

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

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2023-2/4

**Вестник Хорезмской академии Маъмуна
Издается с 2006 года**

Хива-2023

<https://buxdu.uz>

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Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№2/4 (98), Хоразм Маъмун академияси, 2023 й. – 245 б. – Босма нашрнинг электрон варианты - <http://mamun.uz/uz/page/56>

ISSN 2091-573 X

Муассис: Ўзбекистон Республикаси Фанлар академияси минтақавий бўлими – Хоразм Маъмун академияси

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Халқ топишмоқларида қўлланилган сон-миқдор ифодаловчи лингвистик бирликлар шу халқнинг бошқа халқлардан фарқланувчи этномаданиятини ёритишда алоҳида аҳамиятга эга. Марказий Осиё халқлари оғзаки ижоди, фольклор материалларида *уч, етти, ўн бир, қирқ* сингари рақамлар муҳим ўрин тутаяди. Масалан: **игна** билан боғлиқ қуйидаги топишмоқда унинг кичиклиги тоққа қаршилантириш билан берилмоқда, шу билан бирга, **етти** сони қўплик миқдорининг ифодаси учун хизмат қилмоқда.

«*Ялт-ялт этди, етти тоғдан ўтди*».

Миқдор ифодасининг қуйида *бир, ўн бир, қирқ* сонлари билан берилиши ҳам кузатилмоқда:

«*Ўзи бир қарич, соқоли қирқ қарич*»,

«*Ўзи бир қарич, қуйруғи ўн бир қарич*» (**Игна ва ип**)

Келтирилган топишмоқда *қирқ* ҳамда *ўн бир* квантитативлик ифодаловчи бирликлари келтирилган. Бу мисолларнинг биринчиси ва иккинчисида **игна** билан **ип қарич** ўлчовида берилган. Аммо биринчи (игна) ва иккинчи предмет (ип) ўртасида узунлик жиҳатидан фарқлар борлиги, яъни миқдори турлича эканлиги кўрсатилган. Соқол ҳам, қуйруқ (бу ўринда от қуйруғи кўзда тутилган) ҳам ингичка тола - ипга таққосланган. Уларнинг ҳар қайсисида бирининг ўрнига иккинчисини қўйиш натижасида вариантлилиқ ҳосил бўлган. Айни вақтда, *бир* қисқа миқдорида, *қирқ* узун миқдори, шунингдек, *бир* ва *ўн бир* бирликлари ўзаро қарама-қарши қўйилмоқда. Кўринадики, бу ўринда ўзбек халқи маданиятининг муайян қирраси квантитативлик орқали намоён бўлмоқда.

Топишмоқларда халқнинг диний эътиқодлари билан алоқадор бўлган тушунчалар ҳам маълум маънода акс этади. Масалан:

Бир палак,

Бир палакда

Ўн икки ҳандалак,

Бу ҳандалакнинг ўн бирини еб,

Биттасини ея олмадик.

(**Йил, ўн икки ой, бир ой рўза**).

Бу ўринда берилган топишмоқда ўзбек халқининг урф-одатлари, диний эътиқодига мослик бор. Исломий эътиқодларга асосан бир йил давомида бир ой рўза бўлиши назарда тутилган: палак – йил – **битта**; ҳандалак – ой - **ўн иккита**; рўза оyi – **битта**. Кўринадики, бу топишмоқда халқ этномаданияти билан боғлиқ белги дифференциал сема сифатида топишмоқнинг жавоби учун асос бўлган, айнан сон-миқдор билдирувчи *ўн бир* ва *бир* сўзлари рамазон ойини аниқлашда восита бўлган.

Халқ топишмоқларида квантитативлик англатувчи сўзлар орқали дифференциал семанинг юзага чиқиши кўп ҳолларда халқнинг этник хусусиятлари, ўзига хос дунёқароши, диний эътиқодларига таянган ҳолда намоён бўлади. Юқоридагилардан кўринадики, паремиологик бирликлар таркибидаги сон-миқдор ифодаловчи лексик воситалар халқ маданияти билан узвий боғланади.

Фойдаланилган адабиётлар рўйхати:

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UDC 81'271:81

THE DESCRIPTION OF SOCIAL LIFE AND THE USAGE OF SYNTACTIC STYLISTIC DEVICES IN THE NOVEL “HARD TIMES” BY CHARLES DICKENS

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Аннотация. Ушбу мақолада Чарлз Диккенснинг “Мудхиш замонлар” романида ижтимоий ҳаёт, инсонларнинг иш ва турмуш шароитларининг оғирлиги ва асар

кахрамонларининг психологик хусусиятларини намоён этишида ёзувчининг синтактик стилистик воситалардан мохирона фойдалангани мисоллар оркали тахлил этилган.

Калит сузлар: ижтимоий ҳаёт, ижтимоий ислохотчи, синтактик стилистик воситалар, такрор, полисиндетон, параллел тузилма

Аннотация. В данной статье обсуждаются трудности социальной жизни рабочих в романе Ч.Диккенса «Тяжелые времена».Его романы считаются лучшими изображающие жизнь рабочих, их психологические состояния и реальность. В своих романах Диккенс старался изобразить трудности рабочего класса в 19 веке и отвлечь внимание общества.

Ключевые слова: социальная жизнь, реформатор, синтактические стилистические средства, повтор, полисиндетон, параллельная конструкция

Abstract. This paper discusses social life conditions in the novel “Hard times” by Charles Dickens. His novels rank among the funniest and most gripping ever written, among the most psychologically telling and insightful works of fiction, and among the most passionate and persuasive on the topic of social justice. Through his fiction Dickens did much to highlight the worst abuses of the 19th century society and to prick the public conscience.

Key words: social life, social reformer, Mr.Gradgrind, Mr.Bounderby, Mr. Choakumchild, syntactic stylistic devices, repetition, polysyndeton,parallel construction

Charles Dickens is the best-known and the greatest English novelist of the 19th century. A moralist, satirist and social reformer, Dickens crafted complex plots and striking characters that capture the panorama of English society.

Dickens’s novels criticize the injustices of his time, especially the brutal treatment of the poor in a society sharply divided by differences of wealth. But he presents this criticism through the lives of characters that seem to live and breathe.

The 20th century poet and critic T.S.Eliot wrote “ Dickens’s characters are real because there is no one like them”. Yet though these characters range through the sentimental, grotesque and humorous, few authors match Dickens’s psychological realism and depth. His novels rank among the funniest and most gripping ever written, among the most psychologically telling and insightful works of fiction, and among the most passionate and persuasive on the topic of social justice. Through his fiction Dickens did much to highlight the worst abuses of the 19th century society and to prick the public conscience. Dickens published 15 novels, one of which was left unfinished at his death.

“Hard times” is one of his best novels. It was written in 1854. It is a novel about industry. In “Hard times”, Dickens satirizes the theories of political economists through exaggerating characters such as Mr. Bounderby and Mr.Gradgrind.

Dickens’s social critique in his novels was sharp and pointed. His criticism was aimed not just at “the cruelty of the workhouse and the foundling asylum, the enslavement of human beings in mines and factories, the hideous evil of slums where crime simmered and proliferated, the injustices of the law and cynical corruption of the lawmakers” but also at “the great evil permeating every field of human endeavor, the entire structure of exploitation on which the social order was founded ” .

In this novel Dickens introduced Mr.Gradgrind to the reader and described the procedure of the lesson at his model school. Mr.Gradgrind was a person who emphasized facts and figures over all else. As he said:”He is a man of realities and a man of facts and calculations”.

So this practical man invited his friend Mr.Bounderby to observe the procedure of the lesson at his school. Gradgrind’s school differed from other schools in Coketown. Because he had his own system of teaching. He preferred to teach pupils according to the facts and he hated the words “imagination” and “ fancy”. He considered that it was better to learn different sciences than spending time playing useless games and having fun. So , in his “model” school children were taught all kinds of sciences like orthography, etymology, syntax, prosody, astronomy, cosmography and others , but they should never imagine anything. It was forbidden at his school.

In my point of view, children were badly treated at such kind of schools because they were not called by their names but by numbers.

So at that day “girl number 20” Cecilia Jupe, a daughter of the circus artist, was asked several questions, but all her answers were wrong. That’s why all three men Mr.Gradgrind, Mr.Bounderby and Mr.Choakumchild were dissatisfied with her, because she could not give definition of the word “horse” as it was the simplest question. So, they decided that she had not enough knowledge and talent to continue her studying at his “model” school because of her ignorance.

The main characters of this chapter were Mr.Gradgrind, Mr.Bounderby, Mr.Choakumchild and Cecilia Jupe (Sissy).

Dickens tried to show their characteristic features using their own speech. For example, from the introductory speech of Mr.Gradgrind we can easily say that he was a mechanical man without any feelings or a robor-man without human-heart. He never tried to understand the feelings, emotions of other people. He cared only about figures and facts and there was nothing important but these facts for him. He was proud of his own school and his teaching system.

Mr.Bounderby was the self-made man motivated by greed. He liked boasting a lot and often did it. He usually mentioned the time he was mighty and rich man. He was very selfish and never thought about misfortunes and needs of his workers and made them work in his mines.

Mr.Choakumchild was an ideal teacher of Mr.Gradgrind’s “model” school. He knew all the sciences “ at the ends of his ten chilled fingers” and the schoolmaster was proud of him and valued his “knowledge”.

Cecilia Jupe (Sissy) was an open-hearted and modest girl. She was very shy a bit because of her ignorance, but it was not her fault. She had her own ideas and opinion about one or the other thing but those “important” people considered her thoughts wrong. But anyway Sissy tried to express her own viewpoint and did it well.

In the novel Dickens did not show his attitude towards characters straightforwardly but while reading the chapters we can feel it. The writer satirizes the behavior of Mr.Gradgrind and Mr.Choakumchild because they did not let them feel free and enjoy their childhood and feel happy. They made them learn all these long figures and useless facts and even their attitude was bad, they did not call them by their names but use numbers for that.

The second way of expressing modality in the story was the author’s choice of proper names for his personages. They were so called “speaking names” , because they expressed the most prominent features of the characters and author’s attitude to them. For example: Gradgrind- “to grind”- зубрить, мучить, угнетать

Choakumchild- “душитель детей”

So, from the meaning of their names we can say , that both of them tortured children and these poor children were suffering from learning all these painful sciences. And on the other hand we can feel that the author sympathies Sissy because of her open-heartedness and modesty and he criticizes the treatment of Mr.Gradgrind, Mr.Bounderby and Mr.Choakumchild.

In his novel Dickens used a lot of lexical and syntactical stylistic devices. They helped to make the story more vivid and colourful, and through them the reader can understand the characteristic features of the personages. He used syntactical stylistic devices to attract the reader’s attention to the main part of the sentence. He used a lot of repetition to create rhythm.

For example: a)Thomas Gradgrind, sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be talked into allowing for anything over.(repetition, polysyndeton)

b)... and Sissy , being at the corner of a row on the sunny side, came in for beginning of a sunbeam, of which Bitzer, being at the corner of a row on the other side, a few rows in advance, caught the end (parallel construction)

c)Orthography, etymology, syntax, and prosody, biography, astronomy, geography, and general cosmography, the sciences of compound proportion, algebra, land-surveying and leveling, vocal music, and drawing from models were all at the ends of his ten chilled fingers (enumeration, polysyndeton)

d)He knew all about all the water sheds of all the world... and all the histories of all the peoples, and all the names of all the rivers and mountains, and all the productions, manners and customs of all

the countries, and all their boundaries and bearings on the two-and-thirty points of the compass (polysyndeton, hyperbole)

The title of the text helps the reader to penetrate deeper into the story, to understand its main idea. One of the titles “Murdering the innocents” has a symbolic meaning. Because children who study in such “model” schools are not allowed to feel the joy of life, everything is forbidden to them. They do not have a childish heart, they do not play or laugh like other children. They are taught all kinds of sciences without understanding its meaning. They cannot imagine one or other thing, though they know definition of everything. All the teaching system of Mr. Gradgrind was against imagination, he kills their childish heart and that's why these children after finishing such “model” schools become selfish, they think only about their own profit. And at the end of the novel we can see that this teaching system did not approve itself, because Mr. Gradgrind's children who were taught according to this system became unhappy.

The main idea of the novel is not to exploit people like a mule, but treat them as human-beings, to create better life conditions for them. At that period workers were treated very badly, their masters made them work from morning till night, but their needs were not taken into consideration. Their simple requirements were not satisfied and all the workers lived from hand to mouth. That's why Dickens criticized such greedy, cruel people like Bounderby and called people to fight for a better life and he sympathized ordinary people for their kindness and hard work. He regretted about people who died in difficulty in dark mines and considered that they should not finish their lives like this, because they deserved a better fate. So, Dickens wanted the owners of the factories to be more merciful towards working class and create better life conditions for them.

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР АКАДЕМИЯСИ
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ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

**№2/4 (98)
2023 й., февраль**

Ўзбекча матн муҳаррири:
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“Хоразм Маъмун академияси ахборотномаси” Ўзбекистон Матбуот ва ахборот агентлиги
Хоразм вилоят бошқармасида рўйхатдан ўтган. Гувоҳнома № 13-023

Теришга берилди: 06.02.2023
Босишга рухсат этилди: 14.02.2023.
Қоғоз бичими: 60x84 1/8. Адади 70.
Ҳажми 15,3 б.т. Буюртма: № 2-Т

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