

**SCIENCE**  
**PROBLEMS.UZ**

ISSN 2181-1342

Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

# Ijtimoiy-gumanitar fanlarning dolzarb muammolari

2-maxsus  
son (6-jild)

**2026**

**SCIENCEPROBLEMS.UZ**

**IJTIMOIIY-GUMANITAR FANLARNING  
DOLZARB MUAMMOLARI**

*№ 5/2 (6) - 2025*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**TOSHKENT-2026**

## **BOSH MUHARRIR:**

Isanova Feruza Tulqinovna

## **TAHRIR HAY'ATI:**

### *07.00.00- TARIX FANLARI:*

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahammatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

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;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent;

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

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

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

### *09.00.00- FALSAFA FANLARI:*

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdulkaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

### *10.00.00- FILOLOGIYA FANLARI:*

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

### *12.00.00- YURIDIK FANLAR:*

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

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

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

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

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

### *13.00.00- PEDAGOGIKA FANLARI:*

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

### *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 kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

### *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'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

---

## **OAK Ro'yxati**

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo'yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxatiga kiritilgan.

---

**“Ijtimoiy-gumanitar fanlarning dolzarb muammolari”** elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro'yxatiga olingan.

**Muassis:** “SCIENCEPROBLEMS TEAM” mas'uliyati cheklangan jamiyati

### **Tahririyat manzili:**

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil: [scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

### **Bog'lanish uchun telefon:**

(99) 602-09-84 (telegram).

**MUNDARIJA**

**07.00.00 – TARIX FANLARI**

<i>Saparbaev Bunyod Khurrambek ogli</i> KHIVA (KHOREZM) STATE AS AN ACTIVE AGENT: DIPLOMACY, ECONOMY, AND RUSSIAN INTERACTION, 1806–1825 .....	10-22
<i>Rahmatilloev Nusratillo</i> BUXORO AMIRLIGI VA QO‘QON XONLIGI O‘RTASIDAGI SIYOSIY JARAYONLARNING QO‘QON XONLIGI TARIXSHUNOSLIGIDA YORITILISHI.....	23-27
<i>Sattarov Akram Madaminovich</i> TURKISTON GENERAL-GUBERNATORLIGI AHOLISINING IJTIMOYIY HAYOTI.....	28-33
<i>Джаббарова Юлдуз Джуманиязовна</i> ВОПРОСЫ ПОВЫШЕНИЯ УРОВНЯ ЮРИДИЧЕСКИХ ЗНАНИЙ СТУДЕНТОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ УЗБЕКИСТАНА .....	34-38
<i>Boyto‘rayev Sirojiddin Usmon o‘g‘li</i> SURXONDARYO VILOYATI MUZEYLARI VA TURIZM SALOHİYATINING SHAKLLANISHIDA: TERMIZ O‘LKASHUNOSLIK MUZEYINING O‘RNI .....	39-43
<i>Qobulova Gulzoda Maxsud qizi</i> O‘RTA ASR MANBALARINI RAQAMLASHTIRISHNING ILMIY ZARURATI VA KONSEPTUAL ASOSLARI.....	44-49
<i>Qudratillayev Parviz</i> KONFUTSIYLIK TA‘LIMOTIDA IJTIMOYIY HIMOYA MASALALARI .....	50-53

**08.00.00 – IQTISODIYOT FANLARI**

Юлдашева Надира Викторовна НОВЫЕ ИНСТРУМЕНТЫ ПРЕВЕНТИВНОГО РЕГУЛИРОВАНИЯ ГОСУДАРСТВЕННЫХ ЗАКУПОК В УЗБЕКИСТАНА: ИНСТИТУЦИОНАЛЬНЫЕ И ПРАВОВЫЕ НОВАЦИИ .....	54-63
--	-------

**09.00.00 – FALSAFA FANLARI**

<i>Saifnazarov Ismail Saifnazarovich</i> MAHALLA – O‘ZBEK JAMIYATINING TARIXIY MEROSI, MAMLUKAT TINCHLIGI VA RAVNAQINING ASOSIY POYDEVORI .....	64-69
<i>G‘ulomov Abdullo</i> MAHMUD LOMISHIYNING “TAMHID” ASARIDA IMOMAT BORASIDAGI QARASHLAR TAHLILI.....	70-76
<i>Axmedov Xamdam Alikulovich</i> XALQARO EKOLOGIK ADOLATNI TA‘MINLASHDA TRANSCHEGARAVIY MAS‘ULIYAT, “UMUMIY VA DIFFERENSIALLAGAN JAVOBGARLIK” MUAMMOLARI .....	77-81
<i>Raxmonov Shohzod Husan o‘g‘li</i> YOSHLAR AXLOQIY TAFAKKURI VA MADANIYATINI YUKSALTIRISHDA NURONIYLAR TAJRIBASIDAN FOYDALANISHNING AHAMIYATI.....	82-85

<i>Oripov Shuxratjon Orip o'g'li</i> RAHBAR KADRLAR MA'NAVIY QIYOFASINING IJTIMOY-FALSAFIY MODELI.....	86-93
<i>Jomuradov Ikrom Ilxom o'g'li</i> IMMANUEL KANT FALSAFASIDA NOUMENAL ERKINLIK VA FENOMENAL DETERMINIZMNING ANTINOMIK TABIATI: TRANSCENDENTAL KONTEKSTDA TAHLIL .....	94-98
<i>Safarov Akbar Isoqulovich, Ziyotova Adolat Ergashovna</i> EKOLOGIK MADANIYAT YUKSAKLIGI, HUQUQIY ONG VA TABIAT-JAMIYAT INSONNING UZVIY BOG'LIQLIGI .....	99-103

#### **10.00.00 – FILOLOGIYA FANLARI**

<i>Musayev Akmalbek Ibragimdjanoich</i> INGLIZ VA O'ZBEK DIPLOMATIK DISKURSIDA EVFEMIZATSIYA VA YUMSHATISH STRATEGIYALARINING LINGVOPRAGMATIK TAHLILI .....	104-110
<i>Bazarov Zokir Mehrikulovich</i> A.QODIRIYNING "O'TKAN KUNLAR" ROMANI TARJIMALARIDA LINGVOKULTUROLOGIK KOMPETENSIYA KOMPONENTLARINING IFODALANISHI ....	111-114
<i>Kuchiyev Malik Abdumannonovich</i> ILOVA QURILMA TARKIBIDAGI FRAZEOLOGIK BIRLIKLARNING STILISTIK FUNKSIYALARI .....	115-120
<i>Абдуллаева Парвина Толибжоновна</i> ТЕМПОРАЛЬНЫЙ ОБРАЗ В ИСПАНСКОЙ И УЗБЕКСКОЙ ПАРЕМИОЛОГИИ.....	121-123
<i>Ismoilova Fotima</i> ISAJON SULTONNING "BILGA XOQON" ROMANIDA TO'QIMA OBRAZLARNING BADIY VAZIFASI .....	124-129
<i>Eshqulov Sunnat</i> PESHLAVHALARNING TIL XUSUSIYATLARI VA IMLO MUAMMOLARI XUSUSIDA.....	130-134

#### **12.00.00 – YURIDIK FANLAR**

<i>Yo'ldoshev Azizjon Ergash o'g'li</i> OMMAVIY ISHTIROK DARAJALARINI ANIQLASHNING AYRIM HUQUQIY MASALALARI .....	135-139
<i>Saginidikov Maxset Djubaktanovich</i> CONSTITUTIONAL AND LEGAL ESSENCE OF COOPERATION BETWEEN COUNCILS OF PEOPLE'S DEPUTIES AND CIVIL SOCIETY INSTITUTIONS .....	140-147
<i>Rajabov Umrbek Ravshanbekovich</i> OILA-TURMUSH MUNOSABATLARI DOIRASIDAGI JINOYATLARNI BARTARAF ETISHDA PROFILAKTIKA INSPEKTORLARI FAOLIYATINING KRIMINOLOGIK MEKANIZMLARI .....	148-152
<i>Bekov Ixtiyor Rustamovich</i> KONSTITUTSIYAVIY ODIL SUDLOVNI ILM VA TA'LIM BILAN UYG'UN RIVOJLANTIRISH MASALALARI .....	153-157
<i>Хайдарова Хилола Анваровна</i> МЕЖДУНАРОДНЫЕ ИНИЦИАТИВЫ РЕСПУБЛИКА УЗБЕКИСТАН И ИХ ЗНАЧЕНИЕ ДЛЯ ГЛОБАЛЬНОГО ДИАЛОГА .....	158-164

<i>Ahmedov Islom Baxtiyor o'g'li</i> ICHKI ISHLAR ORGANLARIDA RAQOBATBARDOSH PROFESSIONAL VA ZAMONAVIY KADRLARNI TAYYORLASH: MAQSAD VA VAZIFALAR .....	165-168
<i>Fayzulloev Shohijaxon Jobirovich</i> JAHON SAVDO TASHKILOTIGA A'ZOLIK BOSQICHIDA SHAFFOFLIKNI TA'MINLASH MASALALARI .....	169-176
<i>Turgunboeva Mamura</i> SOME ISSUES OF COPYRIGHT PROTECTION ON THE INSTAGRAM SOCIAL NETWORK	177-181
<i>Mamataliyeva Shahnoza Xushmamat qizi</i> JINOYAT PROTSESSIDA XAVFSIZLIK CHORALARI QO'LLASH JARAYONIDA ISBOT QILISHNING O'ZIGA XOS JIHATLARI .....	182-192
<i>Shokirova-Inomjonova Mashhuraxon G'ayratjon qizi</i> IJTIMOIY SOHA TUSHUNCHASINING NAZARIY-HUQUQIY TAHLILI .....	193-196
<i>Turayeva Dildora Iskandarovna</i> ICHKI ISHLAR ORGANLARINING JAMOAT XAVFSIZLIGIGA OID FAOLIYATINI AXBOROTLAR BILAN TA'MINLASHNING TURLARI, SHAKLLARI VA BUGUNGI KUNDAGI HOLATI .....	197-206
<i>Абдужампоров Шахбоз Музаффар ўғли</i> ПРАВОВЫЕ И ОРГАНИЗАЦИОННЫЕ ПРОБЛЕМЫ РАССЛЕДОВАНИЯ КИБЕРПРЕСТУПЛЕНИЙ .....	207-215
<i>To'rabayeva Ziyoda Yakubovna</i> O'ZBEKISTON RESPUBLIKASIDA VOYAGA YETMAGANLARNI JINOIY JAVOBGARLIK VA JAZODAN OZOD QILISHGA DOIR QONUNCHILIKNI TAKOMILLASHTIRISH .....	216-227
<i>Abdusamiyeva Dilrabo Abduvaxob kizi</i> THE ROLE OF THE PENITENTIARY SYSTEM IN THE RESOCIALIZATION OF PERSONS RELEASED FROM PENAL INSTITUTIONS .....	228-233
<i>Bekmirzayeva Umida</i> DAVLAT ISHTIROKIDAGI AKSIYADORLIK JAMIYATLARI KUZATUV KENGASHLARIDA SUN'IY INTELLEKTNI A'ZO-MASLAHATCHI SIFATIDA JORIY ETISHNING HUQUQIY ASOSLARI VA ISTIQBOLLARI .....	234-237
<i>Суннатиллаева Сарвиноз</i> НАДЛЕЖАЩАЯ ПРАВОВАЯ ПРОЦЕДУРА В ПРОИЗВОДСТВАХ ПО ДЕЛАМ О КОНКУРЕНЦИИ В ЕВРОПЕЙСКОМ СОЮЗЕ И УЗБЕКИСТАНЕ .....	238-244
<i>Mardonova Gulsanam Bahodir qizi</i> GIYOHVANDLIK VOSITALARINING VIRTUAL OLAMDA SOTILISHI, NARX SHAKLLANISHI, HUQUQIY VAHOLASH VA EKSPERTIZA MUAMMOLARI .....	245-252
<i>Isoqov Habibilla Jakparaliyevich</i> PUL YUVISHGA QARSHI KURASHISH SOHASIDAGI XALQARO VA MINTAQAVIY TASHKILOTLAR, ULARNING FUNKSIYA VA VAZIFALARI.....	253-261
<i>Хван Леонид Борисович, Гулимова Зилола Шухратовна</i> ЦИФРОВИЗАЦИЯ АДМИНИСТРАТИВНОГО СУДОПРОИЗВОДСТВА В РЕСПУБЛИКЕ УЗБЕКИСТАН: ЭТАПЫ ФОРМИРОВАНИЯ И НАПРАВЛЕНИЯ РАЗВИТИЯ .....	262-268
<i>Kdirbaeva Altinay Maksetbaevna</i> O'ZBEKISTON RESPUBLIKASI ICHKI ISHLAR ORGANLARIDA XOTIN-QIZ XODIMLAR FAOLIYATIDA XIZMAT INTIZOMI: MUAMMOLAR VA YECHIMLAR .....	269-275

<i>Zinelbaev Baxitjan Qublan o'g'li</i> YO'L HAKKATI XAVFSIZLIGINI TA'MINLASHDA MA'MURIY-HUQUQIY MEKANIZMLARNI RIVOJLANTIRISHNING DOLZARB MASALALARI (O'ZBEKISTON TAJRIBASI) .....	276-281
<i>Xo'jayeva Malohatxon Fozilxo'ja qizi</i> MA'MURIY HUIJATNI TUSHUNISH VA QO'LLASHNING O'ZIGA XOS XUSUSIYATLARI ....	282-286
<i>Toshkanov Nurbek Bahridinovich</i> OLII TA'LIM MUASSASALARI – TADBIRKORLIK SUBYEKTI SIFATIDA.....	287-295

### **13.00.00 – PEDAGOGIKA FANLARI**

<i>Rustamov Ilkhom Tursunovich</i> DIDACTIC POTENTIAL OF THE LINGUOPRAGMATIC APPROACH IN TEACHING SMALL-GENRE TEXTS.....	296-300
<i>Kaypnazarov Srajatdin Gayratdinovich</i> «ELEKTR BO'LIMI» BO'YICHA RAQAMLI TA'LIM MUHITINI YARATISH: QORAQALPOG'ISTON MAKTABLARI MISOLIDA.....	301-307
<i>Bozorov Zokir, Axtamaliyev Shamshod, Karimov Dilshod, To'rayeva Lobar</i> VEKTORLAR ALGEBRASINING ELEMENTAR MASALALAR YECHISHGA TATBIQI.....	308-315
<i>Abduraxmonova Tuxtapashsha Rustamovna</i> IONLI POLIMERLANISH REAKSIYASINI O'QITISHDA 3D VA VIRTUAL TEKNOLOGIYALARDAN FOYDALANISH .....	316-322
<i>Yaxshilikova Nargiza</i> BLENDED LEARNING STRATEGY IN TEACHING ENGLISH .....	323-327

**13.00.00 – PEDAGOGIKA FANLARI – PEDAGOGICAL SCIENCE**

**Received:** 30 January 2026  
**Accepted:** 15 February 2026  
**Published:** 28 February 2026

*Article / Original Paper*

**DIDACTIC POTENTIAL OF THE LINGUOPRAGMATIC APPROACH  
IN TEACHING SMALL-GENRE TEXTS**

**Rustamov Ilkhom Tursunovich**

Tashkent State Transport University  
Professor of the Department of “Foreign Languages”

**Abstract.** This article examines the didactic potential of a linguopragmatic approach to teaching small-genre texts, particularly anecdotes in English and Uzbek. The pragmatic structure of anecdotal texts is analyzed through such mechanisms as implicature, speech acts, presupposition, irony, and cognitive expectation violation. English and Uzbek anecdotes are studied comparatively, revealing their humour-producing strategies and cultural-pragmatic codes. Based on linguopragmatic analysis, interactive teaching methods and a stage-based instructional model are proposed.

**Keywords:** linguopragmatics, small-genre text, anecdote, implicature, speech act, presupposition, irony, pragmatic analysis, language teaching methodology, linguoculture, didactic model.

**KICHIK JANR MATNLARNI O‘QITISHDA LINGVOPRAGMATIK  
YONDASHUVNING DIDAKTIK IMKONIYATLARI**

**Rustamov Ilxom Tursunovich**

Toshkent davlat Transport universiteti  
“Chet tillar” kafedrasida professori  
E-mail: [ilhom.rustamov.20080223@gmail.com](mailto:ilhom.rustamov.20080223@gmail.com)  
<https://orcid.org/0000-0003-1075-4052>

**Annotatsiya.** Maqolada kichik janr matnlarini, xususan ingliz va o‘zbek tillaridagi latifalarni lingvopragmatik yondashuv asosida o‘qitishning didaktik imkoniyatlari yoritiladi. Latifa matnlarining pragmatik tuzilishi — implikatura, nutq aktlari, presuppozitsiya, kinoya va kognitiv kutilma buzilishi kabi mexanizmlar asosida tahlil qilinadi. Ingliz va o‘zbek latifalari qiyosiy jihatdan o‘rganilib, ulardagi kulgi hosil qilish strategiyalari va madaniy-pragmatik kodlar ochib beriladi. Lingvopragmatik tahlil asosida o‘qitishning interaktiv metodlari va bosqichli modeli taklif etiladi.

**Kalit so‘zlar:** lingvopragmatika, kichik janr matni, latifa, implikatura, nutq akti, presuppozitsiya, kinoya, pragmatik tahlil, til o‘qitish metodikasi, lingvomadaniyat, didaktik model.

DOI: <https://doi.org/10.47390/SPR1342V6SI2Y2026N45>

**Introduction.** In modern language education, methods of working with texts are steadily developing in communicative and pragmatic directions. Teaching a language is no longer considered sufficient if it focuses only on mastering grammatical structures and lexical units; understanding communicative purpose, implicit meaning, speaker intention, and context is now recognized as an essential competence. Therefore, the need to use text types that reflect real speech situations, are semantically dense, and rich in interpretive potential is increasing in

the learning process. From this perspective, small-genre texts serve as an effective didactic resource.

Small-genre texts — such as anecdotes, proverbs, aphorisms, mini-dialogues, and short humorous texts — are characterized by their compact form combined with a high semantic and pragmatic load. Such texts encourage learners to move from passive reception to active interpretation. The reader reconstructs context, derives hidden meaning, and attempts to identify communicative intention. According to pragmatics theory, meaning is often formed beyond explicit expression — at the level of implicature and presupposition [3]. Speech act theory explains the function of an utterance as a form of communicative action [2]. Small-genre texts are especially suitable for teaching because they concentrate these mechanisms in a concise form.

Among small genres, the anecdote is one of the most pragmatically active text types. Its humorous effect typically arises from speech act mismatch, expectation violation, irony, and implicit conclusion. Anecdotes require learners to engage in logical and pragmatic reasoning, which expands the possibilities for linguopragmatic analysis in teaching. In addition, anecdotes reflect cultural codes and social stereotypes. In Uzbek anecdotes, social irony and wise paradox are often expressed through the Afandi character, while English anecdotes more frequently rely on wordplay, ambiguity, and literal interpretation. These differences make them an important source for linguocultural and comparative-pragmatic study.

For this reason, teaching small-genre texts — especially anecdotes — on the basis of a linguopragmatic approach can be regarded as a relevant and promising methodological direction.

**Main Part.** According to pragmatics theory, the meaning of an utterance is formed not only through the lexical and grammatical meanings of language units, but also through the speech situation, communicative purpose, and the relationships between participants [4;6]. From this perspective, despite its small size, the anecdote can be considered a text type with a high degree of pragmatic density. Its primary semantic load is often expressed not in explicit statements but in an implicit conclusion — implicature [3].

An anecdote produces a humorous effect through the deliberate violation of communicative expectation. In a sequence of speech acts, instead of the expected response, a logically shifted or role-altered answer is given. Within speech act theory, this is interpreted as a mismatch between illocutionary intention and perlocutionary effect [2]. Presupposition — background knowledge — also plays an essential role in anecdotes. If the listener lacks the necessary social or cultural knowledge, the humorous effect does not emerge.

The analysis shows that the main linguopragmatic features of anecdotes include the dominance of implicature, strong dependence on context, mismatch of speech acts, presupposition requirement, and cognitive expectation violation. These features make the anecdote a convenient and methodologically effective material for pragmatic analysis in teaching.

Let us consider a linguopragmatic analysis.

**Uzbek anecdote:**

— *Afandi, why are you riding your donkey backwards?*

— *It's not me — the donkey is going in the wrong direction.*

In this anecdote, instead of the expected speech act — providing an explanation — an ironic response based on the transfer of agency is given. The pragmatic mechanism works through role shift and shifting responsibility to another subject. The listener recognises the logical inconsistency and reconstructs the hidden irony. The humorous effect arises precisely from this pragmatic shift.

**English anecdote:**

— *Teacher: Why are you late?*

— *Student: Because of the sign — “School ahead — go slow”.*

In this example, the instruction on a road sign is interpreted literally and transferred into an inappropriate communicative context. As a result, a conflict appears between implicature and the real situation. The pragmatic mechanism is based on literalism and contextual shift. This phenomenon can be explained through Grice’s cooperative principle and implicature theory [3].

While Uzbek anecdotes tend to rely more on figurative irony and social role play, English anecdotes more often use literal interpretation and wordplay as their main device.

Working with anecdotes on the basis of a linguopragmatic approach produces several important didactic outcomes in the learning process. First, this approach develops students’ pragmatic competence — they learn to identify communicative intention, derive hidden meaning, and interpret implicatures. Contextual reading skills are also formed, as texts are interpreted in connection with the situation. In addition, students develop the ability to distinguish types of speech acts and begin to recognize irony, refusal, and paradoxical responses. Interpreting national images and stereotypes found in anecdotes strengthens cultural interpretation skills. Most importantly, explaining expectation violation mechanisms activates critical and analytical thinking.

In applying the linguopragmatic approach in practice, the following methods proved effective:

1. Tasks focused on identifying hidden meaning — where the student independently derives the implicature.
2. Role-based interpretation — anecdotal dialogues are dramatized and speech acts are observed in live interaction.
3. Comparative humor analysis — English and Uzbek anecdotes are compared according to pragmatic mechanisms.
4. Context reconstruction exercises — missing situational models are created by students.
5. Anecdote transformation — the text is adapted to another situation or a new version is created.

These methods turn the anecdote from a simple reading text into an interactive pragmatic laboratory tool and fully reveal the didactic potential of small-genre texts.

**Results.** The results of the conducted linguopragmatic and comparative analysis show that anecdotes, as small-genre texts, possess high didactic potential, and that the use of a pragmatic approach in teaching them is methodologically justified and effective. In the course of the study, the pragmatic structure of English and Uzbek anecdotes, the mechanisms that produce humorous effect, the layers of implicit meaning, and the requirements for interpretative understanding were systematically identified. The combination of brevity and

semantic-pragmatic density makes anecdotes an efficient teaching resource that allows deep analysis within a limited classroom time.

In both language materials, the humorous effect arises mainly through implicature, mismatch of speech acts, and violation of expectations [3;2]. In anecdotal texts, the expected communicative response pattern is disrupted, and a logically or role-shifted reply creates a pragmatic “turning point.” At this stage, the reader or listener reconstructs the hidden conclusion, and interpretative activity is activated. This phenomenon corresponds to the concepts of implicature and speech acts in pragmatic theory.

At the same time, a noticeable difference was observed in the dominant pragmatic devices used. English anecdotes more often rely on wordplay, ambiguity (polysemy), phonetic or lexical play, and literal interpretation as the main mechanism. Humor typically emerges from the clash between figurative and literal meanings of a linguistic unit. Uzbek anecdotes, in contrast, are more frequently based on social irony, role reversal, transfer of responsibility, figurative paradox, and stereotype-based characters (such as the Afandi figure). These differences are connected with linguocultural features, social thinking patterns, and national humor traditions.

The results of the teaching experiment model organized on a linguopragmatic basis showed a significant increase in students’ interpretative and communicative activity. In particular, tasks aimed at identifying hidden meaning, explaining implicatures, interpreting communicative intention, and reconstructing context led to greater participation and a higher share of independent interpretations. It was observed that students began to propose multiple pragmatic interpretations for the same text, indicating the development of interpretive thinking.

Exercises based on pragmatic analysis intensified communicative discussion and strengthened skills of reasoned explanation and viewpoint defense. Role-based interpretation and context-reconstruction tasks proved especially effective, as they allowed learners to understand speech acts through practical experience. Comparative anecdote analysis contributed to better understanding of cross-cultural pragmatic differences.

In addition, the stage-based teaching model — consisting of preparation, pragmatic analysis, linguocultural commentary, and creative transformation — demonstrated high methodological effectiveness when applied consistently in classroom practice. This model enables not fragmentary but systematic and in-depth interpretation of small-genre texts and helps connect theoretical pragmatic concepts with practical learning activities.

Overall, the linguopragmatic approach to teaching based on anecdotes has proven to be an effective methodological direction for developing students’ pragmatic, communicative, and linguocultural competence. It reveals the full didactic potential of small-genre texts and transforms text work into a higher-level interpretative activity.

**Conclusion.** The linguopragmatic approach can serve as an effective and theoretically grounded methodological platform for teaching small-genre texts, particularly English and Uzbek anecdotes. This approach treats a text not merely as a language unit that conveys content, but as a communicative-pragmatic phenomenon closely connected with real speech situations, communicative intention, and cultural context. On this basis, the learning process encourages students to carry out multi-layered text analysis, identify implicit meaning, derive implicatures, reconstruct presuppositions, and explain the speaker’s intention. As a result, not

only language knowledge but also interpretive thinking, contextual awareness, and pragmatic competence develop consistently.

Comparative linguopragmatic analysis has shown that humorous effect in English and Uzbek anecdotes arises through different pragmatic mechanisms. English anecdotes more often rely on wordplay, literalism, and ambiguity, whereas Uzbek anecdotes are mainly based on social irony, role reversal, and figurative paradox. Nevertheless, in both cases humor depends directly on interpretive activity, background knowledge, and accurate context reconstruction. This feature makes anecdotes a valuable integrative teaching resource that supports not only linguistic learning but also the development of thinking and cultural understanding.

The methods developed in the course of the study — tasks for identifying hidden meaning, role-based interpretation, comparative pragmatic analysis, context reconstruction, and text transformation — support an interactive and learner-centered approach to working with small-genre texts. The proposed stage-based instructional model (preparation — pragmatic analysis — linguocultural commentary — creative transformation) systematizes the learning process, links theoretical concepts with practical activities, and increases instructional effectiveness.

The model is recommended for broad application in higher education and in both native and foreign language teaching practice. Future research may extend linguopragmatic teaching principles to other types of small-genre texts — such as proverbs, mini-dialogues, and satirical microtexts — and may also focus on developing interactive pragmatic analysis modules adapted to digital learning environments.

#### References/Adabiyotlar/Literatura:

1. Austin J. L. *How to Do Things with Words*. — Oxford: Oxford University Press, 1962. — 166 p.
2. Searle J. R. *Speech Acts: An Essay in the Philosophy of Language*. — Cambridge: Cambridge University Press, 1969. — 203 p.
3. Grice H. P. Logic and conversation // *Syntax and Semantics*. — New York: Academic Press, 1975. — Vol. 3. — P. 41–58.
4. Leech G. N. *Principles of Pragmatics*. — London: Longman, 1983. — 250 p.
5. Crystal D. *Pragmatics*. — London: Routledge, 2006. — 220 p.
6. Mey J. L. *Pragmatics: An Introduction*. — 2nd ed. — Oxford: Blackwell, 2001. — 392 p.
7. Brown P., Levinson S. C. *Politeness: Some Universals in Language Usage*. — Cambridge: Cambridge University Press, 1987. — 345 p.
8. Сафаров Ш. *Прагмалингвистика асослари*. — Тошкент: Фан, 2008. — 300 б.
9. Маҳмудов Н. *Тил ва нутқ прагматикаси*. — Тошкент: Ўқитувчи, 2012. — 240 б.
10. *Ўзбек халқ латиғалари тўплами*. — Тошкент: Ғафур Ғулом номидаги нашриёт, 2015. — 180 б.
11. *English Humorous Anecdotes and Short Jokes: Collection*. — London: Penguin Books, 2010. — 220 p.

# SCIENCEPROBLEMS.UZ

## IJTIMOYIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

*№ 5/2 (6) – 2025*

## АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

## ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

**“Ijtimoiy-gumanitar fanlarning dolzarb muammolari”** elektron jurnali 2020-yil 6-avgust kuni 1368-sonli guvohnoma bilan davlat ro‘yxatiga olingan.

**Muassis:** “SCIENCEPROBLEMS TEAM”  
mas’uliyati cheklangan jamiyati

**Tahririyat manzili:**

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog‘och ko‘chasi, 70/10-uy. Elektron manzil:

[scienceproblems.uz@gmail.com](mailto:scienceproblems.uz@gmail.com)

**Bog‘lanish uchun telefon:**

(99) 602-09-84 (telegram).