

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

---

**ANDIJON DAVLAT UNIVERSITETI**

**MAJIDOVA ZULAYHO ABDIMUMINOVNA**

**INGLIZ VA O‘ZBEK TILLARIDA DIREKTIV NUTQIY AKTLARNING  
SEMANTIK-PRAGMATIK TADQIQI**

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

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

**Farg‘ona – 2025**

**UO‘K:** 811.111'1-115  
811.512.133'1-115

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

**Contents of dissertation abstract of Doctor of Philosophy (PhD) on  
Philological sciences**

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

**Majidova Zulayho Abdimuminovna**

Ingliz va o‘zbek tillarida direktiv nutqiy aktlarning semantik-pragmatik tadqiqi.....3

**Majidova Zulaykho Abdimuminovna**

Semantic-pragmatic study of directive speech acts in the English and Uzbek languages.....25

**Мажидова Зулайхо Абдимуминовна**

Семантико-прагматическое исследование директивных речевых актов в английском и узбекском языках.....47

**E‘lon qilingan ishlar ro‘yxati**

List of published works

Список опубликованных работ .....52

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

---

**ANDIJON DAVLAT UNIVERSITETI**

**MAJIDOVA ZULAYHO ABDIMUMINOVNA**

**INGLIZ VA O‘ZBEK TILLARIDA DIREKTIV NUTQIY AKTLARNING  
SEMANTIK-PRAGMATIK TADQIQI**

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

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

**Farg‘ona – 2025**

Falsafa doktori (PhD) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy attestatsiya komissiyasida B2022.3.PhD/Fil2767.raqam bilan ro'yxatga olingan.

Dissertatsiya Andijon davlat universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz, rus (rezюме) Farg'ona davlat universiteti veb-saytida (www.fdu.uz) hamda «Ziyonet» axborot-ta'lim portali (www.ziyonet.uz) manziliga joylashtirilgan.

**Ilmiy rahbar:** Egamnazarova Durdona Shuxratilloyeva  
filologiya fanlari bo'yicha falsafa doktori, dotsent

**Rasmiy opponentlar:** Sodiqov Zohid Yakubjanovich  
filologiya fanlari doktori, dotsent

Paluanova Halifa Daribayevna  
filologiya fanlari doktori (DSc), dotsent

**Yetakchi tashkilot:** Jizzah davlat pedagogika universiteti

Dissertatsiya himoyasi Farg'ona davlat universiteti huzuridagi ilmiy darajalar beruvchi DSc.03/30.12.2019.Fil.05.02 raqamli Ilmiy kengashning «19» aprel 2025-yil soat 11.00dagi majlisida bo'lib o'tadi (Manzil: 100151, Farg'ona shahri, B.Marg'iloniy ko'chasi, 105-uy. Tel.: (993873) 244-57-82; e-mail: info@fdu.uz).

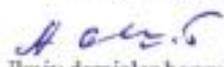
Dissertatsiya bilan Farg'ona davlat universitetining Axborot resurs markazida tanishish mumkin (492 raqam bilan ro'yxatga olingan). (Manzil: 100151, Farg'ona shahri, Murabbiylar ko'chasi, 19-uy. Tel.: (993873) 244-44-94).

Dissertatsiya avtoreferati 2025-yil « 27 » mart kuni tarqatildi.  
(2025-yil « 27 » mart dagi 21 raqamli reyestr bayonnomasi).



  
S.M.Muminov  
Ilmiy darajalar beruvchi ilmiy kengash  
raisi, filol.f.d., professor

  
M.T.Zokirov  
Ilmiy darajalar beruvchi ilmiy kengash  
ilmiy kotibi, filol.f.n., professor

  
A.G.Sabirdinov  
Ilmiy darajalar beruvchi ilmiy kengash  
qoshidagi ilmiy seminar raisi, filol.f.d., professor

## KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

**Dissertatsiya mavzusining dolzarbligi va zarurati.** Jahon tilshunosligida psixolingvistika, sotsiolingvistika, kognitiv lingvistika, pragmatika, semantika, pragmalingvistika kabi yangi sohalarining paydo bo'lishi hamda shiddat bilan rivojlanishi turli tadqiqotlarning olib borilishiga asos bo'ldiki, ularning qanday maqsad va vazifalarni o'z oldiga qo'yganligi, jamiyat taraqqiyoti uchun qay darajada xizmat qilishi kabi masalalarni yoritishni taqozo etadi. Zero, ta'lim va tarbiyaga berilgan e'tibor bu xalq kelajagi farovonligining garovidir.

Dunyo tilshunosligida pragmalingvistikaning nutqiy aktlar, ularning turli mezonlar asosida tasniflanishi, ingliz va o'zbek tillari kesimida tahlil qilinishiga oid ko'plab ilmiy izlanishlar olib borilmoqda. Bunday ilmiy tadqiqotlar orasida direktiv nutqiy aktlarning semantik va pragmatik tadqiqi, ularning klassifikatsiyasi hamda ingliz-o'zbek tillarida chog'ishtirma planda tahlil etilishi yoritilishi kerak bo'lgan muhim masalalardan biri bo'lib hisoblanadi.

O'zbek tilshunosligi oldida til va nutq tizimlarini zamonaviy – innovatsion yondashuvlar asosida tadqiq etish, globalizatsiya sharoitida amalda bo'lgan ilg'or g'oyalarni samarali o'zlashtirish tajribasini yana ham yuqori pog'onalarga olib chiqish vazifasi turibdi. Xususan, xorijiy tillar nazariy asoslari tadqiqi asosida til ta'limining samarasini oshirish masalasi barchaning e'tiborida turibdi. Mamlakatimizda chet tillar ta'limi bo'yicha olib borilayotgan keng ko'lamli islohotlar ham pragmalingvistika sohasida ilmiy tadqiqotlar olib borilishiga turtki beradi.

O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi PF-4947-son "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'g'risidagi" Farmoni<sup>1</sup>, O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-son "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora tadbirlari to'g'risida"gi Qarori chet tillarini o'rgatish tizimini takomillashtirishni, oliy ta'lim muassasalarida raqobatbardosh, har jihatdan mukammal kadrlarni tayyorlashni taqozo etadi. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 2022-yilning 12-dekabr kuni O'zbekiston Respublikasi Oliy Majlisiga yo'llagan Murojaatnomasida "nufuzli xorijiy universitetlar, ilmiy va innovatsion markazlar bilan aloqalarni kuchaytirish, ular bilan kadrlar tayyorlash bo'yicha hamkorlikni yanada kengaytirish zarur"<sup>2</sup> – ekanligini ta'kidladi.

O'zbekiston Respublikasi Prezidentining 2017-yil 20-apreldagi PQ – 2909-son "Oliy ta'lim tizimini yanada rivojlantirish to'g'risida"gi Qarori, 2018-yil 5-iyundagi PQ– 3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Qarori, 2019-yil

---

<sup>1</sup> O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida [Elektron resurs] [https://lex.uz/docs/-3107036\(murojaat\\_sanasi:03.26.2024-y.\)](https://lex.uz/docs/-3107036(murojaat_sanasi:03.26.2024-y.))

<sup>2</sup> O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi. O'zbekiston Respublikasi Prezidentining rasmiy veb-sayti. <https://president.uz/oz/lists/view/5774> (murojaat sanasi: 01.12.2023-y.)

8-oktabrdagi PF-5847-son “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi Farmoni, 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga olib chiqish chora tadbirlari” to‘g‘risidagi PQ-5117-son Qarori, 2022-yil 28-yanvardagi PF – 60-son “2022-2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi Farmoni va mazkur faoliyatga tegishli boshqa me‘yoriy huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu tadqiqot ishi muayyan darajada xizmat qiladi.

**Tadqiqot respublika fan texnologiyalari rivojlanishining ustuvor yo‘nalishlariga bog‘liqligi.** Dissertatsiya 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.

**Muammoning o‘rganilganlik darajasi.** Jahon tilshunosligida nutq aktlari nazariyasi semantika va pragmatikaning kesishgan nuqtasida joylashgan fundamental yo‘nalishlardan biri sifatida e‘tirof etiladi. Nutq aktlarini semantik va pragmatik jihatdan o‘rganishga bo‘lgan qiziqish XX asrning ikkinchi yarmidan boshlab, ayniqsa kuchaygan. Bu yo‘nalishda ingliz tilshunosligi maktabining yirik vakillari – Jon L.Ostin (J.L.Austin), Jon R.Syorl (J.S.Searle) va Charlz U.Kreidler (C.W.Kreidler)<sup>3</sup> kabi olimlar nutq aktlarining tabiati, turlari, illokutsion kuchi, perlokutsion ta’siri va ularning kontekstual faoliyatini aniqlashda muhim ilmiy asoslar yaratdilar. Aynan ushbu tadqiqotchilarning ishlari nutq aktlarini, xususan, direktiv nutqiy aktlarni alohida tur sifatida ko‘rib chiqish va ularni har tomonlama tahlil qilishga zamin yaratdi.

So‘nggi yillarda G‘arb tilshunosligida direktiv nutqiy aktlarning semantik-pragmatik xususiyatlarini chuqur tadqiq qilish bo‘yicha yangi metodologik yondashuvlar yuzaga kelmoqda. Jumladan, S.Takahashi va A.N.Santoso<sup>4</sup> singari zamonaviy tilshunoslar direktiv aktlarni umumiy nutq aktlari tizimi doirasida tahlil qilib, ularni buyruq, so‘rov, maslahat, iltimos, ogohlantirish, ko‘rsatma kabi turlarga ajratishgan. Ularning tadqiqotlari direktiv aktlarning ifodaviy vositalari, kontekstga bog‘liqligi, kommunikativ niyatga xizmat qilishi va madaniyatlararo farqlari kabi ko‘plab jihatlarni yoritishga xizmat qilgan. Bunday yondashuvlar direktor nutqiy aktlarning nazariy tasnifi va funksional tahliliga yangicha qarash olib kirdi.

Rus tilshunosligida esa ushbu nazariya semantik-struktural va kommunikativ-pragmatik yondashuvlar asosida shakllangan bo‘lib, E.I.Belyayeva, N.I.Farmanovskaya, Yu.D.Apresyan, N.D.Artyunova, E.V.Paducheva,

---

<sup>3</sup> Austin J.L. How to do things with words. – Harvard university press, 1975; Smith B., Smith B.C. (ed.). John Searle. – Cambridge University Press, 2003; Kreidler C. Introducing english semantics. – Routledge, 2002. – P. 168.

<sup>4</sup> Takahashi S. The effect of pragmatic instruction on speech act performance //Speech act performance: Theoretical, empirical and methodological issues. – 2010. – T. 26. – P.127-144.; Santoso A.N., Affini L.N. A Material Development of Speech Act as its Contribution For a Vocational High School English Handbook at an Eleven Grade //ETERNAL (English Teaching Journal), 2019. – T. 10. – №. 2. P. 88-93.

V.V.Bogdanov, V.G.Gak, I.P.Susov, A.V.Bondarko<sup>5</sup> kabi yirik olimlarning asarlarida nutq aktlarining lingvistik xususiyatlari, aktlar orasidagi chegaralar, kontekstual shart-sharoitlar va kommunikativ niyatlar bilan bog‘liqligi chuqur tahlil qilingan. Bu tadqiqotlar Rossiya lingvistik maktabining pragmatikaga oid yutuqlarini mustahkamlab, tilshunoslikda nutqiy aktlarga nisbatan nazariy va amaliy yondashuvlarni uyg‘unlashtirish imkonini bergan.

Biroq, mavjud boy ilmiy merosga qaramay, o‘zbek tilshunosligida aynan direktiv nutqiy aktlarning o‘ziga xos semantik-pragmatik xususiyatlari, ularning ifodaviy modellari, kontekstual sharoitda ishlatilish uslublari, kommunikativ maqsadlar bilan uyg‘unligi va madaniy jihatlari hali yetarlicha chuqur va tizimli tadqiq etilmagan. Mazkur mavzu bo‘yicha olib borilgan ayrim lokal tadqiqotlar (masalan, A.Nurmonov, M.Xakimov, A.X.Aripova<sup>6</sup>) mavjud bo‘lsa-da, ular ko‘proq umumiy yondashuvlar doirasida bo‘lib, direktiv aktlarning turlarini tizimli tasniflash, ularning o‘zbek tilidagi pragmatik va semantik realizatsiyasini kompleks yoritish kabi muhim masalalar hali ham o‘z ilmiy yechimini topmagan.

**Tadqiqotning dissertatsiya bajarilgan oliy ta’lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi.** Dissertatsiya Andijon davlat universiteti ilmiy-tadqiqot ishlari rejasi hamda Andijon davlat universitetining “XXI asr tilshunosligining ustuvor yo‘nalishlari” mavzuidagi ilmiy tadqiqotlar rejasi doirasida amalga oshirilgan.

**Tadqiqotning maqsadi** ingliz va o‘zbek tillarida direktiv nutqiy aktlarning semantik va pragmatik xususiyatlarini kompleks tarzda ochib berish, ularning lingvistik ifoda vositalari, kontekstual realizatsiyasi va kommunikativ funksiyalarini aniqlashdan iborat.

**Tadqiqot vazifalari quyidagilardan iborat:**

hozirgi zamon tilshunosligida nutqiy aktlar nazariyasining o‘rganilganlik darajasini aniqlash, xususan, direktiv nutqiy aktlarga oid ilmiy yondashuvlarni tizimlashtirish va tahlil qilish;

---

<sup>5</sup> Belyayeva E.I. Funktsional’no-semanticheskiye polya modal’nosti v angliyskom i russkom yazykakh [Functional-semantic modality fields in English and Russian] //Voronezh: Izd-vo Voronezhskogo un-ta [in Russian]. – 1985. – P.180; Формановская Н.И. Речевой этикет и культура общения. – Рипол Классик, 1989. – P 161; Апресян Y.D., Mel’čuk I., A., Žolkovsky A.K. Semantics and lexicography: Towards a new type of unilingual dictionary //Studies in syntax and semantics. – Dordrecht: Springer Netherlands, 1969. – С.33; Арутюнова Н. Предложение и его смысл. Логико-семантические проблемы. – 1976. – С.382; Paducheva E. V. Taxonomic categories and semantics of aspectual opposition //Temporal reference, aspect and actionality. – 1995. – Т. 1. – С.71-89; Богданов В. В. и др. Статус прагматики в современной науке о языке //Теркулов В.И.–заведующий кафедрой русского языка (Донецкий национальный университет), д.ф.н., профессор; Калинин ВМ – заведующий кафедрой русского языка (Донецкий национальный медицинский университет им. М. Горького), д.ф.н., профессор; Фёдоров ВВ.–заведующий кафедрой истории русской литературы и теории. – С. 104; Сусов И.П. Мысли о лингвистике (из неопубликованного) //Когниция, коммуникация, дискурс. Направление: “Филология. – 2014. – №. 8. – С.120-130; Бондарко А.В. Проблемы грамматической семантики и русской аспектологии. – Автономная некоммерческая организация "Издательство Санкт-Петербургского государственного университета", 1996. – С.219.

<sup>6</sup> Нурмонов А. Танланган асарлар //Уч жилдлик. – 2012. – Тошкент, 1. – 308; Б. Хакимов М. Х. К прагматике экстралингвистических средств в узбекском языке (на примере рассказа Саида Ахмада "Коракуз мажнун") //Российская тюркология. – 2015. – №. 1. – С. 9-12; Арипова А. Х. Нутқ моҳиятини ташкил этувчи муҳим восита //Scientific progress. – 2021. – Тошкент, 1. – №. 6. – С.243-264.

nutqiy aktlarning, ayniqsa direktiv aktlarning dialogik nutqda kommunikativ muvaffaqiyatni ta'minlashdagi roli va samaradorligini lingvopragmatik nuqtai nazardan tahlil qilish;

irektiv nutqiy aktlarni ifodalovchi grammatik vositalarning ingliz va o'zbek tillaridagi struktur-semantik va kommunikativ-pragmatik xususiyatlarini aniqlash;

direktiv nutqiy aktlarni ifodalovchi leksik vositalarning har ikki tildagi semantik, funksional va stilistik jihatlarini tahlil qilish hamda ularning diskursdagi ishlatilish imkoniyatlarini ochib berish;

ingliz va o'zbek tillarida direktiv nutqiy aktlarning semantik va pragmatik tasnifini ishlab chiqish, ularning turli kommunikativ holatlardagi ifoda shakllarini bilan tavsiflash;

ingliz va o'zbek tillarida direktiv nutqiy aktlarning diskursiv xoslanishiga doir jihatlarini chog'ishtirma tahlil qilish, ularning muloqot strategiyalari va nutq janrlaridagi ifoda xususiyatlarini aniqlash.

**Tadqiqotning obyekti** ingliz va o'zbek tillarida maishiy, badiiy, media, siyosiy va diniy diskurslarda yuzaga kelgan direktiv nutqiy vaziyatlardir.

**Tadqiqotning predmeti** ingliz va o'zbek tillaridagi direktiv nutqiy aktlarni ifoda etuvchi grammatik va leksik vositalarning struktur-semantik va funksional-pragmatik xususiyatlari hisoblanadi.

**Tadqiqot usullari.** Tadqiqotda interpretatsiya, tavsifiy, chog'ishtirma, kontekstual, lingvostatistik, distributiv, komponent va pragmatik tahlil metodlaridan foydalanilgan.

#### **Tadqiqotning ilmiy yangiligi quyidagilardan iborat:**

muloqotning eng kichik funksional birligi nutqiy harakat (speech act) hisoblanib, u faqatgina suhbat ishtirokchilarining kommunikativ niyatini emas, balki muloqotning kechayotgan makoni, zamoni, ijtimoiy-vaziyatli konteksti, shuningdek, so'zlovchi va tinglovchining ijtimoiy-psixologik xarakteristikalari kabi turli ekstralingvistik omillarni inobatga olishni taqozo etishi ilmiy jihatdan asoslandi;

uloqotni amalga oshirishda erishiladigan maqsadning xususiyatiga ko'ra, preskriptiv, rekvestiv va suggestiv turdagi direktiv nutqiy aktlardan biri tanlanishi, hamda uning kommunikativ jihatdan muvaffaqiyatli bo'lishi uchun muayyan grammatik va leksik vositalarning tanlovi zarur ekani aniqlandi;

direktiv nutqiy aktlarning semantik-pragmatik tasnifi asosida ular quyidagi kichik guruhlariga ajratilishi isbotlandi: reskriptiv turkum: *buyruq, ko'rsatma, ruxsat, taqiq, buyurtma, talab*; rekvestiv turkum: *iltimos, o'tinish*; suggestiv turkum: *maslahat, taklif, ogohlantirish, ruhlantirish* kabi ifoda shakllari;

ingliz va o'zbek tillarida direktiv nutqiy aktlarni voqelantiruvchi leksik va grammatik vositalar tizimining kommunikativ-pragmatik va funksional jihatlarini bilan farqlanishi amaliy tahlillar asosida dalillandi; har ikki tilda mazkur vositalar muloqot ishtirokchilari o'rtasidagi ijtimoiy munosabatlar, madaniyatga xos etik normalar, nutq holati va kontekst talablariga muvofiq tanlanishi asoslandi.

#### **Tadqiqotning amaliy natijalari quyidagilardan iborat:**

oliy o‘quv yurtlarida umumiy, qiyosiy, ingliz va o‘zbek tilshunosligi, kognitiv tilshunoslik, psixolingvistika, shuningdek, tarjimashunoslik bo‘yicha darsliklar yaratish hamda ma’ruza va amaliy mashg‘ulotlarning mukammallashuviga xizmat qiladigan materiallar yig‘ilgan;

ingliz va o‘zbek tillarida direktiv nutq aktlarning dialogik vaziyatlarda qo‘llanilishiga ko‘ra faollik darajasi aniqlangan;

ingliz va o‘zbek tillarida direktiv nutqiy aktlarning buyruq, iltimos, maslahat, talab va taklifni ifodalashdagi farqlar tizimga solingan.

**Tadqiqot natijalarining ishonchligi** respublika va xalqaro miqyosdagi ilmiy-uslubiy va ilmiy-amaliy konferensiyalarda qilingan ma’ruzalar, OAK ro‘yxatidagi maxsus jurnallarda chop etilgan maqolalar, xulosalar, taklif hamda tavsiyalarining amaliyotda joriy etilgani, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

**Tadqiqot natijalarining ilmiy va amaliy ahamiyati.** Tadqiqot natijalarining ilmiy ahamiyati ingliz va o‘zbek tillarida direktiv nutqiy aktlarni ifodalovchi vositalar chog‘ishtirma tahlili (dialogik nutq misolida) xulosalaridan semantika, pragmalolingvistika, kognitiv tilshunoslik, psixolingvistika, sotsiololingvistika sohalariga oid ishlarda manba sifatida foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati ishdagi nazariy umumlashma va tahlillardan “Tarjima nazariyasi”, “Pragmalolingvistika”, “Kognitiv tilshunoslik”, “Chog‘ishtirma tilshunoslik”, “Stilistika”, “Chet tili (ingliz)” fanlaridan darslik, o‘quv qo‘llanma yaratishda; spichrayterlar (nutq yozuvchilar) va tarjimonlarning amaliy faoliyatida, shuningdek, reklama matnlarining ta’sir doirasini oshirishda foydalanish mumkinligi bilan belgilanadi.

**Tadqiqot natijalarining joriy qilinishi.** Ingliz va o‘zbek tillarda direktiv nutqiy aktlarning semantik-pragmatik tadqiqi bo‘yicha olingan ilmiy natijalar va amaliy takliflar asosida:

muloqotni amalga oshirishdan ko‘zlangan maqsadga ko‘ra preskriptiv, rekvestiv, suggestiv direktiv nutqiy aktlarning biri tanlanadi hamda uning amalga oshirilishi uchun muayyan grammatik va leksik vositalar xususidagi xulosalardan Erasmus+dasturining Project № 5983-40-EPP-1-2017-T-ES-EPPKA2-CBHE-JP University Cooperation Framework for Knowledge Transfer in Central Asia and China (UNICAC) grant loyihasida foydalanilgan (Mirzo Ulug‘bek nomidagi O‘zbekiston Milliy universitetining 2024-yil 7-fevraldagi 04/11-1061-son ma’lumotnomasi). Natijada magistratura talabalari uchun yaratilgan ma’ruza matnlari yanada boyitilib, direktiv nutqiy aktlar tasnifi va unga doir misollar bilan boyitilgan;

muloqotning eng kichik birligi nutqiy harakat bo‘lib, u nafaqat suhbat ishtirokchilari niyatini, balki muloqot kechayotgan makon, zamon, vaziyat, so‘zlovchi va tinglovchining xarakter-xususiyatlari kabi turli ekstralingvistik omillarni ham inobatga olishni taqozo etishiga bag‘ishlangan tahliliy fikrlari va nazariy xulosalaridan “O‘zbekiston tarixi” telekanalining “Hamma uchun” dasturi ssenariysini tayyorlashda foydalanilgan. (O‘zbekiston Milliy teleradiokompaniyasining 2023-yil 24-oktyabr sanasidagi 06-28/1420-son ma’lumotnomasi). Natijada teletomoshabinlarni o‘zbek va ingliz tillarida direktiv nutqiy aktlarning turli diskurslarda namoyon

bo'lishining o'ziga xos xususiyatlari, farqli va o'xshash jihatlari bilan tanishtirishda muhim ahamiyat kasb etgan;

direktiv nutqiy aktlar buyruq, ko'rsatma, ruxsat, taqiq, buyurtma, talab kabi preskriptiv, iltimos, o'tinish kabi rekvestiv, maslahat, taklif, ogohlantirish, ruhlantirish kabi suggestiv kichik guruhlariga bo'linishiga oid xulosalaridan Amerika qo'shma shtatlari Ogayo universiteti intensiv ingliz tili Ogayo dasturi loyihasida foydalanilgan (Ogayo universiteti intensiv ingliz tili Ogayo dasturining 2023-yil 11-oktyabr sanasidagi ma'lumotnomasi). Natijada bakalavriat hamda magistratura talabalari uchun yaratilgan ma'ruza matnlariga qo'shimcha foydali ma'lumotlar kiritilib, direktiv nutqiy akt semantik va pragmatik tadqiqiga oid manbalar bilan boyitilgan;

direktiv nutqiy aktlarni voqelantiruvchi leksik va grammatik vositalar tizimining ingliz va o'zbek tillarida kommunikativ, pragmatik, funksional jihatlari tahliliga oid taklif va mulohazalardan O'zbekiston Milliy universitetida 2018-2020-yillarda bajarilgan PZ-201709134-sonli "Filologiya yo'nalishi bo'yicha ingliz tili o'rganishni baholash sifatining shakl va tamoyillari" mavzusidagi amaliy tadqiqot loyihasi doirasida vazifalar ijrosini ta'minlashda foydalanilgan va yuqoridagi tavsiyalar ushbu loyiha doirasida nashr etilgan ishlarda o'z aksini topgan (Mirzo Ulug'bek nomidagi O'zbekiston Milliy Universitetining 2024-yil 11-iyuldagi 04/11-5560-son ma'lumotnomasi). Natijada, "Filologiya" yo'nalishi bo'yicha ingliz tilini o'rgatish tadqiqot loyihasi kontenti boyitilib, til o'rganuvchilarning ingliz tiliga bo'lgan qiziqishini o'stirish uchun asos bo'lib xizmat qilgan.

**Tadqiqot natijalarining aprobsiyasi.** Mazkur tadqiqot natijalari 1 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarda qilingan ma'ruzalarda jamoatchilik muhokamasidan o'tkazilgan.

**Tadqiqot natijalarining e'lon qilinganligi.** Tadqiqot mavzusi bo'yicha jami 11 ta ilmiy ish chop etilgan, shulardan, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etishga tavsiya etilgan ilmiy nashrlarda 4 ta maqola, jumladan, 2 ta respublika va 2 tasi xorijiy jurnallarda nashr etilgan.

**Dissertatsiyaning tuzilishi va hajmi.** Dissertatsiya kirish, uchta bob, xulosa, foydalanilgan adabiyotlar ro'yxatidan iborat. Dissertatsiyaning hajmi foydalanilgan adabiyotlar ro'yxatidan tashqari 156 sahifani tashkil etadi.

## DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi asoslangan, muammoning o'rganilganlik darajasi bayon qilingan, tadqiqotning maqsad va vazifalari, obykti, predmeti aniqlangan, dissertatsiyaning fan va texnologiyalarni shakllantirishning muhim yo'nalishlariga mosligi ko'rsatib berilgan, tadqiqotning ilmiy yangiligi, natijalarning ishonchliligi, nazariy va amaliy ahamiyati, natijalarning amaliyotga joriy etilishi, e'lon qilinganligi, ishning tuzilishi haqidagi ma'lumotlar keltirilgan. Tadqiqotning birinchi fasli "**Zamonaviy tilshunoslikda nutqiy aktlar nazariyasiga turlicha yondashuvlar va direktiv nutqiy aktlarning o'rganilish holati**" deb nomlangan bo'lib, u quyidagi qismlardan iborat: "Hozirgi zamon tilshunosligida nutqiy aktlar nazariyasi masalasiga munosabat va yondashuvlar

hamda unda direktiv nutqiy aktlarning o'rganilish holati", "Direktivlikning ingliz va o'zbek tillarida funksional-intentsional kategoriya sifatida tadqiqi", "Nutqiy aktlarning tasnifi muammolari: asos va tamoyillar".

Mazkur bobda jahon tilshunosligida XX asrning 2-yarmida paydo bo'lgan pragmatolingvistikaning paydo bo'lishi tarixi, uning rivojlanishiga katta hissa qo'shgan amerikalik olimlar Jon Ostin hamda uning izdoshlari Jon Syorl, M.Xelliday, P.Grays, Kristison, D.Heyms, D.Vanderveken kabi olimlarning izlanishlari, ular tomonidan asos solingan "Nutqiy aktlar" nazariyasi hamda nutqiy aktlar tasnifi singari masalalar haqida nazariy fikr-mulohazalar bayon etilgan.

Zamonaviy nutqiy akt nazariyasini britaniyalik faylasuf Jon Lengshou Ostin 1975-yilda o'zining mashhur "How to do things with words" nomli kitobida ilgari suradi<sup>7</sup>. Jon Ostinning izdoshi Jon Syorl birinchilardan bo'lib uning "nutq aktlari" maqolasiga e'tibor qaratadi. J.Syorlning qarashlariga ko'ra nutq aktlari o'zicha mavjud bo'lmaydi, balki aynan idrokimizga bog'liq holatda mavjud voqea-hodisalarni ifodalashi mumkin.

Nutqiy aktlar Syorlning tasnifiga ko'ra 5 turli kategoriyalarga bo'linib<sup>8</sup>, reprezentativ, direktiv, komissiv, ekspressiv va deklartivlardan iborat.

E.I.Belyayeva, A.P.Volodin, V.S.Xrakovskiy, M.D.Gorodnikova, D.O.Dobrovolskiy, G.G.Pochepsov, Ts.Sarantsatsral, J.Syorl, E.A.Filatova, N.I.Formanovskaya, Yu.Xabermas, U.Engel, K.Unrat-Sharpenak kabi olimlarning tadqiqotlaridagi nutq aktlari tasniflanishi tahlili direktiv nutqiy aktlarining 5 ta asosiy turlarini aniqlash imkonini berdi.

Buyruq direktiv nutqiy aktlar: *Come closer and listen to me thoroughly (yaqinroq kel va meni diqqat bilan eshit). Ask him about the event, he will tell you everything (Undan voqea haqida so'ra, u senga barchasini aytib beradi)*

Taqiq ma'nosiga ega direktivlar, odatda, inkor so'zlar yoki qo'shimchalar vositasida ifodalanadi hamda tinglovchining muayyan ish-harakat bajarishiga qarshilik bildirish maqsadida qo'llaniladi: *Don't ask me to agree with your marriage (sening turmush qurishingga rozilik berishimni so'rama). Never say never (hech qachon hech qachon dema). Iltimos ohangidagi direktiv nutqiy aktlar xushmuomalalik qonun-qoidalaridan kelib chiqqan holda intonatsiya, so'zlarning qo'llanilishi hamda xushmuomalalikni bildirgan holda o'z fikrini qabul qiluvchiga yetkazishdir: Could you close that window? There is a drought in this room. (Siz anavi derazani yopib qo'ya olasizmi? Xonada yelvizak bo'lyapti)*

Maslahat ma'nosini ifodalaydigan direktiv nutqiy aktlar esa tinglovchiga o'z fikrini maslahat tarzida yetkazish vositasidir: *You should listen to your mother (Sen onangga quloq tutishing kerak). I think you should learn how to drive first and then sit behind the vehicle (O'ylashimcha, sen oldin qanday mashina haydashni o'rganishing va so'ng mashinaga o'tirishing kerak).*

Taklif mazmunidagi direktiv nutqiy aktlar o'z o'rnida adresantga o'z fikr mulohazalarini taklif berish shaklida yetkazadi hamda shu o'rinda aytib o'tish lozimki, xuddi maslahat direktiv nutqiy aktlari kabi taklif mazmunidagi direktiv

<sup>7</sup> Nordquist R. Speech-Act Theory //Retrieved Sep. – 2019. – T. 29. – C.2018.

<sup>8</sup> Ko'rsatilgan manba, – P 264.

aktlari natijasida ham adresant ushbu taklifni bajarishi yoki uni rad etishi mumkin: *Let's go to a a new restaurant that opened at the end of this street* (Keling, ko'chaning oxirida ochilgan yangi restoranga boramiz).

Direktiv nutqiy aktlarning badiiy diskursda qo'llanilishining o'ziga xos jihatlari haqida Farg'ona tilshunoslik maktabi vakili – U.Nosirov o'zining “Poetik matnlarning pragmatik xususiyatlari” nomli filologiya fanlari bo'yicha falsafa fanlari doktorlik dissertatsiyasida batafsil to'xtalib o'tgan hamda ko'plab misollar tahlilini keltirgan.

Direktiv nutqiy aktlar adabiyotning **nazm** janrida ham ko'plab topiladi. Mashhur, o'zbek shoiri Abdulla Oripovning quyidagi misralarini misol tariqasida keltiramiz:

*Yurgil dalalarga ketaylik do'stim,*

*Diqqinafas uyda yotmoq paytimas.*

*Oltin O'zbekiston tuprog'i bu kun,*

*Bir pari faslning og'ushida mast.* (A.Oripov, “Mitti yulduz”, 14-bet)

Ana endi ingliz shoirlari tomonidan keltirilgan she'riy misollardan parchalar keltiramiz.

*Stop all the clocks, cut off the telephone,*

*Prevent the dog from barking with a juicy bone,*

*Silence the pianos and with muffled drum*

*Bring out the coffin, let the mourners come.*

Direktiv nutqiy aktlar muloqotning ajralmas bo'lagi bo'lganligi tufayli **nasriy asarlarda** ham ko'plab qo'llaniladi.

*“Qish kechalari sandalga tiqilib yotarkanman, yalinaman:*

*– Oyi, cho'pchak aytib bering.*

*– Uxla bolam, charchaganman.*

*– Ayta qoli-i-ing.*

*– Xo'p, ko'zingni yumib yotgin-da, eshit...”* (Dunyoning ishlari, O'. Hoshimov, 12-bet)

Ingliz tilidagi eng mashhur asarlaridan biri bo'lmish Garri Potter asari qahramoni Dambldorning so'zlariga yuzlanaylik:

*“And come back and find the house in ruins”* she snarled to Harry Potter (“Qaytib kel va uyni xarobalardan izla”, – qichqirdi u Garri Potterga)

Badiiy adabiyotning folklor janriga kiruvchi xalq maqollarida direktiv nutqiy aktlarning qo'llanilishiga doir misollar keltirsak:

*Yetti o'lchab, birni kes.*

*Avval o'yla, keyin so'yla.*

Xuddi shunday direktiv nutqiy aktlarni ingliz tilidagi maqollarda ham uchratishimiz mumkin.

*“Don't cry over the spilt/spilled milk”.*

*“Never judge the book by its cover”.*

Direktiv nutqiy aktlarning radio, televideniye va turli ijtimoiy tarmoqlardagi reklama va e'lonlarda qo'llanilishiga to'xtalib o'tamiz.

“...tana haroratingiz ko‘tarilganda, tinkangiz qurib, quvvat ketganda, sizga yordam berar, dorining nomini yaxshilab eslab qoling – Romidon”. Ko‘rsatma shaklida berilgan direktivlardan foydalanish ushbu dori vositasining reklamasida juda qo‘l kelgan. (O‘zTV arxividan)

Bundan tashqari, direktivlarning siyosiy kampaniya matnlarida, saylovoldi harakatlarda ifodalangan misollarni ham ko‘plab keltirib o‘tish mumkin.

“Kampaniyadan keyin, biz ta‘lim sohasida yangi isloxotlar qilishni taklif qilamiz.” Notiqning fikricha, sababchi harakat adresat uchun foydalidir, garchi uning ro‘yobi majburiy bo‘lmasa va uni bajarish yoki bajarmaslikni adresantning o‘zi hal qilsa-da.

Jon Ostindan so‘ng yana boshqa bir qancha tilshunos olimlar pragmatikaning asosiy tushunchalarini hamda tamoyillarini o‘rgandilarki, ularning qatoriga Oksford universiteti tilshunos olimlari B.Rassel, J.Syorl, X.Grays; fransuz pragmatika maktabining namoyandalari F.Armango, F.Latravers, D.Mengenoni; rus tilshunoslari E.I.Belyayeva, N.D.Artyunova; o‘zbek tilshunoslaridan esa A.X.Aripova, M.M.Buzrukova, A.A.Akbarovich va boshqalarni kiritish mumkin.

G‘arb tilshunosligida ushbu mavzu naqadar yangi hamda zamonaviy hisoblanib, L.P.Ernandes, A.N.Santoso kabi olimlar bir qancha izlanishlar olib borgan, ular direktiv nutqiy akti umumiy nutqiy aktlarining bir ko‘rinishi sifatida tahlil qilib, bir nechta turlarga bo‘lishgan.

Rus olimlaridan Yu.D.Apresyan, E.I.Belyayeva, N.I.Farmanovskaya, Yu.D.Apresyan, N.D.Artyunova, E.V.Paducheva, V.V.Bogdanov, V.G.Gak, I.P.Susov, A.V.Bondarko va boshqalar nutqiy aktlar nazariyasi borasida samarali izlanishlar olib borishgan<sup>9</sup>.

O‘zbek tilshunosligida nutqiy aktlar, ayniqsa, direktiv aktlar juda kam o‘rganilgan va o‘zining yechimini kutayotgan ko‘plab muammolarga ega murakkab masalalardan biri hisobalanadi, zero mazkur kategoriyaning faqatgina ba‘zi jihatlariga ya‘ni direktiv nutqiy aktlarning umumiy tavsifiga A.Nurmonov, M.Xakimov, A.X.Aripova kabi tilshunoslar ishlarida to‘xtalib o‘tilgan bo‘lib, direktiv nutqiy aktlarning tasnifi, qo‘llanilish soxasi hamda qanday leksik yoki grammatik vositalar orqali ifodalanishiga oid keng qamrovli monografik tadqiqotlar mavjud emas.

**“Ingliz va o‘zbek tillarida direktiv nutqiy aktlarning funksional-pragmatik tasnifi va diskursiv xoslanishi”** deb nomlangan tadqiqotning ikkinchi fasli “Preskriptiv nutqiy aktining diskursiv- vazifaviylik xususiyatlari”, “Rekvestiv nutqiy aktining strategik-funksional xossalari”, “Suggestivlar dinamikasida funksionallikning diskursiv xoslanishi” kabi paragraflardan iborat bo‘lib, mazkur bobda direktiv nutqiy aktlarning turli olimlar tomonidan taklif etilgan tasnif nazariyalarni o‘rgangan holda distributiv tahlil amalga oshirilgan.

Shuning uchun biz yuqorida zikr etilgan barcha fikrlarni inobatga olib, o‘z kuzatishlarimiz va izlanishlarimizga tayangan holda E.I.Belyayeva taklif etayotgan direktivlarning tasnifi nisbatan asosli va ishonchli deb hisobladik.

---

<sup>9</sup> Qarang: Боброва Е. Д. Роль теории речевых актов в становлении и развитии лингвистической прагматики //Russian Journal of Linguistics. – 2012. – №. 1. – С.5-11.

Suggestiv nutqiy aktlar:

1. Buyruq direktiv nutqiy akti, odatda ma'ruzachining rasmiy pozitsiyasiga ko'ra qabul qiluvchini harakatga undash huquqiga ega bo'lganligi sababli yoki vaziyat taqozo etganligi natijasida kelib chiqadigan direktiv nutqiy harakat bo'lib, bunda tinglovchining harakatga munosabati ahamiyatsiz: *"Yes," he replied. "Don't argue. Here. Give me your hand."* (T.Dreiser, Jennie Gerhardt, p.133) *"Ha" javob berdi u. "Bahslashmang. Mana. Qo'lingizni bering" – Sohib Todar Mal, o'zingiz tuzgan ro'yxat bo'yicha chinakam muhtoj odamlarga berilishini nazorat qiling, toki ochko'z puldorlar janda kiyib kelib, beva-bechoraning haqini olib ketmasin!* (P.Qodirov, Avlodlar dovoni, 92-bet);

2. Ko'rsatma-bu ma'ruzachi pozitsiyasining ustuvorligidan foydalangan holda ma'lum bir sohada bilimga ega bo'lishiga asoslangan preskriptivlarning maxsus turi bo'lib, u qabul qiluvchining ushbu bilimlarni olishdan manfaatdor ekanligi haqidagi pragmatik taxminlarga asoslanadi: *"There are some formalities – I don't know what they are. They try to keep control of the child in some way."* (T.Dreiser, Jennie Gerhardt, p.310) – *Agar o'shal raiyatingizning sadoqati chin bo'lsa, kalimayi shahodatni aytib, musulmon diniga o'tsin, undan so'ng siz mingan filni boshqarsa mayli!* (P.Qodirov, Avlodlar dovoni, 13-bet);

3. Ruxsat nutqni avtorizatsiya qilish akti bilan tinglovchi harakatni so'zlovchining uni amalga oshirishni xohlayotganligi to'g'risidagi oldindan taxmin asosida amalga oshirishga ruxsat beradi: *"I couldn't help it," she returned. "I was afraid – I should have told you long ago. I meant to only – only. – Oh, let me go now, and I'll tell you all when I come back!"* (T.Dreiser, Jennie Gerhardt, p.166) *So'ng onasining oyoqlarini quchdi. To'xtatmoqchi bo'lgan ona, navbatdagi yolvorishni eshitdi: – Onajon, ruxsat bering, bir bor yuzlarimni surayin!* (A.L.Qozonchi, O'gay ona, 54-bet);

4. Taqiq buyruqning salbiy shakli sifatida ishlaydi. Bu profilaktik nutqiy akt bo'lib, adresantning adresat uchun ma'qul kelmaydigan, unga yoqmaydigan, to'g'ri kelmaydigan, g'azablanishga majbur qiladigan ba'zi bir harakatlarni amalga oshirish istagi borligiga ishonch hosil qilingandan so'ng tinglovchiga nisbatan qo'llaniladigan ish-harakatdir: *"Oh, don't tell me what you were going to say," interposed Mrs. Sowerberry."* (Ch.Dickens, Oliver Twist, p.31) *Bayramxon fil urushida Akbarga biron kor-hol bo'lishiga xavotirlanib, avval unga ruxsat bermadi. – Tojdoru shahzodalarga, hatto, chavgon o'ynash mumkin emas, – dedi Bayramxon. – Chunki muxolif tomon qasddan go'y va chavgoncho'p bilan urib, tojdorga shikast etkazishi mumkin* (P.Qodirov, Avlodlar dovoni, 172-bet);

5. Buyurtma ham preskriptiv direktiv nutqiy akt turi bo'lib, ma'lum darajada buyruq bilan tenglashtiriladi hamda ushbu nutqiy akt bilan ma'ruzachi harakatni qabul qiluvchining uni amalga oshirishni xohlayotganligi haqidagi taxmin asosida bajarishga ruxsat beradi. *"Iltimos, menga ushbu kitobni bering"* (Kutubxonada). *The Senator passed out, but remembering the old people, visited a clothier and shoe man, and, finding that he could only guess at what sizes might be required, ordered the several articles with the privilege of exchange. When his labors were over, he returned to his room.* (T.Dreiser, Jennie Gerhardt, p 31);

6. Talab direktiv nutqiy akti boshqa preskriptivlarga qaraganda ancha kuchli hisoblanib, odatda retsipientning o'z xohishi bilan bajarilmasligi sababi bilan izohlanadi. *"Mother, stop him. Mother, I didn't do it. it wasn't me!"* (J.K.Rowling, Harry, p.1494). *"Oyi, uni to'xtating. Oyi, men buni qilganim yo'q. Bu men emasdim!"*

Rekvestiv nutqiy aktlarning maqsadi adresatni muayyan harakatni bajarishga undash va ayni paytdagi vaziyatni o'zgartirishdir.

1. Iltimosning nutqiy akt sifatidagi asosiy xususiyati bu harakat bajarilishining majburiy emasligi, so'zlovchi uchun foydaliligi, adresatning xohishi va uning mavqe'i ustuvorligidir. *"Don't talk that way, Lester – please don't," she pleaded.* (T.Dreiser, Jennie Gerhardt, p.325) – *Ayt, o'g'lim, ayt, u ham meni ona desin.Tushdan keyin olib kel, maylimi? Tushdan keyin Yilmaz keldi. Ko'zlarini yerdan olmas, uyalardi.* (A.L.Qozonchi, O'gay ona, 33-bet).

2. O'tinish direktiv nutqiy akti rekvestivlarning alohida turiga tegishli bo'lib, o'tinishning farqli jihati adresatning harakatni bajarishni istamasligidir. Ushbu nutqiy aktning pragmatik presuppozitsiyasi so'zlovchining kuchli sababga ega bo'lganligi va uning tinglovchining qarshilik qilishini turli qat'iyatli usullardan foydalanib bo'lsa ham yengib o'tishiga urinishidir. – *Bo'ldi, endi bas, jonivorlarga rahmingiz kelsin! – deb o'g'liga yalinadi.* (P.Qodirov, Avlodlar dovoni, 248-bet).

*"Oh, for Heaven's sake!" Hermione cried. "Listen to me all of you"* (R.K. Rowling, Harry Potter, p.1456).

3. Suggestivlar direktiv nutqiy aktlarning shunday turiki, unda asosiy o'rinda so'zlovchi turadi hamda muayyan vaziyat uchun o'zining hayotiy tajribasi yoki bilim saviyasi asosida adresat xatti harakatlarini boshqarishga huquqlidir.

*Professor Lupin smiled at the look of indignation on every face. "Don't worry. I'll speak to Professor Snape. You don't have to do the essay".* (J.K. Rowling, Harry Potter, p.834) *Buni ichki ishlar xodimlari to'g'risida yozilgan eng yaxshi material uchun mukofotlashgan. Chalib ko'ring, bitta puflab ko'ring, ovozi ham boshqacha.* (X.To'xtaboev Sariq devni minib, 233-bet)

1. Yuqorida suggestivlarga berilgan tavsifimizdan ko'rish mumkinki, maslahat nutqiy akti suggestivlarning o'zagi, uning asosiy turi hisoblanadi.

Masalan: *"Forget it, Harry" said George bracingly.* (J.K. Rowling, Harry Potter, p.746) *-Uyda zeriksangiz, o'zingiz ochgan qizlar madrasasiga boring.* (P.Qodirov, Avlodlar dovoni, 210-bet)

2. Taklif nutqiy aktida so'zlovchi va uning suhbatdoshi birgalikdagi harakatga undashni nazarda tutadi va taklif nutqiy aktini bajara turib, adresant nafaqat o'zgalarning xatti-harakatlariga sabab bo'ladi, balki o'zini ham muayyan vazifa bajarishga majburlaydi. *"Won't you sit down?" They had both been standing. Jennie seated herself, and Mr. O'Brien pulled up a chair near to hers.* (T.Dreiser, Jennie Gerhardt, p.274) – *Do'limboy-ee, nima qilyapsan, bitta choy ichib ket.* (S.Axmad, Jimjitlik, 148-bet)

3. Ogohlantirish suggestivlarning bir turi bo'lib, xavfdan ogoh etilgandan so'ng adresatning o'z istagiga ko'ra harakatlanmaslikka asoslangan xavfning oldini olish nutqiy harakatidir: *"Anyone messing around my class will leave and not come back.*

*You have been warned.*” (J.K.Rowling, H.Potter, p.136) *Shayx Farid bilan Alibek ham: – zinhor Haybar dovoniga bormang! – deb shivirladi.* (P.Qodirov, Avlodlar dovoni, 300-bet)

4. Ruhlantirish nutqiy akti suggestiv nutqiy aktning bir turi bo‘lib, u produtsient tomonidan retsipientni muayyan topshiriqni bajarishi uchun ruhlantirish vazifasini o‘taydi. Bunda odatda, tinglovchiga nisbatan “biz bu vazifani birga uddalaymiz, sening qo‘lingdan keladi” qabilida so‘zlovchining kommunikativ niyati etkaziladi. Ruhlantirish orqali adresat unga bildirilgan ishonchni oqlashga, uni muvaffaqiyatli amalga oshirishga shoshadi. “Biz, albatta, g‘olib bo‘lamiz, shunday emasmi?” yoxud “Sizlar mening ishonchimni oqlaysizlar, shundaymi?” “Biz birga raqibimizni mag‘lub qilamiz” kabi shiorlar, dalda beruvchi nutqlar so‘zlashi mumkin. “Oh, just open, can't you?” he said angrily. “I really need to see him, it's urgent!” (J.K.Rowling, Harry Potter, p.1483) “Voy, shunchaki oching, maylimi?” u jaxli chiqib aytdi. “Men rostdan ham uni ko‘rishim kerak, bu juda zarur!”

Biz tadqiqotimiz davomida turli diskurslardan olingan misollarni tahlil etgan holda ularning qo‘llanilish chastotasi jadvalini tuzdik va u quyidagicha ko‘rinishda:

### 1-jadval. Ingliz tilidagi direktiv nutqiy akt turlarining turli diskurslarda namoyon bo‘lish

№	Direktiv nutqiy akt kategoriyasi	Direktiv nutqiy akt turi	Maishiy diskurs	Badiiy diskurs	Media diskurs	Siyosiy diskurs	Diniy diskurs
1	Preskriptivlar	Buyruq	11	2			
		Ko‘rsatma	2	6			
		Ruxsat	8	11			
		Taqiq	20	17			
		Buyurtma	11	9	2		
		Talab	3	8			
2	Rekvestivlar	Iltimos	5	40			
		O‘tinish		6			
3	Suggestivlar	Maslahat	18	36	1		
		Taklif	16	22			
		Ogohlantirish		14			
		Ruhlantirish		6			
Jami:		274	94	177	3		

### 2-jadval. O‘zbek tilidagi direktiv nutqiy akt turlarining turli diskurslarda namoyon bo‘lish

№	Direktiv nutqiy akt kategoriyasi	Direktiv nutqiy akt turi	Maishiy diskurs	Badiiy diskurs	Media diskurs	Siyosiy diskurs	Diniy diskurs
1	Preskriptivlar	Buyruq	9	13	1		
		Ko‘rsatma	6	22		1	
		Ruxsat		6			
		Taqiq	8	15	1	1	
		Buyurtma	4	10			

		Talab	4	19	2		
2	Rekvestivlar	Iltimos	1	19			1
		O‘tinish		13			
3	Suggestivlar	Maslahat	6	16	3		
		Taklif	5	15	1	1	
		Ogohlantirish	2	3	4		
		Ruhlantirish	2	2			
	Jami:	216	47	153	12	3	1

Biz yuqorida keltirgan 1-2-jadvallarda dissertatsiyamizda foydalanilgan jami – 490 ta misollarning ingliz va o‘zbek tillarida turli diskurslarda qo‘llanilishiga ko‘ra tahlil qildik va berilgan raqamlardan ko‘rinib turibdiki, ingliz tilida preskriptiv nutqiy aktlar asosan maishiy diskursda bo‘lib (20), ular taqiq nutqiy aktlarga tegishli; rekvestivlarning iltimos akti badiiy diskursda (40) ko‘p qo‘llanilar ekan; suggestivlarning maslahat akti esa eng ko‘p badiiy diskursda (36) uchraydi. O‘zbek tilidagi misollarni tahlil qiladigan bo‘lsak, preskriptivlardan badiiy diskursda ko‘rsatma nutqiy aktlardan ko‘p foydalanilgan (22); rekvestivlarning iltimos akti badiiy diskursda (19) eng ko‘p namoyon bo‘lgan hamda suggestivlarning maslahat shakli badiiy diskursda eng ko‘p uchragan direktiv nutqiy akt turidir (16).

Dissertatsiyaning “**Ingliz va o‘zbek tillarida direktiv nutqiy aktlarning struktur-semantik va lingvopragmatik tahlili**” nomli uchinchi fasli ham uch qismdan iborat bo‘lib, birinchi qismi “Dialogik nutqda kommunikativ muvaffaqiyatni ta‘minlash tamoyillari va nutq takti masalasi”, ikkinchi qismi “Direktiv nutqiy aktlarni ifodalovchi grammatik vositalarning struktur-semantik va kommunikativ-pragmatik xususiyatlari” hamda uchinchi qismi “Direktiv nutqiy aktlarni ifodalovchi leksik vositalarning struktur-semantik va kommunikativ-pragmatik xossalari” ga bag‘ishlangan.

Tilshunos olimlar Devid Kayeza hamda Ulug‘bek Azizov tomonidan to‘rt turli kompetensiyalar taklif etilgan bo‘lib, ular quyidagilarni tashkil etadi: **lingvistik yoki grammatik kompetensiya; pragmatik/diskurs kompetensiya; ijtimoiy-lingvistik kompetensiya; strategik kompetensiya.**

Ikkinchi faslning ikkinchi va uchinchi qismlari direktiv nutqiy aktlarning grammatik va leksik vositalar bilan ifodalanishi va ularning semantik va pragmatik o‘rganilishiga bag‘ishlangan bo‘lib, ushbu vositalarning ingliz va o‘zbek tillarida namoyon bo‘lishi haqida batafsil to‘xtalib o‘tilgan hamda maishiy, badiiy, media, siyosiy va diniy diskurslardan olingan misollar bilan dalillangan.

Direktiv nutqiy aktlarni ifodalashning grammatik nuqtai nazardan bir nechta usullari mavjud bo‘lib, ularni direktivlarning turlariga ko‘ra quyidagi kategoriyalarga bo‘lib chiqdik:

1. direktiv nutqiy aktlarning buyruq mayli bilan hosil qilinishi;
2. direktiv nutqiy aktlar implitsit, ya‘ni yashirin tarzda **darak gaplar** yordamida ham yasali, bunday jumalarda keltirilgan semantik ma‘noni to‘g‘ri talqin qilish uchun tinglovchidan o‘tkir fahm-farosat talab qilinadi;

Masalan: “*Shamol esishni boshladi*” yoki “*havo sovib ketdi*” qabilidagi jumlar xonaning eshigi yoki oynasi ochiq turgan bo‘lsa, uni yopib qo‘ying yoki egingizga biron kiyim kiyib oling kabi intensiyalarni nazarda tutishi mumkin.

“*There is a little more in the bottle, my lord, if you are still hungry.*” “*Later,*” said a second voice. (J.K.Rowling, Harry Potter, p.1096)

3. umumiy so‘roq shaklida tuzilgan direktiv nutqiy aktlar orqali so‘zlovchi tinglovchini ish-harakat bajarilmaganligi taqdirida kelasida albatta bajarilishini xohlashini nazarda tutadiki, bunday so‘roq gaplarni har uchala zamonda ham qo‘llash mumkin;

4. maxsus so‘roq gaplarni hosil qilishda qo‘llaniladigan so‘roq olmoshi *Why not/ what if* bilan ifodalanadigan so‘roq gaplar odatda *you-* 2-shaxs ko‘plik kishilik olmoshi va *we-* 1-shaxs ko‘plik kishilik olmoshi bilan birga keladiki, bu harakatning to‘g‘ridan to‘g‘ri kimga yo‘naltirilganligini tushunish imkoniyatini beradi: “*Why don’t you talk to him face to face?*” (*Nega u bilan yuzma-yuz gaplashib olmaysiz?*);

5. tasdiq so‘roq gaplar orqali direktiv nutqiy aktlar ifodalanishi adresantning adresatdan kelajakda bajariladigan ish-harakatning yumshoqroq ohangda, muloyimlik bilan iltimos qilinishiga xizmat qiladi: “*You won’t tease him, will you?*” she added anxiously. (J.K.Rowling, Harry Potter, p.652) (*Sen uning jig‘iga tegmaysan, shundaymi? U xavotirlanib so‘radi.*);

6. modal fe‘llari *can/could/would/may/shall* yordamida ham direktiv nutqiy aktlar yasaladi hamda tinglovchidan muayyan ish-harakat qilishini xushmuomalalik bilan so‘rash niyatini bildiradi. *I would like to have more cookies* (Men yana ko‘proq pishiriq eyishni xohlardim );

7. mustaqil infinitivli gaplar infinitiv bir qismli shaxssiz jumlar bo‘lib, ular ishtirokidagi jumalarda nutq qaratilgan so‘zlovchi yashirin tarzda ifodalanadi. Ular semantik jihatdan buyruqqa yaqin bo‘lib, bunday jumlar 1, 2, hamda 3-shaxsga qaratilgan bo‘lishi mumkin. Odatda, bunday buyruq ohangidagi direktivlar tashkilotlardan kelgan turli xil buyruqlar, murojaatlar va ko‘rsatmalarni ifodalaydi.

“It is right time to stop the cyber attack!” (“Axborot” kurashiga chek qo‘yish vaqti keldi) “It is time to change the motors!” (Mashinalarni almashtirish vaqti keldi);

8. *It is worth + fe‘l (V)*ing birikmasi orqali direktiv nutqiy aktlarning hosil qilinishi nafaqat kelajakda muayyan ish-harakatni bajarilishiga nisbatan sha‘ma qilish, balki uni amalga oshirilishiga sarflanadigan vaqt, energiya va ehtimol mablag‘ning xam arzirli ekanini baxolab o‘tadi.

Misol: *Trust Malfoy to milk it for all it’s worth.* (J.K.Rowling, Harry Potter, p.768);

9. shart ergashgan qo‘shma gaplar orqali direktiv nutqiy aktlarni hosil qilish adresatga to‘g‘ridan to‘g‘ri berilgan buyruqdan ko‘ra, xushmuomalalik bilan so‘zlangani uchun uning bajarilishidan bosh tortishi qiyin hisoblanadi: *I can’t prevent you, of course. You can go if you want to. But I don’t think you ought to want to.* (T.Dreiser, Jennie Gerhardt, p.200) *Men, albatta, sizni to‘xtatib qola olmayman. Xohlasangiz, ketishingiz mumkin. Lekin sizni xohlashingiz ham majburiy deb o‘ylamayman;*

10. turli grammatik vositalarning bir jumlada aralash qo‘llanilishi.

Direktiv nutqiy aktlar ba‘zan turli grammatik vositalarning aralash birikuv natijasida ham hosil qilinadi: “*We would like to know if you have any washing you could let us have to do?*” (T. Dreiser, Jennie Gerhardt, p.16) “*Agar yuvadigan kiyimlaringiz bo‘lsa, bizga bera olasizmi, bilmoqchi edik?*”

O‘zbek tilidagi direktiv nutqiy aktlarning grammatik vositalar orqali ifodalanishiga esa quyidagilarni kiritdik:

1. direktiv nutqiy aktga mansub jumla kesimi buyruq-istak maylida bo‘ladi. Bunda gapning egasi 1-, 2 – va 3-shaxsga qaratilgan bo‘lishi mumkin: *Muborakning yuziga tikildi-yu: – qani, hazratimning nomlariga yozilgan maktubni bir ko‘raylik-chi! – dedi;*

2. umumiy so‘roq shaklida tuzilgan direktiv nutqiy aktlar ingliz tilidagi kabi o‘zbek tilida ham qo‘llaniladiki, bunda adresantning kommunikativ niyati implitsit tarzda namoyon bo‘ladi. Umumiy so‘roq gaplar har uchala zamonda kelishi va shunga ko‘ra qabul qiluvchiga istalgan ish-harakat bajarilmagan/ bajarilmayotgan taqdirda albatta amalga oshirilishi kerakligi yoki kelasida bajarilishi so‘ralayotganligini ifodalaydi:

– Rostdan topshirdingmi-a? – sekin turtib qo‘ydim Zokirni? (Agarda topshirmagan bo‘lsangiz, albatta, topshiring). (H. To‘htaboyev, Sariq devni minib, 139-bet);

3. So‘roq-buyruq gaplar so‘roq yo‘li bilan buyurish ma‘nosini ifodalaydi va tinglovchi o‘ziga nisbatan qaratilgan so‘roqning buyruq yoki iltimos ma‘nosida kelganini anglab oladi.

“*Anavi uchastkavoyingga bormaysanmi?*” (H.To‘htaboyev, Sariq devni minib, 151-bet)

– *Shunaqa demaysanmi, – dedim sal past kelib. – Men bo‘lsam boshqalari kasal tegib o‘lib ketganmi deb o‘ylabman. Buzoqlaring ko‘rinmaydi?* (H.To‘htaboyev, Sariq devni minib, 23-bet);

4. Direktiv nutqiy akt kesimi shart maylida ham qo‘llanilishi mumkin: – *Nahotki ikki yildan beri necha bechorani zir qatnatib ovora qilsalar, Toshkand qishlog‘i bilan Marg‘ilonning orasi ozg‘ina yo‘lmi, axir?*(A.Qodiriy, O‘tkan kunlar, 180-bet)

Ba‘zan buyruq gaplarning buyruq yoki shart mayli formasida bo‘lgan kesimlarga –chi yuklamasi qo‘shiladi. *Oyshabibi qizig‘a ma‘nolik qilib bir qarab oldi: – bolam, axir ikki og‘iz gap eshit-chi oldin! – dedi.* (A.Qodiriy, O‘tkan kunlar, 114-bet)

5. Kerak, mumkin, darkor modal so‘zlarining harakat nomi bilan birikib kelishi bilan: – *Bo‘lmasam g‘o‘zani ustidan chelaklab suv quyish kerak. Shirasini yuvib ketadi.* (H. To‘xtaboev, Sehrli qalpoqcha, 35-bet)

6. Ayrim to‘liqsiz gaplar ham buyruq mazmunini anglatadi. Bu xil gaplarda ohangning roli katta bo‘ladi: *Tinchlik ahdi uchun!* (S.Ahmad, Tanlangan asarlar, 201-bet)

Bundan tashqari tadqiqotimiz doirasida to‘plangan misollarni jadvalga solib distributiv tahlil qildik.

### 3-jadval. Direktiv nutqiy aktlarning grammatik vositalar yordamida ifodalanishining pragmatik tahlili

№	Til	Grammatik vosita turi	Eksplikatura	Implikatura
1.	Ingliz tilida	Buyruq mayli	+	
		Darak gaplar		+
		Umumiy so‘roq gaplar		+
		Maxsus so‘roq gaplar		+
		Tasdiq so‘roq gaplar		+
		Modal fe'llar	+(faqat must) modal fe'li	+
		Mustaqil infinitivli gaplar	+	
		It is worth + fe'l (V)ing		+
		Shart ergashgan qo‘shma gaplar		+
		Turli grammatik vositalarning kombinasiyasi		+
2.	O‘zbek tili	Buyruq-istak mayli	+	+(faqat 1-shaxsga qaratilgan buyruqlar)
		Darak gaplar		+
		Umumiy so‘roq gaplar		
		So‘roq-buyruq gaplar		
		Shart maylidagi gaplar		+
		Kerak, mumkin, darkor modal so‘zlari		+
		To‘liqsiz gaplar		

3-jadvalda keltirilgan tahlil natijalariga tayanib shuni aytishimiz mumkinki, ingliz tilida xam, o‘zbek tilida xam direktiv nutqiy aktlar grammatik vositalar yordamida ifodalanganda asosan implitsit pragmatik xarakter-xususiyatga ega bo‘ladi.

Direktiv nutqiy aktlar turli leksik vositalar yordamida hosil qilinishiga doir ko‘plab misollar yig‘dik hamda quyidagicha tasnifladik:

1. Motivatsion direktiv nutqiy aktlar 2-shaxsga yoki 1-shaxs ko‘plikka nisbatan aytilib, biron bir xatti-harakatning bajarilishiga motivatsiya berish, undash maqsadida qo‘llaniladi. *Don't worry, we will do it together.* (Xavotirlanma, biz buni birga bajaramiz);

2. “Let” fe’lli birikma yordamida ish-harakatni birga bajaramiz ma’nosini anglatgani uchun ham so‘zlovchi ko‘mak berishga tayyor ekanligini bildiradi;

3. Fe’lsiz gaplar orqali ifodalanadigan direktivlarni to‘g‘ri talqin qilish uchun esa so‘zlovchi va tinglovchining suhbat bo‘lib o‘tayotgan vaziyatni tasavvur qilish lozim: “Skalpel!”, “Qisqich!”, “Tampon!”

4. Buyruq shaklidagi bo‘lishsizlik fe‘lli gaplar: a) “No fe‘l+ing”(adv) ingliz tili uchun xarakterlidir.<sup>10</sup> b) Do not/Don't inkor shakl bilan boshlangan bo‘lishsiz direktivlar: *Don't speak loudly, the baby may wake up!* (Baland ovozda gapirmang, chaqaloq uyg‘onib ketishi mumkin!). v) Never inkor ravishi yordamida yasalgan direktiv nutqiy aktlar bo‘lishsizlik imperativ ma’nosida keladi: *Never judge the book by its cover!* (ko‘rsatma);

5. Performativ fe‘llar yordamida ifodalangan jumlar so‘zlovchi tinglovchidan bajarilishini istayotgan niyatini ochiq-oydin tasvirlash uchun yordam beradi: *“I order you to appear in court next Monday at 10 a.m.”*. Men sizga kelasi Dushanba kuni soat 10 da sudga kelishingizni buyuraman;

6. Intensifikatorlar yordamida: “just”, “only”, “again”, “simply”, “one more”, “any more”, “please”, ravishlari, “do” fe‘lini imperativ shakldagi fe‘ldan oldin qo‘llash: *“Just leave them on the chair.* (T.Dreiser, Jennie Gerhardt, p.23) *“Voy, bunda hech qanday farq bo‘lmaydi-ku,” javob berdi Brender osongina “Ularni shunchaki stulda qoldira qoling”*.

O‘zbek tilida ham shunga o‘xshash ma’no kuchaytiruvchi leksik vositalar mavjud bo‘lib, aynan tinglovchi tomonidan amalga oshirilishi yoki bajarish taqiqlanishi kabi turli semantik ma'nolarni kuchaytiradi:

1. *Hargiz, aslo, hech, endi* kabi inkor yuklamalar yordamida: *Yo‘q, aslo bunday deb o‘ylamang. Umidsizlik menga begona.* (H.To‘xtaboev, Sehrli qalpoqcha, 41-bet);

2. *Kerak, shart, lozim, mumkin, mayli* kabi bog‘lanmalar yordamida: – *Qorachaxon yolg‘iz emas, biz ham ko‘pchilik bo‘lib bormog‘imiz lozim!* – dedi *Humoyun.* (P.Qodirov, Avlodlar dovoni, 137-bet);

3. Direktiv qaratilgan shaxs olmoshini ta’kidlash orqali: *Sen temuriyodalarning urug‘ini qurit! O‘shalarga xizmat qilib quturgan shialarni bos!* (P.Qodirov, Yulduzli tunlar, 191-bet);

4. Direktiv yo‘naltirilgan shaxsning ismini, kimligini ko‘rsatib o‘tish orqali:  
– *Hoshimjon, chiq, o‘g‘lim, o‘rtoqlaring keldi, – deb qistadi, – lager qurilayotgan joyga borib, tosh terarmishsizlar.* (X.To‘xtaboev, Sariq devni minib, 174-bet)

5. *U, bu, shuni, shunday, buni, bunday* ko‘rsatish olmoshlari yordamida:  
– *Mana bu siz qurishingiz kerak bo‘lgan 71-uyning proekti, – dedi devoriy gazetaga ishlatiladigan qalin qog‘ozni qo‘limga berib, – mana bu esa, azizim, genplan.* (H.To‘xtaboev, Sehrli qalpoqcha, 63-bet)

6. *Yaxshisi, aslida* ravishlari orqali: – *Yaxshisi, uni darrov qo‘yib yubor, onasi izlab kelib hammamizni nobud qiladi. – dedi Inobat onam tashvishlanib.* (X.To‘xtaboev, Sariq devni minib, 203-bet)

---

<sup>10</sup> Шорина Л. В. Речеактовая природа публичного директива и способы его оформления в английском и русском языках // Вестник СПбГУ. Язык и литература. -2007. №1-I. URL: <https://cyberleninka.ru/article/n/recheaktovaya-priroda-publichnogo-direktiva-i-sposoby-ego-oformleniya-v-angliyskom-i-russkom-yazykah-1> (дата обращения: 21.05.2024). -С 78-82.

7. *Ma'qul* ravishi orqali: – *Shoshmaganingiz ham ma'qul, – dedi. – Inshoollo, sherqizga munosib Arslon yigit uchrab qolgay.* (P.Qodirov, Avlodlar dovoni, 6-bet);

8. *Faqat* yuklamasi vositasida: *Men sizdan rozimen... faqat endi meni hazratim demang...* (P.Qodirov, Yulduzli tunlar, 302-bet).

#### 4 -jadval. Direktiv nutqiy aktlarning leksik vositalar orqali ifodalanishining pragmatik tahlili

№	Til	Leksik vosita turi	Eksplikatura	Implikatura
1.	Ingliz tili	Motivatsion direktiv nutqiy aktlar	+	
		“Let” fe’lli gaplar		+
		Fe’lsiz gaplar		+
		No fe’l+ing(adv) Do not/Don't Never		
		Performativ fe’llar	+	
		Intensifikatorlar	+	
		Hargiz, aslo, hech	+	
2.	O‘zbek tili	Kerak, shart, lozim, mumkin, mayli		+
		Direktiv nutqiy akt qaratilgan shaxs olmoshi	+	
		Direktiv nutqiy akt qaratilgan shaxs ismi	+	
		U, bu, bunday, shunday olmoshlari		+
		Yaxshisi, aslida ravishlari	+	
		Ma’qul		+
		Faqat	+	

4-jadvalda keltirilgan tahlillarimizdan kelib chiqib, xulosa qilishimiz mumkinki, ingliz va o‘zbek tilida xam birdek direktiv nutqiy aktlarning leksik vositalar orqali ifodalanishi asosan eksplitsit ma’noga ega bo‘ladi.

### XULOSA

1. Jahon tilshunosligida XX asrning ikkinchi yarmida shakllanib, jadal sur’atlarda rivoj topgan semantika, pragmatika va diskurs tahlili kabi yo‘nalishlar doirasida nutqiy aktlar tilning muhim tahlil obyektlaridan biri sifatida e’tirof etilgan. G‘arb tilshunoslari tomonidan nutqiy aktlar doirasida bir qator fundamental tadqiqotlar olib borilgan bo‘lishiga qaramay, ularning hind-yevropa va turkiy tillar kontekstida qiyosiy tahlili hanuzgacha yetarlicha chuqur o‘rganilmagan bo‘lib, bu masala zamonaviy tilshunoslikda dolzarb ilmiy muammolardan biri hisoblanadi.

2. Muloqot jarayonining eng kichik birligi sifatida nutqiy harakat nafaqat suhbat ishtirokchilarining niyatlarini, balki muloqot kechayotgan muhit, vaqt, vaziyat, shuningdek, etnik-madaniy omillar va so‘zlovchi va tinglovchining shaxsiy

va ijtimoiy xarakteristikalarini ham qamrab oluvchi ekstralingvistik omillarni hisobga olishni talab etadi.

3. J.Ostin xamda J.Syorlning nazariyasiga ko'ra, nutqiy aktlar 5 turga bo'linadi, biroq ushbu tasnif Ch.Kreidler tomonidan mukammallashtirilib yetti turga ajratiladi. Ma'lumki, har biri nutqiy harakat illokutsiya va perlokutsiya tarkibiy qismlaridan iborat bo'ladi. Illokutsiya so'zlovchining muloqotdagi maqsad va niyatlarini ifodalasa, perlokutsiya esa ushbu nutqiy xabar tinglovchi tomonidan qanday qabul qilinishi va unga qanday ta'sir etishini bildiradi.

4. Har qanday nutqiy vaziyatda muloqot ishtirokchilari o'z kommunikativ niyatlari va intensionsiyalarini muvaffaqiyatli ifoda etish, shuningdek, muloqotning samaradorligini ta'minlash uchun Pol Grays (Paul Grice) tomonidan ilgari surilgan hamkorlik prinsipi (Cooperative Principle) doirasidagi to'rt asosiy maksimumga (qoidaga) amal qilishlari zarur. Unga ko'ra, samarali muloqot uchun quyidagi pragmatik tamoyillarga rioya etilishi kerak: sifat maksimumi (aytilayotgan axborot haqiqatga mos bo'lishi lozim), miqdor maksimumi (zarur va yetarli miqdorda axborot berilishi kerak), aniqlik maksimumi (tushunarli, chalkashtirmaydigan ifodalar ishlatilishi kerak) hamda aloqadorlik maksimumi (mavzuga bevosita aloqador axborot taqdim etilishi zarur). Ushbu prinsiplar tinglovchi va so'zlovchi o'rtasida o'zaro tushunishni ta'minlab, nutqiy aktlarning semantik va pragmatik maqsadga muvofiq amalga oshishiga xizmat qiladi.

5. Direktiv nutqiy aktlar muloqot ishtirokchisining boshqa shaxsga ma'lum bir harakatni bajartirishga qaratilgan bo'lib, ular muloqotning umumiy maqsadiga mos tarzda preskriptiv, rekvestiv yoki suggestiv shakllarda ifodalanadi. Bunday aktlarning yuzaga chiqishi uchun tegishli grammatik va leksik vositalardan foydalaniladi.

6. Direktiv nutqiy aktlarning ifodalanishida grammatik vositalar asosiy strukturaviy tayanch sifatida markaziy o'rin egallaydi: fe'lning buyruq mayli, modal fe'llar kabi grammatik vositalar direktivlik maqsadining aniq ifodalanishiga xizmat qiladi. Bundan tashqari, leksik vositalar – xususan, modal so'zlar, sinonimik birliklar va kontekstga mos boshqa leksik birliklar esa direktiv aktlarning silliq, muloqotga mos va madaniy jihatdan maqbul shaklda yetkazilishida muhim rol o'ynaydi. Ular muloqot jarayonida so'zlovchining munosabati, nutqning rasmiylik darajasi, tinglovchiga bo'lgan hurmati kabi pragmatik omillarni ifodalashga xizmat qiladi. Shunday qilib, direktiv nutqiy aktlarning realizatsiyasida grammatik vositalar kommunikativ maqsad asosining grammatik strukturada aks etishini ta'minlovchi vosita sifatida faol ishlatilsa, leksik vositalar esa ushbu aktlarning konnotativ, stilistik va madaniy rang-barangligini ta'minlovchi yordamchi unsurlar sifatida faoliyat ko'rsatadi. Ularning uyg'unligi direktiv aktlarning kommunikativ maqsadga muvofiq, samarali va ijtimoiy maqbul shaklda yetkazilishiga xizmat qiladi.

7. Direktiv nutqiy aktlar muloqotda to'g'ridan to'g'ri (ekspilitsit) tarzda ham, bilvosita (implitsit) yo'sinda, ya'ni implikaturalar vositasida ham ifodalanishi mumkin. Ekspilitsit direktivlar odatda buyruq mayli, modal fe'llar yoki aniq talab bildiruvchi ifodalar orqali bevosita bajarilishi lozim bo'lgan harakatni ifodalaydi; implitsit direktivlar esa bevosita, kontekst orqali anglashiladi; bunda tinglovchi

nutqiy vaziyat va pragmatik signallar asosida soʻzlovchining niyatini talqin qiladi. Implikatura ijtimoiy muvozanatni buzmaslik va kommunikativ strategiyani yumshatish zarur boʻlgan holatlarda keng qoʻllaniladi, shu bois nafaqat lingvistik, balki sotsiopragmatik kompetensiyani ham talab etadi.

8. Tahlil davomida J. Syorl, E.I. Belyayeva, E.A. Farmanovskaya, S. Saransasral kabi tilshunoslarning ilmiy qarashlari asos qilib olindi. Ayniqsa, E.I. Belyayeva tomonidan taklif etilgan direktiv nutqiy aktlar klassifikatsiyasi ilmiy asoslangan va ishonchli tizim sifatida tan olindi. Ushbu tamoyilga, direktiv nutqiy aktlar quyidagi kichik guruhlariga ajratildi:

1. Preskriptivlar: buyruq, koʻrsatma, ruxsat, taqiq, buyurtma, talab;
2. Rekvestivlar: iltimos, oʻtinish;
3. Suggestivlar: maslahat, taklif, ogohlantirish.

Yuqorida zikr etilgan direktivlarning tasnifiga ruhlantirish suggestiv aktini ham kiritildi. Ahamiyatlisi shundaki, bu turdagi nutqiy harakat ilgari biror tilshunos tomonidan alohida tur sifatida ajratilmagan.

9. Distributiv tahlil natijalari shuni koʻrsatadiki, preskriptiv nutqiy aktlar ingliz tilida koʻproq maishiy diskurslarda (55) uchraydi va ularning aksariyatini(20) taqiq nutqiy aktlar tashkil etadi. Rekvestiv nutqiy aktlar asosan badiiy diskursda namoyon boʻlib (46), ularning katta qismi(40) iltimos guruhiga tegishlidir. Suggestiv nutqiy aktlar ham rekvestivlar kabi badiiy diskursga xos(78) hamda ularning aksariyati(36) maslahat aktidir.

10. Oʻzbek tilida keltirilgan misollarning turli diskurslarda qoʻllanilishiga doir xulosaga koʻra, preskriptiv nutqiy aktlar oʻzbek tilida asosan badiiy diskursda(85) uchraydi va ularning ichida koʻrsatmalar(22) juda keng qoʻllaniladi. Rekvestiv aktlarga kelsak, iltimos aktidan foydalanish oʻtinish aktiga koʻra yuqoriroq boʻlib (19), ular ham badiiy diskursga(32)tegishlidir. Suggestiv nutqiy aktlar esa, ingliz tilidagi kabi badiiy diskursda(36) maslahat koʻrinishida(16) namoyon boʻladi.

11. Direktiv aktlarning ingliz va oʻzbek tillaridagi ifodalanish xususiyatlari, ularning diskursdagi roli hamda realizatsiya vositalari qiyosiy jihatdan tahlil etilgan boʻlsa-da, bu yoʻnalish hanuz keng ilmiy salohiyatga ega. Xususan, direktiv nutqiy aktlarni yosh, jins, ijtimoiy mavqe kabi sotsiopragmatik omillarning bu aktlar tarkibi va ifoda shakllariga qanday taʼsir koʻrsatishini chuqur oʻrganish kelgusida alohida ahamiyat kasb etadi. Bugungi kunda til oʻrganish jarayonlarida pragmatik kompetensiyani rivojlantirish dolzarb masalalardan biri boʻlib, bu borada direktiv aktlarning ikkinchi til sifatida oʻzlashtirilayotgan tillardagi oʻrni va oʻqitish uslublari ham puxta ilmiy tahlilni talab qiladi. Bunga qoʻshimcha ravishda, zamonaviy lingvistik texnologiyalar, xususan, sunʼiy intellekt va tabiiy tilni qayta ishlash (NLP) sohalarida direktiv aktlarning avtomatik aniqlanishi va semantik talqin qilinishi masalalari ham istiqbolli tadqiqot yoʻnalishlaridan biri hisoblanadi.

**SCIENTIFIC COUNCIL DSc. DSc.30.12.2019.Fil.05.02 ON  
AWARD OF SCIENTIFIC DEGREE DOCTORS OF SCIENCE AT  
FERGANA STATE UNIVERSITY**

---

**ANDIJAN STATE UNIVERSITY**

**MAJIDOVA ZULAYHO ABDIMUMINOVNA**

**SEMANTIC-PRAGMATIC STUDY OF DIRECTIVE SPEECH ACTS IN  
THE ENGLISH AND UZBEK LANGUAGES**

**10.00.06 – Comparative Literary Criticism, Contrastive linguistics and Translation Studies**

**ABSTRACT**

**of dissertation of the the doctor of philosophy (PhD) on Philological Sciences**

**Fergana – 2025**

The theme of dissertation for doctor of philosophy (PhD) on philological science was registered at the Supreme Attestation of Republic of Uzbekistan under № B2022.3.PhD/Fil2767.

Doctoral dissertation has been prepared at Andijan State University.

The abstract of the dissertation is posted in three languages (Uzbek, English, Russian (abstract)) on the Scientific council website (www.fdu.uz) and on the website of «Ziynet» information and educational portal website (www.ziynet.uz).

**Scientific supervisor:** **Egamnazarova Durdona Shukhratillaevna**  
Doctor of Philosophy (PhD), associate professor

**Official opponents:** **Sodiqov Zohid Yakubjanovich**  
Doctor of Philological Sciences, associate professor

**Paluanova Halifa Daribaevna**  
Doctor of Philological Sciences, associate professor

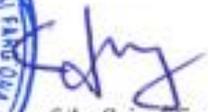
**Leading organization:** **Jizzakh State Pedagogical University**

The defense of the dissertation will take place on a « 19 » 04 2025 at 11:00 at the meeting of Scientific council DSc.03/30.12.2019.Fil.05.02 on award of scientific degrees at Fergana State University (Address: 105, B.Marg'inoniy street, Fergana city, 100151. Phone: (99873) 244-57-82; e-mail: info@fdu.uz).

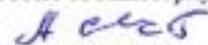
Dissertation is available at the Information Resource Center of Fergana State University (registered under the number 492) The address: 19, Murabbiylar street, Fergana city, 100151. Phone: (+99873) 244-44-94.

Abstract of dissertation was distributed on « 21 » 03 2025.  
(Protocol at the registered № 21 on « 24 » 03 2025).



  
**S.M.Muminov**  
Chairman of the Scientific Council awarding  
scientific degrees, Doctor of Philological  
Sciences, Professor

  
**M.T.Zokirov**  
Secretary of the Scientific Council awarding  
scientific degrees, Doctor of Philosophy (PhD), Professor

  
**A.G.Sabirdinov**  
Chairman of Scientific Seminar at the  
Scientific Council awarding scientific degrees,  
Doctor of Philological Sciences, Professor

## **INTRODUCTION (annotation of the dissertation for the degree of Doctor of Philosophy (PhD))**

**Topicality and relevance of the dissertation theme.** The emergence and rapid development of new fields such as psycholinguistics, sociolinguistics, cognitive linguistics, pragmatics, semantics, and pragmalinguistics have led to various studies exploring the goals and tasks set for social progress. In global linguistics, numerous scientific studies have been conducted on speech acts and their classification based on various criteria, with a focus on analyzing them within the English and Uzbek languages. Among these studies, the semantic and pragmatic investigation of directive speech acts, their classification, and their comparative analysis in English and Uzbek are significant issues that require attention.

In world linguistics, a lot of scientific research is being conducted on speech acts of Pragma linguistics, their classification based on different criteria and their analysis in English and Uzbek languages. Among such scientific studies, the semantic and pragmatic study of directive speech acts, their classification and cross-sectional analysis in English-Uzbek languages is one of the important issues that should be covered.

There exist such tasks before Uzbek linguistics as: investigating the language and speech systems based on modern innovative approaches, leveling up the experience of effective gaining the leading ideas in practice in conditions of globalization. Particularly, the task of improving the efficiency of language learning on the basis of theoretical fundamentals of foreign languages is paid great attention.

Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 “On the strategy of actions for the further development of the Republic of Uzbekistan”<sup>11</sup>, Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 No. PQ-5117 “On measures to bring the activities of popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan” requires the development of the system of teaching foreign languages, training of competitive, excellent personnel in all aspects in higher education institutions. The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his Address to the Oliy Majlis of the Republic of Uzbekistan on December 12, 2022, stated that “it is necessary to strengthen relations with prestigious foreign universities, scientific and innovative centers, and expand further cooperation with them on personnel training”<sup>12</sup>

This research work serves to a certain extent in the implementation of the tasks defined in the order No. PQ-2909 of April 20, 2017 “On Further Development of the Higher Education System”; Resolution PQ-3775 “On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country” dated

---

<sup>11</sup> O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida [Elektron resurs] [https://lex.uz/docs/-3107036\(murojaat\\_sanasi:03.26.2024-y.\)](https://lex.uz/docs/-3107036(murojaat_sanasi:03.26.2024-y.))

<sup>12</sup> O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi. O‘zbekiston Respublikasi Prezidentining rasmiy veb-sayti. <https://president.uz/oz/lists/view/5774> (murojaat\_sanasi: 01.12.2023-y.)

June 5, 2018; Decree No. PF-5847 “On Approving the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030” dated October 8, 2019; Resolution No. PQ-5117 on “Measures to take the activity of popularizing the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level” dated May 19, 2021; the decree of the President of the Republic of Uzbekistan dated January 28, 2022 PF-No. 60 “On the Development Strategy of New Uzbekistan for 2022-2026” and other normative juridical documents related to this activity.

**Connection of the research with priority directions of the development of scientific technologies of the republic.** The dissertation was carried out in accordance with the priority direction of the development of science and technology: I. “Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational development of a digital society and a democratic state”.

**The level of study of the problem.** In global linguistics, the theory of speech acts is recognized as one of the fundamental areas situated at the intersection of semantics and pragmatics. Interest in studying speech acts from semantic and pragmatic perspectives has significantly increased since the second half of the 20th century. Prominent representatives of the English linguistic school such as John L. Austin, John R. Searle, and Charles W. Kreidler laid important theoretical foundations for understanding the nature, types, illocutionary force, perlocutionary effect, and contextual function of speech acts. The works of these researchers provided a basis for considering speech acts, particularly directive speech acts, as a distinct category and for analyzing them from multiple dimensions.

In recent years, new methodological approaches have emerged in Western linguistics for the in-depth study of the semantic and pragmatic characteristics of directive speech acts. Notably, contemporary linguists such as S. Takahashi and A. N. Santoso have analyzed directive acts within the broader framework of speech act theory and classified them into subtypes such as commands, requests, suggestions, pleas, warnings, and instructions. Their research has shed light on various aspects of directive acts, including their expressive means, contextual dependence, function in communicative intent, and cross-cultural variation. These approaches have introduced new perspectives on the theoretical classification and functional analysis of directive speech acts.

In Russian linguistics, the theory has developed based on semantic-structural and communicative-pragmatic approaches. The works of prominent scholars such as E. I. Belyaeva, N. I. Farmanovskaya, Yu. D. Apresyan, N. D. Arutyunova, E. V. Paducheva, V. V. Bogdanov, V. G. Gak, I. P. Susov, and A. V. Bondarko have offered comprehensive analyses of the linguistic features of speech acts, the boundaries between act types, their contextual conditions, and their links to communicative intentions. These studies have strengthened the achievements of the Russian linguistic school in the domain of pragmatics and have made it possible to integrate both theoretical and practical approaches to speech act analysis within linguistics.

However, despite this rich scholarly heritage, Uzbek linguistics has yet to thoroughly and systematically investigate the unique semantic-pragmatic features of directive speech acts, their models of expression, methods of use in contextual settings, their alignment with communicative purposes, and cultural dimensions. While a few localized studies on this topic (e.g., those by A.Nurmonov, M.Khakimov, and A.Kh.Aripova) exist, they mainly adopt general approaches. Key issues such as the systematic classification of directive act types and the comprehensive exploration of their semantic and pragmatic realization in the Uzbek language remain unresolved and require dedicated academic attention.

**The connection of the research with the research plans of the higher educational institution where the dissertation was completed.** The dissertation was carried out within the framework of the scientific research plan of Andijan State University titled “Priority Directions in 21st Century Linguistics.”

**Aim of the research work** is to carry out a semantic-pragmatic study of speech acts in English and Uzbek languages.

**Tasks of the research** consist of the following:

To determine the extent to which the theory of speech acts has been studied in modern linguistics, with particular emphasis on systematizing and analyzing scholarly approaches to directive speech acts;

To analyze the role and effectiveness of speech acts especially directive ones in ensuring communicative success in dialogic discourse from a linguo-pragmatic perspective;

To identify the structural-semantic and communicative-pragmatic features of grammatical means used to express directive speech acts in English and Uzbek;

To examine the semantic, functional, and stylistic aspects of lexical means expressing directive speech acts in both languages, and to explore their use in discourse;

To develop a semantic and pragmatic classification of directive speech acts in English and Uzbek, and to describe their expression in various communicative contexts;

To conduct a comparative analysis of the discursive realization of directive speech acts in English and Uzbek, and to identify their communicative strategies and stylistic features within different speech genres.

**Object of the research** are directive speech situations that occur in everyday, literary, media, political and religious discourses in English and Uzbek languages.

**Subject of the research** are structural-semantic and functional-pragmatic features of grammatical and lexical tools that express directive speech in English and Uzbek.

**Methods of the research.** Interpretation, descriptive, comparative, contextual, linguostatistical, distributive, component and pragmatic analysis methods were used in the research.

**Scientific novelty of the research** consists of the following:

It has been scientifically substantiated that the smallest functional unit of communication is the speech act, which reflects not only the communicative intent

of the interlocutors but also necessitates consideration of various extralinguistic factors such as the spatial, temporal, and situational context of the interaction, as well as the socio-psychological characteristics of the speaker and the listener.

It has been established that, depending on the nature of the communicative goal pursued in an interaction, one of the three subtypes of directive speech acts – prescriptive, requestive, or suggestive – is selected, and that the successful realization of the intended meaning requires the use of appropriate grammatical and lexical means.

Based on a semantic-pragmatic classification, directive speech acts have been proven to fall into the following subgroups:

Prescriptive acts: command, instruction, permission, prohibition, order, demand;

Requestive acts: request, plea;

Suggestive acts: advice, suggestion, warning, encouragement.

Through practical analysis, it has been demonstrated that the systems of lexical and grammatical means used to express directive speech acts in English and Uzbek differ in terms of their communicative-pragmatic and functional characteristics. It has been shown that in both languages, the selection of these means is determined by the social relationship between interlocutors, culture-specific norms of politeness, speech situation, and contextual requirements.

**Practical results of the research** consist of the following:

Creation of materials contributing to the development of textbooks on general, comparative, cognitive linguistics, psycholinguistics, and translation studies.

Determination of the activity level of directive speech acts in dialogic situations in English and Uzbek.

Systematization of differences in expressing commands, requests, advice, demands, and suggestions in both languages.

**Reliability of the research results** the fact that the lectures made in Republican and international scientific-methodic and scientific-practical conferences, articles published in the journals approved by HAC, conclusions, proposals and recommendations were implemented are approved by authorized organizations.

**Scientific and practical significance of research results.** The scientific significance of the results of the research is explained by the fact that the conclusions of the cross-analysis of the means of expressing directive speech acts in English and Uzbek (in the example of dialogic speech) can be used as a source in the works related to the fields of semantics, pragmatic linguistics, cognitive linguistics, psycholinguistics, sociolinguistics.

The practical significance of the research results of theoretical summaries and analysis is determined with the fact that the research results can be used writing textbooks, manuals on “Theory of Translation”, “Pragmalinguistics”, “Cognitive Linguistics”, “Comparative Linguistics”, “Stylistics”, “Foreign Language (English)”, in the activities of speech writers and translators, as well as in increasing the scope of advertising texts.

**Implementation of the research results.** On the basis of the scientific results and practical suggestions gained on the pragmatic-semantic research of directive speech acts in English and Uzbek languages:

The obtained results were used in Erasmus+ program Project No. 5983-40-EPP-1-2017-T-ES-EPPKA2-CBHE-JP University Cooperation Framework for Knowledge Transfer in Central Asia and China (UNICAC) grant project (Certificate No. 04/11-1061 of Uzbekistan National University named after Mirzo Ulug‘bek dated February 7, 2024). The materials and results of this dissertation were used in the translation of literary texts from English to Uzbek, and in lecture texts written for graduate students. As a result, the lecture texts created for master’s students were further enriched, the directive was enriched with the classification of speech acts and related examples;

Analytical opinions and theoretical conclusions devoted to the semantic-pragmatic study of directive speech acts in the English and Uzbek languages that were involved in the research were used in the preparation of the script of the program “For Everyone” of the TV channel “History of Uzbekistan”. (Certificate No. 06-28/1420 of Uzbekistan National TV and Broadcasting Company dated October 24, 2023). As a result, it became important to introduce TV viewers to the specific features, different and similar aspects of the manifestation of directive speech acts in Uzbek and English languages.

Practical results of the research were used in the project of Intensive English Ohio program of the united States of America (Certificate of Intensive English Ohio program dated October 11, 2023). As a result, valuable and useful information and data were added to the lectures for bachelor and master’s programs and were enriched with the data on semantic and pragmatic research of directive speech acts.

Suggestions and recommendations given in the research were used in the accomplishment of the tasks in the framework of the practical project on the topic “Form and principles of evaluation quality of learning English on Philology” completed in 2018-2020 in Uzbekistan National University and the recommendations are reflected in the published works of the project (Certificate No. 04/11-5560 of the practical project No. PZ-201709134 on the topic “Form and principles of evaluation quality of learning English on Philology” Uzbekistan National University named after Mirzo Ulug‘bek dated July 11, 2024). As a result, the content of the project “Form and principles of evaluation quality of learning English on Philology” was enriched and served as the basis for the interest of English language learners.

**Approbation of the research results.** The results of this research were discussed by the public in lectures given at 1 international and 4 national scientific-practical conferences.

**Publication of research results.** Totally 11 scientific works were published on the topic of research, of which 4 articles were published in scientific publications recommended for publication of the main scientific results of doctoral dissertations of the Higher Attestation Commission of the Republic of Uzbekistan, including 2 Republican and 2 foreign journals.

**Structure and volume of the dissertation.** Dissertation consists of introduction, three chapters, conclusion, list of used literature. The volume of the dissertation except the list of used literature, constitutes 156 pages.

## MAIN CONTENT OF THE DISSERTATION

In the introduction part, the relevance of the research topic is based, the level of the problem study is stated, the goals and objectives, object and subject of the research are determined, the compatibility of the dissertation with the important directions of science and technology formation is presented, the scientific novelty of the research, the reliability of the results, theoretical and practical significance, implementation of the results, publication, and the structure of the work is given.

The first chapter of research is called **“Different approaches to the theory of speech acts in modern linguistics and the state of studying directive speech acts”** and consists of the following parts: “Attitudes and approaches to the issue of the theory of speech acts in modern linguistics and the state of study of directive speech acts in it”, “Research of directiveness as a functional-intentional category in English and Uzbek languages”, “Problems of classification of speech acts: basis and principles”.

In this chapter, the history of the emergence of pragmalinguistics, which appeared in world linguistics in the second half of the 20th century, the researches of British scientist John Austin and his followers, John Searle, M.Halliday, P.Grice, Christison, D.Hames, D.Vanderveken, who made a great contribution to its development, the theory of “Speech Acts” founded by them and theoretical opinions about such issues as the classification of speech acts are presented.

The modern speech act theory was put forward by the British philosopher John Langshaw Austin in his famous book “How to do things with words” in 1975.<sup>13</sup> John Searle, a follower of John Austin, was one of the first to draw attention to his article “Speech acts”. According to J.Searle’s views, speech acts do not exist by themselves, but can express existing events depending on our perception.

According to Searle’s classification, speech acts are divided into 5 different categories<sup>14</sup>, consisting of representative, directive, commissive, expressive and declarative.

The analysis of the classification of speech acts in the studies of scientists as E.I.Belyaeva, A.P.Volodin, V.S.Khrakovskiy, M.D.Gorodnikova, D.O.Dobrovolsky, G.G.Pochepsov, T.S.Sarantsasral, J.Searl, E.A.Filatova, N.I.Formanovskaya, Yu.Habermas, U.Engel, K.Unrath-Sharpenak enabled to determine 5 basic types of directives.

Command directive speech acts: *Come closer and listen to me thoroughly. Ask him about the event, he will tell you everything.*

Directives with a meaning of prohibition are usually expressed by means of negative words or adverbs and are used to express resistance to the listener’s

---

<sup>13</sup>Nordquist R. Speech-Act Theory //Retrieved Sep. – 2019. – T. 29. – S. 2018.

<sup>14</sup>Ibid. – P.264

performance of a certain action: *Don't ask me to agree with your marriage. Never say never.* Directive speech acts in the tone of a request are based on the rules of politeness to convey one's opinion to the receiver by expressing intonation, word usage and politeness: *Could you close that window? There is a drought in this room.*

Directive speech acts expressing the meaning of advice are a means of conveying one's opinion to the listener in the form of advice: *You should listen to your mother. I think you should learn how to drive first and then sit behind the vehicle.*

Directive in the content of an offer, invitation conveys its opinions to the addressee in the form of an offer, invitation based on speech acts, and it should be mentioned here that as a result of directive acts in the content of a proposal, such as advice directive act and the addressee can fulfill or reject this proposal: *Let's go to a new restaurant that opened at the end of this street.*

In the course of our research, we observed that directives are widely used in all types of discourse – whether it is daily or literary discourse, in announcements, advertisements and political propaganda, in internet communication, or in everyday communication. After all, the basis of interpersonal communication is based on the intention to realize a certain motive.

Directive speech acts are also found in the verse genre of literature. We cite the following verses of the famous Uzbek poet Abdulla Oripov as an example:

*Yurgil dalalarga ketaylik do 'stim,  
Diqqinafas uyda yotmoq paytimas.  
Oltin O'zbekiston tuprog 'i bu kun,  
Bir pari fashning og 'ushida mast.* (A.Oripov, "Mitti yulduz", 14-bet)

Here are some examples of poetry given by English poets.

*Stop all the clocks, cut off the telephone,  
Prevent the dog from barking with a juicy bone,  
Silence the pianos and with muffled drum  
Bring out the coffin, let the mourners come.*

Due to the fact that directive speech acts are an integral part of communication, they are also widely used in prose works.

*"Qish kechalari sandalga tiqilib yotarkanman, yalinaman:*

– *Oyi, cho'pchak aytib bering.*

– *Uxla bolam, charchaganman.*

– *Ayta qoli-i-ing.*

– *Xo'p, ko'zingni yumib yotgin-da, eshit...*" (Dunyoning ishlari, O'.Hoshimov)

Let's turn to the words of Dumbledore, the hero of Harry Potter, one of the most famous works in the English language:

*"And come back and find the house in ruins"* she snarled to Harry Potter ("Qaytib kel va uyni xarobalardan izla", – qichqirdi u Garri Potterga)

Let us give examples of the use of directive speech acts in folk proverbs belonging to the folklore genre of fiction:

*Yetti o'lchab, birni kes.*

*Avval o'yla, keyin so'yla.*

Similar directive speech acts can be found in English proverbs.

*“Don't cry over the spilt/spilled milk”.*

*“Never judge the book by its cover”.*

We will focus on the use of directive speech acts in advertising and announcements on radio, television and various social networks.

– *“...tana haroratingiz ko ‘tarilganda, tinkangiz qurib, quvvat ketganda, sizga yordam berar, dorining nomini yaxshilab eslab qoling – Romidon”.* Ko‘rsatma shaklida berilgan direktivlardan foydalanish ushbu dori vositasining reklamasida juda qo‘l kelgan. (From the archive of UzTV)

In addition, many examples of directives expressed in political campaign texts and pre-election actions can be cited.

*“Kampaniyadan keyin, biz ta'lim sohasida yangi isloxoqlar qilishni taklif qilamiz”.* According to the speaker, the causal action is useful for the addressee, although its realization is not obligatory and it is up to the addressee to decide whether to perform it or not.

After John Austin, several other linguists studied the basic concepts and principles of pragmatics, including Oxford University linguists B.Russell, J.Searle, H.Grays; representatives of the French school of pragmatics F.Armango, F.Latravers, D.Mengenoni; Russian linguists E.I.Belyaeva, N.D.Arutyunova; AHAripova, M.M.Buzrukova, A.A.Akbarovich and others can be included among Uzbek linguists.

Considering how new and modern this subject is in Western linguistics, scientists such as L.P.Ernandes, A.N.Santoso have conducted a number of studies, they have analyzed the directive speech act as a form of general speech acts and divided them into several types.

Russian scientists Yu.D.Apresyan, N.D.Arutyunova, E.V.Paducheva, V.V.Bogdanov, V.G.Gaka, I.P.Susova, A.V.Bondarko and others conducted effective research on the theory of speech acts.<sup>15</sup>

In Uzbek linguistics, speech acts, especially directive acts, are considered one of the complex issues with many problems that are rarely studied and are waiting for their solution, because only some aspects of this category are considered by A.Nurmonov, M.Khakimov, A.X.Aripova in their scientific views.

Our research work is devoted to the directive type of speech acts, its semantic-pragmatic study in English and Uzbek languages, and examples taken from different discourses are analyzed.

The second chapter of the dissertation is called **“Functional-pragmatic classification of directive speech acts in English and Uzbek languages and their discursive characteristics”** and consists of “Discursive-functional characteristics of prescriptive speech acts”, “Strategic-functional characteristics of requestive speech acts”, “Discursive characteristics of functionality in dynamics of suggestives”. A distributive analysis was carried out by studying the classification theories of directive speech acts proposed by various scientists.

---

<sup>15</sup> See. Боброва Е. Д. Роль теории речевых актов в становлении и развитии лингвистической прагматики //Russian Journal of Linguistics. – 2012. – №. 1. – С.5-11.

Therefore, taking into account all the points mentioned above, and relying on our own observations and research, we believe that the classification of directives proposed by E.I. Belyaeva is relatively reasonable and reliable.

Suggestive speech acts:

1. Command is a directive speech act, usually due to the fact that the speaker has the right to urge the addressee to act according to his official position, or as a result of the situation, in which the listener's reaction to the action is irrelevant: "Yes," he replied. "Don't argue. Here. Give me your hand." (T.Dreiser, Jennie Gerhardt, p.133) "Ha" javob berdi u. "Bahslashmang. Mana. Qo'lingizni bering" – *Sohib Todar Mal, o'zingiz tuzgan ro'yxat bo'yicha chinakam muhtoj odamlarga berilishini nazorat qiling, toki ochko'z puldorlar janda kiyib kelib, beva-bechoraning haqini olib ketmasin!* (P.Qodirov, Avlodlar dovoni, 92-bet)

2. Instruction is a special type of prescriptive based on having knowledge in a certain field using the priority of the speaker's position, and it is based on pragmatic assumptions that the addressee is interested in obtaining this knowledge: "There are some formalities – I don't know what they are. They try to keep control of the child in some way. (T.Dreiser, Jennie Gerhardt, p.310) – Agar o'shal raiyatingizning sadoqati chin bo'lsa, kalimayi shahodatni aytib, musulmon diniga o'tsin, undan so'ng siz mingan filni boshqarsa mayli!" (P.Qodirov, Avlodlar dovoni, 13-bet)

3. Permission, by the act of authorizing the speech, allows the listener to perform the action based on the presupposition that the speaker wants to perform it: "I couldn't help it," she returned. "I was afraid – I should have told you long ago. I meant to only – only. – Oh, let me go now, and I'll tell you all when I come back!" (T.Dreiser, Jennie Gerhardt, p.166) So'ng onasining oyoqlarini quchdi. To'xtatmoqchi bo'lgan ona, navbatdagi yolvorishni eshitdi: – Onajon, ruxsat bering, bir bor yuzlarimni surayin! (A.L.Qozonchi, O'gay ona, 54-bet)

4. Prohibition acts as a negative form of command. This is a preventive speech ICT, which is directed at the listener after making sure that the addressee has a desire to perform certain actions that are not acceptable to the addressee, he does not like, does not fit, makes him angry. the action used is: "Oh, don't tell me what you were going to say," interposed Mrs. Sowerberry." (Ch.Dickens, "Oliver Twist", p.31) Bayramxon fil urushida Akbarga biron kor-hol bo'lishiga xavotirlanib, avval unga ruxsat bermadi. – Tojdoru shahzodalarga, hatto, chavgon o'ynash mumkin emas, – dedi Bayramxon. – Chunki muxolif tomon qasddan go'y va chavgoncho'p bilan urib, tojdorga shikast etkazishi mumkin. (P.Qodirov, Avlodlar dovoni, 172-bet)

5. Order is also a type of prescriptive directive speech act, which is to some extent equated with a command, and with this speech act, the speaker allows to perform an action based on the assumption that the addressee wants to perform it. "Iltimos, menga ushbu kitobni bering?" – "Could you give me that book?" (In the library). The Senator passed out, but remembering the old people, visited a clothier and shoe man, and, finding that he could only guess at what sizes might be required, ordered the several articles with the privilege of exchange. When his labors were over, he returned to his room. (T.Dreiser, Jennie Gerhardt, p.31);

6. Demand directive speech act is considered much stronger than other prescriptive ones, and is usually explained by the reason that the recipient cannot do it on his own will. *“Mother, stop him. Mother, I didn't do it. it wasn't me!”* (J.K.Rowling, Harry, p.1494). *“Oyi, uni to ‘xtating. Oyi, men buni qilganim yo ‘q. Bu men emasdim!”*

The purpose of requisitive speech acts is to encourage the addressee to perform a certain action and at the same time to change the current situation.

1. The main feature of a request as a speech act is that the performance of the action is not mandatory, it is useful for the speaker, the desire of the addressee and the priority of his position. *“Don't talk that way, Lester – please don't,” she pleaded.* (T.Dreiser, Jennie Gerhardt, p.325) – *Ayt, o‘g‘lim, ayt, u ham meni ona desin.Tushdan keyin olib kel, maylimi? Tushdan keyin Yilmaz keldi. Ko ‘zlarini erdan olmas, uyalardi.* (A.L.Qozonchi, O‘gay ona, 33-bet).

2. Plea directive speech act belongs to a special type of requisites, the distinctive feature of passing is the unwillingness of the addressee to perform the action. The pragmatic presupposition of this speech act is that the speaker has a strong reason and tries to overcome the resistance of the listener, even if using various assertive methods. – *Bo ‘ldi, endi bas, jonivorlarga rahmingiz kelsin! – deb o‘g‘liga yalinadi.* (P.Qodirov, Avlodlar dovoni, 248-bet).

*“Oh, for Heaven’s sake!” Hermione cried. “Listen to me all of you”* (R.K. Rowling, Harry Potter, p.1456).

3. Suggestives are a type of directive speech acts in which the speaker is in the main position and has the right to control the behavior of the addressee based on his life experience or level of knowledge for a specific situation.

*Professor Lupin smiled at the look of indignation on every face. “Don’t worry. I’ll speak to Professor Snape. You don’t have to do the essay”.* (J.K. Rowling, Harry Potter, p.834) *Buni ichki ishlar xodimlari to‘g‘risida yozilgan eng yaxshi material uchun mukofotlashgan. Chalib qo‘ring, bitta puflab ko‘ring, ovozi ham boshqacha.* (X.To‘xtaboev Sariq devni minib, 233-bet)

1. We can see from the description above that advice is the main core of suggestives Masalan: *“Forget it, Harry” said George bracingly.* (J.K. Rowling, Harry Potter, p.746) *-Uyda zeriksangiz, o‘zingiz ochgan qizlar madrasasiga boring.* (Avlodlar dovoni, Pirimqul Qodirov, 210-bet)

2. In the speech act of invitation, the speaker and his interlocutor are encouraged to act together, and while performing the speech act of invitation, the addressee not only causes the actions of others, but also forces himself to perform a certain task. *“Won't you sit down?” They had both been standing. Jennie seated herself, and Mr. O’Brien pulled up a chair near to hers.* (T.Dreiser, Jennie Gerhardt, p.274) – *Do‘limboy-ee, nima qilyapsan, bitta choy ichib ket.* (C.Axmad, Jimjitlik, 148-bet)

3. Warning is a kind of suggestive, it is a speech act of preventing danger based on not moving according to the addressee's own desire after being warned of danger: *“Anyone messing around my class will leave and not come back. You have been*

warned.” (J.K.Rowling, H.Potter, p.136) *Shayx Farid bilan Alibek ham: – zinhor Haybar dovoniga bormang! – deb shivirladi.* (P.Qodirov, Avlodlar dovon, 300-bet)

4. The inspirational speech act is a type of suggestive speech act, which is performed by the producer to encourage the recipient to perform a certain task. Usually, the communicative intention of the speaker is conveyed to the listener in the form of “we will accomplish this task together, you can do it.” Through encouragement, the addressee rushes to justify the trust expressed to him, to successfully implement it. “*We're definitely going to win, aren't we?*” or “*You deserve my trust, don't you?*” Slogans such as “*Together we defeat our opponents*” can be used to give inspirational speeches. “*Oh, just open, can't you?*” He said angrily. “*I really need to see him, it's urgent!*” (J.K.Rowling, Harry Potter, p.1483)

Analyzing examples from various discourses, we compiled a table of their frequency of use, and it looks like this:

**Table 1. Directive types of speech acts appearing in different discourses in English language**

№	Category of directive speech act	Type of directive speech act	Everyday discourse	Literary discourse	Media discourse	Political discourse	Religious discourse
1	Prescriptives	Command	11	2			
		Instruction	2	6			
		Permission	8	11			
		Prohibition	20	17			
		Order		9	2		
		Demand	3	8			
2	Requestives	Request	5	40			
		Plea		6			
3	Suggestives	Advice	18	36	1		
		Offer, invitation	16	22			
		Warning		14			
		Encouraging		6			
Total:		274	94	177	3		

**Table 2. Directive types of speech acts appearing in different discourses in Uzbek language**

№	Category of directive speech act	Type of directive speech act	Everyday discourse	Literary discourse	Media discourse	Political discourse	Religious discourse
1	Preskriptivlar	Command	9	13	1		
		Instruction	6	22		1	
		Permission		6			
		Prohibition	8	15	1	1	
		Order	4	10			
		Demand	4	19	2		
2	Rekvestivlar	Request	1	19			1
		Plea		13			
3	Suggestivlar	Advice	6	16	3		
		Offer, invitation	5	15	1	1	
		Warning	2	3	4		
		Encouraging	2	2			
	Total:	216	47	153	12	3	1

As it is seen from the tables 1 and 2, we have analyzed totally 490 examples in different discourses in English and Uzbek languages and it can be understood from the numbers that prescriptive speech acts are mainly used in everyday discourse in English (20) and they belong to prohibition type; request type of requestive speech acts are used in literary discourse the most (40); the advice type of suggestive speech acts are mostly used in literary discourses (36). If we analyze the examples given in Uzbek language, we can see that, the instruction type of prescriptives are used in literary discourse the most (22); request type of requestive speech acts are met in literary discourse the most (19) and the advice type of suggestives are met in literary discourse the most (16).

Along with it, one should remark that, command and instruction types of prescriptive speech acts are expressed by the help of imperative mood in both languages. The permission type is usually expressed by the help of modal words. In plea type of requestive speech acts one usually remembers the name of a person who is very close to him/her or addresses to the God. The advice, offer/invitation, warning and encouraging types of suggestive speech acts are more beneficial to the listener rather than the speaker.

The third chapter of the dissertation entitled “**Semantic-pragmatic and linguapragmatic analysis of directive speech acts in English and Uzbek languages**” consists of three parts, the first part is “The principles of ensuring

communicative success in logical speech and the issue of speech tact”, the second part "Structural-semantic and communicative-pragmatic properties of grammatical tools representing directive speech acts" and the third part “Structural-semantic and communicative-pragmatic properties of lexical tools representing directive speech acts”.

Linguists David Chiesa and Ulugbek Azizov proposed four different competencies, which constitute the following: **linguistic or grammatical competence; pragmatic/discourse competence; sociolinguistic competence; strategic competence.**

The second and third parts of the second chapter are devoted to the expression of directive speech acts by grammatical and lexical means and their semantic and pragmatic study, and the manifestation of these means in English and Uzbek languages is discussed in details and illustrated with examples from everyday, literary, media, political and religious discourses.

There are several ways of expressing directive speech acts from a grammatical point of view, and we divided them into the following categories according to the types of directives:

1. Formation of directive speech acts with command;
2. Directive speech acts are made implicitly, i.e. in a hidden way, with the help of figurative sentences, and in order to correctly interpret the semantic meaning presented in such sentences, a sharp understanding is required from the listener.

For example: such sentences as “*the wind started to blow*” or “*the weather became colder*” may propose intentions like “*close the door/window incase it is open*” or “*put on a coat or something*”.

“*There is a little more in the bottle, my lord, if you are still hungry.*” “*Later,*” *said a second voice.* (J.K.Rowling, Harry Potter, p.1096)

3. Through directive speech acts in the form of a general question, the speaker implies that the listener wants the action to be performed in the future if the action is not performed. Such interrogative sentences can be used in all three tenses.

4. The interrogative pronoun used to form special interrogative sentences. Interrogative sentences expressed by why not/what if are usually used with *You-* 2nd person plural and *We-* 1st person plural. comes together, which gives an opportunity to understand to whom the action is directed: “*Why don't you talk to him face to face?*” (*Nega u bilan yuzma-yuz gaplashib olmaysiz?*)

5. The expression of directive speech acts through tail questions serves to make the addressee ask the addressee for future action in a softer tone: “*You won't tease him, will you?*” *she added anxiously.* (J.K.Rowling, Harry Potter, p.652) *Sen uning jig'iga tegmaysan, shundaymi? U xavotirlanib so'radi.*

6. Modal verbs *can/could/would/may/shall* are used to form directive speech acts and indicate the intention to politely ask the listener to do a certain action. I would like to have more cookies.

7. An independent clause with an infinitive is a clause without an actor of the action and the actor of the action is hidden in them. They are close to a command semantically and this kind of utterances can be directed to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>

persons. Usually, such directive speech acts in the tone of a command express different commands, orders, addresses and instructions from organizations.

“It is right time to stop the cyber attack. “It is time to change the motors!”;

8. formation of directive speech acts with the help of such constructions as “It is worth + *fe’l* (V)ing” do not only implicate about certain possible actions in the future, but also comments whether the time, energy and possible amount of money is worth spending or not.

For example: “*Trust Malfoy to milk it for all it’s worth.*” (J.K.Rowling, Harry Potter, p.768);

9. Forming directive speech acts through conditional clauses is more difficult for the addressee to refuse to comply with than a direct command given politely: “*I can’t prevent you, of course. You can go if you want to. But I don’t think you ought to want to.*” (T.Dreiser, Jennie Gerhardt, p.200)

10. Mixed use of different grammatical devices in one sentence.

Directive speech acts are sometimes formed as a result of a mixed combination of different grammatical devices: “*We would like to know if you have any washing you could let us have to do?*” (T. Dreiser, Jennie Gerhardt, p.16)

We included the following in the expression of directive speech acts in Uzbek language through grammatical means:

1. The part of the sentence belonging to the directive speech act is in the imperative mood. In this case, the owner of the sentence can be addressed to the 1st, 2nd and 3rd person: *Muborakning yuziga tikildi-yu: – qani, hazratimning nomlariga yozilgan maktubni bir ko ‘raylik-chi! – dedi.*

2. Directive speech acts composed in the form general questions are used in Uzbek language as well as in English language and here the addresser’s communicative intention is expressed implicitly. General questions are used in all three tenses and due to it, in case of unaccomplishment of the action it expresses the requested action to be accomplished in the future:

– *Rostdan topshirdingmi-a? – sekin turtib qo‘ydim Zokirni.* (Did you really take it? – I pushed Zakir slightly.) It can mean that “In case you didn’t take, you should take it in the future”. (H. To‘htaboyev, Sariq devni minib, 139-bet);

3. imperative questions express commands/orders by the help of questions and the listener identifies whether the meaning of the question is a command or a request:

“*Anavi uchastkavoyingga bormaysanmi?*” (“*Won’t you go to that police officer?*”) (H.To‘htaboyev, Sariq devni minib, 151-bet)

– *Shunaqa demaysanmi, – dedim sal past kelib. – Men bo‘lsam boshqalari kasal tegib o‘lib ketganmi deb o‘ylabman. Buzoqlaring ko‘rinmaydi?* (Why don’t you say so, I said in a lower voice. – I thought other cattle died of a disease. Where are you cows?) (To‘xtaboyev, Sariq devni minib, 23-bet);

4. The participle of directive speech act can also be used in the conditional:- *Nahotki ikki yildan beri necha bechorani zir qatnatib ovora qilsalar, Toshkand qishlog‘i bilan Marg‘ilonning orasi ozg‘ina yo‘lmi, axir?* (A.Qodiriy, O‘tkan kunlar, 180-bet)

Sometimes the suffix *-chi* is added to clauses in the imperative or conditional form of imperative sentences. *Oyshabibi qizig'a ma'nolik qilib bir qarab oldi: – bolam, axir ikki og'iz gap eshit-chi oldin! – dedi.* (A.Qodiriy, O'tkan kunlar, 114-bet)

5. With the combination of the modal words- *kerak, mumkin, darkor*: – *Bo'lmasam g'o'zani ustidan chelaklab suv quyish kerak. Shirasini yuvib ketadi.* (H. To'xtaboev, Sehrli qalpoqcha, 45-bet)

6. Some incomplete sentences also mean command content. The tone plays a big role in these kinds of statements: *Tinchlik ahdi uchun!* (S.Ahmad, 201-bet)

Besides we have created a table with the examples collected within the framework of our research and analyzed them.

**Table 3. Directive speech acts expressed with grammatical means**

No	Language	A type of grammar means	Explicature	Implicature
1.	In English	Imperative mood	+	
		Affirmative statements		+
		General question		+
		Special questions		+
		Question tags		+
		Modal verbs	+ (only “ <i>must</i> ”)	+
		Independent clauses with infinitives	+	
		It is worth + V ing		+
		Conditional clauses		+
		A combination of different grammatical devices		+
2.	In Uzbek	Imperative mood	+	+(Commands directed to 1 <sup>st</sup> person only)
		Affirmative sentences		
		General questions		
		Imperative question		
		Conditional mood		+
		Kerak, mumkin, darkor modal words		+
		Incomplete sentences		+

Based on the results of the analysis presented in Table 3, we can say that both in English and in Uzbek, directive speech acts have an implicit pragmatic character when they are expressed using grammatical means.

We collected many examples of how directive speech acts are formed using various lexical tools and classified them as follows:

1. Inspirational directive speech acts are uttered to the 2nd person or to the 1st person plural and are used in order to motivate and encourage the performance of some action. “*Don't worry, we will do it together*”.

2. The verb “let” indicates that the speaker is ready to help because it means that we will do the action together;

3. In order to correctly interpret the directives expressed by verbless sentences, it is necessary to imagine the situation in which the conversation between the speaker and the listener is taking place. For example: “Scalpel!”, “Forceps!”, “Tampool!” in order to understand this kind of utterances, one should imagine the surgery room, the situation, where the operation is held. Here, imperative sentences are not given in a complete way so that not to lose time and that saying the names of important items is sufficient for both the speaker and the listener.

4. Imperative verb sentences: a) *No verb+ing(adv)* is characteristic of the English language.<sup>16</sup> b) *Do not/Don't* negative directives starting with negative form: *Don't speak loudly, the baby may wake up!* c) Directive speech acts made with the use of the negation of *Never* come in the imperative sense of indivisibility: *Never judge the book by its cover!*

5. Sentences expressed using performative verbs help the speaker to clearly describe the intention he wants the listener to fulfill: *“I order you to appear in court next Monday at 10 a.m.”*

6. Using intensifiers: “just”, “only”, “again”, “simply”, “one more”, “any more”, “please”, adverbs, put the verb “do” before the verb in the imperative form: *“Just leave them on the chair.* (T.Dreiser, Jennie Gerhardt, p.23)

The Uzbek language also has similar meaning-enhancing lexical devices, which strengthen different semantic meanings, such as being performed or forbidden to be performed by the listener:

9. using negative predicates such as *hargiz, aslo, hech, endi*: *Yo ‘q, aslo bunday deb o ‘ylamang. Umidsizlik menga begona.* (H. To‘xtaboev, Sehrli qalpoqcha, 41-bet)

10. With the help of conjunctions such as *kerak, shart, lozim, mumkin, mayli*: – *Qorachaxon yolg‘iz emas, biz ham ko ‘pchilik bo ‘lib bormog‘imiz lozim! – dedi Humoyun.* (P.Qodirov, Avlodlar dovoni,137-bet)

11. By emphasizing the directed personal pronoun: *Sen temuriyzodalarning urug‘ini qurit! O‘shalarga xizmat qilib quturgan shialarni bos!* (P.Qodirov, Yulduzli tunlar, 191-bet)

12. By specifying the name and identity of the person to whom the directive is directed:

– *Hoshimjon, chiq, o‘g‘lim, o‘rtoqlaring keldi, – deb qistadi, – lager qurilayotgan joyga borib, tosh terarmishsizlar.* (X.To‘xtaboev, Sariq devni minib, 174-bet)

13. Using the demonstrative pronouns *u, bu, shuni, shunday, buni, bunday*:

– *Mana bu siz qurishingiz kerak bo‘lgan 71-uyning proekti, – dedi devoriy gazetaga ishlatiladigan qalin qog‘ozni qo‘limga berib, – mana bu esa, azizim, genplan.* (H.To‘xtaboev, Sehrli qalpoqcha, 63-bet)

---

<sup>16</sup> Шорина Л. В. Речеактовая природа публичного директива и способы его оформления в английском и русском языках // Вестник СПбГУ. Язык и литература. – 2007. №1-I. URL: <https://cyberleninka.ru/article/n/recheaktovaya-priroda-publichnogo-direktiva-i-sposoby-ego-oformleniya-v-angliyskom-i-russkom-yazykah-1> (дата обращения: 21.05.2024). – С.78-82.

14. Using the adverbs *yaxshisi, aslida*: – *Yaxshisi, uni darrov qo'yib yubor, onasi izlab kelib hammamizni nobud qiladi. – dedi Inobat onam tashvishlanib.* (X.To'xtaboev, Sariq devni minib, 203-bet)

15. Using the adverbs *ma'qul*: – *Shoshmaganingiz ham ma'qul, – dedi. – Inshoollo, sherqizga munosib Arslon yigit uchrab qolgay.* (P.Qodirov, Avlodlar dovoni, 6-bet)

16. Using the auxiliary word *faqat*: *Men sizdan rozimen... faqat endi meni hazratim demang...* (P.Qodirov, Yulduzli tunlar, 302-bet)

**Table 4. Directive speech acts expressed through lexical means**

No	Language	A type of lexical tool	Explicature	Implicature
1.	English language	Inspirational directive acts	+	
		Sentences with the verb "let".		+
		Sentences without verbs		+
		No +verb (V)ing Do not/don't + verb (V) Never	+	
		Performative verbs	+	
		Intensifiers	+	
		Hargiz, aslo, hech	+	
2.	Uzbek language	Kerak, shart, lozim, mumkin, mayli		+
		Pronoun to which directive is addressed	+	
		The name of the person to whom directive is addressed	+	
		Pronouns "u", "bu", "bunday", "shunday"		+
		Adverbs as "yaxshisi", "aslida"	+	
		With the word "ma'qul"		+
		With the word "faqat"	+	

Based on our analysis presented in Table 4, we can conclude that the expression of the same directive speech acts through lexical means in English and Uzbek has an explicit meaning.

## CONCLUSION

1. In global linguistics, speech acts have been recognized as one of the key objects of analysis within the domains of semantics, pragmatics, and discourse analysis – fields that emerged and rapidly developed during the second half of the 20th century. Although numerous fundamental studies on speech acts have been conducted by Western linguists, their comparative analysis within the context of Indo-European and Turkic languages has not yet been sufficiently explored. This gap highlights a pressing and unresolved issue in contemporary linguistic research.

2. As the smallest communicative unit in verbal interaction, a speech act not only reflects the speaker's intentions but also necessitates consideration of various extralinguistic factors, including the physical setting, time, situational context, as well as ethnic-cultural variables and the personal and social characteristics of both speaker and hearer.

3. According to the theories of J. Austin and J. Searle, the speech acts are classified into 5 types, however this categorization was developed by Ch. Kreidler and classified into seven types, each comprising two core components: illocution and perlocution. The illocutionary force conveys the speaker's communicative intent or purpose, while the perlocutionary effect refers to how the utterance is interpreted and responded to by the listener.

4. In any communicative situation, for interlocutors to successfully express their communicative intentions and achieve effective interaction, they must adhere to the Cooperative Principle proposed by Paul Grice. This principle comprises four maxims that ensure pragmatic coherence in communication: the maxim of quality (only provide truthful information), the maxim of quantity (give the necessary and sufficient amount of information), the maxim of manner (express ideas clearly and unambiguously), and the maxim of relevance (stay on topic). These maxims help establish mutual understanding between the speaker and the listener and support the semantically and pragmatically appropriate realization of speech acts.

5. Directive speech acts are specifically aimed at prompting the listener to perform a certain action and, depending on the communicative goal, are expressed in prescriptive, requestive, or suggestive forms. The realization of such acts relies on the use of appropriate grammatical and lexical means.

6. In the expression of directive speech acts, grammatical tools play a central role as the primary structural mechanism. Elements such as the imperative mood and modal verbs serve to convey the directive force of the utterance clearly and effectively. In addition, lexical elements – particularly modal expressions, synonymous constructions, and contextually appropriate vocabulary – contribute to rendering the directive act in a smooth, socially acceptable, and culturally sensitive manner. These lexical resources help express various pragmatic features, including the speaker's attitude, the degree of formality, and the level of politeness toward the interlocutor. Thus, while grammatical structures function as the core medium for encoding directive intent, lexical choices serve as auxiliary elements that enrich the utterance's connotative, stylistic, and socio-cultural dimensions. The harmonious integration of both grammatical and lexical means ensures the communicative effectiveness and social appropriateness of directive speech acts.

7. Directive speech acts may be realized either explicitly (directly) or implicitly (indirectly), the latter often involving implicatures. Explicit directives are typically conveyed through the imperative mood, modal constructions, or other forms that unambiguously express the speaker's intent (e.g., Close the window, You must sign the form). In contrast, implicit directives rely on contextual cues for interpretation and often omit overt expressions of command, allowing the listener to infer the intended action (e.g., It's getting cold in here, implying a request to close the

window). Indirectness via implicature is particularly common in socially delicate situations, where politeness or face-saving strategies are required. Therefore, interpreting such implicit directives requires not only linguistic competence but also a high level of sociopragmatic awareness.

8. In the course of the present analysis, the theoretical frameworks of renowned linguists such as J.Searle, E.I.Belyayeva, E.A.Formanovskaya, and S.Saransaral were reviewed. Notably, E.I. Belyayeva's classification of directive speech acts was found to be the most empirically grounded and reliable. According to her typology, directive speech acts are subdivided into the following categories:

Prescriptive: command, instruction, permission, prohibition, order, demand;

Requestive: request, plea;

Suggestive: advice, suggestion, warning.

To these established subtypes, this study also proposes the addition of a new subtype – inspirational suggestives – which, to our knowledge, has not previously been treated as an independent category in linguistic literature. This proposed category encompasses directive speech acts aimed at motivating or inspiring the interlocutor.

9. The results of a distributive analysis reveal that prescriptive speech acts most frequently occur in everyday discourse(55) in English and the majority of them consist of prohibitive speech acts(20). Requestive speech acts are mainly seen in literary discourse(46) and most of them(40) belong to requests. Suggestive speech acts like requestives are peculiar to literary discourse(78) and advice speech acts(36) compose the majority of them.

10. According to conclusions on the distribution of examples in different discourses, prescriptive speech acts are mainly met in literary discourse(85) and instructions are used widely(22) among its subgroups. When talking about requestives, applying requests is higher than pleas(19) and they also belong to literary discourse(32). Suggestives appear in the form of advice(16) mostly in literary discourse(36).

11. Although this study has provided a comparative overview of the realization, form, and discursive functions of directive acts in English and Uzbek, the field still holds significant potential for further exploration. Of particular importance is the study of how sociopragmatic factors—such as age, gender, and social status— influence the structure and use of directive speech acts. In contemporary language education, fostering pragmatic competence has become a key priority, and the role of directive acts in second language acquisition and their effective pedagogical implementation require in-depth scholarly attention. Moreover, in the age of digital linguistics, the automatic identification and interpretation of directive speech acts within natural language processing (NLP) and artificial intelligence systems represents a promising and interdisciplinary area of future research.



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

---

**АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ**

**МАЖИДОВА ЗУЛАЙХО АБДИМУМИНОВНА**

**СЕМАНТИКО-ПРАГМАТИЧЕСКОЕ ИССЛЕДОВАНИЕ  
ДИРЕКТИВНЫХ РЕЧЕВЫХ АКТОВ В АНГЛИЙСКОМ И РУССКИХ  
ЯЗЫКАХ**

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

**АВТОРЕФЕРАТ**

**Диссертации доктора философии (PhD) по филологическим наукам**

**Фергана – 2025**

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии за № В2022.3/PhD/Fil2767.

Диссертация выполнена в Андijanском государственном университете.

Автореферат диссертации на трёх языках (узбекском, английском, русском (резюме)) размещён на веб-странице Научного совета ([www.fdu.uz](http://www.fdu.uz)) и Информационно-образовательном портале «Ziyounet» ([www.ziyounet.uz](http://www.ziyounet.uz)).

Научный руководитель:	Эгамназарова Дурдона Шухратиллаевна доктор философии по филологическим наукам, доцент
Официальные оппоненты:	Содинов Захид Ясубжанович доктор филологических наук, доцент Палуанова Халифа Дарибаевна доктор филологических наук, доцент
Ведущая организация:	Дзюдакский государственный педагогический университет.

Защита диссертации состоится « 19 » 04 2025 года в 11:00 часов на заседании Научного совета DSc. 30.12.2019.Fil.05.02 при Ферганском государственном университете (Адрес: 100151, г. Фергана, ул. Маргилани, дом 105). Тел: (993873) 244-57-82; e-mail: info@fdu.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Ферганском государственном университете (зарегистрирован за № 492). Адрес: 100151, г. Фергана, ул. Мураббий, д. 19. Тел. (993873) 244-44-94.

Автореферат диссертации разослан « 21 » 03 2025 года.  
(протокол реестра рассылки за № 21 от 21.03 2025 года).



**С.М.Муминов**

Председатель научного совета по присуждению ученых степеней, докт. филол. наук, профессор

**М.Т.Зоиоров**

Членский секретарь Научного совета по присуждению ученых степеней, доктор филологических наук, профессор

**А.Г.Сабирдинов**

Председатель научного семинара при научном совете по присуждению ученых степеней, докт. филол. наук, професс

## **ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))**

**Цель исследования** заключается в проведении семантико-прагматического анализа директивных речевых актов на английском и узбекском языках.

**Задачи исследования** заключаются в следующем:

Определить степень изученности теории речевых актов в современной лингвистике, в частности, систематизировать и проанализировать научные подходы к директивным речевым актам;

Проанализировать роль и эффективность речевых актов, особенно директивных, в обеспечении коммуникативного успеха в диалогической речи с лингвопрагматической точки зрения;

Выявить структурно-семантические и коммуникативно-прагматические особенности грамматических средств выражения директивных речевых актов в английском и узбекском языках;

Исследовать семантические, функциональные и стилистические характеристики лексических средств выражения директивных речевых актов в обоих языках, а также раскрыть особенности их употребления в дискурсе;

Разработать семантическую и прагматическую классификацию директивных речевых актов в английском и узбекском языках, охарактеризовать их формы выражения в различных коммуникативных ситуациях;

Провести сопоставительный анализ дискурсивной реализации директивных речевых актов в английском и узбекском языках, определить их коммуникативные стратегии и особенности выражения в различных жанрах речи.

**Объектом исследования** являются директивные речевые ситуации, возникающие в письменной и устной речи на английском и узбекском языках.

**Научная новизна исследования** заключается в следующем:

Научно обосновано, что наименьшей функциональной единицей коммуникации является речевой акт, который отражает не только коммуникативное намерение участников общения, но и требует учета различных экстралингвистических факторов, таких как место, время, социально-ситуационный контекст общения, а также социально-психологические характеристики говорящего и слушающего.

Установлено, что в зависимости от характера цели, преследуемой в процессе общения, выбирается один из трех подтипов директивных речевых актов – прескриптивный, реквестивный или суггестивный, – и для успешной реализации коммуникативного замысла требуется использование соответствующих грамматических и лексических средств.

На основе семантико-прагматической классификации доказано, что директивные речевые акты подразделяются на следующие подгруппы:

Прескриптивные акты: приказ, указание, разрешение, запрет, заказ, требование;

Реквестивные акты: просьба, мольба;

Суггестивные акты: совет, предложение, предупреждение, воодушевление.

Практический анализ показал, что системы лексических и грамматических средств, выражающих директивные речевые акты в английском и узбекском языках, различаются по своим коммуникативно-прагматическим и функциональным характеристикам. Также обосновано, что в обоих языках выбор этих средств определяется социальными отношениями между участниками общения, культурно обусловленными нормами этикета, речевой ситуацией и требованиями контекста.

**Внедрение результатов исследования.** На основе научных результатов и практических предложений, полученных в результате семантико-прагматического исследования директивных речевых актов в английском и узбекском языках:

Использовались в проекте гранта Erasmus+ Project № 5983-40-EPP-1-2017-T-ES-EPPKA2-CBHE-JP «University Cooperation Framework for Knowledge Transfer in Central Asia and China (UNICAC)» (справка Национального университета Узбекистана имени Мирзо Улугбека № 04/11-1061 от 7 февраля 2024 года). Материалы и результаты данной диссертации использовались при переводе художественных текстов с английского языка на узбекский, а также при создании лекционных материалов для магистрантов. В результате лекционные материалы для магистрантов были обогащены классификацией директивных речевых актов и примерами касательно них.

Аналитические выводы и теоретические заключения по семантико-прагматическому исследованию директивных речевых актов на английском и узбекском языках были использованы в сценарии программы “Хамма учун” телеканала “Ўбекистон тарихи” (справка Национальной телерадиокомпании Узбекистана № 06-28/1420 от 24 октября 2023 года). В результате, это сыграло важную роль в знакомстве телезрителей с особенностями проявления директивных речевых актов в различных дискурсах на узбекском и английском языках, их различиями и сходствами.

Практические результаты исследования были использованы в проекте интенсивной программы английского языка Огайо, США (справка программы Огайо интенсивного английского языка от 11 октября, 2023 года). В результате, полезная информация была добавлена в лекции для бакалавров и магистров и обогащена сведениями о семантическом и прагматическом исследовании директивных речевых актов.

Предложения и рекомендации исследования были использованы в реализации задач практического исследовательского проекта «Форма и принципы оценки качества изучения английского языка по филологическом направлении» № PZ-201709134 Узбекстанского Национального Университета выполненного в 2018-2020 годах и рекомендации предложенные в исследовании отражаются на опубликованных работах выполненных в рамках этого же проекта. (справка практического исследовательского проекта «Форма и принципы оценки качества изучения

английского языка по филологическом направлении» Национального университета Узбекистана имени Мирзо Улугбека № 04/11-5560 от 11 июля 2024 года). В результате, контент практического исследовательского проекта «Форма и принципы оценки качества изучения английского языка по филологическом направлении» был обогащен и послужил базой для повышения интереса изучающих английского языка.

**Опубликованность результатов исследования.** По теме исследования опубликовано всего 11 научных работ, из которых 5 статей опубликованы в научных изданиях, рекомендованных Высшей аттестационной комиссией Республики Узбекистан для публикации основных научных результатов докторских диссертаций. Из них 3 статьи опубликованы в республиканских журналах и 2 – в зарубежных изданиях.

**Структура и объем диссертации.** Диссертация состоит из введения, трех глав, заключения и списка использованной литературы. Объем диссертации, за исключением списка использованной литературы, составляет 156 страниц.

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

**I bo'lim (I часть; I part)**

1. Majidova Zulaykho Abdimuminovna. Principles of providing communicative success in dialogic speech // O'zbekiston Milliy Universiteti xabarлари – Toshkent – 2024, iyun – № 1/7/1 – B.289-290. (10.00.00 №15)

2. Majidova Zulaykho Abdimuminovna. Direktiv nutqiy aktlarni ifodalovchi grammatik vositalarning struktur-semantik xususiyatlari // Xorazm Ma'mun akademiyasi axborotnomasi ilmiy jurnali – 2024, 15 iyul – №7. – B. 102-105. (10.00.06 №21)

3. Majidova Zulaykho Abdimuminovna. Functional-semantic classification of prescriptive directive speech acts // Journal of Advanced Linguistic Studies – Vol. 11, No. 2, Jul-Dec 2024. (10.00.00 №13 Osiyo mamlakatlari nashrlari)

4. Majidova Zulaykho Abdimuminovna. Principles of pragmatic analysis of directive speech acts in diachrony // International bulletin of applied science and technology – Germany – 2023. – № 11. Volume – 3 – P. 501-506. ResearchBib (2023) – 9.2. (№14)

5. Majidova Zulaykho Abdimuminovna. Ways of expressing requestive directive speech acts: requests and plea // Development of pedagogical technologies in modern sciences. Internationaal scientific-online conference – Turkiye – July 8, 2024. – p.14-18.

6. Мажидова Зулайхо Абдимуминовна. Нутқий акт назарияси // International forum of translators– 2022 – Халқаро таржимонлар форуми – Наманган- 23 май 2022 йил. – Б.32-35.

7. Мажидова Зулайхо Абдимуминовна. Нутқий акт турлари назарияси масаласи // Ўзбекистонда илмий тадқиқотлар: даврий анжуманлар: 7 қисм, 2020- Илмий конференция материаллари– Тошкент- июн, 2022- № 41. – Б.9-11

8. Мажидова Зулайхо Абдимуминовна. Замонавий тилшуносликда директив нутқ актларининг турли дискурсларда намоён бўлишидаги ўзига хос жиҳатлари // Чет тиллари ўқитишнинг замонавий ёндашувлари: муаммо ва ечимлари. Республика илмий амалий анжумани материаллари – Андижон- 2023 йил 29 – 30 июн. – Б.464-469.

**II bo'lim (II часть; II part)**

9. Majidova Zulaykho Abdimuminovna. The pragmatic system of directive speech acts in English language // Муғаллим хем узликсиз билимлендириў илмий-методик журнал – Нукус, Қ Қорақалпоғистон – № 6/2 – B. 49-53.

10. Мажидова Зулайхо Абдимуминовна. The analysis of politeness strategies in directive speech acts // Экономика и социум, электронное научно-практическое международное издание – Саратов, Россия– 2023. – № 1 – Б.11-16.

11. Majidova Zulayho Abdimuminovna. Ingliz va o‘zbek tillarida suggestiv nutqiy aktining turlari va ularning ifodalanishi // Zamonaviy dunyoda innovatsion tadqiqotlar. Nazariya va Amaliyot. Ilmiy, masofaviy, onlayn konferensiya – Toshkent – 2024 yil 8 iyul. – B.12-15.

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

Bosishga ruxsat etildi: 2025 y. Nashriyot bosma tabog‘i – 3.  
Shartli bosma tabog‘i – 1,5. Bichimi 84x108 1/16. Adadi 100.  
«Poligraf Super Servis» MCHJ  
150114, Farg‘ona viloyati, Farg‘ona shahar, Aviasozlar ko‘chasi 2-uy.



