoniyatini belgilash;

ingliz va o'zbek tillaridagi instruktiv diskursning ijtimoiy ahamiyatga ega bo'lgan jihatlarining keng doirasini yoritish;

ingliz va o'zbek tillarida ko'rsatmalarning diskursiv jarayonini tiklash algoritmini ishlab chiqish va instruktiv matn prototipini aniqlash;

ingliz va o'zbek tillaridagi instruktiv diskurs va uning muhim tarkibiy qismlarini tavsiflash;

ingliz va o'zbek tillaridagi instruktiv diskursning og'zaki va yozma nutqda qo'llanishini ko'rsatib berish;

nutq ta'sirining potensialiga ega bo'lgan ko'p darajali lingvistik vositalar yordamida instruktiv diskurs ma'nolarini ifodalash xususiyatlarini tahlil qilish;

ingliz va o'zbek tillarida instruktiv diskursning izomorfik va allomorfik jihatlarini, morfologik, sintaktik va leksik-stilistik xususiyatlarini qiyosiy tadqiq etish.

Tadqiqotning obyekti sifatida ingliz va o'zbek og'zaki hamda yozma nutqda instruktiv diskurs tanlangan.

Tadqiqotning predmetini ingliz va o'zbek og'zaki hamda yozma nutqda instruktiv diskursning semantik-struktur va diskursiv xususiyatlari tashkil etadi.

Tadqiqotning usullari. Tadqiqotda tavsifiy, chog'ishtirma, kontekstual, lingvostatistik, komponent va pragmatik tahlil metodlaridan foydalanilgan.

лекций. URL: <http://rus-lang.isu.ru/education/discipline/philology/disrurs/material/13/>; Филипс Л.Дж., Йоргенсен М.В. Дискурс анализ. Теория и метод / пер. с англ. Изд-е 2-е, испр. Х.: Гуманитарный Центр, 2008. – С.624; Чернявская В. Е. Дискурс как объект лингвистических исследований // Текст и дискурс. Проблемы экономического дискурса: сб. науч. тр. – СПб.: – С.-Петербург. гос. ун-т экономики и финансов, 2001. – С.11-22; Якобсон Р. Тексты, документы, исследования / отв. ред. Х. Баран, С. Гиндин. – М.: Рос. гос. гуманит. ун-т, 1999. – С.918; Кондрашкина Е.Ю. Прагмалингвистические характеристики русскоязычного инструктивного дискурса. Автореф. дисс. канд. филол. наук. – Нижний Новгород, 2018; Бурова Г.П. Фармацевтический дискурс как культурный код: семиотические, прагматические и концептуальные основания. Автореф. дисс. канд. филол. наук. – Ставрополь, 2008.

⁴Сафаров Ж.Ш. Структура дипломатического дискурса и его лексико-фразеологический состав (на материале английского языка): Дисс. канд. филол. наук. – Самарканд: 2000. – С.175; Raupova L.R Dialogik diskursdagi porpredikativ birliklarning sosiopragmatik tadqiqi: Filol.fan. d-ri. ... diss. – Toshkent, 2012. – B.220; Туманова А.Б. Языковая картина мира в художественном дискурсе писателя: Автореф. дисс. ... докт филол. наук. – Алматы, 2000. – С. 40; Собирова В.К. Литература кыргызского зарубежье как часть общего социально культурного контекста Кыргызстана (дискурсивно-концептуальный анализ): Автореф. дисс. ... докт филол. наук. Бишкек, 2013. – С. 50; Odilova G.K. Xususiy diskurslar lingvomadaniy talqinining nazariyasi va amaliyoti (glyuttonik diskurs misolida): Filol.fan. d-ri. ... diss. – Toshkent, 2020. –B. 270.

Tadqiqotning ilmiy yangiligi:

ingliz va o'zbek tillarida umumiy diskursivlik nazariyasining asosiy tushunchalari va atamaları asosida ID-instruktiv diskursning boshqa umume'tirof etilgan turlariga tobe bo'lmagan holda og'zaki va yozma-semiotik realizatsiyasining paralingvistik vositalarsiz, og'zaki ifodalangan, lingvistik va paralingvistik vositalardan hamda semiotik murakkab, ikonik komponentlardan tashkil topganlik kabi xususiyatlari ochib berilgan;

madaniyatning muayyan jihatini yo'riqnoma hamda ko'rsatma terminologiyasi – og'zaki-belgi birliklari to'plami orqali ifodalovchi ID terminologik kodining o'ziga xosligi, xususan, ingliz tilida texnik instruksiyalarda *It is + Adjective + Infinitive* modeli asosida shakllangan shaxsi noma'lum tavsifiy, subyektiv gaplar ishtiroki maqsadga muvofiqlik, zarurat, ratsionallik ma'nosini ifodalashi, *specifically, immediately, only, always* va *never* so'zlari kategoriallik va modallik ma'nosini kuchaytirishi; o'zbek tilida kesimning sodda, ko'makchi fe'lli so'z qo'shilmasi yoki holat ravishi bilan ifodalangan bitishuvli birikmada kelishi maxsus pragmatik vazifa bajarishi aniqlangan;

diskursning janriy xususiyatlari sifatida (1) informativ, imperativ, etiketga oid va subyektiv baho kabi to'rtta nutqiy janrni o'zaro zidlantiruvchi kommunikativ maqsad, (2) muallif obrazi, (3) adresat obrazi, (4) o'tgan muloqot qaratilgan voqea, unga xos javob, rad etish, qabul qilish, (5) muloqot epizodi sanalgan kelajak voqeasi, (6) voqelik mazmuni, (7) nutqiy janrning lisoniy tabiati; sotsiolingvistik tiplari sifatida institutsional, pedagogik, tibbiy, ilmiy, siyosiy, diniy, maishiy diskurs; pragmalingvistik tiplari sifatida yumoristik va ritual diskurslar ajratilgan;

ingliz va o'zbek tillari og'zaki hamda yozma nutqida instruktiv diskurs konseptual birligi muloqot sohasi, xronotop, ijtimoiy mavqe, muloqot ishtirokchisining ijtimoiy roli, intensiyasi, shakli, mavzusi, axborot kodi, muloqot yo'nalishi kabi lingvistik va ekstralingvistik omillarning o'zaro bog'liqligini hisobga olgan holda tilning kategorik apparatlariga kiritilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

oliy o'quv yurtlarida umumiy, qiyosiy, ingliz va o'zbek tilshunosligi, tarjimashunoslik, kommunikativ lingvistika kabi fan yo'nalishlarida yaratilajak darslik va qo'llanmalarining mukammallashuviga xizmat qilishi asoslangan;

ingliz va o'zbek og'zaki hamda yozma nutqida instruktiv diskursning nutqda qo'llanilishiga ko'ra faollik darajasi aniqlangan;

ingliz va o'zbek tillarida instruktiv diskursga oid muayyan ko'rsatmalar izohlandi, bu esa zamonaviy lingvistik ko'rsatmalar hamda yo'riqnomalar lug'atini tuzishda qo'l keladi, shuningdek, tarjima jarayonida instruktiv diskursni aniqlash orqali adekvatlikni ta'minlashga doir tavsiyalar berilgan.

Tadqiqot natijalarining ishonchliligi respublika va xalqaro miqyosdagi ilmiy-uslubiy va ilmiy-amaliy konferensiyalarda qilingan ma'ruzalar, ilmiy jurnallarda chop etilgan maqolalar, xulosalar, taklif hamda tavsiyalarining amaliyotda joriy etilgani, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati instruktiv diskursning og'zaki hamda yozma nutq diskurslarda

ko‘rinishlari va lingvokulturologik, sotsiolingvistik va kommunikativ-pragmatik jihatlari, diskursni tadqiq etishga oid nazariy xulosalardan tilshunoslikning sotsiolingvistika, pragmalingvistika, lingvokulturologiya yo‘nalishlaridagi ishlarda manba sifatida foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati shundaki, ishdagi ilmiy xulosalar va tahlillardan «Sotsiolingvistika», «Pragmalingvistika», «Leksikologiya», «Tarjima nazariyasi», «Stilistika», «Til aspektlari amaliyoti va diskursiv tahlil» fanlaridan darslik; o‘quv qo‘llanma yaratishda turizm va servis sohasida faoliyat yuritayotgan restoran va umumiy ovqatlanish korxonalari taomnomalarini yaratish, farmatsevtika sohasida dori vositalarining yo‘riqnomasi, maishiy xizmat jihozlarini qo‘llash bo‘yicha yo‘riqnomasi, taom tayyorlash retsepti va yo‘riqnomasi, ilmiy matnlar ko‘rsatmalari, manzilga yo‘nalish berish ko‘rsatmalari va media matnlarda ifodalangan ko‘rsatmalarni tatbiq etishda lingvistik jihatdan amaliy yo‘riqnoma bo‘lib xizmat qiladi. Tarjimachilik sohasida, instruktiv leksikaga oid ikki tilli izohli lug‘atlarni yaratishda mazkur dissertatsiya metodik asos sifatida qo‘llanishi mumkin.

Tadqiqot natijalarining joriy qilinishi. Ingliz va o‘zbek og‘zaki hamda yozma nutqida instruktiv diskurs yuzasidan olingan natijalar asosida:

ingliz va o‘zbek tillarida og‘zaki hamda yozma nutqida instruktiv diskurs konseptual birligi muloqot sohasi, xronotop, ijtimoiy mavqe, muloqot ishtirokchisining ijtimoiy roli, intensiyasi, shakli, mavzusi, axborot kodi, muloqot yo‘nalishi kabi lingvistik va ekstralingvistik omillarning o‘zaro bog‘liqligi yuzasidan qilingan xulosa va natijalaridan Andijon davlat universitetida 2022-2023 yillarda bajarilgan “IL-402104213 raqamli. O‘zbek tilida elektron lingvistik ensiklopedik lug‘at ishlab chiqish” davlat innovasion-tadqiqot dasturlari doirasidagi loyihada foydalanilgan (Andijon davlat universitetining 2023-yil 28-iyuldagi 39-01-1645-son ma'lumotnomasi). Natijada diskurs, matn, nutqiy ta'sir tavsifida qo‘llaniluvchi ayrim birliklarining o‘ziga xosliklari ochib berilgan;

mavhum instruksiyani ifodalovchi til birliklarining muloqotdagi o‘ziga xoslikni ta'minlashdagi o‘rni, ularning ta'rifi, instruktiv matnning grammatik, leksik va semantik, shuningdek, lingvostilistik imkoniyatlarining muloqot aktida lisoniy madaniyatni ta'minlashdagi vazifalari, diskursning janriy xususiyatlari sifatida (1) informativ, imperativ, etiketga oid va sub'ektiv baho kabi to‘rtta nutqiy janrni o‘zaro zidlantiruvchi kommunikativ maqsad, (2) muallif obrazi, (3) adresat obrazi, (4) o‘tgan muloqot qaratilgan voqea, unga xos javob, rad etish, qabul qilish, (5) muloqot epizodi sanalgan kelajak voqeasi, (6) voqelik mazmuni, (7) nutqiy janrning lisoniy xususiyati bilan bog‘liq ilmiy xulosalardan Andijon davlat universitetida 2017-2020 yillarda bajarilgan “OT-F1-18. Ommaviy lisoniy madaniyatni shakllantirish metodlar va metodologiyasini ishlab chiqish” davlat fundamental-tadqiqot dasturlari doirasidagi loyihada foydalanilgan (Andijon davlat universitetining 2023-yil 28-iyuldagi 39-01-1645-son ma'lumotnomasi). Natijada lisoniy madaniyatni ta'minlashga oid metodologiya nutq janrlariga doir yangi nazariy qarashlar bilan boyitilgan;

ingliz va o‘zbek tillarida umumiy diskursivlik nazariyasining asosiy tushunchalari va atamalari haqidagi dissertatsiya natijalari va materiallaridan

O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston” teleradiokanali DUK “Madaniy-ma'rifiy va badiiy eshittirishlar” muharririyati tomonidan tayyorlangan “Ta'lim va taraqqiyot”, “Adabiy jarayon”, “Jahon adabiyoti” nomli eshittirishlarida foydalanilgan (O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston” teleradiokanali DUKning 2023-yil 3-iyuldagi 04-36-1027-son ma'lumotnomasi). Natijada, eshittirishlarning ilmiy saviyasi ortgan hamda instruktiv diskursning og‘zaki hamda yozma nutq diskurslarda ko‘rinishlari va lingvokulturologik, sociolingvistik va kommunikativ-pragmatik jihatlari, diskursni tadqiq etishga oid nazariy xulosalardan tilshunoslikning sociolingvistika, pragmalinvistika, lingvokulturologiya yo‘nalishlaridagi ishlarda manba sifatida foydalanishga va tarjimachilik sohasida, instruktiv leksikaga oid ikki tilli izohli lug‘atlarni yaratishga xizmat qilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 4 ta, jumladan, 2 ta xalqaro va 2 ta respublika ilmiy-amaliy anjumanlarda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e‘lon qilinganligi. Tadqiqot mavzusi bo‘yicha jami 15 ta ilmiy ish, jumladan, O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarda 4 ta maqola, ulardan 2 tasi respublika hamda 2 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro‘yxati hamda ilovadan iborat bo‘lib, asosiy qismi 120 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida ilmiy tadqiqotning mavzusi va uning dolzarbligi asoslangan, tadqiqot ishining maqsadi va vazifalari, obykti va predmeti aniqlangan, ilmiy ishning fan va texnologiyalarni rivojlantirishning muhim yo‘nalishlariga mosligi ko‘rsatib o‘tilgan. Shu bilan birgalikda, dissertatsiyaning ilmiy yangiligi, amaliy natijalari va ularning ishonchliligi, ishning nazariy va amaliy ahamiyati, erishilgan natijalarning amaliyotga joriy etilishi, ilmiy nashrlarda e‘lon qilinganligi, ishning tuzilishi haqidagi ma‘lumotlar keltirilgan.

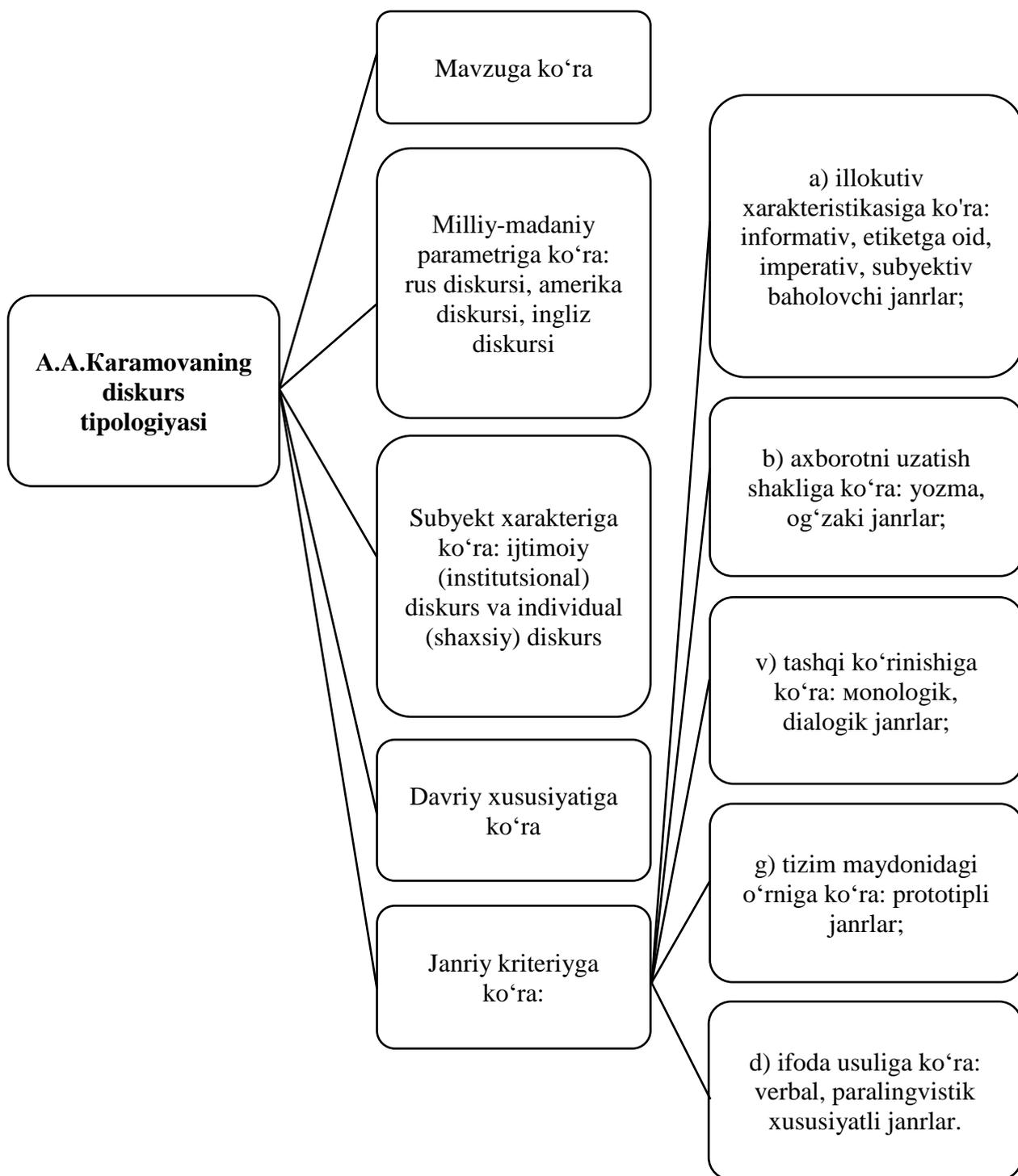
Dissertatsiyaning **I bobi “Tilshunoslikda diskurs masalasi”** deb nomlangan. Bobning dastlabki bo‘limi “*Zamonaviy til nazariyasida «diskurs» tushunchasi va unga ilmiy yondashuvlar*” deb ataladi.

Diskurs (qadimgi lotin tili. discursus – mulohaza, bahs; asli – aylanib yurish, shov-shuv, manyovr) – polisemantik atama bo‘lib, umumiy ma’noda nutq, lisoniy jarayonlar, ularning olam lisoniy manzarasi bilan munosabatini bildiradi.

Diskurs – bu ma‘lum bir ijtimoiy-madaniy an‘anada ratsionallikning hukmron turi bilan tartibga solinadigan inson ongi mazmunini obyektivlashtirishning og‘zaki ifodalangan shakli. Hozirgi vaqtda diskurs falsafa, sotsiologiya, tilshunoslik, madaniyatshunoslik va boshqa ijtimoiy fanlarda faol qo‘llaniladigan polisemantik tushunchadir .

Ye.Isayevaning aytishicha, lingvistik nuqtayi nazaridan diskurs – yozma nutqdan farq qiluvchi jonli muloqot jarayoni. Shu sababli u spontan, tugallangan,

mavzuga bevosita bog‘liq, tinglovchi uchun tushunarli bo‘ladi. Struktur xususiyatlari bilan birga diskurs janriy o‘ziga xoslikka ham ega. Shu bilan birga jiddiylik / nojiddiylik, rituallik va vaziyatdan chiqish, munozara, muloqot distansiyasini oshirish va qisqartirish kabi belgilari ham mavjud⁵.



Funksional diskurs tildan istalgan foydalanish holati bo‘lib, tilning umumiy tahlili deb qaraladi. *Situativ diskurs* ijtimoiy, psixologik va madaniy ahamiyatli sharoit va vaziyat konteksti bilan bog‘liq. Ushbu yondashuvga formal va funksional

⁵ Исаева Е.Д. Понятие дискурса в современной лингвистике // <http://vii.sfu-ras.ru/info/public/vii/book/ponyatie-diskursa-v-sovremennoy-lingvistike-2009> (дата обращения : 26.04.2023)

diskurs xususiyatlarini qamrab olgan diskurs sifatida ham qaraladi. *Kognitiv* yondashuvda diskurs bilimni ifodalashda yangi muloqot shaklini hosil qiluvchi kognitiv fenomen sifatida qaraladi. Shunday qilib, tilshunoslar diskursni turli aspektda o'rganishadi, bu esa diskurs nazariyasini to'laqonli rivojlantirish, mukammallashtirishga yo'l ochadi.

Bobning ikkinchi bo'limi “Diskurs – kommunikatsiya jarayoni elementi sifatida: pragmatik va kognitiv sohalarida” deb nomlangan.

Diskurs kommunikativ hodisa sifatida verbal muloqot faoliyati hamda muloqot jarayonida qayd etilgan muayyan matn o'rtasidagi oraliq bo'g'indir. Soddaroq aytganda diskurs original nutqni tashkil etish bilan bog'liq bo'lgan kognitiv jarayon, u nutq haqidagi tasavvurlar va matnning nutq sifatida shakllanish jarayonining yakuniy natijasi sifatida tushunilishi lozim. G.Vidousen matn va diskurs tushunchalarini farqlash uchun mazkur juftlik orasiga “sharoit/vaziyat” kategoriyasini kiritadi. Shunday qilib, u diskursga “matn” + “sharoit/vaziyat” formulasi natijasi deb qaraydi. “Diskurs” tushunchasi fanda matnni faqat matn sifatida emas, balki kimgadir qaratilgan, adresat va muallifning biror ehtiyojiga ko'ra paydo bo'lgan murojaat sifatida qarashdan paydo bo'lgan.

Diskursning lingvo-kommunikativ aspekti G.A.Orlov talqinida (tabiiy) nutqning kategoriyasi sifatida baholanadi. Uning fikricha, diskurs yozma yoki og'zaki shaklda hosil qilingan nutqiy mahsulot, nisbatan tugallangan va o'ziga xos tuzilishga ega. Uning uzunligi, davomiyligi potensial nuqtayi nazardan turli xil: sintagmatik zanjirlardan tuzilgan gaplardan boshlab mazmuniy qurilishga ega asar (hikoyalar, suhbatlar, tavsiflar, ko'rsatmalar, ma'ruzalar va boshqalar)dan iborat bo'ladi⁶.

Instruktiv diskurs matnlari kognitiv yondashuv nuqtayi nazaridan operativ xotiraning asosiy birligi bo'lgan konsept tushunchasi bilan bog'liq ravishda o'rganiladi. Bunda u kognitiv jarayon / faoliyatning asosiy birligi sifatida qaraladi.

Ye.V.Astaxova ingliz tili materiallari asosida instruktiv matnlarni “Instruction” konseptining yuzaga chiqishi sifatida baholaydi. Bu ham instruksiya berishga mo'ljallangan / qaratilgan diskursiv faoliyatning o'ziga xosligini ko'rsatishga yordam beradi. Konseptning asosiy tushunchasini nimani qanday bajarish xususidagi ko'rsatmadan tashkil topgan axborot bilan ta'minlash haqidagi situativ tasavvur tashkil etadi. Bu o'rinda vaziyat deganda ijtimoiy hayotning barcha jabhalarini tushunish mumkin. Yo'riqnomaning konseptual maydonini tahlil qilish tadqiqotchiga turli vaziyatlarni tavsiflovchi o'zgaruvchan ma'lumotlarni o'z ichiga olgan konsept strukturasi freym modelini ishlab chiqish imkonini beradi. Ushbu model o'z tarkibiga vaziyat ishtirokchilari, adresatga uzatiladigan, maxsus bilimlar talab qilinuvchi obyekt, qo'llanish sohasi, instruktiv axborotni uzatish kanali, axborot uzatish usuli, matnning kognitiv belgilari, kutiladigan reaksiya kabi elementlarni qamrab oladi. Instruktiv matnlar alohida bir janrdir. Bu bizga instruktiv matnlarning pragmatik potensialini yanada ko'proq izohlashga imkon yaratadi. Chunki u faqat konkret vaziyatni izohlab kelmaydi, balki pragmatik omillar ta'sir etuvchi yo'riqnoma berish xususiyatini aks ettiradi. Shu sababli qo'yilgan

⁶ Орлов Г.А. Современная английская речь. – М.: Высш. шк., 1991. – С. 14.

maqsad va vazifalarga muvofiq nisbatan adekvat yondashuv pragmalingsvistik yondashuvdir⁷.

Demak, diskurs muloqot (kommunikatsiya) jarayonini aks ettiruvchi vosita bo‘lib, u pragmalingsvistik hodisa sifatida baholanishga loyiq. Kognitiv jarayon sifatida baholashga esa uning ma‘lum bir konseptni ta‘riflashga qaratilgan matnlar yig‘indisi ekanligi asos bo‘la oladi.

Birinchi bobning uchinchi bo‘limi “Diskurs turlari va tipologiyasi: og‘zaki va yozma nutq” deb atalgan.

Diskursning og‘zaki va yozma turlari farqlanadi. Diskursning asosiy ko‘rinishi sifatida monologik va dialogik nutq ajratiladi. Ammo bunday tasnifda ko‘rinish hajmini farqlash muammosi paydo bo‘ladi. Adresant va adresat o‘rtasidagi kichik replikalar doirasida o‘zaro dialogik muloqot muhim. Kommunikant tomonidan aytilgan o‘zaro bir mazmun ostida birikkan gaplar ketma-ketligi monolog sifatida qaraladi. Kommunikativ voqea sifatida hosil bo‘lgan fikrlar munozarasi yoki debat, dialogik va monologik diskursni farqlashni qiyinlashtiradi. Yozma va og‘zaki kabi tiplaridan va monologik hamda dialogik ko‘rinishlaridan tashqari diskursning xususiy tiplari hamda diskursiv aloqaga oid ko‘rinishlari ajratiladi⁸.

Diskursning turlarini ko‘rib o‘tamiz. Istalgan bir tabiiy fenomenni o‘rganish kabi diskursni o‘rganish jarayonida tasnif va qiyoslash muammosi tug‘iladi. V.I.Karasik o‘z tadqiqotlarida diskursning quyidagi ko‘rinishlarini farqlaydi⁹: *Diskursning sotsiolingsvistik tiplari*: institutsional, pedagogik, tibbiy, ilmiy, siyosiy, diniy, maishiy diskurs. *Diskursning pragmalingsvistik tiplari*: yumoristik, ritual diskurs.

Birinchi bobning to‘rtinchi bo‘limi “Instruktiv diskurs” tushunchasi va uning metodologiyasi” deb nomlanadi.

Matnga sistem-struktur yondashuv matn elementlari orasidagi sintaktik aloqalarni mikro va makro darajadagi munosabatlar sifatida qarash natijasida matn yoki matn ko‘rinishidagi yangi ijod namunasi majmuyi yaxlitligi sifatida qaralsa, matnni anglashga lingvomadaniy yondashuv esa olam lisoniy manzarasida madaniy tasavvurlarni aks ettirish shakli sifatida qaraladi¹⁰.

Dissertatsiyaning II bobi “Ingliz va o‘zbek tillarida instruktiv diskurs turlari va ularning kommunikativ-pragmatik jihatlari” deb nomlangan. Birinchi bo‘limda *dori vositalarini farmatsevtika nutqi janrlari sifatida qo‘llash bo‘yicha yo‘riqnomasi: leksik-terminologik va kompozitsion-kommunikativ xususiyatlar* tadqiq etilgan.

Instruktiv matn – diskursning alohida ko‘rinishi. O.V.Xoroxordina “Инструкция как тип текста”¹¹ nomli maqolasida instruksiyani alohida janr deb qaraydi. Mazkur janr bir necha xususiyatlari bilan ajralib turadi. Jumladan, mazmuniy asos, instruksiyada fikrni ifodalash / berish usuli, nutqiy realizatsiya

⁷ Кондрашкина Е.Ю. Прагмалингвистические характеристики русскоязычного инструктивного дискурса: автореферат диссер. канд. филол. наук. – Саранск, 2018. – 197 с. – С. 21.

⁸ https://bstudy.net/847089/sotsiologiya/typy_vidy_diskursa (murojaat sanasi:20.01.2023)

⁹ Карасик В.И. О типах дискурса [Текст] / В.И.Карасик // Языковая личность: институциональный и персональный дискурс: сб. науч. работ. – Волгоград, 2000. – 56 с.

¹⁰ Ko‘rsatilgan manba. – 10 b.

¹¹ Хорехордина О.В. Инструкция как тип текста / Мир русского слово. – № 4 / 2013. – С. 7-14.

natijasi bilan ajralib turadi. Dori vositalarini qo‘llash bo‘yicha yo‘riqnomalarning lisoniy xususiyatlari o‘rganilgan ishlar ko‘p. L.N.Nosova fransuz tilida farmatsevtik diskursni tadqiq etgan¹².

Farmatsevtik diskurs tibbiyotga oid diskursning bir ko‘rinishi bo‘lib, maxsus tayyorgarlik, ma‘lum malakaga ega mutaxassislar (shifokor / farmatsevt) hamda iste‘molchi (tibbiy bilimga ega bemor) yoki bu sohadan umuman xabardor bo‘lmagan kishilar o‘rtasida bevosita va bilvosita muloqotni tashkil etuvchi diskursdir. L.N.Nosovanning fikricha, farmatsevtik diskurs adresatga ma‘lum bo‘lmagan axborotni ulashadi, bu esa dori vositasi haqida tasavvur hosil qilishga, bilim shakllantirishga xizmat qiladi. Boshqa tomondan, adresatga allaqachon ma‘lum bo‘lgan narsalar haqida ma‘lumot berishi ham mumkin. Bu ko‘pincha, ushbu matnlar mutaxassislar tomonidan o‘qilganda sodir bo‘ladigan holatdir¹³. Og‘zaki farmatsevtik diskurs esa nutq axboroti bilan birga paralingvistik vositalarni ham qamrab oladi. Ritmik, referentiv, semantik (mimika, ma‘no anglatuvchi imo-ishoralar), hissiy-bo‘yoqdorlik, suhbatdoshga ta‘sir etish vazifasi, illokutiv kuch (imo-ishora, undash, ishontirish) kabilar shular jumlasidan¹⁴. Paralingvistik vositalar orqali ta‘sir etishda yo‘riqnoma matni emas, odatda, shifokor tomonidan amalga oshiriladi.

Ingliz tilida ham tibbiy yo‘riqnoma yozish talablari ishlab chiqilgan. Talabga ko‘ra, ingliz tilidagi tibbiy yo‘riqnomalarda mavjud bo‘lishi talab qilinadigan axborot minimumi standart sifatida qabul qilingan. Manbalarda quyidagicha ko‘rsatiladi¹⁵:

Minimum Content of Instructions for Use under the MDR

In accordance with the MDR, instructions for use for medical devices must contain certain key information. Aside from information about the product (name/trademark, product ID) and the manufacturer (name, address, contact information), information about the following is also required: intended purpose; indications and contra-indications; patient target group and intended users; specification of the clinical benefit to be expected; availability of the summary of safety and clinical performance (high-risk devices); the device’s performance characteristics; specifications which are required for appropriate use of the device; sterilization, final assembly, calibration, cleaning and disinfection; necessary qualifications for users; any reconditioning procedures; storage, transport, durability; combination with other devices, including accessories; maintenance and repair; symbols and identification colors¹⁶. Ko‘rinadiki, ingliz tilidagi dori

¹² Носова Л.Н. Коммуникативно-прагматический потенциал инструкции по применению лекарственных средств в фармацевтическом дискурсе: Автореф. дисс. ... канд. филол. наук. – М., 2013. – 20 с.

¹³ Носова Л.Н. Особенности адресации в письменном фармацевтическом дискурсе / Л.Н.Носова // Историческая и социально-образовательная мысль. – 2013. – № 3. – С. 158–160.

¹⁴ Хасанова Д.М. Дискурс и текст в современной лингвистике //

https://upload.pgu.ru/iblock/61a/uch_2008_ii_00059.pdf

¹⁵ <https://www.reuschlaw.de/en/news/mdr-requirements-for-instructions-for-use-for-medical-devices/#:~:text=Definition%20of%20%E2%80%9CInstructions%20for%20Use.any%20precautions%20to%20be%20taken.> (murojaat sanasi: 26.04.2023)

¹⁶ <https://www.reuschlaw.de/en/news/mdr-requirements-for-instructions-for-use-for-medical-devices/#:~:text=Definition%20of%20%E2%80%9CInstructions%20for%20Use.any%20precautions%20to%20be%20taken.> (murojaat sanasi: 26.04.2023)

vositalarini qo'llash bo'yicha yo'riqnomalar tarkibi bilan farq qilmaydi, ammo ularning ifoda usulida farq kuzatiladi. Shunday bo'lsa-da, ingliz tilida yo'riqnoma berish usulida ayrim farqlar kuzatiladi. Bu ingliz tilida instruktiv diskursning o'ziga xosligini ko'rsatadi.

Ingliz tilidagi instruksiyalarda *must*, *should*, *can* kabi modal modifikatorlarni qo'llash holati ko'p kuzatiladi. *Must* modal fe'li harakat kauzatsiyani ifodalashda nisbatan avtoritar bo'yoqqa ega bo'lsa, *should* fe'li preskriptorning subyektiv fikrini ifodalashga xizmat qiladi, bu bilan u direktiv nutq aktining kategorik xususiyatini pasaytiradi. *Can* modal fe'li nokategoriallikni ta'minlaydi, can harakatni amalga oshirishga imkoniyat mavjudligini bildiradi. Ingliz tilida o'yinlarni bajarish yo'riqnomalarida *may* modal fe'li adresatga ma'lum bir harakatni amalga oshirishga ruxsat borligini bildiradi, shuningdek, qoidalarga to'liq amal qilishga ishora bo'ladi. Ingliz tilida texnik instruksiyalarda ko'pincha, quyidagi model asosida shakllangan shaxsi noma'lum tavsifiy, subyektiv gaplar ishtirok etadi: *It is + Adjective + Infinitive*.

Bunda maqsadga muvofiqlik, zarurat, ratsionallik ma'nosini ifodalovchi leksemalar baholovchi predikat vazifasini bajaradi: *It is wise to do X; It is necessary to do X*. Instruksiyalarda modallik ma'nosi *specifically, immediately, only* so'zlari yordamida yuzaga chiqadi. Ingliz tilida qo'llash bo'yicha yo'riqnomalarda *always* va *never* so'zlari keng qo'llaniladi. Bu so'zlar kategoriallik va modallik ma'nosini kuchaytiradi: *Always discard batteries safely*. Bu kabi instruksiyalarning xususiy unsuri sifatida holat ravishi bilan qo'llanish modeli sanaladi: *when (while, whilst) + Participle I*. Masalan: *When inhaling you should sit upright and relaxed*.

Ikkinchi bobning ikkinchi bo'limida maishiy xizmat jihozlarini qo'llash bo'yicha yo'riqnoma va interpretatsiya jarayonlari tahlilga tortilgan. Maishiy xizmat jihozlarining tahlil qilingan / o'rganilgan instruktiv matnlari (matn fragmetnlari) turli mazmun-mundariyasi hamda uslubiy o'ziga xoslikka ega bo'lishidan qat'i nazar umumlashtirib turuvchi belgilarga ega: 1. Tipik intensiya – biror bir holatda qanday harakatlanish (nima qilish / nimadan tiyilish) o'rgatiladi. 2. Tipik mundarija va uning kompozitsiyasi. Har bir yo'riqnoma mazmuni va kompozitsiyasining to'liqligi / noto'liqligiga ko'ra o'ziga xosligi bilan ajralib tursada, turg'unlik va dinamiklik freymlari munosabati bir xil emas. Turg'un freymda ularning har biri bilan bog'liq bo'lgan harakat hamda agent, obyekt, predmet va adresatlar to'plami mavjud. 3. Adresat javob reaksiyasi tipik yakunlanganligi, natijada, yo'riqnoma ko'rsatilgan harakat amalga oshirilishi talab qilinadi. 4. Tipik lisoniy ifoda vositalarini qo'llash¹⁷.

Tadqiq obyektini sifatida bir necha maishiy texnika buyumlarini qo'llash yo'riqnomalari tanlandi: “Sokany” dazmoli, “INDESIT” muzlatkichi, “SUMSUNG” televizorini ishlatish yo'riqnomalari. Mazkur yo'riqnomalarning biri bir tilli (ingliz tili), boshqalari ikki (rus va ingliz) va ko'p tilli (rus, o'zbek, qozoq) ekanligi bilan farqlanadi. Maishiy texnika buyumlari instruksiyasi farmatsevtik instruksiyadan tuzilishi, mazmuni va taqdim qilish shakli bilan farq qiladi. Dori

¹⁷ Хорохордина О.В. Инструкция как тип текста / Мир русского слово. – № 4 / 2013. – С. 7-14.

vositalari yo‘riqnomasi dori o‘ramlarining ichida bir varaqning oldi va orqasida ikki tilda yozilgan (A4 yoki undan kichik formatda kichik shriftda yozilgan bo‘ladi) bo‘lsa, maishiy texnika buyumlari yo‘riqnomalari buklet yoki kattaroq kitobcha shaklida bo‘ladi.

O‘zbek tilidagi bu tipdagi yo‘riqnomalarda gapning kesimi 2-shaxsga qaratilgan bo‘lib, buyruq maylida shakllantiriladi: *Sovitkich bino ichida foydalanish uchun ishlab chiqilgan. Har qanday sharoitda ham sovitkichni ko‘chada, garajda va hokazo joyda **ishlatmang**. Himoya qo‘lqoplaridan **foydalaning!*** Maishiy texnika jihozlari foydalanuvchisi yosh chegarasi keng bo‘lganligi sababli bunday yo‘riqnomalarda shaxsi umumlashgan gaplardan foydalaniladi: *Bolalarning uskuna bilan o‘ynashlariga **yo‘l qo‘ymaslik kerak***. Harakat nomi + kerak/lozim konstruksiyali egasi ma‘lum gaplar ham ko‘p qo‘llanadi: *Kabel faqat malakali mutaxassis tomonidan **almashtirilishi kerak***. Yo‘riqnomada xavfsizlik qoidalarini, ogohlantirishni bildirgan o‘rinlarda inson diqqatini tortuvchi so‘zlar qo‘llaniladi: **DIQQAT!** *Uskuna korpusidagi yoki joylashtiriluvchi konstruksiyadagi ventillyatsiya teshiklarini to‘sisib qo‘ymang!* Maishiy texnika buyumidan foydalanish yoki o‘rnatish bilan bog‘liq harakatlarda bajarilishi tavsiya etilmaydigan yoki taqiqlashni bildiruvchi konstruksiyalardan foydalaniladi: *Uskuna orqasida havo aylanishini **cheklab qo‘ymang!*** Muammoning yechimi esa holatni izohlash ma‘nosidagi fe‘l-kesimli yoki holatni bildiruvchi ot-kesimli sodda gap bilan berilgan: *Bo‘linmalar mahsulot bilan **to‘la**. Mahsulotlar sovitkich orqa devoriga tegmasligi kerak, u juda ham **sovuq**. Hona harorati haddan tashqari **yuqori**.*

Agar bo‘lsa, ... konstruksiyasi maishiy texnika vositasi bilan bog‘liq nosozlik holati yechimini ifodalashda ko‘p qo‘llaniladi: ***If possible, preserve the appliance’s original packaging during the warranty period so that, in the event of a warranty claim, you can package the appliance appropriately for its return.*** Dori vositalarini qo‘llash yo‘riqnomalarida bo‘lganidek, maishiy texnika vositalarini ishlatish bo‘yicha ko‘rsatmada ham *always, never* so‘zlari ko‘p uchraydi. Bu so‘zlar qilinishi talab etilgan harakatga urg‘u berishga xizmat qiladi: ***Never leave the steam iron unattended when it is connected to the mains power supply.***

Ingliz tilidagi yo‘riqnomada taqiq ma‘nosi ko‘pincha don’t + verb konstruksiyasi bilan ifodalanadi: ***Do not use extension cables. Do not expose the appliance to humidity and do not use it outdoors.*** Bu ma‘noni ifodalashda ba‘zi hollarda may + not shakli ishlatiladi: ***You may not open the appliance housing of the steam iron.***

Bobning uchinchi bo‘limi “Taom tayyorlash retsepti va yo‘riqnomasining semantik xususiyatlari” deb atalgan. Lingvistikada taom bilan bog‘liq lisoniy tushunchalar tadqiqi “glyuttonik diskurs tahlili” deyiladi¹⁸. O‘zbek tili taom tayyorlash retseptini ikki: og‘zaki va yozma diskurs aspektida tadqiq etdik, obyekt sifatida kitob va internet saytlarida mavjud retsept matnlarini tanladik. Taom retsepti matni, asosan, ikki qismdan iborat: taom tayyorlash yo‘riqnomasi – pishirish

¹⁸ Odilova G.K. Ko‘rsatilgan manba. – 30-b.

(tayyorlash) ketma-ketligi va masalliqalar ro'yxati. Ayrim retseptlar tarkibida taomning umumiy tavsif qismi ham uchraydi.

Maishiy texnika jihozlari isruksiyalarida ko'pincha II shaxs buyruq maylidagi yoki shaxsi umumlashgan yoxud harakat nomi + kerak qolipli kesimlar ko'pligi kuzatilgandi. Taom tayyorlash bo'yicha yo'riqnoma matnlarida taomni tayyorlash ketma-ketligi aniq aks etishi ham diqqatga sazovor. Tayyorlash bosqichi 1-qadam, 2-qadam, 3-qadam, 4-qadam deb ajratib ko'rsatiladi. Dori vositalarini qo'llash yoki maishiy texnika vositalaridan foydalanish isruksiyalarida qo'llash izchilligi (taom tayyorlash isruksiyasi matnidan farqli ravishda) bu darajada aniq berilmaydi.

O'zbek tilida taom tayyorlashga oid isruktiv matnlarning leksikasi (xususan, fe'l turkumiga oid so'zlar) o'ziga xos. Ularda *qovurmoq, solmoq, aralashtirmoq, terib chiqmoq, sepmoq, pishirmoq, dimlamoq, qaynatmoq, yoymoq, bukmoq, tugmoq* kabi leksemalar faol ishtirok etadi.

Ingliz tilida taom tayyorlash yo'riqnomasi o'zbek tilidagi bunday matnlardan sarlavhasidan boshlab farq qiladi. O'zbek tilida faqat taom nomi yozilsa (ko'k somsa, varaqi somsa, qovoq somsa, manti, qovurdoq va h.k.), ingliz tilidagi retseptlar sarlavhasi gap yoki so'z birikmasi sifatida bo'ladi. Masalan: *“how to cook pasta”, “how to cook pasta perfectly”, “cooking pasta for warm sauce”, “cooking pasta for salads”*¹⁹.

Ingliz tilida taom tayyorlash bo'yicha isruksiyalar sarlavhasi *“how to cook +”* yoki *“cooking +”* so'zlari birikmasi bilan shakllanadi. Ingliz tilida taom tayyorlash yo'riqnomasi matnida (boshqa isruktiv matnlarda bo'lgani kabi) *should be* konstruksiyasidan foydalaniladi. Ingliz tili isruksiyalarida bajarilishi talab etiladigan ishlar ketma-ketligi tuzilishiga ko'ra sodda buyruq gaplar bilan ifodalanadi, gapning egasi yashiringan bo'ladi. Taom tayyorlash jarayonida bajarish mumkin bo'lmagan, man etilgan holatlar *do not* fe'li bilan boshlanuvchi bo'lishsiz gap bilan beriladi.

Dissertatsiyaning III bobi “Ingliz va o'zbek tillarida publitsistik isruktiv matnlar tarjimasi muammolari” deb nomlangan. Dastlabki bo'lim *“Ingliz va o'zbek tillarida jamoat transtporti (metro, samolyot, avtobus)dan foydalanish yo'riqnomasining o'ziga xos xususiyatlari va ularning tarjimasi”* deb nomlangan.

An'anaviy isruktiv matnlarga nisbatan zamonaviy isruksiyalar tarkibida isruktiv xarakterli qo'shimcha matnlar mavjud. Masalan, foydalanish bo'yicha yo'riqnoma, eslatma, uskuna ustidagi yozuv va sxemalar shular jumlasidan. Shuningdek, keyingi vaqtlarda isruktiv matnlarni audio/video isruksiya, interaktiv isruksiya, tasviriy oyna (ekran)larda aks etuvchi maslahat, gipermatnli bilimlar bazasi, gipermatnli onlayn resurs, elektron hujjat kabi turli shakllari urfga kirdi.

Isruktiv diskurs ko'proq ommaga qaratilgani bilan xarakterlanadi. Bu haqda oldingi bobda to'xtalganimiz uchun bu o'rinda bu xususiyatini takrorlashga ehtiyoj sezilmaydi. Yo'riqnoma berish xususiyatiga ega og'zaki va yozma matnlar – isruktiv diskurs jamoat transportida ko'p uchraydi. Chunki bunday aloqa-transport

¹⁹ <https://feelgoodfoodie.net/recipe/how-to-cook-pasta/> (murojaat sanasi : 20.01.2023)

vositalaridan aholining ko‘p qismi foydalanadi. Shuningdek, jamoat transportida xavfsizlik yoki odob-axloq qoidalari bilan bog‘liq instruksiyalarning bo‘lmasligi bu kabi joylarda tartibsizlikni keltirib chiqaradi, ulardan foydalanishda ehtiyotsizlikka yo‘l qo‘yiladi, ozodalikka putur yetadi.

a) majhul nisbat: *150 dan 220 sm gacha bo‘lgan uzunlikdagi yuklarni tashish uchun to‘lanadi*; b) II shaxs buyruq mayli: *poyezd to‘xtaganda, yo‘lovchilarning erkin chiqib ketishi uchun vagonlar eshigiga joy oching*; d) harakat nomi: *oxirgi stansiyalarda vagonlarni bo‘shatish*.

Metrodan foydalanish bo‘yicha o‘zbek tilidagi yo‘riqnomada jamoat joylarida tartibni saqlash qoidalariga amal qilish; odatdagi xavfsizlik qoidalariga amal qilish; favqulodda holatdagi xavfsizlik qoidalariga amal qilish kabi axborotlar berilgan:

Metrodan foydalanish bo‘yicha ingliz tilidagi yo‘riqnoma matnlarini²⁰ tahlil qilganimizda ko‘rinadiki, yo‘riqnoma matni – instruktiv diskurs metrodan foydalanish bo‘yicha tavsif va ko‘rsatmadan tashkil topgan (Qarang: 3.3-ilova). *“Keep a map of the Tube on hand”, “Find your departure and arrival stations on the map”* kabi konstruksiyalar tavsiflash, axborot berish vazifasini bajaradi. Sodir bo‘lishi mumkin holatlardan ogohlantirish mazmunidagi gaplar *If* konstruksiyali gaplar bilan ifodalanadi: *If you’re unfamiliar with the Tube, a map is essential. If you’d like to learn more about Travelcards, visit*. Ruxsat etilgan ishlar “mumkin”, “bajara olasiz”, “qilishingiz mumkin” mazmunini ifoda etuvchi konstruksiya – *You can + verb* bilan beriladi: *You can pick up a free map at Heathrow Airport or from any Tube station, from a London Underground Information centre. You can also use a smartphone app, like Tube Map by Mapway, to figure out the best route*²¹.

Ingliz tilida metrodan foydalanish bo‘yicha yo‘riqnomalarning umumiy belgilari sifatida matnda foydalanish bo‘yicha ko‘rsatma va tavsifning mavjudligi, bajarilishi mumkin, shart bo‘lgan holatlarga urg‘u berilishi, gapning tipik sintaktik qurilishi mavjudligini ta’kidlash lozim.

Metroda *“eshiklarga suyanmang”* degan yozuv yonida eshikka suyanib turgan kishi silueti ustidan chiziq tortib qo‘yilgan piktogrammani ko‘ramiz. Yoki nogironligi bor shaxslar yoki homilador ayollarga mo‘ljallangan o‘rindiqlarda *“nogiron shaxslar yoki homilador ayollar o‘rni”* degan instruktiv matn bilan birga nogironlik aravachasi piktogrammasi, bola yetaklagan ayol rasmi ko‘rsatilgan holatlar ko‘p uchraydi.

Bunday noverbal unsurlar samolyot parvoz xavfsizligi qoidalariga rioya qilish bo‘yicha video yo‘riqnomasida yana ham aniqroq yuzaga chiqqan. Masalan, video yo‘riqnomada quyidagi ko‘rsatma beriladi: *Samolyotning old, o‘rta va dum qismiga*



Video-instruksiyadagi noverbal ifoda vositasi ko‘rinishi

²⁰ <https://www.wikihow.life/Use-the-London-Underground> (murojaat sanasi: 20.01.2023)

²¹ <https://www.wikihow.life/Use-the-London-Underground> (murojaat sanasi: 20.01.2023)

joylashgan 8 ta avariya chiqish yo'llari havoga to'ldiriladigan traplar bilan ta'minlangan.

Bu fikrdan keyin boshqa holat (tamaki mahsulotlari iste'moli) haqida fikr yuritiladi. Ammo yo'riqnomani tomosha qilayotgan yo'lovchida tushunmovchilik kelib chiqmaydi, mazkur instruktiv videodagi shu diskursiv vaziyatni ifodalovchi havoga to'ldirilgan traplari ochilayotgan samolyot ko'rsatilgan lavha ko'rinadi (yuqoridagi rasmda ko'rsatilgan) hamda samolyot suvga qo'nganda xavfsizlik traplari qanday ochilishi haqida aniq tasavvur paydo bo'ladi. Bu ham noverbal unsur sifatida instruksiyadagi informativlikni ta'minlaydi.

Mazmuni ifodalash, axborotni yetkazishda noverbal unsurlardan foydalanish holatiga quyidagi misolni ham keltirish mumkin: *Biz sizdan uchish vaqtida chekmasligingizni so'raymiz.* Shu o'rinda yo'lovchiga yaqinlashib, yuzma-yuz kelib iltimos qilish harakati ko'rsatiladi. "Chekish man etiladi" mazmunidagi belgi yoki taqiqlovchi harakat videoda mavjud emas. Yo'lovchiga yaqinlashib, *sizdan uchish vaqtida chekmasligingizni so'raymiz* shaklidagi iltimos mazmuni xavfsizlik qoidasiga amal qilishda buyruq ohangi emas, balki iltimos bilan ifodalanadi. Bu esa verbal va noverbal unsurning yaxlitligida instruktiv axborotni yetkazishga xizmat qiladi. Mazkur harakatga ilova qilingan "*Butun uchish davomida chekish va elektron sigaretalardan foydalanish man etiladi. Hojatxonalar tutunga qarshi detektor va signalizatsiyalar bilan ta'minlangan*" konteksti qat'iy qoidaning mavjudligi haqidagi axborotni yanada mustahkamlaydi.

Samolyot xavfsizlik qoidalari bo'yicha og'zaki yo'riqnomani tahlil qilishda "O'zbekiston havo yo'llari" aviakompaniyasi tomonidan tayyorlangan video-yo'riqnoma matniga asoslandik. Mazkur video-yo'riqnoma 3 tilda (o'zbek, ingliz va rus tillari)da tayyorlangan bo'lib, videoni to'liq formatda <https://youtu.be/Z8cPmoVv0vE> havolasi orqali ko'rish mumkin. Yuqoridagi instruktiv diskursda xushmuomalalik aks etgan: "*Uzbekistan airways*" aviakompaniyasi samolyoti sahniga xush kelibsiz! Bizni tanlaganingiz uchun minnatdorlik bildiramiz! "*Uzbekistan airways*" aviakompaniyasini tanlaganingiz uchun minnatdormiz va Sizga yoqimli parvoz tilaymiz.

Instruksiyaning boshqa ko'rinishlari, masalan, tibbiy buyumlar, dori vositalaridan foydalanish yo'riqnomalarida, taom tayyorlash bo'yicha ko'rsatmalarda, maishiy texnika buyumlarini ishlatish yo'riqnomalarida xushmuomalalik tamoyili birinchi planga chiqmaydi. Bu tamoyil hatto avtobus va metrodan foydalanish bo'yicha instruktiv matnlarda ham kuzatilmaydi. Demak, matn tarkibidagi bunday kontekst instruksiyaning shu turi uchun xos.

Xuddi shu tamoyil ingliz tilidagi video yo'riqnomada ham kuzatiladi:

Ladies and gentlemen! Welcome to the board of "Uzbekistan airways" aviacompany. Thank you for choosing us.

Samolyot xavfsizlik qoidalari bo'yicha (og'zaki va nashr) yo'riqnomaning o'ziga xos terminologiyasi mavjud: *Samolyotning old, o'rta va dum qismiga joylashgan 8 ta avariya chiqish yo'llari havoga to'ldiriladigan traplar bilan ta'minlangan. Hojatxonalar tutunga qarshi detektor va signalizatsiyalar bilan ta'minlangan. Qutqarish nimchasi o'rindig'ingiz tagida joylashgan. Live-vest is*

under your seat. Спасательный жилет находится под вашим креслом. Eshikni ochishdan avval illyuminatorga qarang.

Jamoat transportlari instruktiv diskursning **morfologik** xususiyatlari bilan ham farq qiladi. O'ziga xos kesimlik shaklining mavjudligi: *stansiya navbatchisiga, elektropoyezd haydovchisiga yoki boshqa metro xodimlariga xabar bering*; holatni bildiruvchi ravishdoshlarning faol qo'llanishi: *stansiya platformasida bo'lganingizda; poyezd to'xtaganda; poyezd vagonida bo'lganda*; tavsiya, iltimos, buyruq mazmunining buyruq maylidagi fe'l bilan ifodalanishi: *niqobni o'zingizga tortib, og'iz va burningizga ushlang.*

Ingliz tilidagi matnlarda ham mazkur morfologik xususiyatlar uchraydi: tavsiya, iltimos, buyruq mazmunining buyruq maylidagi fe'l bilan ifodalanishi: *do not open the door, use other exit; please do not take card from plane; look in the window; inform cabin attendants.* Holat yoki shart ergash gap mazmunini yuzaga chiqaruvchi *If* konstruksiyasi ko'p uchraydi: *If you see fire, smoke or other obstacles – do not open the door, use other exit.* Ish-harakatni yuzaga chiqarish imkoniyatining mavjudligi *you can + verb* konstruksiyasi bilan ifodalanadi: *For convenience, you can also download one online. For a paper free option, you can also use Transport for London's TfL Go app which provides a tube map, service updates, and route planning.*

O'zbek va ingliz tilida jamoat transporti yo'riqnomalari **sintaktik** birliklariga xos xususiyatlar ham ko'zga tashlanadi: avtobus, metro, samolyot yo'riqnomalari qisqa mazmunli gaplardan iborat bo'lganligi sababli sodda gaplar bilan ifodalanadi: *suyanmang, eshik ochiladi* (metro yoki avtobus eshigidagi yozuvlarda); *yoshi katta, yosh bolali ayollarga joy bering* (metroda ovozli yo'riqnomada); ba'zan bosh va ergash gaplarda kichik hajmli qo'shma gaplar ham uchraydi: *O'tirganda kamarni taqib oling // Fasten your seat belt while seated. Если есть свободное место, спокойно займи его.* Shaxsi noma'lum gaplardan foydalaniladi: *1. O'tish joyida, vestibulyda, vokzal platformasida va elektropoyezd vagonida shubhali va egasiz buyumlar, o'ramlar aniqlanganda, bu haqda metropolitenning navbatchi yoki xavfsizlik xizmati xodimlariga xabar berish zarur.*

Bobning so'nggi bo'limida jamoat joylari (teatr, kutubxona va savdo markazi) instruktiv diskursning lingvistik xususiyatlari va tarjima muammolari tahlilga tortilgan.

Mashina to'xtash (parkovka) joylarida quyidagi yozuv kuzatiladi: *To'xtash taqiqlanadi // No parking* (1-rasm). O'zbek va ingliz tilidagi gap kontekstini qiyoslashdan ma'lum bo'ladiki, gaplar bir-birining aynan (so'zma-so'z) tarjimasini emas: o'zbek tilidagi gap ega va fe'l-kesimdan iborat, ingliz tilida ega + kesim shaklidagi sodda gap emas, balki bo'lishsizlik shaklidagi gerundiy (+ing) bilan shakllangan. Bunday instruktiv matnlar odatda o'zbek va ingliz tillarida yonma-yon qo'llanadi, ammo ular o'zbek tilidan ingliz tiliga tarjima



qilingan matn emas, balki ingliz lisoniy olamida qanday bo'lsa, shu shaklda ifodalangan gaplar keltirilgan. Demoqchi bo'lganimiz, o'zbek tili foydalanuvchilari yashaydigan joylarda o'zbek tilida yozib, ingliz tiliga tarjima qilinmagan, balki ingliz tilida shu ma'noni beruvchi ifoda usuli keltirilgan. Chunki instruksiya o'zbek tili tashuvchisiga emas, ingliz tili egalari o'qishi uchun yozilgan. Agar *“To'xtash taqiqlanadi”* gapi so'zma-so'z ingliz tiliga tarjima qilinib, instruksiya sifatida berilsa, *“Parking is prohibited”* bo'lishi lozim. Ammo ingliz lisoniy olamida *“Bu yerda parkovka qilish mumkin emas”, “bu joyda mashina qo'yib bo'lmaydi”* mazmuni *No parking* sifatida ifodalanadi.

XULOSA

1.Diskurs ma'lum kommunikativ harakat pragmatikasi bilan yuzaga keladi. Diskurs so'zlovchining turli ijtimoiy-madaniy kontekstda dunyoqarashi, olam lisoniy manzarasi, mafkurasi, qarash va yondashuvlarini aks ettiradi. Diskursga formal, funksional, situativ, kognitiv yondashuvlar mavjud. *Formal yondashuv* diskursni ikki yoki undan ko'proq gap/jumlaning ma'noviy bog'liqligi sifatida qaraydi. *Funksional diskurs* tildan istalgan foydalanish holati bo'lib, tilning umumiy tahlili deb qaraladi. *Situativ diskurs* ijtimoiy, psixologik va madaniy ahamiyatli sharoit va vaziyat konteksti bilan bog'liq. *Kognitiv yondashuvda* diskurs bilimni ifodalashda yangi muloqot shaklini hosil qiluvchi kognitiv fenomen sifatida qaraladi.

2.Diskursning janriy xususiyatlari sifatida (1) informativ, imperativ, etiketga oid va subyektiv baho kabi to'rtta nutqiy janrni o'zaro zidlantiruvchi kommunikativ maqsad, (2) muallif obrazi, (3) adresat obrazi, (4) o'tgan muloqot qaratilgan voqea, unga xos javob, rad etish, qabul qilish, (5) muloqot epizodi sanalgan kelajak voqeasi, (6) voqelik mazmuni, (7) nutqiy janrning lisoniy xususiyatini ajratish mumkin. Diskursning sotsiolingvistik tiplari sifatida institutsional, pedagogik, tibbiy, ilmiy, siyosiy, diniy, maishiy diskurs farqlansa, diskursning pragmalingvistik tiplari sifatida yumoristik va ritual diskurslar ajratiladi.

3.Instruktiv diskurs – kommunikativ jarayon va mazmuniy aloqador matnlarning to'plami. Kommunikativ vaziyat muloqotning ijtimoiy, psixologik va madaniy ahamiyatli shartlarni aks ettiradi: muloqot sohasi, xronotop, ijtimoiy mavqe, muloqot ishtirokchisining ijtimoiy roli, intensiyasi, shakli, mavzusi, axborot kodi, muloqot yo'nalishi, shuningdek, lisoniy birliklarga bularning ta'sirini ko'rsatadi. Instruktiv diskurs matnlari – alohida bir janr, chunki u faqat konkret vaziyatni izohlab kelmaydi, balki pragmatik omillar ta'sir etuvchi yo'riqnoma berish xususiyatini aks ettiradi.

4.Farmatsevtik diskursning mazmuniy-struktur tuzilishi kompozitsion, tavsifiy, asosiy yo'riqnoma qismlaridan tashkil topadi. Farmatsevtik yo'riqnomalar hissiy bo'yoq va xushmuomalalik tamoyillaridan uzoq, ularda uslubiy betaraf leksik birliklar ishtirok etadi. Og'zaki farmatsevtik diskurs esa nutq axboroti bilan birga paralingvistik vositalarni ham qamrab oladi. Paralingvistik vositalar orqali ta'sir etishda yo'riqnoma matni emas, odatda, shifokor tomonidan amalga oshiriladi.

5. Ingliz tilida texnik instruksiyalarda *It is + Adjective + Infinitive* modeli asosida shakllangan shaxsi noma'lum tavsifiy, subyektiv gaplar ishtirok etadi. Maqsadga muvofiqlik, zarurat, ratsionallik ma'nosini ifodalovchi leksemalar baholovchi predikat vazifasini bajaradi. Modallik ma'nosi *specifically, immediately, only* so'zlari yordamida yuzaga chiqadi; *always* va *never* so'zlari kategorallik va modallik ma'nosini kuchaytiradi. Ingliz tilidagi maishiy texnika vositalari yo'riqnomasida taqiq ma'nosi *don't + verb* konstruksiyasi bilan ifodalanadi. Ingliz tilidagi instruktiv diskursda umumga qaratilgan buyruq gaplar keng qo'llanadi. O'zbek va ingliz tilidagi instruktiv diskurs publitsistik uslubga yaqin, chunki shaxsiy tajriba tavsiflanadi.

6. Glyuttonik diskurs farmatsevtik va maishiy texnik jihozlar instruksiyasi diskursidan mazmuni va lingvistik xususiyatlari bilan farqlanadi. Glyuttonik instruksiyalarda taomning tavsif qismi taomning kelib chiqish joyi (1), tayyorlanish shakli (2), tuzilishi (3), tanovul qilish marosimlari va vaqti (4) kabi ma'lumotlardan iborat bo'ladi. O'zbek tilidagi glyuttonik instruktiv diskurs ayni vaqtda taom mansub bo'lgan xalqning yashash joyi hamda mahsulotning tayyorlanish mavsumi haqida ham ma'lumot beradi. Taom tayyorlash bo'yicha yo'riqnoma matnlarida taomni tayyorlash ketma-ketligi aniq aks etishi diqqatga sazovor. Dori vositalarini qo'llash yoki maishiy texnika vositalaridan foydalanish instruksiyalarida qo'llash izchilligi, taom tayyorlash instruksiyasidan farqli ravishda, aniq berilmaydi.

7. O'zbek tilida taom tayyorlashga oid instruktiv matnlarning leksikasi o'ziga xos: *qovurmoq, solmoq, aralashtirmoq, terib chiqmoq, sepmoq, pishirmoq, dimlamoq, qaynatmoq, yoymoq, bukmoq, tugmoq* kabi leksemalar faol ishtirok etadi. Instruktiv matnda kesimning sodda, ko'makchi fe'lli so'z qo'shilmasi yoki holat ravishi bilan ifodalangan bitishuvli birikmada kelishi maxsus pragmatik vazifa bajaradi. Taom tayyorlash instruksiyasi matni tarjimasida harakat fe'llari, ularning holatini ifodalovchi so'zlarga nihoyatda e'tiborli bo'lish talab qilinadi.

8. Ingliz tilida taom tayyorlash bo'yicha instruksiyalar sarlavhasi *"how to cook +"* yoki *"cooking +"* so'zlari birikmasi bilan shakllanadi. Ingliz tilida taom tayyorlash yo'riqnomasi matnida (boshqa instruktiv matnlarda bo'lgani kabi) *should be* konstruksiyasidan foydalaniladi, bajarilishi talab etiladigan ishlar ketma-ketligi sodda buyruq gap bilan ifodalanadi, gapning egasi yashiringan bo'ladi. Taom tayyorlash jarayonida bajarish mumkin bo'lmagan, man etilgan holatlar *do not* fe'li bilan boshlanuvchi bo'lishsiz gap bilan beriladi.

9. Metro, avtobus, samolyot kabi transport vositalarida uchraydigan yo'riqnomalar instruktiv matnlarga xos parametrlarni qamrab oladi. Ularda instruktiv matnga tegishli bo'lgan matn bo'limlarining ketma-ketligi, izchilligi, matnda chizma, tasvirning ko'pligi kabi xususiyatlar mavjud: Hozirgi kunda qog'oz instruksiyalar qatoriga elektron yoki multimediyali instruktiv matnlar ko'p qo'llanadi. Metro, avtobus va samolyot yo'riqnomalari dastlab rus tilida yozilib, keyin o'zbek tiliga tarjima qilinish holati ko'p uchraydi, bu holat ko'pincha uslubiy g'alizliklarni keltirib chiqaradi: instruktiv diskurs anglanishini qiyinlashtiradi;

o'quvchi ongida yo'riqnoma berish ohangi yoki tushuntirish / izohlash aralash qabul qilinadi.

10. Ingliz tilida jamoat transportlaridan foydalanish bo'yicha yo'riqnomalarda sodir bo'lishi mumkin holatlardan ogohlantirish mazmunidagi gaplar *If* konstruksiyali gaplar bilan ifodalanadi; ruxsat etilgan ishlar "mumkin", "bajara olasiz", "qilishingiz mumkin" mazmunini ifoda etuvchi konstruksiya – *You can + verb* bilan beriladi. Ingliz tilida metrodan foydalanish bo'yicha yo'riqnomalarning umumiy belgilari sifatida matnda foydalanish bo'yicha ko'rsatma va tavsifning mavjudligi, bajarilishi mumkin, shart bo'lgan holatlarga urg'u berilishi, gapning tipik sintaktik qurilishi mavjudligini ajratish mumkin. Yo'l harakati qoidalarini ifodalagan instruktiv diskursda ko'rsatma berish va axborot uzatish maqsadi yetakchilik qiladi.

11. Verbal va noverbal komponentlar munosabatini o'rganishda matnni lisoniy, nutqiy, moddiy komponent sifatida o'rganish muhim. Noverbal unsurlar samolyot parvoz xavfsizligi qoidalariga rioya qilish bo'yicha video yo'riqnomada, poyezd tablolaridagi videoroliklarda aniqroq yuzaga chiqadi. Jamoat joylarida xavfsizlik bilan bog'liq instruktiv matnlarning mazmunida e'tiborni tortish, ehtiyotkorlikka chorchash mazmuni ustunlik qiladi. Jamoat joylaridagi instruktiv diskursning mazmuniy va struktur tuzilishi o'ziga xos: sintaktik jihatdan egasiz gaplarning qo'llanishi, fikr ifodasida qisqalik va lo'ndalik shartiga amal qilish, o'ziga xos terminologiya va morfologik belgilarga ega bo'ladi.

12. Tibbiy buyumlar, dori vositalaridan foydalanish yo'riqnomalarida, taom tayyorlash bo'yicha ko'rsatmalarda, maishiy texnika buyumlarini ishlatish, avtobus, metrodan foydalanish bo'yicha instruksiyalarda xushmuomalalik tamoyili birinchi planga chiqmaydi. Matn tarkibidagi bunday kontekst instruksiyaning samolyot xavfsizlik qoidalari bo'yicha og'zaki (video) yo'riqnoma turi uchun xos. Jamoat transportidan foydalanish bo'yicha yo'riqnoma matnlarida verbal va noverbal unsurlar, lisoniy va nolisoniy omillar aralash ekanligi ko'rinadi. Farmatsevtik instruktiv diskursda bu holat yuzaga chiqmaydi.

13. Jamoat transportlari instruktiv diskursi morfologik xususiyatlari bilan ham farq qiladi: o'ziga xos kesimlik shaklining mavjudligi; holatni bildiruvchi ravishdoshlarning faol qo'llanishi; tavsiya, iltimos, buyruq mazmunining buyruq maylidagi fe'l bilan ifodalanishi shular jumlasidan. Ingliz tilidagi matnlarda tavsiya, iltimos, buyruq mazmunining buyruq maylidagi fe'l bilan ifodalanishi; holat yoki shart ergash gap mazmunini yuzaga chiqaruvchi *If* konstruksiyasi ko'p uchrashi kabi morfologik xususiyatlar uchraydi. Ish-harakatni yuzaga chiqarish imkoniyatining mavjudligi *you can + verb* konstruksiyasi bilan ifodalanadi.

14. Jamoat joylarida tozalik va tartibni saqlash mazmunidagi instruktiv matnlar odatda o'zbek va ingliz tillarida yonma-yon qo'llanadi, ammo ular o'zbek tilidan ingliz tiliga tarjima qilingan matn emas, balki ingliz lisoniy olamida qanday bo'lsa, shu shaklda ifodalangan gaplar keltirilgan. O'zbek tili foydalanuvchilari yashaydigan joylarda o'zbek tilida yozib, ingliz tiliga tarjima qilinmagan, balki ingliz tilida shu ma'noni beruvchi ifoda usuli keltirilgan. Chunki instruksiya o'zbek

tili tashuvchisiga emas, ingliz tili egalari o‘qishi uchun yozilgan. Instrukтив matnlarning uch til: o‘zbek, ingliz, rus tilida berilishi holati ham kuzatiladi. Gaplarning strukturasi va grammatikasini qiyoslash turli tillarda ayni ma’noni ifodalashda turli grammatik qurilishli gaplardan foydalanilganligini ko‘rsatadi.

**SCIENTIFIC COUNCIL PhD.03/29.12.2022.Fil.156.01
ON AWARDING ACADEMIC DEGREES AT THE
ANDIJAN STATE INSTITUTE OF FOREIGN LANGUAGES**

ANDIJAN STATE INSTITUTE OF FOREIGN LANGUAGES

ABDURAKHMANOVA NARGIZA NUSRATULLAEVNA

**INSTRUCTIVE DISCOURSE IN ORAL AND WRITTEN
SPEECH IN ENGLISH AND UZBEK**

**10.00.06 – Comparative Study of Literature, Contrastive Linguistics
and Translation studies**

ABSTRACT
of dissertation of doctor of philosophy (PhD) on PHILOLOGICAL SCIENCES

The topic of the Doctor of Philosophy dissertation in philological sciences (PhD) is registered with the Higher Attestation Commission of the Republic of Uzbekistan under the number B2021.4.PhD/Fil2092.

The dissertation was conducted at Andijan State Institute of Foreign Languages.

The abstract of the dissertation is posted in three (Uzbek, English, and Russian (resume)) languages on the website of the Scientific Council (www.adhti.uz) and the information and education portal "ZiyoNet" (www.ziynet.uz).

Scientific advisor:

Shakhabitdinova Shokhida Khashimovna
Doctor of Philological Sciences, Professor

Official opponents:

Raupova Laylo Rakhimovna
Doctor of Philological Sciences, Professor

Najmiddinov Mukhammadjon Gayratjon ugli
Doctor of Philosophy in Philological Sciences
(PhD)

Leading organization:

Fergana State University

The defence of the dissertation will take place on «__» «_____» 2024 at «__» at a meeting of the Scientific Council PhD.03/29.12.2022.Fil.156.01 awarding scientific degrees at Andijan State Institute of Foreign Languages (Address: 100100, Andijan city, Babur Avenue, 5, Tel.: (99874) 223-42-76; fax: (99871) 223-42-76).

The dissertation is available at the Information Resource Center of Andijan State Institute of Foreign Languages (registered number_____). (Address: 100100, Andijan city, Babur Avenue, 5, Tel.: (99874) 223-42-76; fax: (99871) 223-42-76).

The abstract of the dissertation was distributed on «__» _____ 2024.
(Protocol at the registered № _____ on «__» _____ 2024).

D.A.Rustamov

Chairman of the Scientific Council
awarding scientific degrees, Doctor of
Philological Sciences, Professor

A.Dj.Atboev

Secretary of the Scientific Council
awarding scientific degrees PhD in
Philological Sciences, Docent

M.I.Umarkhodjaev

Chairperson of the Scientific Seminar at
the Scientific Council awarding scientific
degrees, Doctor of Philological Sciences,
Professor

INTRODUCTION (PhD thesis annotation)

Topicality and necessity of the dissertation theme. Currently, in global linguistics, the issues of uniquely systematising the discursive, cognitive, typological, linguocultural, and pragmatic aspects of knowledge as linguistic representations are considered the most pressing and promising within the paradigm of language theory. From this point of view, one of the least studied cognitive-semiotic phenomena - instructional discourse is a component of the discursive complex formation of culture, one of the main discourses manifested in various aspects of human communication, its maximum importance for members of society and an area that is embodied as important instructions in their lives.

Instructions depend on the format of various texts, where communicative interactions between the addressee and the addresser are established, thereby the process of the transmission and reception of directive information is observed in world linguistics. The significance of instructive discourse lies primarily in its correct reception and comprehension for various purposes. The importance of instructional discourse is mainly in its correct reception and understanding for various purposes. The process of the receiver perceiving instructional semantics in his mind and adhering to these concepts is very crucial. Therefore, instructional discourse should be expressed through complete, meaningful and realistic instructions. Manifesting the instructional text through discourse allows for a comprehensive description of the text, clarification and formation of its features. Instructional discourse includes social domains such as pharmaceutical discourse of medicine, instructions for the use of household appliances, recipes and instructions for cooking, directions to a destination, and instructions expressed in media texts, moreover, the application of scientific textual guidelines in the scientific fields is one of the essential issues observed in the huge aspects.

Instructive discourse is an exceptionally interesting yet highly complex and essential subject of study, not only for learners of foreign languages but also for native speakers, as it generates a wide spectrum of meanings in communication. This is because "...the development of methodologies for professional translation from the state language to foreign languages and from foreign languages to the state language, as well as assisting in the enhancement of specialists' qualifications in this direction¹" is a priority task currently facing linguistics. Although certain scholarly works have been conducted on instructive discourse within Uzbek linguistics to date, the fact that this topic has not been studied comprehensively and comparatively, specifically in the context of Uzbek and English speech, indicates the necessity for a comparative investigation of this issue within the scope of these non-cognate languages.

To a certain extent, this dissertation work will serve to implement the tasks set out in the Resolution of the President of the Republic of Uzbekistan PQ-1875 December 10, 2012 "On measures to further improve the system of teaching foreign languages", Decree No. PF-4732 June 12, 2015 "On measures to further improve

¹ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning 2021 yil 19 maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-son qarori // <https://lex.uz/docs/5426736>

the system of retraining and professional development of managers and pedagogues of higher education institutions”, No. PD-4794 May 13, 2016 "On the establishment of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi", Decree No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the further development of the Republic of Uzbekistan", Resolution No. 124 of the Cabinet of Ministers of the Republic of Uzbekistan of May 8, 2013 "On measures to further improve the system of learning foreign languages" on the approval of the state education standard for foreign languages of the continuous education system as well as the tasks set out in other regulations related to this activity.

Dependence of the dissertation on the priorities of the development of science and technology of the Republic of Uzbekistan. This research is carried out by the priorities of the development of science and technology of the republic: "Social, legal, economic, cultural, spiritual and educational development of the information society and democratic state, the formation of an innovative economy."

The degree to which the problem has been studied. Research on discourse and instructional discourse has been conducted in various languages in linguistics, and the works of scientists who have made a significant contribution to this field are noteworthy. However, the most effective research and approaches are the major representatives of European linguistics G.Brown, G.Yule, A.Burns, H.Joyce, S.Gollin, G.Cook, M.Coulthard, N.Fairclough, J.Martin, M.Mc Carthy, J.Vehek, Yan Wu, Z.S.Harris²; and in Russian linguistics N.D.Arutyunova, V.S.Grigorueva, T.A.Dyke, A.F.Zotov, V.I.Karasik, R.A.Karimova, A.Ye.Kibrik, V.V.Krasnykh, Ye.S.Kubryakova, M.L.Makarov, O.L.Mikhalyeva, L.Dj.Phillips, M.V.Jorgensen, V.Ye.Chernyavskaya, R.Yakobson, Ye.Yu.Kondrashkina, G.P.Burova³, etc.

² Brown G., G. Yule. *Discourse Analysis*. Cambridge: Cambridge University Press (Cambridge Textbooks in Linguistics), 1983; Burns, A., Joyce, H., & Gollin, S. *I see what you mean: Using spoken discourse in the classroom*. Sydney: National Center for English Language Teaching and Research, Macquarie University, 1996; Cook G. *Discourse*. Oxford: Oxford University Press, 1989; Coulthard, M. *Advances in Spoken Discourse Analysis*. London: Routledge, 1992. – 273 p.; Fairclough N. *Language and power*. London and New York: Longman, 1989. – 259 p.; Martin J. *Coherence in texture*. *The Handbook of Discourse Analysis*: Blackwell, 2001. 35-53 p.; Mc Carthy, M. *Discourse analysis for language teachers*. Cambridge: CUP, 1991; Vehek J. *On the problem of written language // Prague linguistic circle: collection of articles / comp., Ed. and foreword. N. A. Kondrashova*. –M.: Progress, 1967. 524-535 p.; Yan Wu. *Conversation Analysis – A Discourse Approach to Teaching Oral English Skills*. *International Education Studies*; Vol. 6, No. 5: Canadian Center of Science and Education, 2013. 87-91 p.; Harris Z. S. *Discourse Analysis // Language*. 1952. No. 8. 1-30 p.

³ Арутюнова Н. Д. *Дискурс // Лингвистический энциклопедический словарь / гл. ред. В.Н.Ярцева*. –М., 1990. – С.136-137; Белозерова Н.Н. *Парадоксы дискурса [Электронный ресурс]*. URL: <http://frgf.utmn.ru/last/No13/text04.htm>; Григорьева В.С. *Дискурс как элемент коммуникативного процесса: прагмалингвистический и когнитивные аспекты*. – Тамбов: Изд-во ТГТУ, 2007. – С. 288; Дейк Т. А. ван. *Язык. Познание. Коммуникация*. – М., 1989. – С. 308; Зотов А. Ф. *Современная западная философия. Изд-е 2-е*. – М.: Высшая школа, 2005. – С. 781; Карасик В. И. *О типах дискурса // Языковая личность: институциональный и персональный дискурс: сб. науч. тр.* – Волгоград, 2000. – С. 5-20. Каримова Р. А. *Семантико-структурная организация текста (на материале устных спонтанных и письменных текстов)*. – Уфа: Изд-во БашГУ, 1991. – С.156; Кибрик А.Е. *Моделирование языковой деятельности в интеллектуальных системах*. – М., 1987. – С.280; Красных В.В. *Основы психолингвистики и теории коммуникации: Курс лекций*. – М., 2001. – С. 270; Кубрякова Е.С. *О тексте и критериях его определения [Электронный ресурс]*. URL: <http://www.philology.ru/linguistics1/kubryakova-01.htm>; Макаров М. Л. *Основы теории дискурса*. –М.: ИТДГК «Гнозис», 2003. – С. 280; Михалева О. Л. *Дискурс как объект исследований [Электронный ресурс]: курс лекций*. URL: <http://rus-lang.isu.ru/education/discipline/philology/disrurs/material/13/>; Филипс Л. Дж., Йоргенсен М.В. *Дискурс анализ. Теория и метод / пер. с англ. Изд-е 2-е, испр. X.*: Гуманитарный Центр, 2008. – С.624; Чернявская В. Е. *Дискурс как объект лингвистических исследований // Текст и дискурс. Проблемы экономического дискурса: сб. науч. тр.* – СПб.: –С. -Петербург. гос. ун-т экономики и финансов, 2001. – С.11-22;

Some achievements have been made in Uzbek linguistics. Specifically, J.Sh.Safarov, L.R.Raupova, V.K.Sobirova, and G.K.Odilova have conducted scientific research on discourse analysis within linguistics⁴.

Relation of the topic of the dissertation to the research work of the higher education institution where the dissertation is written. This dissertation is carried out in accordance with the research plan of the Andijan State Institute of Foreign Languages within the framework of scientific research within the concept of “From the results of theoretical linguistics to applied linguistics”.

The purpose of the research is to reveal the formation of instructive discourse in various discursive contexts in English and Uzbek, and its manifestations in oral and written speech.

Research objectives include:

- to provide an analytical review of the instructional discourse in English and Uzbek, to determine the possibility of describing the instructional text through the discourse in order to realize the most important aspects;

- covering a wide range of socially significant aspects of instructional discourse in English and Uzbek languages;

- development of an algorithm for restoring the discursive process of instructions in English and Uzbek languages and determining the prototype of the instructional text;

- description of instructional discourse in English and Uzbek and its important components;

- demonstrate the use of instructional discourse in English and Uzbek languages in oral and written speech;

- to analyze the features of expression of the meanings of instructional discourse using multi-level linguistic tools that have the potential of speech influence;

- a comparative study of isomorphic and allomorphic aspects, morphological, syntactic and lexical-stylistic features of instructional discourse in English and Uzbek languages.

The object of the research is instructional discourse in English and Uzbek oral and written speech.

The subject of the research is the semantic-structural and discursive features of instructional discourse in English and Uzbek oral and written speech.

Research methods. Descriptive, comparative, contextual, linguostatistical, component and pragmatic analysis methods were used in the research.

Якобсон Р. Тексты, документы, исследования / отв. ред. Х. Баран, С. Гиндин. – М.: Рос. гос. гуманитар. ун-т, 1999. – С.918; Кондрашкина Е.Ю. Прагмалингвистические характеристики русскоязычного инструктивного дискурса. Автореф. дисс. канд. филол. наук. – Нижний Новгород, 2018; Бутова Г.П. Фармацевтический дискурс как культурный код: семиотические, прагматические и концептуальные основания. Автореф. дисс. канд. филол. наук. – Ставрополь, 2008.

⁴ Сафаров Ж.Ш Структура дипломатического дискурса и его лексико-фразеологический состав (на материале английского языка): Дисс. канд. филол. наук. – Самарканд: 2000. – С.175; Raupova L.R Diologik diskursdagi porpredikativ birliklarning sosiopragmatik tadqiqi: Filol.fan.d-ri. ...diss. – Toshkent, 2012, – B.220; Туманова А.Б. Языковая картина мира в художественном дискурсе писателя: Автореф. дисс. ... докт филол. наук. – Алматы, 2000. – С. 40; Собирова В.К. Литература кыргызского зарубежье как часть общего социально культурного контекста Кыргызстана (дискурсивно-концептуальный анализ): Автореф. дисс. ... докт филол. наук. Бишкек, 2013. – С. 50; Odilova G.K. Xususiy diskurslar lingvomadaniy talqinining nazariyasi va amaliyoti (glyuttonik diskurs misolida): Filo .fan.d-ri. ... diss.. – Farg‘ona,2020 – B.270.

The scientific novelty of the research:

the characteristics of oral and written-semiotic realization of ID-instructive discourse without paralinguistic means, consisting of verbally expressed, linguistic and paralinguistic means, as well as complex semiotic, iconic components, without being subject to other generally recognized types have been revealed on the basis of the main concepts and terms of the theory of general discursiveness in English and Uzbek languages;

the uniqueness of the terminological code ID has been defined which expresses a certain aspect of culture through manual and instructional terminology - a set of verbal-symbolic units, in particular, it is unknown whether it is formed on the basis of the It is + Adjective + Infinitive model in technical instructions in English participation of descriptive, subjective sentences expresses the meaning of appropriateness, necessity, rationality, the words *specifically*, *immediately*, *only*, *always* and *never* strengthen the meaning of categoricalness and modality; the occurrence of a participle in a conjunctive compound represented by a simple, auxiliary verb or state adverb performs a special pragmatic function in Uzbek;

as genre characteristics of discourse (1) communicative goal that contradicts four speech genres such as informative, imperative, etiquette and subjective assessment, (2) the image of the author, (3) the image of the addressee, (4) past communication targeted event, its specific response, rejection, acceptance, (5) the future event, which is the communication episode, (6) the content of reality, (7) the linguistic nature of the speech genre; institutional, pedagogical, medical, scientific, political, religious, household discourse as sociolinguistic types; humoristic and ritual discourses as pragmalinguistic types have been distinguished;

taking into account the interdependence of linguistic and extralinguistic factors in the field of communication of the conceptual unit of instructional discourse, chronotype, social position, social role of the participant in the dialogue, intention, form, topic, information code, and direction of communication in oral and written speech of English and Uzbek has been included in the categorical apparatus of language theory

The practical results of the study are as follows:

- it is based on the improvement of textbooks and manuals to be created in higher educational institutions in the fields of general, comparative, English and Uzbek linguistics, translation studies, communicative linguistics;

- the level of activity in English and Uzbek oral and written speech according to the use of instructional discourse in a speech has been determined;

- specific guidelines for instructional discourse in English and Uzbek have been explained, which will be useful in creating a dictionary of modern linguistic instructions and manuals, as well as recommendations for ensuring adequacy by defining instructional discourse in the translation process have been given.

The reliability of the research results is explained by the fact that articles published in scientific journals, conclusions, proposals and recommendations at national and international scientific-methodical and scientific-practical conferences are implemented in practice, and the results obtained are confirmed by authorized organizations.

Scientific and practical significance of the research results. The scientific significance of the results of the research is explained by the fact that instructional discourse appears in oral and written speech discourses and its linguocultural, sociolinguistic, and communicative-pragmatic aspects, and the theoretical conclusions related to discourse research can be used as a source in the works of sociolinguistics, pragmalinguistics, and linguocultural studies.

The practical significance of the research results is that the scientific conclusions and analyzes can serve as linguistically practical guidance in the implementation of the textbook such as "Sociolinguistics", "Pragmalinguistics", "Lexicology", "Theory of Translation", "Stylistics", "Practice of language aspects and discursive analysis"; in the creation of training manuals, menus for restaurants and catering establishments operating in the field of tourism and service, instructions for pharmaceutical products, manuals for the use of household appliances, recipes and instructions for cooking, scientific text instructions, directional instructions, and instructions expressed in media texts. This dissertation can be used as a methodological basis in the field of translation, in the creation of bilingual explanatory dictionaries of instructional lexicon.

Implementation of research results. Based on the results of instructional discourse in English and Uzbek oral and written speech:

conclusions and results of the conceptual unit of an instructional discourse in an oral and written speech in English and Uzbek are the interplay of linguistic and extralinguistic factors such as the field of communication, chronotope, social status, the social role of the interlocutor, intention, form, topic, information code, direction of communication was used in the project within the framework of the state innovation-research programs carried out at Andijan State University in 2022-2023 "IL-402104213 No. Development of an electronic linguistic encyclopedic dictionary in the Uzbek language" (reference No. 39-01-1645 of Andijan State University dated July 28, 2023). As a result, certain peculiarities of some units used in the description of discourse, text, and speech influence have been revealed.

scientific conclusions related to the role of linguistic units representing abstract instruction in ensuring the uniqueness of communication, their definition, the functions of the grammatical, lexical and semantic, as well as linguo-stylistic possibilities of the instructive text in ensuring linguistic culture in the act of communication, as genre features of the discourse (1) communicative purpose that contradicts four speech genres such as informative, imperative, etiquette and subjective assessment, (2) the image of the author, (3) the image of the addressee, (4) the event to which the past communication is directed, the specific response to it, rejection, acceptance, (5) the communication episode considered as a future event, (6) the content of reality, (7) the linguistic characteristics of the speech genre was used in the project within the framework of the state fundamental-research programs carried out at Andijan State University in 2017-2020 "OT-F1-18 Development of methods and methodology of formation of mass linguistic culture" (reference No. 39-01-1645 of Andijan State University dated July 28, 2023). As a result, the methodology for providing linguistic culture has been enriched with new theoretical perspectives on speech genres;

the results and materials of the dissertation on the fundamental concepts and terms of general discursiveness theory in English and Uzbek were used in the broadcasts “Education and Development”, “Literary Process”, and “World Literature” prepared by the editors of the “Cultural-Educational and Artistic Broadcasts” of “Uzbekistan” television and radio channel SUE of the National Television and Radio Company of Uzbekistan (reference No. 04-36-1027 dated July 3, 2023 of the Uzbek National Television and Radio Company "Uzbekistan" television and radio channel SUE). As a result, the theoretical conclusions regarding the scientific level of the broadcasts and the appearances of instructive discourse in oral and written speech, as well as its linguocultural, sociolinguistic, and communicative-pragmatic aspects, the research of discourse used as a source in works on sociolinguistics, pragmalinguistics, and linguocultural studies, and the field of translation, the creation of bilingual explanatory dictionaries related to instructive vocabulary have increased.

Approbation of the research results. The results of this research were discussed at 4, including 2 international and 2 national scientific-practical conferences.

Publication of the research results. A total of 15 scientific papers on the subject were published, including 4 articles in scientific journals 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, 2 of them were published in republican and 2 foreign journals.

The structure and the volume of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices. The volume of the dissertation is 120 pages.

THE MAIN CONTENT OF THE DISSERTATION

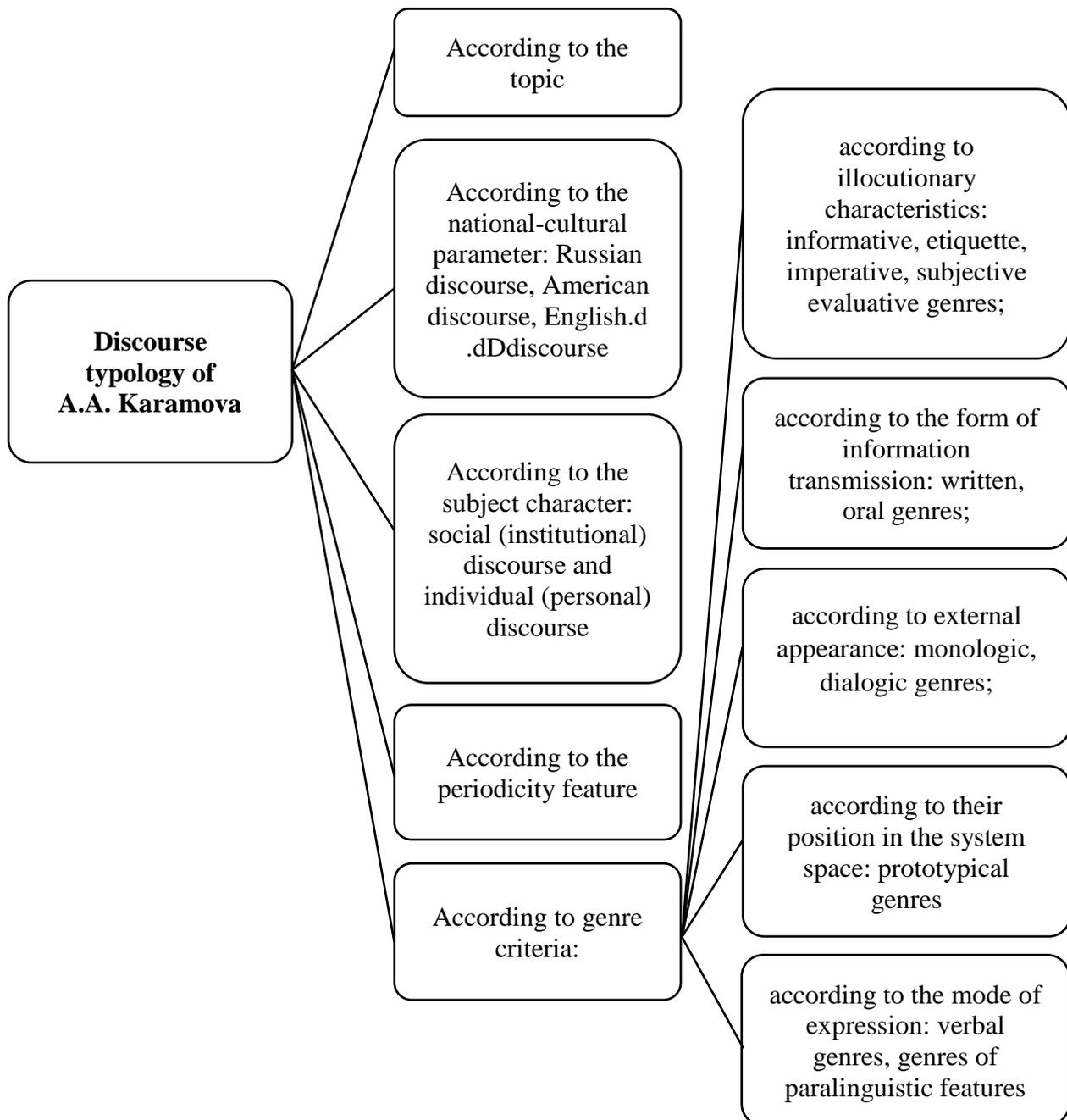
In the introductory part, the topicality and necessity of the research are substantiated, the aims, tasks, object, and subject of the research are stated, its relevance to the priorities of science and technology development is demonstrated, the scientific and effectual significance of the scientific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

Chapter I of the dissertation is entitled “The Problem of Discourse in Linguistics”. The first section of the chapter is entitled “*The concept of “discourse” in modern language theory and scientific approaches to it.*”

Discourse (ancient Latin. *discursus* - reasoning, discussion; originally - wandering, fuss, manoeuvre) is a polysemantic term, which in general means speech, linguistic processes, and their relationship with the linguistic picture of the world.

Discourse is a verbally expressed form of objectification of the content of human consciousness, which is regulated by the dominant type of rationality in a certain socio-cultural tradition. Currently, discourse is a polysemantic concept that is actively used in philosophy, sociology, linguistics, cultural studies and other social sciences.

Ye.Isayeva said that discourse from a linguistic point of view is a live communication process that differs from written speech. Therefore, it is spontaneous, complete, directly related to the topic, and understandable to the listener. Along with its structural features, the discourse also has genre specificity. At the same time, there are also signs of seriousness/non-seriousness, ritualism and withdrawal from the situation, discussion, and increasing and reducing communication distance⁵.



The diversity of the concept of discourse as a linguistic phenomenon comes from different approaches. There are formal, functional, situational, and cognitive approaches to discourse. A *formal approach* considers discourse as a semantic

⁵ Исаева Е.Д. Понятие дискурса в современной лингвистике // <http://vii.sfu-ras.ru/info/public/vii/book/ponyatie-diskursa-v-sovremennoy-lingvistike-2009> (дата обращения : 26.04.2023)

connection of two or more clauses/sentences. In such an interpretation, discourse is understood as a complex syntactic unit larger than a phrase. *Functional discourse* is the desired use of language and is considered a general analysis of language. *Situational discourse* is related to social, psychological, and culturally significant conditions and the context of the situation. This approach is also considered as a discourse that encompasses the features of formal and functional discourse. In the cognitive approach, discourse is considered as a cognitive phenomenon that creates a new form of communication in the representation of knowledge. Thus, linguists study discourse in different aspects, which paves the way for the full development and improvement of discourse theory.

The second session of the chapter is entitled “*Discourse as an element of the communication process: in the pragmalinguistic and cognitive spheres.*”

Discourse as a communicative event is an intermediate link between the activity of verbal communication and a specific text recorded in the process of communication. To simplify, discourse should be understood as a cognitive process related to the organization of original speech, as the final result of the process of formation of speech and text as speech. G. Vidouzen introduces the category “condition/situation” between this pair to distinguish the concepts of text and discourse. Thus, he sees discourse as the result of the formula “text” + “condition/situation”. The concept of “discourse” in science arose from viewing the text not only as a text but as an appeal directed to someone, arising according to some need of the addressee and the author.

According to G.A.Orlov, the linguistic-communicative aspect of discourse is evaluated as a category of (natural) speech. In his opinion, discourse is a speech product created in written or oral form, relatively complete and has a unique structure. Its length and duration are different from the point of view of potential: it consists of a work with a meaningful structure (stories, conversations, descriptions, instructions, lectures, etc.) starting from sentences made up of syntagmatic chains⁶.

Texts of instructional discourse are studied in connection with the notion of concept, which is the basic unit of working memory from the point of view of the cognitive approach. It is considered as the basic unit of cognitive process/activity.

E.V.Astakhova evaluates instructional texts based on English language materials as the manifestation of the concept of "Instruction". This also helps to show the specificity of the discursive activity aimed at giving instruction. The main idea of the concept is a situational idea of providing information consisting of instructions on how to do something. In this case, the situation can be understood as all aspects of social life. The analysis of the conceptual space of instruction allows the researcher to develop a frame model of the concept structure, which contains variable information describing different situations. This model includes such elements as the participants of the situation, the object to be transmitted to the addressee, which requires special knowledge, the field of application, the instructional information transmission channel, the method of information transmission, the cognitive features of the text, and the expected reaction. Instructional texts are a separate genre.

⁶ Орлов Г.А. Современная английская речь. – М.: Высш. шк., 1991. – С. 14.

This allows us to further explain the pragmalinguistic potential of instructional texts. Because it does not only explain the concrete situation, but also reflects the nature of giving instructions influenced by pragmatic factors. For this reason, a relatively adequate approach in accordance with the goals and tasks is the pragmalinguistic approach⁷.

So, discourse is a tool that reflects the process of communication, and it deserves to be evaluated as a pragmalinguistic phenomenon. Evaluation as a cognitive process can be based on the fact that it is a set of texts aimed at describing a certain concept.

The third section of the first chapter is entitled “Types and typology of discourse: oral and written speech.”

There are differences between oral and written types of discourse. Monological and dialogic speech are distinguished as the main forms of discourse. However, in such a classification, the problem of differentiating the size of the view appears. Dialogue between the addresser and the addressee in the framework of small replicas is important. A sequence of sentences uttered by a communicator is considered as a monologue. A discussion of ideas or a debate formed as a communicative event makes it difficult to distinguish between dialogic and monologic discourse. In addition to such types as written and oral, as well as monologic and dialogic forms, special types of discourse and forms related to discursive communication are distinguished⁸.

We will look at different classifications of discourse. The problem of classification and comparison arises in the process of studying discourse, as in the study of any natural phenomenon.

V.I. Karasik distinguishes the following forms of discourse in his research: *Sociolinguistic types of discourse*: institutional; pedagogical; medical; scientific; political; religious; and domestic discourse. *Pragmalinguistic types of discourse*: humorous; ritual discourse⁹.

The fourth section of the first chapter is entitled “The concept of instructional discourse and its methodology”.

The system-structural approach to the text is viewed as the integrity of a set of text or a new creative pattern in the form of text as a result of viewing the syntactic relations between text elements as micro- and macro-level relationships, while the linguistic-cultural approach to understanding the text is viewed as a form of reflection of cultural imaginations in the linguistic picture of the world¹⁰.

Chapter II of the dissertation is entitled “Types of instructional discourse in English and Uzbek languages and their communicative and pragmatic aspects.” In the first session, *the guidelines for the use of medicines as agents of pharmaceutical speech: lexical-terminological and compositional-communicative features are studied.*

⁷ Кондрашкина Е.Ю. Прагмалингвистические характеристики русскоязычного инструктивного дискурса: автореферат диссер. канд. филол. наук. – Саранск, 2018. – 197 с. – С. 21.

⁸ https://bstudy.net/847089/sotsiologiya/tipy_vidy_diskursa (date of access : 20.01.2023)

⁹ Карасик В.И. О типах дискурса [Текст] / В.И.Карасик // Языковая личность: институциональный и персональный дискурс: сб. науч. работ. – Волгоград, 2000. – 56 с.

¹⁰ Ibid. – 10 b.

Instructional text is a special form of discourse. O.V.Khorokhordina considers instruction as a separate genre in the article “Instructions as text type”¹¹. This genre is distinguished by several features. In particular, it is distinguished by the substantive basis, the method of expressing/giving an idea in the instruction, and the result of speech realization. There are many studies on the linguistic features of instructions for the use of medicinal products. L.N.Nosova studied pharmaceutical discourse in French¹².

Pharmaceutical discourse is a form of medical discourse that is the discourse which occurs directly between professionals with specific training and qualifications (doctors/pharmacists) and consumers (patients with medical knowledge) or those who are not at all familiar with the field and constitutes indirect communication.

According to L.N. Nosova, pharmaceutical discourse conveys unknown information to the addressee, which serves to create an idea about medicine and to form knowledge. On the other hand, it can also inform the addressee about things that are already known. This is often the case when these texts are read by experts. Oral pharmaceutical discourse includes speech information as well as paralinguistic tools. Among them are rhythmic, referential, semantic (mimicry, meaningful gestures), emotional colouring, the task of influencing the interlocutor, and illocutionary force (gesture, encouragement, persuasion)¹³. When influencing through paralinguistic means, it is usually carried out by a doctor, not a text of instruction¹⁴.

Requirements for writing medical instructions have also been developed in English. According to the labels, the minimum information required to be included in the medical instructions in English has been adopted as a standard. Sources show as follows¹⁵:

Minimum Content of Instructions for Use under the MDR

In accordance with the MDR, instructions for the use of medical devices must contain certain key information. Aside from information about the product (name/trademark, product ID) and the manufacturer (name, address, contact information), information about the following is also required: intended purpose; indications and contra-indications; patient target group and intended users; specification of the clinical benefit to be expected; availability of the summary of safety and clinical performance (high-risk devices); the device’s performance characteristics; specifications which are required for appropriate use of the device; sterilization, final assembly, calibration, cleaning and disinfection; necessary

¹¹ Хорохордина О.В. Инструкция как тип текста / Мир русского слово. – № 4 / 2013. – С. 7-14.

¹² Носова Л.Н. Коммуникативно-прагматический потенциал инструкции по применению лекарственных средств в фармацевтическом дискурсе: Автореф. дис. канд. филол. наук. – М., 2013. – 20 с.

¹³ Хасанова Д.М. Дискурс и текст в современной лингвистике // https://upload.pgu.ru/iblock/61a/uch_2008_ii_00059.pdf

¹⁴ Носова Л.Н. Коммуникативно-прагматический потенциал инструкции по применению лекарственных средств в фармацевтическом дискурсе: Автореф. дис. канд. филол. наук. – М., 2013. – 20 с.

¹⁵ <https://www.reuschlaw.de/en/news/mdr-requirements-for-instructions-for-use-for-medical-devices/#:~:text=Definition%20of%20%E2%80%9CInstructions%20for%20Use.any%20precautions%20to%20be%20taken.> (date of access: 26.04.2023)

*qualifications for users; any reconditioning procedures; storage, transport, durability; combination with other devices, including accessories; maintenance and repair; symbols and identification colours*¹⁶. It seems that the instructions for the use of medicines in English do not differ in content, but there is a difference in the way they are expressed. However, there are some dissimilarities in how English is taught. This shows the uniqueness of instructional discourse in English.

English instructions often use modal modifiers such as *must*, *should*, and *can*. If the modal verb *must* has a relatively authoritarian colour in expressing action causation, the verb *should* serves to express the subjective opinion of the prescriber, thereby reducing the categorical nature of the directive speech act. The modal verb *can* ensures non-categorization and indicates the possibility to perform an action. In English game instructions, the modal verb *may* indicates that the addressee is allowed to perform a certain action, and also refers to full compliance with the rules. In English, technical instructions often include descriptive, subjective sentences formed on the basis of the following model: It is + Adjective + Infinitive.

In this case, lexemes expressing the meaning of *expediency*, *necessity*, and *rationality* act as evaluative predicates: *It is vice to do X*; *It is necessary to do X*. The meaning of modality appears using the words *specifically*, *immediately*, *only* in the instructions. The words *always* and *never* are widely used in English usage guidelines. These words reinforce the sense of categoriality and modality: *Always discard batteries safely*. As a special element of such instructions, the model of application with the state adverb is considered: when (while, whilst) + Participle I. For example: *When inhaling you should sit upright and relaxed*.

In the second session of the second chapter, the manuals for the use of household appliances and interpretation processes are analyzed. The analyzed/studied instructional texts (text fragments) of household service equipment, regardless of their different content and methodological specificity, have generalizing signs: 1. Typical intention - how to move in a certain situation (what to do / what to avoid) is taught. 2. Typical content and its composition. Although each instruction is unique in terms of its content and compositional completeness/incompleteness, the relationship between frames of stasis and dynamism is not the same. A still frame has an action associated with each, and a set of agents, objects, subjects, and addressees. 3. The typical completion of the addressee's response reaction, as a result of which the action specified in the instruction is required to be performed. 4. Use of typical linguistic means of expression¹⁷.

As a research object, the user manuals of several household appliances have been chosen: the user manuals of the "Sokany" iron, the "INDESIT" refrigerator, and the "SAMSUNG" television. Some of these guidelines are monolingual

¹⁶ <https://www.reuschlaw.de/en/news/mdr-requirements-for-instructions-for-use-for-medical-devices/#:~:text=Definition%20of%20%E2%80%9CInstructions%20for%20Use.any%20precautions%20to%20be%20taken.> (date of access: 26.04.2023)

¹⁷ Хорехордина О.В. Инструкция как тип текста / Мир русского слово. – № 4 / 2013. – С. 7-14.

(English), some are bilingual (Russian and English) and multilingual (Russian, Uzbek, Kazakh). Instructions for household appliances differ from pharmaceutical instructions in terms of structure, content and form of presentation. Medicine instructions are bilingual (in A4 or larger format in small print) on the front and back of a single sheet of medicine packaging, while household appliance instructions are in the form of a booklet or a larger booklet.

In Uzbek instructions of this type, the part of the sentence is focused on the 2nd person and is formed in the imperative mood: *Sovitkich bino ichida foydalanish uchun ishlab chiqilgan. Har qanday sharoitda ham sovitkichni ko'chada, garajda va hokazo joyda ishlatmang. Himoya qo'lqoplaridan foydalaning!* Since the age limit of the user of household appliances is wide, such instructions use generalized sentences: *Bolalarning uskuna bilan o'ynashlariga yo'l qo'ymaslik kerak.* Gerund/Participle II + kerak/lozim (need/must) construct possessive phrases are also often used: *Kabel faqat malakali mutaxassis tomonidan almashtirilishi kerak.* In the places where the instructions indicate safety rules and warnings, words that draw people's attention are used: **DIQQAT!** *Uskuna korpusidagi yoki joylashtiriluvchi konstruksiyadagi ventillyatsiya teshiklarini to'sib qo'ymang!* Constructions that are not recommended or prohibited are utilized in the activities related to the use or installation of the household appliance: *Uskuna orqasida havo aylanishini cheklab qo'ymang!* The solution to the problem is given by a simple sentence with a verb participle or a noun participle denoting the situation: *Bo'linmalar mahsulot bilan to'la. Mahsulotlar sovitkich orqa devoriga tegmaligi kerak, u juda ham sovuq. Hona temperaturasi haddan tashqari yuqori.*

If construction ... is often used to express the solution to the failure situation related to household appliances: *If possible, preserve the appliance's original packaging during the warranty period so that, in the event of a warranty claim, you can package the appliance appropriately for its return.* The words "always" and "never" often appear in the manuals for the use of household appliances, as in the instructions for the use of medicines. These words serve to emphasize the required action: *Never leave the steam iron unattended when it is connected to the mains power supply.*

The meaning of prohibition is often expressed by the construction of don't + verb in English instructions: *Do not use extension cables. Do not expose the appliance to humidity and do not use it outdoors.* In some cases, the form may + not is used to express this meaning: *You may not open the appliance housing of the steam iron.*

The third section of the chapter is entitled “Semantic features of cooking recipes and instructions”. In linguistics, the study of linguistic concepts related to food is called "gluttonic discourse analysis"¹⁸. We studied the Uzbek cooking recipe in two aspects: oral and written discourse, and selected recipe texts available in books and websites as objects. The text of a food recipe mainly consists of two parts:

¹⁸ Odilova G.K. Ibid. – 30-b.

a cooking instruction - a cooking (preparation) sequence and a list of ingredients. Some recipes also contain a general description of the dish.

In the instructions for household appliances, it was often observed that there are many clauses in the 2nd person imperative, or the person is generalized, or the Gerund/Participle II + kerak (need/must) pattern. It is also worth noting that the text of the instructions for cooking clearly reflects the sequence of cooking. The preparation stage is divided into 1st step, 2nd step, 3rd step, 4th step. Consistency of use in the instructions for the use of medicines or household appliances (unlike the text of cooking instructions) is not clearly given at this level.

The vocabulary of instructional texts on cooking in the Uzbek language (in particular, the words related to the verb group) is unique. Lexemes such as *qovurmoq*, *solmoq*, *aralash-tirmoq*, *terib chiqmoq*, *sepmoq*, *pishirmoq*, *dimlamoq*, *qaynatmoq*, *yoymoq*, *bukmoq*, *tugmoq* (fry, put, mix, pick, sprinkle, cook, stew, boil, spread, fold, knot and etc.) take an active part in them.

Starting from the title cooking instructions in English differ from such texts in Uzbek. If only the name of the dish is written in Uzbek (ko‘k somsa, varaqi somsa, qovoq somsa, manti, qovurdoq va h.), the title of recipe in English is as a sentence or a phrase. For example: “how to cook pasta”, “how to cook pasta perfectly”, “cooking pasta for warm sauce”, and “cooking pasta for salads”¹⁹.

The title of the cooking instructions is formed by the combination of the words "how to cook +" or "cooking +" in English. Moreover, English cooking instruction texts (like other instructional texts) use the *should be* instruction. In English instructions, the sequence of tasks required to be performed is expressed by simple imperative sentences according to the structure, the owner of the sentence is hidden. In the process of preparing food, impossible and forbidden situations are indicated by an indefinite sentence starting with the verb *do not*.

Chapter III of the dissertation is entitled “Problems of translation of journalistic instructional texts in English and Uzbek”. The first section is entitled *"Specific features of the instructions for using public transport (metro, plane, bus) in English and Uzbek and their translation"*.

Compared to traditional instructional texts, modern instructions contain additional instructional texts. For example, instructions for use, notes, inscriptions on the equipment and diagrams are included. Also, in recent times, various forms of instructional texts such as audio-/video-instruction, interactive instruction, advice reflected on visual windows (screens), hypertext knowledge base, hypertext online resource, and electronic document have become customary.

Instructional discourse is characterized by the fact that it is aimed at the public. Since we discussed this in the previous chapter, there is no need to repeat this feature here. Oral and written texts with the characteristic of giving instructions - instructional discourse are often found in public transport. Because most of the population uses such means of communication and transport. Also, the absence of

¹⁹ <https://feelgoodfoodie.net/recipe/how-to-cook-pasta/> (date of access: 20.01.2023)

instructions related to safety or etiquette in public transport causes chaos in such places, carelessness in their use, and damage to orderliness.

a) passive voice: *150 dan 220 sm gacha bo'lgan uzunlikdagi yuklarni tashish uchun to'lanadi*; b) II person imperative mood: *poezd to'xtaganda, yo'lovchilarning erkin chiqib ketishi uchun vagonlar eshigiga joy oching*; c) Gerund/Pariciple II: *oxirgi stansiyalarda vagonlarni bo'shatish*.

Follow the rules for maintaining order in public places in the Uzbek-language instructions for using the subway; follow the usual safety rules; Information on how to follow emergency safety precautions is provided:

When we analyze the texts of the instructions for using the subway in English²⁰, it can be seen that the text of the instructions is an instructional discourse consisting of a description and instructions for using the subway (see Appendix 3.3).

Constructions such as “**Keep** a map of the Tube on hand”, “**Find** your departure and arrival stations on the map” perform the function of description and information. Sentences containing warnings about possible situations are expressed by sentences with the *If* construction: *If you're unfamiliar with the Tube, a map is essential. If you'd like to learn more about Travelcards, visit*. The construction that expresses the content of "possible", "you can do", "you can make" - *You can* + verb: *You can pick up a free map at Heathrow Airport or from any Tube station, from a London Underground Information centre. You can also use a smartphone app, like Tube Map by MapWay, to figure out the best route*²¹.

It should be noted that the general features of the instructions for using the subway in English are the presence of instruction and description in the text, the emphasis on possible and necessary situations, and the presence of a typical syntactic structure of the sentence.

In the subway, next to the sign “*eshiklarga suyanmang*” (don't lean on the doors), we see an icon with a line drawn over the silhouette of a person leaning on the door. There are many cases where a wheelchair icon and a picture of a woman carrying a child are displayed on the seats intended for disabled persons or pregnant women, along with the instructional text “*nogiron shaxslar yoki homilador ayollar o'rni*” (seats for disabled persons or pregnant women).

Such non-verbal elements are even more clearly revealed in the video instruction on compliance with the rules of aircraft flight safety. For example, the video instruction gives the following instruction: *Samolyotning old, o'rta va dum qismiga joylashga 8 ta avariya chiqish yo'llari havoga to'ldiriladigan traplar bilan ta'minlangan* (8 emergency exits are provided with air-filled traps to be placed in the front, middle and tail of the aircraft).



Appearance of non-verbal means of expression in video instruction

²⁰ <https://www.wikihow.life/Use-the-London-Underground> (date of access: 20.01.2023)

²¹ <https://www.wikihow.life/Use-the-London-Underground> (date of access: 20.01.2023)

This thought is considered about another situation (tobacco consumption). But there is no misunderstanding in the passenger watching the instruction. This instructional video is a scene showing an aeroplane with its air traps opening (shown in the picture below) that represents this discursive situation and how the safety traps are when the plane lands on water which leads to a clear idea of the opening will appear. This, as a non-verbal element, provides informativeness in the instruction. Appearance of non-verbal means of expression in video instruction.

The following example can be given for the use of non-verbal elements in expressing content and conveying information: *Biz sizdan uchish vaqtida chekmasligingizni so'raymiz* (We ask you not to smoke during the flight). At this point, the action of approaching the passenger and begging him face-to-face is shown. "Chekish man etiladi" (No smoking) sign or prohibition action is present in the video. Approaching the passenger and *sizdan uchish vaqtida chekmasligingizni so'raymiz* (asking you not to smoke during the flight), the content of the request is expressed not as an imperative tone, but as a request when following the safety rule. This serves to convey instructional information in the integrity of verbal and non-verbal elements. Attached to this action is "*Butun uchish davomida chekish va elektron sigaretalardan foydalanish man' etiladi. Hojatxonalar tutunga qarshi detektor va signalizatsiyalar bilan ta'minlangan*" (Smoking and the use of electronic cigarettes are prohibited during the entire flight. Restrooms are equipped with smoke detectors and alarms) context reinforces the information about the existence of a strict rule.

In the analysis of the verbal instruction on the rules of flight safety, we based the text of the video instruction prepared by the airline "Uzbekistan Havoyollari" (Uzbekistan Airways). This video guide is prepared in 3 languages (Uzbek, English and Russian), and the video can be viewed in full format via the link <https://youtu.be/Z8cPmoVv0vE>. Politeness is reflected in the instructional discourse above: "*Uzbekistan airways*" *aviakompaniyasi samolyoti sahniga xush kelibsiz! Bizni tanlaganingiz uchun minnatdorlik bildiramiz! "Uzbekistan airways" aviakompaniyasini tanlaganingiz uchun minnatdormiz va Sizga yoqimli parvoz tilaymiz* (Welcome to the board of "Uzbekistan Airways"! Thank you for choosing us! Thank you for choosing Uzbekistan Airways and we wish you a pleasant flight).

In other forms of instruction, for example, instructions for the use of medical devices, labels of medicines, instructions for cooking, and manuals for the use of household appliances, the principle of politeness does not come to the fore. This principle is not observed even in the instructional texts on the use of buses and subways. Therefore, such a context in the text is typical for this type of instruction.

The same principle is observed in the video instruction in English:

Ladies and gentlemen! Welcome to the board of "Uzbekistan airways" aviacompany. Thank you for choosing us!

There is a specific terminology in the instructions for the safety rules of the aircraft (oral and printed): *Samolyotning old, o'rta va dum qismiga joylashga 8 ta avariya chiqish yo'llari havoga to'ldiriladigan traplar bilan ta'minlangan. Hojatxonalar tutunga qarshi detektor va signalizatsiyalar bilan ta'minlangan. Qutqarish nimchasi o'rindig'ingiz tagida joylashgan. Live-vest is under your seat.*

Spasatelniy jilet naxoditsa pod vashim kreslom. Eshikni ochishdan avval illyuminatorga qarang.

The instructional discourse of public transport also differs in its morphological features. the presence of a specific predicative shape: *stansiya navbatchisiga, elektr poezd haydovchisiga yoki boshqa metro xodimlariga xabar bering*; active use of participles denoting status: *stansiya platformasida bo'lganingizda; poezd to'xtaganda; poezd vagonida bo'lganda*; expression of the content of the recommendation, request, command with a verb in the imperative mood: *Niqobni o'zingizga tortib og'iz va burningizga ushlang.*

These morphological features are also found in English texts: expression of the content of a recommendation, request, or command with a verb in the imperative mood: *do not open the door, use another exit; please do not take a card from plane; look in the window; inform cabin attendants.* The construction of If, which creates the content of a condition or conditional clause, is often found: *If you see fire, smoke or other obstacles – do not open the door, use another exit.* The possibility of performing an action is expressed by the construction you can + verb: *For convenience, you can also download one online. For a paper-free option, you can also use Transport for London's TfL Go app which provides a tube map, service updates, and route planning.*

The specific features of the syntactic units of public transport instructions are also noticeable in Uzbek and English: bus, subway, and aeroplane instructions are expressed by simple sentences because they consist of short sentences: *suyanmang, eshik ochiladi* (metro or bus in the inscriptions on the door); *yoshi katta, yosh bolali ayollarga joy bering* (on the subway in voice guidance); sometimes there are small conjunctions with the with main and subordinate clauses: *O'tirganda kamarni taqib oling // Fasten your seat belt while seated. Yesli yest svobodnoe mesto, spokoyno zaymi yego.* anonymous sentences are used: *1. O'tish joyida, vestibyulda, vokzal platformasida va elektropoezd vagonida shubhali va egasiz buyumlar, o'ramlar aniqlanganda, bu haqda metropolitenning navbatchi yoki xavfsizlik xizmati xodimlariga xabar berish zarur.*

In the last section of the chapter, linguistic features of instructional discourse in public places (theatre and shopping center) and translation problems are analyzed.

The following inscription is observed in car parking (parking) places: *To'xtash ta'qiqlanadi // No parking* (Fig. 1). By comparing the context of sentences in Uzbek and English, it becomes clear that the sentences are not exact (literal) translations of each other: the sentence in Uzbek consists of subject and a predicate, in English subject + predicate form is not a simple sentence, but is formed with a gerund (+ing). Such instructional texts are usually used side by side in Uzbek and English, but they are not translated from Uzbek to English, but they contain sentences expressed



in the same way as they are in the English linguistic world. What we want to say is that in places where Uzbek speakers live, it is not written in Uzbek and translated into English, but an expression giving the same meaning is given in English. Because the instruction is written for English speakers, not Uzbek speakers. If the sentence “*To‘xtash ta’qiqlanadi*” is translated literally into English and given as an instruction, it should be “*Parking is prohibited*”. But in the English-speaking world, the meaning “*Bu yerda parkovka qilish mumkin emas*”, “*bu joyda mashina qo‘yib bo‘lmaydi*” is expressed as *No parking*.

CONCLUSION

1. Discourse occurs with certain pragmatics of communicative action. The discourse reflects the speaker's worldview, linguistic picture, ideology, views and approaches in different socio-cultural contexts. There are formal, functional, situational, and cognitive approaches to discourse. A formal approach considers discourse as a semantic connection of two or more clauses/sentences. *Functional discourse* is the desired use of language and is considered a general analysis of language. *Situational discourse* is related to social, psychological, and culturally significant conditions and the context of the situation. In the *cognitive approach*, discourse is considered as a cognitive phenomenon that creates a new form of communication in the representation of knowledge.

2. As the genre features of the discourse, (1) the communicative goal that contradicts four speech genres as informative, imperative, etiquette and subjective assessment, (2) the image of the author, (3) the image of the addressee, (4) it is possible to distinguish the event focused on the past communication, its specific response, rejection, acceptance, (5) the future event, which is the communication episode, (6) the content of reality, (7) the linguistic feature of the speech genre. Institutional, pedagogical, medical, scientific, political, religious, and household discourses are distinguished as sociolinguistic types of discourse, and humorous and ritual discourses are distinguished as pragmalinguistic types of discourse.

3. Instructional discourse is a communicative process and a collection of meaningfully related texts. The communicative situation reflects the social, psychological, and cultural conditions of communication: the field of communication, chronotype, social position, social role of the communication participant, intention, form, topic, information code, and direction of communication, as well as shows their influence on linguistic units. Texts of instructional discourse are a special genre because they do not only explain a concrete situation but also reflect the nature of giving instructions influenced by pragmatic factors.

4. The content-structural structure of the pharmaceutical discourse is composite; descriptive; and consists of parts of the main instruction. Pharmaceutical instructions are far from the principles of emotional colour and politeness, they involve methodologically neutral lexical units. Oral pharmaceutical discourse includes speech information as well as paralinguistic tools. When influencing

through paralinguistic means, it is usually carried out by a doctor, not a text of instruction.

5. Technical instructions in English include descriptive, subjective sentences formed based on the It is + Adjective + Infinitive model. Lexemes expressing the meaning of appropriateness, necessity, and rationality act as evaluative predicates. The meaning of modality appears with the help of the words *specifically*, *immediately*, *only*; the words "*always*" and "*never*" strengthen the sense of categoriality and modality. In English household appliance instructions, the meaning of prohibition is expressed by the construction of *don't* + *verb*. General imperatives are widely used in instructional discourse in English. Instructional discourse in Uzbek and English is close to journalistic style, as personal experience is described.

6. Gluttonic discourse differs from pharmaceutical and household technical equipment instruction discourse in its content and linguistic features. In the gluttonous instructions, the food description part consists of information such as the place of origin of the food (1), the form of preparation (2), structure (3), eating rituals and time (4) etc. The gluttonous instructional discourse in the Uzbek language also provides information about the place of residence of the people to whom the food belongs and the season of preparation of the product. It is worth noting that the text of the instruction on food preparation clearly reflects the sequence of food preparation. The consistency of use in the instructions for the use of medicines or household appliances, unlike the instructions for cooking, is not clearly given.

7. The vocabulary of instructional texts on cooking in the Uzbek language is unique: lexemes such as *qovurmoq*, *solmoq*, *aralashitirmoq*, *terib chiqmoq*, *sepmoq*, *pishirmoq*, *dimlamoq*, *qaynatmoq*, *yoymoq*, *bukmoq*, *tugmoq* (fry, put, mix, pick, sprinkle, cook, stew, boil, spread, fold, knot and etc.) take an active part. In an instructional text, the presence of a predicate in a simple, auxiliary verb or in a conjunctive combination expressed by a state adverb performs a special pragmatic function. It is necessary to be extremely attentive to the verbs of action and the words expressing their status in the translation of the text of the cooking instructions.

8. The title of the cooking instructions is formed by the combination of the words "how to cook +" or "cooking +" in English. Moreover, English cooking instruction texts (like other instructional texts) use the *should be* instruction. In English instructions, the sequence of tasks required to be performed is expressed by simple imperative sentences according to the structure, the owner of the sentence is hidden. In the process of preparing food, impossible and forbidden situations are indicated by an indefinite sentence starting with the verb *do not*.

9. The instructions found in vehicles such as metro, bus, and plane cover parameters specific to instructional texts. They have such features as the sequence and consistency of the text sections that belong to the instructional text, and the number of drawings and images in the text: Nowadays, along with paper instructions, electronic or multimedia instructional texts are widely used. Metro, bus, and aeroplane instructions are often written in Russian and then translated into Uzbek, which often causes methodological errors: it makes it difficult to understand

the instructional discourse; instructional tone or explanation/explanation mixed in the mind of the reader.

10. In the instructions for the use of public transport in English, sentences with the content of a warning about possible situations are expressed by sentences with the *If* construction; permitted actions are given by the construction “*You can + verb*” expressing the content of “*possible*”, “*you can do*”, “*you can make*”. As general features of the instructions for using the subway in English, it is possible to distinguish the presence of instructions and description of use in the text, the emphasis on possible and necessary situations, and the presence of a typical syntactic structure of the sentence. In the instructional discourse representing the rules of the road, the purpose of instruction and information transmission is leading.

11. It is important to study the text as a linguistic, speech, and material component while studying the relationship between verbal and non-verbal components. Non-verbal elements appear more clearly in video instructions on compliance with the rules of aeroplane flight safety, videos on train boards, the content of instructional texts related to safety in public places, and the content drawing attention and calling for caution prevails. The content and structural structure of the instructional discourse in public places are unique: it has its terminology and morphological signs of using syntactically inappropriate sentences, adherence to the condition of brevity and brevity in the expression of thought.

12. The principle of politeness does not come to the fore in the instructions for the use of medical products and medicines, in the instructions for cooking, manuals for the use of household appliances, instructions for the use of the bus, and the subway. Such a context in the text is typical for the type of verbal (video) instruction on aircraft safety rules. It can be seen that verbal and non-verbal elements, linguistic and non-linguistic factors are mixed in the texts of the instructions for using public transport. This situation does not arise in pharmaceutical instructional discourse.

13. The instructional discourse of public transport also differs in its morphological features: the presence of a specific predicative shape; active use of participles denoting status; and expression of the content of the recommendation, request, command with a verb in the imperative mood is one of them. In English texts, the content of a recommendation, a request, a command is expressed by a verb in the imperative mood; there are morphological features such as the frequent occurrence of the *If construction*, which creates the content of a condition or conditional sentence. The possibility of performing an action is expressed by the construction *you can + verb*.

14. Instructive texts on the maintenance of cleanliness and order in public places are usually used side by side in Uzbek and English, but they are not translated from Uzbek to English, but expressed sentences are given in the same form as it is in the English-speaking world. In places where Uzbek speakers live, there is an expression that is written in Uzbek and not translated into English, but given the same meaning in English. Because the instruction is written for English speakers, not Uzbek speakers. Instructional texts are provided in three languages: Uzbek,

English, and Russian. A comparison of the structure and grammar of sentences shows that sentences with different grammatical constructions are used to express the same meaning in different languages.

**НАУЧНЫЙ СОВЕТ ПО ПРИСУЖДЕНИЮ УЧЁНЫХ
СТЕПЕНЕЙ PhD.03/29.12.2022.Fil.156.01 ПРИ АНДИЖАНСКОМ
ГОСУДАРСТВЕННОМ ИНСТИТУТЕ ИНОСТРАННЫХ ЯЗЫКОВ**

**АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
ИНОСТРАННЫХ ЯЗЫКОВ**

АБДУРАХМАНОВА НАРГИЗА НУСРАТУЛЛАЕВНА

**ИНСТРУКТИВНЫЙ ДИСКУРС В УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ
НА АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ**

**10.00.06 – Сравнительное литературоведение, сопоставительное языкознание
и переводоведение**

**АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по ФИЛОЛОГИЧЕСКИМ НАУКАМ**

Тема диссертации доктора философии по филологическим наукам (PhD) зарегистрирована в Высшей Аттестационной Комиссии Республики Узбекистан за номером B2021.4.PhD/Fil2092.

Диссертация выполнена в Андижанском государственном институте иностранных языков.

Автореферат диссертации на трёх языках (узбекский, английский русский, (резюме) размещена на веб-странице Андижанского государственного института иностранных языков (www.adchti.uz), а также на портале информации и образования «ZiyoNet» по адресу (www.ziynet.uz).

Научный руководитель:

Шахабитдинова Шохида Хошимовна
доктор филологических наук, профессор

Официальные оппоненты:

Раупова Лайло Рахимовна
доктор филологических наук, профессор

Нажмиддинов Мухаммаджон Гайратжон угли
доктор философии по филологическим наукам (PhD)

Ведущая организация:

Ферганский государственный университет

Защита диссертации состоится «___» _____ 2024 года в ___ часов на заседании Научного совета PhD.03/29.12.2022.Fil.156.01 при Андижанском государственном институте иностранных языков (Адрес: 170100, город Андижан, проспект Бобура, дом №5. Тел: 0(374) 223-42-76; факс: 0(374) 223-42-76; e-mail: asifl@edu.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Андижанского государственного института иностранных языков (зарегистрирован за №___). (Адрес: 170100, город Андижан, проспект Бобура, дом №5. Тел: 0(374) 223-42-76).

Автореферат диссертации разослан «___» _____ 2024 г.
(реестр протокола рассылки № ___ от «___» _____ 2024 г.)

Д.А.Рустамов

Председатель Научного совета по
присуждению ученых степеней,
доктор филологических наук,
профессор

А.Дж.Атабоев

Учёный секретарь Научного совета
по присуждению учёных степеней,
д.ф.ф.н. (PhD)

М.И.Умарходжаев

Председатель научного семинара при
Научном совете по присуждению
учёных степеней, д.ф.н., профессор

ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Целью исследования заключается в раскрытии формирования инструктивного дискурса в различных дискурсивных контекстах на английском и узбекском языках, а также в выявлении его проявлений в устной и письменной речи.

В качестве **объекта исследования** был выбран инструктивный дискурс в устной и письменной английской и узбекской речи.

Предмет исследования составляют семантико-структурные и дискурсивные особенности инструктивного дискурса в устной и письменной английской и узбекской речи.

Научная новизна исследования:

на основе основных понятий и терминов общей теории дискурсивности в английском и узбекском языках выявлены особенности устной и письменной семиотической реализации ИД-инструктирующего дискурса без паралингвистических средств, устно выраженных, лингвистических и паралингвистических средств, а также семиотически сложных, иконических компонентов, не подчиняющихся другим общепризнанным видам;

определено, что специфика терминологического кода ИД, выражающего определенный аспект культуры через инструктивную и указательную терминологию – набор словесно-знаковых единиц, в частности, в технических инструкциях на английском языке, заключается в том, что участие безличных описательных, субъективных предложений, сформированных на основе модели *It is + Adjective + Infinitive*, выражает значение целесообразности, необходимости, рациональности, слова *specifically, immediately, only, always* и *never* усиливают значение категоричности и модальности; установлено, что появление в узбекском языке подлежащего в примыкающем словосочетании, выраженном простым, вспомогательным глагольным словосочетанием или обстоятельством наречием, выполняет особую прагматическую функцию;

в качестве жанровых характеристик дискурса выделены (1) коммуникативная цель, которая противоречит четырем речевым жанрам, таким как информативная, императивная, этикетная и субъективная оценка, (2) образ автора, (3) образ адресата, (4) событие, на которое направлено прошлое общение, соответствующий ответ на него, отрицание, принятие, (5) эпизод общения, (6) содержание действительности, (7) языковая природа речевого жанра; в качестве социолингвистических типов - институциональный, педагогический, медицинский, научный, политический, религиозный, бытовой дискурс; в качестве прагмалингвистических типов - юмористический и обрядовый дискурсы;

в устной и письменной речи на английском и узбекском языках концептуальная единица инструктивного дискурса включена в категориальный аппарат языка с учетом взаимосвязи таких лингвистических и экстралингвистических факторов, как сфера общения, хронотоп, социальное положение, социальная роль участника общения, интенция, форма, тема, информационный код, направление общения.

Внедрение результатов исследования. На основе результатов,

полученных по инструктивному дискурсу в устной и письменной английской и узбекской речи:

Выводы и результаты относительно концептуального единства инструктивного дискурса в устной и письменной речи на английском и узбекском языках, взаимосвязи языковых и экстралингвистических факторов, таких как сфера общения, хронотоп, социальное положение, социальная роль участника общения, интенсивность, форма, тема, информационный код, направление общения, были использованы в проекте в рамках государственных инновационно-исследовательских программ "IL-402104213. Разработка электронного лингвистического энциклопедического словаря на узбекском языке", реализованном в Андижанском государственном университете в 2022-2023 гг. (справка Андижанского государственного университета № 39-01-1646 от 28 июля 2023 года). В результате раскрыты особенности отдельных единиц дискурса, текста, используемых при описании речевого воздействия.

научные выводы о статусе языковых единиц, выражающих абстрактную инструкцию, в обеспечении уникальности в общении, их определении, функциях грамматических, лексических и семантических, а также лингвистических возможностях учебного текста в обеспечении языковой культуры в обществе. акт общения, как жанровая характеристика дискурса (1) коммуникативная цель, противоречащая четырем речевым жанрам: информативному, императивному, этикетному и субъективно-оценочному, (2) образу автора, (3) образу адресата, (4)) прошедшее событие, ориентированное на общение, его конкретная реакция, неприятие, принятие, (5) будущее событие, в котором засчитывается эпизод общения, (6) содержание действительности, (7) связанные с лингвистической особенностью речевого жанра. использованы в фундаментальном проекте в рамках государственной программы фундаментальных исследований «ОТ-Ф1-18. Разработка методов и методики формирования общественной лингвокультуры», выполненном в Андижанском государственном университете в 2017-2020 годах. В результате методика обеспечения языковой культуры обогащена новыми теоретическими взглядами на речевые жанры. (справка Андижанского государственного университета № 39-01-1645 от 28 июля 2023 года).

Результаты и материалы диссертации использованы в передачах "Образование и прогресс", "Литературный процесс", "Мировая литература", подготовленных редакцией "Культурно-просветительское и художественное вещание" ГУП Телерадиоканала "Узбекистан" Национальной телерадиокомпании Узбекистана (справка ГУП Телерадиоканала "Узбекистан" Национальной телерадиокомпании Узбекистана № 04-36-1027 от 3 июля 2023 года). В результате возрос научный уровень трансляций, а также проявлений и лингвокультурологических, социолингвистических и коммуникативно-прагматических аспектов инструктивного дискурса в устной и письменной речи, что послужило для использования теоретических выводов, относящиеся к исследованию дискурса, в качестве источников в работах по направлениям социолингвистики, прагмалингвистики, лингвокультурологии в

качестве методической основы при создании двуязычных толковых словарей в области перевода, инструктивной лексики.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения, списка использованной литературы, а также приложения, общий объем 120 страниц.

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

I bo'lim (part I; часть I)

1. Abduraxmanova N.N. Lexical-terminological and compositional-communicative features of the drug instructions // American Journal of Research. – USA, Michigan. – № 5-6, May-June 2023. – P. 16-23. ISSN 2573-5616.

2. Abduraxmanova N.N. Discourse as an element of the communication process: in pragmalinguistic and cognitive areas // International Journal of Education, Social Science & Humanities. Finland Academic Research Science Publishers. (Vol. 12) Issue 4. | 2024. – P. 22-04. ISSN: 2945-4492 (SJIF) = 8.09 Impact factor

3. Abduraxmanova N.N. Maishiy xizmat jihozlarining qo'llash bo'yicha yo'riqnomasi va interpretasiya jarayonlari // O'zbekiston milliy universiteti xabarlari. – Toshkent, 2023. – № 1.7.1. – B. 268-269. (ISSN: 2181-7324) (10.00.00. №15).

4. Abduraxmanova N.N. “Instruktiv diskurs” tushunchasi va uning metodologiyasi // O'zbekiston milliy universiteti xabarlari. – Toshkent, 2023. – № 1.8.1. – B. 224-226. (ISSN: 2181-7324) (10.00.00. №15).

5. Abduraxmanova N.N. Instructional texts // Innovation in the modern education system /International scientific online conference. – USA, Washington. June 25, 2023. – P. 178-181.

6. Abduraxmanova N.N. Using public transport (metro) in uzbek specific features of the instruction // Scientific aspects and trends in the fields of scientific research./ International scientific online conference. – Poland, Warsaw. 30 June, 2023. – P. 117-119.

7. Abduraxmanova N.N. Farmasevtik diskurs nutqiy janr sifatida // Chet tili o'qitishning zamonaviy yondashuvlari: muammo va yechimlar / Respublika ilmiy-amaliy anjumani. – Andijon, 2023. – B. 579-582.

8. Abduraxmanova N.N. O'zbek tilida jamoat transporti (metro)dan foydalanish yo'riqnomasining o'ziga xos xususiyatlari // Umumiy filologiyaning dolzarb masalalari / Respublika ilmiy-amaliy anjuman materiallari. – Andijon, 2023 – B. 297-300.

II bo'lim (part II; часть II)

9. Abduraxmanova N.N. The importance of instructive discourse in English and Uzbek oral and written speech // Berlin Studies Transnational Journal of Science and Humanities. (Vol.2) Issue 1.6. 2022. – P. 195-200. ISSN: 2749-0866.

10. Abduraxmanova N.N. The concept of “instructive discourse” in english and uzbek and its methodology // “So'z san'ati“ xalqaro jurnali. – Toshkent, 2022. – № 4. – B. 81-86. (ISSN: 2181-9297) (10.00.00. №31).

11. Abduraxmanova N.N. Ingliz va o‘zbek og‘zaki nutqida instruktiv diskurs // Google Scholar, Academic Research in Educational Sciences. – Uzbekistan. (Vol. 2). Issue 11. 2021. – P. 518-525.

12. Abduraxmanova N.N. Zamonaviy til nazariyasida «diskurs» atamasi va unga ilmiy yondashuvlar // International Journal of Education, Social Science & Humanities. – Finland. (Vol.11). Issue-2. 2023. – P. 745-749 .

13. Abduraxmanova N.N. Instruktiv matnlar // Umumiy filologiyaning dolzarb masalalari/Respublika ilmiy-amaliy anjuman materiallari. – Andijon, 2023. – B. 252-255.

14. Abduraxmanova N.N. Ingliz va o‘zbek tilida jamoat transtporti (metro, samolyot, avtobus)dan foydalanish yo‘riqnomasining o‘ziga xos xususiyatlari // “O‘zbekistonda zamonaviy lug‘atshunoslik va tarjimashunoslikning dolzarb masalalari (bir tilli, ko‘p tilli, terminologik, frazeologik hamda elektron lug‘atlar tuzish masalalari)” mavzusidagi xalqaro ilmiy-amaliy anjuman. – Andijon, 2023. – B. 245-247.

15. Abduraxmanova N.N. Lingvistikada diskurs tushunchasi // Tarjimashunoslik va pragmalingvistikaning taraqqiyot tendensiyalari: muammolar, yechimlar va yutuqlar. – Toshkent, 2022. – B. 535-539.

Avtoreferatning o‘zbek, rus va ingliz tillaridagi nusxalari
Andijon davlat chet tillari institutida tahrirdan o‘tkazildi.

Bosishga ruxsat etildi: 09.07.2024-yil.
Bichimi 60x84 ¹/₁₆, «Times New Roman» garniturasida.
Shartli bosma tabog‘i 3,5. Adadi: 80. Buyurtma: № 09/07-1.

Namangan shahar Hamroh ko‘chasi 71^A-uy.
“Yashin sanoat” bosmaxonasida chop etildi.

