

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

FARG‘ONA DAVLAT UNIVERSITETI

MAMAJONOV MUXAMMADJON YUSUBJONOVICH

MULOQOTNING PSIXOLINGVISTIK TADQIQI

10.00. 01 – O‘zbek tili

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Ilmiy maslahatchi

Muminov Sidiqjon Mirsobirovich
filologiya fanlari doktori, professor

Rasmiy opponentlar:

Odilov Yorqinjon Rahmonaliyevich
filologiya fanlari doktori, professor

Yarasheva Nasiba Jumayevna
filologiya fanlari doktori, professor

Huseyn Baydemir
filologiya fanlari doktori, professor

Yetakchi tashkilot:

Andijon davlat universiteti

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A. Mamajonov
Ilmiy darajalar beruvchi Ilmiy kengash
raisi, filologiya fanlari doktori, professor

M. T. Zokirov
Ilmiy darajalar beruvchi Ilmiy kengash
ilmiy kotibi, filologiya fanlari nomzodi, professor

G. Z. Rozikova
Ilmiy darajalar beruvchi Ilmiy kengash
qoshidagi Ilmiy seminar raisi, filologiya fanlari
doktori, professor

KIRISH (Fan doktori (DSc) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida so‘nggi yillarda amalga oshirilgan tadqiqotlarda tilni undan foydalanuvchi inson omili bilan o‘zaro uyg‘unlikda, uning nutqiy faoliyati, ijtimoiy hamda ruhiy-hissiy holati bilan bog‘liqlikda o‘rganishga alohida e‘tibor qaratilmoqda. Natijada antropotsentrik paradigma nomi ostida birlashuvchi qator tilshunoslik yo‘nalishlari vujudga keldi hamda o‘z tadqiq metodologiyasi va tahlil usullariga ega bo‘ldi. Muloqot xulqiga doir tadqiqotlarning yaratilishi, psixolingvistika sohasiga oid izohli lug‘atlar tuzilishi antropotsentrik tilshunoslik va lug‘atshunoslik sohalari taraqqiyoti uchun muhim amaliy ahamiyatga ega.

Dunyo tilshunosligida muloqot xulqi, shaxs nutqi masalalari muhim tadqiqot obyekti sanaladi, chunki u nutq vaziyati, shaxsning nutqiy faoliyati, ruhiyati, ijtimoiy holati, yoshi, jinsi, olamni milliy ko‘rish tarzi, diniy-mifologik qarashlari, ijtimoiy-siyosiy hayotiga doir asosli xulosalar chiqarishda muhim manba bo‘lib xizmat qiladi. Bugungi kunda muloqot xulqini tilshunoslikning so‘nggi yutuqlari asosida o‘rganishga alohida e‘tibor qaratilmoqda. Mazkur yo‘nalishdagi izlanishlar muloqot xulqining psixolingvistik o‘ziga xosliklarini aniqlashda nazariy jihatdan dolzarb hisoblanadi.

O‘zbek tilshunosligida psixolingvistika sohasida qator tadqiqotlar yaratilgan bo‘lishiga qaramay, hozirgacha muloqotning psixolingvistik xususiyatlari monografik planda o‘rganilmagan. Shu ma’noda muloqotni uning yaratuvchisi bo‘lgan inson omili bilan bog‘liq holda o‘rganish, uning psixolingvistik xususiyatlarini belgilash ustuvor vazifalardan hisoblanadi. Mamlakatimizda o‘zbek tilini yanada rivojlantirish maqsadida “oliy ta’lim tizimida o‘zbek tili ilmiy maktablarining zamonaviy metodlarini o‘rganishni yo‘lga qo‘yish, tilning rivojlanish istiqbollari bilan bog‘liq ilmiy muammolarni aniqlash, tadqiq etish”¹ kabi vazifalar belgilangan. Muloqot xulqi muammolarini tilshunoslikning zamonaviy yo‘nalishlari, fanning eng so‘nggi yutuqlari asosida tadqiq etish, shu asosda o‘zbek tilshunosligini psixolingvistikaga doir ilmiy-nazariy qarashlar va amaliy talqinlar bilan boyitish soha oldida turgan muhim vazifalardan biridir.

O‘zbekiston Respublikasi Prezidentining 2019-yil 21-oktabrdagi PF-5850-son “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida”, 2020-yil 20-oktabrdagi PF-6084-son “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”, 2020-yil 6-noyabrdagi PF-6108-son “O‘zbekistonning yangi taraqqiyot davrida ta’lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to‘g‘risida”, 2022-yil 28-yanvardagi PF-60-son “2022-2026-yillarga mo‘ljallangan yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi farmonlari; 2017-yil 17-fevraldagi PQ-2789-son “Fanlar akademiyasi faoliyati, ilmiy-tadqiqot ishlarini tashkil etish, boshqarish va moliyalashtirishni yanada takomillashtirish chora-tadbirlari to‘g‘risida”, 2019-yil 4-oktabrdagi PQ-4479-son “O‘zbekiston Respublikasining “Davlat tili haqida”gi Qonuni qabul qilinganligining o‘ttiz yilligini keng nishonlash to‘g‘risida”gi qarorlari, 2022-yil 20-dekabrdagi

¹Ўзбекистон Республикаси Президентининг 2020 йил 20 октябрдаги “Мамлакатимизда ўзбек тилини янада ривожлантириш ва тил сиёсатини такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-6084-сонли фармони // Ўзбекистон қонун ҳужжатлари тўплами. 06/20/6084/1398

O'zbekiston Respublikasi Prezidentining Oliy Majlisga Murojaatnomasi hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan ustuvor vazifalarni amalga oshirishda ushbu tadqiqot muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalar rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Dissertatsiya mavzusi bo'yicha xorijiy ilmiy tadqiqotlar sharhi. Jahon tilshunosligida kommunikatsiya nazariyasi, shaxs xususiyatlarining muloqot jarayoniga ta'siri, matnning psixolingvistik xususiyatlarini o'rganishga yo'naltirilgan ilmiy izlanishlar yetakchi ilmiy markazlar va oliy ta'lim muassasalarida, jumladan, Kornel universiteti, Indiana universiteti, Massachusetts Texnologiyalar instituti, Pensilvaniya universiteti (AQSh), Toronto universiteti (Kanada), Esseks universiteti, Reading universiteti, York universiteti (Buyuk Britaniya), Lund universiteti (Shvetsiya), Moskva davlat universiteti, Sankt-Peterburg davlat universiteti, Vladimir davlat universiteti (Rossiya), Luhansk Taras Shevchenko Milliy universiteti (Ukraina), Dehli universiteti (Hindiston), Semarang davlat universiteti (Indoneziya), O'zbekiston Milliy universiteti, O'zFA O'zbek tili, adabiyoti va folklori instituti, Farg'ona davlat universiteti, Andijon davlat universiteti, Samarqand davlat universiteti (O'zbekiston)da olib borilmoqda.

Dunyo tilshunosligida muloqotning psixolingvistik xususiyatlari tadqiqiga oid izlanishlardan quyidagi ilmiy natijalar olingan: ilk marotaba psixolingvistikaga bag'ishlangan konferensiya o'tkazilgan hamda ushbu konferensiyadan so'ng lingvistik va psixologiya qo'mitasi tuzilgan (Kornel universiteti, AQSh), psixolingvistikaga bag'ishlangan yirik seminar o'tkazilgan hamda seminar natijalari asosida "Psixolingvistika: nazariya va tadqiqot muammolari" nomli kitob nashr etilgan (Indiana universiteti, AQSh), kar bolalarda ko'ptillilik; bilingvlik; ona tili va o'zlashtirilgan tilda tushunish; bilingv bolalar va kattalarda nutq mexanizmlari; bilingvlikda individual xususiyatlar ochib berilgan (Reading universiteti, Buyuk Britaniya), xitoy mandarin tilini ikkinchi til sifatida o'zlashtirishning psixolingvistik asoslari; ingliz mavhum so'zlar leksikonida emotiv so'zlarning roli; erta yoshlarda nutq rivojlanishi; sud-tibbiy ekspertizasida ikkitillilik masalasi tahlil qilingan (York universiteti, Buyuk Britaniya), nutqning shakllari va funksiyalari; aniq va mavhum so'zlarni neyromodellashtirish; jamiyat me'yorlari va til mexanizmlari; bir tilli va ikkitillilarda lingvistik va nolingvistik kontekstda kognitiv nazorat; ikkitillilik masalalari aniqlangan (Pensilvaniya universiteti, AQSh)², semantik ma'lumotni o'zgartirish jarayonlarini tavsiflash; lingvistik ongning shakllanishi va faoliyati jarayonlari tahlil qilingan; nutqiy faoliyat nazariyasi yaratilgan (Moskva davlat universiteti, Rossiya), eksperimental fonetik laboratoriya yaratilgan, nutq va idrok jarayonlari tadqiq qilingan, bolalar nutqi va nutq patologiyalariga oid tadqiqotlar amalga oshirilgan (Sankt-Peterburg davlat universiteti, Rossiya), kommunikativ

² Dissertatsiya mavzusi bo'yicha xorijiy ilmiy-tadqiqotlar sharhi <https://research.reading.ac.uk/psychlinglab/research-projects/phd-theses>; https://etda.libraries.psu.edu/?search_field=psycholinguistics; <https://link.springer.com/journal/10>; <https://www.sciencedirect.com/topics/computer-science/psycholinguistic-research>; <https://www.proquest.com/resultol/8AE550A71A2F45C8PQ/1> va boshqa manbalar asosida amalga oshirildi.

tilshunoslik masalalari yoritilgan (Vladimir davlat universiteti, Rossiya), kommunikatsiya nazariyasiga oid masalalar o'rganilgan (Luhansk Taras Shevchenko Milliy universiteti, Ukraina), shaxs xususiyatlarining muloqot jarayoniga ta'siri o'rganilgan (Dehli universiteti, Hindiston), til va shaxs xarakterining bog'liq xususiyatlari tadqiq etilgan (Semarang davlat universiteti, Indoneziya), gazeta matnlari mazmuniy persepsiyasining psixolingvistik tadqiqi amalga oshirilgan; o'zbek bolalar nutqida ijtimoiy-psixologik omillar ta'sirida namoyon bo'ladigan leksik-semantik xususiyatlar tahlil qilingan (O'zbekiston Milliy universiteti), o'zbek tilidagi matnlarda shaxs ruhiy holatining ifodalanishi masalasi yoritilgan (O'zFA O'zbek tili, adabiyoti va folklori instituti), til (nutq) vazifalari va muloqotning psixolingvistik aspekti, muloqot va munosabat: munosabat ifodalovchi vositalar, kommunikant "men"i va unga munosabat, nutq va odamning fiziologik holati, nutqning adresat fiziologiyasiga ta'siri, nutqning hasrat tipi va uning adresant fiziologiyasiga ta'siri kabi masalalar yoritilgan; bilingvizmning mohiyati, o'zga tilni mukammal egallash natijasida bilingv, ya'ni ikki til sohibi bo'lishning lingvopsixologik aspektlari tadqiq etilgan; murojaat ifodalanishining ekstralingvistik hamda psixolingvistik vosita va omillari tahlil qilingan; matnda shaxs xususiyatlarini ifoda etuvchi lingvistik, ekstralingvistik vositalar ajratib ko'rsatilgan; bolalarga xos matnlarning psixolingvistik xususiyatlari tadqiq etilgan (Farg'ona davlat universiteti), nutqiy faoliyat jarayonidagi ruhiy holatlarning o'zbek tilining turli sath birliklari vositasida aks etishi yoritilgan (Andijon davlat universiteti), bolalar adabiyoti tilining lingvokognitiv va lingvopsixologik tadqiqi amalga oshirilgan (Samarqand davlat universiteti).

Jahon zamonaviy tilshunosligida psixolingvistika bo'yicha qator, jumladan, quyidagi ustuvor yo'nalishlarda ilmiy tadqiqotlar olib borilmoqda: behavioral neyrolingvistika, klinik psixolingvistika, kognitiv neyrolingvistika, rivojlanish psixolingvistikasi masalalari, nutq mexanizmlari, tilning inson ongida aks etishi, birinchi va ikkinchi tilni o'zlashtirish masalalari, nutq yaratish va tushunish, eksperimental psixolingvistika, erta yoshlarga doir til rivojlanishi, nutq yaratish va tushunish; nutq yo'qolishi va interferensiya masalalarini tadqiq etish.

Muammoning o'rganilganlik darajasi. Jahon tilshunosligida Ch.E.Osgud, T.A.Sebeok, N.Xomskiy, R.Rieber, H.Vetter, V.fon Humboldt, J.F.Kess, D.Gabris-Barker, J.Fild, S.Budela, D.Carroll, U.Levelt, O.Ngozi, C.Ohaka, K.Diukar, G.Shteyntal, A.Chaer, M.Shxapatseva, A.T.Harley³, I.Ilyasov, L.Shcherba,

³Osgood C.E., Sebeok T.A. Psycholinguistics: a survey of theory and research problems // Journal of abnormal psychology, 1954. 49 4, Part 2, 1-203; Chomsky N. Syntactic structures. Second Edition (First edition was published in 1957). With an Introduction by David F. Lightfoot. Berlin and New York: Mouton de Gruyter, 2002. –117 p.; Chomsky N. "A Review of B. F. Skinner's Verbal Behavior" in Language, 1959. 35. – №1. – P. 26-58// <https://chomsky.info/1967>; Rieber R.W., Vetter H. Theoretical and Historical Roots of Psycholinguistic Research. In: Rieber, R.W. (eds) Psychology of Language and Thought. Studies in Applied Psycholinguistics. Springer, Boston, MA., 1980. – P. 3-49. https://doi.org/10.1007/978-1-4684-3644-0_1; Гумбольдт В. О различии строения человеческих языков и его влиянии на духовное развитие человечества [Текст] / В. Гумбольдт // Избранные труды по языкознанию. – М.: Прогресс, 1984; Kess J.F. On the developing history of psycholinguistics. Language Sciences, 1991. 13. – P. 1-20; Gabrys-Barker D. Psycholinguistics for Foreign Language Teachers: A Diachronic Perspective. Anglica Wratislaviensia, 2022. – P.151-169; Field J. Psycholinguistics: the key concepts. – London; New York: Routledge, 2004; Boudelaa S. Psycholinguistics // <https://www.researchgate.net/publication/272160770>; Carroll W. D. Psychology of Language. Fifth edition. – 2008; Levelt W. A History of Psycholinguistics: The Pre-Chomskyan Era (Oxford, 2012; online edn, Oxford Academic, 24 Jan. 2013). – P. 168-175. <https://doi.org/10.1093/acprof:oso/9780199653669.001.0001>, accessed 24 Nov. 2023; Onwuka Ngozi F., Ohaka C.K. A Psycholinguistic Approach to Language Teaching and Learning: Problems and Prospects. The International Journal of

A.Leontyev, I.Gorelov, V.Krasnix, R.Frumkina, K.Sedov, I.G.Ovchinnikova, Y.Tarasov, O.V.Balyasnikova, N.Ufimseva, O.Fedorova⁴ kabilarning psixolingvistika yo'nalishiga doir salmoqli tadqiqotlari mavjud.

Psixolingvistika masalalari o'zbek tilshunosligida S.Mo'minov, M.Zokirov, Z.Akbarova, I.Azimova, A.Nurmonov, I.Hojaliyev, D.Xudoyberganova, M.Qurbonova, S.Qurbonova, Sh.Alpanova, D.Yuldasheva, N.Yarashovalarning⁵ tadqiqotlarida yoritilgan.

O'zbek tilshunosligida nutq madaniyati, muloqot xulqi masalasi I.Ibrohimov, B.O'rinboyev, E.Begmatov, H.Abdurahmonov, N.Mahmudov, S.Inomxo'jayev, R.Qo'ng'urov, S.Karimov, T.Qurbonov, B.Rahmatullayeva, T.Qudratov, Sh.Iskandarova, Y.Tojiyev, N.Hasanova, H.Tojimatov, O.Yo'ldosheva, S.Mo'minov, Q.Rasulov, D.Rustamov kabi qator tilshunoslar tomonidan tadqiq qilingan⁶. Lekin

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⁴ Ильясов И. И. Эксперимент Дж. Миллера по проверке психологической реальности трансформационной модели (анализ методики). Психология грамматики. Леонтьев А. А., Рябова Т. В. (ред.). – М.: МГУ, 1968. – С.50-66; Щерба Л. В. О тройном аспекте языковых явлений и об экспериментах языкознания. Языковая система и речевая деятельность. – Л.: Наука, 1974. – С.24-39; Леонтьев А.А. Основы психолингвистики. – М.: Смысл, 1997; Горелов И.Н., Седов К.Ф. Основы психолингвистики. – М.: Лабиринт, 1998; Красных В.В. Основы психолингвистики и теории коммуникации. Лекционный курс. – М., 2001; Фрумкина Р.М. Психолингвистика. – М.: Академия, 2001; Седов К.Ф. (ред.). Возрастная психолингвистика: хрестоматия. – М.: Лабиринт, 2004; Овчинникова И.Г. Сахарный Л.В., Штерн А.С. // Вопросы психолингвистики, 2006. – №4. – С.32-36; Тарасов Е. Интервью с профессором Евгением Федоровичем Тарасовым. Московская психолингвистическая школа: истоки, становление, результаты // Вопросы психолингвистики, 2010. – №12. – С.15-19; Тарасов Е.Ф. «Я не мыслю себя в другой деятельности...» // Вопросы психолингвистики, 2015. – №24. – С.20-23; Балясникова О. В., Уфимцева Н. В. Стратегии актуализации категории эго в языковом сознании русских (по данным ассоциативного эксперимента) // Вопросы психолингвистики, 2018. – №4 (38). – С.14-33; Федорова О.В. Об экспериментальном синтаксисе и о синтаксическом эксперименте в языкознании. // Вопросы языкознания, 2013. – №1. – С.3-21; Федорова О. Отечественная психолингвистика: вчера, сегодня, завтра (субъективные заметки об изучении механизмов порождения и понимания речи) // Вопросы языкознания. 2020. – №6. – С.105-129.

⁵ Мўминов С. Ўзбек мулоқот хулқининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000; Акбарова З. Ўзбек тилида мурожаат шакллари ва унинг лисоний тадқиқи: Филол. фан. номз. ...дисс. автореф. – Тошкент, 2008; Азимова И.А. Ўзбек тилидаги газета матнлари мазмуний перцепциясининг психолингвистик тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Нурмонов А. Танланган асарлар. 3 жилдли. 1 жилд. – Тошкент: Akademnashr, 2012; Хожалиев И. Психолингвистиканинг фан сифатида шаклланишига доир // ФарДУ. Илмий хабарлар. 2017. – №5. – Б. 71-74; Худойберганова Д. Матннинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013; Курбонова М. Ўзбек болалар нутқи лексикасининг социопсихолингвистик тадқиқи. Монография. – Тошкент, 2014.; Курбонова С. Бадиий матнда шахс хусусиятларини ифодалаш: Филол. фан. б. фалс. док. ... дисс. автореф. – Фарғона, 2018; Алпанова Ш. Нуткий фаолият жараёнидаги руҳий ҳолатларнинг ўзбек тилининг турли сатҳ бирликлари воситасида акс этиши: Филол. фан. б. фалс. док. ... дисс. – Фарғона, 2018; Юлдашева Д. Ўзбек болаларига хос оғзаки ва ёзма матнларнинг антропоцентрик тадқиқи: Филол.фан. д-ри (DSc) ... дисс. – Фарғона, 2022; Yarashova N. Bolalar adabiyoti tilining lingvokognitiv, lingvopsixologik tadqiqi: Filol. fan. d-ri (DSc) ... diss. – Samarqand, 2023.

⁶ Иброҳимов И. Нутқ маданияти ва адабий талаффуз ҳақида. – Тошкент: Фан, 1972; Ўринбоев Б. Сўзлашув нутқи. – Тошкент: Фан, 1979; Бегматов Э. Ўзбек нутқ маданияти масалалари // Ўзбек тили ва адабиёти, 1980. – № 4. – Б. 54-59; Абдурахмонов Х., Махмудов Н. Сўз эстетикаси. – Тошкент, 1981; Иномхўжаев С. Нотиклик санъати асослари. – Тошкент: Ўқитувчи, 1982; Қўнғуров Р., Каримов С., Курбонов Т. Нутқ маданияти асослари. – Самарқанд, 1985; Рахматуллаева Б.Х. Этикетные формы обращения и привлечения внимания в современном русском языке (в сопоставлении с узбекским): Автореф. дисс. ... канд. филол. наук. – Ташкент, 1992; Қудратов Т. Нутқ маданияти асослари. – Тошкент: Ўқитувчи, 1993; Искандарова Ш. Ўзбек нутқ одатининг мулоқот шакллари: Филол. фан. номз. ... дисс. автореф. – Самарқанд, 1993; Тожиев Ё., Ҳасанова Н., Тожиматов Х., Йўлдошева О. Ўзбек нутқи маданияти ва услубияти асослари. – Тошкент, 1994; Мўминов С. Ўзбек мулоқот

shunga qaramay, o'zbek tilshunosligida bugungi kunga qadar olib borilgan ilmiy izlanishlarda muloqotning psixolingvistik xususiyatlari maxsus tadqiq etilmagan. Bu esa ushbu tadqiqot mavzusining monografik tarzda o'rganilishini taqozo etadi.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya Farg'ona davlat universiteti ilmiy-tadqiqot ishlari rejasining "O'zbek muloqot xulqi masalalari" mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi muloqotni psixologik va lingvistik asoslarga ko'ra tadqiq qilish, uning bilish jarayonlari, hissiyot va shaxsning individual xususiyatlari bilan bog'liq jihatlarini ochib berishdan iborat.

Tadqiqotning vazifalari:

jahon va o'zbek tilshunosligida psixolingvistikaga doir amalga oshirilgan tadqiqotlarni tahlil qilish, psixolingvistikaning tadqiq muammolarini belgilash;

muloqotning psixologik jihatdan tuzilishi va darajalarini belgilash; muloqot bosqichlarini psixolingvistik tahlil qilish;

intrapersonal muloqot, interpersonal muloqot va kvazimuloqotga xos xususiyatlarni aniqlash;

muloqotda o'zaro muvofiqlikning psixolingvistik tahlilini amalga oshirish;

muloqotning diqqat, idrok va xotira bilan bog'liq psixolingvistik jihatlarini yoritish;

shaxs individual psixologik xususiyatlarining muloqotga ta'sirini aniqlash;

hissiy-ruhiy holatlarning muloqot jarayoniga ta'sirini psixolingvistik tadqiq etish; affekt holatida nutqda yuz beradigan o'zgarishlarni tahlil qilish;

muloqotning psixolingvistik xususiyatlari yuzasidan so'rovnomaga o'tkazish.

Tadqiqotning obyekti sifatida Cho'lpon, Abdulla Qodiriy, Abdulla Qahhor, Pirimqul Qodirov, Said Ahmad, O'tkir Hoshimov, Tog'ay Murod, Murod Muhammad Do'st, Ulug'bek Hamdam, Zulfiya Qurolboy qizi singari o'zbek adabiyoti vakillarining asarlaridagi personajlar nutqidan namunalar saralab olingan hamda shaxsiy kuzatuvlar asosida to'plangan materiallardan ham foydalanilgan.

Tadqiqotning predmetini muloqotning psixolingvistik xususiyatlari tashkil etadi.

Tadqiqotning usullari. Mavzuni yoritishda tasniflash, tavsiflash, statistik tahlil, shuningdek, kontekstual, stilistik, psixolingvistik, assotsiativ, kuzatish, kontent va diskursiv tahlil usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi:

muloqotni aynan psixolingvistik jihatdan tadqiq etish nutqiy faoliyatning inson omili, uning ruhiy va psixik holati bilan bog'liq tomonlarini yoritish imkonini berishi; psixolingvistik nuqtayi nazardan muloqotning quyi, o'rta va yuqori darajalari farqlanishi, har bir darajada mos ravishda lisoniy birliklardan foydalanilishi; muloqot psixolingvistik jihatdan muloqotdan avvalgi psixolingvistik bosqich, muloqot bosqichi va muloqotdan keyingi psixolingvistik bosqichlarga bo'linishi ko'rsatilgan;

muloqotning intrapersonal muloqot (shaxsning o'zi bilan ichki muloqoti), interpersonal muloqot (shaxsning boshqalar bilan muloqoti: monolog, dialog, polilog)

хулқининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000; Расулов Қ. Ўзбек мuloqot хулқининг функционал хосланиши: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Рустамов Д. Мuloqotнинг интралингвистик ва экстралингвистик омиллари ҳамда замонавий концепциялари: Филол. фан. д-ри (DSc) ... дисс. – Андижон, 2021.

va kvazimuloqot (real suhbatdosh bilan xayoliy muloqot, xayoliy suhbatdosh bilan tasavvuriy muloqot, Yaratgan bilan muloqot) kabi turlarga bo'linishi ko'rsatilgan hamda bu muloqot turlarida qo'llaniladigan lisoniy vositalar aniqlangan;

kirish so'zlarni o'rinli qo'llash, ta'kid ma'nosini bildiruvchi lingvistik vositalardan foydalanish, suhbatdoshning gapini bo'lish, buyruq, so'roq gaplardan foydalanish, qat'iy ohangni qo'llash muloqotni boshqarishga yordam beruvchi vositalar sanalishi; muloqot jarayonida suhbatdoshlarning o'zaro bir-birlariga moslashishga intilishi esa semantik reprezentatsiya, idrok, hissiyot, ruhiy bosim kabi psixik jarayonlar bilan bog'liq holda fonetik, intonatsion, leksik, morfologik, sintaktik qurilmalarni tanlash va nutqda qo'llashni talab etishi asoslangan;

diqqat psixik va mental jarayon sifatida til bilan bog'liq bo'lib, nutq yaratish va nutqni idrok qilishda ishtirok etishi hamda muloqotning samarali kechishini ta'minlashga xizmat qilishi ko'rsatilgan; muloqotda suhbatdoshni idrok etishda appersepsiya hamda ehtimoliy prognozlash hodisalari ham ishtirok etishi, tagma'no, presuppozitsiya, askiya, kinoya, termin, sotsiolekt, shevaga xos so'zlar, boshqa tillarga xos lisoniy birliklarni ishlatish muloqotda idrok jarayonini qiyinlashtiruvchi vositalar sanalishi; xotira hissiyot bilan bog'liq holda namoyon bo'lishi va muloqotga ta'sir o'tkazishi dalillangan;

psixologik nuqtayi nazardan insonda uch xil "men": bola "men"i, ota-ona "men"i, ulg'aygan shaxs "men"i mavjud bo'lishi, bu uch xil "men" muloqotda so'zlovchi "men"iga mos lisoniy birliklarni tanlashida namoyon bo'lishi asoslangan; ijobiy yoki salbiy bo'yoqdor so'zlar, undov so'zlar, to'liqsiz gaplar, so'roq gaplar takrori, ritorik so'roq gaplar, tushunarsiz nutq yaratish, kvazimuloqot va boshqalar ruhiy-hissiy holatning muloqotga ta'siri natijasida yuzaga kelishi; affekt holati ta'sirida so'roq gaplarning ko'p qo'llanilishi, kvazimuloqot yuzaga kelishi, nutq bilan bog'liq o'zgarishlar, xususan, duduqlanish paydo bo'lishi va yo'qolishi mumkinligi isbotlangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

muloqotning psixolingvistik xususiyatlari bo'yicha to'plangan materiallar, qo'yilgan muammolarni tadqiq etish orqali chiqarilgan xulosalar o'zbek tilshunosligi uchun yangi ilmiy-nazariy ma'lumotlar berishi asoslangan;

nutq madaniyati, psixolingvistika, sotsiolingvistika, pragmlingvistika va kognitiv tilshunoslik sohalari bo'yicha tadqiqotlar olib borishda, mavjud o'quv adabiyotlarni mukammallashtirishda, o'quv qo'llanma, majmualar yaratishda hamda lug'atlar tuzishda xizmat qilishi ko'rsatilgan;

tilni undan foydalanuvchi shaxsning nutqiy faoliyati, ruhiyati, ijtimoiy holati, yoshi, jinsi hamda vaziyat kabilar bilan bog'liq holda o'rganish zarurligi asoslangan.

Tadqiqot natijalarining ishonchliligi tadqiqot yuzasidan chiqarilgan xulosalar tadqiqotchi tomonidan e'lon qilingan ilmiy ishlarda o'z ifodasini topganligi hamda bu xulosalar ilmiy jamoatchilik tomonidan ijobiy baholanganligi, muloqotning psixolingvistik xususiyatlariga oid qo'yilgan muammo tasniflash, tavsiflash, statistik tahlil, shuningdek, kontekstual, stilistik, psixolingvistik, assotsiativ, kuzatish, kontent va diskursiv tahlil usullari asosida aniqlab berilganligi, taklif hamda tavsiyalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati shundaki, u psixolingvistika, o'zbek muloqot xulqiga bag'ishlangan

tadqiqotlar uchun nazariy ahamiyat kasb etadi. Chiqarilgan xulosalar muloqotning psixolingvistik xususiyatlariga doir ilmiy-nazariy qarashlarni boyitadi; psixolingvistika sohasidagi izlanishlar doirasini yanada kengaytiradi.

Tadqiqot natijalarining amaliy ahamiyati shundaki, undan tilshunoslikka doir darslik, o'quv qo'llanmalarining yangi avlodini yaratish; filologiya yo'nalishlarida ma'ruza, amaliy va seminar mashg'ulotlarini tashkil qilish, psixolingvistikaga doir lug'atlar tuzishda foydalanish mumkin.

Tadqiqot natijalarining joriy qilinishi. Muloqot xulqini psixolingvistik tadqiq etish bo'yicha olingan ilmiy natijalar asosida:

muloqotning intrapersonal muloqot (shaxsning o'zi bilan ichki muloqoti), interpersonal muloqot (shaxsning boshqalar bilan muloqoti: monolog, dialog, polilog) va kvazimuloqot (real suhbatdosh bilan xayoliy muloqot, xayoliy suhbatdosh bilan tasavvuriy muloqot, Yaratgan bilan muloqot) kabi turlarga bo'linishi hamda bu muloqot turlarida qo'llaniladigan lisoniy vositalar tahliliga doir xulosalardan Germaniya akademik almashinuv xizmati DAAD tomonidan moliyalashtirilgan ID-57663348-sonli "European Perspectives in Dialogue: Central Asia and Western Research – Muloqotda Yevropa istiqbollari: Markaziy Osiyo va G'arb tadqiqotlari" nomli loyiha doirasida foydalanilgan (Buxoro davlat universitetining 2024-yil 8-avgustdagi 02-02/01-179-son ma'lumotnomasi). Natijada muloqot tushunchasini chuqur o'rganishda dissertatsiya ilmiy manba sifatida xizmat qilgan;

muloqotni aynan psixolingvistik jihatdan tadqiq etish nutqiy faoliyatning inson omili, uning ruhiy va psixik holati bilan bog'liq tomonlarini yoritish imkonini berishi; psixolingvistik nuqtayi nazardan muloqotning quyi, o'rta va yuqori darajalari farqlanishi, har bir darajada mos ravishda lisoniy birliklardan foydalanilishiga doir xulosalardan "Mahalla va oila" ilmiy-tadqiqot institutining JHBL-20-sonli "Oila, mahalla va gender tengligi mavzusida badiiy asarlarning elektron korpusini yaratish" mavzusidagi amaliy loyihasini bajarishda foydalanilgan ("Oila va gender" ilmiy-tadqiqot institutining 2024-yil 20-avgustdagi 01-09/2102-son ma'lumotnomasi). Natijada dissertatsiya xulosalari amaliy loyiha doirasida tayyorlangan ilmiy maqolalar, to'plamlarning hamda til korpusi doirasida olib borilgan tadqiqotlarning ilmiy saviyasini oshirishga xizmat qilgan;

kirish so'zlarni o'rinli qo'llash, ta'kid ma'nosini bildiruvchi lingvistik vositalardan foydalanish, suhbatdoshning gapini bo'lish, buyruq, so'roq gaplardan foydalanish, qat'iy ohangni qo'llash muloqotni boshqarishga yordam beruvchi vositalar sanalishi; muloqot jarayonida suhbatdoshlarning o'zaro bir-birlariga moslashishga intilishi esa semantik reprezentatsiya, idrok, hissiyot, ruhiy bosim kabi psixik jarayonlar bilan bog'liq holda fonetik, intonatsion, leksik, morfologik, sintaktik qurilmalarni tanlash va nutqda qo'llashni talab etishiga doir xulosalardan 2020-2021-yillarda O'zbekiston davlat xoreografiya akademiyasida amalga oshirilgan "O'zbek milliy raqs san'atini targ'ib etishga bag'ishlangan veb-sayt va multimedia mahsulotlari to'plamini yaratish" mavzusidagi FZ-2019081663 raqamli ilmiy-amaliy loyihani bajarishda foydalanilgan (O'zbekiston davlat xoreografiya akademiyasining 2024-yil 22-avgustdagi 1-04/110-son ma'lumotnomasi). Natijada loyihaning ilmiy-nazariy manbalari boyitilib, lug'atlarning mukammallashuviga erishilgan;

muloqot psixolingvistik jihatdan muloqotdan avvalgi psixolingvistik bosqich, muloqot bosqichi va muloqotdan keyingi psixolingvistik bosqichlarga bo'linishiga

doir xulosa va tavsiyalardan 2021-2023-yillarda “Musika va san’at o‘quv muassasalari uchun “Bolalar raqslari” fanidan interaktiv o‘quv-metodik qo‘llanmalar yaratish” mavzusidagi F3-2019081773-raqamli fundamental loyihani bajarishda foydalanilgan (O‘zbekiston davlat xoreografiya akademiyasining 2024-yil 22-avgustdagi 1-04/109-son ma’lumotnomasi). Natijada dissertatsiya xulosalari loyiha doirasida yaratilgan o‘quv-metodik qo‘llanmalarning mukammallashuviga xizmat qilgan;

diqqat psixik va mental jarayon sifatida til bilan bog‘liq bo‘lib, nutq yaratish va nutqni idrok qilishda ishtirok etishi hamda muloqotning samarali kechishini ta’minlashga xizmat qilishi; muloqotda suhbatdoshni idrok etishda appersepsiya hamda ehtimoliy prognozlash hodisalari ham ishtirok etishi, tagma’no, presuppozitsiya, askiya, kinoya, termin, sotsiolekt, shevaga xos so‘zlar, boshqa tillarga xos lisoniy birliklarni ishlatish muloqotda idrok jarayonini qiyinlashtiruvchi vositalar sanalishi; xotira hissiyot bilan bog‘liq holda namoyon bo‘lishi va muloqotga ta’sir o‘tkazishi xususidagi xulosalardan Respublika “Ma’naviyat va ma’rifat markazi” faoliyatida samarali foydalanilgan (Respublika Ma’naviyat va ma’rifat markazining 2024-yil 13-sentabrdagi 03/01/19-1310-sonli ma’lumotnomasi). Natijada dissertatsiya xulosalari barkamol shaxsni tarbiyalash va ular ongiga milliy istiqloq g‘oyasini singdirish masalalarida muhim asos bo‘lib xizmat qilgan;

psixologik nuqtayi nazardan insonda uch xil “men”: bola “men”i, ota-ona “men”i, ulg‘aygan shaxs “men”i mavjud bo‘lishi, bu uch xil “men” muloqotda so‘zlovchi “men”iga mos lisoniy birliklarni tanlashida namoyon bo‘lishiga doir xulosalardan O‘zbekiston Yozuvchilar uyushmasining xalqaro adabiy aloqalarni mustahkamlash, adabiy muloqot va targ‘ibot tadbirlarida, davra suhbatlarida, xalqaro ilmiy-amaliy anjumanlarda foydalanilgan (O‘zbekiston Yozuvchilar uyushmasining 2024-yil 18-sentabrdagi 01/03/823-sonli ma’lumotnomasi). Natijada dissertatsiya xulosalari yoshlarning muloqotni to‘g‘ri tashkillash borasidagi bilimlarini shakllantirishda alohida ahamiyat kasb etgan;

ijobiy yoki salbiy bo‘yoqdor so‘zlar, undov so‘zlar, to‘liqsiz gaplar, so‘roq gaplar takrori, ritorik so‘roq gaplar, tushunarsiz nutq yaratish, kvazimuloqot va boshqalar ruhiy-hissiy holatning muloqotga ta’siri natijasida yuzaga kelishi, affekt holati ta’sirida so‘roq gaplarning ko‘p qo‘llanilishi, kvazimuloqot yuzaga kelishi, nutq bilan bog‘liq o‘zgarishlar, xususan, duduqlanish paydo bo‘lishi va yo‘qolishi mumkinligi haqidagi xulosalardan 2023-2024-yillarda O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston” teleradiokanalining “Bedorlik”, “Ijod zavqi”, “Ta’lim va taraqqiyot”, “Millat va ma’naviyat” eshittirishlari ssenariysini tayyorlashda foydalanilgan (O‘zbekiston Milliy teleradiokompaniyasining 2024-yil 21-avgustdagi 04-36-247-son ma’lumotnomasi). Natijada mazkur eshittirishlar yurtdoshlarimiz, xususan yosh avlodning muloqotning psixolingvistik xususiyatlari haqidagi bilimlarini oshirishga xizmat qilgan.

Tadqiqot natijalarining aprobatyasi. Tadqiqot natijalari 8 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarida ma’ruza ko‘rinishida bayon etilgan hamda aprobatysidan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya mavzusi bo‘yicha jami 27 ta ilmiy ish chop etilgan bo‘lib, 1 ta monografiya, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalarining asosiy ilmiy

natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 14 ta maqola, ulardan 10 tasi respublika hamda 4 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, to‘rt asosiy bob, xulosa, foydalanilgan adabiyotlar ro‘yxatidan iborat. Ishning umumiy hajmi 245 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning kirish qismida tadqiqotning dolzarbligi va zarurati asoslangan, uning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi, dissertatsiya mavzusi bo‘yicha xorijiy ilmiy tadqiqotlar sharhi, muammoning o‘rganilganlik darajasi, tadqiqotning maqsadi va vazifalari, obyekti va predmeti tavsiflangan, ilmiy yangiligi va amaliy natijalari bayon qilingan, olingan natijalarning ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarining amaliyotga joriy qilinishi, nashr etilgan ishlar va dissertatsiya tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi **“Muloqotni psixolingvistik tadqiq qilishning nazariy asoslari”** deb nomlangan. Uning birinchi fasli **“Psixolingvistika jahon va o‘zbek tilshunosligida rivojlanayotgan yo‘nalishlardan biri sifatida”** deb nomlangan. **“Psixolingvistika”** termini ilk bor amerikalik olim Y.Kantor tomonidan tilga olingan. Uning shogirdi N.Pronkoning maqolasida psixolingvistika tilga oid hodisalarni psixologik nuqtayi nazardan tadqiq etuvchi tarmoqlararo yo‘nalish sifatida e‘tirof etilgan⁷. So‘ng ushbu nazariya Ch.E.Osgud va T.A.Sebeoklar tomonidan rivojlantirilgan. 1951-yilda Kornel universiteti ijtimoiy fanlar tadqiqot kengashi tomonidan ilk marotaba psixolingvistikaga bag‘ishlangan konferensiya o‘tkazilgan. Ushbu konferensiyadan so‘ng lingvistika va psixologiya qo‘mitasi tuzilgan hamda ushbu qo‘mitaga Ch.E.Osgud rahbar etib tayinlangan. Konferensiyadan so‘ng psixolingvistika sohasida ikki muhim qadam amalga oshirilgan. Ulardan birinchisi 1953-yilda Indiana universitetida yirik seminar o‘tkazilgani bo‘lsa, ikkinchisi seminar natijalari asosida **“Psixolingvistika: nazariya va tadqiqot muammolari”** nomli kitobning nashr etilishi bo‘ldi⁸.

Psixolingvistika sohasiga N.Xomskiy tomonidan asos solingan generativ tilshunoslik yo‘nalishi ham ta‘sir o‘tkazdi. Generativ tilshunoslikda ichki bilimga urg‘u beriladi, bunda insonlarning til bilan nima qilish mumkinligi, tilni qanday o‘zlashtirib, uni uzoq muddat xotirada saqlashi nazarda tutiladi. Bu orqali til birliklarini struktural tilshunoslik asosida tahlil qilish va tavsiflashga bo‘lgan e‘tibordan voz kechish zarurligi e‘tirof etildi⁹. 1959-yilda N.Xomskiy B.Skinnerning kitobiga taqriz yozadi, bu taqriz esa kitobning o‘zidan-da mashhur bo‘lib ketadi. Mazkur taqrizda N.Xomskiy bixeviorizm tabiiy tilni tadqiq qilish, o‘rganish uchun o‘jiz ekanini bayon qiladi va o‘zining transformatsion yoki generativ grammatika nazariyasini taklif qiladi. Transformatsion grammatika tilning qurilishi masalalari va insonlarning til haqidagi bilimlarini o‘zida mujassam etadi. Bu nazariyani tekshirish

⁷ Pronko N.H. Language and psycholinguistics: a review. Psychological Bulletin, 1946, 43 (3). – P. 189-239. doi:10.1037/h0056729

⁸ Osgood C.E., Sebeok T.A. Psycholinguistics: a survey of theory and research problems. Journal of abnormal psychology, 1954. 49 4, Part 2. – P. 1-203.

⁹ Chomsky N. Syntactic structures. Second Edition (First edition was published in 1957). With an Introduction by David F. Lightfoot. Berlin and New York: Mouton de Gruyter, 2002.

bo'yicha psixolingvistik tajribalarning o'tkazilishi psixolingvistikaning rivojlanishiga hissa bo'lib qo'shildi¹⁰. Shunga asosan, D.Kerrol psixolingvistikaning shakllanishi va taraqqiy topishini quyidagicha davriylashtiradi: 1) Yevropa erta psixolingvistikasi – 1879-yil V.Vundt tomonidan ilk psixologik laboratorianing yaratilishi bosqichi; 2) 1920-yillardan boshlab AQShda bixeviorizm va verbal xatti-harakatlar g'oyalari hukmronligi bosqichi; 3) keyingi davr psixolingvistikasi – 1951-1953-yillar seminarlaridan keyingi ishlar, N.Xomskiyning tadqiqotlari, transformativ grammatikaning yaratilishi, “Xomskiy revolyutsiyasi” amalga oshirilgan bosqich; 4) hozirgi davr psixolingvistikasi – sohalararo tadqiqotlarning amalga oshirilishi, bu davr so'nggi 15-20 yilliklarni qamrab oladi¹¹. K.Diukar ushbu yo'nalishga tamal toshi XIX asrning boshlaridayoq qo'yilganini e'tirof etadi. Olima tomonidan V.fon Gumboldtning til va nutqni ajratishga intilishining o'ziyoq tilning tafakkurga aloqadorligini belgilashga qaratilgan, degan qarashlar keltiriladi¹². Darhaqiqat, V.Gumboldtning qarashlaridanoq tilga psixolingvistik yondashuvning asoslarini ko'rish mumkin. Til va tafakkurning o'zaro aloqadorligi, til va nutqning ajratilishi, nutqning yaratilishi va qabul qilinishidagi qarama-qarshilik hamda bog'liqliklar psixolingvistikaning asosiy yo'nalishlarini belgilaydi, deyish mumkin. Xususan, nutqni yaratishdagi muallifning psixologik holati, kayfiyati va retsiptentning psixologik holati masalasi muloqotning psixolingvistik jihatlarini belgilashga asos bo'ladi¹³.

U.Levelt esa psixolingvistikaning tarixi XVIII asrning oxiriga borib taqalishini ta'kidlaydi: “Garchi psixolingvistlarning ko'pchiligi ushbu yo'nalish tarixini 1950-1960-yillar oxiridagi N.Xomskiy “kognitiv inqilob”idan boshlangan, deb hisoblasalar ham, empirik psixolingvistika tarixi aslida XVIII asr oxiriga borib taqaladi. Psixolingvistikaning to'rtta tarixiy ildizi bor, ular XIX asrning oxiriga kelib o'zaro birlashadi. Bu vaqtga kelib psixolingvistika yoki til psixologiyasi deb nomlanadigan fan yaratildi. Bu ildizlarning birinchisi qiyosiy-tarixiy tilshunoslik paradigmasi bo'lib, u tilning kelib chiqishi masalasiga psixologik jihatdan yondashgan. Ikkinchi ildiz esa miya va tilni o'rganish edi, bu borada F.Gall, Broka va Vernikelarning fikrlari diqqatga sazovordir. Uchinchi ildiz Russoning “Emili” asarida paydo bo'lgan bola rivojlanishiga kundalik yondashuv edi. To'rtinchi ildiz Frensis Dondersning mental xronometriyasidan kelib chiqqan til va nutqni qayta ishlashga eksperimental laboratoriya asosida yondashuvdan iborat. V.Vundt o'zining 1900-yilgi “Die Sprache” asarida ushbu to'rtta yondashuvni birlashtirgan. Psixolingvistikaning ushbu to'rtta ildizi deyarli bir paytda, biroq bir-biridan ancha farqli doiralarda XX asrgacha rivojlangan”¹⁴.

Rus tilshunosligida Peterburg va Moskva psixolingvistik maktablari e'tirof etiladi. Peterburg psixolingvistik maktabining tamal toshi Boduen de Kurtene tomonidan qo'yilgan, keyinchalik uning shogirdi L.Shcherba tomonidan davom

¹⁰ Chomsky N. “A Review of B.F.Skinner's Verbal Behavior” in *Language*, 1959. 35. – №1. – P. 26-58 // <https://chomsky.info/1967>. (murojaat sanasi: 23.04.2024).

¹¹ Carroll W. David. *Psychology of Language*. Fifth edition, 2008. – P. 9-15.

¹² Diukar K. Evolution of psycholinguistic theories in word-making processes // *Scientific Journal of Polonia University*, 2021, 46 3. DOI: <https://doi.org/10.23856/4602>

¹³ Bu haqda qarang: *Психолингвистика: Учебник для вузов / Под ред. Т.Н. Ушаковой*. – М.: ПЕР СЭ, 2006. – С.37-41.

¹⁴ Levelt W. *A History of Psycholinguistics: The Pre-Chomskyan Era* (Oxford, 2012; online edn, Oxford Academic, 24 Jan. 2013). – P. 168-175. <https://doi.org/10.1093/acprof:oso/9780199653669.001.0001>, accessed 24 Nov. 2023.

ettirilgan. L.Shcherba Leningrad fonologik maktabi asoschisi sifatida eksperimental fonetik laboratoriyani yaratdi. U tilshunoslikda tajribalar o'tkazish muhimligini e'tirof etib, tirik tillarni o'lik tillar tamoyillari asosida tadqiq qilmaslik zarurligini, tirik tillarni eksperimentlar natijasida qo'lga kiritilgan dalillar asosida baholash zarurligini ta'kidlaydi¹⁵. Peterburg psixolingvistik maktabining rivojida L.Saxarniy tadqiqotlari ham muhim o'rin tutadi¹⁶.

Moskva psixolingvistik maktabi rivoji I.Ilyasov, A.Leontyev, Y.Tarasov, R.Frumkina, K.Sedov, I.Gorelov, O.V.Balyasnikova, N.Ufimtseva, O.Fedorova¹⁷ kabilarning tadqiqotlari bilan bog'liq.

O'zbek tilshunosligida psixolingvistika masalalari S.Muminov, M.Zokirov, Z.Akbarova, I.Azimova, A.Nurmonov, I.Hojaliyev, D.Xudoyberganova, M.Qurbonova, S.Qurbonova, Sh.Alpanova, D.Yuldasheva, N.Yarashovalarning¹⁸ tadqiqotlarida yoritilgan.

¹⁵ Щерба Л.В. О тройном аспекте языковых явлений и об эксперименте в языкознании. Языковая система и речевая деятельность. – Л.: Наука, 1974. – С.24-39.

¹⁶ Bu haqda qarang: Овчинникова И.Г. Сахарный Л.В., Штерн А.С. // Вопросы психолингвистики, 2006. – №4. – С.32-36; Федорова О. Отечественная психолингвистика: вчера, сегодня, завтра (субъективные заметки об изучении механизмов порождения и понимания речи) // Вопросы языкознания. 2020. – №6. – С.105-129.

¹⁷ Ильясов И.И. Эксперимент Дж. Миллера по проверке психологической реальности трансформационной модели (анализ методики). Психология грамматики. Леонтьев А.А., Рябова Т.В. (ред.). – М.: МГУ, 1968. – С.50-66; Леонтьев А. А. О работе проблемной группы психолингвистики Института языкознания АН СССР. Психологические и психолингвистические проблемы владения и овладения языком. Леонтьев А.А., Рябова Т.В. (ред.). – М.: МГУ, 1969; Леонтьев А.А. (ред.). Основы теории речевой деятельности. – М.: Наука, 1974; Леонтьев А. А. Основы психолингвистики. – М.: Смысл, 1997; Леонтьев А.А. Основы психолингвистики. – М., 1999; Леонтьев Д.А., Леонтьева А.А., Тарасов Е.Ф. Алексей Алексеевич Леонтьев: научная биография // Вопросы психолингвистики, 2016. – №27. – С.10-17; Тарасов Е.Ф. Предисловие // Вопросы психолингвистики, 2006. – №4. – С.4; Тарасов Е. Интервью с профессором Евгением Федоровичем Тарасовым. Московская психолингвистическая школа: истоки, становление, результаты // Вопросы психолингвистики, 2010. – №12. – С.15-19; Тарасов Е.Ф. «Я не мыслю себя в другой деятельности...» // Вопросы психолингвистики, 2015. – №24. – С.20-23; Фрумкина Р.М. Цвет, смысл, сходство: Аспекты психолингвистического анализа. – М.: Наука, 1984; Фрумкина Р.М. Предисловие // Психолингвистика. Сборник статей. Составление и общая редакция А.М. Шахнаровича. (сост.). – М.: Прогресс, 1984; Фрумкина Р.М. Психолингвистика. – М.: Академия, 2014; Седов К.Ф. (ред.). Возрастная психолингвистика: хрестоматия. – М.: Лабиринт, 2004; Седов К.Ф. (ред.). Общая психолингвистика: хрестоматия. – М.: Лабиринт, 2004; Седов К.Ф. Дискурс и личность. Эволюция коммуникативной компетенции. – М.: Лабиринт, 2004; Седов К.Ф. Нейропсихолингвистика. – М.: Лабиринт, 2007; Седов К.Ф. Онтопсихолингвистика: становление коммуникативной компетенции человека. – М.: Лабиринт, 2008; Горелов И. Н. Невербальные компоненты коммуникации. – М.: Наука, 1980; Горелов И.Н., Седов К.Ф. Основы психолингвистики. – М.: Лабиринт, 1998; Баясникиова О.В., Уфимцева Н.В. Стратегии актуализации категории эго в языковом сознании русских (по данным ассоциативного эксперимента) // Вопросы психолингвистики, 2018. – №4 (38). – С.14–33; Федорова О.В. Об экспериментальном синтаксисе и о синтаксическом эксперименте в языкознании // Вопросы языкознания, 2013. – №1. – С.3-21; Федорова О. Отечественная психолингвистика: вчера, сегодня, завтра (субъективные заметки об изучении механизмов порождения и понимания речи) // Вопросы языкознания. 2020. – №6. – С.105-129.

¹⁸ Мўминов С. Ўзбек мулоқот ҳулкининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000; Акбарова З. Ўзбек тилида мурожаат шакллари ва унинг лисоний тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Азимова И.А. Ўзбек тилидаги газета матнлари мазмуний перцепциясининг психолингвистик тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Нурмонов А. Танланган асарлар. 3 жилдли. 1 жилд. – Тошкент: Akademnashr, 2012; Ҳожаалиев И. Психолингвистиканинг фан сифатида шаклланишига доир // ФарДУ. Илмий хабарлар, 2017. – №5. – Б. 71-74; Худойберганова Д. Матннинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013; Курбонова М. Ўзбек болалар нутки лексикасининг социопсихолингвистик тадқиқи. Монография. – Тошкент, 2014.; Курбонова С. Бадиий матнда шахс хусусиятларини ифодалаш: Филол. фан. б. фалс. док. ... дисс. автореф. – Фарғона, 2018; Алпанова Ш. Нуткий фаолият жараёнидаги рухий ҳолатларнинг ўзбек тилининг турли сатҳ бирликлари воситасида акс этиши: Филол. фан. б. фалс. док. ... дисс. – Фарғона, 2018; Юлдашева Д. Ўзбек болаларига хос оғзаки ва ёзма матнларнинг антропоцентрик тадқиқи: Филол. фан. д-ри (DSc) ... дисс. – Фарғона, 2022; Yarashova N. Bolalar adabiyoti tilining lingvokognitiv, lingvopsixologik tadqiqi: Filol. fan. d-ri (DSc) ... diss. – Samarqand, 2023.

Psixolingvistikaning kelib chiqishi bilan bog'liq fikrlar xilma-xil bo'lganidek, ushbu yo'nalishning tadqiqot doirasi va qamrovi masalasida ham turlicha qarashlar mavjud. Jumladan, J.Fild psixolingvistika yo'nalishi quyidagi masalalar bilan shug'ullanishini qayd etadi: 1. Til jarayonlari. O'qish, yozish, gapirish, tinglab tushunish ko'nikmalari, tilning xotira bilan aloqasi masalasi. 2. So'z boyligi va undan foydalanish. Ongda so'zlarni saqlash, kerak bo'lganda ulardan tanlab foydalana olish qobiliyati. 3. Tilni o'zlashtirish. Bunda chaqaloq ona tilisini o'zlashtirishi masalasi ko'zda tutiladi. 4. Maxsus holatlar. Ushbu holatlarda jismoniy noqisliklar (karlik, ko'zi ojizlik), miyaga shikast yetishi bilan bog'liq holatlar (disleksiya, afaziya kabi tibbiy holatlar)ning tilga va nutqqa ta'siri anglashiladi. 5. Ong va til munosabatlari. Tilning inson ongidan joy olishi, rivojlanishi, tilning faqat insonlargagina xos hodisa ekanligi masalasi. 6. Ikkinchi tilni o'zlashtirish va uni qo'llash masalalari¹⁹.

Birinchi bobning ikkinchi fasli "Muloqot va u bilan bog'liq nazariy qarashlar tahlili" deb nomlangan. Lingvistikada muloqot va kommunikatsiya tushunchalari o'zaro ma'nodosh terminlar sifatida qo'llaniladi. Biroq psixologiyaga doir adabiyotlarda bu tushunchalar o'zaro farqlanadi. Kommunikatsiya, sodda qilib aytganda, o'zaro aloqa almashish jarayonidir. Kommunikatsiya jo'natuvchi tomonidan qabul qiluvchiga biror vosita (tovush, yozma belgilar, tana harakatlari va b.) yordamida yuborilgan xabardir²⁰. Kommunikatsiya unda ishtirok etuvchilar kimligiga qarab insonlar o'rtasidagi kommunikatsiya, hayvonlar o'rtasidagi kommunikatsiya, jonsiz buyumlar, ya'ni kompyuterlar o'rtasidagi kommunikatsiya kabi turlarga ajratiladi²¹. Insonlar o'rtasidagi kommunikatsiya o'zaro axborot yetkazish bilan bir qatorda, his-tuyg'u izhor qilish, munosabat bildirish kabi funksiyalarga ham asoslanib, verbal va noverbal shakllarda ko'zga tashlanadi. Shunga ko'ra, insonlarga xos kommunikatsiya uchun "muloqot" terminining qo'llanilishi asosidek ko'rinadi. Tilshunoslikdagi mavjud tadqiqotlarda muloqotning belgisi va dinamik xarakterga ega, kontekst hamda madaniyat bilan aloqador, keng tarqalgan interaktiv jarayon ekanligi ta'kidlangan. Tilshunoslar va gumanitar fanlar olimlari tomonidan muloqotning turlicha modellari yaratilgan. Dissertatsiyada Aristotel, G.Lesvel, Shennon, Viver, U.Shram, D.Barnlund, J.Jekson²² kabi olimlar tomonidan yaratilgan muloqot modellari tahlil qilingan.

Uchinchi fasl "Muloqotning psixologik tuzilishi, tamoyillari va darajalari" deb nomlangan. Muloqot ham tilshunoslik, ham psixologiyaning tadqiqot obyekti sifatida o'rganilgan. Psixologlar muloqot jarayonida kommunikativ (axborot uzatish),

¹⁹ Field J. Psycholinguistics: the key concepts. – London; New York: Routledge, 2004.

²⁰ Rosengren K. E. Communication: An Introduction. Sage Publications, 2000.

²¹ <https://en.wikipedia.org/wiki/Communication> (murojaat sanasi: 15.05.2024).

²² Rosenfield L.W. (1 December 2011). III. An Aristotelian Theory of Communication. Aristotle and Information Theory: A Comparison of the Influence of Causal Assumptions on two Theories of Communication. Walter de Gruyter. – P. 61-62. ISBN 9783110813616.; Lasswell H. The Structure and Function of Communication in Society / Harold Lasswell // The Communication of Ideas. – New York: Institute for Religious and Social Studies, 1948. – P. 37-51; Sereno K.K. Foundations of Communication Theory / Kenneth K. Sereno, David C. Mortensen. – New York: Harper & Row, 1970. – P. 114-129; Stepykina T.V., Mygovych I.V. Theory of Communication: Interdisciplinary Approach: Manual for Master Students. State Institution Luhansk Taras Shevchenko National University. – Luhansk: Luhansk Taras Shevchenko National University Press, 2012; Schramm W. How Communication Works / Wilbur Schramm // The Process and Effects of Communication. – Urbana: University of Illinois Press, 1954. – P. 3-26.; Barnlund Dean C. (5 July 2013). A Transactional Model of Communication. In Akin, Johnnye; Goldberg, Alvin; Myers Gail; Stewart, Joseph (eds.). Language Behavior. De Gruyter Mouton. – P. 43-61. doi:10.1515/9783110878752.43; https://en.wikipedia.org/wiki/Barnlund%27s_model_of_communication; Jackson J. Introducing Language and Intercultural Communication (2nd ed.). Routledge. 2019. <https://doi.org/10.4324/9781351059275>.

interaktiv (o‘zaro birgalikda harakat qilish) va perseptiv (o‘zaro birgalikda) idrok etish amalga oshirilishini ta’kidlaydilar²³. Muloqotning kommunikativ jihati muloqotda ishtirok etayotgan so‘zlovchi va tinglovchi o‘rtasida o‘zaro axborot almashinuvida namoyon bo‘ladi. Muloqotning interaktiv jihati muloqotda ishtirok etuvchilarning o‘zaro ta’sirlashuvi sifatida baholanishi mumkin. So‘nggi – perseptiv jihat esa muloqotda ishtirok etuvchi so‘zlovchi va tinglovchining o‘zaro bir-birlarini tushunishi, idrok etishi bilan bog‘liq.

Nazariy adabiyotlarda muloqotning 7 ta tamoyili keltirib o‘tiladi: 1) har qanday muloqotdan ko‘zlangan maqsad bor; 2) muloqot davomiydir; 3) muloqot xabarlarini ongli ravishda turlicha bo‘ladi, bu muloqotda uzatilayotgan xabarlar to‘satdan paydo bo‘lishi hamda ma’lum qoliplarga asoslangan bo‘lishini anglatadi; 4) muloqot bog‘langan bo‘ladi, bu har qanday muloqotda munosabatlarning ikki xil darajasi, ya’ni samimiylik va nazorat ifodalanishini bildiradi; 5) muloqotda madaniyatning ta’siri bor; 6) muloqot xulqiga xos qonun-qoidalar mavjud; 7) muloqot o‘rganiladi, o‘zlashtiriladi²⁴.

Muloqot jarayonida bilim uch ko‘rinishda namoyon bo‘ladi: muloqot obyekti haqidagi bilim; muloqot qilayotgan kishi haqidagi bilim; muloqot vositasi (til) bo‘yicha bilim. Mana shu uch sifatdan biri bo‘lmasa, muloqot sifatli kechmaydi hamda suhbatdoshning madaniy shaxs ekani haqida tasavvur paydo bo‘lmaydi²⁵.

Psixologlar tomonidan muloqotning uch darajasi borligi farqlanadi. Bular quyi, o‘rta va yuqori darajalar hisoblanadi²⁶. Muloqotning quyi darajalari sifatida primitiv, manipulyativ va standartlashgan daraja farqlanadi. Primitiv darajada suhbatdoshga qiziqish bildirilmaydi, unga xuddi buyumdek munosabatda bo‘linadi. Agar suhbatdosh buyum singari kerak bo‘lsa, uni egallashga, keraksiz bo‘sa, uni uloqtirib tashlashga harakat qilinadi.

... Bir tomonda do‘xtirlar. Bir tomonda yarim yalang‘och “prizivnik”lar.

Endi senlar odam emas, hammang bir xil “prizivnik”san.

Quloq solib tursang, antiqa savol-javoblarni eshitasan...

– *Shikoyating bormi?*

– *Bor. Boshim og‘riydi. Kechalari uxlamay chiqaman, do‘xtir!*

– *Mening boshim yorilib ketay deyapti! O‘t! Yaroqli!*

– *Sen nima deysan?*

– *Jigarim kasal. Sariq bo‘lganman.*

– *Qachon?*

– *Uch yil avval.*

– *Men yaqinda gepatit bo‘lib, gospitaldan chiqdim. Yaroqli! Sleduyushiy!...*

(O‘.Hoshimov, “Tushda kechgan umrlar”, 75-bet)

Primitiv darajadagi muloqotda, asosan, so‘zlovchi o‘z fikrini hech qanday qarshiliklarsiz o‘tkaza olishi xarakterlidir. Yuqoridagi muloqotda shifokor ko‘rikka kelgan chaqiriluvchilarni tuzuk-quruq tinglamaydi ham, ularning kasalliklariga e’tibor ham bermaydi. Asosiy maqsad – asarda ta’kidlanganidek, “planni, odam

²³ Maxsudova M. Muloqot psixologiyasi. – Toshkent, 2006. – B.5.

²⁴ Iagniyuk I., Ponomaryov I., Osypenko A.A. Communication Psychology. – Kharkiv, 2016.

https://www.researchgate.net/publication/310450563_Book_Communication_Psychology

²⁵ Raupova L. Nutq madaniyati. Darslik. – Toshkent: Innovatsiya-ziyo, 2019. – B.11.

²⁶ Maxsudova M. Muloqot psixologiyasi. – Toshkent, 2006. – B.101.

planini to'ldirish". Shu sababdan ham shifokorning chaqiriluvchilarga buyumdek muomala qilishi primitiv darajadagi muloqotni ko'rsatadi.

Muloqotning o'rta darajasi konvensional daraja deb nomlanadi, bu darajada suhbatdoshga nisbatan ochiqlik ko'zga tashlanadi. Bu ochiqlik faqat suhbat ro'y berayotgan vaziyat uchungina xosligi bilan xarakterlanadi. Shuningdek, bunday muloqot suhbatdosh uchun qayg'urish, uning o'rniga o'zini qo'yib ko'rish asosida yuzaga keladigan muloqotdir.

Muloqotning yuqori darajasi ishchan daraja, o'yinli daraja hamda ma'naviy darajaga ajratiladi. Muloqotning quyi, o'rta va yuqori darajalari muloqotda ishtirok etuvchilarning suhbatga ruhiy tayyorgarliklari, qo'llanadigan konstruksiyalar, lisoniy vositalarning tanlanishi orqali namoyon bo'ladi.

Tadqiqot davomida muloqotning psixolingvistik jihatlarini yanada aniqroq o'rganish maqsadida so'rovnoma o'tkazildi. Dissertatsiyada nazariy fikrlarni asoslash maqsadida o'rni bilan so'rovnoma natijalari ham bayon etilgan.

"Muloqot murakkab psixolingvistik jarayon sifatida" deb nomlangan ikkinchi bobning birinchi fasli muloqot bosqichlarining psixolingvistik talqiniga bag'ishlangan. Muloqotni psixolingvistik jihatdan muloqotdan avvalgi, muloqot paytidagi va muloqotdan keyingi psixolingvistik bosqich kabi turlarga ajratish mumkin. Muloqotdan avvalgi psixolingvistik bosqich muloqotga kirishishdan avval kishining psixologik va lingvistik jihatdan tayyorgarlik bosqichi sifatida inson ongida zarur jumlar tuzilishi, so'zlar tanlanishi, qanday ohangda talaffuz qilish belgilanishi kabilarni o'z ichiga oladi. Albatta, bunda nafaqat ong bilan bog'liq jarayonlar, ruhiyat va hissiyot bilan bog'liq jarayonlar ham bir vaqtning o'zida amalga oshadi. Inson kim bilan muloqotga kirishayotgani, ichki ta'sir birliklari: millati, jinsi, yoshi, ijtimoiy belgilari va tashqi ta'sir birliklari: muloqot vaqti, vaziyat, holat, ijtimoiy muhit muloqotga tayyorgarlik bosqichi uchun ahamiyatli sanaladi. Muloqotdan avvalgi psixolingvistik bosqichda psixologik va lingvistik assotsiatsiyalar, shuningdek, idrok bilan bog'liq appersepsiya va ehtimoliy prognozlash jarayonlari ham muhim ahamiyatga ega.

...Kechqurun hamma dasturxon atrofida to'plangan payti, arzanda nevaram bilan gaplashib o'tirib, yana o'sha gap esimga tushdi.

– *Asal qizim, mening ismim nimaydi? – deb so'radim.*

– *Sizning ismingiz – bobo, – dedi u.*

– *Balli! – deb boshini siladim. – Endi sen ayt-chi, farishta bolam, Saidqul degan ism yaxshimi, Normo'min degan ismimi?*

Shu yerda sal g'irromlik qilganimni payqadim. Negaki, ishdan bo'shagan paytlarda nevaralarni ustimga mindirib, goh tik, goh tizzada "nortuya" bo'lib lo'killaydigan odatim bor. O'sha narsa esida turgan ekan, nevaram o'ylanib-netib o'tirmadi, rostini aytdi:

– *Normo'min yaxshi, bobojon.*

– *Saidqul-chi?*

– *Saidqul – yomon.*

– *Bekoringni aytibsan, – deya dashnom berdi buvisi. – Bobong aljib qopti, Normo'min emas u, uning oti – Saidqul!*

– *Siz o'zingiz – Saidqul! – dedi nevaram xafa bo'lib. Bobom Saidqul emas, bobom – Normo'min! Normo'min – yaxshi!.. (Murod Muhammad Do'st, "Lolazor", 199-bet)*

O‘z ismini Saidquldan Normo‘minga o‘zgartirmoqchi bo‘lgan qahramon nevarasidan foydalanadi. U nevarasining ongida mavjud bo‘lgan psixologik assotsiatsiyadan foydalangan holda, muloqotda o‘z maqsadiga erishishni ko‘zda tutadi. Nevarasining ongida “nortuya” tushunchasi mavjud bo‘lib, u – yaxshi, chunki bobosi nortuya bo‘lib uni ustiga mindiradi, bu, albatta, qizaloqqa juda yoqadi. Normo‘min ismida ham “nor” qismining mavjudligi sababli aynan shu psixologik assotsiatsiyadan so‘z o‘yini qilishda foydalangan Saidqul buni avvaldan bilgan holda muloqotga tayyorgarlik ko‘radi va muloqotdan ko‘zlangan maqsadiga erishadi, nabirasi Normo‘min ismining Saidquldan yaxshiroq ekanini aytadi.

Muloqot paytidagi psixolingvistik bosqich suhbatdoshlarning tafakkur, ruhiyat va hissiyoti bilan bog‘liq psixologik holati hamda lingvistik jarayonlar bilan aloqador. Inson ongida amalga oshayotgan jarayonlar uning tiliga ko‘chib, verballashadi.

– *Meros kerakmas menga! – deb battar xo‘rozlandi Avvalbek. – Mayli, merosni butunicha Olloyorga qoldiravering!*

Yaxshiboyev, ichini it tirnaganday, yomon bezovta bo‘ldi. Vasiyatning ovozi bungayam yetib boribdi, deb o‘yladi, keyin bu anavi manjalaqi sobiq kelinga aytgan, keyin sobiq kelin bunga yaxshilab saboq o‘rgatganki, mayli, rozi bo‘l, hamma merosni Olloyor olaqolsin, deb!.. Ya‘niki, unda Tamara hamma narsadan mahrum bo‘ladi, unda Tamara ketadi, keyin men kelaman, deb o‘rgatgan, Olloyor – ammamning buzog‘i, Olloyor – vijdoni bor ahmoq, ulushingni o‘zingga qaytarib beradi, deb o‘rgatgan, qanjiq! Dog‘uli yosuman, buning ham makri sobiq qaynonasining makridan kam emas. Yo‘q, yosumanlarga qoladigan merosim yo‘q mening!... (Murod Muhammad Do‘st, “Lolazor”, 423-424-bet)

Inson muloqot qilayotgan paytda ham o‘ylaydi, fikrlaydi, nima javob qaytarsam ekan, degan holda miya to‘xtovsiz harakatlanadi. Agar to‘g‘ri lisoniy birliklar, kerakli ohang tanlana olsa, muloqot muvaffaqiyatli kechadi. Aksincha bo‘lsa, muloqot uzilib qolishi yoxud ko‘zlangan maqsadga erishmaslik mumkin. Yaxshiboyev o‘g‘lining so‘zlarini tinglab, xayolan fikrlaydi, javob berishga tayyorlanadi, ong, ruhiyat va til birligida o‘z fikrini ifoda etadi. Buning natijasida esa vaziyatdan chiqib keta oladi, muloqotni muvaffaqiyatli yakunlaydi:

– *Mayli, Avvalbek, men roziman, – dedi Yaxshiboyev. – Muhabbatni tanlab to‘g‘ri qilibsan. Tamarani o‘ylab qayg‘uraning ham durust. Birinchi xotiningga ham rahmat aytib qo‘y, juda oliyjanob ekan. Merosni Olloyorga qoldiraman. Lekin Tamarani bolasi bilan xor qilib qo‘ysak ham bo‘lmaydi, yaxshisi, sening ulushingni Tamara bilan bolasiga vasiyat qilaman. Zora shu arziyas narsa uning yarasiga malham bo‘lsa... Shu gaplarni to‘ng‘ich kelinga borib aytsang. Menimcha, uyam ishimizni ma‘qul topadi. Mayli, endi bor, bolam, borib xushxabarni yetkaz, ajabmaski, suyunchiga sobiq va bo‘lajak kelinimiz devziradan osh damlab kelsa!..*

Avvalbek indamay o‘rnidan turdi. Ahvoli ancha qyanchli edi. Nedir demoqchi bo‘lib og‘iz juftladi, lekin aytolmadi (Murod Muhammad Do‘st, “Lolazor”, 424-bet).

Muloqot psixolingvistik jihatdan xayrlashuv yoxud xotima bilan yakunlanmaydi. Bo‘lib o‘tgan muloqot inson ongida tahlil qilinadi. Bu tahlillar muloqot ta‘sirida amalga oshirilib, keyingi muloqot uchun tayyorgarlik bosqichi vazifasini ham bajarishi mumkin. Shuningdek, suhbatdosh bilan muloqotda aytilmagan gaplar, fikrlar kvazimuloqot shaklida davom ettirilishi ham mumkin.

Ikkinchi fasl “Intrapersonal, interpersonal va kvazimuloqotga xos xususiyatlar” deb nomlangan. Biz muloqotni psixolingvistik qarashlarga asosan intrapersonal muloqot, interpersonal muloqot va kvazimuloqot kabi turlarga ajratishni ma’qul deb hisoblaymiz. Intrapersonal muloqot yordamida shaxs o’z ichki “men”i bilan suhbat quradi, o’z-o’ziga munosabat bildiradi, o’zini o’zi tanqid qiladi, maqtaydi yoxud koyiydi. Odatda, bu muloqot verballashmagan holda, ichki ovozda amalga oshiriladi. Intrapersonal muloqotda ham xabar uzatiladi va qabul qilinadi, bunday muloqotda ham adresant va adresat mavjud, lekin bunda so’zlovchi ham, tinglovchi ham shaxsning o’zi bo’ladi. Y.Solijonov XX asr 80-90-yillar o’zbek romanchiligiga xos badiiy nutq tiplarini tasniflar ekan, ichki nutq ham alohida nutq turi ekanini e’tirof etadi²⁷. “Kecha va kunduz” romanida Miryoqub obrazining o’zi bilan o’zi muloqot qilishi intrapersonal muloqotga misol bo’la oladi. Asar davomida Miryoqubning miyasida ikkita Miryoqub: biri tergovchi, ikkinchisi javobgar sifatida muloqot qiladi; tergovchi, qoralovchi Miryoqub javobgar Miryoqubning xatti-harakatlari uchun hisob so’raydi, vaziyatni oydinlashtirishini, qilmishlari uchun tushuntirish berishini talab qiladi.

Shuningdek, intrapersonal muloqot bir qarorga kelish, diqqatni jamlash, e’tiborini yechilishi zarur bo’lgan muammoga qaratish, o’zini tahlil qilish maqsadida amalga oshirilishi, ayrim hollarda boshqalar bilan muloqotga kirishishdan qo’rqish, o’z fikrlarini ochiq bayon eta olmaslik, xato gapirishdan hayiqish natijasi bo’lishi ham mumkin. Intrapersonal muloqot ham interpersonal muloqot kabi so’zlarni tanlash, jumla yaratish kabi lingvistik jarayonlarni talab qiladi. Hattoki, unda ichki ovozning intonatsion xususiyatlari ham namoyon bo’ladi. Bu ovoz tashqi jihatdan verbal tarzda namoyon bo’lmasa ham, insonning ichida balandroq, pastroq ifodalanishi, ton va melodika xususiyatlari ham namoyon bo’lishi mumkin. Masalan, inson o’zini o’zi maqtaganda “Eee, yashavor, bopladings! To’g’ri ish qilding!” kabi maqtovlarni ko’tariluvchi ton bilan ifoda qilishi mumkin. Demak, sog’lom insonlar ham o’zlariga o’zlari gapirishlari, o’zlari bilan muloqot qilishlari mumkin, bu esa doim ham patologik belgi bo’lavermaydi. Patologik shaklda esa gallyutsinatsiya hodisasi sifatida bemor insonlar o’z tasavvuridagi insonlar bilan suhbatlashadilar. Bu esa tasavvuriy dialog sifatida intrapersonal muloqot sanalmaydi.

Interpersonal muloqot boshqa shaxslar bilan muloqotga kirishishni anglatadi. Monolog, dialog, polilog kabi muloqot shakllarining barchasi interpersonal muloqotning turlari sanaladi. Bundan tashqari, muloqotning yana bir turi – kvazimuloqot ham mavjud. Uni ham turlarga ajratib o’rganish mumkin: muloqotchining real suhbatdosh bilan xayoliy dialogi, muloqotchining xayoliy suhbatdosh bilan tasavvuriy dialogi, muloqotchining Yaratgan bilan suhbat.

Uchinchi fasl “Muloqotni boshqarishda lisoniy va nolisoniy vositalarning o’rni” deb nomlangan. Muloqot suhbatdoshlardan biri tomonidan boshqariladi. Bu muloqotning ijtimoiy xususiyatiga xos bo’lib, har qanday muloqotda boshqaruvchi bo’ladi va, odatda, muloqotni boshqaruvchi shaxs yoshi, mansabi yoki qandaydir ijtimoiy belgisiga ko’ra suhbatdoshdan balandroq mavqega ega bo’ladi. Muloqotning ijtimoiy tabiatiga, rasmiy qonun-qoidalarga ko’ra tergov jarayonini tergovchi boshqaradi, u savollar beradi, tergov qilinayotgan shaxs esa berilgan savollarga javob qaytaradi. “Tushda kechgan umrlar” asarida tergovchining Shahnoza bilan muloqotida bu yaqqol namoyon bo’ladi. Ayrim hollarda, psixolingvistik ta’sir asosida

²⁷ Солижонов Й. Бадий нутқ поэтикаси. – Фарғона, 2023. – Б. 4.

rollar almashib qolishi mumkin. Xuddi shu tergovchi Komissar bilan muloqot qilganda boshqaruvchilik qila olmay qoladi. Odatiga ko'ra, so'roq qiluvchiga *grajdanin* deb murojaat qilgan tergovchi birinchi savoldanoq dovdiratib qo'yuvchi javob oladi. Komissar o'zining kimligini bildirib qo'yish bilan muloqotda boshqaruvni qo'lga olishni boshlaydi, murojaat shakllarini o'zi istagandek qo'llashni talab qiladi:

– *Grajdanin G'aniyev! Yettinchi noyabrdan sakkizinchi noyabrga o'tar kechasi qayerda edingiz?*

– *Birinchidan, o'rtoq tergovchi, men "grajdanin G'aniyev" emas, iste'fodagi polkovnik, o'rtoq G'aniyevman! Marhamat qilib, o'rtoq polkovnik, deb murojaat etishingizni so'rayman. O'rtoq Komissar, desangiz ham roziman.*

Komissarning o'ziga ishonch bilan gapirishi, so'roq qiluvchidan mos murojaat shakllarini qo'llash orqali hurmatini joyiga qo'yishini talab qilishi muloqotga o'z ta'sirini o'tkazadi. Shahnoza gapini bo'lsa, bo'lmaslikni talab qilgan tergovchi Komissar bilan muloqotida bunday qila olmaydi, chunki birinchi savoldanoq muloqotda boshqaruvchi rolini qo'ldan boy beradi:

– *Biz sizni guvoh sifatida povestka bilan...*

– *Povestkangizni pishirib yeng. Xohlasam, generalning o'zi bilan gaplashib qo'ya qolaman!*

– *Marhum Shomatovni birinchi bo'lib siz...*

– *Ha-ya, men ko'rganman! Takror aytaman. Meni so'roqqa chaqirgan bo'lsangiz, adashasiz. Shunchaki kollega sifatida maslahat so'rasangiz, boshqa gap.*

– *Siz ko'rganingizda Shomatov o'lganmidi?*

– *Badani sovub bo'lgandi. Zamonaviy ekspertizangiz Shomatov qachon o'lganini aniqlay olmadimi?*

Komissarning o'zini tutishi, ishonch bilan gapirishi tergovchiga ruhiy-hissiy ta'sir o'tkazib, unda hadik, qo'rquv tuyg'ularini uyg'otadi. Albatta, bu muloqotda verbal vositalarni qo'llashga ham ta'sir qiladi. Shahnoza bilan muloqotda savolni faqat o'zi berishi mumkinligini eslatib qo'ygan tergovchi Komissardan qo'rqib, fikrini to'liq ifodalay ham olmaydi:

– *Savolni men...*

– *Yig'ishtiring demagogiyani! So'roq qilishni bilmas ekansiz. Umuman, sistemangiz aynib ketgan. Tartib yo'q. Tartib bo'lsa, Shomatovni organga ishga olmas edinglar.*

– *Kechirasiz, grajdanin...o'rtoq Komissar...Bu gaplarni siz qayoqdan bilasiz?*

– *Men hamma narsani bilaman. Bu sohada ish boshlaganimda sizning otangiz ham tug'ilmagan edi...*

Bu holatda tergovchi faqat qo'rqqanidangina emas, Komissarning chindan ham bu sohada malakali, tajribali ekanini anglagani uchun ham boshqaruvchilik roldan ayriladi. Bu esa muloqotni boshqarishda sotsiologik va psixologik omillar birdek ahamiyatli ekanligini ko'rsatadi. Muloqot davom etar ekan, tergovchi o'z-o'zidan Komissarga bo'ysunib, unga o'zi istagandek murojaat qiladi, tergov qilish emas, maslahat so'rashga majbur bo'ladi:

– *Ayting-chi, grajdanin, ...o'rtoq Komissar, sizning taxminingizcha, marhum Shomatov bilan ro'y bergan hodisada qaysi taxmin haqiqatga yaqinroq turadi: qotillikmi? Baxtsiz hodisami yo o'z joniga qasd qilishmi?*

– *Gapni shundan boshlash kerak edi!.. Hamma narsa bo‘lishi mumkin. menga qolsa, birortasi avval o‘ldirib, keyin derazadan tashlab yuborgan.*

Komissarning talabi bo‘yicha undan maslahat, fikr so‘rashga o‘tgan tergovchi muloqot tizginini butunlay boy berib qo‘yadi, rollar almashadi. Endi komissar unga savol berishga o‘tadi, tergovchi esa bu savollarga javob qaytaradi. O‘zini bilimdon ko‘rsatish, suhbatdoshni kamsitish, o‘z fikrini o‘tkazish orqali Komissar muloqotda boshqaruvchilikni qo‘lga oladi. Demak, psixologik ta’sir o‘tkazib, muloqotda rollarni almashtirib olish imkoni bor. Bu esa, albatta, lisoniy va nolisoniy vositalar yordamida amalga oshiriladi. Fikrlar tartibini bildiruvchi *birinchidan* kirish so‘zi bunday vositalardan asosiysi sanaladi. Aslida bu kirish so‘z narsalarning, fikrlarning tartibini bildirish uchun qo‘llansa ham, yuqoridagi kontekstda *birinchidan* kirish so‘zi tinglovchining e’tiborini o‘ziga jalb qilish, diqqatni qaratish maqsadida qo‘llangan. Adresatning diqqatini o‘ziga qaratish orqali esa muloqotda boshqaruvchilik rolini egallash ko‘zda tutilgan. *Takror aytaman* gapi ham *birinchidan* kirish so‘zi kabi suhbatdoshning diqqatini o‘ziga jalb qilish uchun qo‘llangan vositalardan sanaladi. O‘ziga qanday murojaat shakllari qo‘llanilishini istasa, suhbatdoshiga ham xuddi shunday murojaat shakllarini qo‘llash ham suhbatni boshqarishda muhim sanaladi. Komissar avval suhbatdoshini *o‘rtoq tergovchi* deb atab, o‘ziga nisbatan ham *grajdanin G‘aniyev* emas, *o‘rtoq polkovnik* yoki *o‘rtoq Komissar* murojaat shakli qo‘llanilishini talab qiladi. Shuningdek, suhbatdoshning gapini bo‘lish natijasida adresatning gapi chala qolib, bildirilmoqchi bo‘lgan fikr verballashmay qoladi. Tergovchining *Biz sizni guvoh sifatida povestka bilan...*, *Marhum Shomatovni birinchi bo‘lib siz...*, *Savolni men...* gaplari chala qolgan. Shubhasiz, muloqotni boshqarishda prosodik vositalar ham ahamiyatlidir. O‘z fikrini qat’iy ohangda, ta’kid bilan aniq ifodalab berish orqali ham muloqotda boshqaruvni qo‘lga olish mumkin. Buyruq gaplardan foydalanish ham muloqotda boshqaruvchi roli uchun xos sanaladi. So‘roq qilinuvchi bo‘lsa-da, buyruq gaplarni qo‘llash orqali Komissar boshqaruvchi roliga o‘tadi: *Povestkangizni pishirib yeng. Yig‘ishtiring demagogiyani!* kabi. So‘roq gaplardan foydalanish orqali ham muloqotni boshqarish mumkin. Komissar tergovchiga savollar berish orqali ham muloqotni boshqaradi. *Zamonaviy ekspertizangiz Shomatov qachon o‘lganini aniqlay olmadimi? Demak, Shomatov o‘z joniga qasd qilgan, demoqchimi ekspertizangiz?* (O‘.Hoshimov, “Tushda kechgan umrlar”, 24-26-betlar).

To‘rtinchi fasl “Muloqotda o‘zaro muvofiqlikning psixolingvistik tahlili” deb nomlangan. Suhbatdoshlar muloqotda bir-birlariga moslashadilar: bunda ular tovushlar va so‘zlardan tortib sintaktik qurilish va ma’no ifodalarigacha bo‘lgan o‘xshash tasvirlardan foydalanishni boshlaydilar. Suhbatdoshlar bir-birlariga moslashishlari uchun, avvalo, vaziyat modeli mos kelishi kerak, ya’ni bir vaziyatga, holatga mos suhbat qurilishi zarur. Muvofiq vaziyat bo‘lmasa, muloqot ham shakllanmaydi. Vaziyatga mos xabar yuborilgach, suhbatdoshlar ongida semantik reprezentatsiya yuz beradi, bunda adresant yuborgan xabarni adresat yuboruvchi jo‘natganidek tushunishi, idrok qilishi muhim sanaladi. Yetkazilgan fikr adresat ongida noto‘g‘ri, nomuvofiq reprezentatsiya qilinishi suhbatning uzilishi, muloqotning samarasiz holda to‘xtab qolishiga sabab bo‘lishi mumkin.

Muloqot paytida suhbatdoshga moslashgan holda o‘xshash sintaktik qurilmalar, bir xil leksik birliklar tanlanishi suhbatda o‘zaro muvofiqlikni ta’minlaydi: *Zum*

o'tmay, hamma bir joyga to'planib, o'zaro tanishuv boshlandi. Sersoqol yigit rejissor ekan, boshliq sifatida hamkasblarini tanishtirdi:

– *Sasha Kardin – operator. Misha Fridental – ssenarist, Men – Edmund Pogasyan, – grupp boshlig'i...*

– *Saidqul Mardonov – jurnalist, deb ularning ohangida o'zimni tanitdim (Murod Muhammad Do'st, "Lolazor", 276-bet).*

Rus mehmonlari qo'llagan sintaktik qolip va ohangni tinglab, Saidqul Mardonov ham xuddi shu qolipdan foydalangan holda o'zini tanishtiradi. Bu orqali suhbatdoshlarga yaqinlik, ular bilan iliq munosabatlar o'rnatish nazarda tutiladi.

Dialogik muloqotda suhbatdoshning ovoz toni, tempiga moslashish ham ahamiyatlidir. Aytaylik, suhbatdosh shoshayotgan bo'lsa, u tez-tez gapirib, muddaosini bayon etishga harakat qiladi yoxud so'zlovchi jahl qilib, ovoz tonini balandlatib gapirsa, tinglovchi ham shunga yarasha ovozini balandlatib javob berishi tabiiy sanaladi. Ayrim hollarda muloqot faqat bir til doirasidagina yuz bermaydi, suhbatdosh adresatga mos ravishda tilni o'zgartirishi, suhbatdoshiga tanish tildan foydalanishi ham mumkin. Suhbatdoshga mavqe jihatdan teng kelishga intilish ham moslashishni bildiradi. Bunda ayrim hollarda sof adabiy tilda so'zlayotgan suhbatdoshga shunday javob qaytarish maqsadida shevalardan foydalanmay, adabiy tilda suhbatlashish nazarda tutilishi ham mumkin. Shu bilan birga, ijtimoiy vaziyatdan kelib chiqqan holda, Toshkentga kelgan viloyatliklarning Toshkent shevasidan foydalangan holda suhbatlashishga intilishlari ham mavqe jihatdan tenglashishga intilish sifatida baholanishi mumkin.

Murod Muhammad Do'stning "Lolazor" romanida yozuvchi, jurnalist Nazar Yaxshiboyev va rais o'rtasidagi qiziqarli suhbat keltirilgan. Soddagina, qishloqdan davolanishga kelgan rais Yaxshiboyevni ko'radi-yu, televizorda ko'rgan, asarlarini o'qigan yozuvchi shu ekanini bilib, yozuvchiga mos ravishda adabiy tilda, badiiy ifoda va qurilmalardan foydalangan holda gapira boshlaydi:

– *Uzr, domlajon... Bezovta qildim... Suratingizni ko'rib yurardik, lekin darrov taniyolmabman. Mana, diydoringiz nasib etdi.*

– *Qayerlardan so'raymiz?*

– *Uzoqdan, domlajon, janub tomonlardan. Ammo-lekin, bahavo joylar. Sizdek ulug' odamni ko'rmoq orzuyimiz edi, mana, orzuyimizga yetdik.*

Yaxshiboyev bunday kitobiy so'zlarni, jummalarni eshitib, ichida g'ijinadi. Oddiy to'pori insonning bunday jimjimador lisoniy birliklardan foydalanishi notabiiy eshitaladi. Aslida esa rais aynan Yaxshiboyevga moslashish uchun shunday qurilmalardan foydalanadi. Suhbatdosh sifatida bunday holat Yaxshiboyevga yoqmasa-da, suhbatni buzmaslik uchun indamaydi. U raisning nutqidagi xatoliklarni tahlil qiladi:

... *Sog'liqni o'ylab, bu taraflarga tashrif buyurdik.*

Ol-a, dedi Yaxshiboyev ichida, sen o'zing kimsanki, tashrif buyursang. Yo'q buniyam aybsitib bo'lmaydi, televizor-pelevizorga chiqadigan xotin shoirlardan o'rgangan chiqar.

Rais ongida kechadigan psixik jarayonlar yordamida mashhur yozuvchi bilan suhbatga tayyorlanar ekan, bu insonga tenglashish, unga mos gapirish, oldida uyalib qolmaslik uchun shunday muloqot qilishni afzal biladi. Ziyoli insonlar doim kitobiy tilda so'zlashadi, bu inson bilan men ham shunday muloqot qilishim kerak, degan

qarash, yozuvchilarni o'z shaxsiy qarashiga ko'ra idrok qilish natijasida aynan shu turdagi nutq yuzaga keladi.

Muloqot davom etar ekan, suhbatdoshlar o'zaro biroz yaqinlashgach, raisda hayajon yo'qolib, so'zlashuv uslubidan, hatto shevadan ham foydalanishni boshlaydi: *odamlarni bir pasda yig'aymiz, paxta teraydigan moshin va boshqalar: Rais dardini gapirgani sari jo'nlashib, tuppa-tuzuk odamga aylandi-qoldi* (Murod Muhammad Do'st, "Lolazor", 93-95-betlar).

Uchinchi bob "**Muloqotda bilish jarayonlari bilan bog'liq psixolingvistik holatlar**" deb nomlangan. Birinchi fasl "Muloqotda diqqatning psixolingvistik asoslari" deb atalgan. Diqqat jarayoni til bilan bog'liq mental jarayon sanaladi. Nutq yaratish, nutqni tinglab tushunish ham diqqat bilan bevosita bog'liqdir. Shuningdek, polilog muloqotda suhbatdoshlardan aynan birining nutqini tinglash yoki barchalarining nutqiga e'tibor qaratish masalasi ham bor. Bunda diqqat aynan tanlangan biror suhbatdoshga yoki sochilgan tarzda barcha suhbatdoshlarga qaratilishi mumkin. Diqqatning ma'lum obyektga yoki suhbatdoshga qaratilganligi diqqatning selektivligi deb nomlanadi. Muloqot jarayonida suhbatdoshining so'zlarini diqqat bilan tinglash suhbatning qiziqarli kechayotganini, tinglovchining muloqotdan mamnunligini anglatadi. Suhbatdoshga e'tiborsizlik, uni diqqat bilan tinglamaslik esa muloqotga salbiy ta'sir ko'rsatadi. Demak, diqqat tinglash bilan uzviy bog'liq jarayon sanaladi. Bundan tashqari, tilshunoslar xorijiy tilda muloqot qilganda diqqat so'zlovchining ona tilisi va olamning lisoniy manzarasi bilan bog'liq holda amalga oshirishini ta'kidlaydilar: "Diqqatni taqsimlash tizimi ona tilida so'zlashuvchilarning OLM tomonidan belgilanadi. Voqelikni aks ettirish va tavsiflash uchun lingvistik vositalarni tanlashning o'zi diqqatni taqsimlash tizimi doirasida fon va diqqat o'rtasidagi munosabat bilan bog'liq. Turli tillarda diqqat markazlari bir xil bo'lmasligi mumkin. Diqqat markazini bir tildan boshqa tilga o'tkazish tushunishda qiyinchiliklar tug'dirishi va muloqot samaradorligini kamaytirishi mumkin, bu, ayniqsa, bir tildan boshqa tilga tarjima qilishda va chet tillarini o'rgatishda e'tiborga olinishi kerak"²⁸.

Muloqotda bilish jarayonlarining barchasi odatdagidek yuzaga chiqib, idrok, xotira, tafakkur, xayol, diqqat kabi jarayonlar o'z funksiyasini to'la-to'kis bajargan holda ham suhbatdoshlar muloqotda uzilishlarga yo'l qo'yishi, atay suhbatni to'xtatishi yoki suhbat mavzusini o'zgartirishga harakat qilishlari mumkin. Suhbat mavzusini atay burish orqali suhbatdosh diqqatini boshqa narsaga qaratish turli maqsadlarda amalga oshirilishi mumkin. Masalan, suhbatdosh yoqimsiz bo'lganda:

– Mayli, – dedi sekin. – Xudoga soldim. Komissar kuldi. Kulishi g'alati. Xuddi odamni mayna qilgandek "xex-xex-xex", deydi.

– Xudoning sendan boshqa ishi yo'q! Falonchi bandamning arzi holini eshitaman, deb ko'zi uchib turibdi.

"E-e! Tezroq daf bo'lsang-chi! Sen bilan gaplashib yurakni qon qilgandan ko'ra..." Qurbonoy xola atay gapni boshqa yoqqa burdi:

– Sutga ketyapsizmi?

– Borib keldim. Bugun sut bo'lmas ekan. Do'kon kecha bayramda ishlagani uchun bugun oddix qipti (O'tkir Hoshimov, "Tushda kechgan umrlar", 8-bet).

²⁸ Петров С. Система распределения внимания как фактор репрезентации языковой картины мира при овладении иностранным языком// <https://cyberleninka.ru/article/n/sistema-raspredeleniya-vnimaniya-kak-faktor-reprezentatsii-yazykovoy-kartiny-mira-pri-ovladienii-inostrannym-yazykom> (murojaat sanasi: 8.06.2023)

Qurbonoy Komissarni juda yomon ko‘radi, yomon ko‘rsa ham, muloqot qilishga majbur, chunki undan qo‘rqadi. Shu sababdan ham suhbatni tezroq yakunlash, u bilan ko‘p gaplashmaslik uchun suhbat mavzusini boshqa tomonga buradi, komissarning diqqatini sut bor-yo‘qligiga qaratadi.

Muloqot mavzusining yoqimsizligi sabab yoki keskin vaziyatni yumshatish maqsadida suhbat mavzusini burish kabilar ham suhbatdosh diqqatini boshqa narsaga qaratish maqsadida amalga oshirilishi mumkin.

Ikkinchi fasl “Muloqotning idrok bilan bog‘liq psixolingvistik jihatlar” deb nomlangan. Idrok ong bilan bog‘liq holda obyektiv olamdan sezgi a‘zolari yordamida qabul qilingan ma‘lumotlarni o‘zlashtirish va aks ettirishdir. Bir predmet, hodisa haqida sezgi a‘zolari orqali barcha ma‘lumotlar ongga qabul qilinadi, ular yaxlit holda jamlanib, ongda o‘zlashtirilishi, so‘ngra nutqda, faoliyatda aks etishi idrok jarayonining asosini tashkil qiladi. Bu jarayonning murakkabligi aks ettirishning subyektivligi bilan baholanadi, bir xil predmet, vaziyat shaxslar tomonidan turlicha aks ettirilishi – talqin qilinishi mumkin. Binobarin, idrok jarayonida sezgi, diqqat, xotira, tafakkur kabi psixologik jarayonlar, shaxsning tajribasi, hatto hissiyotlari ham ishtirok etishi mumkin. So‘zlovchi tomonidan bildirilgan fikr har doim ham tinglovchi tomonidan so‘zlovchi istaganidek tushunilmaydi. So‘zlovchi o‘z tafakkuri va dunyoqarashidan kelib chiqib gapirsa, tinglovchi ham aytilgan xabarni o‘z dunyoqarashi, bilim saviyasi va tafakkuridan kelib chiqib anglaydi va unga munosabat bildiradi. Idrok murakkab psixik jarayon sanaladi. Idrokka xos hodisalardan biri appersepsiya hodisasidir. Appersepsiya – idrok jarayonini shaxsning oldingi bilimlari, shaxsiy va ijtimoiy tajribalari, qiziqishlari, motivatsiyasi, ehtiyojlari va odatlari, umuman, ruhiy hayotining barcha mazmuni bilan belgilanishidir. Appersepsiya hodisasi tufayli odamlar o‘zaro idrokining mazmuni bilan bir-birlaridan muayyan darajada tafovutlanadilar, ya‘ni ular aynan bir xil narsani o‘zining bilimi, saviyasi, nuqtayi nazari, dunyoqarashi va ijtimoiy kelib chiqishiga asoslangan holda turlicha idrok qiladilar hamda aks ettiradilar²⁹.

“Tushda kechgan umrlar” asarida rus millatiga mansub Grisha Toshkentga ko‘chib kelgach, o‘zbeklar udumlarini bilmagani, bu millat haqida noto‘g‘ri tasavvurga ega bo‘lgani sababli vaziyatni to‘g‘ri baholay olmaydi. Bunday holat “ mantiqiy to‘siqlar” termini bilan nomlanadi³⁰.

...Ehtiyotkorlik bilan kalitni buradi. Ostonada boshiga do‘ppi, egniga ko‘k to‘n kiygan qariya turar edi. Qo‘lida qappaygan sellofan xalta. Qiziq, Grishaning qo‘lidagi boltaga qayrilib ham qaramadi.

– Xo‘sh? – dedi Grisha “gapni cho‘zma!” degan ma‘noda.

– Gap bunday, qo‘shni... – Qariya vazminlik bilan muqaddimani uzoqdan boshladi. – Men Ahmadaliyevman. Bugungi to‘ying egasi. O‘g‘limni uylantirdim.

Qariya muloqot davomida Grishani to‘yga taklif qilib chiqsa, Grisha uyda yo‘q ekanligi, o‘zining rus maktabda o‘zbek tilidan dars bergani, farzandining to‘yi uchun bir umr ter to‘kib mehnat qilgani, bolalarni internatsionalizm ruhida tarbiyalagani, to‘y kuni Grishaning noto‘g‘ri ish qilganini tushuntirishga harakat qiladi. Keyin bir millatning udumlarini hurmat qilish zarurligini uqtirishga urinadi.

– Maqsad! – dedi Grisha tahdid bilan.

²⁹ Xaydarov F., Xalilova N. Umumiy psixologiya. – Toshkent, 2009. – B.157.

³⁰ Xudoyberganova D. Antropotsentrik tilshunoslik terminlarining izohli lug‘ati. – Toshkent: Tubo nashr, 2022. – B.63.

– *Maqsad shuki, xalqning milliy udumlarini haqorat qilmang!* – *Qariya qo‘lidagi sellofan qopchasini uzatdi. – Bu – sizning nasibangiz!*

Grisha esankirab qoldi.

– *Pora, deng!* – *dedi hushini to‘plab. – Nima, meni sotib olmoqchimisiz?*

Qariya allanechuk osoyishta kuldi.

– *O‘zbekda qo‘shnining haqi degan gap bor. Siz to‘yda qatnashmadingiz.*

O‘zbeklarda to‘ylarga qo‘shnini, albatta, taklif qilish zarurligi, to‘yga qatnasha olmasa, unga nasiba olib kirilishi odati mavjudligini rus millatiga mansub Grisha tushunmaydi, chunki u bundan bexabar edi. Aksincha, Grisha o‘zining o‘zbeklar haqidagi tasavvurlariga asoslanib, qo‘shnisi olib chiqqan narsani pora deb o‘ylaydi. Grishaning tasavvuriga ko‘ra, o‘zbeklarning barchasi poraxo‘r, ular pora berib ish bitirishni yaxshi bilishadi, butun mamlakatda “o‘zbeklar ishi” ovoza bo‘lgan, O‘zbekistonni poraxo‘rlardan qutqarish kerak. Ana shunday yanglish tasavvurlariga asoslangan holda Grisha qo‘shnisining o‘zbekona udumlarga amal qilishini pora berish sifatida tushunadi. Bu holat esa muloqotda verballashib, Grisha tomonidan *Pora, deng! Nima, meni sotib olmoqchimisiz?* gaplarining yuzaga chiqishi uchun asos vazifasini bajaradi.

Biror millat, uning madaniyati haqida aniq va to‘g‘ri tasavvurga ega bo‘lmaslik oqibatida Grisha berilgan hadyani pora sifatida tushungan bo‘lsa, ko‘p yillardan buyon o‘zbek millati ichida yashab kelayotgani uchun Klava xola bu holatni bag‘rikenglik deb tushunadi. Appersepsiya hodisasi idrok jarayonida hodisalarning mohiyatini, lisoniy birliklarning aniq ma‘nosini ilg‘ashda shu jihatdan muhim sanaladi. Bu o‘rinda Klava xolada “madaniy moslashuv” jarayoni ham sodir bo‘lganini e‘tirof etish zarur. “Madaniy moslashuv. Muayyan etnik madaniyat yoki etnosga mansub til sohiblarining ko‘p hollarda o‘z joyini o‘zgartirishi natijasida o‘zga muhitning ijtimoiy, etnik, madaniy, lisoniy shart-sharoitlariga moslashuvi. Bunda madaniy moslashuv oqibati sifatida individual yoki jamoaviy bilingvizm, nutqiy xulq-atvorning yangi ko‘rinishlari, til almashishi, ikki tomonlama madaniy yoki lisoniy ong shakllanishi hodisalari yuzaga kelishi mumkin”³¹. Klava xolada madaniy moslashuv yuzaga kelgani sababli u o‘zbeklarga xos udumlarni yaxshi tushunadi, ular bilan muloqotda qiyinchiliklarga uchramaydi. Grishada esa, aksincha, madaniy moslashuv emas, kommunikativ to‘siqning bir turi bo‘lgan madaniy to‘siqlar bo‘lgani tufayli ham unda idrok jarayonining qiyinlashuvi, vaziyatni to‘g‘ri anglay olmaslik holati yuzaga keladi.

Muloqotda ehtimoliy prognozlash ham muhim. Bunda appersepsiyaga, ya‘ni saviya, dunyoqarash, oldingi bilim, tajribaga asoslangan holatda muloqotning qanday kechishini oldindan taxmin qilish nazarda tutiladi³². Ehtimoliy prognozlash muloqot jarayonida suhbatdoshning qanday lisoniy birliklardan foydalanishi, suhbatni qanday olib borishi, qanday yakunlashi haqida ma‘lum tasavvurlarni shakllantirish uchun xizmat qiladi. Ba‘zi insonlarga “xos” so‘z va iboralar mavjud bo‘lib, ularning nima deyishi, qanday lisoniy vositalarni qo‘llashlarini oldindan taxmin qilish mumkin. Bu ehtimoliy prognozlashning bir ko‘rinishi sanaladi.

³¹ Xudoyberganova D. Antropotsentrik tilshunoslik terminlarining izohli lug‘ati. – Toshkent: Tubo nashr, 2022. – B. 61.

³² Белянин В. Психоллингвистика. Учебник. – М.: ФЛИНТА, 2016. – С.151-154.

Trubkani joyiga qo'yib, yana o'ringa cho'zildi. Zohidning kelishiga yana bir yarim soat bor. Bir yarim soatdan keyin jilmayib kirib keladiki, nima bo'ldi, Nazar aka, burga tepdimi?

Zohid xuddi shu iborani ishlatishi tayin. Sababki, u gapirganda Oshnoga taqlid qiladi... (Murod Muhammad Do'st, "Lolazor", 488-bet).

Yaxshiboyev Zohidning kelganida nimalar deyishini taxmin qilib, ehtimoliy prognozlaydi. Asar davomida uning prognozi to'g'ri chiqadi. Zohid aynan *burga tepdimi?* deb so'ramasa ham, *burga tepganga hech o'xshamaysiz*, deb aytadi.

Tagma'noni ilg'amaslik ham bevosita idrok jarayoni bilan bog'liq bo'lib, muloqotda so'zlovchi va tinglovchi o'rtasida tushunmovchiliklar yuzaga kelishiga sabab bo'ladi:

– *Ha, kel, bolam, tinchlikmi? Kech kirganda kepsan? Yo yana topshiriq keldimi?*

– *Ha, keldi. Paxtaga, ota!*

– *Boshlandimi?*

– *Boshlandi, ota! Ertaga mahalla oqsoqollarini to'plab berarkanmiz, raykomning o'zi kelib majlis o'tkazarkan. Aftidan, tepadan buyruq kelgan-ov. Har kuni bo'lmasa ham, haftada bir kun dalaga oqsoqollarni olib chiqadiganga o'xshaymiz, ota.*

– *Shunga yetib keldikmi, Avazbek?..*

– *Biz kichkina odammiz. Topshiriqni bajaramiz, ota.*

– *Bek degan qanday ulug' oting bor-u, yana kichkina odammiz, deysan! Bu yog'i ham xo'jako'rsinga-da, a?*

– *Tushunmadim, Po'lat ota, – qo'lini ko'ksiga qo'yib jilmaydi Avazbek.*

– *Ismingni aytaman, uniyam ota-onalarimiz xo'jako'rsinga qo'yishganmi, deb. Hammamizning otimizda bek, boy, jon, xo'ja bor-u, o'zimiz qul bo'lib yurganimizni qara!*

Avazbek gap nima haqida ketayotganini chamalab ko'rarkan, peshonasini tirishtirdi. Keyin topolmadi shekilli, yana beg'ubor iljaydi (Ulug'bek Hamdam, "Ota", 150-bet).

Bu muloqotda Po'lat ota Avazbekning ismidagi *bek* erkalash qo'shimchasi bilan birga, o'zbek xalqi nomidagi *bek* qismini ham nazarda tutgan. O'zbek millati nomida *bek* bo'lsa ham, qulday mehnat qilib, paxta yetishtirib, ruslarga qaram bo'lib yashayotgani tagma'no vositasida ifodalangan. Biroq tinglovchi buni tushuna olmaydi, chunki u tagma'noning mohiyatini anglay olmaydi.

Askiya, kinoya, terminlar, argo va jargonlar, shevaga oid hamda boshqa tildan olingan so'zlar ham idrok jarayonini qiyinlashtiruvchi lisoniy vositalardandir.

Uchinchi fasl "Xotiraning muloqotga ta'siri" deb nomlangan. Muloqot jarayonini xotira ishtirokisiz tasavvur etish mumkin emas. Muloqot paytida qanday lisoniy birliklardan foydalanishimizdan tortib, muloqot ishtirokchilariga qanday javob qaytarishgacha – barchasi xotiraning funksional xususiyatlari bilan bog'liq. Ma'lumki, xorijiy tillarni o'zlashtirishda so'zlarni yodlash, esda saqlab qolish va qayta muloqotda qo'llay olish muhim sanaladi. Xuddi shunday jarayon nafaqat o'rganilayotgan boshqa til bilan, balki ona tili bilan ham sodir bo'ladi. Chaqaloq dunyoni anglar ekan, asta-sekin so'zlarni o'rgana boradi, keyin esa bu so'zlarni o'zi ishlab chiqarishni odat qiladi. Ishlab chiqarish deganda so'zlarni talaffuz qilish, kerak joyda qo'llay olish nazarda tutiladi. Bularning barchasi xotira bilan bog'liq holda amalga oshadi. Inson ulg'aygani sari uning so'z boyligi ham kengayib boradi, lisoniy

vositalarning uslubiy, pragmatik xususiyatlarini farqlay oladigan darajaga erishadi. Xotira faqatgina soʻzlarni, lisoniy qoliplarni esda saqlab qolish mexanizmigina emas. Muloqotda kerakli soʻzni qoʻllay olishda soʻzlarni shunchaki miyadagi “ombor”dan tortib olishning oʻzi kamlik qiladi. Soʻzlovchi nutq vaziyatiga asoslanib baholash jarayonini amalga oshirgandan keyingina kerakli lisoniy vositani tanlaydi va qoʻllaydi. Bu esa tafakkur, idrok, diqqat va boshqa hodisalarning ham xotira bilan birgalikda ishlashini talab qiladi. Koʻp hollarda bu jarayon avtomatik tarzda, juda tez sodir boʻlgani uchun oddiy inson oʻz ongida bunday murakkab jarayonlar kechayotganini tushuna olmaydi.

Xotiraning sustligi yoki toʻliq va yaxshi ishlamasligi muloqotning samarasiz kechishiga olib keladi. Ayrim hollarda esa xotirasi yoʻqolgan inson umuman hech kim bilan muloqot qila olmay qoladi. Shu sababdan ham xotira va uning inson muloqotiga taʼsiri bugungi psixolingvistikaning dolzarb ahamiyatga ega mavzularidan boʻlib qolmoqda. Zulfiya Qurolboy qizining “Kuygan shahar” hikoyasida bosh qahramon – kampir xotirasini yoʻqotgan boʻlib, oʻzini bir necha yillar oldingi holatida tasavvur qiladi. Kampir yoshligida bozorda ishlagan, yosh bolalarini uyda yolgʻiz tashlab ketardi. Bir kuni ayol bozordaligida uning uyi yonib ketib, farzandlari vafot etadi, faqat bitta oʻgʻli tirik qoladi. Bundan ruhiy zarba olgan ayol xotirasini yoʻqotadi, natijada oradan yillar oʻtib, oʻgʻli uylanib, nabiralari bor boʻlsa ham, ayol oʻzini oʻsha – uyi yongan paytda yashayapman, deb xayol qiladi. Kampir odamlarni ham oʻzlarining ismlari bilan chaqirmaydi, boshqalar bilan chalkashtirib yuboradi, bu esa kampir bilan hech kimning gaplashgisi kelmasligiga, uni masxara qilishlariga sabab boʻladi:

Biroq kampir qorovul bilan soʻrashmasdan oʻtmaydi.

– *Yaxshi yuribsanmi, Boltavoy? Bola-chaqang omonmi?*

– *Ha, omon, omon. Omon boʻlmay nima... – yoqtirmayroq javob berdi qorovul.*

– *Faqat siz qachon mening ismim Boltavoy emasligiga ahamiyat berarkansiz?*

Aslida qorovulning ismi Boltavoy emas, lekin kampir uni shunday chaqiradi, bu esa qorovulda norozilik tugʻdiradi. Kampirning ismlarni adashtirib gapirishi uning oʻtmishda yashayotganidan. Shu sababdan ham odamlarni oʻsha davrda bor boʻlgan, kampir bilan birga yashagan, birga ishlagan insonlarning ismlari bilan chaqiradi. Bundan bexabar insonlar esa kampir bilan tortishishga urinib, unga haqiqatni singdirmoqchi boʻlishadi.

Xotira kognitiv va lisoniy assotsiatsiyalar bilan bogʻliq holda namoyon boʻladi. Mos lisoniy birliklarni tanlash, ularni nutqda qoʻllash oʻsha soʻzlarga xos assotsiatsiyalar bilan bogʻliq, chunki soʻzlarning, maʼlum tushunchalarning assotsiatsiyalari ham xotira bilan bogʻliqdir. “Kuygan shahar” hikoyasidagi kampir xotirasini yoʻqotgan, hamma voqealarni unutgan boʻlsa ham, “jinnixona” degan soʻzni eshitishi bilan popugi pasayib qoladi. Demak, kampir yigirma yillik xotirasini yoʻqotgan boʻlsa ham, ongining qayeridadir, xotirasining qaysidir burchagida jinnixona va u bilan bogʻliq qoʻrqinchli nimalardir saqlanib qolgan. Shu sababdan gʻazablangan, urishishga chogʻlangan paytida “jinnixona” soʻzini eshitsa, unda “toʻpolon qilsam, urish chiqarsam, jinnixonaga olib borishadi” qabilidagi assotsiatsiyalar yuzaga keladi. Oq xalatli vrachni koʻrsa ham, uni jinnixonaga olib ketishlaridan qoʻrqib, kampir oʻzini yoʻqotib qoʻyadi:

Ammo kampir hadeganda oʻziga kelavermagach, doʻxtir chaqirishdi.

Uni koʻrdi-yu kampir yana shaytonlay boshladi:

– Voy-dod! Anavi alvasti sochimni olgani keldi. Kiyimlarimni yechib, kalta xalat-ishton kiydiradi. Meni yashirib qo'yinglar! U meni opketib qoladi! Tezroq yashir meni, bekit. Ko'zga ko'rinmaydigan yerga bekit! Qariganda sharmanda bo'lmayin... – kampir yostiqlik bilan boshini bekitdi.

Bir paytlar kampirning jinnixonaga olib borilganini uning o'g'li aytib beradi: – Onamni bir marta kasalxonaga yotqizishgan, – javob berdi yigit. – O'shanda sochini olmoqchi bo'lishgan... va yana... Men u vaqtlarda yosh bola edim... Shundan beri onam kasalxonadan qo'rqadi.

Shuningdek, kampir o'z nutqida esi past, aqldan ozgan jumllarini ko'p qo'llaydi. Bu ham kampirga nisbatan ishlatilgan haqoratli so'zlar xotirasining qaysidir qismida saqlanib qolgani, keyinchalik nutqiga ko'chganidan dalolat beradi. Xotira idrok bilan bog'liq holda namoyon bo'ladi. Xotirasini yo'qotgan inson idrok qilishga, vaziyatni baholashga qiynaladi:

Kampir qo'rqib ketdi. Qarshisidagi yigitga qo'rqinch ichida bir necha soniya tikilib turdi. Nimadir o'z maromidan chetga oqqanidan yigitning qattiq jahli chiqayotganini ilg'aganday bo'ldi, ammo nima? Kampir zo'r berib o'ylamoqchi bo'ldi, lekin hech narsani anglay olmayotganidan qiynalib, yuragi siqilib ketdi.

Demak, xotira idrok, tafakkur, hissiyotlar bilan bog'liq holda namoyon bo'ladi va xotiradagi buzilishlar nutqqa, insonning samarali muloqot qilishiga ta'sir o'tkazadi.

To'rtinchi bob **“Muloqotning shaxs individual xususiyatlari va hissiyot bilan bog'liq psixologik tahlili”** deb nomlangan. Birinchi fasl **“Shaxs individual psixologik xususiyatlarining muloqotga ta'siri”** deb nomlangan. Kanadalik psixolog va psixoterapevt E.Bern tranzaksional tahlil metodiga asos solgan olim sanaladi³³. Bu nazariyaga ko'ra, har bir inson muloqotda uch xil “men” turlaridan birini tanlaydi: bola, ota-ona, voyaga yetgan shaxs “men”i.

Muloqotda bola “men”i so'zlovchining bolalik xotiralari, bolalikdagi qaysidir holati, bolalikda olgan “jarohatlari” asosida yuzaga chiqadi. Muloqotda hissiy reaksiyalarning tezligi, qaysarlik, yig'loqilik kabi holatlar bola “men”i asosida voqelanadi. Shuningdek, ayrim insonlarga xos ruhiy holatlar ularda bola “men”i yetakchilik qilishini ko'rsatadi. Bunday shaxslar atay bola “men”ida so'zlamaydilar, balki ularning xarakter-xususiyatlari tabiiy ravishda bola “men”ini namoyon qiladi. Bu esa ularning nutqida o'z aksini topadi.

Ota-ona “men”i muloqotda kimnidir boshqarish, ularga buyruq berish, tinglovchini nazorat qilish istagi mavjud bo'lganda ro'yobga chiqadi. Abdulla Qahhorning “Sinchalak” qissasidagi Qalandarov nutqida ota-ona “men”ini ko'rishimiz mumkin: *“Men kolxozni opichlab katta qilganman! Kolxozning dardi qayerda, qitig'i qayerda ekanini men bilaman! Akademiyadan keladigan mo'ysafid olimlar ham avval menga uchraydi, men bilan suhbatlashib, undan keyin xo'jalikni ko'radi. Kolxoz to'g'risida kitob yozganman”* (A.Qahhor, “Sinchalak”, 50-bet).

Qalandarov o'zini kolxozning otasidek tutadi, kolxozni *“opichlab katta qilgan”*ini ta'kidlaydi, ota-ona farzandini yaxshi bilganidek, Qalandarov ham *“kolxozning dardi qayerda, qitig'i qayerda ekanini”* biladi. O'zining kolxozda asosiy shaxs ekani, avval u bilan suhbatlashish muhimligiga urg'u beradi. Kolxoz a'zolariga o'z farzandlaridek munosabatda bo'lishi Qalandarovning “ota-ona” rolidagi ekanligini ko'rsatadi.

³³ <https://ericberne.com/transactional-analysis/> (murojaat sanasi: 09.01.2024)

“Voyaga yetgan shaxs” rovida muloqotga kirishilganda esa muloqot jarayonida sog‘lom muhit yuzaga keladi, muloqot ishtirokchilari bir-birlarini hurmat qilgan holda, muloqot xulqi qoidalariga amal qilib, o‘zaro tushunish va qo‘llab-quvvatlashga asoslangan tarzda suhbat quradilar. Bu esa, albatta, muloqotning muvaffaqiyatini ta‘minlaydi.

Psixologik manbalarda kishilar muloqotga kirishuvchan yoki kirishuvchan emasligiga ko‘ra ekstrovert va introvert suhbatdoshlarga ajratiladi. Ekstrovert kishilar muloqotga kirishuvchan, so‘zamol bo‘lganlari sababli ham oson va muvaffaqiyatli muloqot olib bora oladilar, zaruriy lisoniy birliklarni tanlab qo‘llay oladilar, ekstrovertlar uchun muloqotga kirishish yoqimli mashg‘ulot sanaladi. Introvertlar esa, aksincha, kishilar bilan muloqotga kirishishni istamaydilar, muloqotni oson olib keta olmaydilar, chunki ularning tabiatiga ko‘ra kishilar bilan muloqot qilishdan ko‘ra yolg‘iz qolish qulayroq sanaladi. Ko‘p hollarda introvert insonlar mulozamat qilishni bilmaydilar, shu sababdan ham muloqot xulqiga rioya qilmaganlikda ayblanishlari ham mumkin. Biroq suhbatdoshlar aynan shu holatga e‘tiborli bo‘lishlari, introvert suhbatdoshni malomat qilmasliklari kerak. “Sinchalak” qissasidagi Saidaning otasi introvert suhbatdosh hisoblanadi: *Chol o‘shandan beri shu yerda. U hech kimqa so‘z qotmaydi, birov bir nimani so‘rasa, yerqa qarab qisqa javob beradi; uy ishiqa qarashadi, ovqatini alohida yeydi, ko‘chaqa kamdan-kam chiqadi, bo‘sh vaqtida mana shu arqon karavotda devorqa qarab chordana qurib o‘tiradi-yu, tovush chiqarmay, o‘sha g‘amgin kuy maqomiga tebranaveradi* (Abdulla Qahhor, “Sinchalak”, 14-bet).

Ikkinchi fasl “Muloqotning hissiy-ruhiy holatlar bilan bog‘liq psixolingvistik tahlili” deb nomlangan. Muloqotda hissiyotning aks etishida so‘zlovchining borliqqa, suhbatdoshiga, vaziyatga munosabati muhim ahamiyatga ega.

1. So‘zlovchining borliqqa munosabati. “Oydinda yurgan odamlar” asarida bosh qahramon – Qoplon o‘zining farzandsizligidan uyalib, doimiy ravishda insonlar bilan muloqotda ular bilan bahslashmaslikka, suhbatdoshga yon bosishga harakat qiladi. Vaqti kelib, kim bilandir tortishib qolsa, farzandsizligini yuziga solishlari mumkinligini bilgani holda muloqotda doimiy ko‘nikuvchi rolini bajaradi. Bu esa Qoplonning ichki psixologik holati bilan bog‘liq: *Tokaygacha odamlar qoboq-tumshug‘iga qarab kun ko‘radi? Yo shunday o‘tib keta beradimi? Umri oxirigachayay? Og‘ziga kuchi yetgan bor, yetmagan bor. Bir kun emas-bir kun, birov bilan gapi chap tushadi. Yuziga aytadi... Shunda nima degan odam bo‘ladi? Ko‘za kunda sinmaydi, kunida sinadi! Mana, necha yilkim, mung‘ayib kun ko‘radi. El-yurt bilan muloqot qilsa, gap ketishiga qarab turadi. Birov bir bema‘ni gap gapirsa:*

– *Sizniki ma‘qul, – deya bosh irg‘aydi. Bordi-yu, shu gapni boshqa birov inkor etsa:*

– *Sizniki-da ma‘qul, – deydi. Inkor etmaydi, e‘tiroz - da bildirmaydi* (Tog‘ay Murod, “Oydinda yurgan odamlar”, 21-bet).

Bunda so‘zlovchining butun borliqqa munosabati uning “Sizniki ma‘qul” deyishida namoyon bo‘ladi. Qoplon uchun suhbatdoshning kimligi ham, suhbat mavzusi ham, vaziyat ham ahamiyatga ega emas. Ruhiy holatiga ko‘ra, Qoplon hammaning fikrini ma‘qullashi kerak, bu esa uning muloqotida bir xil lisoniy vositalarning qo‘llanilishiga, muloqotda ma‘lum qoliplarga amal qilinishiga olib keladi. Qoplonning “kamchiligi” – farzandsizligi uni shu ko‘yga solgan. Farzandsizligidan uyalgani uchun kimgadir keskin gapirib yuborishdan o‘zini tiyish

maqsadida *Sizniki ma'qul* deb o'zining borliqqa munosabatini aks ettirishi uning ruhiy holati, ichki kechinmalari bilan bog'liq holda yuzaga chiqadi.

2. So'zlovchining suhbatdoshga munosabati. Muloqotda suhbatdoshlarning o'zaro munosabatlari ham hissiyotning aks etishida ahamiyatlidir. Suhbatdoshlar o'zaro yaqin bo'lsalar, ijobiy ma'noli lisoniy ifodalar, o'zaro salbiy munosabatdagi suhbatdoshlar o'rtasida salbiy ma'noli lisoniy ifodalar keng qo'llanadi. Chunki muloqotda suhbatdoshning kim ekani alohida ahamiyatli bo'lib, o'zaro yaqinlik darajasiga ko'ra lisoniy birliklar tanlanadi va muloqotga kirishiladi.

3. So'zlovchining vaziyatga munosabati. Suhbatdoshga nisbatan salbiy munosabat mavjud bo'lsa ham, vaziyat ta'sirida ijobiy lisoniy ifodalar tanlanishi mumkin. Aytaylik, ikki qo'shni bir-birini juda yomon ko'radi, yuzko'rmas bo'lib ketishgan. Lekin agar shu qo'shnilardan birining yaqini vafot etsa, narigi qo'shni, albatta, kiradi va dushman bo'lsa ham, qo'shnisiga *Sizga sabr tilayman. Alloh sabr bersin. Ko'rgilik ekan-da. Hammasi yaxshi bo'ladi* kabi ijobiy ma'noga ega, ko'tarinki kayfiyat baxsh etadigan lisoniy birliklardan foydalangan holda muloqotga kirishadi. Ushbu holatda suhbatdoshiga nisbatan munosabat inobatga olinadigan bo'lsa, *Yaxshi bo'libdi, onang o'lganidan juda xursand bo'ldim, battar bo'l qabilidagi nutq yuzaga chiqishi mumkin bo'ladi*. O'zbek muloqot xulqi bunday vaziyatda salbiy ma'noli til birliklari bilan muloqotga kirishishni cheklaydi, vaziyat ijobiy ma'noli til birliklarini tanlashni talab etadi.

Kishi hissiy holatlar girdobida qolganda uning nutqida so'roq gaplar ko'p qo'llaniladi. So'roq gaplarning ketma-ket qo'llanilishi hayajon, hayrat, g'azab, nafrat ma'nolarini ifodalaydi.

Opasidan o'lgan akasining xotiniga uylanish taklifini eshitgan Nizomjon sherdek bo'kirib, o'rnidan turib ketdi. U qalt-qalt titrar, ko'zlari qinidan chiqay deb opasiga o'qrayib qarar edi:

– *Meni kim deb o'ylayapsiz? Shu gapni nima deb gapirdingiz? Odamgarchilikdan chiqqan, deb o'ylayapsizmi? Vijdonsiz, deb o'ylayapsizmi? O'zimni osib qo'ysan qutulamanmi?! O'zimni chavaqlab tashlasam qutulamanmi?* (Said Ahmad, "Ufq", 258-259-betlar).

Muloqotda 6 ta so'roq gapning ketma-ket qo'llanganligi Nizomjondagi hissiy-emotsional holatning kuchliligini bildiradi. Bunday hollarda so'roq gap so'roq ma'nosini emas, ta'kid, norozilik ma'nolarini ifoda qiladi. Noverbal vositalar (*qalt-qalt titrar, ko'zlari qinidan chiqay deb opasiga o'qrayib qarar edi*) esa hissiy ta'sir natijasida inson organizmida ro'y beradigan fiziologik holatlarni ko'rsatadi.

Uchinchi fasl "Nutqdagi affekt holati bilan bog'liq o'zgarishlar" deb nomlangan. Kishida hissiy bosim, zo'riqishning turlaridan biri affekt holati sanaladi. Affekt holati ta'sirida so'zlovchi nutqida duduqlanish kuzatilishi ham mumkin. "Yulduzli tunlar" romanida xasta yotgan Bobur mirzo Andijon qurshovda ekani, fitnachi beklar Ahmad tanbal boshchiligida Jahongir mirzoni taxtga o'tirgizmoqchi bo'lganlaridan xabar topgach, unda affekt holati yuzaga keladi, kuchli hissiy zo'riqish natijasida tildan qoladi. Bobur mirzo tabiblarning sa'y-harakatlari bilan oyoqqa turadi, tilga kiradi. Biroq tilga kirsa ham, unda duduqlanish kuzatiladi. Asarda yana bir boshqa hissiy bosim, qattiq hayajon ostida Boburdagi duduqlanish yo'qolib ketishi ham tasvirlangan:

Bobur darvozaxonaga osilgan ustozini esladi-yu, ko'ziga yana yosh quyilib keldi:

– Pirim, meni kimlarga tashlab ketdingiz? Shunday odamni osib o‘ldirsalar?! Men ustozim uchun qasos olmog‘im kerak! Qasos!

O‘rtanib gapirayotgan Boburning tili tutilmayotganidan tabib chol hayratga tushib, unga tikilib qoldi.

– Oxirgi nafasim qolguncha olishurmen!

Boburning yuzi qahr-g‘azabdan bir oqarib, bir qizarib ketayotgan bo‘lsa ham, so‘zlari ravon edi. Samarqandda Boburni tildan qoldirgan kasallik – g‘oyat kuchli bir ruhiy larzaning oqibati edi. Endi undan ham kuchliroq ruhiy larza Boburning tilida qolgan duduqlikni birdan yo‘q qilib yubordi. Dushmanlariga qarshi cheksiz bir nafrat va g‘azab unga kuch-quvvat bermoqda edi (Pirimqul Qodirov, “Yulduzli tunlar”, 173-bet).

Qarg‘ishlar ham affekt holatida yuzaga chiqadi. Affekt holatining o‘ta yuqori darajasida qarg‘ishlar kuchayib, hatto Yaratganni qarg‘ash holati ham kuzatilishi mumkin. Ma‘lumki, Yaratganni qarg‘ash farzandni qarg‘ashdan ham kuchliroq holatni ifoda etadi.

XULOSA

1. Antropotsentrik paradigma til va inson omilining chambarchas bog‘liqligi masalasi bilan shug‘ullanuvchi qator tilshunoslik tarmoqlarining vujudga kelishi va rivojlanishi uchun yo‘l ochdi. Psixolingvistika, antropotsentrik paradigma tarkibiga kiruvchi sohalaridan biri sifatida, psixologiya va tilshunoslikning uyg‘un nuqtalarini, til va insonning ruhiy-hissiy holati o‘rtasidagi bog‘liq jihatlarni tadqiq qiladi. Psixolingvistika keng tarmoqli yo‘nalish bo‘lib, nutqni ishlab chiqish, uni tushunish, eslab qolish, tildan foydalanish jarayonlari, til o‘zlashtirish mexanizmlari, nutq mexanizmlarining shakllanishi va faoliyati, nutq buzilishlari, tilning intellektual jarayonlar bilan bog‘liqligi kabi masalalar yuzasidan amaliy izlanishlar olib borish asnosida tilshunoslikka oid nazariy xulosalarni chiqarish imkonini beruvchi tadqiqotlarni bajarishni talab qiladi.

2. “Kommunikatsiya” termini keng ma’noda har qanday aloqa-aralashuv jarayonlarini anglatasa, “muloqot” termini insongagina xos bo‘lgan axborot almashinish jarayonini anglatadi. Muloqot belgili va dinamik xarakterga ega, kontekst hamda madaniyat bilan aloqador, keng tarqalgan interaktiv jarayondir.

3. Muloqot bir qator gumanitar fanlar, jumladan, psixologiya va tilshunoslikning o‘rganish obyekti sanaladi. Har qanday muloqotga kirishishdan avval suhbatdoshning kim ekanligi, yoshi, mavqeyi kabi ichki va tashqi ta’sir birliklariga e’tibor qaratish yoki qaratmaslik muloqotning muvaffaqiyatli kechishi yoxud tamoman uzilib qolishiga sabab bo‘ladi. Muloqotga kirishishdan avval suhbatdoshning ruhiy-hissiy holati ham e’tiborga olinadi.

4. Psixolingvistik nuqtayi nazardan muloqot uch bosqichdan iborat. Muloqotdan avvalgi psixolingvistik bosqich muloqotga kirishishdan avval kishining psixologik va lingvistik jihatdan tayyorgarlik bosqichi sifatida inson ongida zarur jumlar tuzilishi, so‘zlar tanlanishi, qanday ohangda talaffuz qilish belgilanishi kabilarni o‘z ichiga oladi. Muloqot paytidagi psixolingvistik bosqich adresant va adresatning o‘zaro muloqoti paytidagi tafakkur, ruhiyat va hissiyot bilan bog‘liq psixologik va lingvistik jarayonlar bilan aloqador sanaladi. Muloqot psixolingvistik jihatdan xayrlashuv yoxud xotima bilan yakunlanmaydi, muloqotdan keyingi bosqichda bo‘lib o‘tgan muloqot inson ongida tahlil qilinadi. Bu tahlillar muloqot ta’sirida amalga oshirilib,

keyingi muloqot uchun tayyorgarlik bosqichi vazifasini ham bajarishi mumkin. Shuningdek, suhbatdosh bilan muloqotda aytilmagan gaplar, fikrlar kvazimuloqot shaklida davom ettirilishi ham mumkin.

5. Muloqot psixolingvistik qarashlarga asosan intrapersonal muloqot, interpersonal muloqot va kvazimuloqot kabi turlarga ajratiladi. Bularning barchasi suhbatdoshning kimligiga qarab turli xususiyatlarni namoyon etadi. Intrapersonal muloqot soʻzlovchining oʻzi bilan ichki muloqoti sifatida, interpersonal muloqot soʻzlovchining boshqa kishilar bilan monolog, dialog va polilog shaklidagi muloqoti tarzida, kvazimuloqot soʻzlovchining real (mavjud boʻlgan) suhbatdosh bilan, tasavvuriy (mavjud boʻlmagan) suhbatdosh bilan va Yaratgan bilan suhbat shaklida yuzaga chiqadi.

6. Sotsiologik (suhbatdoshning kimligi; uning millati, jinsi, yoshi, ijtimoiy belgilari, yaqinlik darajasi kabi ichki taʼsir birliklari hamda muloqot vaqti, vaziyat, holat, ijtimoiy muhit) va psixologik (ruhiy-hissiy jihatlar) omillarga koʻra muloqot suhbatdoshlardan biri tomonidan boshqariladi.

7. Muloqotda hamkorlik, oʻzaro bir-birini tushuna olish muhim sanaladi. Muloqotda suhbatdoshlar fonetik-fonologik, leksik, morfologik, sintaktik, sotsiologik jihatdan bir-birlariga moslashish orqali oʻzaro muvofiqlikka erishadilar. Muloqotda muvofiqlikka intilish bir necha ekstralingvistik sabablar orqali ham yuzaga kelishi mumkin: muloqotning samarali kechishiga erishish; muloqotning uzilishsiz, ravon kechishini taʼminlash; vaziyatga mos muloqotga erishish; suhbatdoshga oʻz fikrini osonroq bildirishga erishish; suhbatdosh bilan mavqe jihatdan tenglashishga intilish va boshqalar.

8. Diqqat muloqot uchun zaruriy psixik jarayonlardan biri sanaladi. Diqqat yordamida suhbatdosh nutqini tushunish, zaruriy jihatlarni anglay olish mumkin boʻladi. Diqqatning buzilishi – psixik yoki fiziologik parishonxotirlik yuzaga kelishi muloqotning samarali kechishiga, zaruriy lisoniy birliklarni tushunish va tanlashga toʻsqinlik qiladi. Diqqatning psixik va fiziologik jihatdan buzilishsiz, atay koʻchirilishi qator ekstralingvistik omillar – suhbatdosh yoqimsiz boʻlganda, suhbat mavzusining davom ettirilishidan qoʻrqib, muloqot mavzusi yoqimsiz boʻlganda, keskin vaziyatni yumshatish maqsadida amalga oshiriladi.

9. Idrok bilish jarayonlaridan biri sifatida suhbatdoshning fikrlarini tushunish, toʻgʻri anglash va miyada qayta ishlashda ishtirok etadi. Inson tafakkurida ilmiy bilishning turli bosqichga ega idrok qilish va mulohaza asosida qayta shakllantirishga asoslangan shakllari lingvistik muloqot uchun zarurdir. Idrokning yana bir xususiyati uning subyektivligidir, yaʼni suhbatdosh bildirilgan fikrni oʻz nuqtayi nazariga koʻra idrok qiladi.

10. Kommunikativ toʻsiqlar, tagmaʼno, presuppozitsiya, askiya, kinoya, termin va maxsus sohaga oid leksik birliklar, sotsiolekt, shevaga oid soʻzlar, boshqa tillardan olingan soʻzlar idrok jarayoniga xalaqit beruvchi omillar sanaladi. Shuningdek, subyektiv va ekstralingvistik omillar ham idrok jarayonini sekinlashtiradi.

11. Muloqotda zaruriy lisoniy birliklarni tanlash, voqea-hodisalarni toʻgʻri idrok etish, muloqot ishtirokchilariga munosib javob qaytarish xotiraning funksional xususiyatlari bilan bogʻliq sanaladi. Xotirada muammosi bor insonlar muloqot jarayonida toʻgʻri va kerakli soʻzlarni qoʻllash, zarur jumalarni tuzish kabi toʻsiqlarga duch keladilar. Xotira idrok, tafakkur, hissiyotlar bilan bogʻliq holda

namoyon bo‘ladi va xotiradagi buzilishlar nutqqa, insonning samarali muloqot qilishiga ta’sir o‘tkazadi.

12. Shaxsning individual psixologik xususiyatlari – ichki “men”i, temperamenti, xarakteri, psixik jihatlari uning nutqida ham aks etadi. Muloqot jarayonida so‘zlovchi o‘z individual psixologik xususiyatlariga ko‘ra suhbatga kirishadi.

13. Insonlar o‘z ruhiy-hissiy holatini so‘zlar, kengroq ma’noda aytganda, nutq vositasida ifoda etadilar. Psixolingvistik nuqtayi nazardan suhbatdoshlar muloqotda ruhiy va hissiy ta’sir etish xususiyatlariga ko‘ra pozitiv yoki negativ suhbatdoshlar sifatida baholanishlari mumkin.

14. Muloqotda so‘zlovchining atrof-muhitga, voqea-hodisalarga munosabati hissiy va ruhiy omillar ta’sirida amalga oshadi. Shunga ko‘ra, so‘zlovchi nutqida uning borliqqa munosabati, suhbatdoshga munosabati yoki vaziyatga munosabati aks etadi.

15. O‘zbek muloqotida hissiy holatlar lisoniy va nolisoniy vositalar yordamida voqelanadi. Lisoniy vositalar sifatida undov so‘zlar, ijobiy yoki salbiy bo‘yoqdor leksika, takrorlar, so‘roq gaplar, ritorik so‘roq gaplar, to‘liqsiz gaplar, tushunarsiz nutq yaratilishi kabilar kuzatiladi. Nolisoniy vositalar kishining psixofiziologik holatini aks ettiradi.

16. Affekt – o‘ta kuchli ruhiy-emotsional holat ta’sirida ham so‘zlovchi nutqida qator o‘zgarishlar yuzaga chiqadi. Bunday holatlar sirasiga duduqlanish yuzaga kelishi, nutq bilan bog‘liq patologik holatlarning yo‘qolishi, so‘roq gaplarning ketma-ket qo‘llanilishi, qarg‘ishlar, kvazimuloqot yuzaga kelishi, sukut kabilar kiritiladi.

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

FERGANA STATE UNIVERSITY

MAMAJONOV MUKHAMMADJON YUSUBJONOVICH

PSYCHOLINGUISTIC STUDY OF COMMUNICATION

10.00.01 – Uzbek language

**DOCTOR OF PHILOLOGICAL SCIENCES (DSc)
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Scientific consultant:

Muminov Sidikjon Mirsobirovich
Doctor of Philological sciences, professor

Official opponents:

Odilov Yorkinjon Rakhmonalievich
Doctor of Philological sciences, Professor

Yarasheva Nasiba Jumaevna
Doctor of Philological sciences, Professor

Huseyn Baydemir
Doctor of Philological sciences, Professor

Leading organization:

Andijan state university

Defense of the Dissertation will take place on "15" 03 2025, at 8⁰⁰ at the meeting of Scientific Council DSc.03/30.12.2019.Fil.05.02 under Fergana State University (Address: 105, B.Marginoniy Street, Fergana, 100151. Tel: (99873) 244-57-82; e-mail: info@fdu.uz)

Dissertation could be reviewed at information-resource center of Fergana State University (registration number 481). Address: 19, Murabbiylar Street, Fergana, 100151, Tel.: (99873) 244-44-94.

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A.Mamajonov

Chairman of Scientific Council Awarding scientific degree, Doctor of Philological sciences, Professor

M.T.Zokirov

Secretary of Scientific Council Awarding scientific degree, Candidate of sciences, Professor

G.Z.Rozikova

Chairman of Scientific Seminar at the Scientific Council awarding scientific degree, Doctor of Philological sciences, Professor

INTRODUCTION (Doctor of Science (DSc) Dissertation Annotation)

Relevance and necessity of the dissertation topic. In world linguistics, recent studies have placed particular emphasis on examining language in harmony with the human factor who uses it, focusing on its connection with speech activity, social context, and emotional-psychological state. As a result, numerous linguistic fields united under the name of the anthropocentric paradigm have emerged, establishing their own research methodologies and analytical methods. The development of research on communicative behavior and the compilation of explanatory dictionaries in psycholinguistics are of significant practical importance for the advancement of anthropocentric linguistics and lexicography.

In world linguistics, issues related to communicative behavior and individual speech are considered key research objects, as they serve as essential sources for drawing grounded conclusions about speech situations, an individual's verbal activity, psychology, social status, age, gender, national worldview, religious-mythological perspectives, and socio-political life. Currently, particular attention is being paid to studying communicative behavior based on the latest achievements in linguistics. Research in this field is of theoretical significance in identifying the psycholinguistic characteristics of communicative behavior.

Although several studies in the field of psycholinguistics have been conducted in Uzbek linguistics, the psycholinguistic features of communicative behavior have not yet been studied in a monographic format. In this sense, studying communication in connection with the human factor who creates it and identifying its psycholinguistic features is considered a priority task. In order to further develop the Uzbek language, tasks such as “introducing modern methods of Uzbek language scientific schools into the higher education system, identifying and researching scientific problems related to the prospects of language development”³⁴ have been outlined. Investigating the issues of communicative behavior within modern linguistic directions and based on the latest scientific advancements, as well as enriching Uzbek linguistics with scientific-theoretical insights and practical interpretations in psycholinguistics, is one of the significant tasks ahead in the field.

This study will to a certain extent serve the implementation of the priority tasks set out in the PD-5850 of the President of the Republic of Uzbekistan dated October 21, 2019 “On measures to fundamentally increase the prestige and status of the Uzbek language as a state language”, PD-6084 dated October 20, 2020 “On further promotion of the Uzbek language in our country and Measures for Development and Improvement of Language Policy”, PD-6108 dated November 6, 2020 “On measures to develop the spheres of education and science in the new period of development of Uzbekistan”, PD-60 dated January 28, 2022 “On the development strategy of the New Uzbekistan for 2022-2026”; PR-2789 of the President of the Republic of Uzbekistan dated February 17, 2017 “On measures to further improve the activities of the Academy of Sciences, the organization, management and financing of scientific and research work”, PR-4479 dated October 4, 2019 “On the broad celebration of the thirtieth anniversary of the adoption of the Law of the Republic of Uzbekistan “On

³⁴Ўзбекистон Республикаси Президентининг 2020 йил 20 октябрдаги “Мамлакатимизда ўзбек тилини янада ривожлантириш ва тил сиёсатини такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-6084-сонли фармони // Ўзбекистон қонун ҳужжатлари тўплами. 06/20/6084/1398

the State Language”, the Address of the President of the Republic of Uzbekistan to the Oliy Majlis dated December 20, 2022, and other regulatory legal documents related to this activity.

The appropriateness of the research to the prior directions of the development of science and technologies. The dissertation was completed in accordance with the priority direction of the I. “Formation of the system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of the information society and the democratic state and the ways of their implementation”.

Review of foreign scientific research on the topic of the dissertation. In world linguistics, scientific research focused on the theory of communication, the influence of personal traits on the communication process, and the psycholinguistic characteristics of texts is being conducted at leading research centers and higher education institutions. These include Cornell University, Indiana University, the Massachusetts Institute of Technology, and the University of Pennsylvania (USA); the University of Toronto (Canada); the University of Essex, the University of Reading, and the University of York (United Kingdom); Lund University (Sweden); Moscow State University, St. Petersburg State University, and Vladimir State University (Russia); Luhansk Taras Shevchenko National University (Ukraine); Delhi University (India); Semarang State University (Indonesia); as well as National University of Uzbekistan, the Institute of Uzbek Language, Literature, and Folklore of the Academy of Sciences of Uzbekistan, Fergana State University, Andijan State University, and Samarkand State University (Uzbekistan).

The following scientific results were obtained from research on the psycholinguistic features of communication in world linguistics: the first conference on psycholinguistics was held, and after this conference a committee on linguistics and psychology was formed (Cornell University, USA); a large seminar on psycholinguistics was held, and a book entitled “Psycholinguistics: a survey of theory and research problems” was published based on the results of the seminar (Indiana University, USA); multilingualism in deaf children; bilingualism; understanding in the native language and the acquired language; speech mechanisms in bilingual children and adults; individual characteristics in bilingualism were revealed (University of Reading, Great Britain); psycholinguistic foundations of mastering Chinese Mandarin as a second language; the role of emotional words in the lexicon of English abstract words; speech development in early childhood; the issue of bilingualism in forensic examination was analyzed (University of York, Great Britain); forms and functions of concrete speech; neuromodeling of concrete and abstract words; social norms and language mechanisms; cognitive control in linguistic and non-linguistic contexts in monolinguals and bilinguals; issues of bilingualism were identified (University of Pennsylvania, USA)³⁵, description of the processes of transformation of semantic information; analysis of the processes of formation and functioning of linguistic consciousness; creation of a theory of speech activity (Moscow State University, Russia), creation of an experimental phonetic

³⁵Review of foreign scientific research on the topic of the dissertation was conducted through the sources such as <https://research.reading.uk/psylinglab/research-projects/phd-theses>; https://libraries.psu.edu/search_psycholinguistics; <https://link.springer.com/journal/10936>; <https://www.sciencedirect.com/topics/computer-science/psycholinguistic-research>; <https://www.proquest.com/resultsol/8AE550A71A2F45C8PQ/1> and others.

laboratory, study of speech and perception processes, research on children's speech and speech pathologies (St. Petersburg State University, Russia), issues of communicative linguistics were highlighted (Vladimir State University, Russia), issues of communication theory were studied (Luhansk Taras Shevchenko National University, Ukraine), study of the influence of personality traits on the communication process (University of Delhi, India), study of the related features of language and personality (Semarang State University, Indonesia), psycholinguistic study of the content perception of newspaper texts was carried out; the lexical-semantic features that are manifested in the speech of Uzbek children under the influence of socio-psychological factors are interpreted (National University of Uzbekistan); the issue of the expression of a person's mental state in texts in the Uzbek language is highlighted; (Institute of Uzbek Language, Literature and Folklore of the Academy of Sciences of the Republic of Uzbekistan), the functions of language (speech) and the psycholinguistic aspect of communication, communication and attitude: means of expressing attitude, the communicant's "I" and attitude to it, the expression of the relationship between the addressee – addressee – communicative object in communication, speech and the physiological state of a person, the effect of speech on the physiology of the addressee, the type of speech and its effect on the physiology of the addressee are highlighted; the essence of bilingualism, the linguopsychological aspects of becoming bilingual, that is, bilingual as a result of perfect mastery of another language are studied; extralinguistic and psycholinguistic means and factors of the expression of address are analyzed; the text distinguishes linguistic and extralinguistic means that express personality traits; The psycholinguistic characteristics of children's texts were studied (Fergana State University), the reflection of mental states in the process of speech activity through various level units of the Uzbek language was highlighted (Andijan State University), and a linguocognitive and linguopsychological study of the language of children's literature was carried out (Samarkand State University).

In contemporary world linguistics, research is being conducted on behavioral neurolinguistics, clinical psycholinguistics, cognitive psycholinguistics, cognitive neurolinguistics, and developmental psycholinguistics, speech mechanisms, language representation in human cognition, and the acquisition of first and second languages; experimental psycholinguistics, language development in early childhood, second-language acquisition, speech production and comprehension, and issues related to language loss and interference.

The scope of study of the problem. In world linguistics, significant research in the field of psycholinguistics has been conducted by scholars such as C.E.Osgood, T.A.Sebeok, N.Chomskiy, R.Rieber, H.Vetter, W. von Humboldt, J.F.Kess, D.Gabris-Barker, J.Fild, S.Budela, D.Carroll, W.Levelt, O.Ngozi, C.Ohaka, K.Diukar, G.Shteyntal, A.Chaer, M.Shkhatpatseva, A.T.Harley³⁶, I.Ilyasov,

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In Uzbek linguistics, issues related to psycholinguistics have been explored in the works of S.Muminov, M. Zokirov, Z. Akbarova, I. Azimova, A. Nurmonov, I. Hojaliyev, D. Xudoyberganova, M. Qurbonova, S. Qurbonova, Sh. Alpanova, D. Yuldasheva, and N. Yarashova³⁸.

The problems of speech culture and communicative behavior in Uzbek linguistics have been studied by a number of scholars, including I.Ibrohimov, B.Urinboyev, E.Begmatov, H.Abdurahmonov, N.Mahmudov, S. Inomkhujayev, R.Qungurov, S.Karimov, T.Qurbonov, B.Rahmatullayeva, T.Qudratov, Sh.Iskandarova, Y.Tojiyev, N.Hasanova, H.Tojimatov, O.Yuldosheva, S.Muminov,

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³⁷ Ильясов И. И. Эксперимент Дж. Миллера по проверке психологической реальности трансформационной модели (анализ методики). Психология грамматики. Леонтьев А. А., Рябова Т. В. (ред.). – М.: МГУ, 1968. – С.50-66; Щерба Л. В. О тройном аспекте языковых явлений и об экспериментах языкознания. Языковая система и речевая деятельность. – Л.: Наука, 1974. – С.24-39; Леонтьев А.А. Основы психолингвистики. – М.: Смысл, 1997; Горелов И.Н., Седов К.Ф. Основы психолингвистики. – М.: Лабиринт, 1998; Красных В.В. Основы психолингвистики и теории коммуникации. Лекционный курс. – М., 2001; Фрумкина Р.М. Психолингвистика. – М.: Академия, 2001; Седов К.Ф. (ред.). Возрастная психолингвистика: хрестоматия. – М.: Лабиринт, 2004; Овчинникова И.Г. Сахарный Л.В., Штерн А.С. // Вопросы психолингвистики, 2006. – №4. – С.32-36; Тарасов Е. Интервью с профессором Евгением Федоровичем Тарасовым. Московская психолингвистическая школа: истоки, становление, результаты // Вопросы психолингвистики, 2010. – №12. – С.15-19; Тарасов Е.Ф. «Я не мыслю себя в другой деятельности...» // Вопросы психолингвистики, 2015. – №24. – С.20-23; Балясникова О. В., Уфимцева Н. В. Стратегии актуализации категории эго в языковом сознании русских (по данным ассоциативного эксперимента) // Вопросы психолингвистики, 2018. – №4 (38). – С.14-33; Федорова О.В. Об экспериментальном синтаксисе и о синтаксическом эксперименте в языкознании. // Вопросы языкознания, 2013. – №1. – С.3-21; Федорова О. Отечественная психолингвистика: вчера, сегодня, завтра (субъективные заметки об изучении механизмов порождения и понимания речи) // Вопросы языкознания. 2020. – №6. – С.105-129.

³⁸ Мўминов С. Ўзбек мулоқот хулқининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000; Акбарова З. Ўзбек тилида мурожаат шакллари ва унинг лисоний тадқиқи: Филол. фан. номз. ...дисс. автореф. – Тошкент, 2008; Азимова И.А. Ўзбек тилидаги газета матнлари мазмуний перцепциясининг психолингвистик тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Нурмонов А. Танланган асарлар. 3 жилдли. 1 жилд. – Тошкент: Akademnashr, 2012; Хожалиев И. Психолингвистиканинг фан сифатида шаклланишига доир // ФарДУ. Илмий хабарлар. 2017. №5. – Б. 71-74; Худойберганова Д. Матннинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013; Курбонова М. Ўзбек болалар нутки лексикасининг социопсихолингвистик тадқиқи. Монография. – Тошкент, 2014.; Курбонова С. Бадиий матнда шахс хусусиятларини ифодалаш: Филол. фан. б. фалс. док. ... дисс. автореф. – Фарғона, 2018; Алпанова Ш. Нуткий фаолият жараёнидаги рухий ҳолатларнинг ўзбек тилининг турли сатҳ бирликлари воситасида акс этиши: Филол. фан. б. фалс. док. ... дисс. – Фарғона, 2018; Юлдашева Д. Ўзбек болаларига хос оғзаки ва ёзма матнларнинг антропоцентрик тадқиқи: Филол.фан. д-ри (DSc) ... дисс. – Фарғона, 2022; Yarashova N. Bolalar adabiyoti tilining lingvokognitiv, lingvopsixologik tadqiqi: Filol. fan. d-ri (DSc) ... diss. – Samarqand, 2023.

Q.Rasulov, D.Rustamov³⁹. However, despite these contributions, the psycholinguistic features of communicative behavior have not been specifically studied in Uzbek linguistics to date. This gap highlights the need for a comprehensive monographic study of this research topic.

The connection of the dissertation topic with the research plans of the higher educational institution where the dissertation was completed. The research was carried out within the "Problems of Modern Linguistics" direction of the research plan of Fergana State University. "Problems of communicative behavior of Uzbeks" direction of the research plan of Fergana State University..

The aim of the research is to study Uzbek communication on psychological and linguistic grounds, to reveal its aspects related to cognitive processes, emotions, and individual characteristics of the person.

Tasks of the research:

to analyze research conducted on psycholinguistics in world and Uzbek linguistics, to identify research problems of psycholinguistics;

to determine the psychological structure and levels of communication; to conduct a psycholinguistic analysis of the stages of communication;

to identify characteristics of intrapersonal communication, interpersonal communication and quasi-communication;

to determine the participation of linguistic and non-linguistic means in managing communication; to conduct a psycholinguistic analysis of mutual compatibility in communication;

to reveal the essence of the psycholinguistic aspects of communication related to attention, perception and memory;

to determine the influence of individual psychological characteristics of a person on communication;

to conduct a psycholinguistic study of the influence of emotional and mental states on the communication process; to analyze changes that occur in speech in a state of affect;

to conduct a survey on the psycholinguistic characteristics of communication.

The object of the research is selected speech examples of characters in the works of such representatives of Uzbek literature as Chulpon, Abdulla Qodiriy, Abdulla Qahhor, Pirmql Qodirov, Said Ahmad, Otkir Hoshimov, Togay Murod, Murod Muhammad Dost, Ulugbek Hamdam, and Zulfiya Kurolboy kizi, as well as materials collected on the basis of personal observations.

³⁹ Иброхимов И. Нутқ маданияти ва адабий талаффуз ҳақида. – Тошкент: Фан, 1972; Ўринбоев Б. Сўзлашув нутқи. – Тошкент: Фан, 1979; Бегматов Э. Ўзбек нутқ маданияти масалалари // Ўзбек тили ва адабиёти, 1980. – № 4. – Б. 54-59; Абдурахмонов Х., Маҳмудов Н. Сўз эстетикаси. – Тошкент, 1981; Иномхўжаев С. Нотиқлик санъати асослари. – Тошкент: Ўқитувчи, 1982; Қўнғуров Р., Каримов С., Қурбонов Т. Нутқ маданияти асослари. – Самарқанд, 1985; Раҳматуллаева Б.Х. Этикетные формы обращения и привлечения внимания в современном русском языке (в сопоставлении с узбекским): Автореф. дисс. ... канд. филол. наук. – Ташкент, 1992; Қудратов Т. Нутқ маданияти асослари. – Тошкент: Ўқитувчи, 1993; Искандарова Ш. Ўзбек нутқ одатининг мулоқот шакллари: Филол. фан. номз. ... дисс. автореф. – Самарқанд, 1993; Тожиёв Ё., Ҳасанова Н., Тожиматов Ҳ., Йўлдошева О. Ўзбек нутқи маданияти ва услубияти асослари. – Тошкент, 1994; Мўминов С. Ўзбек мулоқот ҳулқининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000; Расулов Қ. Ўзбек мулоқот ҳулқининг функционал ҳосиланиши: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Рустамов Д. Мулоқотнинг интралингвистик ва экстралингвистик омиллари ҳамда замонавий концепциялари: Филол. фан. д-ри (DSc) ... дисс. – Андижон, 2021.

The subject of the research is the psycholinguistic characteristics of Uzbek communication.

Research methods. The methods of classification, description, statistical analysis, as well as contextual, stylistic, psycholinguistic, associative, observational, content analysis, and discursive analysis methods were used in the dissertation.

The scientific novelty of the study:

it was shown that researching communication from a psycholinguistic point of view allows to shed light on the aspects of speech activity related to the human factor, its mental and psychological state; the differentiation of communication into lower, middle, and higher levels from a psycholinguistic perspective was highlighted, with corresponding linguistic units being applied at each level; the division of communication into pre-communication, communication, and post-communication psycholinguistic stages;

the classification of communication into intrapersonal communication (a person's internal dialogue), interpersonal communication (a person's interaction with others: monologue, dialogue, polylogue), and quasi-communication (imaginary communication with real or fictional interlocutors, or with the Creator) was identified, along with the linguistic tools utilized in each type;

the appropriate use of introductory words, emphasis-expressing linguistic tools, interruptions, imperative and interrogative sentences, and a firm tone in managing communication was described; the selection and application of phonetic, intonational, lexical, morphological, and syntactic structures during communication were linked to psychical processes such as semantic representation, perception, emotion, and psychological pressure;

the role of attention, as a psychological and mental process connected to language, in ensuring effective speech creation and perception was established; the involvement of apperception and probabilistic forecasting in interlocutor perception, and the use of linguistic elements like subtext, presupposition, humor, irony, sociolects, dialect-specific words, and units from foreign languages which complicate the perception process, were demonstrated; the influence of memory, connected to emotions, on communication was evidenced;

the existence of three types of "self" (the child self, the parent self, and the mature self) and their influence on linguistic unit selection during communication was substantiated; the emergence of emotionally charged words, interjections, incomplete sentences, rhetorical questions, unclear speech, quasi-communication, and other phenomena under the influence of emotional states; along with changes in speech, such as the frequent use of interrogative sentences, the occurrence of quasi-dialogue, the occurrence and disappearance of stuttering, resulting from affective states were proven.

The practical results of the dissertation are as follows:

the psycholinguistic features of communication behavior were substantiated as providing new scientific-theoretical information for Uzbek linguistics through the analysis of collected materials and conclusions derived from addressing the stated problems;

the contribution of these findings to research in the fields of speech culture, psycholinguistics, sociolinguistics, pragmalinguistics, and cognitive linguistics, as

well as to improving existing educational materials, creating teaching aids, manuals and compiling dictionaries was proved;

the necessity of studying language in connection with the speech activity, psychology, social status, age, gender, and situational factors of its users was substantiated.

The reliability of the research results is based on the fact that the conclusions drawn from the research were reflected in scientific works published by the researcher and that these conclusions were positively evaluated by the scientific community, the problem posed regarding the psycholinguistic characteristics of communication behavior was clarified based on classification, description, statistical analysis, as well as contextual, stylistic, psycholinguistic, associative, observation, content analysis, and discursive analysis methods, the proposals and recommendations were put into practice, and the results obtained were approved by authorized organizations.

Scientific and practical significance of research results. The scientific significance of the research results is that they have theoretical significance for research on psycholinguistics and Uzbek communication behavior. The conclusions drawn enrich the scientific and theoretical views on the psycholinguistic characteristics of communication behavior; further expand the scope of research in the field of psycholinguistics.

The practical significance of the research results is that they can be used to create a new generation of textbooks and study guides on linguistics; organize lectures, practical and seminar sessions in philology, and compile dictionaries on psycholinguistics.

Implementation of research results. Based on the scientific results of the psycholinguistic study of communication:

conclusions on identification the classification of communication into intrapersonal communication (a person's internal dialogue), interpersonal communication (a person's interaction with others: monologue, dialogue, polylogue), and quasi-communication (imaginary communication with real or fictional interlocutors, or with the Creator), along with the linguistic tools utilized in each type were used within the framework of the project "European Perspectives in Dialogue: Central Asia and Western Research" under the ID-57663348 funded by the German Academic Exchange Service DAAD (reference number 02-02/01-179 of Bukhara State University dated August 8, 2024). As a result, it served as a scientific source for an in-depth study of the concept of communication;

conclusions on the psycholinguistic aspects of communication explored to reveal its connection with human factors, mental, and psychological states; the highlighted differentiation of communication into lower, middle, and higher levels from a psycholinguistic perspective, with corresponding linguistic units being applied at each level were used in the implementation of the practical project of the "Mahalla and Oila" Research Institute No. ZHBL-20 on the topic "Creating an electronic corpus of works of art on the topic of family, mahalla and gender equality" (reference of the "Family and Gender" Research Institute No. 01-09/2102 dated August 20, 2024). As a result, it served to increase the scientific level of scientific articles, collections prepared within the framework of the practical project, and research conducted within the framework of the language corpus;

conclusions on the appropriate use of introductory words, emphasis-expressing linguistic tools, interruptions, imperative and interrogative sentences, and a firm tone in managing communication; the selection and application of phonetic, intonational, lexical, morphological, and syntactic structures during communication linked to psychical processes such as semantic representation, perception, emotion, and psychological pressure were used in the implementation of the scientific and practical project No. FZ-2019081663 on the topic "Creation of a website and a collection of multimedia products dedicated to the promotion of the Uzbek national dance art", implemented at the Uzbekistan State Academy of Choreography in 2020-2021 (reference of the Uzbekistan State Academy of Choreography No. 1-04/110 dated August 22, 2024). As a result, it served to the enrichment of the scientific and theoretical resources of the project and improvement of the dictionaries;

conclusions and recommendations on the division of communication into pre-communication, communication, and post-communication psycholinguistic stages were used to implement the fundamental project No. F3-2019081773 on the topic "Creation of interactive educational and methodological manuals in the subject "Children's dances" for music and art educational institutions" in 2021-2023 (reference of the State Academy of Choreography of Uzbekistan No. 1-04/109 dated August 22, 2024). As a result, it served to improve the teaching and methodological manuals created within the project;

conclusions on the role of attention, as a psychological and mental process connected to language, in ensuring effective speech creation and perception; the involvement of apperception and probabilistic forecasting in interlocutor perception, and the use of linguistic elements like subtext, presupposition, humor, irony, sociolects, dialect-specific words, and units from foreign languages, which complicate the perception process; the influence of memory, connected to emotions, on communication were used in the activities of the Republican "Center for Spirituality and Enlightenment" (reference of the Republican Center for Spirituality and Enlightenment No. 03/01/19-1310 dated September 13, 2024). As a result, it served as an important basis for the upbringing of a perfect person and instilling in them the idea of national independence;

conclusions on the existence of three types of "self" (the child self, the parent self, and the mature self) and their influence on linguistic unit selection during communication were used in strengthening international literary ties, literary dialogue and advocacy events, round tables, and international scientific and practical conferences of the Writers' Union of Uzbekistan (reference of the Writers' Union of Uzbekistan No. 01/03/823 dated September 18, 2024). As a result, it served to shaping young people's knowledge about how to properly organize communication;

conclusions on the existence of three types of "self" (the child self, the parent self, and the mature self) and their influence on linguistic unit selection during communication; the emergence of emotionally charged words, interjections, incomplete sentences, rhetorical questions, unclear speech, quasi-communication, and other phenomena under the influence of emotional states; along with changes in speech, such as the frequent use of interrogative sentences, the occurrence of quasi-dialogue, the occurrence and disappearance of stuttering, resulting from affective states were used to prepare the scripts for the broadcasts "Bedorlik", "Ijod zavqi", "Ta'lim va taraqqiyot", "Millat va ma'naviyat" of the TV and radio channel

"Uzbekistan" of the National Television and Radio Company of Uzbekistan in 2023-2024 (reference of the National Television and Radio Company of Uzbekistan No. 04-36-247 dated August 21, 2024). As a result, it served to increase the knowledge of audience, especially the younger generation, about the psycholinguistic characteristics of communication behavior.

Approbation of research results. The results of the research were discussed at 8 international and 4 national scientific-practical conferences.

Publication of research results. A total of 27 scientific works were published on the subject of the dissertation, including 1 monograph, 14 articles in scientific publications recommended to be published by the Higher Attestation Commission of the Republic of Uzbekistan (10 in republican and 4 in foreign journals) published.

The structure and scope of the dissertation. The dissertation consists of an introduction, 4 main chapters, a conclusion, a list of references. The total volume of the work is 245 pages.

THE MAIN CONTENT OF THE DISSERTATION

In the **introductory** part of the dissertation, the relevance and necessity of the research topic, its dependence on the priority directions of the development of science and technology of the republic, a review of foreign scientific research, the level of research of the problem, the aim and tasks of the research, object, subject, scientific novelty and practical results, theoretical and practical significance of the results, implementation of research results, publication of the research results, information on the structure and size of the dissertation is given.

The first chapter of the dissertation is called "Theoretical foundations of psycholinguistic research of communication". The first section of the chapter, dedicated to the "Psycholinguistics as a Developing Field in Global and Uzbek Linguistics". The term "psycholinguistics" was first introduced by the American scholar Y. Kantor. In an article by his student N. Pronko, psycholinguistics was recognized as an interdisciplinary field that examines linguistic phenomena from a psychological perspective⁴⁰. This theory was later developed by Ch. E. Osgood and T. A. Sebeok. In 1951, the first conference dedicated to psycholinguistics was organized by the Social Science Research Council at Cornell University. Following the conference, a Committee on Linguistics and Psychology was established, with Ch. E. Osgood appointed as its chair. Two significant steps were taken in the field of psycholinguistics after this conference. The first was the organization of a major seminar at Indiana University in 1953, and the second was the publication of a book titled Psycholinguistics: Problems of Theory and Research, based on the seminar's findings⁴¹.

The field of psycholinguistics has also been influenced by the generative linguistics approach founded by N. Chomsky. Generative linguistics emphasizes innate knowledge, focusing on what individuals can do with language, how they acquire it, and how they retain it in long-term memory. This approach acknowledged the necessity of moving away from analyzing and describing linguistic units solely

⁴⁰ Pronko N.H. Language and psycholinguistics: a review. Psychological Bulletin, 1946, 43 (3). – P. 189-239. doi:10.1037/h0056729

⁴¹ Osgood C.E., Sebeok T.A. Psycholinguistics: a survey of theory and research problems. Journal of abnormal psychology, 1954. 49 4, Part 2. – P. 1-203.

based on structural linguistics⁴². In 1959, N. Chomsky wrote a review of Skinner's book, which became more famous than the book itself. In this review, Chomsky argued that behaviorism was inadequate for studying and understanding natural language. He proposed his theory of transformational or generative grammar, which integrates the construction of language and human knowledge about it. The experimental testing of this theory contributed significantly to the development of psycholinguistics⁴³. Based on this, D. Carroll periodized the formation and development of psycholinguistics into four stages: 1) Early European Psycholinguistics (1879): Marked by the creation of the first psychological laboratory by W. Wundt; 2) Behaviorism and Verbal Behavior Dominance (1920s onward): The period during which behaviorist ideas were predominant in the United States; 3) Modern Psycholinguistics (1951–1953): Associated with post-seminar works, Chomsky's research, the creation of transformational grammar, and the so-called "Chomskyan Revolution"; 4) Contemporary Psycholinguistics: Characterized by interdisciplinary research, encompassing the last 15-20 years⁴⁴. K. Dücker acknowledges that the foundation of psycholinguistics was laid as early as the 19th century. The scholar cites W. von Humboldt's distinction between language (Sprache) and speech (Rede) as an attempt to establish the connection between language and thought⁴⁵. Indeed, Humboldt's ideas laid the groundwork for the psycholinguistic approach, emphasizing the interrelation between language and thought, the separation of language and speech, and the contradictions and interconnections in speech production and perception. The psychological state and mood of the speaker during speech production, as well as the psychological state of the recipient, play a crucial role in defining the psycholinguistic aspects of communication. These factors underline the primary directions of psycholinguistic inquiry, focusing on the interplay between thought, language, and communication⁴⁶.

U. Levelt asserts that the origins of psycholinguistics can be traced back to the late 18th century. He notes: "Although many psycholinguists consider the history of this field to have begun with Chomsky's 'cognitive revolution' in the late 1950s and 1960s, the empirical history of psycholinguistics actually dates back to the late 18th century. Psycholinguistics has four historical roots, which converged by the late 19th century to form what came to be known as psycholinguistics or language psychology. These roots are: first, the comparative-historical linguistic paradigm, which approached the origins of language from a psychological perspective; second, the study of the brain and language, with notable contributions from notable scientists such as F. Gall, Broca, and Wernicke; third, the daily developmental approach to child development introduced by Rousseau in his work *Émile*; fourth, the experimental laboratory-based approach to language and speech processing derived from F. Donders' mental chronometry. In 1900, W. Wundt synthesized these four

⁴² Chomsky N. *Syntactic structures*. Second Edition (First edition was published in 1957). With an Introduction by David F. Lightfoot. Berlin and New York: Mouton de Gruyter, 2002.

⁴³ Chomsky N. "A Review of B. F. Skinner's *Verbal Behavior*" in *Language*, 1959. 35. – №1. – P. 26-58 // <https://chomsky.info/1967>. (murojaat sanasi: 23.04.2024).

⁴⁴ Carroll W. David. *Psychology of Language*. Fifth edition, 2008. – P. 9-15.

⁴⁵ Diukar K. Evolution of psycholinguistic theories in word-making processes // *Scientific Journal of Polonia University*, 2021, 46 3. DOI: <https://doi.org/10.23856/4602>

⁴⁶ Bu haqda qarang: *Психолингвистика: Учебник для вузов / Под ред. Т.Н. Ушаковой*. – М.: ПЕР СЭ, 2006. – С.37-41.

approaches in his work “Monumental Die Sprache”. These foundational roots, while emerging almost simultaneously, evolved independently in distinct domains until the 20th century”⁴⁷.

In Russian linguistics, the St.Petersburg and Moscow schools of psycholinguistics are well-recognized. The St.Petersburg school was established by Baudouin de Courtenay and later developed by his student L.Shcherba, the founder of the Leningrad Phonological School. Shcherba emphasized the importance of experimental methods in linguistics and argued against studying living languages using principles derived from dead ones. He advocated for evaluating living languages based on evidence obtained through experimentation⁴⁸. L. Sakharny also made significant contributions to the development of the St. Petersburg school⁴⁹.

The Moscow school of psycholinguistics evolved through the work of scholars such as I.Ilyasov, A.Leontiev, Y.Tarasov, R.Frumkina, K.Sedov, I.Gorelov, O.V.Balyasnikova, N.Ufimtseva, O.Fedorova⁵⁰.

In Uzbek linguistics, psycholinguistic issues have been addressed by researchers such as S.Muminov, M.Zokirov, Z.Akbarova, I.Azimova, A.Nurmonov, I.Hojaliyev, D.Khudoyberganova, M.Qurbonova, S.Qurbonova, Sh.Alpanova, D.Yuldasheva, and N.Yarashova⁵¹.

⁴⁷ Levelt W. A History of Psycholinguistics: The Pre-Chomskyan Era (Oxford, 2012; online edn, Oxford Academic, 24 Jan. 2013). – P. 168-175. <https://doi.org/10.1093/acprof:oso/9780199653669.001.0001>, accessed 24 Nov. 2023.

⁴⁸ Щерба Л. В. О творяком аспекте языковых явлений и об эксперименте в языкознании. Языковая система и речевая деятельность. – Л.: Наука, 1974. – С.24-39.

⁴⁹ Bu haqda qarang: Овчинникова И.Г. Сахарный Л.В., Штерн А.С. // Вопросы психолингвистики, 2006. – №4. – С.32-36; Федорова О. Отечественная психолингвистика: вчера, сегодня, завтра (субъективные заметки об изучении механизмов порождения и понимания речи) // Вопросы языкознания. 2020. – №6. – С.105-129.

⁵⁰ Ильясов И.И. Эксперимент Дж. Миллера по проверке психологической реальности трансформационной модели (анализ методики). Психология грамматики. Леонтьев А.А., Рябова Т.В. (ред.). – М.: МГУ, 1968. – С.50-66; Леонтьев А. А. О работе проблемной группы психолингвистики Института языкознания АН СССР. Психологические и психолингвистические проблемы владения и овладения языком. Леонтьев А.А., Рябова Т.В. (ред.). – М.: МГУ, 1969; Леонтьев А.А. (ред.). Основы теории речевой деятельности. – М.: Наука, 1974; Леонтьев А. А. Основы психолингвистики. – М.: Смысл, 1997; Леонтьев А.А. Основы психолингвистики. – М., 1999; Леонтьев Д.А., Леонтьева А.А., Тарасов Е.Ф. Алексей Алексеевич Леонтьев: научная биография // Вопросы психолингвистики, 2016. – №27. – С.10-17; Тарасов Е.Ф. Предисловие // Вопросы психолингвистики, 2006. – №4. – С.4; Тарасов Е. Интервью с профессором Евгением Федоровичем Тарасовым. Московская психолингвистическая школа: истоки, становление, результаты // Вопросы психолингвистики, 2010. – №12. – С.15-19; Тарасов Е.Ф. «Я не мыслю себя в другой деятельности...» // Вопросы психолингвистики, 2015. – №24. – С.20-23; Фрумкина Р.М. Цвет, смысл, сходство: Аспекты психолингвистического анализа. – М.: Наука, 1984; Фрумкина Р.М. Предисловие // Психолингвистика. Сборник статей. Составление и общая редакция А.М. Шахнаровича. (сост.). – М.: Прогресс, 1984; Фрумкина Р.М. Психолингвистика. – М.: Академия, 2014; Седов К.Ф. (ред.). Возрастная психолингвистика: хрестоматия. – М.: Лабиринт, 2004; Седов К.Ф. (ред.). Общая психолингвистика: хрестоматия. – М.: Лабиринт, 2004; Седов К.Ф. Дискурс и личность. Эволюция коммуникативной компетенции. – М.: Лабиринт, 2004; Седов К.Ф. Нейропсихолингвистика. – М.: Лабиринт, 2007; Седов К.Ф. Онтопсихолингвистика: становление коммуникативной компетенции человека. – М.: Лабиринт, 2008; Горелов И. Н. Невербальные компоненты коммуникации. – М.: Наука, 1980; Горелов И.Н., Седов К.Ф. Основы психолингвистики. – М.: Лабиринт, 1998; Балясникова О.В., Уфимцева Н.В. Стратегии актуализации категории эго в языковом сознании русских (по данным ассоциативного эксперимента) // Вопросы психолингвистики, 2018. – №4 (38). – С.14–33; Федорова О.В. Об экспериментальном синтаксисе и о синтаксическом эксперименте в языкознании // Вопросы языкознания, 2013. – №1. – С.3-21; Федорова О. Отечественная психолингвистика: вчера, сегодня, завтра (субъективные заметки об изучении механизмов порождения и понимания речи) // Вопросы языкознания. 2020. – №6. – С.105-129.

⁵¹ Мўминов С. Ўзбек мулоқот хулқининг ижтимоий-лисаний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000; Акбарова З. Ўзбек тилида мурожаат шакллари ва унинг лисаний таъқиқи: Филол. фан. номз. ...дисс. автореф. – Тошкент, 2008; Азимова И.А. Ўзбек тилидаги газета матнлари мазмуний перцепциясининг психолингвистик таъқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008; Нурмонов А. Танланган асарлар. 3 жилд. 1 жилд. – Тошкент: Akademnashr, 2012; Ҳожалиев И. Психолингвистиканинг фан сифатида

As with the origins of psycholinguistics, views on the scope and research domains of this field vary. J. Field identifies the following areas as central to psycholinguistics: 1. Language processes: Reading, writing, speaking, listening, and understanding, as well as the relationship between language and memory. 2. Vocabulary and its usage: The ability to store words in the mind and retrieve them as needed. 3. Language acquisition: Focusing on how infants acquire their native language. 4. Special cases: The impact of physical impairments (e.g., deafness, blindness) and brain injuries (e.g., dyslexia, aphasia) on language and speech. 5. Mind-language relationships: The integration of language within the human mind, its development, and its status as a uniquely human phenomenon. 6. Second language acquisition and use: Exploring how individuals learn and use additional languages⁵².

The second section of the chapter, dedicated to the "Analysis of Theoretical Perspectives on Communication and Interaction". In linguistics, the terms communication and interaction are often used interchangeably. However, psychological literature distinguishes between the two. Communication is broadly defined as the process of exchanging information and includes the transmission of messages via sound, written symbols, gestures, or other means⁵³. It can occur between humans, animals, or even inanimate objects (e.g., computers)⁵⁴. Human communication, however, involves not only information exchange but also the expression of emotions and opinions, manifesting in both verbal and non-verbal forms. Consequently, the term interaction is more appropriate for human-specific communication. Existing linguistic research highlights that interaction is characterized by its symbolic and dynamic nature, its connection to context and culture, and its prevalence as an interactive process. Scholars from various disciplines have developed different models of interaction. The dissertation analyzes models created by Aristotle, G. Lasswell, Shannon and Weaver, W. Schramm, D. Barnlund, and J. Jackson⁵⁵.

шаклланишига доир // ФарДУ. Илмий хабарлар, 2017. – №5. – Б. 71-74; Худойберганава Д. Матнинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013; Қурбонова М. Ўзбек болалар нутқи лексикасининг социопсихолингвистик тадқиқи. Монография. – Тошкент, 2014.; Қурбонова С. Бадиий матнда шахс хусусиятларини ифodalаш: Филол. фан. б. фалс. док. ... дисс. автореф. – Фарғона, 2018; Алпанова Ш. Нутқий фаолият жараёнидаги руҳий ҳолатларнинг ўзбек тилининг турли сатҳ бирликлари воситасида акс этиши: Филол. фан. б. фалс. док. ... дисс. – Фарғона, 2018; Юлдашева Д. Ўзбек болаларига хос оғзаки ва ёзма матнларнинг антропоцентрик тадқиқи: Филол. фан. д-ри (DSc) ... дисс. – Фарғона, 2022; Yarashova N. Bolalar adabiyoti tilining lingvokognitiv, lingvopsixologik tadqiqi: Filol. fan. d-ri (DSc) ... diss. – Samarqand, 2023.

⁵² Field J. Psycholinguistics: the key concepts. – London; New York: Routledge, 2004.

⁵³ Rosengren K. E. Communication: An Introduction. Sage Publications, 2000.

⁵⁴ <https://en.wikipedia.org/wiki/Communication> (murojaat sanasi: 15.05.2024).

⁵⁵ Rosenfield L.W. (1 December 2011). III. An Aristotelian Theory of Communication. Aristotle and Information Theory: A Comparison of the Influence of Causal Assumptions on two Theories of Communication. Walter de Gruyter. – P. 61-62. ISBN 9783110813616.; Lasswell H. The Structure and Function of Communication in Society / Harold Lasswell // The Communication of Ideas. – New York: Institute for Religious and Social Studies, 1948. – P. 37-51; Sereno K.K. Foundations of Communication Theory / Kenneth K. Sereno, David C. Mortensen. – New York: Harper & Row, 1970. – P. 114-129; Stepykina T.V., Mygovych I.V. Theory of Communication: Interdisciplinary Approach: Manual for Master Students. State Institution Luhansk Taras Shevchenko National University. – Luhansk: Luhansk Taras Shevchenko National University Press, 2012; Schramm W. How Communication Works / Wilbur Schramm // The Process and Effects of Communication. – Urbana: University of Illinois Press, 1954. – P. 3-26.; Barnlund Dean C. (5 July 2013). A Transactional Model of Communication. In Akin, Johnnye; Goldberg, Alvin; Myers Gail; Stewart, Joseph (eds.). Language Behavior. De Gruyter Mouton. – P. 43-61. doi:10.1515/9783110878752.43; https://en.wikipedia.org/wiki/Barnlund%27s_model_of_communication; Jackson J. Introducing Language and Intercultural Communication (2nd ed.). Routledge. 2019. <https://doi.org/10.4324/9781351059275>.

The third section of the chapter, dedicated to "The Psychological Structure, Principles, and Levels of Interaction." Interaction has been studied as a research object in both linguistics and psychology. Psychologists identify three main aspects of interaction: communicative (the exchange of information between participants (speaker and listener)), interactive (the mutual influence and coordination of actions between participants) and perceptive (the participants' understanding and perception of each other). The communicative aspect of communication is manifested in the mutual exchange of information between the speaker and the listener participating in the communication. The interactive aspect of communication can be assessed as the interaction of the participants in the communication. The last - perceptual aspect - is associated with the mutual understanding and perception of the speaker and the listener participating in the communication⁵⁶.

Theoretical literature outlines seven principles of interaction: 1) every interaction has a purpose; 2) interaction is continuous; 3) the messages exchanged in interaction vary consciously and may emerge spontaneously or follow established patterns; 4) interaction is interconnected, with two levels of relationships – intimacy and control – expressed in any exchange; 5) interaction is influenced by culture; 6) there are norms and rules specific to interactive behavior; 7) interaction is learned and internalized⁵⁷.

Knowledge in interaction manifests in three forms: knowledge about the object of interaction; knowledge about the person engaged in interaction; knowledge about the means of interaction (language). If any of these elements are absent, the quality of interaction diminishes, and the interlocutor may not be perceived as a culturally competent individual⁵⁸.

Psychologists identify three levels of interaction: low, medium, and high⁵⁹. Low levels include primitive, manipulative, and standardized interaction. At the primitive level, there is no interest in the interlocutor, who is treated as an object—used if needed and discarded if not.

... *Bir tomonda do‘xtirlar. Bir tomonda yarim yalang‘och “prizivnik”lar.*

Endi senlar odam emas, hammang bir xil “prizivnik”san.

Quloq solib tursang, antiqa savol-javoblarni eshitasan...

– *Shikoyating bormi?*

– *Bor. Boshim og‘riydi. Kechalari uxlamay chiqaman, do‘xtir!*

– *Mening boshim yorilib ketay deyapti! O‘t! Yaroqli!*

– *Sen nima deysan?*

– *Jigarim kasal. Sariq bo‘lganman.*

– *Qachon?*

– *Uch yil avval.*

– *Men yaqinda gepatit bo‘lib, gospitaldan chiqdim. Yaroqli! Sleduyushiy!...*

(O.Hoshimov, "Tushda kechgan umrlar", p.75).

In primitive-level communication, it is primarily characterized by the speaker's ability to convey their ideas without encountering any resistance. In the

⁵⁶ Maxsudova M. Muloqot psixologiyasi. – Toshkent, 2006. – B.5.

⁵⁷ Iagnuk I., Ponomaryov I., Osypenko A.A. Communication Psychology. – Kharkiv, 2016. – 156 p.// https://www.researchgate.net/publication/310450563_Book_Communication_Psychology

⁵⁸ Raupova L. Nutq madaniyati. Darslik. – Toshkent: Innovatsiya-ziyo, 2019. – B.11.

⁵⁹ Maxsudova M. Muloqot psixologiyasi. – Toshkent, 2006. – B.101.

aforementioned type of communication, the doctor does not properly listen to the patients who come for consultations, nor does he pay attention to their illnesses. The main objective, as emphasized in the literary work, is simply to "fulfill the plan, the human plan." Consequently, the doctor's treatment of the patients as objects exemplifies primitive-level communication.

The intermediate level of communication is referred to as the conventional level, where openness toward the interlocutor becomes apparent. This openness, however, is specific to the situation in which the communication occurs. Additionally, such communication is characterized by concern for the interlocutor and the ability to empathize by putting oneself in their place.

The higher level of communication is divided into functional, playful, and spiritual levels. The lower, intermediate, and higher levels of communication are manifested through the psychological preparedness of participants, the constructions employed, and the selection of linguistic tools.

To gain a more precise understanding of the psycholinguistic aspects of communication, a survey was conducted as part of the study. In the dissertation, survey results were presented as supporting evidence to substantiate theoretical claims.

The first section of **the second chapter**, entitled "**Communication as a Complex Psycholinguistic Process**", is devoted to the psycholinguistic interpretation of the stages of communication. Communication can be categorized into psycholinguistic stages: pre-communication, during communication, and post-communication stages. The pre-communication psycholinguistic stage involves the psychological and linguistic preparation of an individual before engaging in communication. At this stage, necessary sentences are constructed in the mind, words are selected, and the tone of pronunciation is determined. Naturally, this process involves not only cognitive functions but also psychological and emotional processes that occur simultaneously.

Factors such as the identity of the person with whom communication is to be initiated, internal influences (e.g., nationality, gender, age, and social characteristics), and external influences (e.g., the time, context, situation, and social environment) are crucial for the preparation phase. During the pre-communication psycholinguistic stage, psychological and linguistic associations, as well as processes related to perception, such as apperception and probabilistic forecasting, also play a significant role.

...Kechqurun hamma dasturxon atrofida to'plangan payti, arzanda nevaram bilan gaplashib o'tirib, yana o'sha gap esimga tushdi.

– Asal qizim, mening ismim nimaydi? – deb so'radim.

– Sizning ismingiz – bobo, – dedi u.

– Balli! – deb boshini siladim. – Endi sen ayt-chi, farishta bolam, Saidqul degan ism yaxshimi, Normo'min degan ismimi?

Shu yerda sal g'irromlik qilganimni payqadim. Negaki, ishdan bo'shagan paytlarda nevaralarni ustimga mindirib, goh tik, goh tizzada "nortuya" bo'lib lo'killaydigan odatim bor. O'sha narsa esida turgan ekan, nevaram o'ylanib-netib o'tirmadi, rostini aytdi:

–Normo'min yaxshi, bobojon.

–Saidqul-chi?

– Saidqul – yomon.

– *Bekoringni aytibsan, – deya dashnom berdi buvisi. – Bobong aljib qopti, Normo‘min emas u, uning oti – Saidqul!*

– *Siz o‘zingiz – Saidqul! – dedi nevaram xafa bo‘lib. Bobom Saidqul emas, bobom – Normo‘min! Normo‘min – yaxshi!..* (Murod Muhammad Dost, “Lolazor”, p.199).

A character who wishes to change his name from Saidqul to Normo‘min uses his granddaughter as a means to achieve his goal. He capitalizes on the psychological association present in the child’s mind to guide the communication toward his desired outcome. The granddaughter associates the concept of "nortuya" (a camel) with something positive, as her grandfather, acting as the "nortuya," carries her on his back, which she greatly enjoys. Recognizing that the name Normo‘min also contains the prefix "nor," Saidqul strategically uses this psychological association in a wordplay to reinforce his point. Fully aware of this connection, he prepares in advance for the interaction and successfully achieves his goal. As a result, his granddaughter declares that the name Normo‘min is better than Saidqul.

The psycholinguistic stage during communication is connected to the psychological state of the interlocutors, including their thinking, emotions, and feelings, as well as linguistic processes. The processes occurring in a person’s mind are transferred to their speech and become verbalized.

– *Meros kerakmas menga! – deb battar xo‘rozlandi Avvalbek. – Mayli, merosni butunicha Olloyorga qoldiravering!*

Yaxshiboyev, ichini it tirnaganday, yomon bezovta bo‘ldi. Vasiyatning ovozi bungayam yetib boribdi, deb o‘yladi, keyin bu anavi manjilaqi sobiq kelinga aytgan, keyin sobiq kelin bunga yaxshilab saboq o‘rgatganki, mayli, rozi bo‘l, hamma merosni Olloyor olaqolsin, deb!.. Ya‘niki, unda Tamara hamma narsadan mahrum bo‘ladi, unda Tamara ketadi, keyin men kelaman, deb o‘rgatgan, Olloyor – ammamning buzog‘i, Olloyor – vijdoni bor ahmoq, ulushingni o‘zingga qaytarib beradi, deb o‘rgatgan, qanjiq! Dog‘uli yosuman, buning ham makri sobiq qaynonasining makridan kam emas. Yo‘q, yosumanlarga qoladigan merosim yo‘q mening!... (Murod Muhammad Dost, “Lolazor”, p. 423-424)

While communicating, a person continues to think and reflect, with their mind actively working on questions like "What should I respond with?" The brain remains in constant motion. If the correct linguistic units and the appropriate tone are chosen, the communication proceeds successfully. Otherwise, the interaction may break down or fail to achieve its intended goal. Yakhshiboyev listens to his son's words and, in his mind, processes them, preparing a response. In the unity of cognition, emotions, and language, he expresses his thoughts. As a result, he manages to navigate the situation successfully and concludes the communication effectively:

– *Mayli, Avvalbek, men roziman, – dedi Yaxshiboyev. – Muhabbatni tanlab to‘g‘ri qilibsan. Tamarani o‘ylab qayg‘uraganing ham durust. Birinchi xotiningga ham rahmat aytib qo‘y, juda olijanob ekan. Merosni Olloyorga qoldiraman. Lekin Tamarani bolasi bilan xor qilib qo‘ysak ham bo‘lmaydi, yaxshisi, sening ulushingni Tamara bilan bolasiga vasiyat qilaman. Zora shu arzimas narsa uning yarasiga malham bo‘lsa... Shu gaplarni to‘ng‘ich kelinga borib aytsang. Menimcha, uyam ishimizni ma‘qul topadi. Mayli, endi bor, bolam, borib xushxabarni yetkaz, ajabmaski, suyunchiga sobiq va bo‘lajak kelinimiz devziradan osh damlab kelsa!..*

Avvalbek indamay o'rnidan turdi. Ahvoli ancha ayanchli edi. Nedir demoqchi bo'lib og'iz juftladi, lekin aytolmadi (Murod Muhammad Dost, "Lolazor", p.424).

From a psycholinguistic perspective, communication does not conclude with a farewell or a formal closure. The interaction is analyzed in the human mind after it takes place. These reflections, influenced by the communication, may also serve as preparation for future interactions. Additionally, unspoken words or thoughts during the conversation can continue in the form of quasi-communication, extending the dialogue internally.

The second section of the chapter is titled "Characteristics of Intrapersonal, Interpersonal, and Quasi-Communication". Communication based on psycholinguistic perspectives is considered appropriate to classify into intrapersonal communication, interpersonal communication, and quasi-communication. Through intrapersonal communication, a person engages in a dialogue with their inner "self," expressing opinions, self-criticism, self-praise, or reprimands. Typically, this form of communication occurs without verbalization, taking place as an internal voice. Even in intrapersonal communication, messages are transmitted and received, with both the sender and receiver being the individual themselves. Y.Solijonov, while categorizing the types of artistic speech characteristic of Uzbek novels of the 1980s and 1990s, acknowledges inner speech as a distinct form of speech⁶⁰. In the novel "Kecha va Kunduz" ("Night and Day"), the protagonist Miryoqub's internal dialogue serves as an example of intrapersonal communication. Throughout the narrative, Miryoqub's mind houses two personas: one as the interrogator and the other as the defendant. The interrogating Miryoqub demands accountability from the defendant Miryoqub for his actions, asking for clarification and explanations for his behavior.

Additionally, intrapersonal communication can occur to make decisions, focus attention, address specific problems, or conduct self-analysis. In some cases, it may result from fear of engaging in external communication, inability to express one's thoughts openly, or apprehension about making mistakes in speech. Similar to interpersonal communication, intrapersonal communication involves linguistic processes such as word selection and sentence formation. Even intonational features of the inner voice can manifest during this process. Although not externally verbalized, this inner voice may express varying degrees of loudness, tone, and melodic features. For instance, when an individual praises themselves, they might internally articulate expressions like, "Wow, well done! That was the right thing to do!" in a rising tone. Thus, healthy individuals can engage in self-directed communication, which is not necessarily pathological. In pathological cases, however, such as hallucinations, individuals might converse with imagined figures, which is categorized as an illusory dialogue rather than intrapersonal communication.

Interpersonal communication, on the other hand, refers to interaction with other individuals. Forms of monologue, dialogue, and polylogue all fall under interpersonal communication. Furthermore, another type of communication—quasi-communication—exists and can be studied in various forms: the communicator's imaginary dialogue with a real interlocutor, their imagined dialogue with a fictional interlocutor, or their conversation with a higher power or Creator.

The third section of the chapter is titled "The Role of Linguistic and Non-Linguistic Means in Managing Communication". Communication is often directed by

⁶⁰ Солижонов Й. Бадий нутқ поэтикаси. – Фарғона, 2023. – Б. 4.

one of the interlocutors. This is a characteristic feature of the social nature of communication, where a leader is present in nearly every interaction. Typically, the individual directing the communication holds a higher status than the other participant, whether due to age, rank, or some other social attribute. In formal settings, communication dynamics often align with established rules and norms. For instance, in an interrogation process, the investigator assumes the role of the leader, asking questions, while the interrogated individual responds. This hierarchical dynamic is vividly portrayed in the novel "Tushda kechgan umrlar" ("Lives Passed in Dreams"), particularly in the interaction between the investigator and Shahnoza. However, in certain cases, roles may shift due to psycholinguistic influences. For example, the same investigator loses his controlling position when communicating with the Commissioner. Typically addressing the interrogated individual with the term "*grajdanin*" (citizen) the investigator is thrown off balance by the Commissioner's disarming initial responses. By asserting their identity and status, the Commissioner gradually seizes control of the communication, even dictating the forms of address to be used, thereby reversing the usual power dynamics of the interaction.

– *Grajdanin G'aniyev! Yettinchi noyabrdan sakkizinchi noyabrga o'tar kechasi qayerda edingiz?*

– *Birinchidan, o'rtoq tergovchi, men "grajdanin G'aniyev" emas, iste'fodagi polkovnik, o'rtoq G'aniyevman! Marhamat qilib, o'rtoq polkovnik, deb murojaat etishingizni so'rayman. O'rtoq Komissar, desangiz ham roziman.*

The Commissioner's confident manner of speaking and his demand for the proper forms of address to be used in order to show respect significantly impacts the communication. In contrast, Shahnoza, who had previously been expected to comply with the investigator's demands for silence, cannot maintain this passive role during the interaction with the Commissioner. From the very first question, the investigator loses control of the communication, and the Commissioner takes over the role of guiding the conversation. This shift in power dynamics highlights the influence of social roles and psychological factors in shaping the direction of communication:

– *Biz sizni guvoh sifatida povestka bilan...*

– *Povestkangizni pishirib yeng. Xohlasam, generalning o'zi bilan gaplashib qo'ya qolaman!*

– *Marhum Shomatovni birinchi bo'lib siz...*

– *Ha-ya, men ko'rganman! Takror aytaman. Meni so'roqqa chaqirgan bo'lsangiz, adashasiz. Shunchaki kollega sifatida maslahat so'rasangiz, boshqa gap.*

– *Siz ko'rganingizda Shomatov o'lganmidi?*

– *Badani sovub bo'lgandi. Zamonaviy ekspertizangiz Shomatov qachon o'lganini aniqlay olmadimi?*

The Commissioner's demeanor and confident speech have a psychological and emotional effect on the investigator, evoking feelings of anxiety and fear. This influence, of course, also impacts the verbal communication in the interaction. The investigator, who had previously emphasized that only he could ask questions during the interrogation with Shahnoza, is now unable to fully express his thoughts or maintain control over the conversation due to his fear of the Commissioner. This highlights how power dynamics and psychological factors shape the flow and content of communication, leading to a shift in the roles and behaviors of the participants:

- *Savolni men...*
- *Yig'ishtiring demagogiyani! So'roq qilishni bilmas ekansiz. Umuman, sistemangiz aynib ketgan. Tartib yo'q. Tartib bo'lsa, Shomatovni organga ishga olmas edinglar.*
- *Kechirasiz, grajdanin...o'rtoq Komissar...Bu gaplarni siz qayoqdan bilasiz?*
- *Men hamma narsani bilaman. Bu sohada ish boshlaganimda sizning otangiz ham tug'ilmagan edi...*

In this case, the investigator not only retreats from the role of the leader out of fear but also because he recognizes the Commissioner's genuine expertise and experience in this field. This illustrates that both sociolinguistic and psycholinguistic factors play a crucial role in managing communication. As the interaction progresses, the investigator naturally submits to the Commissioner, addressing him in the manner the Commissioner prefers. Rather than continuing the interrogation, the investigator is forced to seek advice, demonstrating a shift in power dynamics and a redefinition of the roles based on respect and recognition of expertise:

- *Ayting-chi, grajdanin, ...o'rtoq Komissar, sizning taxminingizcha, marhum Shomatov bilan ro'y bergan hodisada qaysi taxmin haqiqatga yaqinroq turadi: qotillikmi? Baxtsiz hodisami yo o'z joniga qasd qilishmi?*
- *Gapni shundan boshlash kerak edi!.. Hamma narsa bo'lishi mumkin. menga qolsa, birortasi avval o'ldirib, keyin derazadan tashlab yuborgan.*

At the request of the Commissioner, the investigator transitions from seeking advice to being the one answering questions, completely losing control of the conversation. The roles reverse. The Commissioner now takes on the role of asking questions, while the investigator responds to them. By asserting his expertise, belittling the other participant, and imposing his own views, the Commissioner takes control of the conversation. This demonstrates that psychological influence can cause a shift in roles during communication. This shift is facilitated through both verbal and non-verbal means. One of the primary linguistic tools in such a situation is the introductory phrase "*birinchidan*" (first of all) which is used not only to structure thoughts but also, in this context, to capture the attention of the listener and establish dominance. Similarly, phrases like "*Takror aytaman*" (I repeat) serve to focus the listener's attention on what is about to be said, ensuring that the speaker's control over the conversation is maintained. Furthermore, how a participant addresses the other is an essential aspect of managing the conversation. The Commissioner, by insisting that the investigator use specific forms of address, asserts dominance in the conversation. By demanding to be called "*o'rtoq polkovnik*" or "*o'rtoq Komissar*" ("Comrade Colonel" or "Comrade Commissioner") instead of the standard "*grajdanin G'aniyev*" ("Citizen Ganiyev") the Commissioner reasserts his control. Interrupting the other speaker's sentences also serves to leave their thoughts unfinished, thus maintaining the power dynamic and preventing the investigator from expressing himself fully. For instance, the investigator's sentences like *Biz sizni guvoh sifatida povestka bilan...*, *Marhum Shomatovni birinchi bo'lib siz...*, *Savolni men...* ("We will summon you as a witness with a summons..." or "You were the first to...") remain incomplete, which shows the Commissioner's influence in steering the conversation. Prosodic elements, like tone and emphasis, also play a significant role in taking control of a conversation. By asserting a firm tone, emphasizing certain words, or using command forms, the Commissioner maintains control. Command sentences,

like *Povestkangizni pishirib yeng. Yig'ishtiring demagogiyani!* "signal dominance over the conversation. Even when asking questions, the Commissioner uses them as tools to control the flow of discussion. Questions like *Zamonaviy ekspertizangiz Shomatov qachon o'lganini aniqlay olmadimi? Demak, Shomatov o'z joniga qasd qilgan, demoqchimi ekspertizangiz?* force the investigator into a position where he must respond, further highlighting the Commissioner's control over the dialogue. (O.Hoshimov, "Tushda kechgan umrlar", p.24-26).

The fourth section of the chapter is entitled "Psycholinguistic analysis of mutual compatibility in communication". In communication, interlocutors tend to adjust to each other: they begin to use similar representations, ranging from sounds and words to syntactic structures and meaning expressions. For interlocutors to align with each other, the situation model must first align, meaning that a conversation must be built according to a specific context or situation. If there is no suitable situation, communication will not take place. It is expected that interlocutors engage in a conversation about "something common." Once a contextually appropriate message is sent, a semantic representation arises in the minds of the participants, in which it is crucial that the recipient understands the message as the sender intended. If the message is misrepresented or misunderstood in the recipient's mind, it may lead to a breakdown of the conversation and cause communication to halt ineffectively.

During the conversation, the choice of similar syntactic structures and identical lexical items ensures mutual compatibility in communication. This alignment in language use helps maintain the flow and coherence of the interaction, fostering a smooth exchange of ideas: *Zum o'tmay, hamma bir joyga to'planib, o'zaro tanishuv boshlandi. Sersoqol yigit rejissor ekan, boshliq sifatida hamkasblarini tanishtirdi:*

– *Sasha Kardin – operator. Misha Fridental – ssenarist, Men – Edmund Pogasyan, – grupp boshlig'i...*

– *Saidqul Mardonov – jurnalist, deb ularning ohangida o'zimni tanitdim* (Murod Muhammad Dost, "Lolazor", p.276).

In dialogue-based communication, it is important for interlocutors to adjust their tone, pace, and linguistic style to the conversation. For instance, if the conversation partner speaks quickly due to urgency, they may try to convey their message as efficiently as possible, while a speaker who raises their voice in anger naturally prompts the listener to respond with a louder tone as well. This dynamic of adjusting tone and pace creates a more empathetic and responsive interaction.

Moreover, in certain situations, communication might involve switching languages or adopting a familiar linguistic register to foster rapport with the interlocutor. When someone aims to align themselves socially or position themselves at an equal level with their conversation partner, they might abandon dialects or informal language in favor of a more neutral or formal style. For example, individuals from rural areas visiting a city like Tashkent might consciously use the city's dialect in order to bridge any social or linguistic distance, signaling a desire to be perceived as on equal footing with their urban counterparts.

In the case of *Lolazor* by Murod Muhammad Dost, there is an interesting exchange between the journalist Nazar Yaxshiboyev and the *rais* (head of the kolkhoz). The head, having met the famous writer, initially addresses him in a formal, literary style – reflecting his respect and admiration for Yaxshiboyev's status. This highlights the role of language in adjusting to the perceived social status of

interlocutors, showing how individuals may modify their speech to demonstrate politeness, solidarity, or even social equality:

– *Uzr, domlajon... Bezovta qildim... Suratingizni ko‘rib yurardik, lekin darrov taniyolmabman. Mana, diydoringiz nasib etdi.*

– *Qayerlardan so‘raymiz?*

– *Uzoqdan, domlajon, janub tomonlardan. Ammo-lekin, bahavo joylar. Sizdek ulug‘ odamni ko‘rmoq orzuyimiz edi, mana, orzuyimizga yetdik.*

Yaxshiboyev feels irritated upon hearing such bookish words and sentences. The use of such pompous linguistic units by an ordinary, straightforward person sounds unnatural. However, the head actually uses these constructions to adapt to Yaxshiboyev. Although Yaxshiboyev does not like this situation as a conversational partner, he remains silent to avoid disrupting the conversation. He analyzes the mistakes in the head's speech.:

... Sog‘liqni o‘ylab, bu taraflarga tashrif buyurdik.

Ol-a, dedi Yaxshiboyev ichida, sen o‘zing kimsanki, tashrif buyursang. Yo‘q buniyam aybsitib bo‘lmaydi, televizor-pelevizorga chiqadigan xotin shoirlardan o‘rgangan chiqar.

Through the psychological processes occurring in the head's mind, in preparing for the conversation with the famous writer, he considers it essential to adapt to him, speak in a similar manner, and avoid feeling embarrassed. Intellectuals always speak in a bookish language, and this perception of needing to communicate in the same way with the writer, based on his own personal views, leads to this particular type of speech.

As the conversation continues and the interlocutors become a bit closer, the head loses his nervousness and begins to use a more familiar style of speech, even incorporating regional dialect: *odamlarni bir pasda yig‘naymiz, paxta teraydigan moshin va boshqalar: Rais dardini gapirgani sari jo‘nlashib, tuppa-tuzuk odamga aylandi-qoldi* (Murod Muhammad Dost, “Lolazor”, p.93-95).

The third chapter of the dissertation is called **"Psycholinguistic situations related to cognitive processes in communication"**. The first section of the chapter is dedicated to the Birinchi fasl “Psycholinguistic foundations of attention in communication”. The process of attention is considered a mental process associated with language. Speech production and comprehension through listening are directly related to attention. Additionally, in polylogue communication, there is the issue of focusing on the speech of a specific interlocutor or distributing attention among all participants. In such situations, attention may be directed exclusively to one selected interlocutor or diffusely distributed across all speakers. The act of focusing attention on a particular object or interlocutor is referred to as selectivity of attention. In the course of communication, listening attentively to an interlocutor’s words indicates that the conversation is engaging and that the listener is satisfied with the interaction. Conversely, neglecting or failing to listen attentively to an interlocutor negatively affects the communication process. Therefore, attention is an intrinsically linked process to listening. Moreover, linguists highlight that during communication in a foreign language, attention operates in connection with the speaker’s native language and the linguistic picture of the world. The system of attention distribution is determined by the linguistic picture of the world of native speakers. The selection of linguistic tools to reflect and describe reality is inherently linked to the relationship

between focus and attention within the framework of the attention distribution system. The focal points of attention may vary across languages. Shifting the focus of attention from one language to another may lead to comprehension difficulties and reduce the effectiveness of communication. This aspect should be particularly considered during translation from one language to another and in foreign language teaching⁶¹.

All cognitive processes in communication, such as perception, memory, thinking, imagination, and attention, may function fully and effectively. Yet, interruptions in communication may still occur as interlocutors intentionally halt conversations or attempt to change the topic. Redirecting the focus of attention to another subject by deliberately altering the conversation topic can serve various purposes. For instance, this may occur when the interlocutor is perceived as unpleasant:

– Mayli, – dedi sekin. – *Xudoga soldim. Komissar kuldi. Kulishi g'alati. Xuddi odamni mayna qilgandek "xex-xex-xex", deydi.*

– *Xudoning sendan boshqa ishi yo'q! Falonchi bandamning arzi holini eshitaman, deb ko'zi uchib turibdi.*

"E-e! Tezroq daf bo'lsang-chi! Sen bilan gaplashib yurakni qon qilgandan ko'ra..." Qurbonoy xola atay gapni boshqa yoqqa burdi:

– *Sutga ketyapsizmi?*

– *Borib keldim. Bugun sut bo'lmas ekan. Do'kon kecha bayramda ishlagani uchun bugun oddix qipti* (Otkir Hoshimov, "Tushda kechgan umrlar", p.8).

Qurbonoy harbors a strong dislike for Commissar but is compelled to interact with him due to fear. For this reason, she tries to end conversations with him as quickly as possible and avoid extended dialogue. She shifts the topic of discussion to divert the Commissar's attention, for example, by directing it toward whether there is any milk available.

Changing the topic of conversation can also be motivated by the unpleasantness of the current subject or by the desire to diffuse a tense situation, aiming to redirect the interlocutor's attention elsewhere.

The second section of the chapter is titled "Psycholinguistic Aspects of Communication Related to Perception." Perception is the process of acquiring and reflecting information received through sensory organs from the objective world, in conjunction with consciousness. All information about a particular object or phenomenon is received by the sensory organs, integrated as a whole in the consciousness, and subsequently reflected in speech and activity. This forms the foundation of the perception process. The complexity of this process is evaluated through its subjectivity: the same object or situation may be perceived and interpreted differently by different individuals. Consequently, psychological processes such as sensation, attention, memory, and thinking, along with an individual's experiences and even emotions, can influence the perception process. A thought expressed by a speaker is not always understood by the listener as intended. While the speaker formulates their speech based on their own thinking and worldview, the listener interprets the message through their own perspective, level of knowledge, and

⁶¹ Петров С. Система распределения внимания как фактор репрезентации языковой картины мира при овладении иностранным языком// <https://cyberleninka.ru/article/n/sistema-raspredeleniya-vnimaniya-kak-faktor-reprezentatsii-yazykovoy-kartiny-mira-pri-ovladienii-inostrannym-yazykom> (murojaat sanasi: 8.06.2023)

thinking, forming their reaction accordingly. Perception is considered a complex psychological process. One characteristic phenomenon of perception is apperception. Apperception refers to the influence of an individual's prior knowledge, personal and social experiences, interests, motivations, needs, habits, and overall mental life on the perception process. Because of apperception, individuals differ in the content of their perception. That is, the same thing may be perceived and reflected differently depending on one's knowledge, educational level, perspective, worldview, and social background⁶².

In the novel "Tushda kechgan umrlar" ("Lives Spent in Dreams") Grisha, a Russian who moves to Tashkent, struggles to assess situations correctly because he lacks knowledge of Uzbek traditions and holds misconceptions about the people of this nationality. Such instances are referred to by the term "logical barriers."⁶³

...Ehtiyotkorlik bilan kalitni buradi. Ostonada boshiga do'ppi, egniga ko'k to'n kiygan qariya turar edi. Qo'lida qappaygan sellofan xalta. Qiziq, Grishaning qo'lidagi boltaga qayrilib ham qaramadi.

– Xo'sh? – dedi Grisha "gapni cho'zma!" degan ma'noda.

– Gap bunday, qo'shni... – Qariya vazminlik bilan muqaddimani uzoqdan boshladi. – Men Ahmadaliyevman. Bugungi to'ying egasi. O'g'limni uylantirdim.

During the conversation, the elderly man invites Grisha to a wedding and attempts to explain several things. He mentions that Grisha was not at home earlier, reflects on his own life as a teacher of the Uzbek language in a Russian school, and shares how he worked tirelessly throughout his life to prepare for his child's wedding. He also emphasizes that he raised children in the spirit of internationalism. The elderly man then tries to explain how Grisha acted inappropriately on the day of the wedding. Finally, he stresses the importance of respecting the customs and traditions of another nation.

– Maqsad! – dedi Grisha tahdid bilan.

– Maqsad shuki, xalqning milliy udumlarini haqorat qilmang! – Qariya qo'lidagi sellofan qopchasini uzatdi. – Bu – sizning nasibangiz!

Grisha esankirab qoldi.

– Pora, deng! – dedi hushini to'plab. – Nima, meni sotib olmoqchimisiz?

Qariya allanechuk osoyishta kuldi.

– O'zbekda qo'shnining haqi degan gap bor. Siz to'yda qatnashmadingiz.

Among Uzbeks, it is customary to always invite neighbors to weddings. Even if the neighbor cannot attend, it is considered important to bring them a share of the wedding feast. However, Grisha, being Russian, fails to understand this tradition due to his lack of awareness about Uzbek customs. Instead, based on his preconceived notions about Uzbeks, he interprets his neighbor's act of bringing something as a bribe. In Grisha's perception, all Uzbeks are corrupt and adept at using bribes to solve problems. He believes the entire country is plagued by this issue, referring to it as the notorious "Uzbek case," and that Uzbekistan needs to be freed from corruption. Based on these erroneous assumptions, Grisha misinterprets his neighbor's adherence to Uzbek traditions as an act of bribery. This misunderstanding becomes verbalized in the interaction, leading Grisha to exclaim: *Pora, deng! Nima, meni sotib*

⁶² Xaydarov F., Xalilova N. Umumiy psixologiya. – Toshkent, 2009. – B.157.

⁶³ Xudoyberganova D. Antropotsentrik tilshunoslik terminlarining izohli lug'ati. – Toshkent: Tubo nashr, 2022. – B.63.

olmoqchimisiz? ("A bribe, you say! What, are you trying to buy me off?"). This statement reflects how Grisha's misconceptions about Uzbek customs influence his interpretation of his neighbor's actions, resulting in a significant miscommunication.

Due to his lack of clear and accurate understanding of a culture or nation, Grisha interprets the gift he was given as a bribe. In contrast, Klava hola ("hola" is a word used when addressed to elderly woman, meaning "aunt") who has lived among the Uzbek people for many years, perceives this situation with tolerance. This difference highlights the significance of apperception in the process of perception, particularly in grasping the essence of phenomena and the precise meanings of linguistic units. In Klava's case, it is essential to acknowledge the occurrence of the "cultural adaptation" process. "Cultural adaptation refers to the adjustment of speakers belonging to a specific ethnic culture or group to the social, ethnic, cultural, and linguistic conditions of a new environment, often resulting from migration. As a consequence of cultural adaptation, phenomena such as individual or collective bilingualism, new forms of speech behavior, language shifts, and the development of dual cultural or linguistic awareness may arise"⁶⁴. Thanks to her cultural adaptation, Klava hola has developed a clear understanding of Uzbek customs and experiences no difficulties in communicating with Uzbeks. Grisha, on the other hand, has not undergone cultural adaptation. Instead, he faces cultural barriers, a type of communicative obstacle. These barriers lead to complications in his perception process and prevent him from correctly understanding the situation.

The concept of predictive reasoning in communication is also critical. This involves anticipating the course of communication based on apperception—drawing on one's level of knowledge, worldview, prior experience, and understanding⁶⁵. Predictive reasoning serves to form expectations about the linguistic units an interlocutor might use, the flow of the conversation, and how it might conclude. Some individuals are associated with "specific" words or phrases, making it possible to predict their choice of linguistic tools and statements. This predictability represents one form of predictive reasoning, which plays a key role in enhancing the effectiveness of communication.

Trubkani joyiga qo'yib, yana o'ringa cho'zildi. Zohidning kelishiga yana bir yarim soat bor. Bir yarim soatdan keyin jilmayib kirib keladiki, nima bo'ldi, Nazar aka, burga tepdimi?

Zohid xuddi shu iborani ishlatishi tayin. Sababki, u gapirganda Oshnoga taqlid qiladi... (Murod Muhammad Dost, "Lolazor", p.488).

Yaxshiboyev anticipates what Zohid might say upon arrival, employing predictive reasoning. Over the course of the narrative, his predictions prove accurate. Although Zohid does not explicitly ask, *burga tepdimi?* (*Did a flea kick you?* Meaning - "What happened to you?"), he still remarks, *burga tepganga hech o'xshamaysiz* (*You don't look like kicked by a flea* Meaning - you don't look bad").

Failing to grasp subtext is also directly related to the process of perception and can lead to misunderstandings between the speaker and the listener during communication. This inability to recognize implicit meanings can result in a

⁶⁴ Xudoyberganova D. Antropotsentrik tilshunoslik terminlarining izohli lug'ati. – Toshkent: Tubo nashr, 2022. – B.61.

⁶⁵ Белянин В. Психолингвистика. Учебник. – М.: ФЛИНТА, 2016. – С.151-154.

breakdown of mutual understanding, further complicating the communicative exchange:

- *Ha, kel, bolam, tinchlikmi? Kech kirganda kepsan? Yo yana topshiriq keldimi?*
- *Ha, keldi. Paxtaga, ota!*
- *Boshlandimi?*

– *Boshlandi, ota! Ertaga mahalla oqsoqollarini to‘plab berarkanmiz, raykomning o‘zi kelib majlis o‘tkazarkan. Aftidan, tepadan buyruq kelgan-ov. Har kuni bo‘lmasa ham, haftada bir kun dalaga oqsoqollarni olib chiqadiganga o‘xshaymiz, ota.*

- *Shunga yetib keldikmi, Avazbek?..*

- *Biz kichkina odammiz. Topshiriqni bajaramiz, ota.*

- *Bek degan qanday ulug‘ oting bor-u, yana kichkina odammiz, deysan! Bu yog‘i ham xo‘jako‘rsinga-da, a?*

- *Tushunmadim, Po‘lat ota, – qo‘lini ko‘ksiga qo‘yib jilmaydi Avazbek.*

- *Ismingni aytaman, uniyam ota-onalarimiz xo‘jako‘rsinga qo‘yishganmi, deb. Hammamizning otimizda bek, boy, jon, xo‘ja bor-u, o‘zimiz qul bo‘lib yurganimizni qara!*

Avazbek gap nima haqida ketayotganini chamalab ko‘rarkan, peshonasini tirishtirdi. Keyin topolmadi shekilli, yana beg‘ubor iljaydi (Ulugbek Hamdam, “Ota”, p150).

During the dialogue, Po‘lat ota uses the suffix "bek" in Avazbek’s name to reference not only the affectionate diminutive but also the "bek" in the name of the Uzbek nation. Through this subtext, he implicitly conveys the idea that, despite the "bek" (noble) in their name, Uzbeks are living under subjugation—working like slaves to produce cotton and remaining dependent on the Russians. However, the listener fails to grasp this subtext because they do not understand its underlying meaning.

Linguistic tools such as satire, irony, specialized terminology, slang, jargon, dialectal words, and loanwords also complicate the perception process, often creating barriers to mutual understanding in communication.

The third section of the chapter is titled "The Influence of Memory on Communication" and emphasizes that communication is unimaginable without the involvement of memory. From the choice of linguistic units during interaction to the responses given by participants, all aspects of communication are tied to the functional characteristics of memory. When learning foreign languages, for instance, memorizing words, retaining them, and applying them in future communication are critical. Similarly, this process applies not only to foreign languages but also to one’s native language. As a child begins to comprehend the world, they gradually learn words and later develop the habit of producing them. Word production includes pronouncing words and using them appropriately within a given context. These processes are deeply connected to memory. As individuals grow, their vocabulary expands, and they reach a point where they can distinguish the stylistic and pragmatic nuances of linguistic tools. Memory is not merely a storage mechanism for words and linguistic patterns. To use a word effectively in communication, it is insufficient to simply retrieve it from the "warehouse" of the brain. A speaker must evaluate the speech situation and select the appropriate linguistic unit accordingly. This requires the collaborative functioning of memory with other cognitive processes, such as

reasoning, perception, attention, and more. In most cases, this process occurs automatically and very quickly, making it difficult for ordinary individuals to realize the complexity of what is happening in their minds.

Impaired or weakened memory often leads to ineffective communication. In extreme cases, individuals who lose their memory entirely may become unable to communicate with others. Thus, memory and its impact on human interaction remain highly relevant topics in contemporary psycholinguistics.

In Zulfiya Kuroilboy kizi's story, "Kuygan shahar" ("The Burned City") the protagonist, an elderly woman, has lost her memory and perceives herself as living in a time decades earlier. In her youth, the woman worked in the market, leaving her young children home alone. One day, while she was at the market, her house burned down, and her children perished, except for one surviving son. The emotional trauma caused her to lose her memory. Years later, even after her son has married and she has grandchildren, the woman believes she is still living in the past—the time when her house burned down. She also confuses people with others and calls them by incorrect names. This behavior leads others to avoid speaking with her and to ridicule her, further isolating her from meaningful interaction:

Biroq kampir qorovul bilan so'rashmasdan o'tmaydi.

– *Yaxshi yuribsanmi, Boltavoy? Bola-chaqang omonmi?*

– *Ha, omon, omon. Omon bo'lmay nima... – yoqtirmayroq javob berdi qorovul.*

– *Faqat siz qachon mening ismim Boltavoy emasligiga ahamiyat berarkansiz?*

In reality, the guard's name is not Boltavoy, but the old woman calls him that, which upsets the guard. The old woman's habit of confusing names stems from her living in the past. Therefore, she calls people by the names of those who existed during her time, people she lived and worked with. Unaware of this, others try to argue with her and convince her of the truth.

Memory is manifested in connection with cognitive and linguistic associations. The choice and use of appropriate linguistic units are linked to the associations inherent in those words, since the associations of words and certain concepts are also connected to memory. In the story "Kuygan shahar" ("The Burned City") the old woman, although she has lost her memory and forgotten all events, her heart rate slows down upon hearing the word 'mental institution.' This means that even though the old woman has lost twenty years of her memory, somewhere in her mind, in some corner of her memory, the mental institution and the frightening things associated with it have remained. Therefore, when she hears the word 'mental institution' in a moment of anger or readiness to fight, associations arise in her like 'if I make a fuss, if I fight, they will take me to a mental institution.' Even when she sees a doctor in a white coat, she loses herself out of fear of being taken to a mental institution.":

Ammo kampir hadeganda o'ziga kelavermagach, do'xtir chaqirishdi.

Uni ko'rdi-yu kampir yana shaytonlay boshladi:

– *Voy-dod! Anavi alvasti sochimni olgani keldi. Kiyimlarimni yechib, kalta xalat-ishton kiydiradi. Meni yashirib qo'yinglar! U meni opketib qoladi! Tezroq yashir meni, bekit. Ko'zga ko'rinmaydigan yerga bekit! Qariganda sharmanda bo'lmayin... – kampir yostiq bilan boshini bekitdi.*

Her son tells how an old woman was once taken to a mental institution:

– Onamni bir marta kasalxonaga yotqizishgan, – javob berdi yigit. – O‘shanda sochini olmoqchi bo‘lishgan... va yana... Men u vaqtlarda yosh bola edim... Shundan beri onam kasalxonadan qo‘rqadi.

Furthermore, the old woman frequently uses incoherent and irrational phrases in her speech. This indicates that the insults directed at her in the past have been retained in some part of her memory and have subsequently manifested in her speech. Memory is closely linked to perception. Individuals with memory loss often struggle with perception and assessing situations:

Kampir qo‘rqib ketdi. Qarshisidagi yigitga qo‘rqinch ichida bir necha soniya tikilib turdi. Nimadir o‘z maromidan chetga oqqanidan yigitning qattiq jahli chiqayotganini ilg‘aganday bo‘ldi, ammo nima? Kampir zo‘r berib o‘ylamoqchi bo‘ldi, lekin hech narsani anglay olmayotganidan qiynalib, yuragi siqilib ketdi.

Therefore, memory is manifested in connection with perception, thinking, and emotions, and memory disorders affect speech and a person's effective communication.

The second chapter of the dissertation is called "**Psycholinguistic analysis of communication in relation to individual personality characteristics and emotions**". The first section of the chapter is devoted to "The influence of individual psychological characteristics of a person on communication". Canadian psychologist and psychotherapist E. Berne is considered the founder of the transactional analysis method. According to this theory, every person chooses one of three types of "self" during communication: the child, the parent, or the mature self.

In communication, the child self emerges based on the speaker's childhood memories, certain states experienced in childhood, or "wounds" received during that time. Emotional reactions such as impulsiveness, stubbornness, and tearfulness often manifest through the child self. Additionally, specific psychological traits in some individuals indicate that the child self dominates their behavior. Such individuals do not intentionally communicate through the child self; rather, their character traits naturally express this state, which becomes evident in their speech.

The parent self, on the other hand, is activated in communication when there is a desire to control others, issue commands, or monitor the listener. The parent self can be observed in the speech of the character Qalandarov from Abdulla Qahhor's novella "Sinchalak": *"Men kolxozni opichlab katta qilganman! Kolxozning dardi qayerda, qitig‘i qayerda ekanini men bilaman! Akademiyadan keladigan mo‘ysafid olimlar ham avval menga uchraydi, men bilan suhbatlashib, undan keyin xo‘jalikni ko‘radi. Kolxoz to‘g‘risida kitob yozganman"* (A.Qahhor, "Sinchalak", p.50).

Qalandarov behaves as though he is the "father" of the collective farm, emphasizing that he *"opichlab katta qilgan"* ("raised it with care). Just as a parent knows their child well, Qalandarov claims to understand *"kolxozning dardi qayerda, qitig‘i qayerda ekanini"* ("where the problems of collective farm). He emphasizes that he is the central figure in the collective farm and that it is crucial to consult with him first. His attitude toward the members of the collective farm, treating them as if they were his own children, highlights Qalandarov's role in the "parent" state.

When engaging in communication in the "mature" role, a healthy environment is established during the interaction. Participants communicate with mutual respect, adhering to the rules of conversational behavior, and building a dialogue based on

understanding and support. This, naturally, ensures the success of the communication.

Psychological sources classify individuals as extrovert or introvert communicators based on their tendency to initiate or avoid communication. Extroverted individuals are sociable and talkative, which enables them to engage in communication easily and effectively. They can select and use the necessary linguistic tools appropriately, and for extroverts, engaging in communication is considered an enjoyable activity. Introverts, on the other hand, tend to avoid interaction with others and struggle to maintain communication, as their nature makes solitude more comfortable for them. In many cases, introverted individuals may lack conversational politeness, which can lead to accusations of disregarding communication etiquette. However, conversational partners should be mindful of this and avoid blaming introverts for their tendencies. In *Sinchalak*, Saida's father is portrayed as an introverted communicator: *Chol o'shandan beri shu yerda. U hech kimga so'z qotmaydi, birov bir nimani so'rasa, yerga qarab qisqa javob beradi; uy ishiga qarashadi, ovqatini alohida yeydi, ko'chaga kamdan-kam chiqadi, bo'sh vaqtida mana shu arqon karavotda devorga qarab chordana qurib o'tiradi-yu, tovush chiqarmay, o'sha g'amgin kuy maqomiga tebranaveradi* (Abdulla Qahhor, "Sinchalak", p.14).

The second section of this chapter is titled "The Psycholinguistic Analysis of Communication in Relation to Emotional and Psychological States". In communication, the expression of emotions is significantly influenced by the speaker's attitude toward reality, their conversational partner, and the situation at hand.

1. The Speaker's Relationship with Existence. In the work "Oydinda Yurgan Odamlar", the main character, Qoplon, feels ashamed of his childlessness and constantly tries to avoid arguments during interactions with others, striving to side with his interlocutors. He consciously takes on the role of a conciliator in conversations, aware that, should a conflict arise, someone might reproach him for his lack of children. This behavior is closely tied to Qoplon's internal psychological state: *Tokaygacha odamlar qoboq-tumshug'iga qarab kun ko'radi? Yo shunday o'tib keta beradimi? Umri oxirigacha-ya? Og'ziga kuchi yetgan bor, yetmagan bor. Bir kun emas-bir kun, birov bilan gapi chap tushadi. Yuziga aytadi... Shunda nima degan odam bo'ladi? Ko'za kunda sinmaydi, kunida sinadi! Mana, necha yilkim, mung'ayib kun ko'radi. El-yurt bilan muloqot qilsa, gap ketishiga qarab turadi. Birov bir bema'ni gap gapirsa:*

– *Sizniki ma'qul, – deya bosh irg'aydi. Bordi-yu, shu gapni boshqa birov inkor etsa:*

– *Sizniki-da ma'qul, – deydi. Inkor etmaydi, e'tiroz - da bildirmaydi* (Togay Murod, "Oydinda yurgan odamlar", p. 21).

In this context, the speaker's overall attitude toward existence is reflected in Qoplon's constant affirmation, saying, "Sizniki ma'qul" ("You are right"). For Qoplon, neither the identity of his conversational partner, nor the topic of discussion, nor the situation itself holds any significance. Due to his psychological state, Qoplon feels compelled to agree with everyone's opinion, which leads to the repetitive use of similar linguistic expressions and adherence to certain conversational patterns. Qoplon's "shortcoming"—his childlessness—has driven him to this condition. His

shame over being childless compels him to restrain himself from speaking harshly to anyone, and his repeated affirmation of *Sizniki ma'qul* "You are right" as a way to express his attitude toward existence emerges as a manifestation of his psychological state and inner emotional struggles.

2. The Speaker's Relationship with Listener. In communication, the relationship between interlocutors also plays a significant role in reflecting emotions. When interlocutors share a close relationship, positive linguistic expressions are commonly used, whereas negative linguistic expressions are more prevalent in interactions between those with antagonistic relations. This is because the identity of the conversational partner holds particular importance, and linguistic choices are made based on the degree of closeness between the interlocutors, shaping the dynamics of the interaction.

3. The Speaker's Relationship with Context. Even if there is a negative attitude toward the conversational partner, the situational context may lead to the use of positive linguistic expressions. For example, two neighbors may harbor deep animosity toward each other and refuse to interact. However, if one of the neighbors loses a loved one, the other neighbor will likely offer condolences, despite the hostility. They may enter into communication using positive and uplifting linguistic expressions such as *Sizga sabr tilayman. Alloh sabr bersin. Ko'rgilik ekan-da. Hammasi yaxshi bo'ladi* ("I offer my condolences," "May God give you patience," or "It's a great loss, but everything will be alright"). In this situation, if the attitude toward the conversational partner were solely considered, the speech could take a different tone, resulting in expressions like *Yaxshi bo'libdi, onang o'lganidan juda xursand bo'ldim, battar bo'l* ("Good for you, I'm glad your mother died," or "You deserved worse"). However, Uzbek communication norms strictly discourage the use of negative linguistic expressions in such circumstances. The context demands the selection of positive expressions, emphasizing empathy and respect.

When a person is overwhelmed by emotional states, their speech often includes an increased use of interrogative sentences. The successive use of questions reflects meanings of excitement, astonishment, anger, or resentment.

Opasidan o'lgan akasining xotiniga uylanish taklifini eshitgan Nizomjon sherdek bo'kirib, o'rnidan turib ketdi. U qalt-qalt titrar, ko'zlari qinidan chiqay deb opasiga o'qrayib qarar edi:

– *Meni kim deb o'ylayapsiz? Shu gapni nima deb gapirdingiz? Odamgarchilikdan chiqqan, deb o'ylayapsizmi? Vijdonsiz, deb o'ylayapsizmi? O'zimni osib qo'ysan qutulamanmi?! O'zimni chavaqlab tashlasam qutulamanmi?* (Said Ahmad, "Ufq", p. 258-259).

The consecutive use of six interrogative sentences in communication highlights the intensity of Nizomjon's emotional state. In such cases, interrogative sentences do not convey a literal questioning meaning but instead express emphasis or discontent. Nonverbal cues (*qalt-qalt titrar, ko'zlari qinidan chiqay deb opasiga o'qrayib qarar edi* (e.g., trembling visibly, glaring at his sister with eyes almost bulging out of their sockets)) illustrate the physiological reactions occurring in the human body as a result of emotional impact.

The third section of the chapter is titled "Changes in speech related to affective state". One of the types of emotional pressure and tension is the state of affect. Under the influence of affect, stuttering may be observed in the speaker's speech. In the

novel "Yulduzli Tunlar", when the ailing Bobur Mirza learns that Andijan is under siege and that conspiratorial beks, led by Ahmad Tanbal, intend to place Jahongir Mirza on the throne, he experiences a state of affect. As a result of intense emotional strain, he becomes speechless. With the efforts of the physicians, Bobur Mirza recovers and regains his speech. However, even after regaining the ability to speak, stuttering persists. The novel also describes another moment of intense emotional pressure and excitement in which Bobur's stuttering temporarily disappears:

Bobur darvozaxonaga osilgan ustozini esladi-yu, ko'ziga yana yosh quyilib keldi:

– Pirim, meni kimlarga tashlab ketdingiz? Shunday odamni osib o'ldirsalar?! Men ustozim uchun qasos olmog'im kerak! Qasos!

O'rtanib gapirayotgan Boburning tili tutilmayotganidan tabib chol hayratga tushib, unga tikilib qoldi.

– Oxirgi nafasim qolguncha olishurmen!

Boburning yuzi qahr-g'azabdan bir oqarib, bir qizarib ketayotgan bo'lsa ham, so'zlari ravon edi. Samarqandda Boburni tildan qoldirgan kasallik – g'oyat kuchli bir ruhiy larzaning oqibati edi. Endi undan ham kuchliroq ruhiy larza Boburning tilida qolgan duduqlikni birdan yo'q qilib yubordi. Dushmanlariga qarshi cheksiz bir nafrat va g'azab unga kuch-quvvat bermoqda edi. (Pirimqul Qodirov, "Yulduzli tunlar", p. 173).

Curses also emerge in a state of affect. At the peak of affective intensity, curses become stronger, and instances of cursing even the Creator can occur. It is well known that cursing the Creator signifies a level of emotional intensity far greater than cursing one's offspring.

CONCLUSION

1. The anthropocentric paradigm paved the way for the emergence and development of various linguistic branches that explore the intricate connection between language and human factors. Psycholinguistics, as one of the domains within the anthropocentric paradigm, investigates the intersection of psychology and linguistics, focusing on the interrelation between language and the psychological-emotional states of humans. Psycholinguistics is a broad discipline that demands practical research on topics such as speech production, comprehension, memory, language acquisition mechanisms, the formation and functioning of speech mechanisms, speech disorders, and the relationship between language and intellectual processes. These investigations enable the derivation of theoretical conclusions relevant to linguistics.

2. The term "communication" broadly refers to any process of interaction and exchange, while the term "interaction" specifically denotes the exchange of information unique to humans. Interaction has a symbolic and dynamic nature, closely tied to context and culture, and represents a widespread interactive process.

3. Interaction is a subject of study in several humanities disciplines, including psychology and linguistics. Before engaging in interaction, attention to internal and external influencing factors—such as the identity, age, and status of the interlocutor—is critical for ensuring successful communication or avoiding its complete disruption. Additionally, the psychological and emotional state of the interlocutor is considered prior to initiating interaction.

4. From a psycholinguistic perspective, interaction occurs in three stages. The pre-interaction psycholinguistic stage involves psychological and linguistic preparation, where necessary sentences are formulated, words are selected, and intonation is determined in the speaker's mind. The during-interaction stage encompasses the psychological and linguistic processes associated with cognition, emotions, and sentiments during the interlocutors' communication. Interaction does not end with the closure or farewell; in the post-interaction stage, the conversation is analyzed in the speaker's mind. These analyses may serve as preparation for future interactions, and unspoken words or thoughts may continue in the form of quasi-communication.

5. According to psycholinguistic views, interaction can be classified into intrapersonal interaction, interpersonal interaction, and quasi-communication. Each type displays distinct characteristics depending on the identity of the interlocutor. Intrapersonal interaction involves internal communication within the speaker, interpersonal interaction encompasses monologues, dialogues, and polylogues with others, while quasi-communication refers to communication with a real interlocutor, an imagined interlocutor, or the Creator.

6. Based on sociological (e.g., identity, nationality, gender, age, social attributes, level of closeness, time, and situational context) and psychological (e.g., emotional and mental aspects) factors, interaction is often controlled by one of the interlocutors.

7. Cooperation and mutual understanding are essential in interaction. Interlocutors achieve alignment by adapting to one another on phonetic-phonological, lexical, morphological, syntactic, and sociological levels. Such alignment may also arise due to extralinguistic reasons, such as ensuring effective communication, maintaining smooth and uninterrupted interaction, adapting to the context, conveying ideas more easily, or seeking equality in status with the interlocutor.

8. Attention is a crucial psychological process for successful interaction. It allows for understanding the interlocutor's speech and grasping key aspects. Disruptions in attention, caused by psychological or physiological distraction, hinder effective interaction and the selection of necessary linguistic units. Intentionally redirecting attention may occur due to factors such as a dislike for the interlocutor, fear of continuing an unpleasant topic, or the desire to diffuse tension in a sharp situation.

9. Perception, as a cognitive process, plays a vital role in understanding, interpreting, and processing the thoughts of the interlocutor. In linguistic interaction, perception involves stages of scientific cognition and reconstruction based on reflection and reasoning. A notable feature of perception is its subjectivity, where the interlocutor interprets expressed thoughts based on their own perspective.

10. Communicative barriers such as implied meanings, presuppositions, irony, terminology, specialized lexical units, sociolects, dialectal words, idiomatic expressions, and foreign loanwords hinder the process of perception. Subjective and extralinguistic factors may also slow down perception.

11. The selection of necessary linguistic units, accurate perception of events, and appropriate responses in interaction are linked to the functional characteristics of memory. Individuals with memory impairments face difficulties in selecting suitable words and constructing sentences during interaction. Memory, intertwined with perception, thought, and emotions, influences speech and the effectiveness of

communication. Memory disruptions negatively affect linguistic performance and interaction.

12. Personal psychological traits – such as one's inner "self," temperament, character, and mental attributes – are reflected in speech and influence how individuals approach interaction.

13. People express their emotional and psychological states through words, and more broadly, through speech and language. From a psycholinguistic perspective, interlocutors in interaction are evaluated as positive or negative based on their capacity to emotionally and psychologically influence others.

14. In interaction, the speaker's attitude toward the environment, events, or the interlocutor is shaped by emotional and psychological factors. This manifests in their speech as attitudes toward existence, the interlocutor, or the situation.

15. In Uzbek interaction, emotional states are conveyed through linguistic and non-linguistic means. Linguistic tools include interjections, positively or negatively connoted vocabulary, repetitions, rhetorical questions, incomplete sentences, and unintelligible speech. Non-linguistic tools reflect the speaker's psychophysiological state.

16. Affect – a state of extreme emotional intensity – induces significant changes in speech. These may include stuttering, the disappearance of speech-related pathologies, consecutive use of interrogative sentences, curses, quasi-communication, or silence.

**НАУЧНЫЙ СОВЕТ DSc.03/30.12.2019.Fil.05.02
ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ
ФЕРГАНСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ**

ФЕРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

МАМАЖОНОВ МУХАММАДЖОН ЮСУБЖОНОВИЧ

ПСИХОЛИНГВИСТИЧЕСКОЕ ИССЛЕДОВАНИЕ ОБЩЕНИЯ

10.00.01 – Узбекский язык

**АВТОРЕФЕРАТ
диссертации доктора ФИЛОЛОГИЧЕСКИХ наук (DSc)**

Фергана – 2025

Тема диссертации доктора наук (DSc) зарегистрирована при Министерстве высшего образования, науки и инноваций Республики Узбекистан за № B2024.1.DSc/Fil744.

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Научный руководитель:

Муминов Сидикжон Мирсобирович
доктор филологических наук, профессор

Официальные оппоненты:

Одилов Ёркинжон Рахмоналиевич
доктор филологических наук, профессор

Ярашева Насиба Жумаевна
доктор филологических наук, профессор

Хусейн Байдемир
доктор филологических наук, профессор

Ведущая организация:

Андижанский государственный университет

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С диссертацией можно ознакомиться в Информационно-ресурсном центре Ферганского государственного педагогического института (зарегистрирована за № 481). Адрес: 100151, город. Фергана, ул. Мураббийлар дом 19. Тел.: (99873) 244-44-94.

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А.Мамажонов

Председатель научного совета по
присуждению ученых степеней,
д.ф.н., профессор

М.Т.Зокиров

Ученый секретарь научного совета по
присуждению ученых степеней,
к.ф.н., профессор

Г.З.Розикова

Председатель Научного семинара
при научном совете по присуждению
ученых степеней, д.ф.н., профессор

ВВЕДЕНИЕ (аннотация диссертации доктора наук (DSc))

Целью исследования является изучение узбекского коммуникативного поведения на основе психологических и лингвистических принципов, а также в раскрытии его аспектов, связанных с когнитивными процессами, эмоциональной сферой и индивидуальными особенностями личности.

Объектом исследования являются примеры речи персонажей из произведений таких представителей узбекской литературы, как Чулпон, Абдулла Кадыри, Абдулла Каххар, Пиримкул Кадыров, Саид Ахмад, Уткир Хашимов, Тогай Мурод, Мурод Мухаммад Дуст, Улугбек Хамдам, Зульфия Куролбой кизи, а также материалы, собранные на основе личных наблюдений.

Предметом исследования являются психолингвистические особенности узбекского коммуникативного поведения.

Научная новизна исследования:

исследованы психолингвистические аспекты коммуникации с целью выявления ее связи с человеческими факторами, ментальными и психологическими состояниями; проведена дифференциация коммуникации на низший, средний и высший уровни с психолингвистической точки зрения с применением соответствующих языковых единиц на каждом уровне; показано деление коммуникации на предкоммуникационные, коммуникационные и посткоммуникационные психолингвистические стадии;

идентифицирована классификация коммуникации на внутри-личностную (внутренний диалог человека), межличностную (взаимодействие человека с другими: монолог, диалог, полилог) и квазикоммуникацию (воображаемая коммуникация с реальными или вымышленными собеседниками или с Творцом) с указанием используемых в каждом типе языковых средств;

описано целесообразное использование вводных слов, языковых средств выражения акцента, прерываний, побудительных и вопросительных предложений, а также твердого тона в управлении коммуникацией; продемонстрирована связь выбора и применения фонетических, интонационных, лексических, морфологических и синтаксических структур во время коммуникации с психическими процессами, такими как семантическое представление, восприятие, эмоции и психологическое давление;

установлена роль внимания как психологического и ментального процесса, связанного с языком, в обеспечении эффективного осуществления и восприятия речи, продемонстрировано участие апперцепции и вероятностного прогнозирования в восприятии собеседника и использование таких языковых элементов, как подтекст, пресуппозиция, ирония, социолекты, диалектные слова и юмор, которые усложняют процесс восприятия; доказано влияние памяти, связанной с эмоциями, на коммуникацию;

обосновано существование трех типов «Я»-концепции (детское Я, родительское Я, взрослое Я) и их влияние на выбор языковых единиц во время коммуникации, доказано появление эмоционально окрашенных слов, междометий, незаконченных предложений, риторических вопросов, неясной речи, квазикоммуникации и других феноменов под влиянием эмоциональных состояний, а также изменения в речи, такие как появление и исчезновение заикания, в результате аффективных состояний.

Внедрение результатов исследования. Результаты психолингвистического исследования коммуникативного поведения применены:

при обосновании выводов по классификации коммуникации на внутриличностную (внутренний диалог человека), межличностную (взаимодействие человека с другими: монолог, диалог, полилог) и квазикоммуникацию (воображаемая коммуникации с реальными или вымышленными собеседниками или с Творцом) с указанием используемых в каждом типе языковых средств были использованы при реализации задач в рамках проекта «Европейские перспективы в диалоге: Центральная Азия и западные исследования», финансируемого Германской службой академических обменов DAAD № ID-57663348 (справка Бухарского государственного университета за № 02-02/01-179 от 8 августа 2024 года). Эти результаты послужили научным ресурсом для углубленного изучения понятия коммуникации;

выводы по психолингвистическим аспектам коммуникации с целью выявления ее связи с человеческим фактором, ментальными и психологическими состояниями; дифференциации коммуникации на низший, средний и высший уровни с психолингвистической точки зрения с применением соответствующих языковых единиц на каждом уровне были использованы при реализации задач практического проекта НИИ “Mahalla va oila” «Создание электронного корпуса художественных произведений на тему семьи, соседства и гендерного равенства» за № JHBL-20 (справка НИИ “Mahalla va oila” за № 01-09/2102 от 20 августа 2024 года). Результаты способствовали повышению научного уровня научных статей, сборников и исследований, проводимых в рамках практического проекта;

выводы по целесообразному использованию вводных слов, языковых средств выражения акцента, прерываний, побудительных и вопросительных предложений, а также твердого тона в управлении коммуникацией; обоснована связь выбора и применения фонетических, интонационных, лексических, морфологических и синтаксических структур во время коммуникации с психическими процессами, такими как семантическое представление, восприятие, эмоции и психологическое давление были использованы при реализации научно-практического проекта Государственной академии хореографии Узбекистана «Создание сайта и коллекции мультимедийной продукции, посвященной популяризации национального танцевального искусства Узбекистана» за № FZ-2019081663 в 2020-2021 годах (справка Государственной академии хореографии Узбекистана за № 1-04/110 от 22 августа 2024 года). Результаты послужили обогащению научно-теоретических основ проекта и усовершенствованию словарей;

выводы и рекомендации по делению коммуникации на предкоммуникационные, коммуникационные и посткоммуникационные психолингвистические стадии были использованы при реализации фундаментального проекта «Создание интерактивных учебно-методических пособий по предмету «Детские танцы» для образовательных учреждений музыки и искусства» за № F3-2019081773 в 2021-2023 годах (справка Государственной академии хореографии Узбекистана за № 1-04/109 от 22

августа 2024 года). В результате было обеспечено усовершенствование учебно-методических пособий, созданных в рамках проекта;

выводы по роли внимания как психологического и ментального процесса, связанного с языком, в обеспечении эффективного создания и восприятия речи; участию апперцепции и вероятностного прогнозирования в восприятии собеседника и использование таких языковых элементов, как подтекст, пресуппозиция, ирония, социолекты, диалектные слова и юмор, которые усложняют процесс восприятия; влиянию памяти, связанной с эмоциями, на коммуникацию были использованы в деятельности республиканского «Центра духовности и просветительства» (справка Центра духовности и просветительства Республики за № 03/01/19-1310 от 13 сентября 2024 года). В Результаты послужили основой для воспитания всесторонне развитого человека и внедрения в его сознание идеи национальной независимости;

выводы по существованию трех типов «Я»-концепции (детское Я, родительское Я, взрослое Я) и их влиянию на выбор языковых единиц во время коммуникации были использованы при укреплении международных литературных связей, литературной коммуникации и пропагандистских мероприятиях, круглых столах, международных научно-практических конференциях Союза писателей Узбекистана (справка Союза писателей Узбекистана за №01/03/823 от 18 сентября 2024 года). В результате послужило формированию знаний молодежи о правильной организации общения;

выводы по появлению эмоционально окрашенных слов, междометий, незаконченных предложений, риторических вопросов, неясной речи, квазикоммуникации и других феноменов под влиянием эмоциональных состояний, а также изменений в речи, таких как появление и исчезновение заикания, в результате аффективных состояний были использованы при подготовке сценариев передач “Bedorlik”, “Ijod zavqi”, “Ta’lim va taraqqiyot”, “Millat va ma’naviyat” телерадиоканала «Узбекистан» в 2023-2024 годах (справка Национальной телерадиокомпанией Узбекистана за № 04-36-247 от 21 августа 2024 года). Результаты послужили повышению знаний соотечественников, особенно молодого поколения, о психолингвистических особенностях коммуникативного поведения.

Структура и объем диссертации. Диссертация состоит из введения, 4 основных глав, заключения, списка использованной литературы. Общий объем работы составляет 245 страницы.

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

I bo'lim (I часть, I part)

1. Mamajonov M.Y. O'zbek muloqot xulqining psixolingvistik tadqiqi. Monografiya. – Farg'ona: Classic, 2024. – 207 bet.
2. Mamajonov M.Y. Idrok va uning psixolingvistik tahlili // O'zMU xabarlari, 2024. – №1/6. – B. 340-343. [10.00.00 №15]
3. Mamajonov M.Y. Muloqot psixolingvistik hodisa sifatida // FarDU. Ilmiy xabarlar, 2024. – №2. – B. 438-443. [10.00.00 №20]
4. Mamajonov M.Y. Muloqotda o'zaro muvofiqlikning psixolingvistik tahlili // Ta'lim va innovatsion tadqiqotlar, 2024. – №5. – B. 97-100. [10.00.00 OAK Rayosatining 2021-yil 30-sentabrdagi 306/6-son qarori]
5. Mamajonov M.Y. Psixolingvistik tadqiqotlar xususida // Xorazm Ma'mun akademiyasi axborotnomasi, 2024. – №4/4. – B. 155-157. [10.00.00 №21]
6. Mamajonov M.Y. Ishtirokchilar xususiyatlariga ko'ra muloqotning psixolingvistik tasnifi // Xorazm Ma'mun akademiyasi axborotnomasi, 2024. – №5/4. – B. 216-218. [10.00.00 №21]
7. Mamajonov M.Y. Muloqot bosqichlarining psixolingvistik talqini // So'z san'ati, 2024-yil, 7 jild. – №2. – B. 21-26. [10.00.00 №31]
8. Mamajonov M.Y. Muloqotni boshqarishda lisoniy va nolisoniy vositalarning o'rni // FarDU. Ilmiy xabarlar, 2024. – №3. – B. 472-475. [10.00.00 №20]
9. Mamajonov M.Y. Ishtirokchilar xususiyatlariga ko'ra muloqotning psixolingvistik o'rganish tarixi // Xorazm Ma'mun akademiyasi axborotnomasi, 2024. – №6/4. – B. 191-193. [10.00.00 №21]
10. Mamajonov M.Y. Antroposentrik tilshunoslikda psixolingvistik tadqiqotlarning ahamiyati // Xorazm Ma'mun akademiyasi axborotnomasi, 2024. – №7/4. – B. 105-108. [10.00.00 №21]
11. Mamajonov M.Y. Psycholinguistic study of emotional-psychological states // Western European Journal of Linguistics and Education. Volume 2, Issue 7, July, 2024. ResearchBib IF: 9.765 (№14) – P. 57-60
12. Mamajonov M.Y. The Influence of Subtext on the Perception Process // Excellensia international multi-disciplinary journal of education. Volume 02, Issue 07, 2024. ResearchBib IF: 12.43 (№14) – P. 354-358
13. Mamajonov M.Y. Muloqot jarayonida xotiraning ahamiyati xususida // Miasto Przyszłości Vol. 52 (2024). – P. 329-331. ResearchBib: 11.43 (№14)
14. Mamajonov M.Y. Shaxs individual psixologik xususiyatlarining muloqotga ta'siri xususida // Miasto Przyszłości Vol. 52 (2024). – P.332-335. ResearchBib – 11.43 (№14)
15. Mamajonov M.Y. Tagma'ning idrok jarayoniga ta'siri // "Til, adabiyot, tarjima, adabiy tanqidiy xalqaro ilmiy forumi: zamonaviy yondashuvlar va istiqbollar" mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Buxoro, 2021. – B. 594-598.
16. Mamajonov M.Y. Hissiy-ruhiy holatlarning psixolingvistik tadqiqi // "Effektive ways of organizing learner sentered classes in english language

classroom” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Buxoro, 2024. – B. 355-359.

17. Mamajonov M.Y. Ehtimoliy prognozlashning muloqot jarayoniga ta’siri // “Zamonaviy tilshunoslikning dolzarb masalalari” mavzusidagi respublika ilmiy-amaliy anjumani materiallari. – Farg‘ona, 2023, 14-mart. – B. 270-272.

18. Mamajonov M.Y. Muloqot va uning o‘rganilishi xususida // “Filologiya va fanlarni o‘qitishning dolzarb masalalari” mavzusidagi respublika ilmiy-amaliy anjumani materiallari. – Farg‘ona, 2024. – B. 834-836.

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19. Mamajonov M.Y. The Importance of Memory in the Process of Communication // Excellensia international multi-disciplinary journal of education. Volume 02, Issue 09, 2024. – P. 382-385

20. Mamajonov M.Y. Appersepsiyaning muloqot jarayoniga ta’siri // “Antropotsentrik tilshunoslikning dolzarb masalalari” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Farg‘ona, 2023. – B. 342-345.

21. Mamajonov M.Y. Rus tilshunosligida psixolingvistik tadqiqotlar // “Language and identity in the digital age: social media, online language use” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Farg‘ona, 2024. – B. 146-149.

22. Mamajonov M.Y. Psixolingvistikaning o‘zbek tilshunosligidagi tadqiqi // “Zamonaviy tilshunoslik yo‘nalishlari va chet tillarini o‘qitishda innovatsion yondashuvlar” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Andijon, 2024-yil 10-iyun. – B. 70-73.

23. Mamajonov M.Y. Muloqotda lisoniy va nolisoniy vositalarning o‘ziga xos xususiyatlari // “O‘zbek va tojik adabiyotida zullisonaynlik an‘anasi” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari. – Farg‘ona, 2024, 15-iyun. – B. 734-739.

24. Mamajonov M.Y. Muloqot – inson tilining jonli ifodasi // “Filologiya va fanlarni o‘qitishning dolzarb masalalari” mavzusidagi respublika ilmiy-amaliy anjumani materiallari. – Farg‘ona, 2024. – B. 836-838.

25. Mamajonov M.Y. About psycholinguistic researchers // International scientific journal. Volume 3. Issue 4, 2024. – B. 44-50

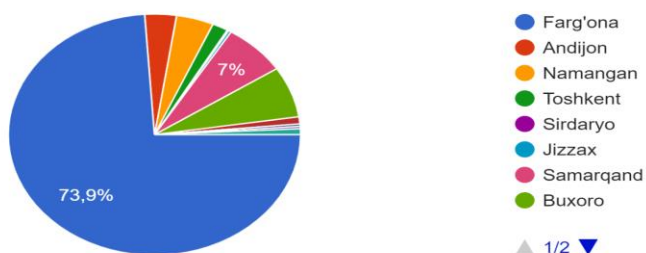
26. Mamajonov M.Y. The perception of the uzbek dialogue culture and its psycholinguistic analysis // Tayland-Uzbekistan: At the Crossroads of word Civilizations. – Tayland, 2024. – P. 116-120

27. Mamajonov M.Y. Muloqot subyektlarining tasnifiga doir // Enaxon Siddiqova tavalludining 70 yilligiga bag‘ishlangan “Vatanga baxshida umr” mavzusidagi respublika ilmiy-amaliy anjumani materiallari. – Farg‘ona, 2024. – B. 391-395.

Illovalar Appendixes Приложения

Qaysi hududdansiz

629 ответов

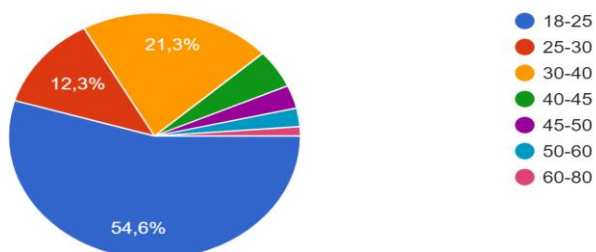


● Farg'ona
 ● Andijon
 ● Namangan
 ● Toshkent
 ● Sirdaryo
 ● Jizzax
 ● Samarqand
 ● Buxoro

▲ 1/2 ▼

Yoshingiz (majburiy)

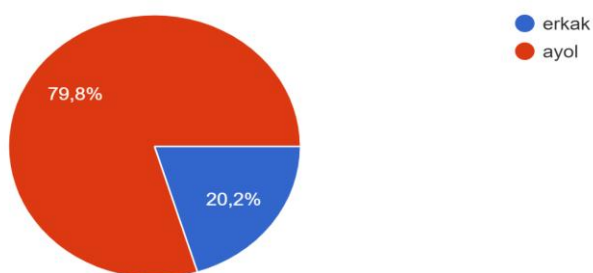
657 ответов



● 18-25
 ● 25-30
 ● 30-40
 ● 40-45
 ● 45-50
 ● 50-60
 ● 60-80

Jinsingiz (majburiy)

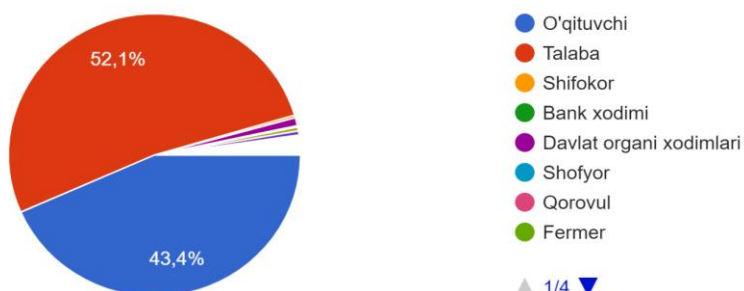
657 ответов



● erkak
 ● ayol

Kasbingiz (majburiy)

657 ответов

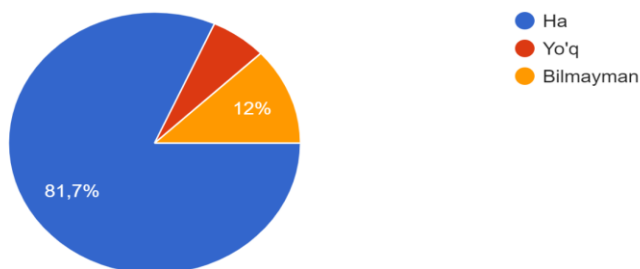


● O'qituvchi
 ● Talaba
 ● Shifokor
 ● Bank xodimi
 ● Davlat organi xodimlari
 ● Shofyor
 ● Qorovul
 ● Fermer

▲ 1/4 ▼

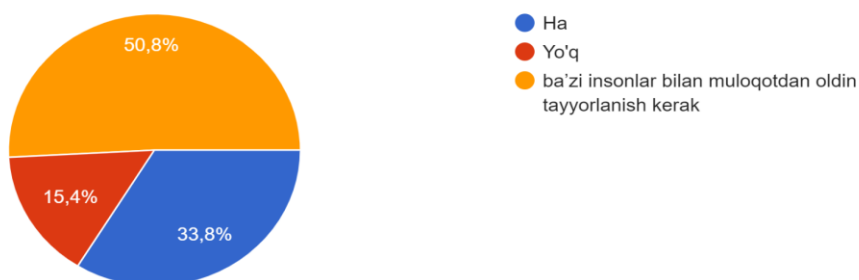
O'zingizni muloqotda muvaffaqiyatli deb hisoblaysizmi?

657 ответов



Muloqotga kirishishdan avval maxsus lisoniy tayyorgarlik kerak, deb hisoblaysizmi? Ya'ni suhbatdoshga nima deyishingiz, qanday gapirishingizni oldindan o'ylab olasizmi?

657 ответов



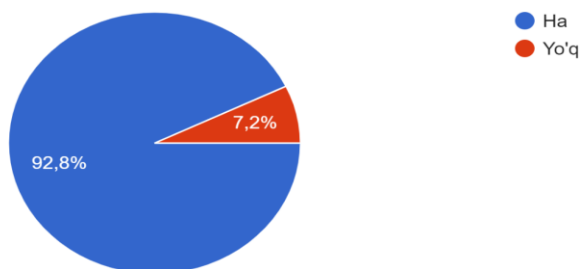
Agar bundan oldingi savolga javobingiz ha yoki ba'zi insonlar bilan muloqotdan oldin tayyorlanish kerak, bo'lsa, qanday insonlar bilan muloqotga kirishishdan oldin tayyorlanish kerak, deb o'ylaysiz?

657 ответов



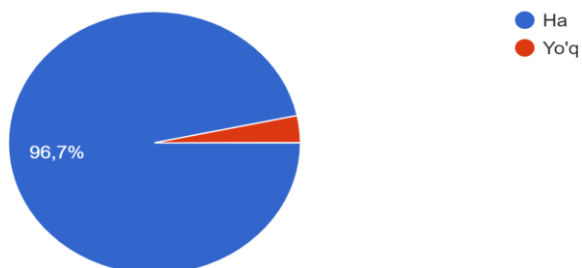
Muloqot paytida salomlashish suhbatga ijobiy ta'sir o'tkazadi, deb hisoblaysizmi?

657 ответов



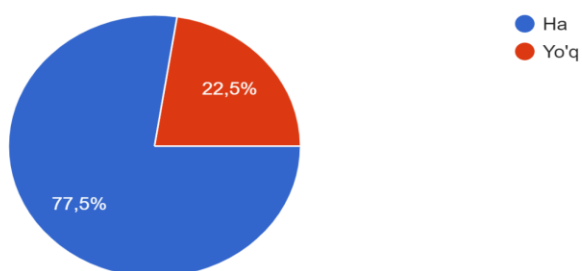
Suhbatdoshga qanday murojaat qilishingiz muloqotga ijobiy/salbiy ta'sir o'tkazadi, deb hisoblaysizmi?

657 ОТВЕТОВ



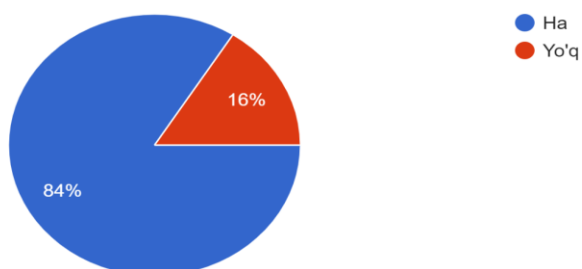
Muloqot paytida hol-ahvol so'rashish, oilasi, ishi haqida so'rash suhbatga ijobiy ta'sir ko'rsatadi, deb hisoblaysizmi?

657 ОТВЕТОВ



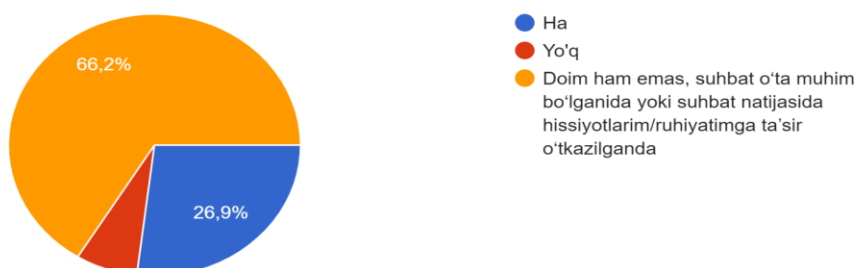
Muloqot xayrlashuv bilan yakunlanadi, deb hisoblaysizmi?

657 ОТВЕТОВ



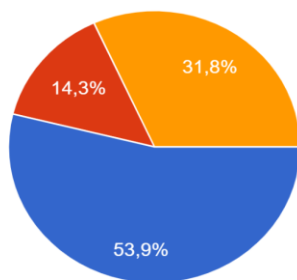
Muloqotdan keyin bo'lib o'tgan suhbatni tahlil (analiz) qilasizmi? (Nima dedi? Men nega bunday javob berdim? kabi)

657 ОТВЕТОВ



Suhbat jarayonida ham nima deb javob qaytarishni o'ylab turasizmi?

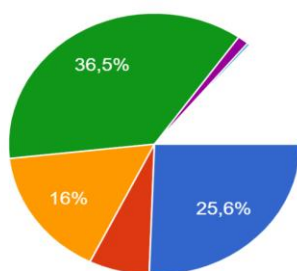
657 ответов



- Ha
- Yo'q
- Javoblar o'z-o'zidan kelaveradi, o'ylashim shart emas

Suhbatdoshingiz bilan suhbatni qachon to'xtatasiz?

657 ответов

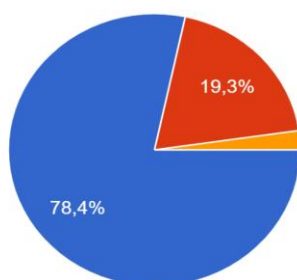


- Savolimga javob olmasam
- Yoqimsiz savol berilsa
- Suhbatdoshim asabimga tegsa
- suhbatdoshim ma'nosiz gapirsa
- Vaziyatga qarab
- suhbat tugaganda
- Barcha savollarga javob olganimda
- Suhbatdoshim bilan suhbatim tugagach

▲ 1/12 ▼

O'zingiz bilan o'zingiz gaplashib turasizmi?

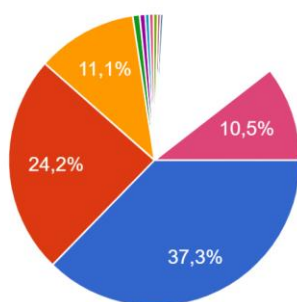
657 ответов



- Ha
- Yo'q
- Faqat ruhiy muammosi borlar o'zi bilan o'zi gaplashadi

Agar oldingi savolga javobingiz ha bo'lsa, qachon o'zingiz bilan suhbat qurasiz?

657 ответов

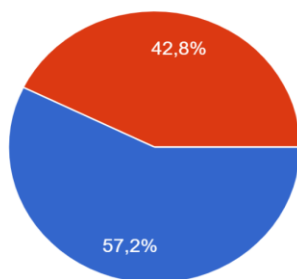


- Boshqalarga aytolmagan gaplarimni, s...
- O'zimni yaxshi ko'rganim uchun
- bu gaplarni kimgadir aytishdan qo'rqa...
- Hech qachon
- .
- Suhbatlashmayman
- Yo'q
- Suhbat qurmayman

▲ 1/13 ▼

O'zingizga o'zingiz gapirganda ovoz ohangini o'zgartirasizmi? Masalan, o'zingizni urishib Eee, ahmoq, deganda boshqacha ohang bilan, Yaxshi qilding deb maqtaganda boshqacha ohang bilan.

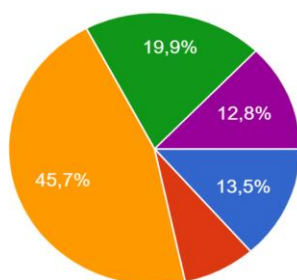
657 ОТВЕТОВ



- Ha
- Yo'q

Qanday muloqot siz uchun eng qulayi, ya'ni muloqot paytida o'zingizni erkin his qilasiz?

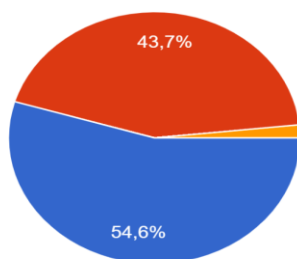
657 ОТВЕТОВ



- O'zim bilan gaplashganimda
- monolog (bir o'zim boshqalarga gapirganimda)
- dialog (ikki kishi bo'lib suhbatlashganimda)
- polilog (ko'pchilik birga o'tirib suhbatlashganda)
- kim bilandir xayolan suhbat qurganimda

Boshqa insonlar bilan xayolan gaplashib turasizmi? Do'stingiz, sevgan insoningiz? (hozir tirik bo'lgan)

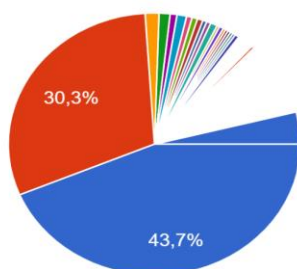
657 ОТВЕТОВ



- Ha
- Yo'q
- faqat ruhiy muammosi borlar kim bilandir xayolan gaplashadi

Agar oldingi savolga javobingiz ha bo'lsa, qachon xayolan suhbat qurasiz?

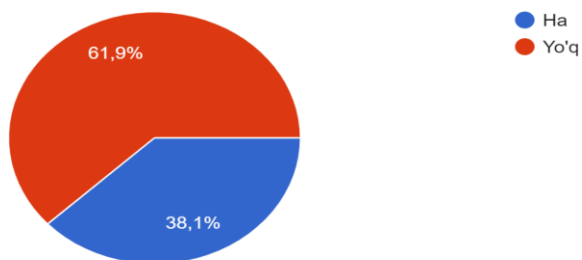
657 ОТВЕТОВ



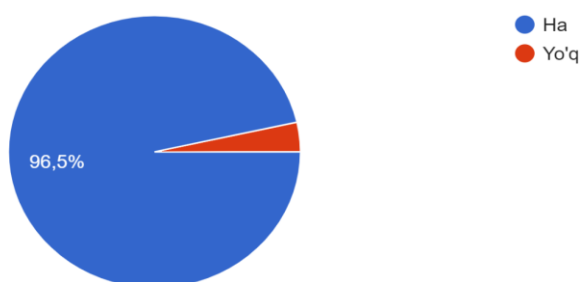
- Yuziga aytolmagan gaplarimni aytib, ic...
- Suhbatga kirishishimdan oldin u inson...
- Yo'q
- Yo'q
- Suhbat qurmayman
- Hech qachon
- -
- Yo'q

▲ 1/12 ▼

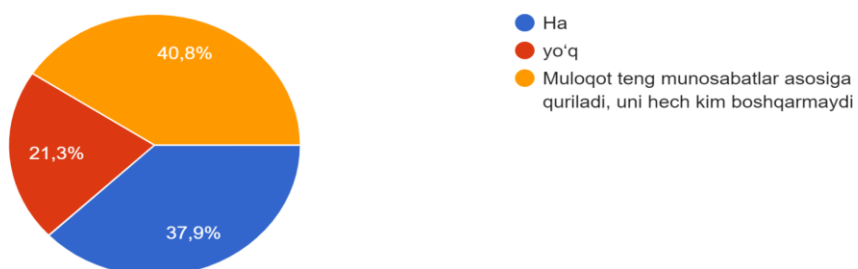
Vafot etgan yoki hayotda umuman mavjud bo'lmagan insonlar bilan xayolan gaplashganmisiz?
Masalan, payg'ambarlar, buyuk tarixiy shaxslar, kino qahramonlari, vafot etgan otangiz, onangiz.
657 ответов



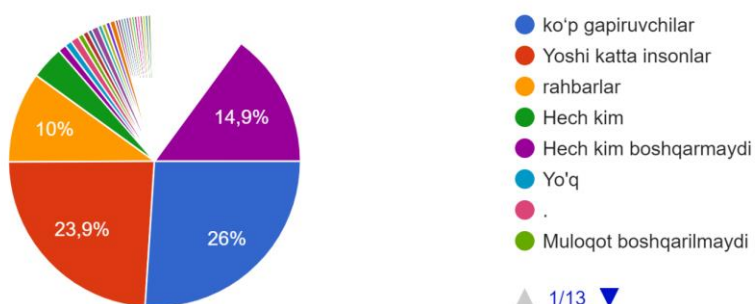
Yaratgan bilan muloqotga kirishib turasizmi? Unga dardlaringizni aytib, duo qilib?
657 ответов



Muloqotni kimdir boshqaradi, deb hisoblaysizmi?
657 ответов

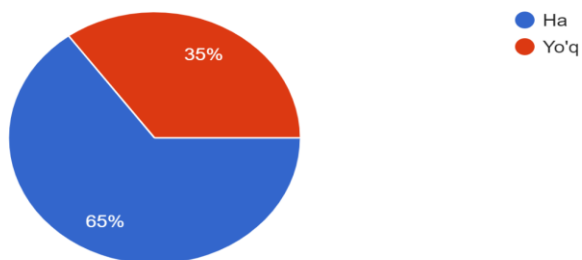


Agar bundan oldingi savolga javobingiz ha bo'lsa, muloqotni kimlar boshqaradi, deb hisoblaysiz?
657 ответов



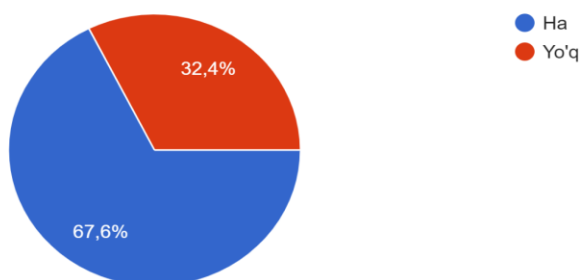
Yosh bolalar bilan gaplashganda, ularga mos tovushlarni tanlab gapirasizmi? O'ynaysizmi, emas, o'ynashim kabi.

657 ответов



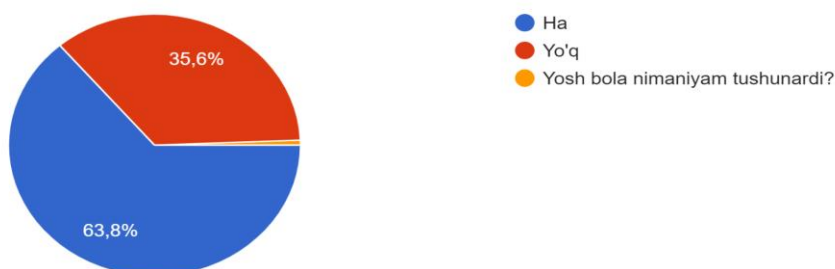
Yosh bolalar bilan gaplashganda, ularga mos so'zlarni tanlab gapirasizmi? Mashina emas, didit yoki non emas, nanna kabi.

657 ответов



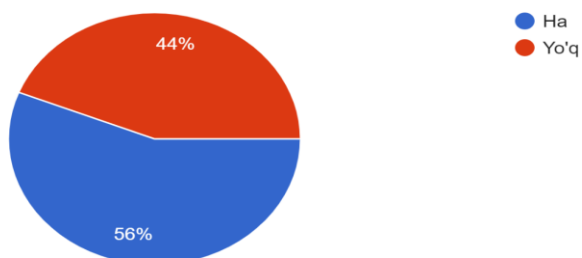
Bolalarga ularga mos gapirish muhim, deb hisoblaysizmi?

657 ответов



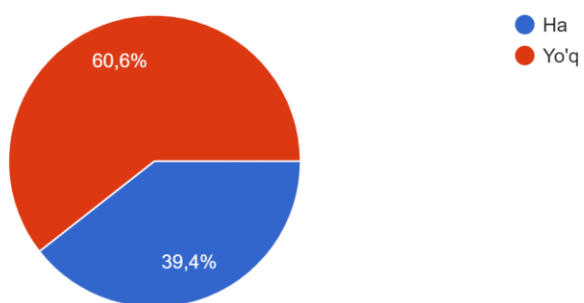
Muloqotda suhbatdoshingizga mos gapirishga harakat qilasizmi? Masalan, bozorchi bozorchi, o'qituvchi o'qituvchi?

657 ответов



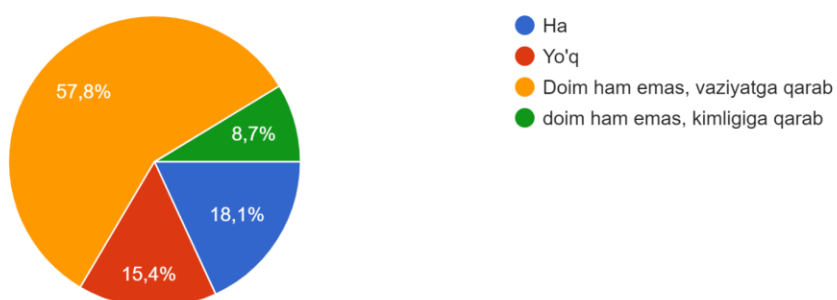
Suhbatdoshingiz tez/sekin gapirsa, unga mos tez/sekin gapirasizmi?

657 ответов



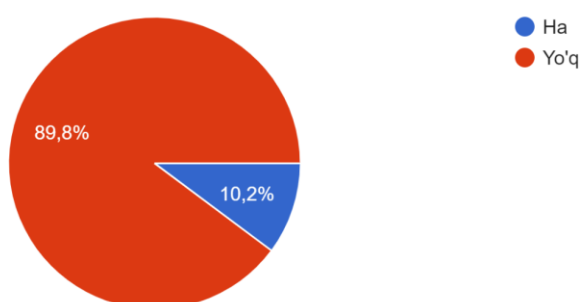
Suhbatdoshingiz muloyim gapirsa, siz ham muloyim, jahl bilan gapirsa, siz ham jahl bilan gapirasizmi?

657 ответов



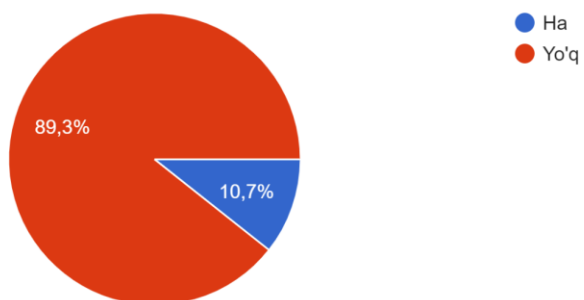
Kimdir boshqa shevada, masalan, Toshkent shevasida gapirsa, siz ham shunday gapirishga harakat qilasizmi?

657 ответов



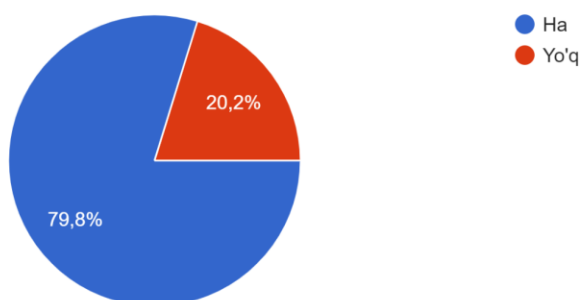
Agar Toshkentga kelsangiz, suhbatdoshingiz Toshkent shevasida gapirsa, siz ham shunday gapirishga harakat qilasizmi?

657 ответов



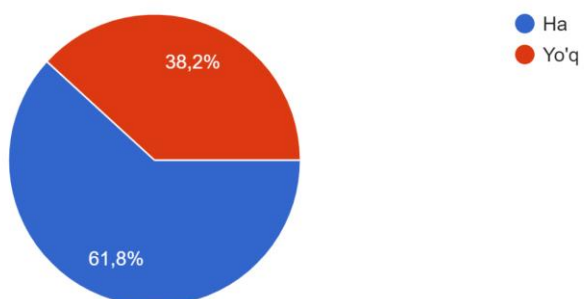
Kimdir rus/ingliz tilida gapirsa, uning o'zbek tilida gapira olmasligini bilsangiz, siz ham rus/ingliz tillarida gapirasizmi?

657 ответов



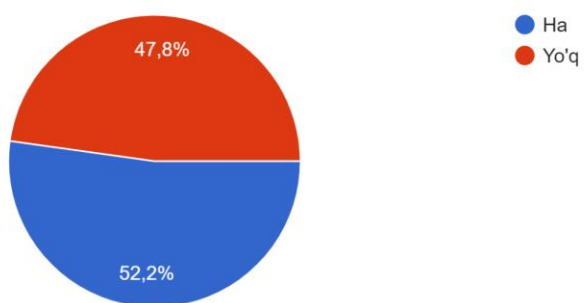
Tasavvur qiling, prezident bilan uchrashdingiz. Gaplashish uslubingizni o'zgartirasizmi?

657 ответов



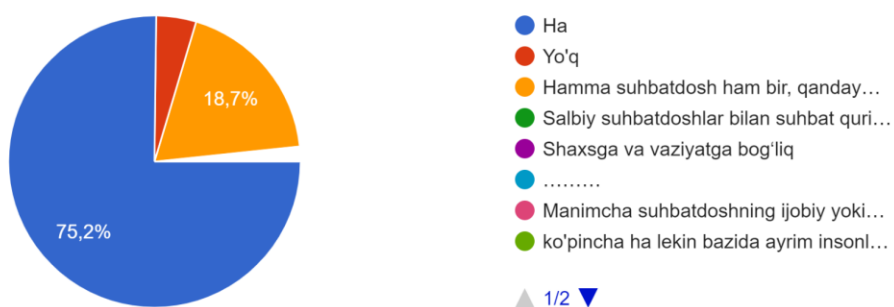
Sevimli shoir/yozuvchingiz bilan uchrashib qolsangiz gaplashish uslubingizni o'zgartirasizmi?

657 ответов



Suhbatdoshlar ijobiy yoki salbiy bo'lishi mumkin, deb hisoblaysizmi? Masalan, ijobiy suhbatdoshlar bilan gaplashganda maza qilasiz, salbiy suhbatdoshlar bilan gaplashganda asabingiz buzilib qoladi.

657 ответов



Avtoreferat Farg‘ona davlat universiteti
“Lingvistik tahrir va tarjimashunoslik” markazida tahrirdan o‘tkazildi

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