PRAGMALINGUISTICS, FUNCTIONAL TRANSLATION STUDIES AND INTEGRATION OF LANGUAGE TEACHING PROCESSES

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Section 1: Cognitology and cultural linguistics in modern linguistics.

Section 2: Literary criticism and society.

Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of communicative technologies in language learning.

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MOOD IN ENGLISH: EXPLORING ITS CHARACTERISTICS AND FEATURES

Shukurova Madina Askarovna,
Doctor of philosophy in philological sciences,
Associate professor of English linguistics department;
Sobirova Shaxinabonu Sharifovna
the 2nd year student of BSU

Abstract: *The article explores the concept of Mood in the English language and its defining traits. It showcases research outcomes stemming from both theoretical analysis and practical exploration.*

Key words: *mood, indicative, imperative, subjunctive, indicate, grammar, linguistics, categories, lexical, structure.*

Аннотация: *В статье исследуется понятие наклонение в английском языке и его определяющие черты. Он демонстрирует результаты исследований, основанные как на теоретическом анализе, так и на практических исследованиях.*

Ключевые слова: *наклонение, изъявительное наклонение, повелительное наклонение, сослагательное наклонение, индицирующее, грамматика, языкознание, категории, лексика, структура.*

In linguistics, mood refers to a grammatical category that indicates the speaker's attitude towards the action or state expressed by the verb. It reflects how the speaker views the action in relation to reality or hypothetical situations. There are several moods in English, including:

Indicative Mood: This is the most common mood, used to make statements, ask questions, and express facts or opinions. It indicates that the action or state expressed by the verb is real or factual.

Example: She walks to school every morning.

Explanation: In this sentence, the verb "walks" is in the indicative mood. It is used to make a statement about a real or factual action. The speaker is simply stating that "she" (the subject) walks to school every morning. There is no uncertainty or hypothetical situation involved; the action is presented as a fact.

Additionally, the indicative mood can be used to ask questions and express opinions. For example:

Statement: "I like ice cream."

Question: "Do you like ice cream?"

Fact: "The Earth revolves around the sun."

In each of these sentences, the verb is in the indicative mood, indicating that the action or state expressed is real or factual.

Imperative Mood: This mood is used to give commands, make requests, or offer suggestions. It indicates that the action expressed by the verb is to be performed by someone, either the listener or a third party.

Example: Please pass the salt.

Explanation: In this sentence, the verb "pass" is in the imperative mood. It is used to give a command or make a request. The speaker is instructing someone (either the listener or a third party) to perform the action of passing the salt. The imperative mood is characterized by its directness and the expectation that the action will be carried out.

Additionally, the imperative mood can also be used to offer suggestions or give instructions. For example:

"Close the door, please."

"Take a seat over there."

"Don't forget to bring your umbrella."

In each of these sentences, the verb is in the imperative mood, indicating that the action expressed is to be performed by someone. The imperative mood is commonly used in everyday language to give commands, make requests, or offer suggestions.

Subjunctive Mood: This mood is used to express wishes, desires, hypothetical situations, or possibilities. It often follows certain verbs or expressions and indicates that the action expressed by the verb is uncertain, hypothetical, or unreal.

Example: It is essential that she be present at the meeting.

Explanation: In this sentence, the verb "be" is in the subjunctive mood. The phrase "It is essential that" signals the use of the subjunctive mood. The speaker is expressing the necessity or requirement for someone (in this case, "she") to be present at the meeting. The subjunctive mood is used because the action expressed by the verb ("be present") is uncertain, hypothetical, or unreal. It conveys a sense of obligation or importance attached to the action, even though it may not actually be happening at the time of speaking.

Additionally, the subjunctive mood is commonly used after certain verbs or expressions that convey wishes, desires, or possibilities. For example:

"I suggest that he study for the exam."

"It's important that they arrive on time."

"She requested that he be quiet during the presentation."

In each of these sentences, the verb following the verb or expression indicating suggestion, importance, request, etc., is in the subjunctive mood. This indicates that the action expressed by the verb is uncertain, hypothetical, or unreal, and it is often used to convey a sense of obligation, necessity, or importance attached to the action.

The choice of mood can significantly affect the meaning and tone of a sentence, as it reflects the speaker's stance towards the action or state being described.

In the sentences *"She runs every morning," "Run every morning,"* and *"You might have run every morning if you had lived closer to the park,"* we encounter the same action of running. However, the speaker conveys the action differently in each sentence. In the first sentence, the speaker describes the action as a habitual activity in the present. In the second sentence, the speaker issues a directive

or command to the listener. And in the third sentence, the speaker presents the action as a hypothetical scenario in the past.

In this case, the various connections of the action to reality are conveyed through different forms of the verb "*run*": "*runs*," "*run*," and "*might have run*." Each form represents a different mood, expressing various attitudes or perspectives regarding the action of running.

In various linguistic models, the count of English moods spans from two to seventeen. However, this study homes in on three principal moods: indicative, imperative, and subjunctive. Distinguishing these moods in English poses a challenge due to the absence of unique forms exclusive to anything but the indicative mood, with "*be*" being the exception. Conversely, the indicative mood boasts numerous forms not utilized in other moods. Meanwhile, the subjunctive mood offers a more extensive array of forms compared to the imperative mood. Thus, the differentiation of mood meanings depends more on the systems of forms each mood possesses rather than on individual form oppositions.

For example, consider the synthetic forms of the verb "*cook*" in the three moods: indicative ("*cook, cooks, cooked*"), subjunctive ("*cook, cooked*"), and imperative ("*cook*").

In speech, distinctions among the moods are not solely reliant on verb forms but also on their contextual usage. For instance, "*She cooks dinner every evening*" emphasizes the action as a factual occurrence in the indicative mood, whereas "*We insist that she cook dinner tonight*" expresses a subjunctive mood of hypothetical necessity. Unlike the indicative mood, the meanings of the subjunctive and imperative moods do not inherently include tense.

The subjunctive mood, often associated with speculative scenarios, presents actions neutrally, devoid of personal attitude. For instance, "*It's essential that she cook dinner tonight*" conveys a hypothetical situation without indicating when it will happen. The analysis will now transition to exploring the grammatical categories within the indicative mood system, with a specific focus on tense, which comprises various forms indicating the relationship between the verb's action time and the moment of speech.

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EXPLANATION OF THE CONCEPT OF STEREOTYPE IN LINGUISTIC CULTURE

Akhmedova Sarvinoz Hikmatovna
PhD., BSU
s.h.axmedova@buxdu.uz
Rakhimova Nargiza Bakhshilloyevna
2ⁿᵈ year master student of BSU
n.b.raximova@buxdu.uz

Abstract. *This article is dedicated to one of the current issues of modern linguistics. Stereotypes in linguistic culture refer to generalizations and oversimplified beliefs about language, dialects, accents, and speech patterns associated with specific social groups. This article deals with analyzing stereotypes in linguistics can help us understand the complex interplay between language, identity, power, and social relations in diverse linguistic contexts and advocate for greater respect, understanding, and appreciation of linguistic diversity.*

Key words: *linguistic prejudice, linguistic discrimination, language attitudes, linguistic diversity, and sociolinguistics, social bias, impact, generalizations, sociolinguistic perspective.*

Annotatsiya: *Ushbu maqola zamonaviy tilshunoslikning dolzarb muammolaridan biriga bag'ishlangan. Til madaniyatidagi stereotiplar muayyan ijtimoiy guruhlar bilan bog'liq bo'lgan til, lahjalar, urg'u va nutq shakllari haqidagi umumlashmalar va ortiqcha soddalashtirilgan e'tiqodlarni bildiradi. Ushbu maqola tilshunoslikdagi stereotiplarni tahlil qilish bilan bog'liq bo'lib, bizga turli lisoniy kontekstlarda til, o'ziga xoslik, kuch va ijtimoiy munosabatlar o'rtasidagi murakkab o'zaro ta'sirni tushunishga yordam beradi va til xilma-xilligini ko'proq hurmat qilish, tushunish va qadrlashni himoya qiladi.*

Kalit so'zlar: *Lingvistik xurofot, lingvistik diskriminatsiya, til munosabatlari, lingvistik xilma-xillik va sotsiolingvistika, ijtimoiy tarafkashlik, ta'sir, umumlashmalar, sotsiolingvistik nuqtai nazar.*

Аннотация. *Данная статья посвящена одному из актуальных вопросов современного языкознания. Стереотипы в лингвистической культуре относятся к обобщениям и упрощенным представлениям о языке, диалектах, акцентах и моделях речи, связанных с конкретными социальными группами. Эта статья посвящена анализу стереотипов в лингвистике, который может помочь нам понять сложное взаимодействие между языком, идентичностью, властью и социальными отношениями в различных языковых контекстах и выступать за большее уважение, понимание и признание языкового разнообразия.*

Ключевые слова. *лингвистические предрассудки, языковая дискриминация, языковые установки, языковое разнообразие и социолингвистика, социальные предубеждения, влияние, обобщения, социолингвистическая перспектива.*

The concept of stereotype in linguistics refers to the generalizations and assumptions made about language use, dialects, accents, and speech patterns associated with particular social groups.

MUNDARIJA

1 – SHO'BA: ZAMONAVIY TILSHUNOSLIKDA KOGNITOLOGIYA VA LINGVOMADANIYAT