

“YUKLAMA”

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ABSTRACT

This article is about the function of downloads. The discussion of the opinions of linguists about loading, opinions and solutions about loadings in general secondary school textbooks and higher educational institution textbooks are presented.

Keywords: preposition, -mi preposition, reinforcement-emphasis, nahot(ki), presupposition, task conjunction, synonym, also preposition.

In all textbooks devoted to the modern Uzbek literary language, the words included in the category of downloads are given as words that add additional meaning to a sentence or words, such as strengthening, questioning, emphasizing, delimiting, subtracting, simulating, comparing, and are covered as a separate section. As mentioned in our linguistics, prepositions are of two types according to their structure: 1) additional prepositions: -mi, -chi, -a(-ya), -da, -ku, -ki, -kim, -u(-yu), -ak(-yak), -gina, -dir... etc.; 2) word prepositions: only, after all, supposedly, even, even, even, not at all, and, alone, like, exactly... etc.

In Uzbek linguistics, a number of theses have been defended as a result of the researches on loadings, and several articles on loadings have been published. However, in the matter of classifying words into groups, adverbial loadings are the cause of many disputes. Linguists say that such prepositions as -mi, -chi, -a(-ya), -ki, -da, -ku, -u(-yu), -aq(-yoq) are among adverbial prepositions. the question of whether it is a case predicate or an adverbial predicate is still open.[4:92] There is a significant difference between adverbial predicates and grammatical adverbs. There is a lot of knowledge in the book / I came late for the exam, but the sentences have the same grammatical suffix and adverbial preposition. From the point of view of form, they may be equal, but they differ in terms of meaning. For example, the suffix -da in the first sentence is a conjunction of place and time, and it is performing the task of connecting the word to which it is added to the next word. If this adverb is omitted from the structure of the sentence, a logical error occurs in the sentence. In the second sentence, it is a preposition, adding meaning to the sentence to which it is added, emphasizing and strengthening, as well as "the need to come to the exam on time, even if it is late, there is still some hope and desire " also expresses hidden meanings. If we remove the predicate from this sentence, the hidden meanings will disappear by themselves and only the meaning of "lateness" will remain. There is no change in the construction of the sentence. It is clear from this that the semantic-grammatical meaning expressed by prepositions is not found in any suffix. In this respect, it differs from additions. In conclusion, we can say that adverbial loadings are conditionally included in the list of word groups.

Linguist Z. Isakov in his research on prepositions mentions that prepositions can be divided into semantic groups as follows:

"1) reinforcement-stress loads: -ki, -u(-yu), -da, ham, -a(-ya), how much, smartly, only, finally, tim, liq, lim, girt, jicqa;

2) subtractive loadings: only, -gina;

3) exclamations: nahot, nahotki;

4) conditional loadings: agar, mabodo, basarti;

5) subjective assessment loads: -john, -oy, -bek, -khan, -poshsho;

6) negative prepositions: na... na, complete;

7) interrogative loads: -mi, -chi;

8) adverbs of definition: like, exactly, precisely;

9) the burden of suspicion is: "(4:14)

Linguist A. Pardayev also divides today's downloads into groups as follows:

"1) interrogative loads: -mi, -chi; 2) prepositions of exclamation: -a, -ya, nahot, nahotki; 3) reinforcement and emphasis loads: -ku, -u(-yu), -da, -aq(-yoq), -ki, -kim, also, after all, even, even, how much, only, smart, tim, ghirt, liq, lim, jicqa; 4) subjunctive and limiting clauses: -gina (-кина, -кина), only, alone, only; 5) definition loads: like, exactly; 6) charge of suspicion: -dir, -ov, -yov; 7) negative charge: na... na, complete; 8) conditional prepositions: if, if, although, basharti, mabodo, bordi-yu; 9) prepositions emphasizing the meaning of mixing: as if, as if; 10) prepositions emphasizing the meaning of purpose: toki, to; 11) subjective evaluation loads: -john, -oy, -khan, -bek, -poshsho, -bonu." [8:43]

It is clear from these classifications that A. Pardayev continued the research of Z. Isakov and divided the downloads into more complete spiritual groups.

There are a number of words that serve to ensure the liveliness and naturalness of our speech, and we call those words functional loadings. Such words are often used in live speech and in that process show the characteristic of loading. After the speech process is completed, it will be included in the list of words belonging to its category. Such units are often used in the speech of the speaker and the listener and serve to ensure lively and natural speech. Therefore, many independent words participate in such a process, and such words are formed by adding an additional meaning to their meaning.

Affixative clauses are different from modal clauses. Such units give the text a more emotional and expressive color. The speech situation plays an important role in the selection of tasks. Such tools depend on the speech process and are used more often than pure prepositions to express the speaker's or listener's psyche, their attitude to a certain reality. Because task-related loadings free the speech from artificiality and solemnity and serve to make it lively and natural.

Scientist O. Bozorov was one of the first in Uzbek linguistics to comprehensively research downloads. The linguist distinguishes loadings, linking loadings, linking loadings, as well as functional loadings related to different word groups (loadings related to behavior, loadings related to verbs, etc.). [2:22] A. Pardayev objected to these opinions. expresses his views as follows: In our opinion, it is better to interpret the polyfunctionality of downloads on the basis of philosophical sophistication and not to use ambiguous terms such as "linker-loader", "loader-linker". A specific linguistic unit can never belong to several categories at the same time, it can

move from one category to another based on the requirements of the speech situation. It is understood that units such as -da, -u(yu) are not predicates, but they can also perform the function of linking in the speech process from the point of view of multitasking. But it remains until it is loaded.

Nothing in the world was created for nothing. They have their place and task. While the pen performs the function of writing, the book serves to impart knowledge. Along with this, prepositions belonging to the group of auxiliary words are also added to independent words and perform the task of revealing various nuances of meaning. Additions add a number of meanings to the word to which it is added, such as question, surprise, emphasis, suspicion, simile, purpose, negation. These meanings are expressed through units in the form of words or adverbs.

In the textbooks, the endings -mi, -chi, -a(ya) are indicated as endings giving the meaning of question and surprise. The reason why question and surprise are taken together is that these prepositions can express both properties together. The most productive means of expressing interrogative meaning is the preposition -mi. The primary function of this preposition is to impose question content on sentences, and surprise is its secondary function. Inflections such as -mu, -ma are historical forms of -mi. "In the old Uzbek language, the -mu variant of the preposition -mi is widely used: "Are you bitrur or bizmu bitrur?" (Tafsir) Although it has become archaic and has fallen out of use, this unit has a strong poetic tone compared to -mi, so it is sometimes found in poetic texts in the form of -mu. Because poets use it to realize this pragmatic goal. Mainly, in the speech of people who speak the Kipchak dialect, the form -min -ma is also used: like don't come, don't go, don't tell. For example: Don't brag about yourself, / Don't you have something to say when you're bragging?! (From the epic "Alpomish")" [8:201]. Although the preposition -mi is synonymous with the preposition -a when it reflects the interrogative meaning, they cannot be completely synonymous. Because they differ according to their pragmatic meaning: Is it bad if they are stupid? Shomirza Alkash suddenly shouts. (U.Azim) It's bad if they are stupid, right? Shomirza Alkash suddenly shouts. The content of the question generated by the -mi loading is also mixed with the words "not bad" and "pitching". In the interrogative expressed with the preposition -a, the pragmatic meaning of emphasizing that the situation is bad and convincing the interlocutor of this statement has been clarified.

Or: Then... do you know what that general said! Shomatova said Salima will be your wife. If we replace the preposition -a with -mi in the sentence (O'. Hoshimov), the question (Shomatova Salima will be your wife) is preserved, but the question expressed through the preposition -a shows that the speaker is aware of that situation. In addition, there is also a sign of hesitation. In the question formed with the preposition -mi, the speaker is not aware of the reality, there is no hesitation or doubt. If the prefix -mi gives a pure question, the prefix -a reflects an additional surprise to that question. Such a situation indicates that there is a special difference between the two loads. When it comes to -mi loading, linguist Sh. Rahmatullayev notes that there is also a sense of ambiguity in this charge. "-mi" expresses the meaning of uncertainty, it is used repeatedly: a) joins the participle: was this anger in his voice the reason, or something else - like Otaqozi couldn't know it (Odil Yaqubov); b) is added to the determinative: We will have a party at the end of this week or at the beginning of next week, like (Odil Yaqubov)". [10:145] Linguist A. Pardayev shows the same situation with the conjunctions of preposition -mi or He mentions that it creates enmity. "Sometimes in a text, two or more conjunct clauses

connected by *-mi* can be replaced by a single or conjunction. For example: They wrap a cheesecloth with butter or bread and put it in the baby's mouth. (O'. Hoshimov) - as if they wrap oil or bread in gauze and put it in the baby's mouth". can communicate with the recipient. The meaning is formed on the basis of a certain similarity in the symbols of two units. Or, the conjunction represents the realization (implementation) of one of the simple clauses in a simple sentence or simple clauses in a compound sentence. They put oil or bread in gauze and put it in the baby's mouth. (O'. Hoshimov) In this sentence, the preposition *-mi* indicates that one of two things should be put in the baby's mouth. So, these two auxiliary words can occasionally create synonyms. In such a case, the preposition *-mi* acts as a deductive connective, or a predicate that gives the meaning of uncertainty.

The linguist A. Pardayev puts forward the following idea that the preposition *-mi* is syntactic with the conditional suffix *-sa*: "Also, the preposition *-mi* is synonymous with the following conjunctions and serves to connect subordinate clauses to the main clause. For example, *-sa* connects the subordinate clause to the main clause, creating synonymy with the conditional suffix *-sa*. In this case, it acts as a linking tool that follows the condition: "If a lot of people gathered for the funeral of the deceased, then this person will go to heaven!" - thought Batir faction. (T. Murad)" [8:203] But we would not agree with this opinion. Because in the sentence given as an example, the subjunctive form *-sa* is not directly replaced by the preposition *-mi*. If there is a direct exchange, the following scene will be formed: Whoever gathers at the funeral of the deceased, that's it, that person will go to heaven! - thought Batir faction. This statement is both logical and methodological error. In the above sentence, it is more correct to say that it is synonymous with the tense form *-di*, which represents the future tense from the stylistic point of view, rather than two suffixes. Although this form originally indicates the past tense, sometimes it means the future tense in a colloquial manner. It is at this moment that together with the preposition *-mi*, it can be synonymous with *-sa*: Whoever gathers at the funeral of the deceased, that's it, that person will be in paradise! - thought Batir faction.

In scientific literature, words such as *-ku*, *-u(-yu)*, *-da*, *-aq(-yoq)*, *-ki*, *-kim*, after all, even, even, *tim*, *ghirt*, *liq*, *lim*, *ham*, *jicqa* and additions are shown as reinforcement-stress loadings. The load from this row is applied individually and repeatedly. If it is used alone and connects them between coherent clauses and simple sentences, it is considered as a functional connector: You are the song of the navo of life - You are dear, you are holy, oh place of worship. (I. Mirzo) Our linguists have two different views on the repetition of the word *ham*.

A. Pardayev comments on this: "Essentially, it is a preposition, and it is sometimes used as an equal connective, and repeatedly as a subtractive connective. It can exhibit loading properties both in single and repeated applications. This is clear from the text. Therefore, both is a preposition actively moving to the conjunction." [8:104] It is understood from these sentences that if the preposition of both comes before the conjunctive clauses, it is a subtractive conjunction, and if it comes after the conjunctive clauses, then it is not a preposition. Sh. Rahmatullayev expresses the following opinion in the book "Current Literary Uzbek Language": "Ham is similar to a conjunction when it is used repeatedly in front of parts of a coherent series, but the emphasis remains: Fazilathon is both the head of the club and the director of the library. like (Odil Yakubov). It is clear that such use is equivalent to the burden if it is transformed in the style of being the head of the club and the head of the library"[10:146] Oybek Bozorov also

commented on this burden in his dissertation: the predicate serves to separate the front and back rhemas with the sense of count-emphasis in sentences with a coherent clause: You are both my son-in-law and my son (A. Jabbar); You are a young man who has studied both here and in the war (A. Jabbar).” [1:96] We have seen different opinions above. In our opinion, this download only shows signs of loading when it is used repeatedly. It can be seen that, whether this load comes before or behind a coherent fragment, the coherent fragments are connected with the help of tone.

Ham loading is multi-faceted, it can express a number of other hidden meanings in addition to adding meanings such as strengthening and emphasis to sentences. "Ham preposition, in addition to expressing meanings such as strengthening and emphasizing, complicates the content structure of the sentence it is part of, and creates presuppositions of different meanings.

1. Elmurad also entered. (fame)
2. He also reads books. (S. Zunnunova)
3. The black guy also came in the evening. (A. Mukhtar)
4. Juman couldn't even take it with his hand. (A. Mukhtar)

In all of these sentences, the word participates as a predicate and refers to presuppositions of different meanings and complicates the content of the sentence it is a part of. In the first sentence, other people than Elmurad came; in the second sentence He can do other things; in the third sentence, the Black Guy came during the day; In the fourth sentence, there are presuppositions that Juman could not get it with other tools." [9:10]

The loading in - expresses the meaning of reinforcement and emphasis. Linguists have also given their views on this download. In particular, Sh. Rahmatullayev said that he adds the meaning of emphasis to the content of the added sentence and expresses this emphasis with the meaning of "irony" and "pisanda": "The meaning of emphasis is "irony" ” expresses together with the edge of meaning: No matter how much you build a royal shed, .. you yourself sit in the race and pour tea for your emir who is lying on his side in the net (Abdullah Qahhar).”[10:148] Like the loading this download also has an edge of hidden meaning beyond the meaning understood from the thought. This hidden meaning is not clear to everyone. "This preposition complicates the semantic structure of the sentence in which it is involved and points to various presuppositions. For example: In the sentence "Yig'loqiroq zahid" (E. Azam), the participle "da" is understood as a presupposition as follows:

- 1) he should not have cried, he should have cried;
- 2) you should not cry;
- 3) it should have been different." [7:34]

If we remove the pretension from the above sentence, only one clear judgment remains that it is a crybaby. In order to understand the hidden meaning, first of all, the listener must be perceptive, and besides, he must have the ability to see what is hidden under the surface of something.

However, when it comes to words, it remains abstract to which category these words belong. Linguist Sh. Rahmatullayev considers these words to be predicates, but he does not dwell on what kind of meaning they have, but emphasizes that they should be included in the predicate. "And the preposition "Esa" expresses the meaning of emphasis together with the word "reminder", which is usually added to the possessor: Many people demanded that he be given

the floor, and the chairman refused (Abdullah Qahhar)."[10] :146] These words are described in the 9th grade mother tongue textbook published for secondary schools: represents the existence of a relationship of comparison and contrast between If, the words come after the comparative clause. [5:32] In our opinion, these words belong to the emphasis type of loading and not the parts of the connected clause, but forms conjunctions without conjunctions. In these words, rather than connecting two sentences, it is more about emphasizing the meaning of the added child.

As time goes by, changes are taking place in linguistics in keeping with the times. Such changes are conveyed to the students of science in the form of monographs or dissertations by our scientists. As an example of this, we can take the word nahot(ki), which is considered to belong to the group of reinforcement-emphasis in our textbooks issued for general secondary schools. In the 2017 "Mother Language" textbook for the 7th grade of general secondary schools, published by "Ma'naviyat" publishing house, the word nahot(ki) is included in the list of reinforcement-emphasis loadings. "Even, nahotki, ham, words like gyrt, -ku, -u(-yu), -da, -aq(-yoq) suffixes are emphatic loadings".[6:116]

We have seen above where the word nahot(ki) appears in school textbooks. Our next thoughts were about how this word is covered in the explanatory dictionary, textbooks and study guides issued for higher educational institutions, dissertations. In the 5-volume "Annotated Dictionary of the Uzbek Language" published by the "National Encyclopedia of Uzbekistan" in 2020, the word nahot(ki) is explained as follows: "Nahot(ki) download. It means question and surprise. How can I show such harshness to my son! A. Cairo." [3:31]

Our linguists also expressed their views on this word. In particular, the well-known linguist scientist Shavkat Rahmatullayev shared his opinions about the word nahot(ki) in his book "Current Literary Uzbek Language". "Nahot(ki) is a preposition expressing surprise with a question, and it is usually used in sentences formed with the participle -sa affix: Why don't you have to start all over again?!" (O. Yakubov)

Another linguist, Azamat Pardayev, in his doctoral dissertation, also touched on the series of downloads. In this dissertation, the questioning and surprise loading, which we know as one meaning type of loading, are divided into separate groups. The word Nahot(ki) is mentioned as a preposition of surprise. "Today we describe the prepositions in our language as follows: 1. Interrogative prepositions: -mi, -chi; 2. Prepositions of surprise: -a, -ya, nahot, nahotki;...". When dividing the downloads into such groups, the meaning of the word or adverb itself was taken into account. Of course, the division into such small groups is relative. Because with the help of tone, an interrogative sentence can turn into an exclamatory sentence, and an exclamatory sentence into an interrogative sentence. For example, if the sentence Habib brother came from England (T. Malik) is an interrogative sentence and is pronounced with a slight tone, the interrogative meaning gives way to surprise. But the content of the question is saved. Or in the sentence "It's a strange thing" (K. Dostmuhammad) the content of questioning prevails over surprise.

It can be seen from this that it would be more correct to leave these two groups as they are, i.e. as questions and surprises. Above, we got acquainted with the opinions of our scholars about the word nahot(ki). As you can conclude, this word is not an emphasis, but a load of questioning and surprise. We hope that the authors of the general secondary education textbook, which will

be published again, will recognize this word as a load of questions and surprises and join this group.

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