



THEORETICAL ISSUES OF LINGUOPOETICS

Toshkhujueva Shoirakhan G'anievna

PhD in philology, Acting Associate Professor, Kokan State Pedagogical Institute

ABSTRACT

This article deals with issues related to the emergence of linguopoetics. The relationship between linguistics and poetics is shown.

KEY WORDS: *linguopoetics, structural linguistics, structural poetics, generative linguistics, rhetoric, philological poetics.*

It has long been known that issues related to the emergence of linguopoetics have attracted the attention of many researchers and caused debates and discussions. Linguopoetics is not an emerging field today. The sciences within the concept represented by this term have long been studied as part of the philological field, and this field has been studied as part of social sciences, in particular, as part of philosophy. Later, the development of disciplines such as linguistics and poetics as new scientific concepts and scientific paradigms into independent disciplines increased the need for interdisciplinary research. Such a need for the field of linguopoetics was connected with the development of methodology, which serves both disciplines equally. As the fate of linguopoetics is connected with the stylistics field of science, it is important to dwell on the views of specialists of stylistics who serve as a bridge between the two disciplines. The fact that the relationship between linguistics and literary studies is still a problem is reflected in the works of the great linguist V.V. Vinogradov. It is known that unlike other forms of art, literature is an art of words. Ideological-artistic features of works of art are revealed through the medium of words. For this reason, the role of the word in reflecting the content of the work is incomparable. Only the word itself is incapable of pictorially reflecting the reality. Thus, the linguistic unit used in the artistic work - the word - requires great skill from the writer in expressing the linguopoetic features. In this sense, the writer describes the reality in the work of fiction, using colorful images to express to the reader the tools that influence his subtle thinking. Such expression is sometimes contradicted by normative linguistics, since the contradiction is expressed with the help of linguistic means, the diversity of form and meaning performs a linguopoetic task. In the artistic representation of events, there are situations that cannot be expressed in linguistic forms. National traditions and national mentality do not allow this. That is why an object, thing, event is expressed through figurative means. In order to express the artistic reality intended by the writer, extralinguistic tools are used instead of linguistic units. In such times, non-linguistic and extra-linguistic means are also used. That's why, along with the image of linguistic means, other means find their expression, all means are charged by the writer with an artistic-ideological burden. English linguist S. Saporta, thinking about the study of linguistics in poetic language, identifies three aspects of the relationship between linguistics and poetics:

1. Poetics is a language.
2. Poetics is not a language, but an art.
3. Poetics is the intersection of art and language.



Linguistic methods are important in the field of poetics, and he puts forward the principle that any poetics is a language. However, he emphasizes the importance of not forgetting the difference between linguistics and poetics. [6.97]

Naturally, without being fully aware of the essence and industrial laws of a complex phenomenon like language, it is a fruitless task to study literature objectively and deeply, which is the address of living in a thousand and one meanings and glosses, or without knowing the thousand and one laws of literature. [3.34] For this reason, the act of choosing a clear and harmonious way for the field of linguopoetics, which is emerging as a new field in the science of philology, is studied to one degree or another in the research conducted by many philologists, more precisely, linguists in this field.

Linguistics and poetics were comparatively studied in V. Ya. Zadornova's works on linguopoetics. In this comparative study, the concept of poetics is close to the thoughts of R. Jakobson, and it shows that poetics represents the same scope and meaning, while linguistics shows a separate direction and ideas. Like M. Birvish, some authors interpret linguistics and poetics as actual models [7.98], while Chetman and Yu.I. Levin interpret the traditional structural meaning and approach from a taxonomic point of view. Some researchers, such as A.J. Greymas, try to summarize the ideas of different approaches, expressing the closeness of poetics and structural linguistics.

Linguists focus more on the relationship between poetics and linguistics in linguopoetics than literary writers. A.A. Leontev [5.125] and V.V. The views of Kojinov [4.78] can be cited as an example. "Structural Poetics" by Y. M. Lotman in terms of linguostylistics is more close to modern linguistics than other works. In the studies of B. V. Tomashevsky "Poetic Methodology", "Introduction to Poetics" and "Literary Studies and Linguistics" prepared by Y. I. Ives, linguopoetics was studied comparatively. [8.156]

Arguments and debates about the relationship between linguistics and literary studies first appeared hundreds of years ago and continue to this day. [2.22] It is known that the direction regulating the relationship between linguistics and poetics is linguopoetics. Therefore, the tasks performed by the field of linguopoetics are approached through the method of philological approach to the analysis summarizing different points of view. In linguistics and literary studies, research directions and content are determined based on the nature of the field. The research conducted in the field of linguopoetics is the basis for determining its content structure. Existing theories and views are put into the system, as a result, the general direction of the direction is visible. The remaining open questions form the basis of the research.

Linguopoetics is one of the new directions studying the language of artistic works as a separate new field of linguistics. It cannot be said that the existing research carried out in this direction has not yet been able to fully reflect the content of the field. Under the concept of Linguopoetics, there is a view that due to a narrow understanding of the field, the linguistic features of works of a poetic nature are studied. In fact, the content of the concept of poetics is very broad. In ancient times, Aristotle wrote his famous work "Poetics" about this. In it, he spoke about poetic art - poetic types (genres) and poetics - the art of poetry. In the chapter "Language and Thought", he emphasizes the relevance of phenomena related to speech and thought to rhetoric, and specifically acknowledges its connection with the knowledge of speech composition [1.39].

As each language event moves into a speech situation, the imagination, psyche, and emotions of a person move in relation to this speech connection. Due to the extensive attention paid to the study of the language of artistic works in the linguistics of the 20th century, the term "linguopoetics" appeared, reflecting the comprehensive, deep and comprehensive study of the image of reality in the artistic work, combining the concepts of rhetoric and poetics.

Linguopoetics analyzes problems related to language features of any genre. In particular, the study of epic works in terms of language features is explained by the concept of linguopoetics. Interest in the problems of linguopoetics began to form in the 60s of the 20th century. It is known that since those times, the branch of linguistics



that studies the specific features of the poetic language began to be called linguopoetics. Using the term linguopoetics is more convenient than the term “philological poetics” proposed by some researchers.

REFERENCES

1. Aristotle. *Poetics*. Tashkent, 1980.
2. Sm.: Budagov R. A. *What is linguistic poetics?* – *Filologicheskie nauki*, 1980, No. 3: *Voprosy lingvisticheskoy stilistiki*. M., 1978; Grigorev V. P. *Poetics is a word*. M., 1979; *Linguistics and poetics*. M., 1979; Polyakov M. *Yes. Voprosy poetiki i khudozhestvennoy semantiki*. M., 1978; K I o e r f e r R. *Poetic und Linguistic*. Munich, 1975; H a r d t M. *Poetic und Semiotic. Das Zeichen-system der Dichtung*. Tübingen, 1976; Hawkes T. *Structuralism and semiotics*. L., 1977; Meschonnic H. *Pour la poetique*. Paris, 1978.
3. Yoldoshev M. *Lingupoetic study of literary text*. - Tashkent: Science, 2008.
4. Kozhinov V.V. *Poetika za pyatdesyat let*. - *Izv. AN USSR. Ser.li.i yaz.*, 1967.
5. Leontev A.A. *Issledovaniya poeticheskoy rechi*. – // *Teoreticheskie problemy sovetskogo yazykoznaniiya*. M.: Nauka, 1968.
6. Saporta S. *Primenenie lingvistiki v izuchenii poeticheskogo zzyka*. // *Novoe v zarubejnoi lingvistike*. Vyp. IX. M., 1980.
7. Bierwisch M. *Poetic und Linguistic* – In. *Mathematik und Dichtung*. Munich. Nymphenburger. 1965.
8. Ihwe J. *Das Problem der poetschen Sprache: ein Schein problem*. - Sm. *Literaturovedenie i linguistics*. 1971.
9. Kodirovich, K. K (2020) *THE IMPORTANCE OF GAME METHODS IN LEARNING ENGLISH*. *International Engineering Journal For Research & Development*, 5, 3.
10. Хужаев К. К. Анваров А. А., Самтаров С. Я. (2016) *Classification of programs for learning English*. *Молодой учёный*, 3 (107), 771-772.
11. Mamatova, G. (2021). *Improving methodology of game technology in the teaching of lexical materials in English lessons*. *Science and Education*, 2(12), 571-573.
12. Mamatova, G. *INGLIZ TILI DARSLARIDA SO'Z BOYLIGINI OSHIRISHDA INTERFAOL O'YINLARDAN FOYDALANISH*. *JOURNAL OF NEW CENTURY INNOVATIONS*, 3 (1), 115-120
13. Mamatova, G. *GAMES AS A TOOL TO TEACH VOCABULARY Ta'limda raqamli texnologiyalarni tadbiq etishning zamonaviy tendensiyalari va rivojlanish omillari*, 5(1), 57-59.
14. Эрнazarова, Ё. (2016). *ШАХС КАСБИЙ ФАОЛИЯТИДА АХЛОҚИЙ ФАЗИЛАТЛАРНИНГ ЎРНИ*. *ВЕСТНИК КАРАКАЛПАКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА ИМЕНИ БЕРДАХА*, 33(4), 52-53.
15. Ollaberganovna, E. Y. (2022). *Improving the Professional Culture of Civil Servants as an Important Factor in the Development of Civil Society*. *American Journal of Social and Humanitarian Research*, 3(8), 153-160.
16. Ernazarova, Y. O. (2016). *PEDAGOGICAL ASPECTS OF FORMATION OF MORAL-AESTHETIC CULTURE OF THE PROFESSIONAL ACTIVITY OF STUDENT*. *Theoretical & Applied Science*, (11), 143-146.
17. Ollaberganovna, E. Y. (2022). *Socio-Philosophical Essence of the Professional Culture of the Government Officer*. *Central Asian Journal of Literature, Philosophy and Culture*, 3(10), 88-96.