

LINGUOCOGNITIVE FEATURES OF RIDDLES

Nazarova Ra'no Rahimovna

KSPI, Faculty of Foreign Languages

ABSTRACT

The purpose of this article is to investigate the significance of riddles in oral literature and folklore. Riddles are activities and questions that are typically written in prose or poetry. They center around contrasting a certain something or occasion with one more to uncover a deliberately covered include, structure, conduct, state, or capability. Enigmas are regularly made corresponding to individuals' lives and are established on ancient thoughts and convictions, as well as people groups' hunger for information and understanding of the universe. Riddles are used to quote the words, and the way a riddle is approached suggests a secret solution. Then again, puzzles are a sort of discourse that contrasts concerning the measurements that make up verse and the manners by which it enters mainstream society.

Keywords: riddles, genre, folklore, rhyming, dynamism, approach, enigma, secret solution, puzzle.

INTRODUCTION

Riddles are a form of wordplay that are found in many cultures and languages around the world. They often involve the use of language in a creative and playful manner, requiring the listener or reader to think critically and creatively to solve them. When comparing riddles in different languages, such as Uzbek and English, it is important to consider the linguocognitive features that contribute to their structure, content, and cultural significance.

Language Structure and Phonology: one of the key linguocognitive features of riddles in different languages is the impact of language structure and phonology on the formulation and understanding of riddles. In Uzbek, a Turkic language, the phonological and morphological features influence the construction of riddles. For example, the use of vowel harmony and agglutinative morphology may shape the way riddles are composed in Uzbek. In contrast, English, a Germanic language, has its own phonological and morphological characteristics that influence how riddles are structured. The differences in phonological patterns, stress patterns, and syllable structure between Uzbek and English can impact the formulation and interpretation of riddles in each language.

Lexical Choices and Semantic Ambiguity: another important aspect of riddles is the use of lexical choices and semantic ambiguity. Riddles often rely on wordplay, double meanings, or semantic ambiguity to create a puzzle for the audience. In Uzbek riddles, lexical choices from the rich lexicon of Turkic languages may play a significant role in creating semantic ambiguity or multiple interpretations. Similarly, English riddles utilize the diverse vocabulary and idiomatic expressions of the language to construct puzzles that require lateral thinking and creative interpretation. The differences in lexical choices and semantic structures between Uzbek and English can lead to distinct approaches to constructing and solving riddles in each language.

Cultural Context and Cognitive Strategies: the cultural context in which riddles are embedded also influences their linguocognitive features. In Uzbek culture, riddles may reflect specific cultural practices, folklore, or historical events, shaping the content and themes of the riddles. Cognitive strategies employed by speakers of Uzbek when solving or creating riddles may be influenced by cultural norms and cognitive styles prevalent in the society. Similarly, English riddles are influenced by the cultural context in which they are used, drawing on cultural references, humor, or common knowledge shared within English-speaking communities. The cognitive strategies employed by speakers of English when engaging with riddles may reflect distinct patterns of thinking influenced by their cultural background.

Linguistic Structures: in both Uzbek and English riddles, linguistic structures play a crucial role in conveying the puzzle and its solution. In Uzbek riddles, the use of poetic language and metaphors is prevalent. For example, a classic Uzbek riddle might be: “Yerda yurmasa, oqsa yuradi.” (It walks without feet, but if it falls, it cannot get up.)

This riddle relies on metaphorical language to describe a shadow. The use of imagery and figurative language is common in Uzbek riddles, adding a layer of cultural richness to the linguistic structure. On the other hand, English riddles often rely on wordplay, puns, and double meanings. An example of an English riddle is:

“The more you take, the more you leave behind. What am I?” The answer to this classic English riddle is “footsteps,” which plays on the concept of leaving footprints while walking. The linguistic structure of English riddles often involves clever manipulation of words and their meanings to create a puzzling effect.

Cultural Influences: the cultural context in which riddles are created and shared significantly impacts their linguocognitive features. In Uzbek culture, riddles are deeply rooted in traditions and customs, often reflecting elements of nature, daily life, and historical experiences. This cultural influence is evident in the choice of imagery and metaphors used in Uzbek riddles.

How about we focus on the way that riddles are handled in such method for articulation as analogy, comparison, misrepresentation, modifier, reiteration: For instance, in Uzbek: O`zi bir qarich, soqoli ming qarich (igna), in english: I have a tail, and I have a head, yet I have no body. I'm NOT a snake. What am I? (Answer: A coin) What sort of trees come in two's? (Pear trees). Typical components of the rhyming class include:

1. Small in size and short.
2. The format resembles prose poetry.
3. In order to create, the objective is to uncover hidden information within the text.
4. Its secret articulations of the characteristics of animals, plants, the universe, and all that in day to day existence are urged to be found.
5. The thing that must be found regularly has one, incidentally two, or much more amounts.
6. The primary form of art utilized in riddles is metaphor.

In contrast, English riddles are influenced by Western literary traditions and historical contexts. They often incorporate references to popular culture, historical events, or universal concepts that resonate with English-speaking audiences. This cultural influence shapes the themes and subjects explored in English riddles.

An example of an English riddle reflecting cultural influences is:

"I speak without a mouth and hear without ears. I have no body, but I come alive with the wind." The answer to this riddle is "an echo," which draws on universal experiences related to sound and natural phenomena.

The riddles describe the characteristics of the object to be found, including its size, color, purpose, and other similar characteristics. However, these symbols are connected to other ideas through the literary device of metaphor. The enigmas' topic will be related with things that individuals meet consistently in the public arena and culture. So, the solutions could be based on things like fruits, natural parts, vessels, life and death, animals, feelings, or human organs. We likewise need to list a few English enigmas concerning creatures, organic products, and vegetables beneath.

In English language:

You might hear me barking,
And I'm known as man's best friend.
I'm a pet with four legs and a tail.

In Uzbek language:

Ketaveradi, ketaveradi, savatdek yerni oladi.
Ming qoy boqar, soyada yotar. (Dog)

The answer to the aforementioned riddles was "dog," indicating that there are animal-related riddles in both countries and that the content makes it straightforward for the reader to determine the solution. The seriousness of the issue, however, is that we can't recognize what direction to think utilizing the definition gave in certain conundrums. As an end, we can express that enigmas have an urgent impact in current culture since they assist the more youthful age's brains with creating. Riddles are often made with the intention of confusing the options presented to the interlocutor and making it harder for them to find the solution they are looking for. There might be a few potential reactions, and the genuine reaction will be hidden in the text being given. While settling a conundrum, the utilization of representations like "foal," "moon," "star," "sheep," "wolf," and "panther" was utilized in the question messages. Importantly, despite the fact that riddles later evolved into a different genre, fairy tales and epics were significantly influenced by them. The most instructive aspect, which must be discovered in order to construct any riddle, was the object properties. We also thought it was appropriate to support our position with examples from fairy tales.

A conundrum is an aphoristic work which comprises of brief beautiful, frequently rhymed articulation, in which a specific item or peculiarity is addressed by its figurative same. One of the best ways to communicate is to ask and answer questions, especially riddles, which are nice, serious questions. The answers can be funny and make little sense, but they sound right. In order to meet the requirements imposed on it as an art form, the riddle uses standard language. Because of this, riddles adhere to a communication model that consists of a code and an encoded message that is first sent and then decoded. The fact that the research examines riddles from the perspective of the linguistic picture of the world that is reflected in their text and distinguishes between various types of riddles based on their stylistic interpretation adds to the study's theoretical and practical value. Three fundamental sorts of complex gadgets (phonetic, lexical, and grammatical expressive gadgets) help to make question seriously drawing in and engaging. Of three sorts, lexical elaborate gadgets are the most well-known

one, with joke, representation, likeness, disintegrations of set phrases. Today questions aren't utilized however much they were in old times, yet they stay an unmistakable method for getting our psyche working. Today puzzles are totally formed into youngsters' fables. Riddles impress children and serve cognitive and developmental purposes, as they contain a component of the game that piques their imaginations. This genre has always served as a means of forming and developing young people's mental abilities, including the ability to analyze and compare phenomena.

CONCLUSION

In conclusion, when examining the linguocognitive features of riddles in Uzbek and English languages, it is essential to consider how language structure, phonology, lexical choices, semantic ambiguity, cultural context, and cognitive strategies contribute to the formulation and interpretation of riddles in each language. These features shape the unique characteristics of riddles in Uzbek and English, reflecting the linguistic diversity and cognitive creativity present in both linguistic traditions. In fact, when comparing the linguocognitive features of riddles in Uzbek and English languages, it becomes evident that both linguistic structures and cultural influences shape the way these puzzles are constructed and solved. While Uzbek riddles emphasize poetic language and cultural imagery, English riddles rely on wordplay and universal references. Understanding these differences provides insight into the rich diversity of linguistic expression found within the realm of riddles across different languages.

REFERENCES

1. Elly Kongas Maranda, "Riddles and puzzles": Introduction." American Journal of Folklore, 89.
2. Annotated dictionary of the Uzbek language, Tashkent. State Scientific Publishing House. 5-vol. - p. 432.
3. Miaja, M. (2008). Riddle. Meaning and survival. Spain: Miguel de Servantes Virtual Library.
4. Maksudov H. "Don't pay attention to the one who says words, pay attention to the words. Yoshlik journal, 2018, issue 1. - p. 35.
5. Abdullayev J. Lexical and semantic features of Uzbek folk riddles: Abstract of the dissertation of the candidate of philological sciences. Tashkent, 1993. - p. 8.
6. Uzbek riddles. Tashkent: O'qituvchi, 1991. - p. 3
7. Qobulova U.S. The relationship of integral and differential semantics in the metaphorical text (on the example of the Uzbek folk riddle) Abstract of the dissertation. Tashkent, 2017. - p.12
8. Saparniyazova M. Syntactic-semantic features of Uzbek folk riddles: Abstract of the dissertation of the candidate of philological sciences. Tashkent, 2005. - p. 14.
9. Rahimovna, Otaboyeva Mazmuna. "SIMILARITY AND DIFFERENCES ASPECTS OF GRADUONOMIC SERIES FORMED BY SEMANTIC CATEGORIES OF VERBS IN UZBEK AND ENGLISH LANGUAGES." Galaxy International Interdisciplinary Research Journal 11.4 (2023): 505-508.
10. Rahimovna, Otaboeva Mazmuna, and Jurayeva Zulayho Shamsiddinovna. "Creating graduonymic rows in verb semantic categories in uzbek and english languages." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.10 (2022): 322-326.