

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

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АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

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Annotatsiya. Ushbu maqola badiiy adabiyotda bolalar tilidan qanday foydalanishni ko'rsatishga bag'ishlangan. Ushbu maqolada yosh o'quvchilarni qiziqtiradigan haqiqiy va tegishli tajribalarni yaratish uchun badiiy adabiyot bolalar tilidan qanday foydalanishiga oid ba'zi misollar keltirilgan.

Kalit so'zlar: badiiy adabiyot, bolalar tili, xronologik yosh, aqliy yosh, ijtimoiy yosh, chaqaloq nutqi, bolalar tili.

Аннотация. Данная статья посвящена тому, чтобы показать использование детского языка в художественной литературе. В этой статье приводятся некоторые примеры того, как художественная литература использует детский язык для создания аутентичного и родственного опыта, привлекательного для юной аудитории.

Ключевые слова: художественная литература, детский язык, хронологический возраст, умственный возраст, социальный возраст, детский лепет, детский язык.

Abstract. *This article is devoted to show the use of children's language in fiction. This article highlights some examples of how fiction uses children's language to create an authentic and relatable experience that is appealing to a young audience.*

Key words: *fiction, children's language, chronological age, mental age, social age, baby talk, toddler language.*

Fiction is a powerful medium that allows authors to vividly illustrate a particular phenomenon or idea. The use of children's language in fiction is a common and effective strategy for conveying complex ideas to young readers. Children's language in fiction often includes phrases and terms that learners of a language might use, building a connection between the story and the readers. This article highlights some examples of how fiction uses children's language to create an authentic and relatable experience that is appealing to a young audience. Children's language in fiction can be classified into three categories: chronological age, mental age, and social age. A child's chronological age refers to the number of years they have been alive, while their mental age reflects their cognitive and linguistic development. Social age, on the other hand, is determined by factors such as their social background, education, and experience.

Chronological age language: Children's chronological age language is characterized by inaccuracies, grammatical errors, and a limited vocabulary. Their language is usually straightforward and lacks complex sentences, making it easily readable and accessible to younger readers. Examples of chronological age language used in fiction can include baby talk, toddler language, and simple conversation.

Mental age language: Children's mental age language refers to their cognitive and linguistic development, which can vary widely from their chronological age. Children with a higher mental age tend to use more complex sentence structures, a wider vocabulary, and demonstrate a better understanding of grammar and syntax.

Social age language: Children's social age language is determined by their socio-economic background, education, and experience. Children from different regions, cultures, and social backgrounds may use different words, accents, and dialects, which can be used to reflect their social age language in fiction.

The language used by child characters in fiction plays a crucial role in character development. The language can be used to portray the character's personality, background, and experiences. For example, a child character who speaks in an upper-class accent may be perceived as wealthy and privileged, while a child character who uses dialect may be perceived as coming from a specific region or cultural background. Furthermore, the use of children's language in fiction can also be used to create conflict or tension. For instance, a child character who speaks in a formal and sophisticated language may be ridiculed or criticized by other characters who perceive it as pretentious or arrogant. Conversely, a child character who speaks in simple language may be underestimated or dismissed by others as unintelligent or naive, driving the narrative tension in the story. The use of non-standard vocabulary words and grammar in children's language is one way that authors are able to demonstrate the unique way that children speak. The use of non-standard vocabulary words and grammar can help to create realistic portrayals of how children talk, think, and interact. In the classic children's novel "Mrs. Piggle Wiggle" by Betty MacDonald, for example, the author uses non-standard vocabulary words, such as "giggle water" and "ug-a-wug," to create an imaginative world inhabited by a particular demographic of children. The use of such language in a children's book conveys a more accurate depiction of how children use language in their everyday conversations, including made-up words or slang.

Dialogue is one of the most effective ways of presenting children's language. Dialogue that uses naturalistic conversational styles helps to connect readers with characters in the story. Effective dialogue can capture the real essence of children's language and makes the characters sound authentic and relatable. An example of this is the children's book "Diary of a Wimpy Kid" by Jeff Kinney. The book consists of dialogue-style entries in the protagonist's diary, complete with everyday colloquialisms and non-sequiturs that come with developing kids ranging from sixth to eighth grade.

Children's language in fiction should also be presented according to the desired target audience. This is particularly important as different age groups may have varying levels of vocabulary and grammatical competence. For example, a children's book targeted at those in kindergarten will showcase simpler language compared to that from middle-school level books. In the book "Where the Wild Things Are" by Maurice Sendak, simple words and short sentences that suit the kindergarten level.

Children's language in fiction has a significant impact on a book's effectiveness for young readers. The use of non-standard vocabulary and grammar, dialogue, and language proficiency levels have been shown to create authentic, relatable, and understandable stories for children. Authors can use children's language effectively to create a unique and captivating experience that can have a profound impact on their readers' understandings. While there is no best way of presenting children's language in fiction, combining these various elements can effectively help to achieve this and make the content appealing to varied audiences.

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GAP SHAKLIDAGI GEMERONIMLARINING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada o'zbek tilida gap shaklidagi gemeronimlarning o'ziga xos xususiyatlari bayon qilingan. Gap shaklida qo'llanadigan gemeronimlar ifoda maqsadiga ko'ra darak, so'roq va buyruq gap shaklidagi, tuzilishiga ko'ra sodda va qo'shma gap shaklidagi turlarga ajratilib tahlil qilingan.

Kalit so'zlar: gemeronim, gap, darak gap, so'roq gap, buyruq gap, sodda gap, yig'iq gap, yo'yiq gap, qo'shma gap.

Аннотация. В данной статье описаны особенности гемеронимов в форме предложений в узбекском языке. Гемеронимы, употребляемые в форме предложения, анализировались по назначению выражения, подразделяясь на подлежащее, вопросительное и повелительное подлежащее, простое по структуре и составное подлежащее.

Ключевые слова: гемероним, предложение, придаточное предложение, вопросительное предложение, восклицательное предложение, простое предложение, сложное предложение, распространённое и нераспространённое.

Abstract. This article describes the unique features of sentence-form hemeronyms in the Uzbek language. The hemeronyms used in the sentence form are divided into declarative, interrogative and command sentence-forms according to the purpose of expression, and simple and compound sentence-form types according to their structure. analyzed separately.