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PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

**Ijtimoiy-gumanitar
fanlarning dolzarb
muammolari**

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SCIENCEPROBLEMS.UZ

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№ S/1 (5) - 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

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Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahammadovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafuz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

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Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD), O'zbekiston Respublikasi Sudyalar oliy kengashi huzuridagi Sudyalar oliy maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O‘zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo‘limi psixologik xizmat boshlig‘i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayeov Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

OAK Ro‘yxati

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MUNDARIJA

07.00.00 – TARIX FANLARI

<i>Мадреймов Фархат Махсетбаевич</i> СОЦИАЛЬНАЯ ПОЛИТИКА В КАРАКАЛПАКСТАНЕ В 1920-1924 ГОДАХ	12-18
<i>Алимджанов Бахтиёр Абдихакимович</i> АНТРОПОЛОГИЯ ИМПЕРСКОЙ ВЛАСТИ: ХАКЕНТСКИЕ ЗЕМЛИ И АДВОКАТ С. ЛАПИН	19-23
<i>Чориев Шохрух Холтура угли</i> ИСТОРИОГРАФИЯ БАНКОВСКОЙ ДЕЯТЕЛЬНОСТИ ТУРКЕСТАНСКОГО ГЕНЕРАЛ- ГУБЕРНАТОРСТВА В 40-90-Е ГОДЫ ХХ ВЕКА	24-35
<i>Najmiddinov Boburmirzo Zuhridin o'g'li</i> SOVET HOKIMIYATINING 1917-1943-YILLARIDA O'ZBEKISTON SSR DA AMALGA OSHIRGAN DINIY SIYOSATI	36-43
<i>Esonova Nilufar</i> SANOAT SOHASIDA XALQARO HAMKORLIK MUNOSABATLAR TARIXINING O'RGANILISHI: TAHLIL VA NATIJALAR (1991-2018-YILLAR)	44-47
<i>Qarshiyev Ahmad, Jumayev Abdimo'min, Bebitov Maqsud</i> DENOV BEKLIQIDA MAVJUD JOY NOMLARIGA OID MULOHAZALAR	48-55
<i>Qurbonov Abbos</i> MUSTAQILLIKNING DASTLABKI YILLARIDA QASHQADARYODA YENGIL SANOAT SOHASIDA AMALGA OSHIRILGAN ISLOHOTLAR VA ULARNING NATIJALARI	56-59
<i>Abduraimova Sabohat Ergash qizi</i> BUXORO AMRLIGI DAVRIDA CHIROQCHI BEKLIGI AHOLISINING TURMUSH TARZI	60-65

08.00.00 – IQTISODIYOT FANLARI

<i>Karjavova Xurshida Abdumalikovna</i> MAHALLA INSTITUTINING IJTIMOY-IQTISODIY RIVOJLANISH ISTIQBOLLARI	66-73
<i>Pardayev Erkin Egamberdi o'g'li</i> XIZMAT KO'RSATISH KORXONALARIDA SIFATNI BOSHQARISHNING INNOVATSION USULLARI	74-82
<i>Palvanbayev Umidbek O'ktam o'g'li</i> O'ZBEKISTON POCHTA BOZORIDA XUSUSIY POCHTA KORXONALARINING TUTGAN O'RNI (BTS, DMS, EMU POCHTALARI MISOLIDA)	83-86
<i>Чинорова Шаходат Мансур кизи, Нормуродов Хусан Эшмахматович</i> ЗНАЧЕНИЕ ТАРГЕТИРОВАНИЯ ИНОСТРАННЫХ ИНВЕСТИЦИЙ В РАЗВИТИИ РЕГИОНАЛЬНОЙ ЭКОНОМИКИ	87-93
<i>Gabriel Ayodeji Ogunmola</i> GREEN BONDS: FINANCING RESOURCE CONSERVATION FOR A SUSTAINABLE FUTURE IN FARMING IN UZBEKISTAN	94-108

09.00.00 – FALSAFA FANLARI

<i>Rashidova Dilfuza Ganievna</i> XIX ASR O‘ZBEK SHOIRALARINING IJODIDA GUMANISTIK G‘OYALAR VA IJTIMOY-FALSAFIY QARASHLAR	109-113
<i>Ochilova Nigora Ruzimuratovna</i> GENDER TENGLIGINI TA‘MINLASHNING IQTISODIY-IJTIMOY OMILLARI	114-118
<i>Samadov Jonmurod</i> JALOLIDDIN RUMIY ASARLARIDA FALSAFIY TUSHUNCHALAR VA ULARNING ILMIY–METODOLOGIK TAHLILI	119-123
<i>Kdirbaev Baxadir Berdaxovich</i> AXBOROT JAMIYATI VA MEDIA-MADANIYATNING NAZARIY-FALSAFIY TUSHUNCHASI	124-131
<i>Kurbanbaeva Ulbosin Jumag‘alievna</i> EKOLOGIK XAVFSIZLIK TUSHUNCHASINING MOHIYATI VA XUSUSIYATLARI	132-136
<i>Narzukulova Ferangiz Rustamjonovna</i> ILMIY TIL VA FALSAFIY TERMINOLOGIYA: SHAKLLANISH VA RIVOJLANISH TENDENSIYALARI	137-141
<i>Xolmirzaev Xurshid Nakibillaevich</i> IJTIMOY-KASBIY FAOLIYAT JARAYONIDA SUN‘IY INTELLEKTNING INSON SALOHIYATIGA TA‘SIRI	142-148
<i>Султанов Бахтиёр Бахтиёрович</i> ОБРАЗ ФИЗИЧЕСКОЙ РАЗВИТОЙ, ГЕРОИЧЕСКОЙ ЛИЧНОСТИ В ЭПОХУ АНТИЧНОСТИ	149-153
<i>Bozorov Suxrob Komilovich</i> MA‘NAVIY TRANSFORMATSIYANING ISTIQBOLLARI: INNOVATSION G‘OYA VA LOYIHALAR	154-157
<i>Kimsanbayeva Shaxnoza Bakridinovna</i> MILLIY O‘ZLIK VA DINIY BAG‘RIKENGLIK: ZAMONAVIY JAMIYATDAGI O‘ZARO TA‘SIRLAR	158-163
<i>Muxamedjanova Lalixon</i> GLOBALASHUV VA MADANIYATLARARO ARALASHUV	164-172

10.00.00 – FILOLOGIYA FANLARI

<i>Isanova Feruza Tulqinovna</i> INGLIZ VA O‘ZBEK TILLARIDAGI XALQARO HUQUQ SOHASIGA OID LEKSIK BIRLIKLARNING DIAKRON TADQIQI	173-180
<i>Mahmudova Umida Ural qizi</i> INTERNET DISKURSIDA FOYDALANILADIGAN EMOJILARNING LISONIY VA MADANIY JIHATLARI	181-189
<i>Madalov Navruz Ergashevich</i> IMPORTANT SUBJECTS OF COMPARATIVE AND CONTRASTIVE PHILOLOGICAL STUDIES AND TRANSLATION DIFFICULTIES OF STRUCTURAL–SEMANTIC MODELS OF PROVERBS	190-194
<i>Ubaydullayev Normuhammad Xasanovich</i> XOTIRANOMALARDA ZAMON VA MAKON MASALASI	195-198

<i>Ochilova Habiba Akramovna</i> ISSUES IN THE CLASSIFICATION OF QUESTION SENTENCE TYPES IN LINGUISTICS ...	199-207
<i>Muxammadiyeva Mashxura, Amirqulova Gulxayo</i> FILOLOGIK TADQIQOTLARNING ZAMONAVIY TIBBIY TARJIMA VA TALQINGA TA'SIRI	208-213
<i>Karabaeva Barno Bobir qizi</i> A COMPARATIVE ANALYSIS OF METAPHORICAL EXPRESSIONS REFLECTING PERCEPTION IN ENGLISH AND UZBEK LANGUAGES	214-219
<i>Axunbabaeva Narqiza Hamidjanovna</i> ЛИНГВОПРАГМАТИЧЕСКИЙ АНАЛИЗ ПЕРЕВОДОВ ИСТОРИЧЕСКИХ И АРХАИЧНЫХ СЛОВ В ДОКУМЕНТАЛЬНО-ИСТОРИЧЕСКОЙ ПОВЕСТИ «ВЛАСТИТЕЛЬ СЕМИ СОЗВЕЗДИЙ»	220-226
<i>Turdaliyeva Shahnoza O'ktamovna</i> INGLIZ VA O'ZBEK TILLARIDAGI SON-GIBRID MAQOLLARNING LEKSIK-SEMANTIK TAHLILI	227-236
<i>Mansurova Shohista Isroilovna</i> OT OBRAZI TUSHUNCHASI (ZAMONAVIY O'ZBEK VA JAHON ADABIYOTI MISOLIDA)	237-241
<i>Davranov Akmal Akramjonovich</i> IJTIMOIY TENGLIK TUSHUNCHASI (INGLIZ UTOPIYALARI VA O'ZBEK DOSTONLARI MISOLIDA)	242-246
<i>Yuldasheva Aziza Yuldashevna</i> TARJIMASHUNOSLIKDA PRAGMATIKANING O'RNI	247-252
<i>Mirvaliyeva Malika Zoid qizi</i> SEMANTIKANING TARJIMADAGI AHAMIYATI	253-257
<i>Sidiknazarova Zulfiya Mirsharapovna</i> JADID ADABIYOTI VA MODERNIZATSIYA JARAYONLARI	258-262
<i>Ruzibayeva Aziza Kahramanovna</i> THE MOOD OF LONGING FOR FREEDOM IN THE AGE OF BYRON	263-266
<i>Narzikulova Rayhona Ahmadovna</i> THE PRAGMATIC FUNCTIONS OF IRONY	267-271
<i>Najmiddinov Muhammadjon</i> O'ZBEK TILIDA KO'P MA'NOLILIK, SINONIMIYA, OMONIMIYA VA ULARNING ELEKTRON TEZAVURUSDA AKS ETISHI	272-278
<i>Achilov Oybek Rustamovich</i> LEKSIK-SEMANTIK DEVIATSIYA ILGARI SURISH VOSITASI SIFATIDA	279-284
<i>Tashpulatova Mukambar Axmetovna</i> KOMPYUTER LINGVISTIKASI VA SUN'IY INTELLEKTNING TILGA TA'SIRI	285-289
<i>Normamatov Farrux, Toshpo'latova Xusniya</i> GLOBAL KESIMDA INGLIZ MADANIYATINING LINGVOKULTUROGIK JIHATLARI	290-293
<i>Shonazarova Gulnoza, Madiyeva Madina</i> THE ROLE OF INTERNET RESOURCE IN IMPROVING TEACHING FOREIGN LANGUAGE: METHODOLOGICAL ANALYSIS AND PRACTICAL RECOMMENDATIONS	294-297

<i>Jo'rayeva Lola Tolibdjonovna</i> IJTIMOIY TARMOQLARDA NEOLOGIZMLARNING BUGUNGI KUNDAGI QO'LLANILISHI	298-302
<i>Saitxanova Aziza Xolmuxamedovna</i> TA'M VA TIL O'RTASIDAGI MUVOZANAT: TAOM DISKURSINING TARJIMA QIYINCHILIKLARI VA YECHIMLARI	303-307
<i>Axmedov Shaxzod, Nazarov Vafokul</i> NEOLOGIZMLAR TADQIQI TARIXIGA DOIR	308-312
<i>Mustafayeva Sojida Ulashevna</i> INGLIZ VA O'ZBEK TILLARDA MERONIMIK MUNOSABATLI SO'ZLARNING LEKSIKOGRAFIK TALQINLARI	313-321
<i>Buriyeva Muxayyo Zokir qizi</i> COMPARATIVE ANALYSIS OF MEAT IN ENGLISH AND UZBEK LANGUAGES	322-326
<i>Berdiqulova Shaxnoza Ruziqulovna</i> YORDAMCHI SO'ZLARNING SHAKLIY XUSUSIYATLARIGA KO'RA TURLARI VA YASALISHI: BOG'LOVCHILAR	327-330
<i>Shokirova Gulbahor Alimovna</i> NEMIS TILINI O'QITISHDA YANGI YONDASHUVLAR	331-334
<i>Najmidinova Nafisa Ulja qizi</i> O'ZBEK TILIDA SO'ZLASHUVCHILARGA ITALYAN TILINI O'RGATISHDAGI MUAMMOLAR VA ULARNING YECHIMLARI	335-339
12.00.00 - YURIDIK FANLAR	
<i>Утемуратов Махмут Ажимуратович</i> СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ТРАНСФОРМАЦИИ ПРАВА (ОТ ТРАДИЦИОННОГО К ЦИФРОВОМУ ПРАВУ)	340-344
<i>Masadikov Sherzodbek</i> ENFORCEMENT OF ARBITRATION AGREEMENT UNDER UZBEK LAW	345-351
<i>Alieva Kamola Ravshanovna</i> ONLINE GENDER-BASED VIOLENCE IN UZBEKISTAN: GAPS IN LEGISLATION AND THE PATH FORWARD	352-363
<i>Utebaev Salamat Maqsetbay o'g'li</i> KONTRABANDA UCHUN JAVOBGARLIK TO'G'RISIDAGI QONUNCHILIK EVOLYUTSIYASI: TARIXIY-HUQUQIY TAHLIL	364-372
<i>Ходжаева Ширин</i> ЮРИДИЧЕСКАЯ ПРИРОДА ВСЕМИРНОЙ ОРГАНИЗАЦИИ ЗДРАВООХРАНЕНИЯ В СИСТЕМЕ МЕЖДУНАРОДНОГО ПРАВА	373-378
<i>Каюмова Асаля Султномуродовна</i> ЭЛИТА ИНДУСТРИИ ВЕНЧУРНОГО КАПИТАЛА	379-384
<i>Mirzaraximov Baxtiyor, Shokirov Bobur</i> ZAMONAVIY TASHKILOTLARDA KIBERXAVFSIZLIK STRATEGIYALARINING SHAKLLANISHI VA SAMARADORLIGI: MA'LUMOTLARNI HIMOYA QILISH CHORALARINING RIVOJLANISHI VA NATIJADORLIGI TAHLILI	385-392

<i>Суннатиллаева Сарвиноз Иззатулло кизи</i> ДИСКРЕЦИОННЫЕ ПОЛНОМОЧИЯ В ЕВРОПЕЙСКОМ СОЮЗЕ И СОВЕТЕ ЕВРОПЫ: ПРЕДЕЛЫ, КОНТРОЛЬ И СУДЕБНАЯ ПРАКТИКА	393-400
<i>Dilboboyev Nozimbek</i> CHET ELLIK INVESTORLARNING HUQUQIY MAQOMI HAMDA ULARNI DAVLAT TOMONIDAN QO'LLAB-QUVVATLASH BO'YICHA IMTIYOZ VA PREFERENSIYALAR BERISH	401-406
<i>Raximbayev O'tkir Fayzullayevich</i> YANGI O'ZBEKISTONDA TURIZM SOHASIDAGI QONUNCHILIKNI TAKOMILLASHTIRISH MASALASIGA NAZAR	407-414
<i>Ubaydullayev Abror Qutpilla o'g'li</i> HOZIRGI ZAMON ISLOM MOLIYA HUQUQI VA AN'ANAVIY HUQUQIY TIZIMLAR O'RTASIDAGI QIYOSIY-HUQUQIY TAHLIL VA UNING O'ZIGA XOS XUSUSIYATLARI	415-423
<i>Zokirov Sardorjon Karimjon ugli</i> PROCEDURAL FEATURES OF PARTICIPATION DEFENSE COUNSEL AT THE PRELIMINARY INVESTIGATION	424-430
<i>Axmedova Guliruxsor Ravshanovna</i> BOLANI OLIB BERISH VA UCHRASHTIRISH BILAN BOG'LIQ ISHLARNI KO'RIB CHIQUISH BO'YICHA SUD VA HUQUQIY AMALIYOTNING DOLZARB MUAMMO VA YECHIMLARI	431-436
<i>Zoilboyev Javlon Karimjon o'g'li</i> MA'MURIY SUD ISHLARINI YURITISHDA QONUNIY KUCHGA KIRGAN SUD HUJJATLARINI YANGI OCHILGAN HOLATLAR BO'YICHA QAYTA KO'RISH YUZASIDAN ISH YURITISH MAZMUNI	437-441
<i>Hakimov Sunnat Furqat o'g'li</i> SPORT JAMOAT BIRLASHMALARINING HUQUQIY TAHLILI	442-445
<i>Файзиев Фарход Фуркат угли</i> ЗНАЧИМОСТЬ ЭЛЕКТРОННОЙ ТОРГОВЛИ В СОВРЕМЕННЫХ ГРАЖДАНСКО-ПРАВОВЫХ УСЛОВИЯХ	446-452
<i>Файзиева Гулрух Мухаммади кизи</i> МЕХАНИЗМЫ ОБЕСПЕЧЕНИЯ ПРАВА НА НЕПРИКОСНОВЕННОСТЬ ЖИЛИЩА	453-459
13.00.00 – PEDAGOGIKA FANLARI	
<i>Polvonov Baxtiyor Zaylobidinovich</i> TIBBIYOT UNIVERSITETLARIDA «MODDALARNING NURLANISH SPEKTRINI O'RGANISH» MAVZUSINI IT TEXNOLOGIYALAR ASOSIDA NAMOYISH ETISH MASALALARI	460-466
<i>Hamdamova Nozima Muqimovna</i> BO'LAJAK TEXNOLOGIYA FANI O'QITUVCHISI KOMPETENSIYALARINI RIVOJLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI	467-475
<i>Zulfixarov Ilxom Maxmudovich, Zulfikorova Munajat Mirzaxmatovna</i> IQTISODIY-IJTIMOYIY GEOGRAFIK BILIMLAR BERISHDA MATEMATIK METODLARDAN FOYDALANISH	476-481
<i>Qurbonova Nigina Boboxo'jayevna</i> ESDALIKLAR — SADRIDDIN AYNIYNING UMR VA XOTIRA KITABI	482-488

<i>Toshtemirova Saodat Abdurashidovna</i> KLAUSTER TIZIMIDA TARIX FANLARINI O'QITISHNING PEDAGOGIK SHART-SHAROITLARI	489-494
<i>Inoyatov Odiljon Sabitovich</i> TEKISLIK LARNING O'ZARO PARALLELLIGI	495-500
<i>Жумамуратова Аибахар Нурмуханбетовна</i> СОВЕРШЕНСТВОВАНИЕ МЕХАНИЗМА РАЗВИТИЯ КОГНИТИВНЫХ КОМПЕТЕНЦИЙ У БУДУЩИХ УЧИТЕЛЕЙ НА ОСНОВЕ МЕЖДИСЦИПЛИНАРНЫХ СВЯЗЕЙ	501-508

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ISSUES IN THE CLASSIFICATION OF QUESTION SENTENCE TYPES IN LINGUISTICS

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Abstract. This article is dedicated to the issue of classifying interrogative sentences in linguistics, deeply examining the various types of interrogative sentences and their classification. The article analyzes the linguistic aspects of interrogative sentences, their content, structure, and functional characteristics. The classification of interrogative sentences is carried out based on various approaches, including content-based classifications such as direct and indirect questions, open and closed questions, evaluative, modal, alternative questions, and many other criteria. The article also considers complex classifications of interrogative sentences, such as the purpose of questioning, the scientific knowledge reflected in the answers, and the questioner's familiarity with the topic. The research, scientifically justified by Western, Russian, and Uzbek linguists, is also discussed.

Keywords: interrogative sentences, classification, semantic aspect, functional classification, intonation, presumptive questions, grammatical tools, suffixes, goal-orientedness, morphological features, content, essence.

TILSHUNOSLIKDA SAVOL JUMLASI TURLARINI TASNIFLASH MASALALARI

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Annotatsiya. Ushbu maqola tilshunoslikda savol jumlarini tasniflash masalasiga bag'ishlangan bo'lib, savol jumlarining turli turlari va ularning tasnifi chuqur o'rganiladi. Maqolada savol jumlarining lingvistik jihatlari, ularning mazmuni, tuzilishi va funktsional xususiyatlari tahlil qilinadi. Savol jumlasini tasniflash turli yondashuvlar, shu jumladan to'g'ridan-to'g'ri va bilvosita savollar, ochiq va yopiq savollar, baholovchi, modal, muqobil savollar va boshqa ko'plab mezonlar kabi mazmunga asoslangan tasniflar asosida amalga oshiriladi. Maqolada, shuningdek, savol berish maqsadi, javoblarda aks ettirilgan ilmiy bilimlar va savol beruvchining mavzu bilan tanishligi kabi savol jumlarining murakkab tasnifi ko'rib chiqiladi. G'arb, rus va o'zbek tilshunoslari tomonidan ilmiy asoslangan tadqiqot ham muhokama qilinmoqda.

Kalit so'zlar: so'roq jumlar, tasnif, semantik jihat, funktsional tasnif, intonatsiya, taxminiy savollar, grammatik vositalar, qo'shimchalar, maqsadga yo'naltirilganlik, morfologik xususiyatlar, mazmun, mohiyat.

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Introduction

One of the important areas of linguistics is syntax, which has attracted the attention of many researchers in the classification of interrogative sentences and the identification of their characteristics. Interrogative sentences play a crucial role in human communication, as they are considered an important tool in the process of knowledge acquisition. However, the complexity and multifaceted nature of interrogative sentences require various approaches to their classification. Although different theories have been proposed in the linguistic literature

regarding the formal and semantic classification of interrogative sentences, many problems and ambiguities still exist in this area. It is necessary to consider interrogative sentences not only in terms of their superficial structure but also in light of their contextual and pragmatic aspects. Additionally, the logical and semantic peculiarities of interrogative sentences, as well as how they are perceived in various cultural and social contexts, should also be taken into account. From this perspective, the classification of interrogative sentences is considered a relevant issue in linguistic analysis, both theoretically and practically.

Interrogative sentences hold significant importance in linguistics, serving as a crucial tool for communication. They are one of the primary means of acquiring knowledge and understanding. Through interrogative sentences, interlocutors have the opportunity to clarify and specify information that is unknown or unclear. As a means of communication, interrogative sentences are an integral part of interactions between individuals. They play a vital role in continuing conversations, clarifying the thoughts of the interlocutor, and strengthening mutual understanding.

From the perspective of language structures, interrogative sentences are important objects in studying the complexities of syntactic structures, intonation, semantics, and pragmatics. They allow for the analysis of how language functions and performs various roles. Functionally, interrogative sentences are used not only to obtain information but also to prompt the interlocutor into action, attract attention, and manage the conversation. Interrogative sentences are goal-oriented, as the questioner aims for a specific objective, such as obtaining confirmation or denial, identifying reasons, checking possibilities, and so on.

Interrogative sentences are used and perceived differently across various social and cultural contexts. Their application and understanding can vary due to intercultural differences. Therefore, studying interrogative sentences in linguistics is considered important and necessary for the overall theory of language. They are an inseparable part of communication, understanding, and knowledge processes, and are widely applied in various fields of linguistics.

In the field of linguistics, there are several Western, Russian, and Uzbek linguists who have conducted scientific research on the classification of interrogative sentences. Notably, the ideas of the English linguist Noam Chomsky, who developed generative grammar and made significant contributions to the study of the structure of interrogative sentences, differ from those of Herbert Paul Grice, who is known for his communicative approach and the study of meaning and context in the questioning process. Grice emphasizes the pragmatic aspects of the questioning and answering process. According to Noam Chomsky, “Interrogative sentences are of great importance in identifying the universal properties of syntactic structures.”[1]

Chomsky's transformational grammar theory introduces specific rules for the formation of interrogative sentences. According to him, “Any interrogative sentence is derived from a basic (underlying) structure, which is a transformation of a simple declarative sentence.”[1] For example, in English, questions are formed through processes such as “wh-movement” and “auxiliary inversion”:

1. Wh-movement: In interrogative sentences, the question word (who, what, where, etc.) is moved to the beginning of the sentence.

2. Auxiliary inversion: The auxiliary verb swaps places with the subject, for example, “He is coming” becomes “Is he coming?”

Chomsky emphasizes that interrogative sentences play a crucial role in understanding the differences between the deep and surface structures of language. By analyzing interrogative sentences, he has significantly contributed to the study of how the human brain processes language and how grammatical structures are formed.

Furthermore, according to Chomsky's theory of universal grammar, there are certain common rules governing the formation of interrogative sentences across all languages, which helps explain the human capacity for acquiring natural language. This perspective underscores the innate linguistic abilities of humans and the underlying similarities that exist among diverse languages in their syntactic structures.[1]

Herbert Paul Grice, on the other hand, has discussed the role of interrogative sentences within the framework of communication theory. Although Grice primarily focused on meaning, communication, and pragmatics, his concepts of the cooperative principle and implicature can also be applied to the analysis of interrogative sentences.[2]

Grice suggests that people act logically in conversations while adhering to the cooperative principle. According to him, "This principle encompasses four maxims: quantity, quality, relevance, and manner." [2] Interrogative sentences are used as a means to obtain information or advance the conversation through these maxims:

1. Quantity: Interrogative sentences are used to request the necessary amount of information from the interlocutor. For example, the question "Where are you going?" expects a specific and sufficient answer.

2. Quality: Through interrogative sentences, the questioner aims to obtain clear and accurate information. According to this maxim, the answer must correspond to the truth. For instance, "How to get to the station?" (Go to the right and turn left. Walk straight and turn left.)

3. Relevance: Interrogative sentences should be appropriate to the content of the conversation. For example, the question "Why were you late?" is relevant to the ongoing topic of discussion.

4. Manner: Interrogative sentences should be clear, understandable, and concise.

Grice also explains that implicature (hidden meaning) can be generated through interrogative sentences. Beyond the surface meaning of a question, it can convey implicit meanings as well. For example, the question "What should be done in this situation?" may actually imply a request for guidance or advice.

Thus, Grice plays a significant role in explaining the pragmatic aspects of interrogative sentences, specifically how they can be used to obtain and provide information in communication. His cooperative principles and theory of implicature are crucial for the analysis of interrogative sentences.[2]

A.A. Zalevskaya has analyzed the structure, function, and syntactic and pragmatic characteristics of interrogative sentences in the field of Russian linguistics. Zalevskaya emphasizes that interrogative sentences play an important role in the process of learning and using language. According to her, "Interrogative sentences serve as a means to acquire new information and expand existing knowledge, facilitating the exchange of information and understanding between interlocutors during the communication process. They are essential for increasing students' interest in language learning and ensuring their active participation." [3]

From her perspective regarding knowledge acquisition:

- Как называется эта книга? ("What is the name of this book?") — This question is posed to obtain new information.

In the communication process:

- Ты пойдешь с нами в кино? ("Are you going to the movies with us?") — This question facilitates the exchange of information about the plans of the interlocutors.

From the perspective of language learning:

- Как сказать это слово по-русски? ("How do you say this word in Russian?") — This question helps enhance students' knowledge and supports their active engagement in the language learning process.

These examples illustrate the functions of interrogative sentences as highlighted by A.A. Zalevskaya.[3]

Thus, Zalevskaya's research sheds light on the significance of interrogative sentences in language learning and communication.

Literature Review and Methods

Today, the anthropocentric paradigm places human speech at the center of any research, creating a need to study it from a pragmatic aspect. Based on the aforementioned points, the types of interrogative sentences, the tools that form them, and their affixes have not been specifically studied in the Uzbek language. However, some scholars provide incidental information in their books.

In the second volume of the book "Grammar of the Uzbek Language," a general definition of interrogative sentences is given, and it is noted that grammatical tools such as -a, -ya, -da, -ku, and the interrogative intonation play a significant role in forming interrogative sentences. Examples are provided to illustrate this point: "O'z ixtiyori bilan-a?" (A. Qahhor) and "Demak, olg'a qarab, g'arb tomon ekan-da?" (O. Gonchar). Additionally, "Nahotki, buni bizning sinfimizdagilardan birortasi qilgan bo'lsa?" (V. Oseeva) and "Nahotki, morze alifbesini bilmasalaring?" (V. Oseeva) demonstrate the use of these grammatical tools.[8]

However, in the cases of the suffixes -mi and -chi, the role of intonation may not be as strong, as evidenced by examples such as "Un to'rt so'm?" and "Saksonta qovungayammi?" (Oybek).

This analysis highlights the need for a more comprehensive study of interrogative sentences in the Uzbek language, focusing on their formation, functions, and the pragmatic aspects that influence their use in communication.

When discussing individuals and objects, it is essential to identify the characteristics and properties of subjects in interrogative sentences that require clarification about who, what, and the attributes of objects. In such cases, interrogative pronouns like "qanday" (how), "qaysi" (which), "qancha" (how much), "necha" (how many), and "nima" (what) serve to determine the actions or states of being, as well as the location, time, condition, reason, and purpose of the subjects. The following examples illustrate how these interrogative pronouns fulfill their primary functions:

1. Kim u, orqangizdan o'g'ri mushukday, qayga kirib chiqmang, poylagan battol? (K. Simonov)

("Who is he, lurking behind you like a thief, waiting to pounce?")

2. Jamiki kambagal halq. Qolni-qo'lga berib, yaktan bo'lib tursa, kimning haddi bor! mardikor olishga? (O'ybek)

(“The entire poor people. If they are hand in hand, who has the audacity to hire laborers?”)

3. G‘azaldan bu kabi zavq olmagan kim? (Uyg‘un)

(“Who has not enjoyed such pleasure from the gazelle?”)

4. Mening benom do‘stim, sog‘misiz. Qanday — ozodlik haykali ostida ahvol? (K. Simonov)

(“My nameless friend, how are you? What is the situation under the statue of liberty?”)

These examples demonstrate how interrogative pronouns are employed to elicit specific information regarding individuals, their actions, and the context surrounding them, thereby enriching the discourse and facilitating a deeper understanding of the subjects in question.

The book emphasizes that in some cases, interrogative sentences can be constructed solely through intonation, the meaning of the sentence, and sometimes with the help of certain lexical and grammatical elements. The following examples illustrate this idea:

1. “Please allow me to fulfill your order, comrade mayor?”

In this sentence, the interrogative intonation expresses a request for permission in a dialogue.

2. “Father, have you been daydreaming too much?”

In this question, the intonation conveys information about the relationship between the speaker and the father, as well as the father's state.

3. “Ali father, you say we have a new household, but starting from today, have you become rich with new bedding and dishes?”

In this example, the interrogative intonation is used to reflect on Ali's situation and the new household.

4. “Come here, my son... Are you left behind?”

In this sentence, the intonation is used to ask about the son's situation.

5. “...holding the lantern to his face: — May it be a good path? — he said.

In this example, the interrogative intonation expresses a wish for a safe journey or permission.

6. “Well, — said Borya, — you didn't go to school today?”

In this question, Borya reflects on the student's absence from school.

These examples demonstrate that interrogative sentences can be constructed not only with specific interrogative pronouns or grammatical forms but also through intonation and context. This enriches expression and understanding in the communication process.

Additionally, there has not been extensive scientific research on interrogative sentences that express suspicion more strongly in their content. The aforementioned book highlights the significant role of certain affixes, such as -a(r) or -dir, and elements like “kerak” (must), “shekilli” (it seems), “muncha” (how much), and “balki” (perhaps) in interrogative sentences where the meaning of suspicion is implied. [8]The following examples illustrate this:

1. “There are questions that interest you, aren't there?”

This sentence implies a suspicion that the listener has questions of interest.

2. “Perhaps his heart is fluttering like a bird?”

Here, the use of “perhaps” indicates uncertainty about the subject's emotional state.

3. “You will probably get quite a bit done by evening, won't you? Will it be three times more by evening?”

The phrase “probably” suggests a suspicion about the amount of work completed.

4. “You went to tell me about your work, if I remember correctly?”

The phrase “if I remember correctly” implies doubt about the listener's actions.

5. “Apparently, they must be rationalizers, right?”

The use of “apparently” indicates a suspicion regarding the identity of the subjects.

6. “This building must have been left by your father?” — he asked.

The phrase “must have been” suggests uncertainty about the ownership of the building.

8. “God knows, perhaps your words are a lie?”

The use of “perhaps” expresses doubt about the truthfulness of the statement.

These examples demonstrate how certain linguistic elements can convey suspicion in interrogative sentences, enriching the meaning and nuance of the inquiry.

This source also indicates that in interrogative sentences where the meaning of inquiry is emphasized, there can be multiple grammatical tools at play. For example:

- Where is my dad, huh?
- He thinks, but he is alive, right?!
- Why can't Lenin be a candidate?!
- Pure girl, your dress is terrible, isn't it...
- Did Muhiddin say that, huh?
- How old was I turning, huh?

When analyzing the semantic aspects of interrogative sentences as a linguistic phenomenon, the writer substantiates the essence of suspicious interrogative sentences through the tools and intonation found in their predicate structure. This highlights how the combination of grammatical elements and intonation can convey deeper meanings and nuances in the context of inquiry.

A. Nurmonov, N. Mahmudov, A. Sobirov, and Sh. Yusupov discuss interrogative sentences and their characteristics, stating the following: “Sometimes, to express an assertion, the speaker uses an interrogative sentence structure instead of an assertive one.[5] For example:

- “Who doesn’t know this?”

Such interrogative sentences do not require an answer. The answer is contained within the sentence itself. If the predicate of the interrogative sentence is expressed with non-verbal forms, it conveys the meaning of an affirmative statement; conversely, if it is expressed with verbal forms, it conveys the meaning of a negative statement. For example:

- “Who dares to cut this tree?” (This conveys the meaning: “No one dares to cut this tree.”)

The meaning expressed through an interrogative sentence is stronger than that expressed through an assertive sentence. Additionally, an interrogative sentence can also convey an imperative meaning. For example:

- “Aren’t you going?” (This implies “Go!”)

The imperative meaning expressed through an interrogative sentence is stronger than that expressed through a direct imperative sentence.

This analysis highlights the versatility of interrogative sentences in conveying not only questions but also assertions and commands, emphasizing their strength and effectiveness in communication.

In the textbook “Hozirgi O‘zbek Adabiy Tili” co-authored by Uzbek linguists A. G‘ulomov and M. Asqarova, the following classifications of interrogative sentences are presented:

“The characteristics of interrogative sentences sometimes merely convey a question. Is Karima at home? At other times, they express both a question and astonishment, a sense of wonder conveyed through a question. Will it rain on such a hot day? – Oh, has Latofatxon gone to war? – Sometimes, a question is accompanied by various emotions or feelings. Has the movie started? At other times, an order is expressed through a question. Why don’t you go faster?” [9]

The authors also note in the textbook that interrogative sentences can convey nuances of doubt or uncertainty (It’s already seven o’clock; will we get there before the movie starts? – ...it’s doubtful if we will). They discuss how questions can also convey assumptions, and although these sentences closely resemble interrogative-doubt sentences, they are distinguished by certain unique characteristics. [4]

Specifically, A. G‘ulomov and M. Asqarova emphasize that in analyzing interrogative sentences, the suffix -mi in forms such as -mikin, -mi ekan, -mikan, when used in affirmative forms, intensifies the nuance of doubt or uncertainty, often shifting the meaning closer to negation. [9] For instance: Did he bring the book? ... I wonder if he brought it? Will he give the book? (It’s doubtful, he probably won’t give it).

Analysis and Results

This study examines the distinctive features and classifications of interrogative sentences, with a particular focus on the means by which interrogative-doubt sentences are formed. Interrogative-doubt sentences are primarily distinguished from ordinary interrogative sentences by their purpose and semantic content. These sentences, though framed as questions, are actually used to express doubt, assumption, or dissatisfaction. During the analysis, interrogative-doubt sentences were classified according to the following criteria:

Functional Purpose: Interrogative-doubt sentences are typically used to clarify information or draw the listener’s attention to something. These sentences incorporate doubt or assumption, serving a purpose closer to providing information than merely asking a question. [6]

Syntactic Structure: The syntactic difference between interrogative-doubt sentences and regular interrogative sentences lies in the arrangement and emphasis of sentence elements. The placement of interrogative pronouns and suffixes plays a significant role in creating a sense of doubt.

Emotional Nuance: This type of sentence primarily reflects emotional states in conversation. They convey feelings such as doubt, uncertainty, distrust, or surprise. [7]

The analysis results indicate that interrogative-doubt sentences possess a complex syntactic and semantic structure, offering a wide range of expressive possibilities. Based on their purpose and syntactic structure, these sentences can be divided into several groups, such as directly doubt-expressing sentences and those aimed at clarifying uncertainties. Their role in communication lies in effectively drawing the interlocutor’s attention or eliciting responses, making them a dynamic tool in discourse and crucial in information exchange. The contextual adaptability of interrogative-doubt sentences allows them to express various meanings depending on the context. In this regard, changes in intonation and syntactic structure play a decisive role in identifying the type of doubt being conveyed.

This research not only delves into the linguistic features of interrogative-doubt sentences but also explains their practical use in communication. The findings provide new opportunities for advancing the classification of such sentences within linguistic theory.

In Uzbek, interrogative-doubt sentences reflect respect, consideration, and an awareness of the listener's emotions. These sentences are often used to indirectly express doubt or uncertainty while maintaining politeness and sincerity in conversation. Below are examples and their analyses:

Is this event true?

This sentence is used to confirm a piece of information or a statement, with the suffix -mi in to'grimi? indicating doubt while being framed as a polite and softened question. In this context, intonation plays a significant role, ensuring no additional pressure is placed on the listener.

Could Umidjon know about this?

Here, the word mumkinmi? expresses a soft and tentative doubt about someone's awareness of certain information or events. While the word mumkinmi? conveys doubt in a considerate manner, the suffix -mi further contributes to expressing doubt thoughtfully and respectfully.[10]

Based on the analysis, expressions like mumkinmi?, ekanmi?, and to'grimi? in Uzbek are used to soften doubt and frame interrogative sentences in a considerate manner. Intonation plays a significant role in mitigating doubt, while words such as balkim (perhaps), haqiqatan (truly), and ehtimol (possibly) add a diplomatic tone to the conversation.

According to linguist G. Rashidova, interrogative-doubt sentences in Uzbek are often articulated with softness to maintain respect and consideration in interaction. In cultural and pragmatic contexts, they serve as tools for displaying politeness and proper conversational etiquette towards the listener.[6]

Conclusion and Recommendations

Interrogative sentences hold significant importance in linguistics, as they help study not only the grammatical aspects of language but also its communicative functions. Investigating the types of interrogative sentences, their classifications, and their application across various linguistic systems opens opportunities for introducing new approaches in linguistics.

As highlighted in this article, interrogative sentences must be studied from the perspectives of syntax, semantics, and pragmatics. These sentences can be divided into simple and complex structures as well as open (requiring precise answers) and closed (suggesting possible answers) questions. Additionally, depending on their linguistic purpose, interrogative sentences are used across various communicative styles not only for acquiring information but also for managing conversations, affirming, expressing doubt, and achieving other goals.

In classifying interrogative sentences, it is essential to consider the contextual features and pragmatic possibilities of the language. For instance, the meaning and structure of interrogative sentences can vary, especially when analyzed within a text or considering the psychological and cultural factors influencing the language. Therefore, interrogative sentences should be classified not only from a syntactic perspective but also based on their meanings and functions.

Linguists and researchers should conduct deeper analyses of how interrogative sentences are used in various contexts, including journalism, literature, psychological analysis,

and cultural studies. Moreover, examining how interrogative sentences are formed and manifested in different languages and cultures can significantly contribute to global linguistics.

In addition, incorporating modern technologies such as speech analysis and artificial intelligence into the study of interrogative sentences offers vast opportunities to create new methodologies for analysis and implement them in practice. These advancements can help broaden our understanding of interrogative sentences and enhance their practical application across multiple disciplines.

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