

THE IMPORTANCE OF LINGUA POETICS ON LINGUISTICS

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ABSTRACT

Due to the fact that artistic texts often reveal the possibilities of the figurativeness and expressiveness of our language, it is important to study the participation of linguistic means in these texts in stylistic and linguopoetic aspects. Therefore, in Karakalpak linguistics, a number of works have been created. The article provides the importance of linguopoetics on linguistics.

Keywords: Linguopoetics, a language of artistic work, ideological and artistic content, comparative analysis.

Linguopoetics is a branch of philology that studies stylistically marked linguistic units used in a text of verbal art in terms of their functions and relative value in rendering the artistic content and creating aesthetic effect» (Lipgart 1996: 23) The linguopoetics of an artistic device is a typological study which discovers invariant linguopoetic properties of this or that artistic, or poetic, device. For this kind of linguopoetic research to be carried out, the device should be a linguistic unit fulfilling the function of impact and it should be used regularly in a fairly large number of texts. The linguopoetic study of connotative attributive word-combinations in Shakespeare's dramas conducted by A.A. Lipgart (Lipgart 1996: 179-263) established the categories of linguopoetic function and linguopoetic value - the two basic categories of linguopoetics which help to assess the contribution of this or that artistic device to creating aesthetic effect. As a separate area of philology, linguopoetics has evolved over several decades in the works of the outstanding Russian scientist academician V.V. Vinogradov, whose contribution to the development of not only linguopoetics, but also philology in general, can hardly be overestimated.

Studying the works of Russian classical literature, V.V. Vinogradov was able to achieve a synthesis between a purely linguistic approach to the study of literary texts and literary criticism. He managed to combine the study of various stylistic shades of the meanings of words with their role in the context - in the transfer of the ideological and artistic content of the text and the creation of an aesthetic effect. According to V.V. Vinogradov, the ideological and artistic content of a literary work in itself cannot be the subject of its linguistic study, since the linguist is more "interested in the ways of expressing this content or the relationship of means of expression to the expressed content" [32; 33: 192]. At the same time, "reality revealed in a work of art. affects and is reflected in the ways of connection, use and dynamic interaction of words, expressions and structures in the internal compositional and semantic unity of a literary work" [32; 33: 192]. Therefore, analyzing the works of Russian classics, V.V. Vinogradov shows how this or that word, phrase, turnover or artistic device, which performs the function of influence in the text, reveals the ideological and artistic intention of the author and participates in the creation of an aesthetic effect. For more details about linguopoetics and the

relationship between linguopoetics and stylistics, on the one hand, and linguopoetics and literary criticism, on the other, see Lipgart A.A. Fundamentals of linguopoetics.

B. V. Tomashevsky, an outstanding literary critic of the 20th century, an expert on the history of the Russian literary language and the founder of modern textual criticism, exploring the folklore mainly studied their content and possible literary influences and borrowings from the works of other author. Linguistic and poetic comparison allows us to compare the artistic value of two or more texts, united by common thematic and stylistic features; as a rule, this method is used for comparative analysis of the original text and its translations, adaptations and parodies (the so-called "secondary texts"), as well as for comparing texts created at different times, but written in the same stylistic key. Linguistic and poetic stratification involves the selection in the text of "layers, layers, or strata that are unified in design, artistic-figurative and lexical-grammatical structure and stylistic features, written as if in one key, around a single stylistic dominant" [98: 445]. These methods of linguistic and poetic research of literary texts will be described in more detail below, but for now, we note the general trend that manifests itself in the development of methods of linguistic and poetic analysis: the movement from individual methods to the study of a literary text as a whole.

The reverse order of analysis is used in the study of the text through linguopoetics of narrative types. Linguistic and poetic analysis of narrative types in a literary text is the latest trend in linguopoetics based on the theory of narrative types. According to this theory, the narration in a literary text - in general form - can be presented either in the form of a description of events (phenomena, facts, situations), or reasoning of characters on abstract topics, or expressing their will on this or that occasion. Using this method of linguistic and poetic analysis, the researcher first determines the general narrative nature of the text, and then, studying in detail the stylistic and linguistic and poetic properties of linguistic units, determines which of them are involved in creating an aesthetic effect, conveying its ideological and artistic content of one or another narrative type and expression author's intention.

Linguistic and poetic analysis of narrative types in a literary text has recently established itself as an effective method of linguistic and poetic research, however, due to its novelty. As you know, science does not stand still: it is constantly developing and improving, taking into account the requirements of the new time. Philology - the field of science that deals with language in its oral and written forms - is no exception (1). Linguistic poetics of narrative types, one of the newest trends in the field of the study of verbal and artistic creativity, arose as a result of numerous attempts to conduct a linguistic and poetic analysis of several artistic texts simultaneously with thematic and stylistic similarities, in order to solve a problem that had existed for a long time, but due to the lack of special methods for solving it remained unresolved. Due to the relative novelty of this method of linguopoetical research, linguopoetics of narrative types has not received adequate coverage in the scientific literature, therefore, addressing this method of linguopoetical research at the moment seems timely and more than relevant.

The main object of linguopoetic is poetic language, as for the subject is literary text. One of the linguist B. Sarimsaqov agreed with other literary scholars on the issue about the characteristics issue should be related not only to linguopoetics but also to the other field of language such as stylistics, linguistics and phonological branches.

According to S.Umirova, it is concluded from the research principles on synthesis that "It is very important for linguistics, literary studies, poetics and aesthetics communicative-aesthetic linguistic analysis of the artistic text that serves to give theoretical conclusions linguo stylistic experience, semantic-stylistic, comparativestylistic, statistical-stylistic analysis, cognitive analysis, artistic method

linguo poetics, linguo poetic analysis methods such as comparison, linguo poetic stratification. That is why, in order to learn linguo poetic not only we need to quest for social changes, but also taking into account the peculiarity of usage in our literary works. Language is revolutionized by depicting its features along with literary complexity.

Until now, either only the linguistic features of these sonnet cycles (structural and stylistic analysis), or their direct content (thematic interpretation), or the question of influences and borrowings have been studied. However, none of these types of analysis is aimed at studying the artistic fabric of sonnets, taking into account the ideological and artistic loading of stylistically marked language units and their role in conveying the ideological and artistic content of texts and creating an aesthetic effect.

Relevance of the Topic: Rules for the use of ephemerals in the teaching of foreign languages by students shaping is the main goal of today's methodology.

The rules for using ephemerals, in turn, include several sub-competencies, the first of which is linguistic competence. Linguistic competence means that a student has excellent knowledge and skills in English grammar and vocabulary. To do this, it is necessary to make a comparative analysis of the native language and a particular language unit in the target language, and to consider cases of interference depending on the results of the analysis.

By linguistic interference, we mean the errors made by a speaker of a second language as a result of the influence of one language on another. Once these situations are identified, the teacher should create a set of exercises to help students overcome these problems. In the creation of a set of exercises, words that appear as a synonym for words and phrases that seem awkward, inappropriate, or rude to say to a systematic principle, from light to complex, and to euphemisms (Greek *yeirpegsha* - soft expression).

Ephemerals serve to avoid calling a negative reality, to mitigate the negative effects of such a reality, to minimize the negative effects of obscene, annoying, disrespectful, unethical situations, or hidden realities that cannot be told directly; it is used to convey an unpleasant message in a softer, softer form. Instead of saying he was dead, he died, he died, he died; Instead of saying birth, it is better to use expressions such as tearful, relieved. In our study, the main goal was to create a set of exercises aimed at teaching the grammatical features of the English verb phrase for first-year students majoring in English, and this article presents the main results of the research.

Subject News: For effective teaching of any foreign language, first of all, the mother of students comparing language and learning languages with each other, comparative analysis of them need Similarities and differences of these languages by comparing languages is manifested: similar features help to learn a second language more easily, the distinctive features make it difficult to learn the language, and this difficulty in turn lead to errors in speech.

For example, verbally some students may pause or mispronounce in speech. The Department of Linguistics, which deals with the identification of similarities and differences between two languages by comparing them with each other in foreign language teaching, is called Contrastive Linguistics.

It is natural for students to make mistakes when learning a language. "Error is not a disease, but a sign that the distinctive features of the two languages in the mind of the reader are incompatible and make it difficult for him to learn the language," says Yarseva. Interference cases, according to the results of observations, are often made by most students in certain linguistic situations, i.e., students repeat the same mistakes as each other. From this it is clear that these errors are caused not by individual factors of students, but by systemic language factors.

A teacher who teaches a foreign language must be aware of the differences between the languages that cause such situations and the methods that allow them to overcome them. The simplest examples are "He is a student", "I am writing a letter" and we can see that the English verb "to be" is not translated into Karakalpak. In the second example, the present continuous verb is represented in English by the auxiliary verb "to be" and the suffix "-ing", while in Karakalpak it is expressed only by the suffix "-yapman". Today, the main goal of the education system is to develop a new, individualized personality of each student, aimed at the full development of each student, his place in society and further self-improvement. is to create an education system based on a holistic approach.

The purpose of teaching foreign languages has changed according to this approach, and the new term "competence" (skill, ability) has become more common in the methodology. Competence (from the Latin "ability") - a set of knowledge, skills and abilities that are formed during the teaching of a subject, or the ability to perform any activity on the basis of acquired knowledge and skills.

This term was first introduced into linguistics by N. Chomsky. Later, the American scientist D. Haymes further refined this concept and introduced the term communicative competence into science. By the European Union the concept of communicative competence was analyzed in detail and its composition parts were developed. According to him, the communicative competence is as follows competencies: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural competencies.

In order to know the level of teaching verbs in first-year Karakalpak classrooms, it is necessary to analyze the curriculum for grammar. However, first of all, it is worth considering that different Methodists have analyzed the coverage of the topic, a set of exercises and assessment methods in the textbooks, namely in grammar textbooks. For example, Galskova N. and Gez N. say that when choosing a source for learning grammar based on a communicative approach, they should do the following:

1. When choosing materials, they are natural in the different communication processes of language should be used examples, from fictional, artificial examples should not be used;
2. The form, meaning and use of grammatical units in educational sources the rules should be given separately, clearly. This is because students use the connections between these three links in different contexts they must see and understand;
3. Adequate grammar rules to the level of students' comprehension should be presented in a tailored manner;
4. Return the previous one before giving a new topic and between them the connection must be specified. The focus of foreign language teaching today is on language learners focuses on the formation of communicative competence. As a result, grammatical units and rules are also communicative rather than traditional it is advisable to teach based on the approach. For research the prepared exercise is called pre-communicative and communicative exercises consists of a set of exercises that are easy to look at, Grammar from the structure of the unit to the rules of its use and the communication of the speaker in the process, depending on the circumstances in which it is used.

Researcher based on the following factors when creating a set of exercises: 1) Students in explaining a particular topic, the languages they are learning with their mother tongue Emphasis was placed on similarities and differences between grammatical units; 2) This is the case for topics where there may be an interference problem prevention exercises were developed; 3) A systematic approach to the set of exercises Based on the principle of systematicity, a sequence of tasks was created, that is, from light to complex, from pre-communicative exercises moved to communicative exercises. 4) As much as possible, English and Karakalpak culturally specific contexts were selected and included in the exercises. 5) State

according to the educational standard and the students' knowledge indicators, the exercises were given in difficulty according to the B2 level.

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