

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

QO‘QON DAVLAT PEDAGOGIKA INSTITUTI

YULDASHEVA DILOROM ALIYEVNA

**BADIIY DISKURSDA “SUBYEKT” KATEGORIYASI KONSEPTUAL
VOQELANISHINING LINGVOMADANIY TADQIQI**

10.00.11 – Til nazariyasi. Amaliy va kompyuter lingvistikasi

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

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philological sciences**

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

Falsafa doktori (PhD) dissertatsiyasi mavzusi O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar Vazirligi huzuridagi Oliy attestatsiya komissiyasida B2022.2.PhD/Fil2706 raqam bilan ro‘yxatga olingan.

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KIRISH (falsafa doktori (PhD) dissertatsiyasining annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurligi. Jahon tilshunosligi taraqqiyotining yetakchi yo‘nalishi bo‘lgan antropotsentrizm paradigmasi doirasida barcha til birliklarining funksional-semantik va lingvokognitiv tadqiqi keng hajmda amalga oshirilmoqda. Shu nuqtayi nazardan, lingvistlar faol kategorial shakllardan biri hisoblangan subyekt kategoriyasi konseptual interpretatsiyasining inson tomonidan dunyoni bilish vazifasini bajarishdagi o‘ziga xos rolini o‘rganishga alohida e‘tibor qaratmoqdalar. Globalizm davrida ingliz tili funksional ko‘lamini ona tili bo‘lmagan xorijiy davlatlarda ham kengayishi ingliz tilining funksional-semantik va lingvomadaniy jihatlariga aloqador masala va muammolarni yanada chuqurroq, yangi metod va yondashuvlarga tayangan holda keng tadqiq qilish uchun shart-sharoitlar yaratadi.

Dunyo tilshunosligida funksional ko‘lami jihatdan rivojlangan barcha tillarda insonlararo muloqotning asosiy birligi bo‘lgan gap strukturasi ajralmas qismi bo‘lgan subyektning kategorial semantikasi va konseptual interpretatsiyasining o‘ziga xos xususiyatlarini talqin qilishga tilshunoslar katta qiziqish bildirmoqdalar va bu jihat til unsurlarining dunyoni bilish jarayonidagi o‘rni hamda rolini belgilovchi sabab va omillarni o‘rganish zaruriyati bilan bog‘liq.

Mamlakatimizda tilshunoslik sohasidagi tadqiqotlarda subyekt kategoriyasini umumiy hamda xususiy tilshunoslik muammosi sifatida o‘rganish an’anaviy tilshunoslikning turli maktab va yo‘nalishlari tomonidan o‘rganib kelindi va bunda asosan struktural-semantik kontekstual, distributiv va funksional variantlilik ustunlik qildi. Shu o‘rinda, Prezidentimizning quyidagi fikrini keltirib o‘tish o‘rinli: “Bugungi zamon barcha sohalar qatorida ilm-fanni ham yangi bosqichga ko‘tarishni talab qilmoqda. Zotan, jamiyat oldida turgan dolzarb masalalarni ilm-fansiz yechish qiyin. Mazkur sohani va olimlarni har tomonlama qo‘llab-quvvatlash davlatimizning ustuvor vazifalaridandir”¹. Shu nuqtayi nazardan olib qaraganda, bugungi kunda masalalarining ustuvor strategik yo‘nalish sifatida belgilab qo‘yilishi tilshunoslik sohasida keng ko‘lamli izlanishlar olib borishni, sohaga oid yangi avlod darslik va o‘quv-metodik qo‘llanmalar yaratish ishlarini yangi bosqichga olib chiqishni taqozo etmoqda. Bu bosqichda sub’ektning funktsional-semantik va lingvokognitiv xususiyatlarini o‘rganilaytgan tillar kesimida tadqiq etish har qachongidan ham dolzarb hisoblanadi.

O‘zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi “Uzluksiz ta’lim tizimining chet tillar bo‘yicha davlat ta’lim standartlarini tasdiqlash to‘g‘risida”gi 124-son Qarori, O‘zbekiston Respublikasi Birinchi Prezidentining 2016-yil 13-maydagi PF-4797-sonli “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining tashkil etilishi to‘g‘risida”gi, O‘zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi PF-49-47 sonli “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi haqida”gi farmonlari, 2017-yil 20-apreldagi PQ-2909-sonli “Oliy ta’lim tizimini yanada takomillashtirish haqida”gi, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 8-avgustdagi “Ta’lim muassasalarida chet tilini o‘qitishni yanada

¹ Mirziyoyev Sh. Ilm fan yutuqlari – taraqqiyotning muhim omili // www.standart.uz (murojaat sanasi: 23.04.2024)

takomillashtirish chora-tadbirlari haqida”gi qarorlari, O‘zbekiston Respublikasi Prezidentining 2019-yil 21-oktyabrdagi “O‘zbek tilini davlat tili sifatida nufuzi va mavqeiini oshirish chora-tadbirlari to‘g‘risida”gi Farmonida hamda mazkur soha bo‘yicha qabul qilingan boshqa me‘yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya muayyan darajada xizmat qiladi.

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

Muammoning o‘rganilganlik darajasi. Subyektini nutqda ifodalash muammosi bevosita tildagi subyektivlik masalasi bilan bog‘liq va u mantiqiy kategoriyalar doirasida o‘z aksini topadi. Bu masala jahon tilshunosligida jiddiy tadqiq etilgan. Tilda subyekt kategoriyasi, uni ifoda etish vositalari va usullarini o‘rganish hamda lingvomadaniy tadqiq etish german tillari doirasida lingvistik interpretatsiya yo‘nalishida amalga oshirilgan. Subyekt kategoriyasining ishlatilish ko‘lamini aniqlash va ularning struktural-kombinatorik imkoniyatini o‘rganish bo‘yicha jahon tilshunosligida O.Jespersen, R.M.Xerts, Y.Kruisinga, R.Lakov, L.F.Don Nilsen, D.Zigel, G.P.Stenli va F.T.Visser² kabi olimlar tadqiqot olib borganlar.

Subyektning konseptual interpretatsiyasi, diskursiv va lingvokognitiv xususiyatlari, mazmun-mohiyati, maqsadi, nutqdagi vazifasi va o‘ziga xos xususiyatlari, belgilari, kommunikativ parametrlari masalasi rus tilshunosligida D.S.Lixachev (1997), Y.D.Apresyan (1995), A.Vejbitskaya (1997), Z.D.Popova (2001), N.F.Alefrenko (2005), A.V.Kuznetsova (2010), N.N.Baldirov (2000), N.D.Arutyunova (1999), G.V.Kolshanskiy (1990), Y.S.Kubryakova (2009)³ kabi tilshunos olimlar tomonidan o‘rganilgan bo‘lib, mazkur tadqiqotlarda asosiy e‘tibor dunyoni bilishda interpretatsiya jarayoni tilning turli sathlariga muvofiq birliklar tomonidan amalga oshirilishi qonuniyatlari ochib berilgan.

Bu kategoriya o‘zbek tilshunosligida bir qator tilshunos olimlarning grammatikaga oid ishlarida ham o‘rganilgan. Sh.Safarov, Nurmonova, Maxmudov

² Jespersen O. *Modern English Grammar on historical principles* 15, Vol. 4. Ldn, 2004. – P. 697; Hertz R.M. *The Grammar of English causativa-transivity*, Ann Abrur. Michigan, 2005. – P. 587; Kruisinga E.A. *Handbook of PresentDay English*, Part II, Utrechi. 2005. – P. 478; Don Nilsen I.F *Semantic theory A linguistic perspektive*. Newbury Houze Publishers, Rowlex Mass, 1975. – P. 191; Siegel D. *Non soures of unpassives*. -In: *Syntax and semantics*, vol.2. – N-Y. 1993; – P. 324; Stanley G.P. *Passive motivation – Foundations of Language*, Boston. 1985. vol 18 № 1; Visser F.T./ *An Historical syntax of English language*, P/H, half, 3 – Leiden, 1973. – P. 512;

³ Лихачев Д.С. *Концептосфера русского языка // Русская словесность. От теории словесности к структуре текста*. – М.: Academia, 1997; – С. 147 – 165; Апресян Ю.Д. *Образ человека по данным языка: попытки системного описания*. – М.: Школа «Языки русской культуры», 1995; – С. 37 – 67; Вежбицкая А. *Язык. Культура. Познание*. – М.: Русские словари, 1997. – С. 412; Попова З.Д. *Очерки по когнитивной лингвистике*. – Воронеж: Воронежский государственный университет, 2001. – С. 191; Алефиренко Н.Ф. *Спорные проблемы семантики*. – М.: Гнозис, 2005. – С. 326; Кузнецова А.В. *Художественная когнитивность: образ автора, концептуализация, стиль*. – М.: Изд-во Моск. ун-та, 2010. – С. 324; Арутюнова Н.Д. *Язык и мир человека*. – М.: Языки русской культуры, 1999. – С. 896; Болдырев Н.Н. *Когнитивная семантика*. – Тамбов: ТГУ, 2000. – С. 235; Гак В.Г. *Языковые преобразования*. – М.: Языки русской культуры, 1998. – С. 763; Колшанский Г.В. *Объективная картина мира в познании и языке*. – М.: Наука, 1990. – С. 107; Кубрякова Е.С. *Концепт // Краткий словарь когнитивных терминов*. – М.: Изд-во МГУ, 1996. – С. 429 – 450.

N,⁴ kabi olimlar esa badiiy asarlarda subyektning lingvistik va madaniy aspektlarini tadqiq qilish bilan shugʻullanganlar.

Dissertatsiya nazariy bazasini shakllantirishda keyingi paytlarda dolzarb sanalgan germevtika va interpretatsiya nazariyasiga asoslanildi. Qayd etilgan manbalar subyekt kategoriyasining olam lisoniy manzarasini yaratishdagi roli, uning funksional-semantik va lingvokulturologik tadqiqiga oid, shuningdek, mazkur til birliklarining muayyan tillarda namoyon boʻlish xususiyatlarini oʻrganishda muhim ilmiy va amaliy ahamiyatga ega. Shunga qaramay, dunyoni til tomonidan interpretatsiya qilish nazariyasi va taraqqiyoti tilshunoslikda mavzuning yaratilish tarixi, unga doir yangi nazariy qarash va talqinlar, oqim va farazlar ilgari surilgan yangi tadqiqotlarni taqozo qiladi, chunki subyektning mavjudlik shakllari, ularning funksional-semantik va lingvomadaniy xususiyatlari tahlili kam oʻrganilgan muammolardan sanaladi.

Dissertatsiya mavzusining dissertatsiya bajarilgan oliy taʼlim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bogʻliqligi. Dissertatsiya Qoʻqon davlat pedagogika instituti davlat ilmiy tadqiqot rejasining “Tilni sistem-struktur va funksional asosda tadqiq etish” yoʻnalishi doirasida bajarilgan.

Tadqiqotning maqsadi subyekt kategoriyasining dunyo lisoniy tasvirini yaratishdagi ishtiroki va uning lingvokulturologik jihatlarini ochib berishdan iborat.

Tadqiqot vazifalari:

subyekt kategoriyasining ifoda vositalarini turli tizimli tillarda konseptual voqelanish muammosini oʻrganib chiqish;

subyekt kategoriyasining muayyan tillardagi tahlili asosida uning funksional-semantik imkoniyatlarini farqlash;

turli tillarga mansub subyekt kategoriyalarini shakllantiruvchi feʼl guruhlarining semantik kategorizatsiyasini amalga oshirish;

subyekt kategoriyasini voqelantiruvchi til elementlarining dunyo lisoniy tasvirini yaratishdagi ishtiroki koʻlami masalasini tahlil qilish.

Tadqiqotning obykti sifatida turli tizimli tillardagi subyekt kategoriyasi tanlab olingan.

Tadqiqotning predmetini subyekt kategoriyasini ifoda etuvchi til birliklarining struktural-semantik, funksional-pragmatik xususiyatlarini tadqiq qilish tashkil etadi.

Tadqiqotning usullari sifatida tasniflash, kontekstual, distributiv va struktural tahlil hamda kategoriyalash kabi bir qator metodlardan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

matn nuqtayi nazaridan subyekt kategoriyasining funksional qoʻllanilishi, shakllanishi va ishlatilish doirasining chastotasi lingvokulturologik jihatdan ochib berilgan;

⁴ Сафаров Ш. Когнитив тилшунослик. – Жиззах; Сангзор, 2006. – В. 92; Нурмонов А., Махмудов Н. Ўзбек тили назарий грамматикаси. – Тошкент: Фан, 1992. – Б. 149; Абдурхмонов Ф. Ҳозирги ўзбек адабий тили. Синтаксис. – Тошкент: Фан, 1990. – Б. 207; Фуломов А.Ф., Асқарова М.А. Ҳозирги адабий ўзбек тили. – Тошкент: Ўқитувчи, 1965. –Б.279;Раҳматуллаев Ш .Ҳозирги адабий ўзбек тили.–Тошкент:Фан, 2010. – Б. 298; Ҳожиёв А. ва бошқ. Ҳозирги ўзбек адабий тили (Синтаксис). – Тошкент: Фан, 1983. – Б. 194; Мелиев К. Ҳозирги туркий тилларда сифатдошлар. – Тошкент: Фан, 1974. – Б. 167; Сафаев А.С. Главные члены простого предложения в современном узбекском языке. – Тошкент: САГУ, 1950. – С. 80.

o'rganilayotgan tillar materiali asosida turli matnlarda qo'llanadigan subyekt kategoriyasining konseptual-semantik xususiyatlari aniqlangan va aniq, majhul, o'zlik, kauzativ, medial va birgalik nisbat shakllarida ishlatilishi dalillangan;

semantik guruhdagi fe'llar bilan subyektning kombinatorikasi jarayonida ro'y beradigan konseptuallashtirish, ifodalash, kuchaytirish kabi potensial imkoniyatlari asoslangan;

turli tillarda subyekt kategoriyasi shakllarining milliy, mental, pragmatik xususiyatga ega ekanligi ilmiy jihatdan tadqiq etilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

oliy o'quv yurtlarida umumiy tilshunoslik, kognitiv tilshunoslik, etnopsixolingvistika, lingvokulturologiya bo'yicha darsliklar yaratish hamda ma'ruza matnlari tayyorlash va amaliy mashg'ulotlarning mukammallashuviga xizmat qiladigan materiallar yig'ilgan;

turli tizimli tillaridagi subyekt kategoriyasi shakllarining konseptual voqelanish jarayoni aks etgan matnlar to'plangan.

Tadqiqot natijalarining ishonchliligi respublika va xalqaro miqyosdagi ilmiy-uslubiy hamda ilmiy-amaliy konferensiya materiallari to'plamlari, OAK ro'yxatidagi maxsus jurnallar hamda xorijiy ilmiy jurnallarda chop etilgan maqolalar, xulosalar, taklif hamda tavsiyalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan asoslanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati nazariy grammatika, umumiy tilshunoslik, tarjima nazariyasi bo'yicha ilmiy tadqiqotlar olib borish, monografiyalar, dissertatsiyalar va maqolalar yozishda ilmiy asos bo'lib xizmat qilishi bilan izohlanadi.

Dissertatsiyaning amaliy ahamiyati turli tizimli tillarning turli jihatlari hamda amaliy va nazariy grammatika, umumiy tilshunoslik uchun darslik, o'quv qo'llanma, o'quv-uslubiy tavsiyalar, lug'at hamda so'zlashgichlar yaratishda foydalanish mumkinligi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Subyekt kategoriyasini shakllantirish, uning olam lingvistik tasvirini yaratishdagi ishtirokini turli tillarda namoyon bo'lishining funksional semantik va lingvomadaniy tadqiqi bo'yicha olib borilgan ilmiy tadqiqot asosida:

badiiy diskursda qo'llanilgan subyekt kategoriyasining funksional jihatdan matn turlarida qo'llanilishi va subyekt kategoriyasini shakllantirish ma'no ko'lami doirasida ularning keng yoki kamroq ishlatilishi kabi farqli tomonlari haqidagi xulosalardan O'zbekiston Respublikasi Mudofaa vazirligi Axborot-kommunikatsiya texnologiyalari va aloqa harbiy institutining "Erudit" shifrlı yopiq fundamental loyihasi doirasida foydalanilgan. (O'zbekiston Respublikasi Mudofaa vazirligining 21.08.2023-yildagi 10/1626-son ma'lumotnomasi). Natijada badiiy diskursda qo'llanilgan subekt kategoriyasining funksional jihatdan matn turlarida qo'llanilishi va subekt kategoriyasini shakllantirishning ma'no ko'lami doirasida ularning keng yoki kamroq ishlatilishi kabi farqli tomonlari ochib berilgan;

ingliz va o'zbek tilidagi manbalar asosida turli matnlarda qo'llanilgan subyekt shakllarining konseptual-semantik xususiyatlari tavsifi borasidagi ilmiy

xulosalardan Qo‘qon davlat pedagogika instituti S-ECAGD-18-CA-0067 (PO20002335) raqamli “FY 2018 English Access Microscholarship Program” nomli Amerika Qo‘shma shtatlari ta‘lim va madaniy ishlar byurosi bilan hamkorlikdagi amaliy loyihada foydalanilgan. (O‘zbekiston Respublikasi Qo‘qon davlat pedagogika institutining 18.04.2023-yildagi 112-son ma‘lumotnomasi). Natijada o‘rganilayotgan tillarda subyekt kategoriyasi shakllarining yasalishi, ularning boshqa grammatik kategoriyalardan farqlanish jihatlari va tillardagi bunday holatlarning o‘xshash va farqlanish belgilari haqida ma‘lumot berishda foydalanilgan;

subyektning turli semantik guruhdagi fe‘llar bilan kombinatorikasi jarayonidagi konseptuallashtirish, ifodalash, kuchaytirish, bog‘lanish cheklash kabi potensial imkoniyatlari haqidagi xulosalardan O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston teleradiokanali”da “Ta‘lim va taraqqiyot”, “Bolalar va biz”, “Adabiy jarayon” dasturlari ssenariylarini tayyorlashda foydalanilgan (O‘zbekiston milliy teleradiokompaniyasi “O‘zbekiston teleradiokanali” davlat muassasasining 2023-yil 5-noyabrdagi 04-36-728-sonli ma‘lumotnomasi). Natijada tillarda subyekt kategoriyasi shakllarining konseptual kategoriyalash mexanizmi, vosita va turlari til funksional shakllarining funksional qiymatini belgilashda qayta rol o‘ynashi ko‘rsatib berilgan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 2 ta xalqaro va 2 ta respublika miqyosidagi ilmiy-amaliy anjumanlarda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e‘lon qilinishi. Dissertatsiya mavzusi bo‘yicha jami 18 ta ilmiy ish, jumladan, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalarining asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 3 ta ilmiy maqola, jumladan, 2 tasi respublika va 1 tasi xorijiy jurnallarda chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uchta bob, xulosa va foydalanilgan adabiyotlar ro‘yxati, ilovadan iborat bo‘lib, umumiy hajmi 140 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida mavzuning dolzarbligi va zarurati asoslanib, tadqiqotning maqsadi va vazifalari, predmeti va obyeksi aniqlangan. Tadqiqotning O‘zbekiston Respublikasi fan va texnologiyalar rivojlanishining ustuvor yo‘nalishlariga mosligi, uning ilmiy yangiligi va amaliy natijalari bayon etilgan. Olingan natijalarning ishonchliligi asoslanib, ishning nazariy va amaliy ahamiyati yoritilgan. Tadqiqot natijalarining amaliyotga joriy qilinishi, aprobatsiyasi, nashr etilgan ishlar va dissertatsiya tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Birinchi bob “**Tadqiqotning nazariy asoslari**” deb nomlangan, mazkur bobda mavzuga aloqador tadqiqotlarning ahamiyati, o‘rganilish bosqichlari, tahlil turlari, talqini keng yoritib berilgan. “**Tilning antropotsentrik mohiyati xususida**” faslida bugungi kundagi sohaga oid ko‘tarilayotgan muammolar va ularning yechimiga doir mulohazalar jahon va o‘zbek tilshunosligi misolida ochib berilgan.

Antropotsentrik paradigmaning asosiy yo‘nalishlari safatida talqin qilinayotgan lingvokulturologiya, pragmalingivistikaning bazaviy ta’limotiga ko‘ra, til va uning egasi asosiy vazifani bajaradi. Antropotsentrik paradigmaning yetakchi yo‘nalishlaridan biri bo‘lmish kognitiv tilshunoslik “*cognite*” (bilishga oid) so‘zi bilan bog‘liq. Olamni, voqelikni bilish, idrok etish oddiy hodisa emas. Shu sababli tafakkur faoliyatida shaxs hamda uning faoliyati bilan bog‘liq bo‘lgan barcha turdagi ijtimoiy, madaniy hodisalarni ham inobatga olish kerak bo‘ladi. Ammo ta’kidlash kerakki, inson tomonidan tilsiz bu jarayonlarni tasavvur qilinishining o‘zi mushkul hodisa, uning zamirida, albatta, insonning bilish jarayoni va egallagan bilimi yotadi. Sababi insonning lisoniy zaxirasi uni o‘rab turgan borliq bilan chambarchas bog‘liq holda boyib boradi. Tillar yordamida milliy madaniyatni tadqiq qilish aslida o‘rganilayotgan tillarning qanday bilimlar asosida shakllanganligi hamda sayqallanganini o‘rganishdan iborat.

Abu Nasr Forobiyning ta’biri bilan aytganda, “inson o‘zini qurshab turgan olamni va o‘zini o‘zi bilish orqali eng yetuk mavjudotga aylanadi. Bilish insonning mohiyati hisoblanadi. Bilishdan maqsad haqiqatga erishmoqdir. Har qanday bilish, dastavval, o‘zini qurshab turgan olamdagi narsa va hodisalarni kuzatishdan boshlanadi. Chunki tafakkur faoliyati bilan hosil qilingan mohiyat o‘zining tabiiy asosidan oldin bo‘lishi mumkin emas”⁵. Borliqdagi narsa va hodisalarning turli nom bilan atalishi hamda interpretatsiya qilinishi insonlarning tildan foydalanishidagi xilma-xillikni ta’minlaydi.

Ingliz tilida *yo‘lbars* komponentli til birliklari sermahsul hisoblanmaydi, misol uchun, *to fight like a tiger – jasorat bilan jang qilmoq, (as) fierce as a tiger – yo‘lbars kabi shafqatsiz*. Misolda yo‘lbarsning yirtqich ekanligi va hattoki insonga ham hamla qilishi, shafqatsizligi inobatga olingan. Ta’kidlash joizki, xitoy tilida yo‘lbars komponentli til birliklari sermahsul hisoblanadi.

Tahlil etilgan misoldan ko‘rinadiki, tilning antropotsentrik jihatini tahlil qilishda til birliklarining xilma-xilligi, inson omili hamda uni o‘rab turgan borliq muhim ahamiyat kasb etadi.

Birinchi bobning ikkinchi fasli “**Til birliklarini kategoriyalashtirishga kognitiv yondashuv**” deb nomlangan.

Til birliklarining lingvokognitiv tadqiqida kategoriyalashtirish muammosi tayanch masalalardan biri hisoblanadi. Ma’lumki, turli fanlar mohiyatidan kelib chiqqan holda, *kategoriya* tushunchasi har xil talqin etiladi. Ulardan birinchisi falsafiy kategoriyadir.

Falsafiy kategoriyalar voqelikdagi narsa va hodisalarning ayrim, alohida munosabat va aloqalarini ifodalash bilan birga, butun olam, inson hayoti va tafakkuriga xos xususiyatlar va munosabatlarni ham aks ettiradi. Shu bois har bir aniq fan o‘zi o‘rganayotgan sohaning xususiyati va belgilarini ochishda falsafiy kategoriyalarga murojaat qiladi.

Falsafa tarixida *kategoriya* tushunchasini birinchi bo‘lib Aristotel o‘zining “Kategoriyalar” asarida ta’riflab bergan. U kategoriyaga obyektiv voqelikning umumlashgan in’ikosi sifatida qarab, *substansiya (mohiyat), miqdor, sifat,*

⁵ А.Нурмонов. Ўзбек тилшунослиги тарихи. – Тошкент: Ўзбекистон, 2002. – Б. 232.

munosabat, makon, zamon, vaziyat, holat, harakat, uqubat kabi turlarga ajratgan⁶. Platon esa quyidagi kategoriyalarni farqlagan: *mohiyat, harakat, tinchlik, o'xshashlik, farqlilik*.

I.Kant kategoriyani aqlning tajriba va faktlarga asoslanmagan shakli sifatida baholagan. Uning fikricha, kategoriyalar “narsalarning o'zida emas” (“narsa o'zida”), balki subyekt, uning tafakkur strukturasi aks etadi. I.Kant quyidagi kategoriyalarni ajratgan: *sifat, miqdor, munosabat, modallik*.

Umuman, falsafada kategoriyalar insonning olamni bilishi va idrok etishi nuqtayi nazaridan shakllanganligi haqida guvohlik beradi. Kategoriyalar, birinchidan, insonning tabiat, jamiyat hodisalarining mohiyati va qonuniyatini bilishi jarayonida erishgan bilimlari hisoblanadi, ikkinchidan, ularning voqelikni yanada chuqurroq bilishi va uning sirlari hamda qonuniyatlarini ochishida qo'llaniladigan muhim ilmiy vositalar hisoblanadi⁷.

Antropotsentrizm paradigmasi doirasida paydo bo'lgan va rivojlangan kognitiv tilshunoslik hamda uning tarkibiy qismi bo'lgan kognitiv grammatika hozirga kelib o'z terminologiyasi va tushunchalar apparatiga ega bo'lib ulgurdi.

Kategoriya muammosi o'zbek tili materiallari asosida ham turli yillarda anchayin keng tavsiflangan. Xususan, A.G'ulomov hozirgi zamon o'zbek tilida ko'plikning ifodalanishi masalasini tizimli tarzda batafsil tahlil qilgan⁸. Sh.Shahobiddinova o'zbek tilidagi morfologik kategoriyalarning quyidagi turlarini ajratgan: son, egalik, kelishik, subyekt, qiyos, nisbat va o'zgalovchi kategoriyalari⁹.

Subyekt uchun o'zi yashaydigan atrof-borliqdagi jismoniy obyektlar va ularning parametrlarini tasniflash, tabiatning o'ziga xos xususiyatlarini namoyon qilishdan ko'ra ko'proq fikrlash jarayoni muhim hisoblanadi. Tasniflashning bu kabi jihati fikrlash jarayonini kategoriyalashtirish deb ataladi, uning natijalari esa kognitiv kategoriyalar sanaladi. Masalan, ranglarning kognitiv kategoriyalari: oq, yashil, qizil, sariq, ko'k¹⁰.

Shuningdek, kognitiv kategoriyalashtirish kognitiv tilshunoslik nuqtayi nazaridan bazaviy, subordinat va superordinat darajalarga bo'linadi.

Kognitiv-konseptual kategoriyalashtirishning bazaviy darajasiga xos yuqorida sanab o'tilgan barcha xususiyatlarni tizimlashtirgan holda, J.Lakoff ta'kidlaydiki, bazaviy darajadagi kategoriyalar quyidagi nuqtayi nazardan bazaviy hisoblanadi:

- 1) idrok (shaklni yaxlit idrok etish, yakka mental obraz, tezkor aniqlash);
- 2) funksiyalar (umumiy harakatlantirish dasturi, ya'ni mazkur daraja kategoriyalarining obyektlari bilan bo'ladigan harakatlarning yagona tizimi);
- 3) aloqa (eng avvalo, bolalar tomonidan yodlab olinadigan va lug'at tarkibida birinchi bo'lib keladigan eng qisqa, eng ko'p uchraydigan va kontekstual neytral so'zlar bilan belgilanadi);

⁶ Аристотель. Категории. Перевод А.В.Кубицкого. – М.: Соцэкгиз, 1939. – С. 84.

⁷ Фалсафа. Қомусий луғат. – Тошкент: “Ўзбекистон файласуфлари миллий жамияти нашриёти”, “Шарқ” нашриёт-матбаа акциядорлик компанияси бош таҳририяти, 2004. – Б. 195.

⁸ Гуломов А. Ўзбек тилида кўплик категорияси. – Тошкент, 1944. – Б. 565.

⁹ Шаҳобиддинова Ш. Умумийлик ва хусусийлик диалектикаси ҳамда унинг ўзбек тили морфологиясида акс этиши: Филол. фан. д-ри. ...дисс. автореф. – Тошкент, 2001. – Б. 50.

¹⁰ Ungerer F., Schmid H. -J. An Introduction to Cognitive Linguistics. – L. – N.Y.: Longman, 1997. – P. 2.

4) bilimlarni tashkillashtirish (kategoriya a'zolari xususiyatlarining eng ko'p miqdori shu darajada saqlanadi).

Ma'lumotlarning aksariyati bitta konseptual darajada saqlanib qolishi va aynan shu oraliq daraja bu holatda bazaviy ekanligi, uning aynan fundamental psixologik funksiyasi – geshtaltni idrok etish, ya'ni qismlarning birligida butunlikni idrok qilish funksiyasi bilan izohlanadi. Bazaviy darajaning boshqa kategoriyalashtirish darajalari bilan tubdan farq qilishi insonning ushbu darajadagi kategoriya bilan bog'laydigan xususiyatlarda ko'rinadi. Bazaviy darajada kategoriyalar xususiyatlari butunning qismlari xususiyatlari bilan, ya'ni obyektning tarkibiy qismlariga qanday bo'linishi bilan bog'liq, bu esa, o'z navbatida, obyektlar haqidagi bilimlarimizda muhim o'rin tutadi.

Dissertatsiyada olib borilgan tizimli izlanishlar subyektning borliqdagi turli xarakterga ega voqea-hodisalarni tarkibiy bo'laklarga ajratish, segmentlash, asosiy voqea, ikkilamchi voqealarga ajratish va ularni nomlash orqali til unsurlaridan foydalanib, dunyoni maksimal darajada tasvirlash imkoniga ega bo'lishini ko'rsatdi.

Mazkur bobning uchinchi fasli “**Subyektning badiiy diskursdagi funksional yuklamasi**” deb nomlangan bo'lib, unda subyekt masalasining badiiy diskursdagi ahamiyati yoritilgan.

“O'zbek tilining izohli lug'ati” oxirgi nashri (2020-yil) 3-tom, 375-betida (O'TIL) “subyekt” termini va uning hosilalariga quyidagicha ta'rif keltiriladi.

Subyekt [*lot.* subjectum – “ostida, asosida turuvchi”]:

1. Mantiqda: muhokama qilinayotgan, hukm chiqarilayotgan predmet; mantiqiy ega.

2. Faol ish-harakat qiluvchi, biluvchi, ong va irodaga ega bo'lgan individ yoki ijtimoiy guruh. *Individ — ijtimoiy mavjudot, shu ma'noda subyekt ijtimoiy mazmun kasb etadi, ya'ni jamiyatning o'zi ham subyekt bo'lib kelishi mumkin (“O'zME”).*

3. *tlsh. ayn. ega 2. Gapning subyekt.*

Subyektiv – 1. Bir shaxsning, subyektning o'zigagina xos, o'zigagina tegishli; shaxsiy. *Subyektiv omillar.*

2. Bir kishining shaxsiy fikriga, qarashlariga asoslangan, bir taraflama, bir tomonlama. *Subyektiv kechinmalar. Subyektiv baho. Subyektiv qarashlar.*

Subyektivlik *ayn. Subyektivizm* – bahoning subyektivligi. *Fikrning subyektivligi. Voqelik yozuvchining qalb prizmasidan o'tadi, tasvir obyektiga munosabat subyektivlikning nozik momentlarida ko'rinadi (“O'TA”).*

Tilga subyektivlik singib ketgan, shuning uchun subyektiv, inson omili tobora ko'proq zamonaviy lingvistik tadqiqotlar markaziga o'tmoqda. Antropologik tilshunoslikning shakllanishi til tadqiqotlari diqqat markazining “insondagi til”dan “tildagi odam” yo'nalishiga o'tganligini ko'rsatadi.

“Tildagi odam” ifodasi matn kategoriyasiga zamonaviy tadqiqotchida katta qiziqish uyg'otadi. Bu inson tilidan foydalanish tamoyillari va qonuniyatlari haqidagi lingvistik fikrlarni chuqurlashtirish va konkretlashtirish zarurati bilan izohlanadi.

Subyekt va obyektning semantik kategoriyalar bilan subyekt va obyekt korrelyatsiyasini o'rnatish imkoniyati til hodisalarini tahlil qilishda strukturaviy-semantik yondashuvning afzalliklarini ochib beradi. Lingvistik dalillarni tahlil qilish

natijasida olingan subyekt va obyektning differensial belgilari ushbu jumla a'zolarining tarkibiy va semantik variantlarini to'liq va adekvat ravishda taqdim etish hamda ularning paradigmatlarini ochish imkonini beradi.

Gapning semantik tashkil etilishida subyekt muhim rol o'ynaydi. Uning asosiy to'g'ri semantik (ekstralingvistik voqelikni nazarda tutuvchi) vazifasi ko'rib chiqilayotgan voqelik obyektini aniqlashdir. Ushbu funksiyani bajarish uchun denotativ yo'naltirilgan so'zlar juda muvofiq keladi: ko'rsatish hamda kishilik olmoshlari, muayyan ismlar va umumiy otlarning ayrim turlari. O'zining ma'nosi bilan subyekt predikatga aylanadi, uni izohlash uchun u ma'lum shartlarni yaratadi. Predikat bilan bog'lanish subyektning ikkita funksiyasini hosil qiladi – obyektning aspektlash funksiyasi (uning umumiy yoki individual xususiyatlariga ishora qilish), u bilan taqqoslash mumkin bo'lgan predikatlarining semantik turlarini oldindan belgilab berish va bu anaforik funksiyadir. Buning ikkinchisi subyektga semantik retrospektivlikni beradi: nutq subyektini haqida allaqachon to'plangan ma'lumot (berilgan xabarning presuppozitsiyasi) u bilan aniq yoki bilvosita bog'langan bo'ladi, masalan: *Bu kishi Shomaqsud G'ulomovning shogirdlari – olim, sportchi, shoir, injener, mehnatkash odam – endi biz bilan ishlaydi.* Jumlada har uchala funksiya – identifikatsiya, aspektizatsiya va anafora – ma'lum bir gapning predmetiga xoslik mavjud. Umumiy mulohazalarning shakllanishi va obyektiv voqelikdan uzoqlashishi bilan subyektning roli o'zgaradi: subyektning aniqlovchi funksiyasi asosiy emas, uning predikativ yo'nalishi esa aniqlovchi vazifasiga ega bo'ladi.

Ishning ikkinchi bobi “**Kognitiv tilshunoslikda subyekt kategoriyasining o'rni**” deb nomlangan. Mazkur bobning birinchi “**Kognitiv grammatikaning asosiy tushunchalari masalasi**” faslida sohaga oid tushunchalar mohiyati ochib berilgan.

So'nggi o'n yilliklar davomida olib borilgan kognitiv tilshunoslikka doir tadqiqotlarda inson ongida paydo bo'ladigan bilim, tasavvur usullari, shuningdek, til birliklarining konseptual mohiyati jamlangan. Konseptual mazmun tilning turli qatlamlari orqali beriladi. Ammo ko'p tilshunoslarning ta'kidlashicha, konseptual ma'lumotning eng muhim qismi, til nuqtayi nazaridan eng ahamiyatli ma'no-mazmunlar grammatikada, avvalambor, morfologiyada to'plangan¹¹.

Grammatikaning birlamchi bazaviy qismi bo'lgan morfologiyaning kognitivligi masalasini yo'lga qo'yish funksional (A.V.Bondarko, N.A.Kobrina, Y.S.Kubryakova, N.A.Slyusarev¹²), semiologik (Y.S.Stepanov¹³) va funksional-semiologik (N.N.Boldirev) grammatikaning so'nggi paytlarda yaratilgan nazariyalariga tayanadi.

Morfologik konseptlar leksik konseptlarga nisbatan ancha uyg'un hisoblanadi. Bu o'rinda morfologik so'zi umuman grammatik so'ziga sinonim bo'lib, sintaktik konseptlarni ham o'z ichiga oladi. Shunga asoslangan holda, ko'rib chiqilayotgan

¹¹ Сафаров Ш. Семантика. – Тошкент: Ўзбекистон миллий энциклопедияси, 2013. – Б. 344.

¹² Бондарко А. В. Теория морфологических категорий и аспектологические. – Москва: Наука, 2005. – С. 619. Кобрина Н.А. Грамматика Англиского языка / Морфология. Синтаксис. –М. 1999. – С. 496. Кубрякова Е. С. Основы морфологического анализа. – Москва: Наука, 1974. – С. 320. Слюсарева Н.А. Проблемы функциональной морфологии современного английского языка. – Москва: Наука, 1986. – С. – 215.

¹³ Степанов Ю. С. Семиотика. – Москва: Наука, 1971. – С. – 169.

konseptlar guruhli, regional va individual ma'nolarni hisobga olmagan tarzda, umummilliy darajada standartlashtiriladi. Bu turdagi konseptlar ma'nosiga xos turg'unlikni, ular asosida faqatgina morfologik kategoriya va shakllar orqali ko'rish mumkin bo'lgan kategorial ma'nolarni topamiz. Turg'unlik nisbiy tushuncha bo'lishi mumkin, chunki diskurs holatlari va tilning tarixiy rivojlanish omillariga tayangan holda, bunda morfologik va sintaktik konseptlarning o'zgaruvchanligi hamda ma'noviy beqarorligi hisobga olinadi. Morfologik va sintaktik konseptlarning bunday harakatchanligi ba'zi bir hollarda grammatik kategoriyalarning chegaralanishi aniq emas, degan fikrga olib keladi.

Kognitiv tilshunoslikda "voqelik" tushunchasi va undagi subyektning konseptual semantikasi keyingi paytlarda K.Tenni, Dj.Pusteyovski, Xana Filip, Xenri Devis va Layza Trevis¹⁴lar tomonidan keng o'rganila boshlandi.

Quyida badiiy diskursdan olingan ayrim gap - hukmlarning voqelik strukturasi tahlil qilamiz.

1. *John was said to die slowly (S.Crane) – John died slowly. He was said that for hours he struggled for breath.*

2. *John was said to die slowly – At the reading of the will, his children were furious – John's children were said to be furious.*

3. *John was said to die without a struggle – It is said that at the reading of the will his children were furious.*

4. *John is said to die last ear. It is said that at the reading of the will, his children were furious.*

Bu kabi holatlarda adverbial (ravishli) modifikatsiya gap mazmunini bildirishda muhim rol o'ynaydi. Bu gaplarda birlamchi, asosiy voqea – *John died*. Sub-voqealar – *Children were furious. They read the will*.

O'z subyektiga ega bo'lgan ikki voqelik birlashganda qaysi biri subyektning yetakchi unsuri, asosiy a'zosi bo'lishi va boshqasining sub-voqeaga aylanishi butunlay subyektning kommunikativ niyati va fe'lning semantikasiga bog'liq bo'ladi. Gap tarkibida qo'llanilgan fe'l-kesim hissiy bilish, aqliy bilish, kauzativ fe'l bilan ifodalangan bo'lsa, mana shu fe'llar asosiy voqelikni bildiruvchi fe'l maqomini saqlab qoladi. Boshqa semantik mohiyatga ega bo'lgan fe'llar esa odatda sub-voqelikni bildiruvchi fe'l maqomini oladi.

Quyida voqelik kognitiv kategoriyasining asosiy tushuncha va tamoyillari asosida o'zbek tilidagi sodda va murakkablashgan sodda gaplarni tahlil qilamiz. "Odamlar o'g'ri devorni qachon va qanday asbob bilan teshgani, ho'kizni qaysi tomonga olib ketgani to'g'risida bahslasha-bahslasha tarqaldi" (A.Qahhor). Bu gapda biz ikkita hukmni uchratamiz: o'g'ri devorni qachon va qanday asbob bilan teshgani, ho'kizni qaysi tomonga olib ketgani.

Ingliz tilidagi sifatdosh ishtirok etgan subyektiv qurilma va ravishdoshli subyektiv qurilma tabiatan boshqa shu turdagi gaplardan biroz farq qiladi va ular sintaktik-semantik hamda kognitiv komplementatsiya vazifasini bajarmaydi va maqsad endi diskursiv topikalizatsiya bo'ladi. Bu kognitiv funksiyaning asosiy

¹⁴ Pustejovskiy J., Mani I., Gaizauskas R. The Language of Time. – New York: Oxford university press, 2005. – P. 588.

maqsadi gapdagi u yoki bu hukmni asosiy mavzuviy hukmga aylantirish va unda subyektning roli haqidagi axborot ahamiyatini oshirishdan iborat bo'ladi.

Ikkinchi bobning ikkinchi fasli "**Tilda subyekt kategoriyasi konseptual voqelanishining funksional tabiati**" deb nomlangan.

Subyekt – predmet, narsa, har qanday moddiy borliq, materialning nisbatan mustaqil va barqaror shakli. Predmetlar xususiyati va ular orasidagi munosabatlar ongdan tashqari hamda undan mustaqil bo'lganligi uchun xususiyat va munosabatlarni ham subyekt deb qarash kerak.

Mantiqda fikrimiz nimaga qaratilgan bo'lsa, u ham predmet deb yuritiladi. Bu ma'noda muhokama, tushuncha, xulosa chiqarishni ham predmet deb hisoblash mumkin.

Turli yo'nalishdagi fanlar bo'yicha dissertatsiya ustida ish olib borayotgan olimlarning ko'pchiligi ingliz tilida dissertatsiya obyektini "subject" shaklida tarjima qilish kerakligini tushuna olmay qiynalishadi.

Subyekt terminining quyidagi turlari va ma'nolari bor:

1) grammatik subyekt (mos ravishda "ega") gap sintaktik strukturasi- ga tegishli termin va tushuncha (ifoda plani);

2) semantik subyekt gapning mazmuniy strukturasi- ga oid tushunchadir kommunikativ subyekt. Axborotning mavzusi, ya'ni axborot, matn;

3) psixologik subyekt (birlamchi tasavvur);

4) mantiqiy subyekt (hukmning bir qismini tashkil etuvchi gap bo'lagi).

Subyektning bu turlari ko'pincha bir vaqtda ifodalanganligi uchun tarkibi turlicha voqelanishi mumkin. Masalan, *Qishlog'imizda fermer xo'jaligining egasi, brigadirimiz Abdunazarning xotini, Iqbolaning onasi bo'ladi*. Bu gapni yuqoridagi mezonlarga asosan ko'rib chiqaylik. Axborotning birlamchi kelib chiqish o'rni – qishlog'imizda – psixologik ega, gapda o'rin holi vazifasida; tema vazifasida esa – brigadirimiz, mantiqiy subyekt va grammatik ega – xotin. Chunki predikat tomon bildirilgan ish-harakat ayni shu xotin tomonidan bajarilgan. Subyekt tushunchasini tahlil qilish ega, tema (topic) va agens bilan o'zaro funksional aloqaga kirishishiga to'g'ri kelar ekan, subyekt ulardan biriga mos keladi. Subyektning ma'nosi bu qatordan birining ma'nosiga to'g'ri kelishi mumkin (masalan, mantiqiy subyekt) yoki bo'lmasa, u universal subyekt ma'nosini bildirishi mumkin, invariant vazifasini bildirishi mumkin.

Narsaning aspektlashuvi funksiyasi uning umumguruh va individual belgilarida namoyon bo'ladi. Predikatning semantik kategoriyasi uchun shart-sharoitlar yaratadi. Bu funksiyalar qatoriga anaforik funksiyani ham kiritishimiz mumkin.

Demak, subyektlar qanday so'zlar bilan ifodalanishiga ko'ra, ikki yirik guruhga bo'linadi: substantiv subyektlar, substantivlashgan subyektlar.

Birinchi guruhdagi Substantiv subyektlar grammatik jihatdan otlar bilan voqelangan yoki rasmiylashtirilgan bo'ladi.

Misol uchun:

Bolalar kitob o'qiyapti.

Oybek uyiga qaytib keldi.

Kitob stolda yotibdi.

Ushbu gaplarda "bolalar", "Oybek" va "kitob" – substantiv subyektlardir. Ular kim yoki nima harakat qilmoqda yoki holatda ekanini ko'rsatib beradi.

O'zbek tilida substantiv subyektlar tushum, jonli va jonsiz otlarga ko'ra morfologik turlanishga uchraydi.

Ikkinchi guruhdagi subyektlar esa funksiyadagi subyektlar bo'lib, ular substantivlangan so'zlar bilan ifodalanadi. O'zbek tilshunosligida Substantiv subyektlar o'zbek tilida ham muhim o'rin tutadi, chunki ular gapning asosiy ma'nosini ifodalaydi va kim yoki nima haqida so'z ketishayotganini aniqlashga yordam beradi.

Substantivlashgan subyektlar – boshqa so'z turkumlarining (masalan, sifat, fe'l yoki boshqa toifalar) otga aylanishi va subyekt vazifasini bajarishini ifodalaydi. Bunday subyektlar gapda to'liq ot kabi harakat qilib, shaxs yoki predmetni ko'rsatadi.

Substantivlashish jarayoni:

1. Sifatlarining substantivlashishi: Sifatlar ba'zi hollarda predmet yoki shaxsni belgilash uchun ishlatilganda ot vazifasini bajarishi mumkin.

Yaxshilar doim yordam beradi. (Bu gapda "yaxshilar" – sifatning otga aylanishi.)

2. Fe'llarning substantivlashishi: Fe'llar predmet yoki holatni bildirganda ham otga aylanishi mumkin.

O'qish – muhim malaka. (Bu erda "o'qish" – fe'ldan otga aylangan va subyekt vazifasini bajarmoqda.)

3. Sonlarning substantivlashishi: Sonlar predmet yoki shaxsni ifodalaganda ot kabi qo'llanilishi mumkin.

Besh tezroq etib keldi. (Bu misolda "besh" – sonning substantivlashgan shakli.)

Substantivlashgan subyektlar oddiy otlar kabi morfologik o'zgarishga ega bo'lib, to'liq subyekt vazifasini bajaradi. Ular gapning ma'nosiga va tartibiga qo'shimcha mazmun kiritib, shakllanish qoidalariga ko'ra turli ko'rinishda bo'lishi mumkin.

Subyektning badiiy diskursda voqelanish usullarini ingliz tili misolida ko'rib chiqamiz.

1. Nutq momentida gap borayotgan narsa oti. Masalan:

- *Love filled his soul. (J.Galsworthy)*

2. Subyekt qaratqich kelishigidagi (inglizcha Genetive case) ot bilan ifodalanadi. Masalan:

- *Oh, my dear Richard, Ada's is a noble heart. (Ch.Dickens)*

3. Subyekt sifatida badiiy diskursda olmoshlarning quyidagi turlarini ko'rsatish mumkin: bosh kelishikdagi kishilik olmoshi (A personal pronoun in the Nominative case); ko'rsatish olmoshi (Demonstrative pronoun); jamlovchi olmosh (Defining pronoun); noaniq olmosh (Infinitive pronoun); inkor olmoshi (Negative pronoun); egalik olmoshi (Possessive pronoun); so'roq olmoshi (Interrogative pronoun).

Masalan:

After about an hour I heard Montgomery shouting my name. (H. Wells).

Bu gapda subyekt kishilik olmoshi tomonidan voqelangan.

That set me thinking of my plan of action. (H. Wells)

Subyekt mazkur badiiy diskursda ko‘rsatish olmoshi bilan voqelangan.

All were clad in the same soft et strong silky material. (H. Wells)

Bu kontekstda subyekt jamlovchi olmosh tomonidan voqelangan.

Everyone was silent for a minute. (H. Wells)

Bu kontekstda subyekt jamlovchi olmosh bilan voqelangan.

Nothing was said either side for a minute or two afterwards. (Ch.Dickens)

Bu kontekstda subyekt inkor olmosh bilan voqelangan.

Theirs is not a very comfortable logging. (Ch.Dickens)

Bu kontekstda subyekt bog‘langan shakldagi egalik olmoshi yordamida voqelangan.

Subyektning voqealantirishda turli kontekstlarda fe‘lning noaniq shakli (infinitiv) ham ancha ko‘p qo‘llaniladi.

Masalan:

To live is to fight. (Maqol)

To see is to believe. (Maqol)

To be a rich man, l’iontenant is not always roses and beauty. (Heym)

Subyekt ingliz tilida gerundiy, gerundiyli birikma yoki gerundiyli qurilma yordamida voqealantirilishi mumkin.

Masalan:

Lying doesn’t go well with me. (E.Caldwell)

Winning the war is what counts. (E.Heminway)

Anette’s being French might upset him alittle. (J.Galsworthy)

Forgetting some things is a difficult matter. (E.Vaynich)

Ikkinchi bobning uchinchi fasli “**Subyekt ma’nosini kontekstda modifikatsiya qiluvchi til elementlari**” deb nomlanadi.

Kesim gapning bosh bo‘lagidir. To‘ldiruvchilar esa, asosan, bosh va qaratqich kelishiklaridan boshqa kelishikda kelgan ikkinchi darajadagi gap bo‘lagi sanaladi. Binobarin, kelishiklarning mustaqillik jihatidan gapda ikki xil xususiyatini ko‘ramiz. Bosh kelishik mustaqil ma’noga ega. Boshqa kelishiklar ayrim hollarda ma’lum ma’noni ifoda eta olmaydi. Ularning ma’nosi gapda, ot yoki fe‘l bilan sintaktik munosabatga kirishgandagina aniqlanadi. Demak, boshqaruvchi so‘z gapdagi ma’lum so‘zning u yoki bu kelishikda kelishini talab qiladi. Odatda, kelishik shakllari otlarning turlanishidan iborat bo‘ladi. Bu vaqtda so‘zlarning leksik ma’nosi o‘zgarmaydi, grammatik ma’nosi o‘zgaradi. Kelishik affikslari otlardan boshqa so‘z kategoriyalariga qo‘shilganda, ularning otlashishi tom ma’nosi bilan leksik xarakterdagi o‘zgarish emas, gap talabi – sintaktik ehtiyojga ko‘ra o‘zgarishdir. Shuning uchun ham kelishik vazifasida kelgan so‘z mutlaqo otlashadi, deyish bejiz emas. Bu vaqtda ot sintaktik vazifasini ado etishga kirishadi.

O‘zbek tilida to‘ldiruvchi vazifasida kelgan kelishikning formal belgisi ma’noga xalal bermagan holda ham tushib qolishi mumkin: *Men kecha kitobni o‘qidim – men kecha kitob o‘qidim* deyilganda, har ikki gapda ham *kitob* so‘zi to‘ldiruvchidir. Ba’zan esa formal belgining tushib qolishi natijasida sintaktik o‘zgarish vujudga kelishi mumkin: *Bu nur jilvasida yuzini anori dona qilay (S. Abdulla); Brigadalar uchastkalarga bo‘lindi* kabi gaplardagi yuz, uchastka so‘zlaridagi formal belgi -ni, -ga tushirib qoldirilsa, yuz aniqlovchiga uchastka logik

jihatdan to‘g‘ri obyekt, grammatik jihatdan ega bo‘lib qoladi. Lekin bunday holatlar umumiy emas. Ko‘pincha har ikki shaklda ham ishlatiladi.

Aniqllovchi otga bog‘lanib kelib, uning belgilarini ko‘rsatsa, hol predikatga bog‘lanib, uning belgilarini ifoda etadi. Shuning uchun ham ma‘lum darajada hol aniqllovchiga yaqin turadi. To‘ldiruvchida esa bunday xususiyat yo‘q. U holga nisbatan mustaqil va belgi tasavvurini ifoda etmaydi. Aniqllovchi va hol tobe bo‘lakdir. To‘ldiruvchilar esa yarim tobe, ikkinchi darajadagi gap bo‘lagidir.

Kelishik formasidagi so‘z faqat hol yoki to‘ldiruvchi, aniqllovchi vazifasidagina kelmaydi. U kesim vazifasida ham keladi. Bunday vaqtlarda ikki shaklni ko‘rish mumkin:

1. Qo‘shma kesimning bir qismi bo‘lib keladi:

Mehmonxona eshigiga kelib, taraddudda qoldi. Yo‘lchi pichoqni xamirga urgan holda hayratda qoldi (Oybek. “Qutlug‘ qon”).

2. Mustaqil holatda kesim bo‘lib keladi:

Beshserka qishlog‘i mast uyquda (A.Qahhor. “Qo‘shchinor chiroqlari”).

Yuqoridagilardan ko‘rinadiki, har bir so‘z aynan bir gapda ma‘lum vazifani bajarsa, ikkinchi gapda boshqa sintaktik vazifani ifoda etishi mumkin. Shuning uchun ham bir gapdagi vaziyatni hisobga olib, boshqa gapda ham unga shunday vazifani tirkash til faktlariga aslo to‘g‘ri kelmaydi.

Uchinchi bob **“Subyekt kategoriyasining konseptual semantikasi”** deb nomlangan bo‘lib, uning birinchi **“Subyektning sintaktika va semantikaga munosabati masalasi”** faslida subyekt masalasining sintaktika hamda semantika bo‘limlaridagi o‘ziga xos xususiyatlari ochib berilgan.

Subyekt haqidagi axborot, fakt yoki biror fikrni ifodalash, uning tipi, propozitsiyasi, keyinchalik gap tartibi komponentlarining bosqichma-bosqich amalga oshirilishi, ulardagi subyektga nisbatan munosabat sintaktik sxemasini izlash ayni paytda sintaksisning vazifasi deb bilishgani uchun, biz ham bu an‘anaga sodiq qolgan holda, subyekt va predikatni nominatsiyaga qiyoslab boramiz. Shu paytning o‘zida subyektning nomlash funksiyasi gapning asosiy funksiyasi sifatida kelmaydi va uning turli jihatlarini ajratib tashlash istagi tug‘iladi. Gap kamida ikki funksiyani bajaradi – subyekt va hodisani nomlaydi va ular haqida ma‘lumot beradi. Ammo subyekt narsa yoki hodisani nomlashning asosiy omili vositasi sifatida olinadi. Ma‘lumot berish, so‘rash, talab qilish, bilishga bo‘lgan zaruriyat gap modeli kabi lingvistik model va bu nutq jarayoni hamda uning maqsadlariga to‘g‘ri keladigan eng mos modelni ajratib olish kabi jarayonning paydo bo‘lishini talab qiladi. Ikkinchi tomondan, subyekt ishtirok etgan hodisani nomlash zarurati esa subyekt, predikat kabi nominatsiya birliklari va lingvistik shakllarni so‘zning yanada torroq ma‘noda paydo bo‘lishi uchun zamin yaratadi. Birinchi holatning amalga oshishi uchun, so‘zlovchi subyekt to‘g‘risida ma‘lum sintaktik qurilmalarni tuzish haqidagi qoidalarni bilish lozim, ikkinchi holat amalga oshishi uchun esa:

a) subyekt va predikatga ega bo‘lgan tayyor nominatsiya birliklari zaxirasiga;

b) birliklarni tuzish qoidalariga ega bo‘lish lozim. Birinchi holat sintaktik va uning subyekt, predikat, obyekt kabi doimiy birliklarini ishlatishda analogik mexanizmni bilish bilan; ikkinchisi esa leksikon, ya‘ni lug‘at boyligi, so‘z yasalishi, frazeologiya va so‘z xususiyatlarini bog‘lay olish kompetensiyasi, aniqlrog‘i,

kombinatorik qiymat bilan ta'minlanadi.

Agarda gap tarkibida bo'lgan subyektning sintaktik sxemasi lisoniy birlik sifatida namoyon bo'lsa, unda uning semantik tavsifi va strukturaviy tuzilishi shaklan va mantiqiy jihatdan moslashtirilgan bo'lishi lozim. Shuning uchun ham sintaktik jihatdan tartiblashtirilgan gap modeli har bir struktura tuzilishi o'zining mazmunidan qat'i nazar, umumiy va shu paytning o'zida aniq mazmuni ifodalash uchun xizmat qiladi. Har qanday sintaktik sxema ma'lum ma'nolar to'plamini ifodalay oladigan, u yoki bu fikrni uzatishga muayyan cheklovlar qo'yadigan holdagina o'z salmog'iga ega bo'ladi.

U yoki bu sintaktik qurilmani tanlagan so'zlovchi nutqiy vaziyatga mos keluvchi nutq oqimini tanlagan bo'ladi. Muayyan bir nutqiy qurilmani tanlaganidan so'ng, u tasvirlanayotgan holatning propozitsional segmentatsiyasiga, uning holat va ishtirokchilariga nisbatan o'z munosabatini o'rnatishga, ularning rolini bo'lib berish, ya'ni mazkur holatga nisbatan so'zlovchi ma'lum qarorga kelishi tomon qadam tashlagan hisoblanadi.

Uchinchi bobning ikkinchi fasli **“Subyekt konseptual semantikasi belgilarining badiiy diskursda voqelanishi”** deb nomlangan.

XX asr oxiri va XXI asr boshlarida tilshunoslikda Antropotsentrizm paradigmasining shakllanishi va yetakchi yo'nalishga aylanishi tilshunoslikning, shu jumladan, nazariy grammatika fanining ko'p tushunchalari va tamoyillarini qaytadan ko'rib chiqish zaruriyatini tug'dirdi. Shubhasiz, tilda yangi tushuncha va tamoyillar paydo bo'lsa, ularni bildiruvchi yangi termin va atamalar kirib keladi. Fanda mavjud bo'lgan eski atama va terminlar yangi tushuncha va tamoyillarning mohiyatini ochib bera olmaydi. Yangi paydo bo'lgan atamalar esa avvaldan mavjud bo'lgan terminlar bilan bir qatorda, ularga yuklatilgan ma'nolarni ifodalay boshladi.

Mazkur dissertatsiyada izlanish obyekti sifatida qabul qilingan “voqelik” (событие) termini esa kognitiv grammatikaga XXI asr boshlarida Dj.Taylor, L.Talmi, A.Kriz, R.Kulikova, K.Goddard, K.Tenni, JI.Trevis, E.Bitler, S.Rozen, E. Ritter va boshqalar tomonidan olib kirildi, keng qo'llanila boshlandi.

Bungacha ham “event” (hodisa, событие) tushunchasi mavjud bo'lib, u hali termin darajasiga ko'tarilmagan va ish-harakat tarzini bildiruvchi so'z sifatida ishlatilar edi.

Mazkur ishda “event” atamasini o'zbek tilida “voqelik” tarzida qabul qilamiz. Voqea ish-harakat, holat, yoki jarayondan kattaroq tushunchani bildiradi, chunki bir voqea o'z ichiga bir necha ish-harakatni birlashtirishi mumkin. Bundan tashqari, sub-voqea (sub-event) tushunchasi borki, ish-harakat yoki holatga nisbatan bu atamani qo'llay olmaymiz, sub-ish-harakat (sub-action) va sub-holat (sub-state) deb ham bo'lmaydi.

“Voqelik” (event) termini kognitiv tilshunoslikda konsept sifatida o'rganilmaydi, balki kategorial tushuncha, aniqrog'i, “kategoriya” sifatida tahlil qilinadi.

Gapning sintaktik ma'nosi murakkab, ko'p darajali tuzilmaga ega. Iyerarxiya asosida gapning semantik qurilmasi darajasi ajralib turadi. U o'zining obyektiv voqelikka yo'naltirilganligi bilan xarakterlanadi va denotativ aloqadorlikka ega.

Biroq bu yerda leksik ma'nodan o'zga turdagi denotatlar haqida gapirishga to'g'ri keladi.

Xulosa qilib shuni aytish mumkinki, sintaktik iboralarning denotatlari alohida narsalar, sifatlar, xossalar, munosabatlar, o'z holiga qo'yilgan jarayonlar emas, balki real voqelikda yuz beradigan holat va munosabatlarning obyektiv mavjud tizimlari yoki bo'lmasa, ularning xayolan quriladigan analoglari, ya'ni mavhum hollar va mavhum obyekt – tizimlar hisoblanadi.

Mazkur paragrafda gapda ifodalangan axborotning kommunikativ qiymatiga ko'ra “yangi” va “eski” yoki “tema” va “rema” kabi nomlar bilan atalishi, ularga ma'nodosh juftliklar qatori haqida fikr yuritamiz.

Umuman, mantiqan olingan subyekt va predikat juftligida subyekt –tema berilgan va eski axborotni bildirish uchun ishlatiladigan element sifatida talqin qilinadi. Amalda ham shunday, chunki fikr bildirmoqchi bo'lgan odam hukmni axborot jihatidan boyitish uchun, uni biror aniq ma'no bilan boyitish uchun gapni tinglovchi yoki tinglovchilarga ma'qul bo'lgan axborot bilan boshlaydi, chunki agar tinglovchi gapning boshidagi axborotni tushunmasa, gapning oxiridagi axborotni qanday tushunadi? Masalan, *Somebody came* gapida tema – *somebody*, rema esa – *came*. Bu gapda so'zlovchi kimningdir kelganligi haqida gapirmoqchi-yu, ammo kim kelganligini o'zi bilmaydi, chunki “*somebody*” bu – noaniq olmosh. Gapning boshi noaniq bo'lsa, oxiri aniq bo'ladimi? *Somebody* – bu gapning temasi, remasi esa noaniq. Noaniq subyektga biz qanday aniq axborot berishimiz mumkin? Bu ilojisiz narsa.

Tilshunoslikda bu juftlikka oldindan mos keluvchi bir necha juftliklarni uchratamiz.

Masalan:

Tema	Rema
Subyekt	Predikat
Subyekt	Topik
Eski axborot	Yangi axborot
Manzara	Tasvir
Yuborilgan axborot kvanti	Qabul qilingan axborot kvanti

Biz bu qatorni, so'zlar o'rtasidagi umumiylik va xususiylik masalalarini yoritishni juda muhim vazifa deb bilgan holda, ularning ma'no ko'lami, farqlanishidagi tabiati kabi masalalarni tahlil qilish bu hodisaning asl mohiyatini tushunishga xizmat qiladi, deb o'ylaymiz.

Tilshunoslikka bag'ishlangan tadqiqotlarda yangi axborot rema va eski axborot har doim tema sifatida qabul qilinadi. Bunday fikrning paydo bo'lishi uchun ayrim shart-sharoitlar ham yo'q emas. «Eski» axborot deganda ko'pchilik bu vaziyatda ma'lum, chunki avvalgi kontekstda qaratilgan yoki vaziyatdan anglab olish mumkin bo'lgan axborotni tushunadi.

Uchinchi bobning so'nggi fasli “**Subyektning mavhumlik darajasi va uning turli kontekstlarda namoyon bo'lishi**” deb nomlangan.

O'rganilayotgan tillarda subyekt va predikat o'rtasidagi aloqalarni tahlil qilishning bir qator qiyinchilik va muammolari borligining ba'zi sabablari bor. Jumladan:

1. Gapda subyektini ajratib olish ayrim holatlarda juda qiyin. Masalan:

1. *Uning ta'kidlashicha, yuqtirganlarning 80 foizigacha kasallik yengil shaklda kechadi va ko'pchilik o'z kasalliklari haqida hatto bilishmaydi.*

2. ***Ko'pchilik Afandini mayna qilib kuldi, ko'pchilik jinniga chiqardi. Bir qism kishi ishondi ham.*** (G'.G'ulom. "Yodgor")

Demak, bu yerda mavhumlik, qandaydir odamlar sanog'idan iborat bo'ladi.

Ikkinchi gapda ham xuddi shu holat takrorlangan. Ammo biz bilamizki, birinchi gapdagi ko'pchilik millionta yoki undan ko'proq bo'lishi mumkin. Bu ishonarli, ishonsa bo'ladigan aniq miqdor. Masalan, kovid pandemiyasi davrida "millionta odam kasallandi" deyilsa, bu mubolag'a bo'lmay, oddiy bir hayotiy faktga aylangan edi (2019 – 2021-yillar). Ammo "Afandini million kishi mayna qilib kuldi" desa, bu odam ishonadigan voqelik emas. Chunki million kishini bir joyga tuplab bo'lmaydi. To'plab bo'lmaganidan keyin ular afandini mayna qilishi, uni jinniga chiqarishi yanada mavhum, noto'g'ri hukm bo'ladi.

Ingliz tilida ham, o'zbek tilida ham subyekt vazifasini so'z, so'z birikmasi, ergash gap yoki frazeologizm bajarishi mumkinki, bu narsa ayrim qiyinchilik tug'dirishi mumkin.

Misol uchun ingliz tilidagi ayrim gaplarni olaylik.

1. ***What I want to do is to save us both.*** (Dreiser)

2. *It was unfortunate **that** the patient was brought in during the evening.* (Heym)

3. ***Whether she was determined to bring matters to a crisis, or whether she was prompted by some private sign from Mr. Buff, is more than I can tell.*** (Collins)

4. *It is a pity her brother should be quite a stranger to her.* (Eliot)

5. *It was plain, pitiably plain, that he was aware of his own defect of memory, and that he was bent on hiding it from the observation of his friends.* (Collins)

6. *It was his uncle who spoke first.* (Priestley)

Bu gaplarni tahlil qilar ekanmiz, unda ayrim mavhumliklar, chalkashliklar va noto'g'ri nomlash holatlari ham mavjud ekanligini ko'ramiz.

To'g'ri, bu yerda grammatik eganing mantiqiy subyektga to'liq mos tushayotganini ko'ramiz, ammo subyektning o'zini qanday izohlash, tushunish kerakligini bilmay qolamiz.

Masalan, birinchi gapning egasi ergash gap yordamida ifodalangan. Hammasi tushunarli. Ammo *What I want to do – Men qilmoqchi bo'lgan narsa.* Bu nima endi? Mavhum bir narsa, buni faqat subyekt bilishi mumkin, xolos.

Ikkinchi gapda ega ***that the patient was brought in during the evening.*** Bu gapda ega ikkita – birinchisi kiritma it (introduction it) bo'lsa, ikkinchisi yuqoridagi haqiqiy ega. Kasalni tunda olib kelishgani juda alam qiladi odamga. Bu yerda ikki lingvistik (lisoniy) unsur bir mantiqiy unsur subyekt vazifasini bajaradi.

"Agar kasalni tunda keltirishgani" bu ingliz tilida ergash gap shaklida, o'zbek tilida esa so'z birikmasi shaklida bo'lsa, hammasi tushunarli, ammo mantiq nuqtayi nazaridan u hukm bo'lsa, unda u eski axborot bo'lishi kerak bo'ladi. Demak, bu

subyekt o‘ziga mos predikatga ega bo‘lishi kutiladi. Bu o‘rinda predikat situatsiyaga baho bermoqda – omadsizlik bo‘ldi.

Uchinchi gapda grammatik ega, ya’ni mantiqiy subyekt juda murakkab, tushunish qiyin, psixologik idrok o‘yinlaridagi situatsiyani eslatadi.

Whether she was determined to bring matters to a crisis, or whether she was prompted by some private sign from Mr. Buff, is more than I can tell.

Bu gapdagi mantiqiy subyektning hajmi shu qadar katta axborotni o‘z ichiga oladiki, uning predikati shaklan qisqa va mavhumlik jihatidan subyektdan qolishmaydi. O‘zbek tilida ayrim misollarni ko‘rib chiqamiz.

7. **Jamoliddin ham, Shohmurod Ko‘hisoniy ham, Temur Malik ham** mana shunday yo‘llar bilan yana o‘n yilcha urush qilmay turishni mo‘ljallagan edilar. Bu o‘n yil ichida Xorazmshoh qo‘shinini yana ham **qudratli etish** ko‘zda tutildirdi. (Mirmuhsin. “Xo‘jand qal‘asi” (Temur Malik)).

8. Har kishiga davlatni **xudoi taoloning o‘zi beradi** (G‘.G‘ulom. “Yodgor”)

Yuqoridagi misollarda grammatik ega so‘z birikmalari yordamida ifodalangan: Jamoliddin, Shohmurod Ko‘hisoniy, Temur Malik (uyushiq gaplar). Qudratli etish (so‘z birikmasi). Xudoyi taoloning o‘zi (jumla). Bularning hammasi, bir-ikkita qo‘lbola do‘koncha, uchta tovuq – erkin birikmalar. Albatta, bu subyektlar avvalgi holatlarga qaraganda soddaroq.

XULOSA

Tilshunoslikda “subyekt” kategoriyasining badiiy diskursda funksional-semantik, lingvomadaniy va pragmalingvistik tadqiqi bizga quyidagilarni umumiy xulosa sifatida keltirish imkonini beradi.

1. Badiiy diskursda subyekt termini mantiq fani orqali tilshunoslikka kirib kelgan va u hukmning ikki yetakchi tashkil etuvchi qismlaridan biri bo‘lib, predikat bilan birlashib insonga olamni nomlash, baholash, talqin qilish, minimal bilim birligi – kvantni yaratishga xizmat qiladi. Tilshunoslik fan sifatida shakllanib borayotgan bir paytda bu diada (ikki komponentli mohiyat) triadaga (uch komponentli strukturaga) aylandi. Ya’ni: subyekt + bog‘lovchi element + predikat.

2. XVII asrga kelib Rene Dekartning ratsional falsafasi shakllanishi va rivojlanishi badiiy diskursda subyekt, predikat terminlariga yana bir tashkiliy element – obyektning qo‘shilishiga olib keldi. Subyekt va obyekt tushunchalari oppozitsiyasining yaratilishi ularning fandagi rolini qayta ko‘rib chiqishga sabab bo‘ldi. Bunda subyekt bilish jarayonini amalga oshirishga mas’ul, bazaviy tushuncha sifatida belgilandi. Obyekt esa moddiy borliqdagi barcha narsalar kabi bilish obyektiga aylandi. Mana shu holat, ya’ni subyekt va obyekt rolining ko‘p rejaliligi vaziyatni biroz qiyinlashtirdi. Gap subyektlari maqomining o‘zgarishi subyekt mohiyatiga ta’sir qilmasligi bosh muammolardan biriga aylandi.

3. Badiiy diskursda subyekt tushunchasining fandagi mohiyati juda keng bo‘lib, u mohiyat, birlamchi asosda yotgan nimadir, obyektiv borliq materiyaning barcha belgi va xususiyatlari bilan umumiylikda olingan, mukammal, cheklangan belgilar asosida cheklanmagan belgi, xossa, xususiyat va munosabatlarni ifoda qila oladigan, borliqdagi cheksiz hodisa o‘zgarishlarini cheklangan mohiyatlarga

aylantira oladigan, nisbatan mustahkam va inson ongidan tashqarida mustaqil mavjud bo'la oladigan mohiyatdir.

Kognitiv tilshunoslik shakllanib bo'lguniga qadar tilshunoslar borliq dunyoni atomar yondashuvi yordamida subyekt (ega), predikat (kesim), bog'lama unsur (kommulyativ fe'l), obyekt (to'ldiruvchi) va hokazo kabi tarkibiy unsurlarga bo'lib o'rganib kelgan bo'lsa, kognitiv tilshunoslikdagi ikki an'ana dunyoni bilishda inson tilining o'rni va dunyoning lisoniy tasvirini yaratish muammosi subyekt va unga aloqador tushuncha hamda, terminologiyani qayta ko'rib chiqish zaruriyatini keltirib chiqardi.

4. Kognitiv tilshunoslikda subyekt bilan bir qatorda, substansiya tushunchasi va termini ham tilshunoslar tomonidan keng o'rganila boshlandi. Buning sababi shundaki, substansiya – bu moddiy va ma'naviy o'lchamga ega bo'lgan dunyo bo'lib, bu ikki o'lchov dunyoning atributlaridir. XXI asr falsafasida substansiya tushunchasi moddiy borliqdagi predmetning universal mantiqiy tavsifi bo'lib, bir tomondan til yordamida dunyoni bilish va interpretatsiya qilishdagi asosiy obyekt bo'lib xizmat qiladigan mohiyatdir.

5. XXI asr tilshunosi bilish jarayonida tilning va shu tilda so'zlashuvchi subyektning rolini tadqiq qilar ekan, inson bilimlarining xarakterini tushunishda zamonamizdagi tabiiy va ilmiy bilimlarga, xususan, neyrolingvistika, ijtimoiy psixologiya, neyrofiziologiya, kvant mexanikasi ilmlariga asoslanishi, falsafa fanining hozirgacha erishgan yutuqlaridan keng foydalanishi kerak, deb hisoblaymiz. Tilshunos badiiy diskursda subyekt kategoriyasini tadqiq qilar ekan, moddiy dunyoning subyektdan, inson bilimlaridan, tafakkuridan tashqarida ekanligi hamda subyektga qadar, uning sezgi va aqliga qadar mavjud bo'lganligini tan olishi kerak.

6. Kognitiv tilshunoslikda subyekt tomonidan dunyodagi predmet-hodisalarning tartibini, ketma-ketligini ajratib olish uchun asos bo'luvchi quyidagi tamoyillarga asoslaniladi: predmet-hodisalar zamon-vaqt, tabiiy tuzilishi, qiymat (*valeur*) darajasi, fazilati, kamoloti, ya'ni yetukligi jihatidan ma'lum tartibda bo'ladi. Bu belgilar badiiy diskursdagi subyektning nutq mahsulotidagi mavqeini, uning kombinatorika imkoniyatlarining keng yoki tor bo'lishini ham belgilaydi.

7. Badiiy diskursdagi subyektning lingvistik jihatdan talqinida ega subyekt (lingvistik subyekt, ingliz tilida *subject*) terminini ko'proq qo'llaymiz. Demak, ega gapning asosiy elementlaridan biri bo'lib, u ism, predmet va hodisalarni ifodalab, undan mazkur predmet yoki hodisaning zotini, tuzilishini va shaklini bilib olish mumkin (*inson, hayvon, Mayk, adolatsizlik, qayg'u, botqoq va hokazo - man, animal, Mike, injustice, grief, swamp va hokazo*).

Ammo ingliz tilida otning o'zi yolg'iz subyekt bo'la olmaydi. Faqat ochiq yoki yashirin ravishda mavjudlikni bildirib, so'zga qo'shilganidagina subyekt bo'la olishi mumkin.

8. Badiiy diskursda subyektning qanday semantik tabiatga ega ekanligi ko'p jihatdan uning ifodasiga bog'liq. Agar subyekt antroponim ot bilan ifodalangan bo'lsa, unda subyektning konseptual jihatdan voqelanishi quyidagi shaklda amalga oshiriladi: subyekt – agens, ish-harakatning bajaruvchisi; holat subyekt (jismoniy va ruhiy holatlar); sifat xarakteristikasini beruvchi subyekt; miqdoriy xarakteristika

beruvchi subyekt; egalik subyekti; sifatlovchi subyekt; patsiens vazifasidagi subyekt; munosabat subyekti; idrok subyekti; identifikatsiya subyekti; mavjudlik subyekti; adresat subyekti; gapirish subyekti; subyekt-kauzator.

9. Agar badiiy diskursda subyekt antroponim bilan voqelangan bo'lsa, unda quyidagi konseptual variantlar kuzatiladi: sifat xarakteristikasini beruvchi; miqdoriy xarakteristika beruvchi, guruhlovchi, holat yoki holatni o'zgarishini bildiruvchi, mavjudlik, identifikatsiya subyekti, subyekt-patsiens, ish-harakatning manbasi bo'lgan subyekt, lokativ, temporal, mavhum tushunchalarni bildiruvchi, kauzativ, asbob-qurolni bildiruvchi, faoliyat ko'rsatayotgan subyekt kabi.

10. O'zbek tilida ega quyidagi so'z turkumlari yordamida ifodalanadi: bosh kelishigidagi ot, bosh kelishigidagi olmosh, son (sanoq va tartib son), sifatdosh, infinitiv, sifat, undov so'z, ergash gap, ergashgan qo'shma gap tarkibida ega vazifasida ishlatilganda.

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

KOKAND STATE PEDAGOGICAL INSTITUTE

YULDASHEVA DILOROM ALIEVNA

**LINGUOCULTURAL RESEARCH OF THE CONCEPTUAL
REALIZATION OF THE CATEGORY “SUBJECT” IN
LITERAL DISCOURSE**

10.00.11 – Theory of Language. Applied and Computational Linguistics

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

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The doctor of philosophy dissertation is available in the Information Resource Center of Andijan State Institute of Foreign Languages (registration number _____). (Address: 170100, Andijan city, Babur avenue, 5. Tel: 0 (374) 223-42-76).

The abstract of the dissertation is distributed on "_____" _____ 2025.
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INTRODUCTION (annotation of the dissertation of the doctor of philosophy (PhD))

Topicality and necessity of the dissertation topic. Functional-semantic and linguo-cognitive research of all language units is carried out on a large scale within the paradigm of antropocentrism, which is the leading direction of the development of world linguistics. From this point of view, linguists pay special attention to the study of the specific role of the conceptual interpretation of the subject category, which is considered one of the active categorical forms, in the performance of the task of knowing the world by a person. In the era of globalism, the expansion of the functional scope of the English language in foreign countries where it is not the native language creates conditions for a more in-depth study of the issues and problems related to the functional-semantic and linguistic aspects of the English language, relying on new methods and approaches.

Linguists are very interested in the interpretation of the specific features of the subject's categorical semantics and conceptual interpretation, which is an integral part of the sentence structure, which is the main unit of interpersonal communication in all languages that are functionally developed in world linguistics. This aspect is related to the need to study the reasons and factors that determine the place and role of language elements in the process of knowing the world.

In the field of linguistic research in our country, the study of the subject category as a general and specific linguistic problem has been studied by various schools and directions of traditional linguistics, and mainly structural-semantic contextual, disjunctive and functional variants prevailed. In this regard, it is appropriate to quote the following opinion of our President: "Today's time demands the science, like all other fields, to be raised to a new level. After all, it is difficult to solve the pressing problems facing society without science. Supporting this field and scientists in all directions is one of the priority tasks of our state".¹ From this point of view, today the identification of these issues as a priority strategic direction requires conducting large-scale research in the field of linguistics, bringing the creation of new generation textbooks and teaching-methodical manuals to a new level. At this stage, doing research in the field of languages, which studies the functional-semantic and linguocognitive properties of the subject, is more relevant than ever. From this point of view, today the linguistic interpretation of the role of the subject category in creating the linguistic landscape of the world in the utterances of various forms of literal discourse is of particular importance.

Resolution No. 124 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 "On approval of state educational standards for foreign languages of the continuous education system", 2016 of the First President of the Republic of Uzbekistan PF-4797 of May 13 "On the establishment of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi", President of the Republic of Uzbekistan No. PF-49-47 of February 7, 2017 "O Decrees "On the strategy of actions for the further development of the Republic of Uzbekistan", dated April 20, 2017 No. PQ-2909 "On further improvement of the higher education

¹ Mirziyoyev Sh. Ilm fan yutuqlari – taraqqiyotning muhim omili // www.standart.uz (murojaat sanasi: 23.04.2024)

system", decree of the Cabinet of Ministers of the Republic of Uzbekistan dated August 8, 2017 Decisions "On measures to further improve foreign language teaching in educational institutions", President of the Republic of Uzbekistan dated October 21, 2019 "Measures to increase the prestige and position of the Uzbek language as a state language" This dissertation serves to a certain extent in the implementation of the tasks defined in the Decree and other regulatory legal documents adopted in this field.

Correspondence of the research to the priorities of the development of science and technology of the republic. The dissertation was carried out in accordance with the priority direction of the republican science and technology development I. "Formation of a system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of the information society and democratic state".

The degree to which the problem has been studied. The problem of expressing the subject in speech is directly related to the issue of subjectivity in language, and it is reflected in logical categories. This issue has been seriously studied in world linguistics. The subject category in the language, the means and methods of its expression, as well as linguistic and cultural research were carried out in the direction of linguistic interpretation within the framework of Germanic languages. Scientists such as O.Jespersen, R.M.Xerts, Y.Kruisinga, R.Lakov, L.F.Don Nielsen, D.Zigel, G.P.Stanley and F.T.Visser² conducted research in world linguistics to determine the scope of use of the subject category and to study their structural-combinational possibilities.

Conceptual interpretation, discursive and linguocognitive features of the subject, its content, purpose, function in speech and its specific features, signs, communicative parameters have been studied by the following scientists. These linguists are D.S.Likhachev (1997), Yu.D.Apresyan (1995), A.Vezhbiskaya (1997), Z.D.Popova (2001), N.F.Alefirenko (2005), A.V.Kuznesova (2010), N.Baldirrov (2000), N.D.Arutyunova (1999), G.V.Kolshansky (1990), Y.S.Kubryakova (2009)³ etc. In these studies, the main focus is on the laws of the interpretation process in the knowledge of the world carried out by units according to different levels of the language.

² Jespersen O. Modern English Grammar on historical principles 15, Vol. 4. Ldn, 2004. – P. 697; Hertz R.M. The Grammar of English causativa-transivity, Ann Abrur. Michigan, 2005. – P. 587; Kruisinga E.A. Handbook of PresentDay English, Part II, Utrechi. 2005. – P. 478; Don Nilsen I.F Semantic theory A linguistic perspektive. Newbury Houze Publishers, Rowlex Mass, 1975. – P. 191; Siegel D. Non soures of unpassives. -In: Syntax and semantics, vol.2. – N-Y. 1993; – P. 324; Stanley G.P. Passive motivation – Foundations of Language, Boston. 1985. vol 18 № 1; Visser F.T./ An Historical syntax of English language, P/H, half, 3 – Leiden, 1973. – P. 512;

³ Лихачев Д.С. Концептосфера русского языка // Русская словесность. От теории словесности к структуре текста. – М.: Academia, 1997; – С. 147 – 165; Апресян Ю.Д. Образ человека по данным языка: попытки системного описания. – М.: Школа «Языки русской культуры», 1995; – С. 37 – 67; Вежицкая А. Язык. Культура. Познание. – М.: Русские словари, 1997. – С. 412; Попова З.Д. Очерки по когнитивной лингвистике. – Воронеж: Воронежский государственный университет, 2001. – С. 191; Алефиренко Н.Ф. Спорные проблемы семантики. – М.: Гнозис, 2005. – С. 326; Кузнецова А.В. Художественная когнитивность: образ автора, концептуализация, стиль. – М.: Изд-во Моск. ун-та, 2010. – С. 324; Арутюнова Н.Д. Язык и мир человека. – М.: Языки русской культуры, 1999. – С. 896; Болдырев Н.Н. Когнитивная семантика. – Тамбов: ТГУ, 2000. – С. 235; Гак В.Г. Языковые преобразования. – М.: Языки русской культуры, 1998. – С. 763; Колшанский Г.В. Объективная картина мира в познании и языке. – М.: Наука, 1990. – С. 107; Кубрякова Е.С. Концепт // Краткий словарь когнитивных терминов. – М.: Изд-во МГУ, 1996. – С. 429 – 450.

This category has been studied in Uzbek linguistics in the works of a number of linguists on grammar. Sh.Safarov, Nurmonov A., Maxmudov N⁴ were engaged in researching the linguistic and cultural aspects of the subject in artistic works.

In the formation of the theoretical basis of the dissertation, it was based on the theory of hermeneutics and interpretation, which were considered relevant in recent times. The mentioned sources are of great scientific and practical importance in the study of the role of the subject category in creating the linguistic landscape of the world, its functional-semantic and linguocultural research, as well as in the study of the characteristics of the manifestation of these language units in certain languages. Nevertheless, the development of the theory of interpretation of the world by language requires new researches in linguistics in which the history of the creation of the subject, new theoretical views and interpretations, currents and hypotheses are put forward. Because the analysis of the subject's forms of existence, their functional-semantic and linguistic-cultural features is one of the less studied problems.

Relationship of the research with the research plans of the higher education institution where the dissertation was completed. The dissertation was completed within the framework of the state scientific research plan of the Kokand State Pedagogical Institute "Research of the language on a system-structural and functional basis".

The aim of the research is to explore the role of the subject category in shaping the linguistic representation of the world and to reveal its linguoculturological aspects.

Research objectives:

to study the problem of conceptual realization of the means of expression of the subject category in different systematic languages;

to distinguish its functional-semantic possibilities based on the analysis of the subject category in certain languages;

to implement the semantic categorization of verb groups forming subject categories belonging to different languages;

to analyze the issue of the scope of participation of language elements that realize the subject category in the creation of the linguistic image of the world.

The object of the research is the subject category of different systematic languages.

The subject of the research is the study of structural-semantic, functional-pragmatic features of language units representing the subject category.

Research methods. Classification, contextual, distributive and structural analysis and categorization were used.

⁴ Сафаров Ш. Когнитив тилшунослик. – Жиззах: Сангзор, 2006. – В. 92; Нурмонов А., Махмудов Н. Ўзбек тили назарий грамматикаси. – Тошкент: Фан, 1992. – Б. 149; Абдурхмонов Ф. Ҳозирги ўзбек адабий тили. Синтаксис. – Тошкент: Фан, 1990. – Б. 207; Фуломов А.Ф., Асқарова М.А. Ҳозирги адабий ўзбек тили. – Тошкент: Ўқитувчи, 1965. – Б. 279; Раҳматуллаев Ш. Ҳозирги адабий ўзбек тили. – Тошкент: Фан, 2010. – Б. 298; Ҳожиёв А. ва бошқ. Ҳозирги ўзбек адабий тили (Синтаксис). – Тошкент: Фан, 1983. – Б. 194; Мелиев К. Ҳозирги туркий тилларда сифатдошлар. – Тошкент: Фан, 1974. – Б. 167; Сафаев А.С. Главные члены простого предложения в современном узбекском языке. – Тошкент: САГУ, 1950. – С. 80.

The scientific novelty of the research is as follows:

the functional application, formation, and frequency of usage of the subject category from a textual perspective have been revealed from a linguoculturological standpoint;

based on the material of the studied languages, the conceptual-semantic properties of the subject category in various texts have been identified, and its usage in active, passive, reflexive, causative, medial and reciprocal voice forms has been proved;

the potential capabilities of conceptualization, expression, and intensification arising in the process of subject combination with verbs of different semantic groups have been substantiated;

the national, mental, and pragmatic characteristics of subject category forms in different languages have been scientifically researched.

The practical results of the research are as follows:

materials for the creation of textbooks on general linguistics, cognitive linguistics, ethnopscho-linguistics, linguo-cultural studies, as well as the preparation of lecture texts and the improvement of practical training in higher educational institutions;

texts reflecting the process of conceptual realization of subject category forms in English and Uzbek languages have been collected.

The reliability of the research results is based on the fact that collections of scientific-methodical and scientific-practical conference materials of the republic and international level, articles published in special journals and foreign scientific journals, conclusions, proposals and recommendations have been put into practice, and the obtained results have been approved by authorized organizations.

Scientific and practical significance of research results. The scientific significance of the research results is explained by the fact that they serve as a scientific basis for conducting scientific research on theoretical grammar, general linguistics, translation theory, writing monographs, dissertations and articles.

The practical value of the dissertation is determined by the various aspects of different systematic languages and the possibility of use in creating practical and theoretical grammar, general linguistics, study guide, teaching-methodical recommendations, dictionary and vocabulary.

Implementation of research results. Based on the scientific research conducted on the formation of the category of the subject, its participation in the creation of the linguistic image of the world, and the functional semantic and linguistic study of its manifestation in different languages:

According to the conclusions about the functional use of the subject category used in the literal discourse in text types and their wide or less use within the scope of the meaning of forming the subject category, the "Erudit" was used as part of the encrypted closed fundamental project. (Reference No. 10/1626 of the Ministry of Defense of the Republic of Uzbekistan dated 21.08.2023). As a result, the differences in the functional application of the subject category in various types of texts within artistic discourse were revealed, as well as the extent of its use within the semantic scope of subject category formation-either in a broader or a more limited form;

Based on English and Uzbek language sources the Kokand State Pedagogical Institute in cooperation with the United States Bureau of Educational and Cultural Affairs used the scientific conclusions on the description of the conceptual-semantic features of subject forms used in various texts in a practical project named "FY 2018 English Access Microscholarship Program" under the number S-ECAGD-18-CA-0067 (PO20002335) (Reference No. 112 dated 04.18.2023 of the Kokan State Pedagogical Institute of the Republic of Uzbekistan). As a result, it was used to provide information about the formation of subject category forms in the languages being studied, their differences from other grammatical categories, and similar and different signs of such situations in languages;

the conclusions about the potential possibilities of the subject in the process of combinatorics with verbs of different semantic groups, such as conceptualization, expression, strengthening, limitation of connection was used in the preparation of the scripts of the "Literary Process" programs (Reference number 04-36-728 dated November 5, 2023 of the state institution of the National Television and Radio Company of Uzbekistan "Uzbekistan Teleradiokanali"). As a result, the mechanism of conceptual categorization of subject category forms, the replaying a role in determining the functional value of functional forms of language means and types had been shown

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

Publication of research results. A total of 18 scientific works were published on the topic of the dissertation. In particular, 3 scientific articles, including 2 national and 1 foreign journals were published in scientific publications recommended to publish the main results of doctoral dissertations of the Higher Attestation Commission of the Republic of Uzbekistan.

The structure and volume of the work. The dissertation consists of an introduction, three chapters, a conclusion and a list of used literature, notes the total volume of which is 140 pages.

THE MAIN CONTENT OF THE DISSERTATION

In the "Introduction" part of the dissertation, the topicality and necessity of the research topic is based, the level of research of the problem is highlighted, the aim, tasks, object and subject of the research, scientific novelty, practical results are described: the theoretical and practical significance of the obtained results is revealed, the introduction of the research, the information about its publication and structure are provided.

The first chapter is entitled "**Theoretical foundations of the research**", in this chapter, the importance of the research related to the topic, stages of study, types of analysis, interpretation are explained in detail. In the chapter "**On the anthropocentric essence of language**" the problems arising in today's field and considerations on their solution are revealed on the example of world and Uzbek linguistics.

According to the basic teaching of linguoculturalology and pragmalinguistics, which are interpreted as the main directions of the anthropocentric paradigm, the

language and its owner perform the main task. Cognitive linguistics, which is one of the leading directions of the anthropocentric paradigm, is associated with the word “*cognite*” (compare: *cognize* – to perceive, to become aware of, or to know – *idrok qilmoq, bilmoq, anglamoq*; cognition – mental action, process – *bilim, mentol faoliyat*). Knowing and perceiving the world and reality is not a simple phenomenon. Therefore, it is necessary to take into account all kinds of social and cultural events related to the person and his activity in the activity of thinking. But it should be noted that imagining these processes by a person without language is a difficult phenomenon, and at the heart of it, of course, is the process of cognition and acquired knowledge of a person. The reason is that a person's linguistic reserve is enriched in close connection with the existence that surrounds him. The study of national culture with the help of languages, in fact, consists in studying what kind of knowledge was formed and polished on the basis of the languages being compared.

According to Abu Nasr Farabi, "a person becomes the most mature being by knowing the world around him and himself. Knowledge is the essence of man. The purpose of knowledge is to attain truth. All knowledge begins with observing things and events in the surrounding world. Because the essence created by the activity of thinking cannot be before its natural basis."⁵ Calling and interpreting existing things and events by different names ensures diversity in people's use of language.

In English, language units with a *tiger* component are not considered productive, for example, *to fight like a tiger – jasorat bilan jang qilmoq, (as) fierce as a tiger – yo'lbars kabi shafqatsiz*. In the second example, it is taken into account that the tiger is a predator and even attacks a person, and is cruel. It should be noted that Chinese language units with a tiger component are more productive than Uzbek and English languages.

It can be seen from the analyzed examples that in the analysis of the anthropocentric aspect of the language, the diversity of language units, the human factor and the existence surrounding it are of great importance.

The second part of the first chapter is entitled "**Cognitive approach to categorization of language units**".

The problem of categorization is one of the basic issues in the linguocognitive study of language units. It is known that the concept of category is interpreted differently depending on the essence of different sciences. The first of them is a philosophical *category*.

Philosophical categories not only express certain relations and relationships of things and events in reality, but also reflect the characteristics and relations of the whole universe, human life and thinking. Therefore, each specific science turns to philosophical categories to reveal the characteristics and signs of the field it studies.

In the history of philosophy, the concept of category was first described by Aristotle in his work "Categories". He looked at the category as a generalized perception of objective reality and divided it into such types as substance (essence), *quantity, quality, relationship, space, time, situation, state, action, consequence*. Plato distinguished the following categories: *essence, action, peace, similarity, difference*⁶.

⁵ А.Нурмонов. Ўзбек тилшунослиги тарихи. – Тошкент: Ўзбекистон, 2002. – Б. 232.

⁶ Аристотель. Категории. Перевод А.В.Кубицкого. – М.: Соцэкгиз, 1939. –84 с.

I. Kant evaluated the category as a form of reason not based on experience and facts. According to him, categories are reflected "*not in the things themselves*" ("things in themselves"), but in the subject, in the structure of his thinking. I. Kant divided the following categories: *quality, quantity, relation, modality*.

In general, categories in philosophy testify to the fact that they are formed from the point of view of a person's knowledge and perception of the world. Categories are, firstly, the knowledge gained by a person in the process of knowing the essence and laws of nature and social phenomena, and secondly, they are important scientific tools used to deepen their knowledge of reality and reveal its secrets and laws⁷.

Cognitive linguistics, which emerged and developed within the framework of the antropocentrism paradigm, and cognitive grammar, which is a component of it, have by now acquired their own terminology and apparatus of concepts.

The category problem has been widely described in different years on the basis of Uzbek language materials. In particular, A. Gulomov systematically analyzed in detail the issue of plural expression in modern Uzbek language⁸. Sh.Shahobiddinova distinguished the following types of morphological categories in the Uzbek language: number, possessive, agreement, subject, comparison, ratio and modifying categories⁹.

For the subject, the process of thinking is more important than classifying the physical objects and their parameters in the environment where he lives, and manifesting the unique features of nature. Such an aspect of classification is called categorization of the thought process, and its results are called cognitive categories. For example, cognitive categories of colors: white, green, red, yellow, blue¹⁰.

Also, cognitive categorization is divided into basic, subordinate and superordinate levels from the point of view of cognitive linguistics.

Having systematized all the above-mentioned features specific to the basic level of cognitive-conceptual categorization, J. Lakoff emphasizes that the basic level categories are considered basic from the following point of view:

1) perception (holistic perception of form, single mental image, quick identification);

2) functions (a general movement program, that is, a single system of actions with objects of this level category);

3) communication (first of all, it is determined by the shortest, most frequent and contextually neutral words that are memorized by children and come first in the vocabulary);

4) organization of knowledge (the maximum number of features of category members is stored at this level).

The fact that most of the information is stored at one conceptual level and that this intermediate level is basic in this case is explained by its fundamental psychological function - the perception of gestalt, that is, the function of perceiving

⁷ Фалсафа. Қомусий луғат. – Тошкент: “Ўзбекистон файласуфлари миллий жамияти нашриёти”, “Шарқ” нашриёт-матбаа акциядорлик компанияси бош таҳририяти, 2004. – Б. 195.

⁸ Ғуломов А. Ўзбек тилида кўplik категорияси. – Тошкент, 1944. – Б. 565..

⁹ Шаҳобиддинова Ш. Умумийлик ва хусусийлик диалектикаси ҳамда унинг ўзбек тили морфологиясида акс этиши: Филол. фан. д-ри. ...дисс. автореф. – Тошкент, 2001. – Б. 50.

¹⁰ Ungerer F., Schmid, H. -J. An Introduction to Cognitive Linguistics. – L. – N.Y.: Longman, 1997. – P. 2.

the whole in the unity of parts. The fundamental difference between the basic level and other levels of categorization is seen in the characteristics that a person associates with the category of this level. At a basic level, the properties of categories are related to the properties of the parts of the whole, that is, how an object is divided into its constituent parts, which, in turn, plays an important role in our knowledge of objects.

The systematic research conducted in the dissertation showed that the subject has the opportunity to maximally describe the world using language elements by dividing the events of different nature into structural parts, segmentation, main event, secondary events and naming them.

The third part of this chapter is entitled "**Functional duty of the subject in the literal discourse**" and the importance of the subject in the literal discourse is highlighted.

The last edition of "Annotated Dictionary of the Uzbek Language" (2020), volume 3, page 375 (O'TIL) defines the term "subject" and its derivatives as follows.

Subject [lat. subjectum – "under, based on"]:

1. In logic: the subject being discussed and judged; has logic.
2. An individual or a social group with an active action, knowledge, consciousness and will. **An individual** is a social being, in the sense that a subject acquires a social meaning, that is, society itself can become a subject ("O'zME").

3. Ling. exactly **subject** – Subject of the sentence

Subjective - 1. Unique to one person, subject; personal. Subjective factors.

2. One-sided, one-sided, based on one person's personal opinion and views. Subjective experiences. Subjective assessment. Subjective views.

Subjectivity is precisely **Subjectivism** - the subjectivity of assessment. Subjectivity of thought. Reality passes through the prism of the writer's soul, the relationship to the object of the image is seen in the subtle moments of subjectivity ("Uzbek language and literature").

Language is imbued with subjectivity, so the subjective, human factor is increasingly becoming the center of modern linguistic research. The formation of anthropological linguistics shows that the focus of language research has shifted from "language in man" to "man in language".

The expression "man in language" is of great interest to the modern researcher in the text category. This is explained by the need to deepen and concretize linguistic thoughts about the principles and laws of human language use.

The ability to establish subject and object correlation with semantic categories reveals the advantages of the structural-semantic approach to the analysis of language phenomena. The differential signs of the subject and the object obtained as a result of the analysis of linguistic evidence make it possible to fully and adequately present the structural and semantic options of the members of this sentence, as well as to reveal their paradigms.

The subject plays an important role in the semantic organization of the sentence. Its main correct semantic (referring to extralinguistic reality) task is to identify the object of the reality under consideration. Denotatively oriented words are well suited to perform this function: demonstrative and personal pronouns,

specific names and some types of common nouns. With its meaning, the subject becomes a predicate, for its interpretation it creates certain conditions. The connection with the predicate creates two functions of the subject - the function of aspecting the object (referring to its general or individual features), predetermining the semantic types of predicates that can be compared with it, and this is the anaphoric function. The latter gives the subject semantic retrospectivity: the information already collected about the subject of speech (the presupposition of the given message) is directly or indirectly connected with it. For example: *This person is a student of Shomaqsud Ghulomov - scientist, athlete, poet, engineer, hardworking person - now works with us.* In a sentence, all three functions - identification, aspectization and anaphora - are specific to the subject of a certain sentence. With the formation of general opinions and moving away from objective reality, the role of the subject changes: the determining function of the subject is not the main one, and its predicative direction has a determining function.

The second chapter of the work is entitled "**The role of the subject category in cognitive linguistics**". In the first part of this chapter, "**The Problem of Basic Concepts of Cognitive Grammar**", the essence of concepts related to the field is revealed.

The cognitive linguistics research conducted in recent decades focused on the knowledge, ways of imagining, and the conceptual essence of language units that appear in the human mind. Conceptual content is conveyed through different layers of language. But many linguists say that the most important part of conceptual information, the most important meanings from the point of view of language, are collected in grammar, first of all, in morphology¹¹.

Addressing the issue of the cognitive nature of morphology, which is the primary basic part of grammar, relies on recently created theories of functional (A.V.Bondarko, N.A.Kobrina, Y.S.Kubryakova, N.A.Slyusareva¹²), semiological (Y.S.Stepanov¹³) and functional-semiological (N.N.Boldirev) grammar.

Morphological concepts are more compatible with lexical concepts. Here, the word morphological is generally synonymous with the word grammatical, and includes syntactic concepts. Based on this, the concepts under consideration are standardized at the national level without taking into account group, regional and individual meanings. We find the stagnation characteristic of the meaning of this type of concepts, based on them categorical meanings that can be seen only through morphological categories and forms. Stagnation can be a relative concept, as it takes into account the variability and semantic instability of morphological and syntactic concepts, relying on discourse situations and factors of historical development of the language. Such mobility of morphological and syntactic concepts in some cases leads to the opinion that the delimitation of grammatical categories is not clear.

¹¹ Сафаров Ш. Семантика. – Тошкент: Ўзбекистон миллий энциклопедияси, 2013. – Б. 344.

¹² Бондарко А. В. Теория морфологических категорий и аспектологические. – Москва: Наука, 2005. – С. 619. Кобрина Н.А. Грамматика Англиского языка / Морфология. Синтаксис. –М. 1999. – С. 496. Кубрякова Е. С. Основы морфологического анализа. – Москва: Наука, 1974. – С. 320. Слюсарева Н.А. Проблемы функциональной морфологии современного английского языка. – Москва: Наука, 1986. – С. 215.

¹³ Степанов Ю. С. Семиотика. – Москва: Наука, 1971. – С. – 169.

In cognitive linguistics, the concept of "reality" and the conceptual semantics of the subject in it have recently been widely studied by KTenny, Dj Pustejovski, Hana Philip, Henry Davis and Lisa Travis¹⁴.

Below we will analyze the reality structure of some sentences - sentences taken from the literal discourse in English and Uzbek languages.

1. *John was said to die slowly (S.Crane) – John died slowly. He was said that for hours he struggled for breath.*

2. *John was said to die slowly – At the reading of the will, his children were furious – John's children were said to be furious.*

3. *John was said to die without a struggle – It is said that at the reading of the will his children were furious.*

4. *John is said to die last ear. It is said that at the reading of the will, his children were furious.*

In such cases, adverbial (attitudinal) modification plays an important role in expressing the content of the sentence. The primary, main event in these sentences is *John died*. Sub-events – *Children were furious. They read the will*.

When two realities with their own subject are combined, which one becomes the leading element, the main member of the subject, and the other becomes a sub-event, depends entirely on the communicative intention of the subject and the semantics of the verb. If the part of the verb used in the sentence is represented by emotional knowledge, intellectual knowledge, causative verb, then these verbs retain the status of verbs denoting the main reality. Verbs with other semantic meaning usually take the status of verbs denoting sub-reality.

Below we will analyze simple and complex simple sentences in Uzbek based on the main concepts and principles of the cognitive category of reality. "People began arguing about when and with what tool the thief pierced the wall, and in which direction he took the ox" (A. Qahhor). In this sentence, we find two judgments: when and with what tool did the thief pierce the wall, and in which direction did he take the ox.

Subjective device with adjectival participation and subjective device with attitude in English are somewhat different from other sentences of this type, and they do not perform the function of syntactic-semantic and cognitive complementation, and the goal is now discursive topicalization. The main purpose of this cognitive function is to turn this or that judgment in the sentence into the main thematic judgment and to increase the importance of information about the role of the subject in it.

The second part of the second chapter is entitled "**The functional nature of the conceptual realization of the subject category in language.**"

A subject is an object, thing, any material being, a relatively independent and stable form of material. Since the characteristics of objects and the relations between them are outside of consciousness and independent of it, the characteristics and relations should also be considered as subjects.

In logic, what our thoughts are focused on is called an object. In this sense, discussion, understanding, and conclusion can also be considered as subjects.

¹⁴ Pustejovskiy J., Mani I., Gaizauskas R. The Language of Time. – New York: Oxford university press, 2005. – P. 588.

Most of the scientists who are working on a dissertation in various disciplines have difficulty understanding that the object of the dissertation should be translated in the form of "*subject*" in English.

The subject term has the following types and meanings:

1) grammatical subject (respectively "*subject*") a term and concept related to the syntactic structure of the sentence (expression plan);

2) semantic subject is a concept related to the meaningful structure of the sentence, communicative subject. The subject of information, that is, information, text;

3) psychological subject (primary imagination);

4) logical subject (part of the sentence).

Since these types of subjects are often expressed at the same time, their content can be different. For example, *the owner of the farm in our village, the wife of our foreman Abdunazar, the mother of Iqbola*. Let's consider this sentence based on the above criteria. The primary place of origin of information - in our village - is the function of place case in a psychological sentence; and in the role of theme - our foreman, logical subject and grammatical owner - his wife. Because the action expressed towards the predicate was performed by this woman. The subject corresponds to one of them, since the analysis of the concept of the subject has to enter into a functional relationship with the owner, the topic (topic) and the agent. The meaning of the subject may correspond to the meaning of one of these lines (for example, a logical subject), or if not, it may mean a universal subject, may indicate an invariant function.

The function of aspecting a thing is manifested in its collective and individual signs. Creates conditions for the semantic category of the predicate. Among these functions, we can include the anaphoric function.

So, subjects are divided into two large groups according to the words used to express them: substantive subjects and substantivized subjects.

The subject in the first group is grammatically represented or formalized by nouns. The subjects of the second group are the subjects of the function, which are represented by substantivized words.

We will consider the methods of the subject's realization in the literal discourse on the example of the English language.

1. The noun of what is being said at the moment of speech. For example:

- *Love filled his soul. (J. Galsworthy)*

2. The subject is represented by a noun in the genitive case. For example:

- *Oh, my dear Richard, Ada's is a noble heart. (Ch. Dickens)*

3. The following types of pronouns can be shown as a subject in literal discourse: A personal pronoun in the nominative case; demonstrative pronoun; collective pronoun (Defining pronoun); indefinite pronoun (Infinitive pronoun); negative pronoun (Negative pronoun); possessive pronoun (Possessive pronoun); Interrogative pronoun.

For example:

After about an hour I heard Montgomery shouting my name. (H. Wells).

Bu gapda subyekti kishilik olmoshi tomonidan voqelangan.

That set me thinking of my plan of action. (H. Wells)

Subyekt mazkur badiiy diskursda ko‘rsatish olmoshi bilan voqelangan.

All were clad in the same soft et strong silky material. (H. Wells)

Bu kontekstda subyekt jamlovchi olmosh tomonidan voqelangan.

Everyone was silent for a minute. (H. Wells)

Bu kontekstda subyekt jamlovchi olmosh bilan voqelangan.

Nothing was said either side for a minute or two afterwards. (Ch.Dickens)

Bu kontekstda subyekt inkor olmosh bilan voqelangan.

Theirs is not a very comfortable logging. (Ch.Dickens)

In this context, the subject is represented by a possessive pronoun in the bound form.

The indefinite form of the verb (infinitive) is used quite often in different contexts when making the subject an event.

For example:

To live is to fight. (Maqol)

To see is to believe. (Maqol)

To be a rich man, liontenant is not always roses and beauty. (Heym)

In English, a subject can be expressed using a gerund, a gerund compound, or a gerund device.

For example:

Lying doesn't go well with me. (E.Caldwell)

Winning the war is what counts. (E.Heminway)

Anette's being French might upset him alittle. (J.Galsworthy)

Forgetting some things is a difficult matter. (E.Vaynich)

The third section of the second chapter is entitled "**Language elements that modify the meaning of the subject in context**".

A participle is the first part of a sentence. Complements are mainly second-level clauses that come in a different agreement than the main and indicative. Therefore, we see two different features of the agreement in terms of independence in the sentence. The main agreement has an independent meaning. Other agreements cannot express a certain meaning in some cases. Their meaning is determined only when they enter into a syntactic relationship with a noun or a verb in a sentence. So, the controlling word requires that a certain word in the sentence occurs in one or another agreement. Usually, the conjugation forms consist of nouns. At this time, the lexical meaning of the words does not change, but the grammatical meaning changes. When agreement affixes are added to word categories other than nouns, their naming is not a change in the lexical character in the literal sense, but a change according to the syntactic need of the sentence. That is why it is not unreasonable to say that the word that comes in the function of agreement is absolutely transitive. At this time, the noun begins to fulfill its syntactic function.

In the Uzbek language, the formal sign of the agreement as a complement can be omitted without giving halal to the meaning: When it is said that *I read a book yesterday* - *I read a book yesterday*, the word book is a complement in both sentences. Sometimes, as a result of dropping a formal sign, a syntactic change may occur: *In the light of this light, make your face a pomegranate* (S. Abdulla); If the

formal sign in the words "face" and "section" in sentences such as "brigades were divided into sections" is dropped to "-", then "section" becomes a logically correct object and grammatically correct object for the face determiner. But such cases are not common. It is often used in both forms.

If the determiner is attached to the noun and shows its signs, the case is attached to the predicate and expresses its signs. Therefore, to a certain extent, it is close to the determiner. The filler does not have such a feature. It is independent of the situation and does not represent the imagination of the character. Determinative and subordinate clauses. Complements are semi-subordinate, second-level clauses.

The word in the conjugation form does not appear only as a case or as a complement or determiner. It also comes in the function of participle. At such times, two forms can be seen:

1. It is a part of a compound part:

When he reached the door of the hotel, he hesitated. The traveler was surprised, hitting the knife on the dough ("Qutlug' Qon" by Oybek).

2. The participle in the independent case is:

The village of Beshserka is in a drunken sleep ("Lights of Qo'shchinor chiroqlari" by A. Qahhor).

It can be seen from the above that each word performs a specific function in one sentence, and can express a different syntactic function in the second sentence. That's why, taking into account the situation in one sentence, attaching such a task to it in another sentence does not correspond to the facts of the language at all.

The third chapter is entitled "**Conceptual semantics of the subject category**", and its first chapter "**The question of the relation of the subject to syntax and semantics**" reveals the specific features of the subject question in the syntactic and semantic sections.

At the same time, they considered that the function of syntax is to express information about the subject, a fact or an idea, its type, proposition, then the step-by-step implementation of sentence order components, and the search for a syntactic scheme of relation to the subject in them. For this reason, we, being faithful to this tradition, compare the subject and the predicate to the nominative. At the same time, the function of naming the subject does not appear as the main function of the sentence, and there is a desire to separate its various aspects. A sentence performs at least two functions - it names the subject and the event and gives information about them. But the subject is taken as a means of naming a thing or event. It requires the emergence of a linguistic model, such as the need-to-know sentence model to inform, ask, demand, and this speech process and the process of extracting the most suitable model for its purposes. On the other hand, the need to name the event in which the subject participated creates the ground for the appearance of nominative units and linguistic forms such as subject and predicate in a narrower sense of the word. For the realization of the first case, it is necessary to know the rules for constructing certain syntactic devices about the speaking subject, and for the realization of the second case:

a) to the stock of ready-made nominative units with a subject and a predicate;

b) it is necessary to have rules for forming units. The first case is syntactic and with the knowledge of the analogical mechanism in the use of its constant units such

as subject, predicate, object; and the second one is provided by the lexicon, that is, the wealth of vocabulary, word formation, phraseology, and the competence to connect word features, or rather, combinatorial value.

If the syntactic scheme of the subject in the sentence appears as a linguistic unit, then its semantic description and structural structure should be adapted in form and logic. Therefore, each structure of the syntactically arranged sentence model serves to express the general and at the same time specific content, regardless of its content. Any syntactic scheme can express a certain set of meanings and has its weight only if it imposes certain restrictions on the transmission of this or that idea.

The speaker who chooses this or that syntactic device chooses the flow of speech corresponding to the speech situation. After choosing a specific speech device, he is assigned to the propositional segmentation of the described situation, to establish his attitude towards the situation and its participants, and to divide their roles. That is, in relation to this situation, the speaker is considered to have taken a step towards reaching a certain decision.

The second part of the third chapter is entitled **"Realization of the signs of the conceptual semantics of the subject in the literal discourse."**

At the end of the 20th century and the beginning of the 21st century, the formation of the Anthropocentrism paradigm in linguistics and its transformation into a leading direction created the need to reconsider many concepts and principles of linguistics, including the science of theoretical grammar. Undoubtedly, when new concepts and principles appear in the language, new terms and terms indicating them appear. Old terms and terms in science cannot reveal the essence of new concepts and principles. The new terms began to express the meanings assigned to them along with the previously existing terms.

The term "event" (voqelik), accepted as the object of research in this dissertation, was introduced to cognitive grammar in the beginning of the 21st century by D. J. Taylor, L. Talmi, A. Kriz, R. Kulikova, K. Goddard, K. Tenny, J. I. Trevis, E. Bitler, S. Rozen, E. Ritter and others and began to be widely used.

Even before that, there was the concept of "event" (hodisa, sobytie), which had not yet risen to the level of a term and was used as a word denoting a way of doing things.

In this work, we accept the term "event" in the Uzbek language as "reality". An event refers to a larger concept than an action, state, or process, because an event can include several actions. In addition, there is a concept of sub-event (sub-event), which we cannot use this term in relation to action or state, sub-action (sub-action) and sub-state (sub-state).

The term "event" (voqelik) is not studied as a concept in cognitive linguistics, but is analyzed as a categorical concept, more precisely, as a "category".

The syntactic meaning of the sentence has a complex, multi-level structure. Based on the hierarchy, the level of the semantic device of the sentence is distinguished. It is characterized by its orientation to objective reality and has denotative relevance. However, here it is necessary to talk about denotations other than the lexical meaning.

In conclusion, it can be said that the denotations of syntactic expressions are not separate things, qualities, properties, relations, and processes. Perhaps the

objectively existing systems of situations and relationships that occur in real reality, or, if not, their imagined analogues, that is, abstract cases and abstract objects - systems.

In this paragraph, we will think about whether the information expressed in the sentence is called by such names as "new" and "old" or "theme" and "rheme" according to the communicative value, as well as a series of meaningful pairs.

In general, in a logically derived pair of subject and predicate, the subject-theme is interpreted as an element used to express given and old information. In practice, this is the case, because the person who wants to express an opinion begins the sentence with information that is acceptable to the listener or listeners, in order to enrich the judgment in terms of information, to enrich it with a specific meaning. Because if the listener does not understand the information at the beginning of the sentence, how will he understand the information at the end of the sentence? For example, in the sentence *Somebody came*, the theme is *somebody*, and the rheme is *came*. In this sentence, the speaker wants to talk about someone coming, but he does not know who came, because "*somebody*" is an indefinite pronoun. If the beginning of the sentence is unclear, will the end be clear? *Somebody* is the subject of this sentence, and the rheme is ambiguous. How can we give specific information to an uncertain subject? This is impossible.

In linguistics, we find several pairs that correspond to this pair in advance.

For example:

Theme	Rheme
Subject	Predicate
Subject	Topic
Old information	New Information
Scenery	Image
Quantum of information sent	Quantum of information received

We consider this series to be a very important task to clarify the issues of commonality and specificity between words, and we think that the analysis of such issues as the scope of their meaning and the nature of their differentiation will serve to understand the true essence of this phenomenon.

In studies devoted to linguistics, new information is always taken as a rheme and old information as a theme. There are certain conditions for the emergence of such an idea. By "old" information, most people understand information that is known in this situation, because it is focused on the previous context or can be understood from the situation.

The last part of the third chapter is entitled "**The level of abstraction of the subject and its manifestation in different contexts**".

There are some reasons why there are a number of difficulties and problems in analyzing the relations between the subject and the predicate in the studied languages. Including:

1. It is very difficult to distinguish the subject in a sentence in some cases. For example:

1. *He said that up to 80 percent of infected people have a mild disease and many do not even know about their disease.*

2. *Many people laughed at Effendi, many made him mad. Some people believed.* (G'. Ghulam. "Yodgor")

So, here the abstraction will consist of a certain number of people.

The same situation is repeated in the second sentence. But we know that the majority in the first sentence could be a million or more. This is a reliable, reliable quantity. For example, during the covid pandemic, if it was said that "*a million people got sick*", this was not an exaggeration, but became a simple fact of life (2019-2021). But when someone says, "*Effendi was laughed at by a million people*," this is not a reality that people believe. Because you can't put a million people in one place. It is a more abstract and wrong judgment that they will abuse and drive him crazy after they have not collected.

Both in English and in Uzbek, a word, a phrase, an adverb or a phraseology can perform the function of a subject, which can cause some difficulties.

For example, let's take some sentences in English.

1. *What I want to do is to save us both.* (Dreiser)
2. *It was unfortunate that the patient was brought in during the evening.* (Heym)
3. *Whether she was determined to bring matters to a crisis, or whether she was prompted by some private sign from Mr. Buff, is more than I can tell.* (Collins)
4. *It is a pity her brother should be quite a stranger to her.* (Eliot)
5. *It was plain, pitifully plain, that he was aware of his own defect of memory, and that he was bent on hiding it from the observation of his friends.* (Collins)
6. *It was his uncle who spoke first.* (Priestley)

Analyzing these sentences, we see that there are some abstractions, confusions and cases of incorrect naming.

True, here we see that the grammatical possessor fully corresponds to the logical subject, but we do not know how to interpret and understand the subject itself.

For example, the owner of the first sentence is expressed using a subordinate clause. Everything is understandable. But *What I want to do - What I want to do. What is this now?* Something abstract that only the subject can know.

The second sentence subject is *that the patient was brought in during the evening.* There are two possessors in this sentence - the first is the introduction it, and the second is the actual possessor above. It is very painful for a person to be brought in at night. Here, two linguistic elements and one logical element act as subjects.

"*If the patient was brought at night*" is in the form of an adverbial clause in English, and in Uzbek as a phrase, everything is understandable. But logically, if it is a judgment, then it must be old information. So, this subject is expected to have a corresponding predicate. Here the predicate evaluates the situation - it was bad luck.

In the third sentence, the grammatical possessor, that is, the logical subject, is very complex, difficult to understand, and reminds us of the situation in the games of psychological perception.

Whether she was determined to bring matters to a crisis, or whether she was prompted by some private sign from Mr. Buff, is more than I can tell. (Collins)

The size of the logical subject in this sentence contains so much information that its predicate is short in form and does not lag behind the subject in terms of abstraction. Let's look at some examples in the Uzbek language.

7. *Both Jamaluddin, Shahmurad Kohistani, and Temur Malik planned to avoid war for another ten years. It was planned to **make** Khorezmshah's army even more **powerful** during these ten years. (Mirmukhsin. "Khojand Castle" (Temur Malik)).*

8. God Almighty himself gives the state to everyone (G'.Ghulam. "Yodgor").

In the above examples, they are expressed using grammatically appropriate word combinations: Jamoliddin, Shahmurad Kokhistani, Temur Malik (combined sentences). Mighty achievement (phrase). God Almighty himself (sentence). All this, a couple of handicraft shops, three chickens - free combinations. Of course, these subjects are simpler than the previous cases.

CONCLUSION

The functional-semantic, linguistic-cultural and pragmalinguistic study of the "subject" category in linguistics allows us to make the following general conclusions.

1. In literal discourse, the subject term entered linguistics through the science of logic, and it is one of the two leading constituent parts of the judgment, and together with the predicate, it serves to name, evaluate, interpret the universe, and create a minimum unit of knowledge - a quantum. As linguistics developed as a discipline, this dyad (a two-component essence) evolved into a triad (a three-component structure). That is: subject + connecting element + predicate.

2. By the 17th century, the formation and development of the rational philosophy of René Descartes led to the addition of another organizational element - the object - to the subject and predicate terms in the literal discourse. The creation of the opposition of the concepts of subject and object caused a reconsideration of their role in science. In this case, the subject was defined as a basic concept, responsible for the implementation of the cognitive process. And the object, like all things in material existence, became an object of knowledge. This is the situation, that is, the multiple planning of the role of the subject and the object made the situation a little difficult. One of the main problems is that the change of the status of the subjects of speech does not affect the essence of the subject.

3. In literal discourse, the concept of the subject in science is very broad. It is an essence, something underlying the primary basis, an essence taken in common with all the signs and properties of objective existence matter. And based on perfect, limited signs, it is an essence that can express unlimited signs, properties, characteristics and relationships, can transform the infinite changes of events in existence into limited essences, is relatively stable and can exist independently outside of human consciousness.

Before the formation of cognitive linguistics, linguists used the atomic approach to study the whole world by dividing it into structural elements such as subject (owner), predicate (part), connecting element (cumulative verb), object (complementary). . The two traditions of cognitive linguistics, the role of human language in knowing the world and the problem of creating a linguistic image of the world, caused the need to revise the subject and related concepts and terminology.

4. In cognitive linguistics, along with the subject, the concept and term of substance has been widely studied by linguists. This is because substance is a world

that has a material and a spiritual dimension, and these two dimensions are attributes of the world. In the philosophy of the 21st century, the concept of substance is a universal logical description of an object in material existence, and on the one hand, it is the essence that serves as the main object in knowing and interpreting the world with the help of language.

5. The 21st century linguist studies the role of language and the subject speaking this language in the process of cognition. We believe that understanding the character of human knowledge should be based on the natural and scientific knowledge of our time, in particular, the sciences of neurolinguistics, social psychology, neurophysiology, and quantum mechanics, and should widely use the achievements of the science of philosophy. While researching the subject category in literal discourse, the linguist must recognize that the material world is beyond the subject, human knowledge, thinking, and exists up to the subject, up to his intuition and mind.

6. In cognitive linguistics, the subject is based on the following principles, which are the basis for distinguishing the order and sequence of objects-events in the world. They are objects-phenomena in a certain order in terms of time-time, natural structure, level of value (valeur), quality, maturity, i.e. maturity. These signs also determine the position of the subject in the speech product in the literal discourse, whether its combinatory possibilities are broad or narrow.

7. We use the term subject (linguistic subject, subject in English) with a linguistic interpretation of the subject in the literal discourse. So, one of the main elements of the possessive sentence. It represents nouns, objects and events. From it, you can find out the nature, structure and form of the object or event (man, animal, Mike, injustice, grief, swamp, etc. - man, animal, Mike, injustice, grief, swamp, etc.).

But in English, a noun cannot be a single subject. It can be a subject only when it is added to the word, expressing its existence openly or secretly.

8. The semantic nature of the subject in literal discourse largely depends on its expression. If the subject is represented by an anthroponymic noun, then the conceptual realization of the subject is realized in the following form: the subject is an agent, the executor of the action; state subject (physical and mental states); the subject giving the qualitative characteristic; quantitative characterizing subject; subject of ownership; qualifying subject; a subject in the role of patients; subject of relation; subject of perception; identification subject; subject of existence; addressee subject; subject of speaking; subject-causative.

9. If the subject is represented by an anthroponym in literal discourse, then the following conceptual options are observed. They are qualitative characteristic, quantitative characteristic, grouping, state or change of state, existence, subject of identification, subject-patient, subject of action, locative, temporal, abstract concepts, causative, instrumental.

10. In the Uzbek language, it is expressed using the following word groups. When they are used as a possessive in the composition of a noun in the main agreement, a pronoun in the main agreement, a number (countable and ordinal number), an adjective, an infinitive, an adjective, an exclamatory word, a subordinate clause, a subordinate clause.

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

**КОКАНДСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ
ИНСТИТУТ**

ЮЛДАШЕВА ДИЛОРОМ АЛИЕВНА

**ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЕ ИССЛЕДОВАНИЕ
КОНЦЕПТУАЛЬНОГО ВОПЛОЩЕНИЯ КАТЕГОРИИ
«СУБЪЕКТ» В ХУДОЖЕСТВЕННОМ ДИСКУРСЕ**

10.00.11 – Теория языка. Прикладная и компьютерная лингвистика

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

Тема диссертации доктора философии (PhD) по филологическим наукам зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования, науки и инновации Республики Узбекистан под номером B2022.2.PhD/Fil2706.

Диссертация выполнена в Кокандском государственном педагогическом институте.
Автореферат диссертации доступен на трех языках (узбекский, английский, русский (резюме)) на сайте Научного совета (www.adchti.uz) и на Информационно-образовательном портале «Ziynet» (www.ziynet.uz).

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Ведущая организация:

**Наманганский государственный институт
иностранных языков**

Защита диссертации состоится « ____ » _____ 2025 года в _____ часов на заседании Научного совета PhD.03/29.12.2022.Fil.156.01 по присуждению ученых степеней при Андижанском государственном институте иностранных языков (Адрес: 170100, город Андижан, проспект Бабура, 5. Тел: 0 (374) 223-42-76, факс: 0 (374) 223-42-76; e-mail: info@asifl.uz).

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

Автореферат диссертации разослан « ____ » _____ 2025 года.
(Протокол рассылки № ____ от « ____ » _____ 2025 года).

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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования: заключается в раскрытии участия категории субъекта в создании языковой картины мира и ее лингвокультурологических аспектов.

В качестве **объекта исследования** была выбрана категория субъекта в разноструктурных языках.

Научная новизна исследования заключается в следующем:

функциональное применение, формирование и частотность употребления категории субъекта с точки зрения текста раскрыты в лингвокультурологическом аспекте;

на материале изучаемых языков выявлены концептуально-семантические особенности категории субъекта, используемой в различных текстах, и доказано ее применение в формах действительного, страдательного, возвратного, каузативного, медиального и совместного залога;

обоснованы потенциальные возможности концептуализации, выражения и усиления, возникающие в процессе сочетания субъекта с глаголами семантических групп;

научно исследованы национальные, ментальные и прагматические особенности форм категории субъекта в различных языках.

Внедрение результатов исследования. На основе научного исследования, проведенного по вопросам формирования категории субъекта, его участия в создании языковой картины мира, функционально-семантическому и лингвокультурному исследованию его проявления в разных языках:

выводы о функциональном использовании категории субъекта, используемой в художественном дискурсе в различных типах текстов, и широком или меньшем их применении в пределах смысла формирования категории субъекта были использованы в рамках закрытого фундаментального проекта Министерства обороны Республики Узбекистан «Эрудит» (справка № 10/1626 Министерства обороны Республики Узбекистан от 21 августа 2023 года). В результате были раскрыты различия в функциональном применении категории субъекта в разных типах текстов в художественном дискурсе, а также степень ее использования в рамках смыслового диапазона формирования категории субъекта – в более широком или ограниченном виде;

научные выводы о концептуально-семантических свойствах форм субъекта, используемых в различных текстах источников на английском и на узбекском языках были применены в практическом проекте «English Access Microscholarship Program» (FY 2018) номер S-ECAGD-18-CA-0067 (PO20002335) в Кокандском государственном педагогическом институте в сотрудничестве с Бюро по делам образования и культуры США (справка № 112. Кокандского государственного педагогического института от 18 апреля 2023 года). Результаты были использованы для предоставления информации об образовании форм категории субъекта в сравниваемых языках,

их отличиях от других грамматических категорий, а также сходных и различных признаках таких ситуаций в языках;

выводы о потенциальных возможностях субъекта в процессе комбинаторики с глаголами разных семантических групп, таких как концептуализация, выражение, усиление, ограничение связи были использованы при подготовке сценариев программ “Ta’lim va taraqqiyot”, “Bolalar va biz”, “Adabiy jarayon” на “O‘zbekiston teleradiokanali” Национальной телерадиокомпании Узбекистана (справка №04-36-728 государственного учреждения “O‘zbekiston teleradiokanali” Национальной телерадиокомпании Узбекистана от 5 ноября 2023 года). В результате было показано, что механизм концептуальной категоризации, средства и типы форм категорий субъекта в языках играют роль в определении функционального значения функциональных форм языка.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения, списка использованной литературы и приложений. Общий объем диссертации 140 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I bo'lim (part I; часть I)

1. Yuldasheva D.A. The issue of subject's relation to syntactic and semantics // International journal Science and Technology (Volume 2, Issue 2). –India, 2025. –P. 101-104. (Indexed: ResearchBib).

2. Yuldasheva D.A. Subyektning mavhumlik darajasi va kontekslarda namoyon bo'lishi // Til va adabiyot ta'limi (5-son). – Toshkent, 2023-yil. – B. 180–181. ISSN: 2010-5584. (10.00.00; №) 2024-yil 30-noyabrdagi OAK Rayosatining qarori bilan mahalliy nashrlar ro'yxatiga qo'shilgan

3. Yuldasheva D.A. Subyektning sintaktika va semantikaga munosabati masalasi // Til va adabiyot ta'limi (7-son). – Toshkent, 2023-yil. –B.9–11. (10.00.00; №). 2024-yil 30-noyabrdagi OAK Rayosatining qarori bilan mahalliy nashrlar ro'yxatiga qo'shilgan

4. Yuldasheva D.A. Subyektning badiiy diskursdagi funksiyasi // Zamonaviy dunyoda pedagogika va psixologiya nomli ilmiy respublika ilmiy-amaliy konferensiyasi. –Buxoro, 2023. (<https://doi.org/10.5281/zenodo.7952895>). –B.95–97.

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7. Yuldasheva D.A. A cognitive approach to language units // Academic research in modern science International Conference (<https://doi.org/10.5281/zenodo.12154745>). –USA, 2024. –P.102–105.

II bo'lim (part II; часть II)

8. Yuldasheva D.A. Realization of Conceptual-semantic signs of the subject in literal discourse // Educational administration: Theory and Practise (30(5)). 2024,. ISSN: 2148-2403. –P.6644–6647.

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11. Yuldasheva D.A. Subject category in literal discourse // Economy and innovation. Volume: 40/2023, ISSN: 2545-0573. –P.246–249.

12. Yuldasheva D.A. A semantic study of theme and rheme // Economy and innovation. Vol.42/2023, ISSN:2545-0573. –P.192–196.

13. Yuldasheva D.A. Study of concepts expressing the relationship between new and old information (Theme and Rheme) expressed in a sentence // Journal of positive school psycholog, 2023. Volume: 7, –№2. –P.551–554
14. Yuldasheva D.A. O‘zbek va ingliz tililarida antropolingvistika // Til va adabiyot.uz. 8-son, 2023. –B.74–76.
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16. Yuldasheva D.A. The antropocentic essence of language // Экономика и социум. ISSN: 2225-1545, №11(114), 2023. –P.518–522.
17. Yuldasheva D.A. Linguocultural analysis of subjective translation of uzbek stories of the 20th century // Jamiyat va innovatsiyalar Special Issue-05, 2024. ISSN: 2181-1415. –P.149–153.
18. Yuldasheva D.A. On the categories of objectivity and subjectivity in language // Science and innovation. Volume 3, Issue 7. July 2024, ISSN:2181-3337 scientists.uz. –P.46–48.

Avtoreferatning o‘zbek, rus va ingliz tillaridagi nusxalari
Andijon davlat chet tillari institutida tahrirdan o‘tkazildi.
(16.05.2025-yil)

Bosishga ruxsat etildi: 05.06.2025-yil.
Bichimi 60x84 ¹/₁₆, “Times New Roman” garniturasida.
Shartli bosma tabog‘i 3,25. Adadi: 60. Buyurtma: №05/06/03

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

52,1

50,3,48,5,46,7,44,9,42,11,40,13,38,15,36,17,34,19,32,21,30,23,28,25

2,51

4,49,6,47,8,45,10,43,12,41,14,39,16,37,18,35,20,33,22,31,24,29,26,27